

Robinson Elementary School:

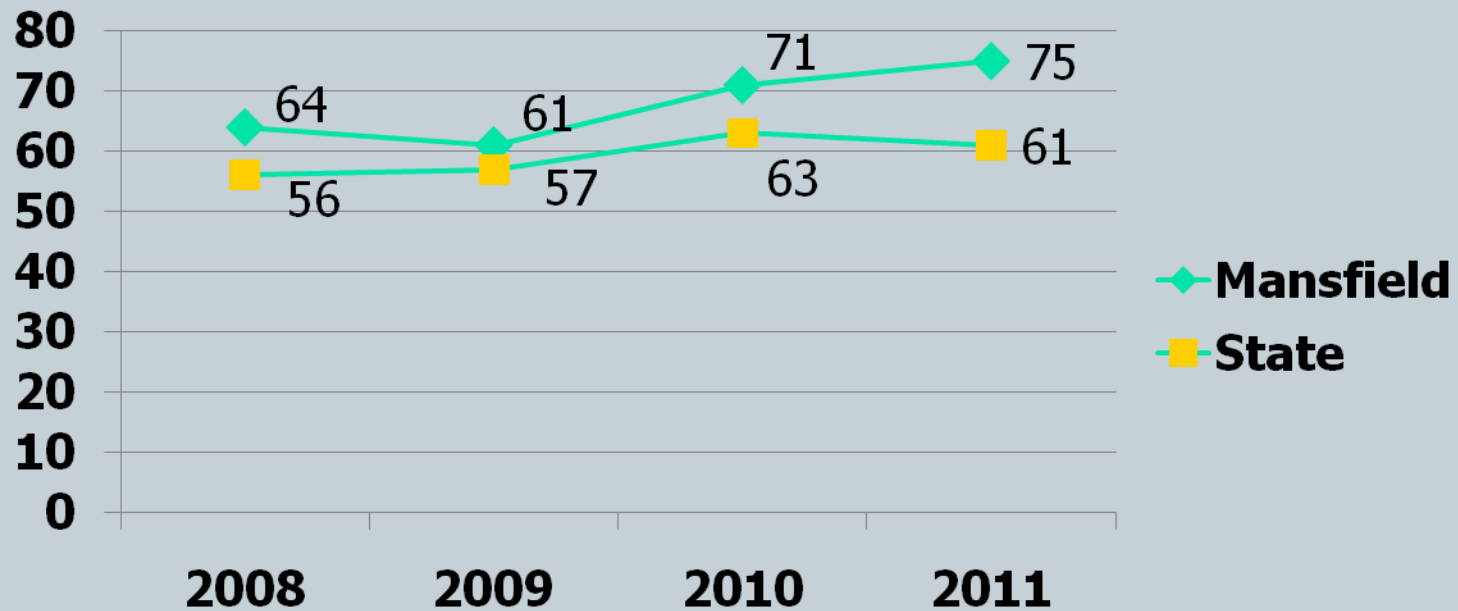
Presentation to School Committee



**USING DATA & EVIDENCE-BASED
CURRICULUM TO PREVENT READING
DIFFICULTIES & PROMOTE LITERACY
SUCCESS FOR ALL STUDENTS**

NOVEMBER 1ST, 2011

Grade 3 ELA % Proficient or Higher



First class to have had Scott Foresman
Reading Street since Kindergarten

Some keys to grade 3 improvement...



- Dedicated, hard-working & talented staff at our elementary schools.
- Support from the Superintendent, School Committee & town in the purchase and adoption of Scott Foresman Reading Street.
 - Reading Street is grounded in **scientifically-based reading research** & aligned with the **Common Core State Standards**
- Ongoing use of data to support instructional decision-making.

How Does the Robinson School Use Literacy Data?



- **WHAT ASSESSMENTS DO WE USE?**
- **WHAT QUESTIONS DO THEY HELP US ANSWER?**
- **HOW DO WE SUPPORT TEACHERS IN USING THIS DATA?**

What assessments?



- **DIBELS (Dynamic Indicators of Early Literacy Skills)**
 - Fall, Winter & Spring for all students
 - Ongoing, frequent progress monitoring for students below benchmarks
- **Scott Foresman Unit Tests**
 - Administered at the completion of each unit of the reading program (approximately every 5 – 6 weeks)
- **GRADE Reading Comprehension Assessment**
 - Spring of grade 2 for all students
 - Predictor of ELA MCAS

What questions do these assessments answer?



DIBELS:

- **Screening Tool**
 - Are there students who are not on track for meeting current & future literacy benchmarks? (ID students for intervention)
- **Ongoing Progress Monitoring**
 - Is the instruction that we are providing working?

What questions do these assessments answer?



- **Scott Foresman Unit Tests**
 - Are the students learning what is being taught in the reading program?
 - What level of differentiated instruction materials is most appropriate for each child?
- **GRADE Reading Comprehension (Spring grade 2)**
 - How do our students fare on an “MCAS-like” reading comprehension assessment? (GRADE performance is a good **predictor** of MCAS performance)
 - How secure are the reading comprehension skills of students as they exit Robinson?

How do we support teachers in understanding & using this data?



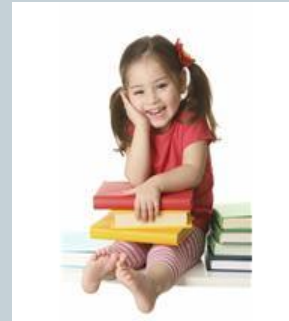
- **Building Level**



- **Classroom Level**



- **Student Level**



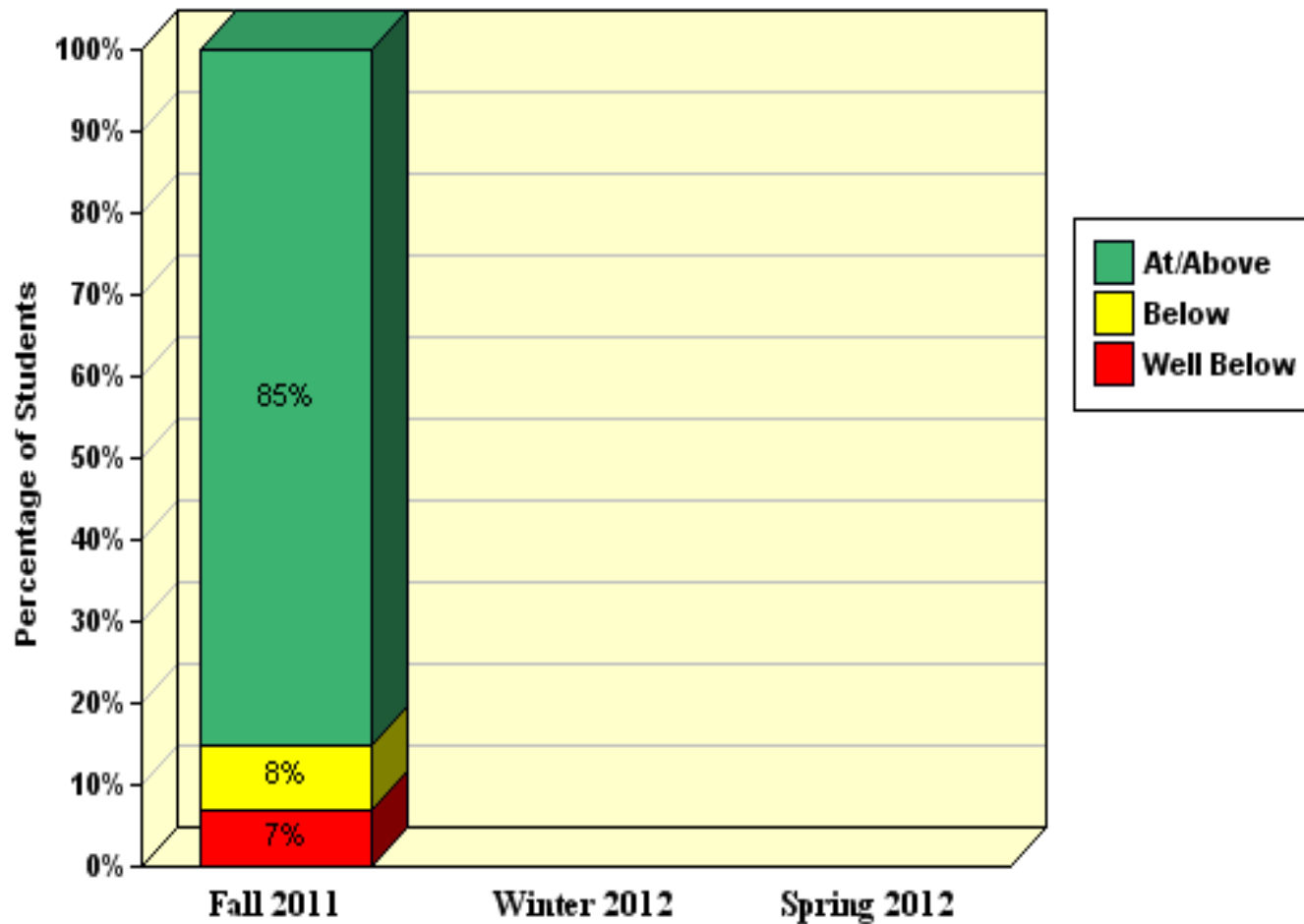
How do we support teachers in understanding & using this data?



Building Level:

- **3x per school year a staff meeting is used to present DIBELS results for each grade-level**
- **These meetings provide an opportunity to celebrate our successes and identify areas for future professional development**

Grade 2: Oral Reading Fluency



How do we support teachers in understanding & using this data?



- **Classroom Level:**

- **Reading specialist(s) facilitate data meetings with classroom teachers after fall and winter data periods**

- **Classroom data is used to form instructional groups & identify student needs**



Grade 2 Data



2nd Grade Baseline Collection Form

Student Name	Baseline Test					D.I.B.E.L.S.			Baseline + DIBELS	%	Alt Baseline Test	Group
	Phonics	Word Know	Vocab	Rdg Comp.	Total	NWF	ORF	Total Points				
Student 1	12	10	10	16	48	WAA	WAA	20	68	97	59	A
Student 2	11	10	10	18	49	A	A	16	65	93	54	A
Student 3	10	10	10	16	46	AA	A	17	63	90	56	A
Student 4	12	10	9	14	45	WAA	A	18	63	90	52	A
Student 5	11	9	9	15	44	A	BA	13	57	81	36	B
Student 6	9	10	10	14	43	BA	A	13	56	80	46	B
Student 7	12	10	10	16	48	A	A	16	64	91	53	B
Student 8	11	9	10	13	43	BA	BA	10	53	76	42	C
Student 9	11	9	9	12	41	A	BA	13	54	77	42	C
Student 10	12	10	10	17	49	WAA	WAA	20	69	99	56	A
Student 11	11	10	9	16	46	A	A	16	62	89	47	B
Student 12	11	10	10	13	44	WAA	AA	19	63	90	57	B
Student 13	12	10	10	18	50	AA	AA	18	68	97	56	A
Student 14	12	9	9	12	42	BA	BA	10	52	74	36	C
Student 15	11	10	10	14	45	BA	A	13	58	83	48	B
Student 16	11	9	10	12	42	BA	BA	10	52	74	35	C

Classroom Level Data



- Based on data, classroom teachers meet with all students in small groups to provide differentiated instruction.
- Students who have been identified for reading support get a “double dose” of small group instruction daily (from their classroom teachers *AND* from a Reading Specialist or Special Education teacher).

How do we support teachers in understanding & using this data?



Student Level:

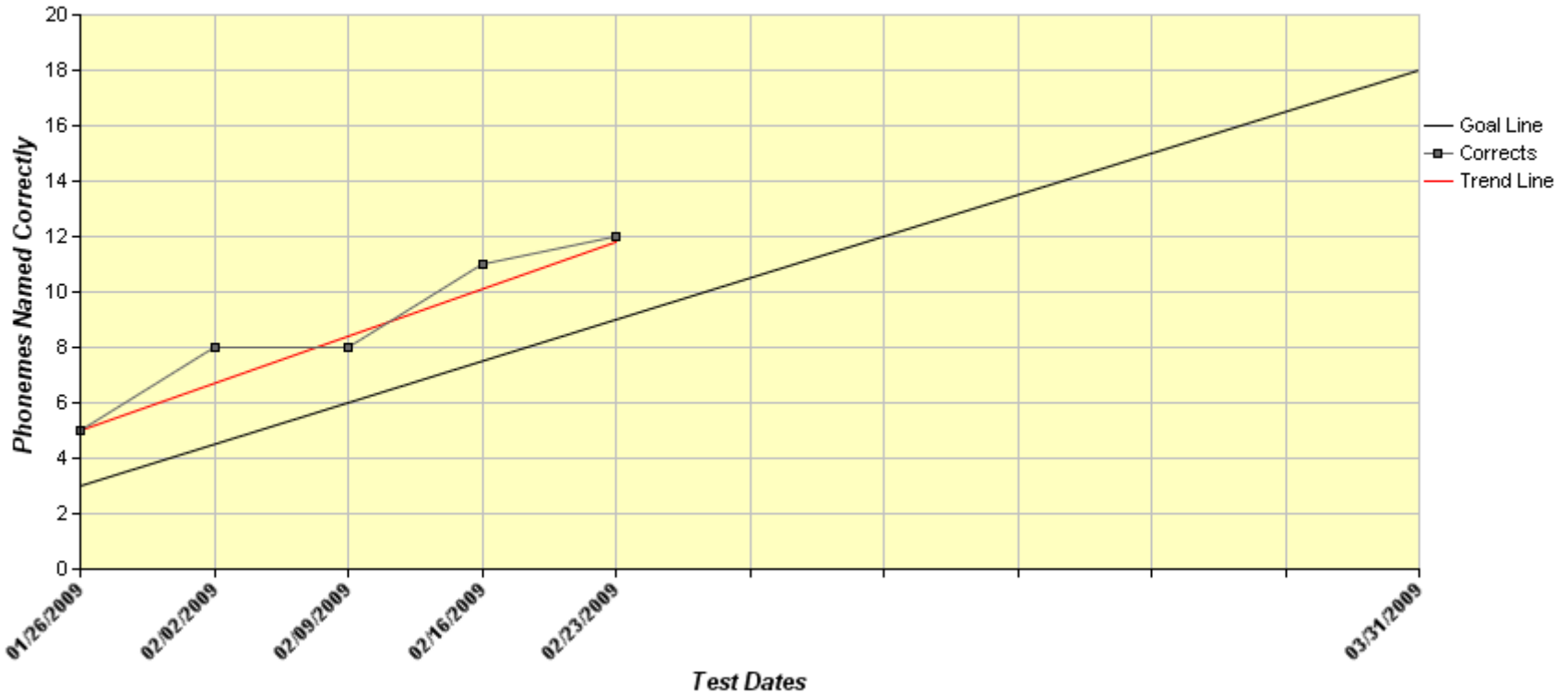
- **Reading specialists & special education teachers meet monthly to review the individual progress of students receiving reading support**



PM Report

**SAMPLE
DATA**

Progress Monitor Improvement Report for Brandy Smith (Grade K)
from 01/19/2009 to 03/31/2009
Grade K : Phoneme Segmentation Fluency



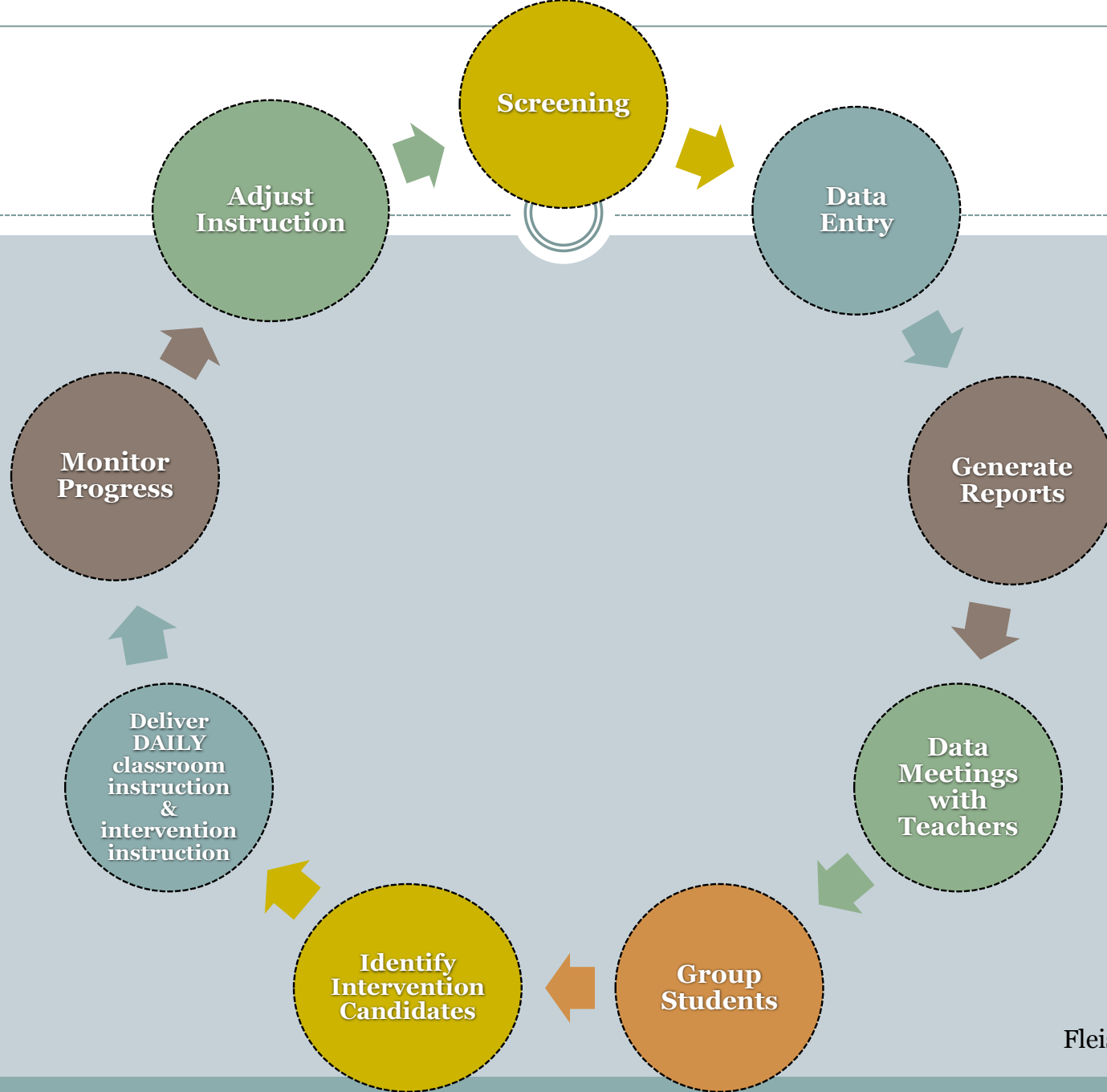
Goal Statement

In 9 weeks, Brandy Smith will achieve 18 Phonemes Named Correctly from the Grade K Phoneme Segmentation Fluency subtest. The rate of improvement should be 1.5 Phonemes Named Correctly per week.

Date	01/26	02/02	02/09	02/16	02/23
Corrects	5	8	8	11	12
Growth Rate		3.0	1.5	2.0	1.75



How does this play out in “real
life?”



Why is this necessary?



- **WHAT WE KNOW FROM RESEARCH**
- **THE CASE FOR EARLY INTERVENTION & PREVENTION**

Why is this necessary?



**Early intervention in
reading is critical!**

What do we know from research?



- Reading problems can be detected in kindergarten by measuring **critical** early literacy skills that have been proven to predict later reading competence.
 - DIBELS is an assessment tool with a sound research-base, designed to do this very thing...
- If we intervene at the *first sign* of a problem, children are much less likely to experience the social, behavioral and motivational problems that often accompany reading difficulty.

In summary...



- The Robinson School has been engaged in using scientifically-based reading research to promote best practices in reading assessment & instruction for a number of years.
- The classroom teachers & support staff have worked tirelessly to foster the development of strong reading skills.
- The adoption of the DIBELS & GRADE assessments & the Scott Foresman *Reading Street* program has been critical to our current & past successes.

The Case for Early Identification & Prevention



- “One of the most compelling findings from recent reading research is that ***children who get off to a poor start in reading rarely catch up...***the poor first grade reader almost invariably continues to be a poor reader.”
- “The best solution to the problem of reading failure is to ***allocate resources for early identification and prevention.***”

- Joe Torgesen, 1998



THANK YOU!