Improving Data Literacy Through Focused Team Meetings

ESEA Conference 2020
Dr. Matthew Burns & Stacy Thompson

This session, participants will...

• become familiar with research confirming the impact of systematic data use.

• learn about guiding questions to support data-driven decision making at team meetings.

• reflect on current practices and consider the shared research and data-driven decision making tools.

PRESS Project
developed, implemented, and studied
2011-2014

Providing professional learning across the country and continuing to develop

PRESS
2014-
Multi Tiered Systems of Support – MTSS

The systematic use of assessment data to most efficiently allocate resources in order to enhance learning for all students.

Burns, Jimerson, VanDerHeyden, & Deno, 2016

MTSS is more than just a process of providing interventions to a small group of students.

Rather it is a school reform model and with it comes a new way of thinking and doing business in education.

Guiding Questions

Tier 3
What is the causal variable for an individual student?

Tier 2
What is the category of the problem for individual students?

Tier 1
Is there a classwide need?
Universal screening measures consist of brief assessments focused on target skills (e.g., phonological awareness) that are highly predictive of future outcomes.

Universal Screening Data Meeting: Guiding Questions

Grade Level Team Meeting
Universal Screening Guiding Questions

- What is the median score in each classroom? Does the median score fall below the benchmark score?
- Which students fall within the at-risk range?
- Are there any surprises or students we missed?
- Among students identified as needing a tier 2 intervention, what is the category of the problem (phonemic awareness, decoding, fluency, vocabulary, comprehension)?
- Is there anyone who may need tier 3 right now?
Some Common Screening Measures

- **Kindergarten**
  - Letter Sound Fluency (LSF)
  - Initial Sound Fluency (ISF)

- **First Grade**
  - Nonsense/Decodable Word Fluency (NWF/DWF)
  - Oral Reading Fluency (ORF)

- **2nd - 5th Grades**
  - Oral Reading Fluency (ORF)
  - Comprehension

Problem analysis is central to the RtI process and should occur at all three tiers.

Is there a classwide need?

Target = 32

Why or why not?
Is there a classwide need?

Target = 52

Why or why not?

(One) reason that students might not perform a task sufficiently is that they lack prerequisite skills for completing the task.
Why work on Phonemic Awareness?

Phonemic Awareness skills are among the best predictors of reading after two years of formal schooling, and difficulties with phonemic awareness are strongly linked to reading difficulties.
First Grade Examples

<table>
<thead>
<tr>
<th>Student</th>
<th>NWF/DWF Target</th>
<th>LSF Target</th>
<th>Category of the Problem</th>
<th>Intervention to Implement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student R</td>
<td>29</td>
<td>48</td>
<td>Phonics</td>
<td>Word Blending Intervention</td>
</tr>
<tr>
<td>Student L</td>
<td>5</td>
<td>23</td>
<td>Phonics</td>
<td>Letter Sound Intervention</td>
</tr>
</tbody>
</table>

Why work on Phonics?

Phonics skills are critical for developing word recognition and reading fluency.

Snow & Juel, 2005

Second Grade Examples

<table>
<thead>
<tr>
<th>ORF (oral Reading Fluency) Target 70</th>
<th>Accuracy</th>
<th>COMP Target 190</th>
<th>Category of the Problem</th>
<th>Intervention to Implement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>65</td>
<td>97%</td>
<td>181</td>
<td>Fluency</td>
</tr>
<tr>
<td>Student U</td>
<td>55</td>
<td>85%</td>
<td>180</td>
<td>Decoding</td>
</tr>
</tbody>
</table>

1/21/2020
### Fourth Grade Examples

<table>
<thead>
<tr>
<th>Student</th>
<th>ORF</th>
<th>Accuracy</th>
<th>Category of the Problem</th>
<th>Intervention to Implement</th>
</tr>
</thead>
<tbody>
<tr>
<td>J</td>
<td>125/4</td>
<td>97%</td>
<td>190</td>
<td>Comprehension</td>
</tr>
<tr>
<td>B</td>
<td>109/2</td>
<td>98%</td>
<td>191</td>
<td>Fluency</td>
</tr>
</tbody>
</table>

### Why work on fluency?

Proficient readers are so automatic with each component skill (phonological awareness, decoding, vocabulary) that they focus their attention on constructing meaning from the print. 

Kuhn & Stahl, 2000

### Why work on comprehension?

Comprehending text is a complex and dynamic task. Regarded as "the essence of reading," being able to comprehend is arguably the most important reading skill.

Durkin, 1993

### Grade Level Team Meeting

- Universal Screening Guiding Questions:
  - What is the median score in each classroom? Does the median score fall below the benchmark score?
  - Which students fall within the at-risk range?
  - Are there any surprises or students who need the intervention?
  - Among students identified as needing a tier 2 intervention, what is the category of the problem (phonemic awareness, decoding, fluency, vocabulary, comprehension)?

- Is there anyone who may need tier 3 right now?

Some students may require immediate tier 3 interventions; this should only be done on a **case-by-case basis**. Consider:

- Additional **classroom data**
- **Historic** data and performance
Progress Monitoring Data Meeting: Guiding Questions

What is Progress Monitoring?
Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction.

The central feature of progress monitoring would be that it offer instructionally useful information as well as indicate progress.

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<th>Progress Monitoring Guiding Questions</th>
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<td>Which students are making adequate progress in their tier 2 or tier 3 interventions?</td>
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<td>Should we continue the intervention or should the intervention be discontinued and a transitional plan written?</td>
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rti4success.org
Johnston, P. H., 2011
General Outcome Measures
How are the students progressing at grade level?

Kindergarten
LSF

First Grade
NWF/DWF

2nd Grade
ORF

3rd Grade
ORF

4th Grade
ORF

5th Grade
ORF

Skill Measures
How are the students progressing at their instructional level?

phoneme manipulation?
letter sounds?
decoding cvcc words?
3rd grade instructional level text?
comprehension skills?

Tracking Skill and GOM Data

Tier 2 Progress Monitoring Data Tracker
The central feature of progress monitoring would be that it offer instructionally useful information as well as indicate progress.

Effective implementation is associated with better outcomes.

Grade Level/Team Meeting
Progress Monitoring Guiding Questions
- Which students are making adequate progress in their tier 2 or tier 3 interventions?
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- Are there students who were not identified as needing tier 2 interventions who we should talk about now?

Effective implementation is associated with better outcomes.
Possible Intervention Modifications

Acquisition
• Slow and inaccurate?
• Fewer targets per session, more “knowns”

Retention
• Decreasing/flat scores?
• Increase repetition, more sessions, frequent review

Generalization
• Inconsistent data?
• Vary format of practice, repeated practice

Grade Level Team Meeting
Progress Monitoring Guiding Questions
• Which students are making adequate progress in their tier 2 or tier 3 interventions?
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• Have the interventions been implemented long enough and/or with fidelity?
• Are there modifications that we should make to the intervention within tier 2?
• Should we change the level of support (i.e., change tier)?

• Are there students who were not identified as needing tier 2 interventions who we should talk about now?

Providing differentiated small-group instruction informed by student assessment data is central to MTSS models and is the mechanism that allows schools to deliver instruction that is responsive to student needs.

Haring, Lovitt, Eaton, Hansen, 1978
National Center on Intensive Instruction, 2013

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