DIBELS® 8TH EDITION

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Data-Based Decision Making with DIBELS® 8th Edition
Zones of Growth
PaTTAN Training September 9th, 2020

Training Agenda

- Introduction to Evaluating and Adjusting Instruction within MTSS
- Updates to DIBELS 8 for Evaluating and Adjusting Instruction
- Using Zones of Growth to Set Goals
- Break
- Using Zones of Growth to Monitor Progress and Evaluate Instruction
- Wrap-up

Learner Objectives

- **Describe** the importance of evaluating and adjusting instruction within MTSS
- **Describe** how DIBELS 8 can be used to support with evaluating and adjusting instruction
- **Apply** Zones of Growth to set reasonable yet ambitious goals across instructional tiers
- **Apply** Zones of Growth to monitor progress and evaluate instructional effectiveness across instructional tiers

Using a Scientific Framework for Educational Decision Making

- Science involves identifying and trying to solve problems to help make decisions.
- In education, one primary goal is to efficiently and effectively improve the reading skills of *all* students so that they become proficient readers.
- We can use a systematic and empirical approach to improve student reading performance.

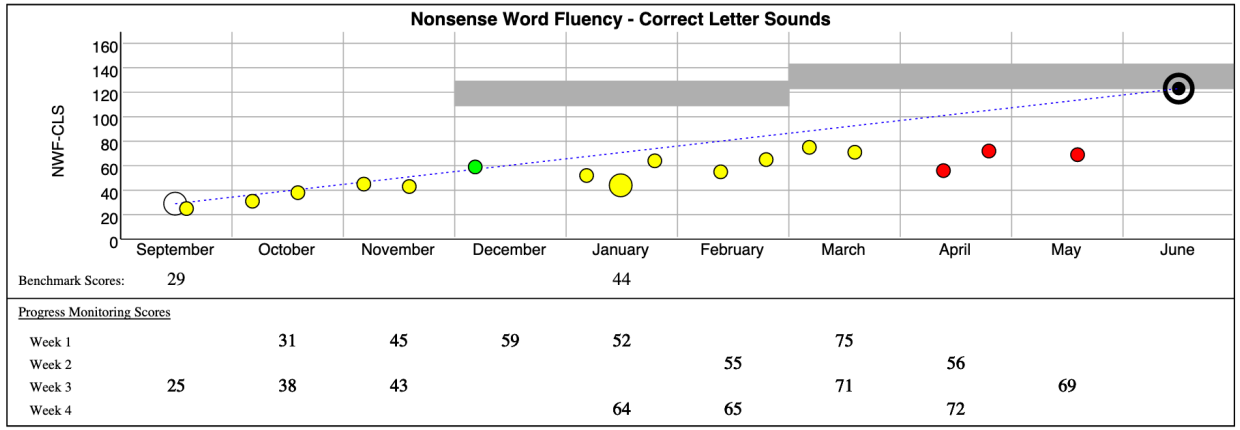
Using a Scientific Framework for Educational Decision Making

The problem: Many students struggle to read

Reading--an extraordinary ability, peculiarly human and yet distinctly unnatural…acquired in childhood, forms an intrinsic part of our existence as human beings, and is taken for granted by most of us (p. 3).

Sally Shaywitz, M.D., Neuroscientist and Professor of Pediatrics, Yale University

The problem may be at the student level…

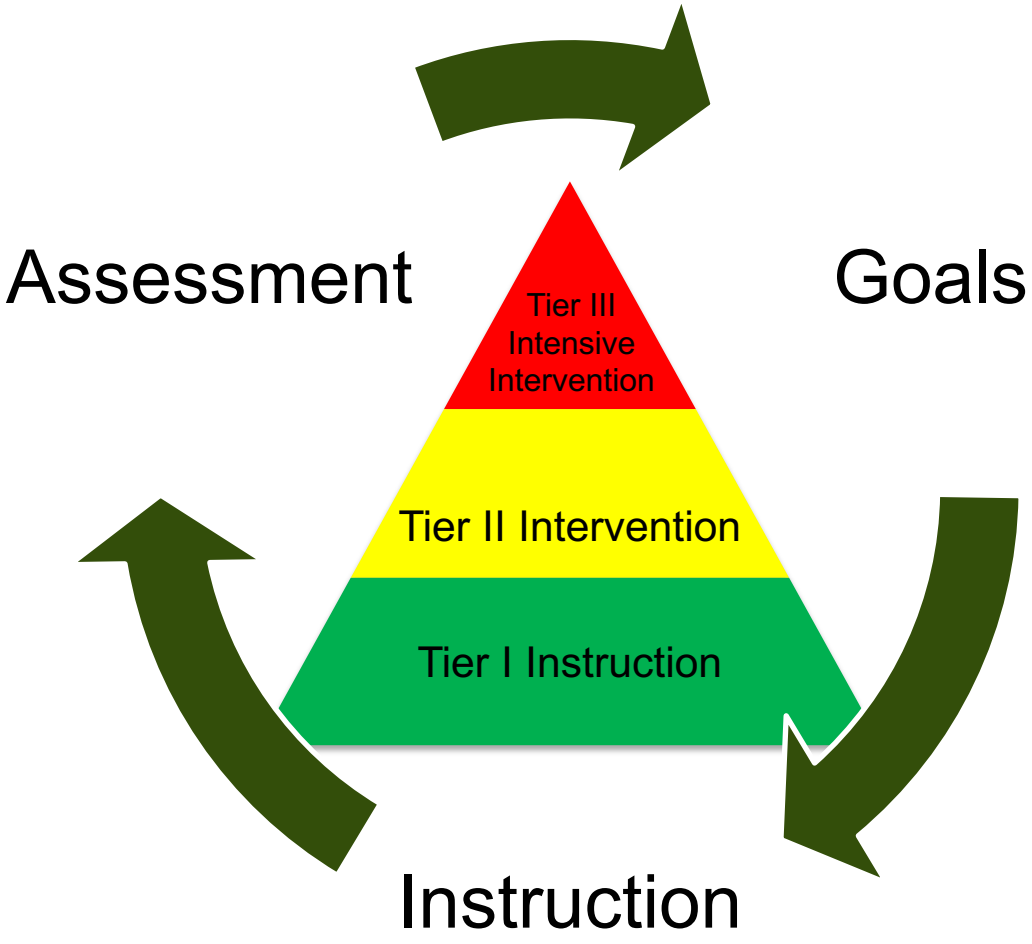


Grade	Beginning		
K	n=705	135 (19%)	208 (30%)	362 (51%)
1st	n=729	188 (26%)	279 (38%)	262 (36%)
2nd	n=703	211 (30%)	222 (32%)	270 (38%)
3rd	n=757	157 (21%)	154 (20%)	446 (59%)
4th	n=752	268 (36%)	221 (29%)	263 (35%)
5th	n=741	270 (36%)	157 (21%)	314 (42%)
6th	n=543	256 (47%)	37 (7%)	250 (46%)
7th	n=545	277 (51%)	0 (0%)	268 (49%)
8th	n=545	208 (38%)	90 (17%)	247 (45%)

…Or it may be at the classroom, school, or district level

Proposed Solution: Multi-tiered Systems of Support

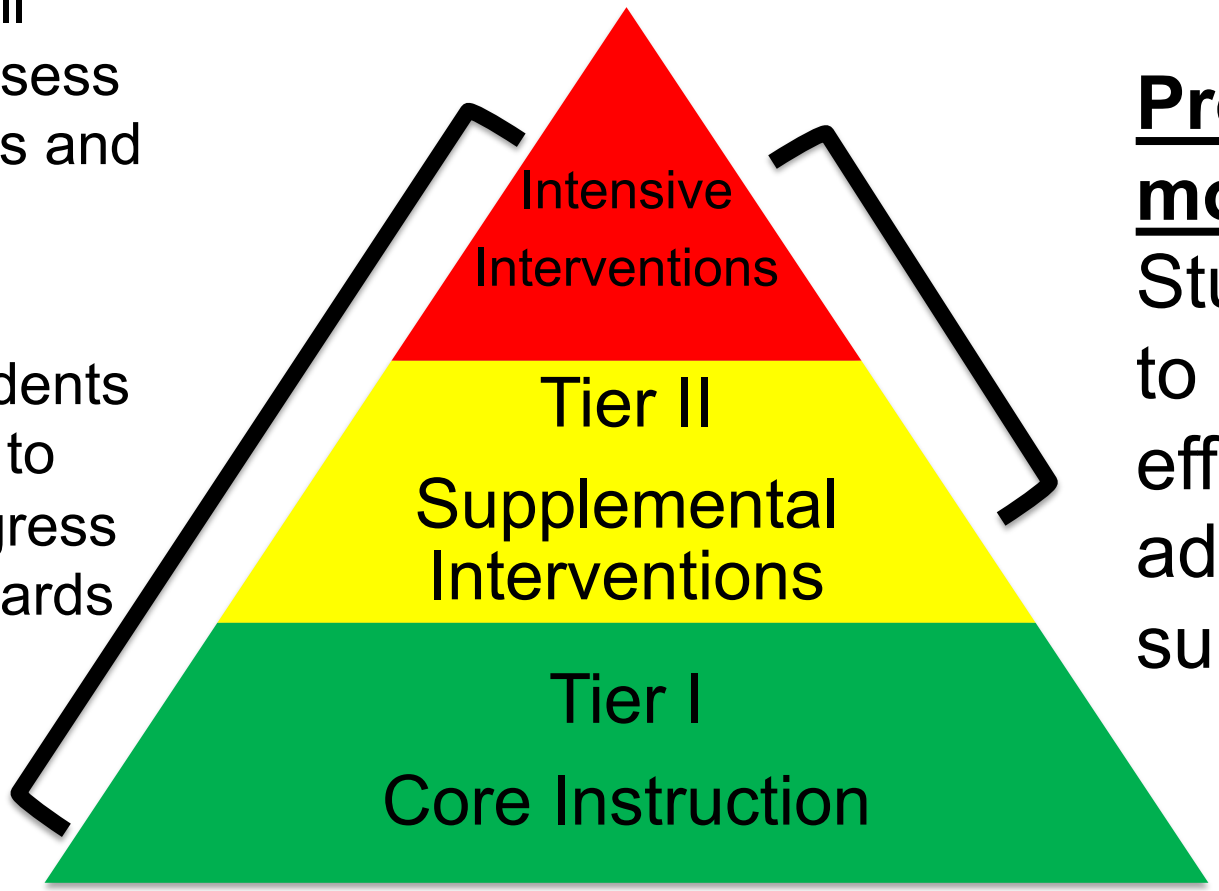
- A systematic and empirical approach to solving educational problems and making decisions
- Key features:
  - Comprehensive and collaborative schoolwide goals
  - Effective, evidence-based instruction and intervention
  - Valid and reliable assessment data



Using MTSS to Implement Instruction & Assessment

Universal screening: All students in the fall, to assess risk for reading difficulties and disabilities

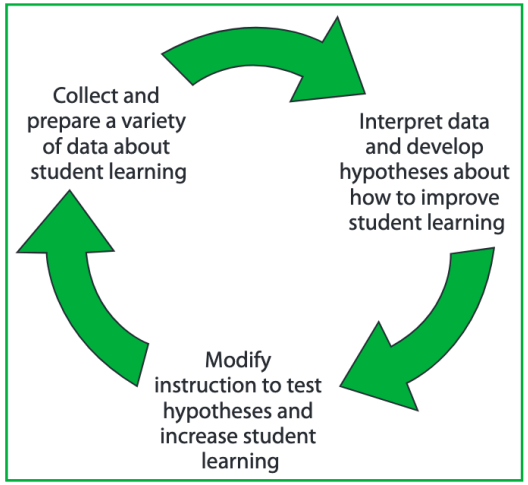
Benchmarking: All students in the winter and spring, to check in on student progress toward proficiency standards



Progress monitoring: Students at-risk, to monitor effectiveness of additional support

IES Practice Guide:
Using Student Achievement Data to Support Instructional Decision Making

Recommendation 1:
Make data part of an ongoing cycle of instructional improvement



Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman (2009)

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ONGOING CYCLE OF INSTRUCTIONAL IMPROVEMENT: EVALUATING AND ADJUSTING INSTRUCTION

Preparing for Your High School Reunion

- Goal: Lose 10 lbs in 2 months
- Which evidence-based strategies will work for me?
- How often should I check to see if strategies are working?
- How and when should I adjust my strategy?

Bringing it back to reading

- Goal: All students reading at grade-level by 3rd grade
- Which evidence-based strategies will work for my student/group of students?
- How often should I check to see if strategies are working?
- How and when should I adjust my strategy?

Why monitor growth?

- Inform ongoing decision making within MTSS
- Promote school accountability
- Facilitate collaboration within and between schools

Instructional decision making is driven by two processes…

Data is used to

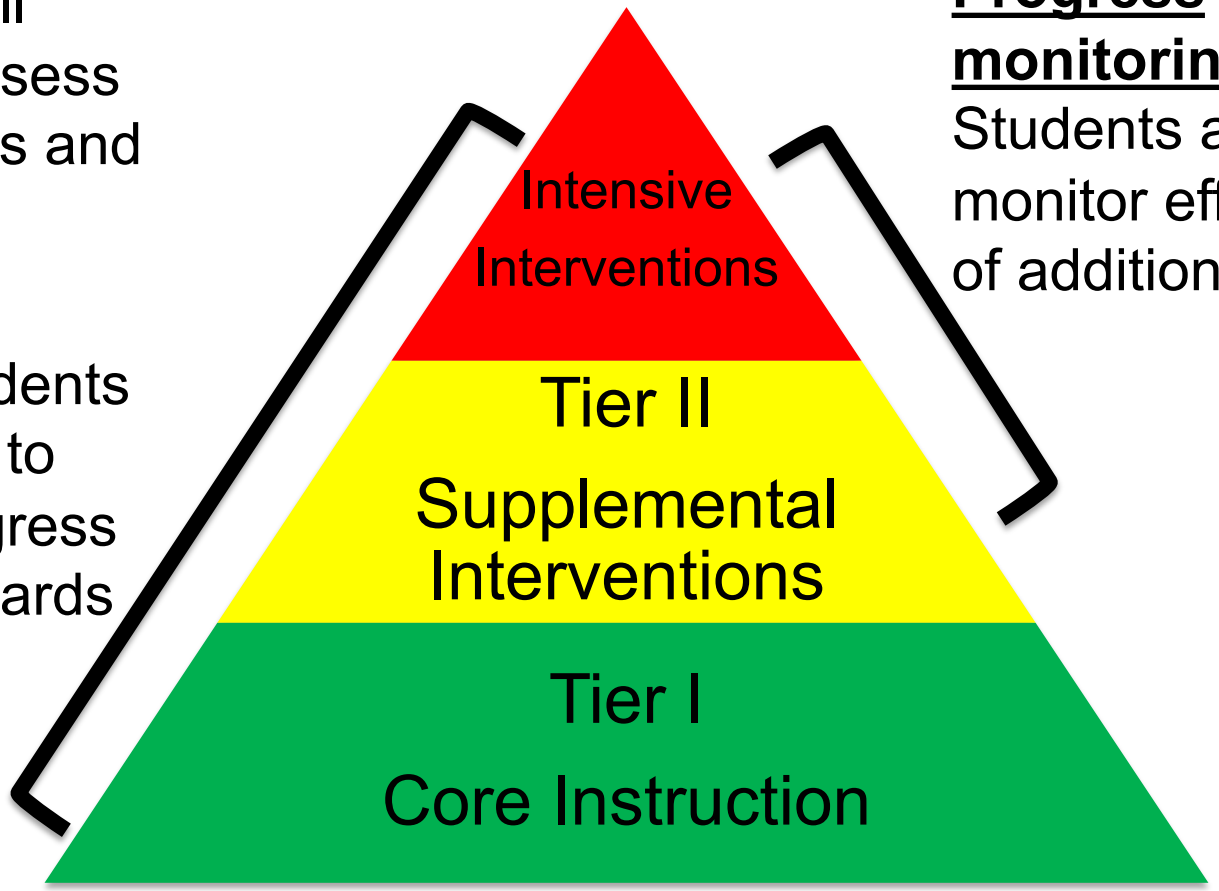
Answer questions

Make decisions

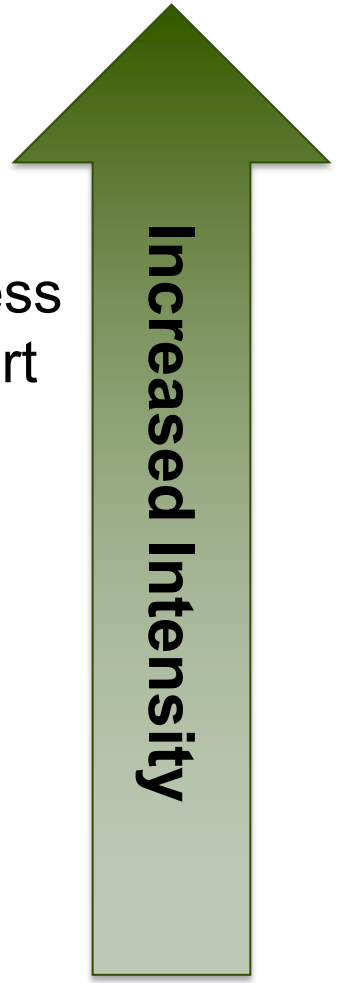
Using Data to Evaluate and Adjust Supports Across Instructional Tiers

Universal screening: All students in the fall, to assess risk for reading difficulties and disabilities

Benchmarking: All students in the winter and spring, to check in on student progress toward proficiency standards



Progress monitoring: Students at-risk, to monitor effectiveness of additional support



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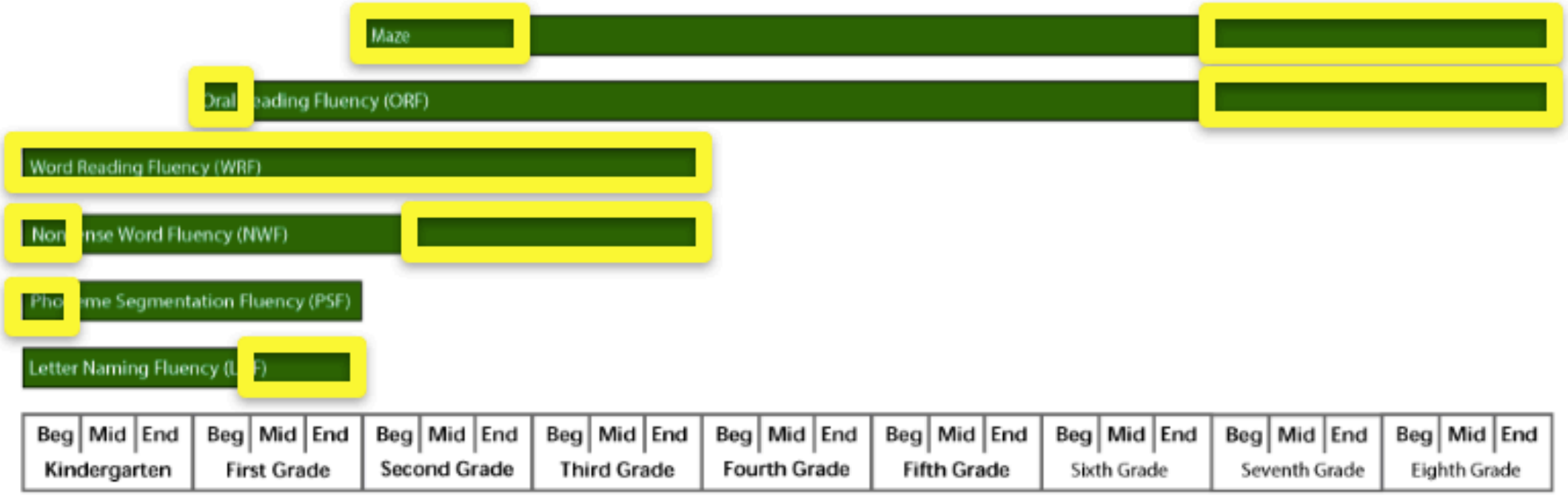
INTRODUCING DIBELS 8: UPDATED FEATURES

More Data At More Timepoints DIBELS 8 Expanded Availability

= new to DIBELS 8

Administration Timeline



Focus on Changing Emphasis of Big Ideas

	K	1	2	3
Phonological Awareness *(Phonemic Segmentation Fluency)*				
Alphabetic Principle *(Nonsense Word Fluency, Word Reading Fluency)*	***Letter Sounds & Combinations***		***Multisyllables***	
Automaticity & Fluency *(Word Reading Fluency, Oral Reading Fluency)*				
Vocabulary	***Listening***		***Reading***	
Comprehension *(Oral Reading Fluency, Maze)*	***Listening***		***Reading***	

More *Informative* Data
Subtest Development Highlights

Focus on making subtests equivalent *across* forms

- Deliberate item sampling & placement
- Form equating

Focus on providing data for all learners *within* forms

- Progressive difficulty of items within forms

Updated Subtest: Nonsense Word Fluency

sig	tet	hin	nem	lan
dit	nid	nop	lig	het
mab	wom	sud	pim	tur
sibe	form	gid	fide	serm
wug	lerm	phin	durn	hurd
fup	gug	carm	lond	whed
leb	harn	nept	telt	yig
yife	gute	snet	phing	rolt
shing	kide	scun	trep	grend
glent	thist	flong	yade	swun
smeat	rount	yope	stoom	flust
snain	thaid	cround	splot	bloint
shob	swong	pilt	pham	shamp
preal	toach	swem	snun	seach
tusty	phept	bloud	luel	grunk
nendy	splop	phink	sispy	sneen
gead	sifty	snount	trasp	tinky
poost	spinky	tenob	naspent	lacky
gaid	spilty	froal	smound	ervist
blosty	inmink	kound	ninpift	grilty

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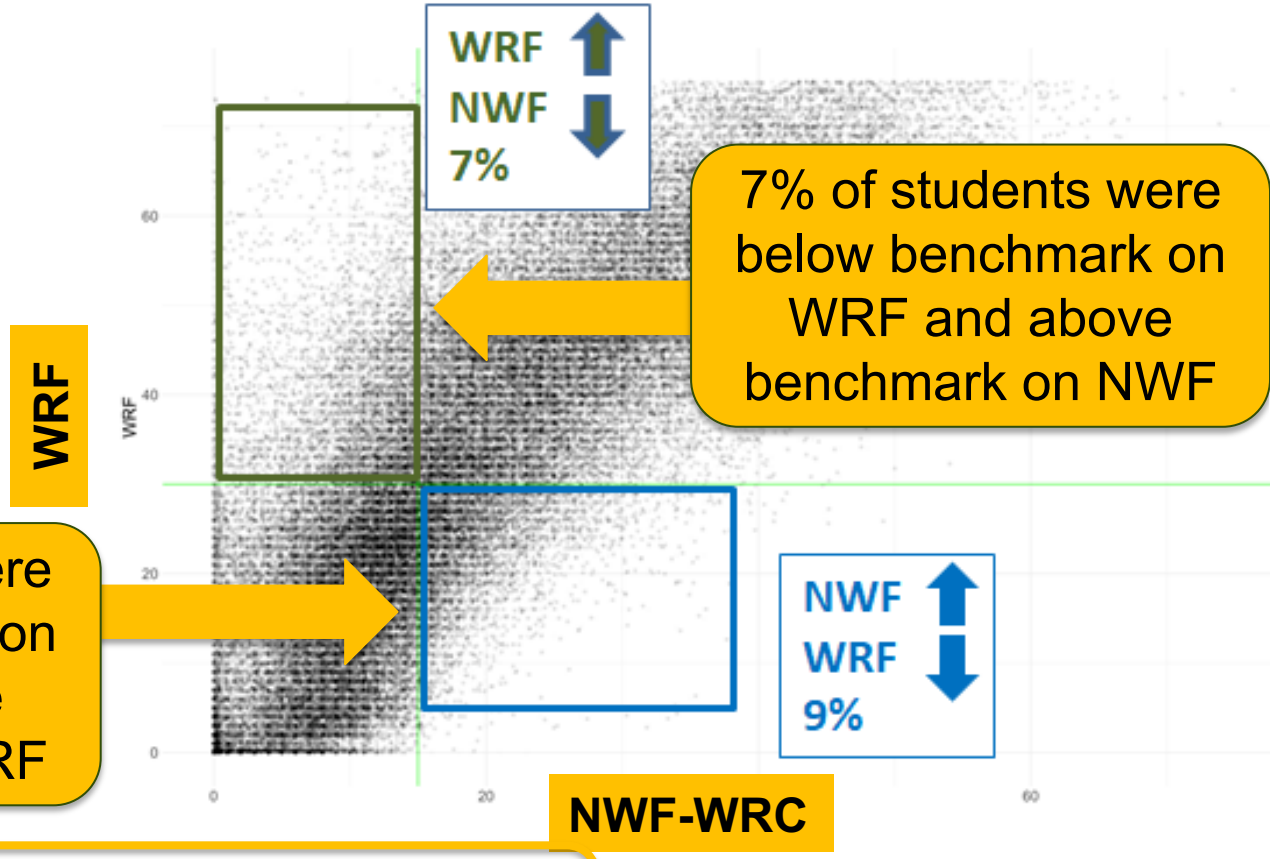
Benchmark NWF 3 Middle

Pattern	Grade introduced	Example non-word
CVCe	1	bace
CVr(C)C	1	zart
CVCC	1	feld
CCVC	1	scap
CCVCC	1	brold
(C)CVVC(C)	2	geap
CVCCy	2	motty
(C)V|CVC(C)C	3	copalt
(C)VC|CVC(C)C	3	fudpilk

New Subtest: Word Reading Fluency

Nonsense Word Fluency (NWF) Vs. Word Reading Fluency (WRF)



Same status both: 84%
At risk only one: 16%

More *Nuanced* Data
Additional DIBELS 8 Updates

Composite scores

- Indication of aggregate risk at one time point
- Most reliable score for making instructional decisions about need for support

Zones of growth

- Average, above average, and ambitious growth for different starting points
- Goal-setting and progress monitoring

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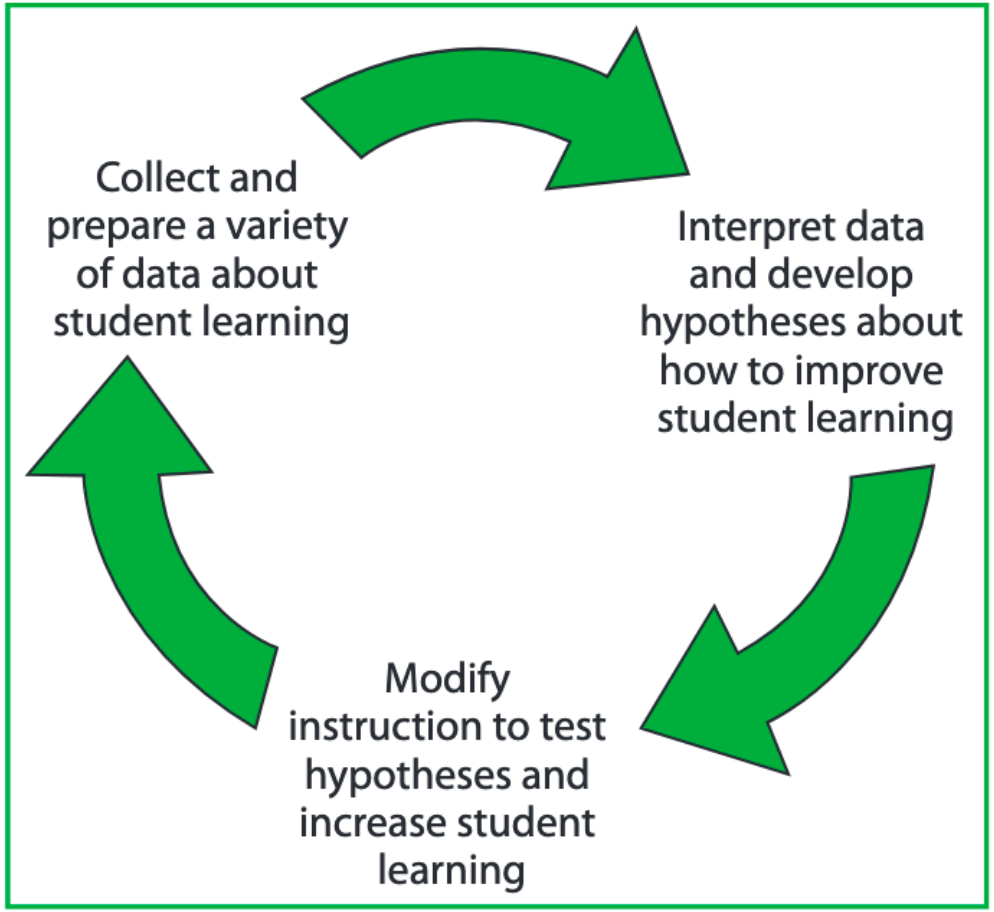
EVALUATING AND ADJUSTING SUPPORTS WITH DIBELS 8

Evaluating and Adjusting Support

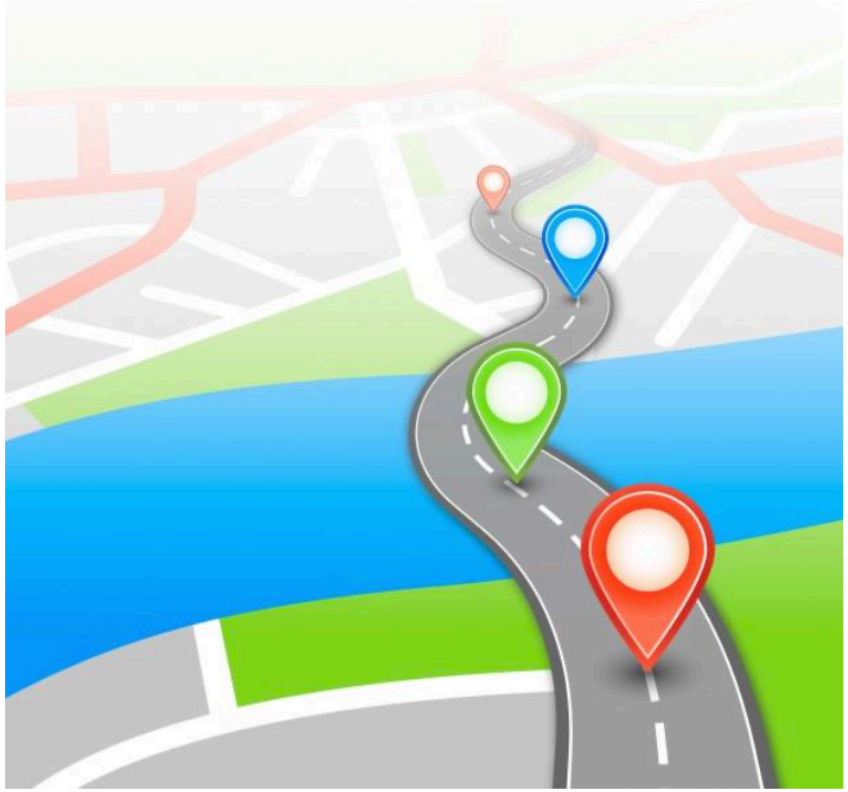
- **Key question to ask:**
  - Is the instruction being provided meeting the needs of this student/group of students?
- **Key decision to make:**
  - How can we adjust instruction to better meet the needs of this student/group of students?



Hamilton et al. (2009)

DIBELS as a GPS for Educators

- You might think about DIBELS as a GPS for your use as an educator:
  - **Knowing where we are** (how are students doing?)
  - **Knowing where we're going** (what do we want students to do?)
  - **Knowing if we've arrived** (have students met a goal or goals?)
- All these data points help us leverage data to make decisions about instruction



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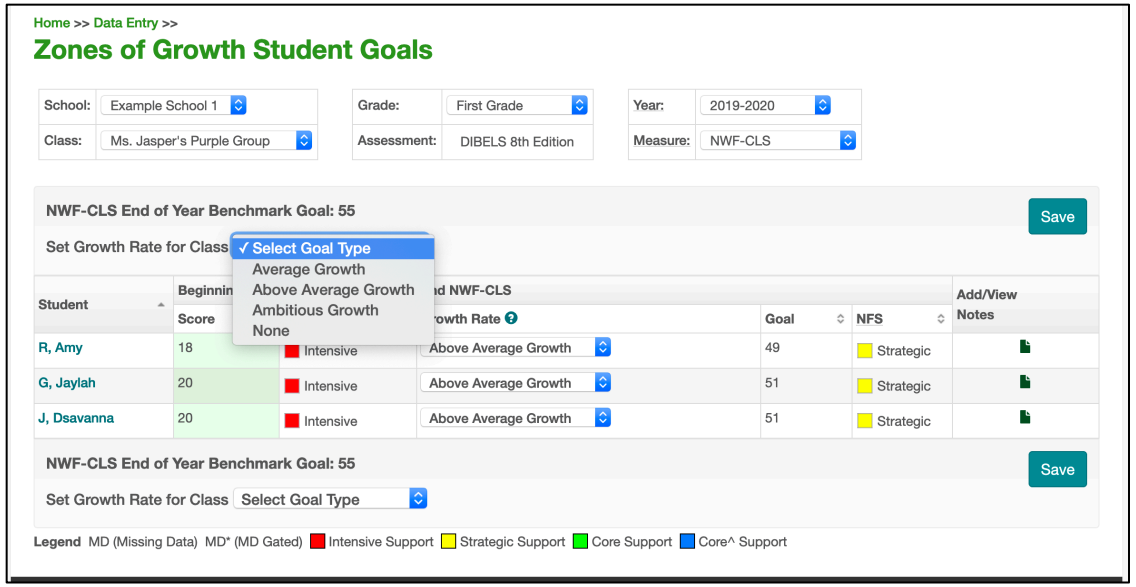
INTRODUCING DIBELS 8 ZONES OF GROWTH

DIBELS 8 Zones of Growth Report



- Compare student reading growth to a nationally representative sample of students with similar beginning of year benchmark scores.
- Set realistic growth goals for individual students and groups of students

What information do ZOGs provide?

Timely information about the rate at which a student's reading skill is growing.

Normative information about students' rate of growth compared to peers with similar BOY skills.

ZOGS are used to make decisions about whether a student is making **adequate progress**

How were ZOG data estimated?

Nationally representative sample of 8,997 students in K-8

Students placed into **initial status group** based on BOY benchmark scores

- Below 20th percentile
- 20th to 39th percentile
- 40th to 59th percentile
- 60th to 79th percentile
- 80th percentile or above

Students in each initial status group placed into **percentile gain group** based on BOY to EOY growth

- Average Growth (40th-59th percentile)
- Above Average Growth (60th-79th percentile)
- Ambitious Growth (80th or above percentile)

Higher score/growth

Zones of Growth: How Does It Work?

- Based on Beginning of Year Benchmark performance, DIBELS Zones of Growth sorts student into one of 5 percentile groups (*Initial Status Group*):

Increasingly higher performance

<1st - <20th %ile	20th - <40th %ile	40th - <60th %ile	60th - <80th %ile	+80th %ile

Zones of Growth: How Does It Work?

- Then, for students in each *Initial Status Group*, Zones of Growth calculates different rates of growth *(Zone of Growth):*

Zone of Growth	Example Raw Gain	
Average (40th - 59th percentile)	24 - 31	20 - 26
Above average (60th - 79th percentile)	32 - 39	27 - 35
Ambitious (80th+ percentile)	40+	36+

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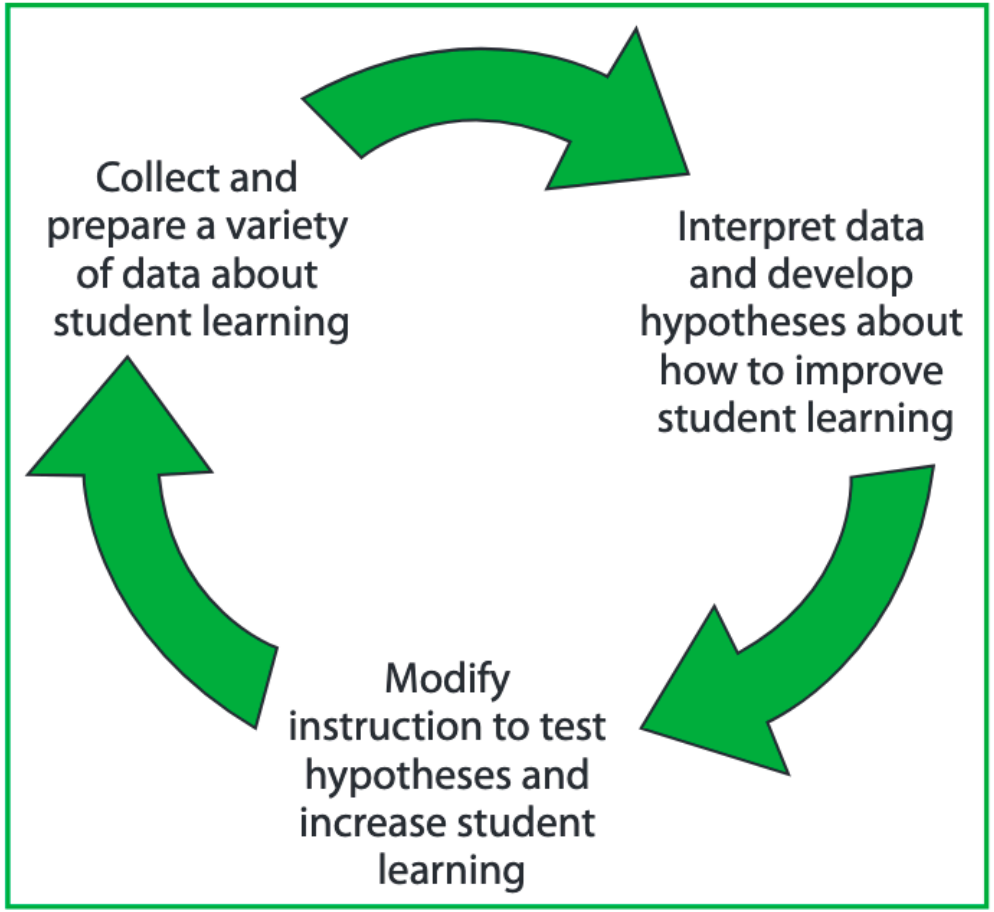
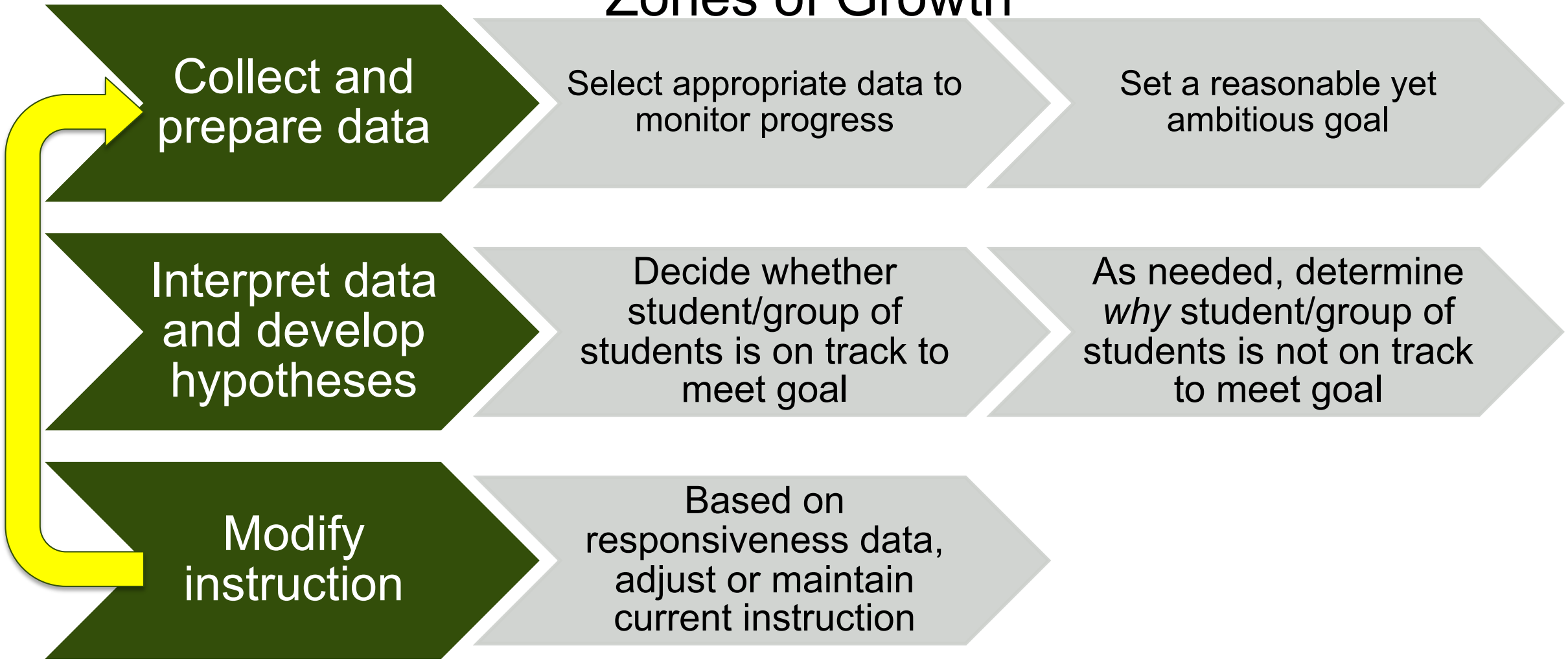
USING DIBELS 8 ZONES OF GROWTH TO EVALUATE AND ADJUST SUPPORTS

How do ZOGs Help with Data-Based Decision Making?

- Accounts for **expected differences in rate of growth** based on initial skill, subtest, and grade.
- Tells you about the **impact of instructional delivery**



Evaluating and Adjusting Needs-Based Support with Zones of Growth



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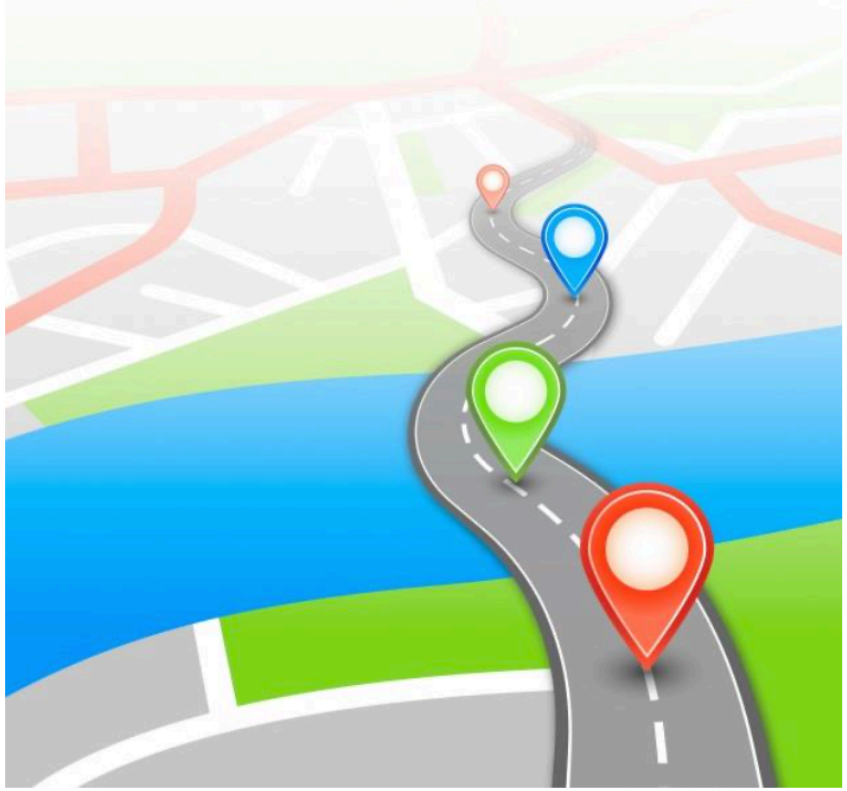
1. COLLECT AND PREPARE DATA

Collect and prepare data → Select appropriate data to monitor progress → Set a reasonable yet ambitious goal

- Identify specific questions you have about student achievement
- Collect multiple sources of data to answer these questions, considering strengths and limitations of each data type



Collect and prepare data → Select appropriate data to monitor progress → Set a reasonable yet ambitious goal

Select data that is appropriate for making decisions:

- Use **DIBELS 8 benchmark data** to “check in” on all students’ progress toward proficiency standards at beginning, middle, and end of year.
- Use **DIBELS 8 progress monitoring data** to provide more frequent checks (e.g. monthly) on students receiving supplemental/intensive supports.
- Use **other data sources** to support with instructional decision making.

Collect and prepare data → Select appropriate data to monitor progress → Set a reasonable yet ambitious goal

- Zones of Growth is intended to set individualized goals for students/groups of students using **benchmark** data
- Progress toward Zones of Growth goals can be monitored using **benchmark** and **progress monitoring** data

Collect and prepare data → Select appropriate data to monitor progress → Set a reasonable yet ambitious goal

- Which measure to use?
  - What is the target skill(s) during instruction?
  - Which measures will be most sensitive to student growth?
  - Which skills are most meaningful to measure?

Phonemic awareness (PSF)	Alphabetic Principle/ Decoding (NWF)	Fluency with sight words (WRF)
Fluency with connected text (ORF)	Comprehension (Maze)	Overall Reading Skill (Composite)

Collect and prepare data → Select appropriate data to monitor progress → Set a reasonable yet ambitious goal

Grade	Risk Status	DIBELS 8 Assessment Recommendation
K-3	At risk on NWF	NWF-CLS in K, NWF-WRC in 1-3 Additional subtests aligned to intervention (generally PSF at BOY)
K-1	At risk on PSF but not NWF	PSF
2-3	At risk on ORF but not NWF	ORF
4-8	At risk on ORF At risk on ORF and Maze	ORF
4-8	At risk on Maze only	Maze

DIBELS 8 Administration and Scoring Guide p. 94

Collect and prepare data → Select appropriate data to monitor progress → Set a reasonable yet ambitious goal

Why set goals?

- Hold us accountable for improving student outcomes
- Help us systematically decide if students are making appropriate progress
- Help us determine whether instruction is working or whether adjustments need to be made

Collect and prepare data → Select appropriate data to monitor progress → Set a reasonable yet ambitious goal

What is a **reasonable** goal?

- Student initial skills (*Initial Status Group)*
- Student expected rate of growth *(Zone of Growth)*
- School resources available

What is an **ambitious** goal?

- The value of achieving a set goal
  - Does benchmark status change?
  - Does percentile rank change?
  - Does student meet grade-level expectations?

Collect and prepare data → Select appropriate data to monitor progress → Set a reasonable yet ambitious goal

Example class-level goal:

- Half of students are reading at benchmark or above at beginning of year.
- Annual goal: Increase percentage of students reading at benchmark or above by 10% this year.

Collect and prepare data → Select appropriate data to monitor progress → Set a reasonable yet ambitious goal

Example student-level goal:

- 1st grade student receives a score of 0 on NWF-WRC at beginning of year
- Annual goal: Student will receive a score of 15 on NWF-WRC by end of year.

1st Grade NWF-WRC Benchmark Goals

B	M	E
16+	26+	28+
15	25	27
5	**14**	**15**
4	13	14
1	10	11
0	9	10
	0	0

Collect and prepare data → Select appropriate data to monitor progress → Set a reasonable yet ambitious goal

DIBELS 8 Benchmark Goals are Essential to Meaningful Goal Setting with Zones of Growth

- Tell you student's *level of risk* for reading difficulties at the end of the year.
  - = Negligible risk
  - = Minimal risk
  - = Some risk
  - = At risk

Word Reading Fluency (WRF)											
--	10+	18+	20+	33+	50+	50+	63+	70+	60+	65+	70+
1+	9	17	19	32	49	49	62	69	59	64	69
	4	**10**	**12**	**17**	**25**	**26**	**36**	**43**	**40**	**50**	**55**
0	3	9	11	16	24	25	35	42	39	49	54
	1	6	8	14	17	18	23	27	30	40	47
--	0	5	7	13	16	17	22	26	29	39	46
		0	0	0	0	0	0	0	0	0	0
			Oral Reading Fluency (ORF) – Words Correct								
			35+	57+	76+	85+	117+	128+	105+	141+	136+
			34	56	75	84	116	127	104	140	135
			10	**21**	**39**	**49**	**78**	**94**	**73**	**105**	**114**
			9	20	38	48	77	93	72	104	113
			5	10	26	29	59	77	55	85	96
			4	9	25	28	58	76	54	84	95
			0	0	0	0	0	0	0	0	0
			Oral Reading Fluency (ORF) - Accuracy								
			67+	**87+**	**91+**	**92+**	**96+**	**96+**	**96+**	**96+**	**96+**
			66	86	90	91	95	95	95	95	95
			41	54	85	84	91	91	91	91	91
			40	53	84	83	90	90	90	90	90
			0	0	0	0	0	0	0	0	0
						Maze					
						11.0+	14.5+	18.0+	15.0+	20.5+	22.5+
						10.5	14.0	17.5	14.5	20.0	22.0
						5.0	**9.0**	**9.5**	**8.0**	**12.0**	**15.5**
						4.5	8.5	9.0	7.5	11.5	15.0
						2.5	6.5	7.0	5.0	9.5	12.0
						2.0	6.0	6.5	4.5	9.0	11.5
						0	0	0	0	0	0
DIBELS Composite Score											
332+	393+	450+	354+	424+	480+	361+	423+	474+	365+	427+	467+
331	392	449	353	423	479	360	422	473	364	426	466
306	**371**	**420**	**330**	**389**	**441**	**329**	**389**	**439**	**332**	**393**	**442**
305	370	419	329	388	440	328	388	438	331	392	441
280	356	406	321	377	427	316	373	421	314	377	424
279	355	405	320	376	426	315	372	420	313	376	423
200	200	200	200	200	200	200	200	200	200	200	200
B	M	E	B	M	E	B	M	E	B	M	E
Kindergarten			First grade			Second grade			Third grade		

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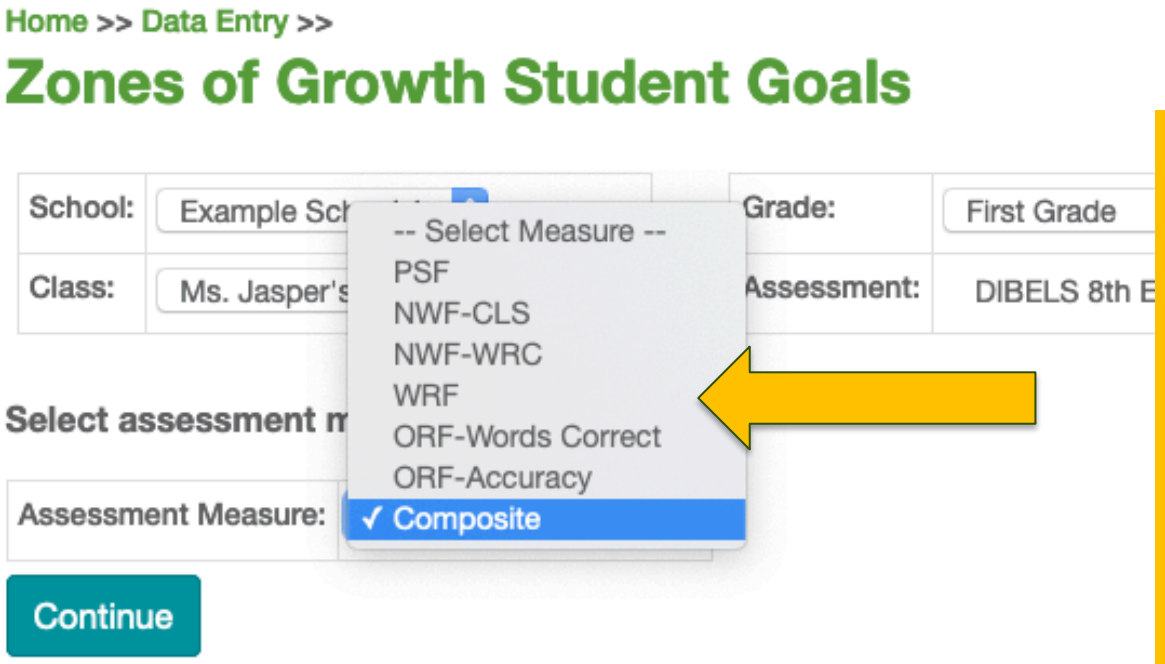
SETTING GOALS USING DIBELS 8 ZONES OF GROWTH

Zones of Growth Student Goals Data Entry



Choose a measure for goal-setting:

- What is the target skill(s) during instruction?
- Which measures will be most sensitive to student growth?
- Which skills are most meaningful to measure?

Zones of Growth Student Goals Data Entry

Use the ZOG Data Entry tool to set reasona

What is a **reasonable** goal for this student/group of students?

What is an **ambitious** goal for this student/group of students?

NWF-WRC End of Year Benchmark Goal: 15

Set Growth Rate for Class | Select Goal Type

Save

Student	Beginning NWF-WRC		End NWF-WRC			Add/View Notes
	Score	NFS		Goal	NFS	
R, Jennifer	2	Strategic	✓ Above Average Growth	13	Strategic	
R, Katrina	2	Strategic		13	Strategic	
M, Leslie	3	Strategic		14	Strategic	
Z, Cora	3	Strategic	Above Average Growth	14	Strategic	
Q, Yuliana	4	Strategic	Above Average Growth	15	Core	

Select Goal Type
Average Growth
✓ Above Average Growth
Ambitious Growth
IEP
Custom
None

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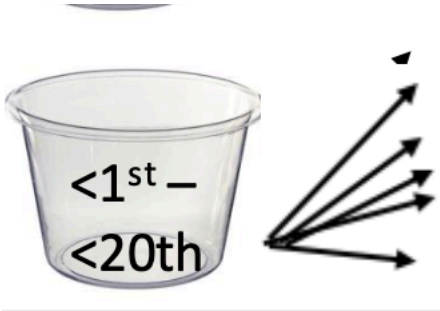
SETTING INDIVIDUAL STUDENT GOALS USING DIBELS 8 ZONES OF GROWTH

1st Grade Example: Jaylah

Jaylah is a 1st grade student who received a composite score of 320 at BOY, which corresponds to an Intensive Level of Support needed. Jaylah is assigned to 30 minutes of daily tier 2 intervention targeting foundational skills such as phonemic awareness, phonics, and reading accuracy and fluency.

What is a reasonable yet ambitious growth goal for Jaylah?



40 – 59%	Average
60 – 79%	Above average
80 – 99%	Ambitious

1st Grade Example: Jaylah

- Which subtest(s) should we use to measure growth?
  - PSF, NWF-CLS, benchmark and progress monitoring
- Looking at PSF, what is a **reasonable** goal for Jaylah?
  - Above average or ambitious
- Looking at PSF, what is an **ambitious** goal for Jaylah?
  - Ambitious growth

Student	LNF		PSF		NWF		WRF		ORF		
	Score	Status	Score	Status	CLS	Status	WRC	Status	Score	Status	Words Correct	Status
Benchm												
R, Amy			7	Intensive								Intensive
J, Dsav												Intensive
G, Jayl												Intensi

R, Amy	7	Intensive	Select Goal Type		
G, Jaylah	18	Intensive	Above Average Growth		

Select Goal Type
Select Goal Type
Above Average Growth
Above Average Growth

G, Jaylah	18	Intensive	Above Average Growth	46	Core

Set Growth Rate for Class | Select Goal Type | Custom

G, Jaylah	18	Intensive	Ambitious Growth	56	Core

61+
60
45
44
37
36
0

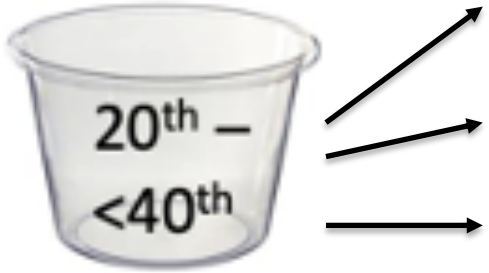
Your Turn: Set a goal for Jaylah on NWF-CLS

- Turn to Page 1 of your Handouts, or go to this link: https://drive.google.com/file/d/1RX7G8NAl02SKiGUKrO9H7Mm34zaD5k-p/view?usp=sharing
- Using this document, answer questions 1 and 2 in Part 1: Goal Setting, First Grade Example.

3rd Grade Example: Jessica

Jessica is a 3rd grade student who received a composite score of 324 at BOY, which corresponds to a Strategic Level of Support needed. Jessica is assigned to 30 minutes of tier 2 intervention 3x per week targeting phonics and reading accuracy and fluency.

What is a reasonable yet ambitious growth goal for Jessica?



40 – 59%	Average
60 – 79%	Above average
80 – 99%	Ambitious

Your Turn: Set a goal for Jessica

- Which subtest(s) would you choose to measure growth?

NWF				WRF		ORF					Maze	
CLS	Status	WRC	Status	Score	Status	Words Correct	Status	Errors	Accuracy	Status	Adjusted	Status
71	Strategic	18	Strategic	32	Strategic	61	Strategic	18	77%	Intensive	6	Strategic

Your Turn: Set a goal for Jessica

- Turn to Page 2 of your Handouts, or go to this link: https://drive.google.com/file/d/1RX7G8NAl02SKiGUKrO9H7Mm34zaD5k-p/view?usp=sharing
- Using this document, answer questions 1 and 2 in Part 1: Goal Setting, 3rd Grade Example.

DIBELS® 8TH EDITION

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SETTING GROUP GOALS USING DIBELS 8 ZONES OF GROWTH

DIBELS 8th Edition: Secondary Groupings

- Secondary groupings allow educators to set goals and track progress for students in different Tier 1 or 2 small groups
- DIBELS reports are available for primary and secondary groupings
- For more information: https://dibels.uoregon.edu/docs/help/guides/qsg_manage_classes.pdf

Small Group Example: 1st Grade

Ms. Jasper is planning Tier 1 small group differentiated instruction for students in her Orange Group.

- What should Tier 1 small group instruction target? Should these students also receive Tier 2 intervention?

Class List Report

Student	LNF		PSF		NWF				WRF		ORF					Composite	
	Score	Status	Score	Status	CLS	Status	WRC	Status	Score	Status	Words Correct	Status	Errors	Accuracy	Status	Score	Status
Benchmark Goals	**42**		**31**		**30**		**5**		**12**		**10**			**67%**		**330**	
R, Katrina	45	Core	32	Core	27	Strategic	2	Strategic	10	Strategic	8	Strategic	2	80%	Core	327	Strategic
Z, Cora	45	Core	32	Core	28	Strategic	3	Strategic	10	Strategic	7	Strategic	7	50%	Strategic	327	Strategic
M, Leslie	50	Core	36	Core	27	Strategic	3	Strategic	7	Intensive	9	Strategic	3	75%	Core	328	Strategic
Q, Yuliana	43	Core	30	Strategic	35	Core	4	Strategic	8	Strategic	6	Strategic	5	55%	Strategic	329	Strategic
R, Jennifer	48	Core	35	Core	28	Strategic	2	Strategic	10	Strategic	9	Strategic	3	75%	Core	329	Strategic
Mean:	**46.2**		**33.0**		**29.0**		**2.8**		**9.0**		**7.8**		**4.0**	**67.0%**		**328.0**	

Legend Core^ Support, Core Support, Strategic Support, Intensive Support

Small Group Example: 1st Grade

- Ms. Jasper decides that small group differentiated instruction for her Orange Group will focus on building students' automaticity with word reading. Specifically, the Orange Group will meet with Ms. Jasper 3x per week for 15 minutes to focus on blending words and building fluency with word reading.
- Which subtest(s) should we use to measure growth for the group?

Student	LNF		PSF		NWF				WRF		ORF					Composite	
	Score	Status	Score	Status	CLS	Status	WRC	Status	Score	Status	Words Correct	Status	Errors	Accuracy	Status	Score	Status
Benchmark Goals	**42**		**31**		**30**		**5**		**12**		**10**			**67%**		**330**	
R, Katrina	45	Core	32	Core	27	Strategic	2	Strategic	10	Strategic	8	Strategic	2	80%	Core	327	Strategic
Z, Cora	45	Core	32	Core	28	Strategic	3	Strategic	10	Strategic	7	Strategic	7	50%	Strategic	327	Strategic
M, Leslie	50	Core	36	Core	27	Strategic	3	Strategic	7	Intensive	9	Strategic	3	75%	Core	328	Strategic
Q, Yuliana	43	Core	30	Strategic	35	Core	4	Strategic	8	Strategic	6	Strategic	5	55%	Strategic	329	Strategic
R, Jennifer	48	Core	35	Core	28	Strategic	2	Strategic	10	Strategic	9	Strategic	3	75%	Core	329	Strategic
Mean:	**46.2**		**33.0**		**29.0**		**2.8**		**9.0**		**7.8**		**4.0**	**67.0%**		**328.0**	

Legend Core^ Support | Core Support | Strategic Support | Intensive Support

Small Group Example: 1st Grade

End NWF-WRC — **Average Growth**

Growth Rate	Goal	NFS
Average Growth	9	Intensive
Average Growth	9	Intensive
Average Growth	10	Intensive
Average Growth	10	Intensive
Average Growth	11	Strategic

End NWF-WRC — **Above Average Growth**

Growth Rate	Goal	NFS
Above Average Growth	13	Strategic
Above Average Growth	13	Strategic
Above Average Growth	14	Strategic
Above Average Growth	14	Strategic
Above Average Growth	15	Core

Using NWF-WRC, what is a **reasonable** and **ambitious** goal for the group?

28+
27
15
14
11
10
0

End NWF-WRC — **Ambitious Growth**

Growth Rate	Goal	NFS
Ambitious Growth	20	Core
Ambitious Growth	20	Core
Ambitious Growth	21	Core
Ambitious Growth	21	Core
Ambitious Growth	22	Core

Whole Class Example: 1st Grade

- Ms. Jasper is setting a class-wide goal for her 1st grade class.
- Which subtest should she use to measure growth for the class?
  - Composite score provides best indicator of student overall risk
  - Individual subtests may be more sensitive to slight changes in student growth
- What is a **reasonable** yet **ambitious** goal for Ms. Jasper to set for her class?

What is **reasonable**?

- Consider student initial skills:
  - At the beginning of the year, only 4 out of 15 students in her class were reading at or above benchmark according to the composite score.
  - 3 students were performing in the Intensive range.

Student	Beginning Composite	
	Score	NFS
R, Amy	316	Intensive
J, Dsavanna	318	Intensive
G, Jaylah	320	Intensive
I, Jaslene	321	Strategic
K, Eliana	321	Strategic
Y, Carolina	322	Strategic
A, Ansley	327	Strategic
Y, Myla	328	Strategic
P, Adalyn	329	Strategic
Q, Yuliana	329	Strategic
R, Maria	329	Strategic
I, Katelyn	330	Core
E, Averi	348	Core
N, Jane	349	Core
S, Norah	356	Core^

What is **reasonable**?

- Consider school resources available:
  - 90-minute core reading block with focus on explicit and systematic instruction in phonemic awareness, phonics, reading fluency, and vocabulary and comprehension.
  - Small group differentiated Tier 1 targeted instruction in areas of student need
  - Tier 2/3 intervention for students in the Strategic/Intensive range.

Student	LNF		PSF		NWF				WRF		ORF					Composite	
	Score	Status	Score	Status	CLS	Status	WRC	Status	Score	Status	Words Correct	Status	Errors	Accuracy	Status	Score	Status
Benchmark Goals	42		31		30		5		12		10			67%		330	
R, Amy	30	Intensive	17	Intensive	18	Intensive	0	Intensive	4	Intensive	2	Intensive	10	17%	Intensive	316	Intensive
J, Dsavanna	40	Strategic	17	Intensive	20	Intensive	0	Intensive	3	Intensive	2	Intensive	6	25%	Intensive	318	Intensive
G, Jaylah	44	Core	18	Intensive	20	Intensive	0	Intensive	6	Intensive	3	Intensive	3	50%	Strategic	320	Intensive
I, Jaslene	40	Strategic	38	Core	22	Intensive	0	Intensive	4	Intensive	4	Intensive	8	33%	Intensive	321	Strategic
K, Eliana	48	Core	35	Core	20	Intensive	0	Intensive	3	Intensive	3	Intensive	10	23%	Intensive	321	Strategic
Y, Carolina	40	Strategic	29	Strategic	25	Strategic	0	Intensive	2	Intensive	5	Strategic	3	63%	Strategic	322	Strategic
A, Ansley	42	Core	39	Core	29	Strategic	2	Strategic	5	Intensive	8	Strategic	4	67%	Core	327	Strategic
Y, Myla	45	Core	43	Core	40	Core	0	Intensive	1	Intensive	2	Intensive	10	17%	Intensive	328	Strategic
P, Adalyn	52	Core	42	Core	34	Core	3	Strategic	6	Intensive	4	Intensive	4	50%	Strategic	329	Strategic
Q, Yuliana	43	Core	30	Strategic	35	Core	4	Strategic	8	Strategic	6	Strategic	5	55%	Strategic	329	Strategic
R, Maria	46	Core	26	Strategic	25	Strategic	3	Strategic	12	Core	12	Core	20	38%	Intensive	329	Strategic
I, Katelyn	48	Core	22	Strategic	34	Core	2	Strategic	6	Intensive	10	Core	9	53%	Strategic	330	Core
E, Averi	55	Core	50	Core^	42	Core	12	Core	16	Core	28	Core	0	100%	Core	348	Core
N, Jane	52	Core	45	Core	40	Core	14	Core	16	Core	33	Core	0	100%	Core	349	Core
S, Norah	60	Core	53	Core^	47	Core^	20	Core^	18	Core	36	Core^	1	97%	Core	356	Core^
Mean:	45.7		33.6		30.1		4.0		7.3		10.5		6.2	52.5%		329.5	

Legend: Core^ Support, Core Support, Strategic Support, Intensive Support

What is **reasonable** and **ambitious?**

- Consider students' expected rate of growth and the value of achieving a given goal

Zones of Growth Data Entry allows you to see **expected end of year scores** for all students in your class based on Average, Above Average, and Ambitious Growth.

Average Growth

Student	Beginning Composite		End Composite		
	Score	NFS	Growth Rate	Goal	NFS
R, Amy	316	Intensive	Average Growth	419	Intensive
J, Dsavanna	318	Intensive	Average Growth	421	Intensive
G, Jaylah	320	Intensive	Average Growth	423	Intensive
I, Jaslene	321	Strategic	Average Growth	424	Intensive
K, Eliana	321	Strategic	Average Growth	424	Intensive
Y, Carolina	322	Strategic	Average Growth	428	Strategic
A, Ansley	327	Strategic	Average Growth	433	Strategic
Y, Myla	328	Strategic	Average Growth	434	Strategic
P, Adalyn	329	Strategic	Average Growth	435	Strategic
Q, Yuliana	329	Strategic	Average Growth	435	Strategic
R, Maria	329	Strategic	Average Growth	435	Strategic
I, Katelyn	330	Core	Average Growth	436	Strategic
E, Averi	348	Core	Average Growth	471	Core
N, Jane	349	Core	Average Growth	472	Core
S, Norah	356	Core^	Average Growth	479	Core

Ambitious Growth

Student	Beginning Composite		End Composite		
	Score	NFS	Growth Rate	Goal	NFS
R, Amy	316	Intensive	Ambitious Growth	435	Strategic
J, Dsavanna	318	Intensive	Ambitious Growth	437	Strategic
G, Jaylah	320	Intensive	Ambitious Growth	439	Strategic
I, Jaslene	321	Strategic	Ambitious Growth	440	Strategic
K, Eliana	321	Strategic	Ambitious Growth	440	Strategic
Y, Carolina	322	Strategic	Ambitious Growth	448	Core
A, Ansley	327	Strategic	Ambitious Growth	453	Core
Y, Myla	328	Strategic	Ambitious Growth	454	Core
P, Adalyn	329	Strategic	Ambitious Growth	455	Core
Q, Yuliana	329	Strategic	Ambitious Growth	455	Core
R, Maria	329	Strategic	Ambitious Growth	455	Core
I, Katelyn	330	Core	Ambitious Growth	456	Core
E, Averi	348	Core	Ambitious Growth	500	Core^
N, Jane	349	Core	Ambitious Growth	501	Core^
S, Norah	356	Core^	Ambitious Growth	508	Core^

Student	Beginning Composite		End Composite		
	Score	NFS	Growth Rate	Goal	NFS
R, Amy	316	Intensive	Above Average Growth	424	Intensive
J, Dsavanna	318	Intensive	Above Average Growth	426	Intensive
G, Jaylah	320	Intensive	Above Average Growth	428	Strategic
I, Jaslene	321	Strategic	Above Average Growth	429	Strategic
K, Eliana	321	Strategic	Above Average Growth	429	Strategic
		Strategic	Above Average Growth	434	Strategic
		Strategic	Above Average Growth	439	Strategic
		Strategic	Above Average Growth	440	Strategic
		Strategic	Above Average Growth	441	Core
		Strategic	Above Average Growth	441	Core
		Strategic	Above Average Growth	441	Core
		Core	Above Average Growth	442	Core
		Core	Above Average Growth	483	Core^
		Core	Above Average Growth	484	Core^
		Core^	Above Average Growth	491	Core^

Above Average Growth

Whole Class Example: 1st Grade

- One possible class-wide goal: By the end of the school year, at least half of students will be reading at or above benchmark on the DIBELS 8 composite score
- What does this mean for instruction?
  - Tier 2/3 students will need to make above average growth
  - Extra supports will need to be provided to these students

Is this a reasonable goal? Is this an ambitious goal?

Whole Class Example: 1st Grade

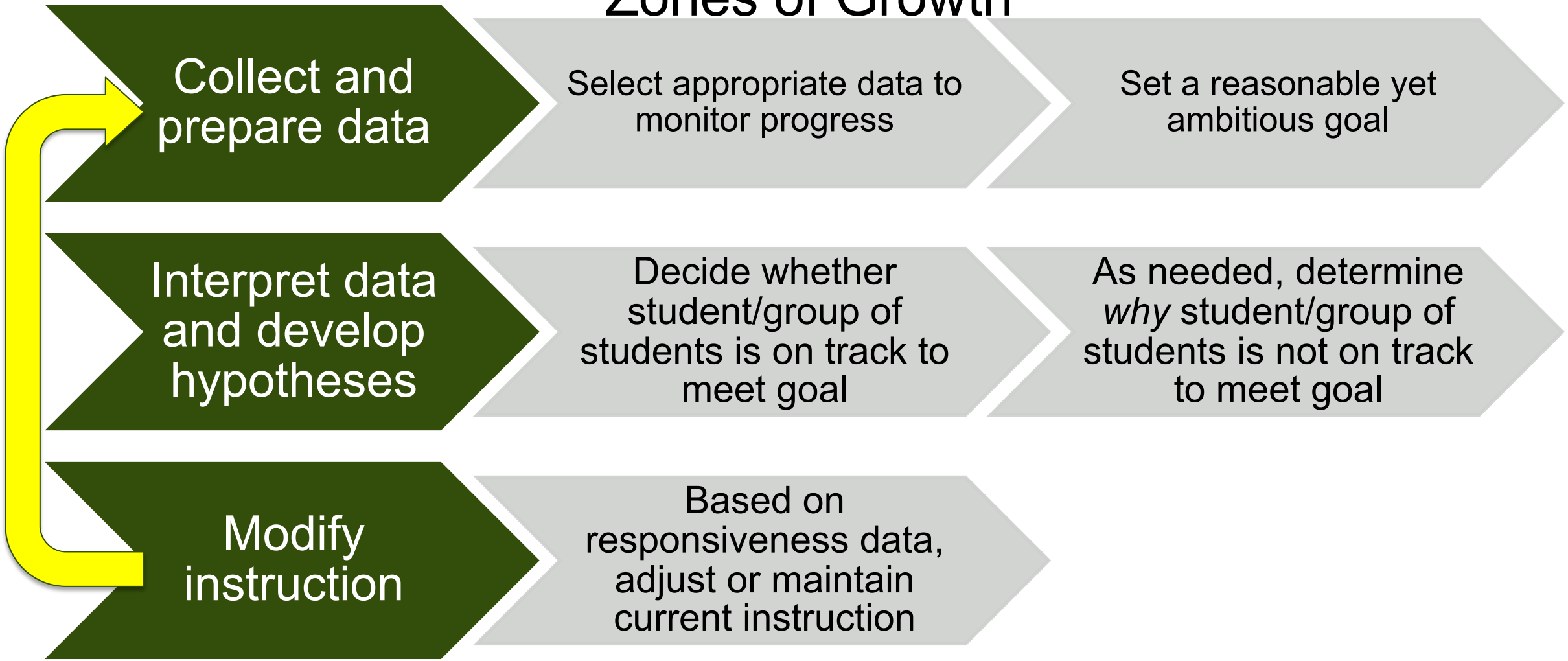
- Another possible class-wide goal: By the end of the school year, no students will be in the Intensive range on the composite score, and 2/3 of students will be reading at or above benchmark on the DIBELS 8 composite score.
- What does this mean for instruction?
  - All Tier 2 and 3 students will need to make above average/ambitious growth
  - Even more intensive supports will need to be provided to these students

Is this a reasonable goal? Is this an ambitious goal?

Your Turn: 3rd Grade Whole Class Example

- Mr. Bell is setting a class-wide goal for his 3rd grade class.
- Using the DIBELS 8 Composite Score, what is a **reasonable** yet **ambitious** goal for Mr. Bell to set for his class?
- Turn to Page 3-6 of your Handouts, or go to this link: https://drive.google.com/file/d/1RX7G8NAl02SKiGUKrO9H7Mm34zaD5k-p/view?usp=sharing
- Using this document, answer questions 1 and 2 in Part 1: Goal Setting, 3rd Grade Whole Class Example.

Evaluating and Adjusting Needs-Based Support with Zones of Growth



DIBELS® 8TH EDITION

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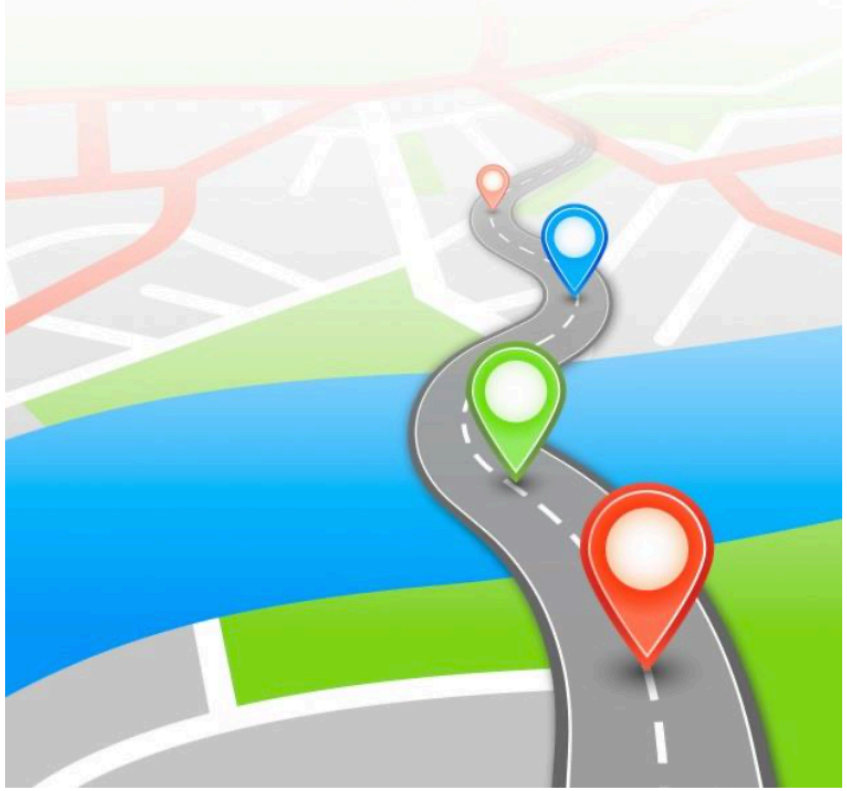
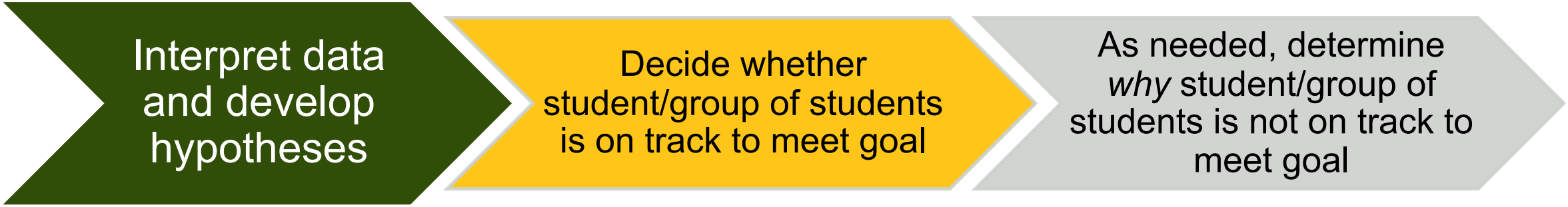
INTERPRETING DATA AND DEVELOPING HYPOTHESES

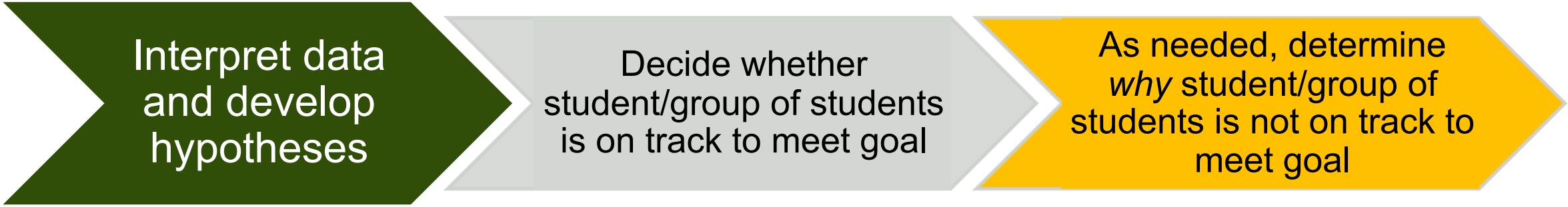
Interpret data and develop hypotheses → Decide whether student/group of students is on track to meet goal → As needed, determine *why* student/group of students is not on track to meet goal

- Identify each student/group of students' overall areas of strengths and weaknesses
- Triangulate data from multiple sources to develop hypotheses about how to improve student outcomes.





- Key questions to ask:
  - Is student/group of students on track to meet their goal?
  - If not, *how far off track* is student/group of students from meeting their goal?



- Triangulate data to form testable hypotheses about why students are not making progress
  - Does the school curriculum align with state standards?
  - Do we need to teach a skill a different way?
  - Are we allocating enough time for teaching important content?
  - Are there classroom/other factors which are impacting student performance?

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INTERPRETING INDIVIDUAL STUDENT DATA USING ZONES OF GROWTH

1st Grade Example: Jaylah

- Quick reminder: Jaylah is a 1st grade student who received a composite score of 320 at BOY, which corresponded to an Intensive Level of Support needed. Jaylah was assigned to 30 minutes of daily tier 2 intervention targeting foundational skills such as phonemic awareness, phonics, and reading fluency.
- We set two end of year ZOG goals for Jaylah:
  - PSF: Ambitious growth; EOY score of 56 (Core Support)
  - NWF-CLS: Ambitious growth: EOY score of 68 (Core Support)

Is Jaylah on track to meet her goals?

Quick visual: Is student on track to meet goal?

Class List

Student	PSF Beginning Score	PSF Middle S	Zones of Growth		On Track to Meet Goal	Months of Growth
J, Dsavanna	17	43	Ambitious Growth	55	Yes	6
R, Amy	17	46	Ambitious Growth	55	Yes	6.5
G, Jaylah	18	30	Ambitious Growth	56	No	2.5

Legend MD (Missing Data) MD* (MD Gated) Intensive Support Strategic Support Core Support Core^ Support

Class List

Student	NWF-CLS Beginning Score	NWF-CLS Middle Score	Zones of Growth			Months of Growth
			Growth Rate	Goal	On Track to Meet Goal	
R, Amy	18	47	Ambitious Growth	66	Yes	6
G, Jaylah	20	32	Ambitious Growth	68	No	2.5
J, Dsavanna	20	49	Ambitious Growth	68	Yes	6

Legend MD (Missing Data) MD* (MD Gated) Intensive Support Strategic Support Core Support Core^ Support

How far off track is Jaylah from meeting her goal?

Class List

What is average expected growth for students in same initial status "bucket"?

Student	PSF Beginning Score	PSF Middle Score	Growth Rate	Goal	On Track to Meet Goal	Months of Growth
J, Dsavanna	17	43	Ambitious Growth	55	Yes	6
R, Amy	17	46	Ambitious Growth	55	Yes	6.5
G, Jaylah	18	30	Ambitious Growth	56	No	2.5

Legend MD (Missing Data) MD* (MD Gated) Intensive Support Strategic Support Core Support Core^ Support

Class List

Student	NWF-CLS Beginning Score	NWF-CLS Middle Score	Zones of Growth			Months of Growth
			Growth Rate	Goal	On Track to Meet Goal	
R, Amy	18	47	Ambitious Growth	66	Yes	6
G, Jaylah	20	32	Ambitious Growth	68	No	2.5
J, Dsavanna	20	49				6

Legend MD (Missing Data) MD* (MD Gated) Intensive Support

What is student's MOY score as compared to student's BOY score and EOY goal?

Why isn't Jaylah making adequate progress?

Home >> Data Entry >>

Zones of Growth Student Goals

School:	Example School 1	Grade:	First Grade	Year:	2019-2020
Class:	Ms. Jasper's Purple Group	Assessment:	DIBELS 8th Edition	Measure:	PSF

PSF End of Year Benchmark Goal: 45

Save

Set Growth Rate for Class Select Goal Type

Student	Beginning PSF		End PSF			Add/View Notes
	Score	NFS	Growth Rate	Goal	NFS	
J, Dsavanna	17	Intensive	Ambitious Growth	55	Core	
R, Amy	17	Intensive	Ambitious Growth	55	Core	
G, Jaylah	1[illegible]			56	Core	

Click for access to Student History

Why isn't Jaylah making adequate progress?

Student Benchmark Assessment Data

2019-2020, First Grade

Assessment	Measure	Period		
		Beg	Mid	End
DIBELS 8th Edition	LNF	44	40	md
DIBELS 8th Edition	PSF	18	30	md
DIBELS 8th Edition	NWF-CLS	20	32	md
DIBELS 8th Edition	NWF-WRC	0	2	md
DIBELS 8th Edition	WRF	6	10	md
DIBELS 8th Edition	ORF-Words Correct	3	7	md
DIBELS 8th Edition	ORF-Errors	3	1	md
DIBELS 8th Edition	ORF-Accuracy	50%	88%	md
DIBELS 8th Edition	Composite	320	368	md

Legend

MD (Missing Data)

- benchmark n/a for measure
- measure n/a for period
- Intensive Support
- Strategic Support
- Core Support
- Core^ Support

Why isn't Jaylah making adequate progress?

Home >> Reports >>

Student History

Report: Web | Color: Color | NFS: Recommended Goals

Student: G, Jaylah

Student Information

First Name:	Jaylah	Student ID:	331108
Last Name:	G	DOB:	02/19/2013

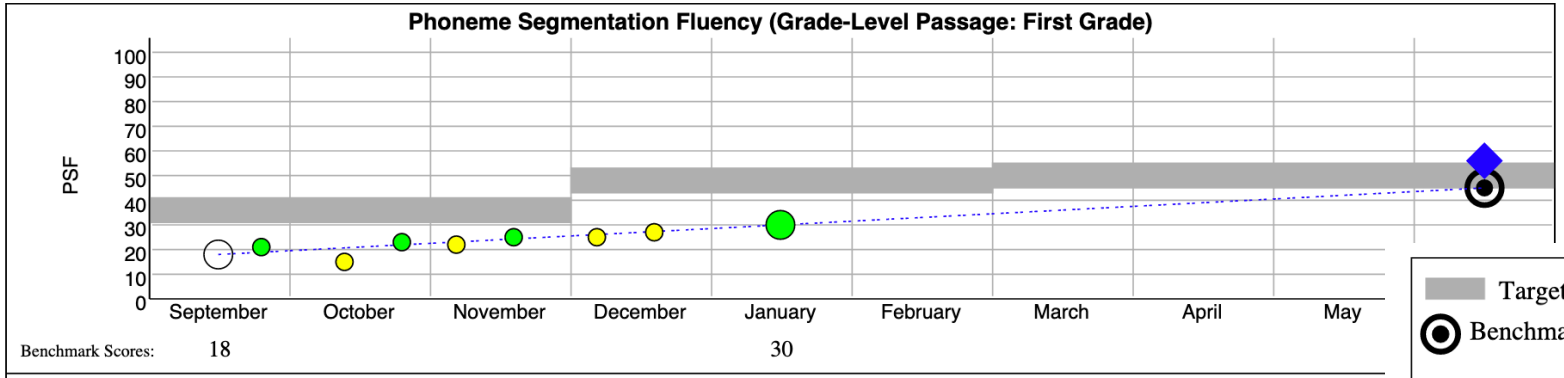
Change Student Information

Click for access to Student Progress Monitoring graphs

Student Rostering

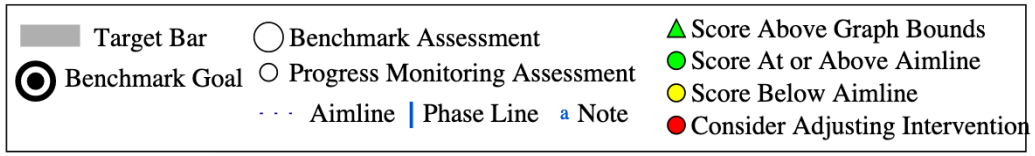
Year	Grade	Class Name	Class Type	School	Progress Monitoring
2019-2020	1st	Ms. Jasper's 1st Grade	Primary	Example School 1	Yes
2019-2020	1st	Ms. Jasper's Purple Group	Secondary	Example School 1	Yes

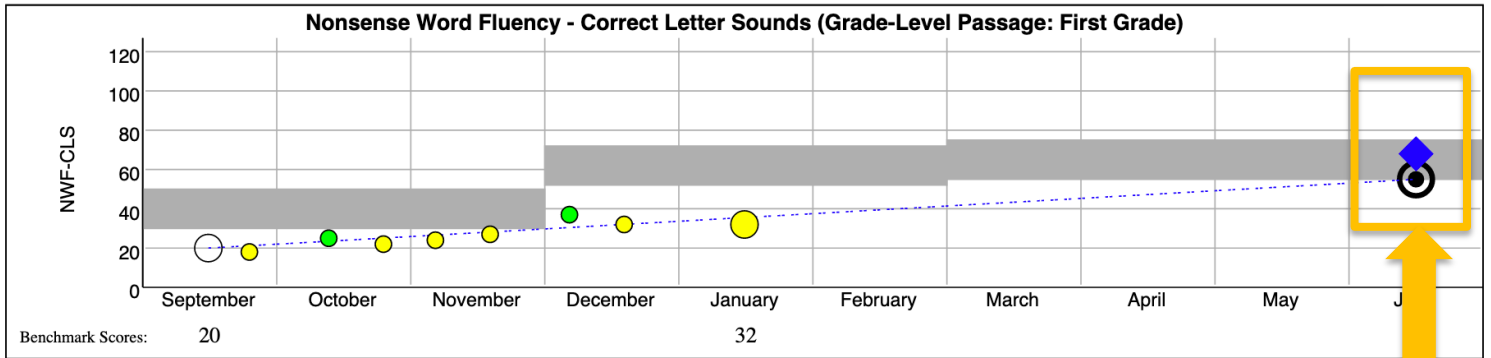
Progress Monitoring Graphs and ZOG Goals



Progress Monitoring Scores

Week 1				22	25				
Week 2			15						
Week 3				25	27				
Week 4	21	23							





Progress Monitoring Scores

Week 1				24	37				
Week 2			25						
Week 3				27	32				
Week 4	18	22							

Benchmark goal and ZOG goal

Summary

- Jaylah is making well below expected progress toward her EOY ZOG goal
- Jaylah's progress is much lower than other students in her Tier 2 group
- Jaylah's progress monitoring data shows that she may be making some progress toward the EOY benchmark goal, but inadequate progress to meet her EOY ZOG goal
- One reasonable decision is to intensify her instruction. For this, additional data is needed.

Your Turn: 1st Grade Example: Yuliana

- Yuliana is a 1st grade student who received a score of 4 on NWF-WRC at BOY, which corresponded to a Strategic Level of Support needed. Yuliana was assigned to 30 minutes of daily tier 2 intervention targeting foundational skills such as phonemic awareness, phonics, and reading accuracy and fluency.
- We set one end of year ZOG goal for Yuliana:
  - NWF-WRC: Above Average Growth: EOY score of 15 (Core Support)

Your Turn: 1st Grade Example: Yuliana

- Is Yuliana on track to meet her goal? How far off track is Yuliana from meeting her goal? Why isn't Yuliana making adequate progress?
- Turn to Page 7-8 of your Handouts, or go to this link: https://drive.google.com/file/d/1RX7G8NAl02SKiGUKrO9H7Mm34zaD5k-p/view?usp=sharing
- Using this document, answer questions 1 and 2 in Part 2: Interpreting Data, 1st Grade Example

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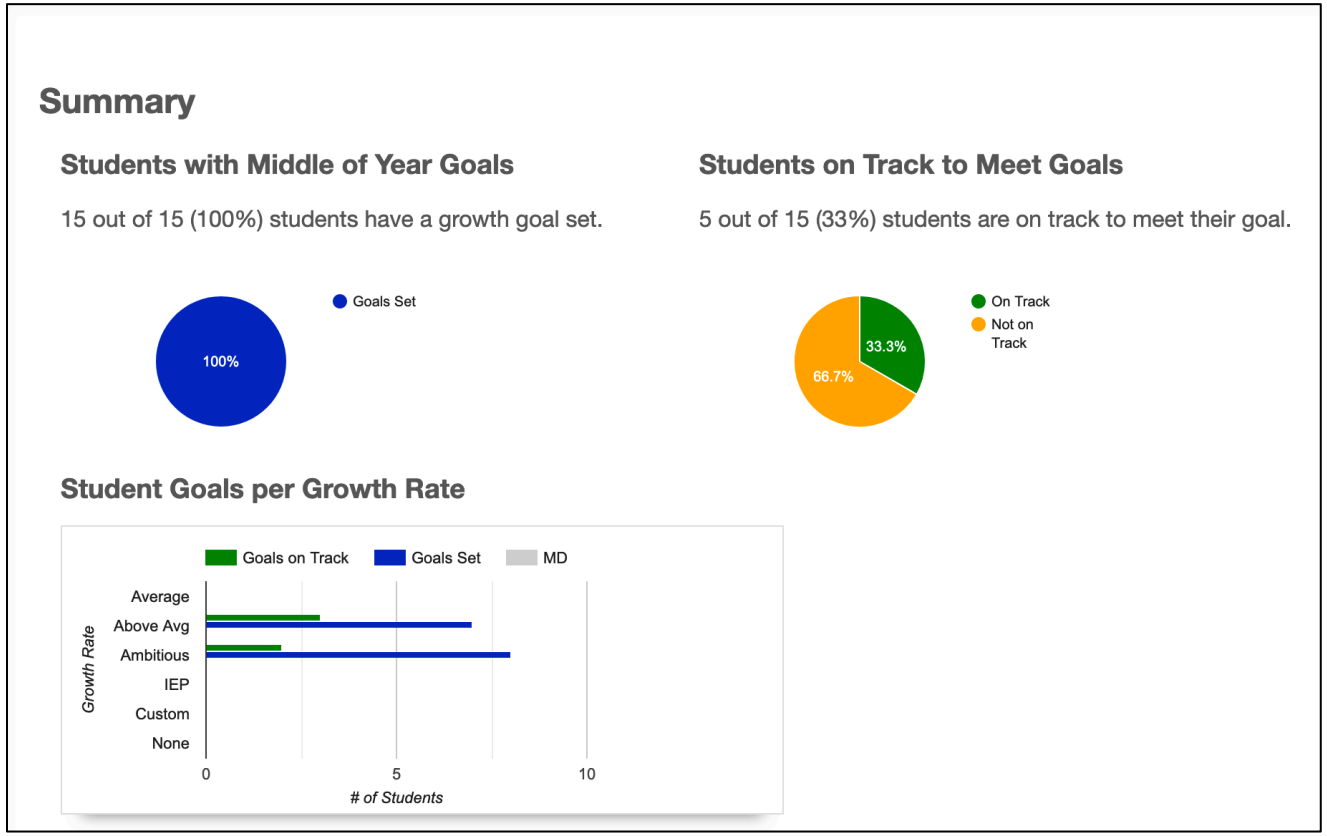
INTERPRETING GROUP LEVEL DATA USING ZONES OF GROWTH

Zones of Growth provides a quick summary of class/small group progress at the middle of year

- Which students have growth goals set?
- Are students on track to meet their goals?
- What types of growth goals have we set for our students?



Using Zones of Growth to Interpret Small Group Data

- Use Zones of Growth for a quick check on individual student progress of secondary groupings, and to determine whether appropriate instruction is being provided to *all students*.

Class List

Student	NWF-WRC Beginning Score	NWF-WRC Middle Score	Zones of Growth			Months of Growth
			Growth Rate	Goal	On Track to Meet Goal	
A, Ansley	2	8	Above Average Growth	13	No	3.5
L, Sariah	3	7	Above Average Growth	14	No	2.5
V, Melaney	3	9	Above Average Growth	14	No	3.5
K, Alejandra	4	8	Above Average Growth	15	No	2.5

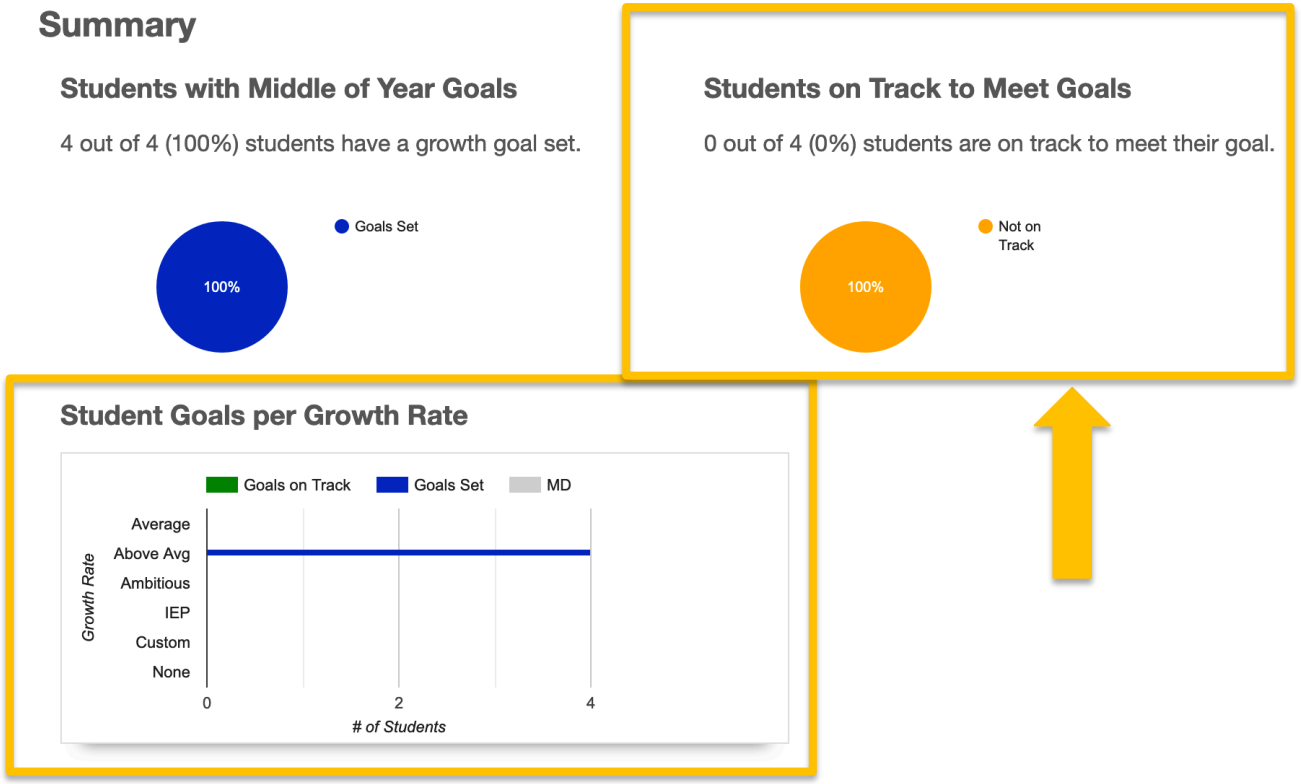
Legend MD (Missing Data) MD* (MD Gated) Intensive Support Strategic Support Core Support Core^ Support

Small Group Example: Ms. Clark's Blue Group

- Ms. Clark's 1st Grade Blue Group receives 15 minutes of differentiated small group instruction in Tier 1 3x per week. The target of instruction is building automaticity with word reading and reading accuracy and fluency.
- Ms. Clark set an end of year ZOG goal for the group:
  - NWF-WRC: Above Average Growth: EOY scores in Strategic to Core Support range

Is Ms. Clark's Blue Group on track to meet their goal?

- Middle of year check-in:
  - Summary page provides bird's eye view of class progress
  - No students are on track to meet EOY goals.
  - All students had above average growth goals set



How far off are students from meeting their goal?

- Middle of year check-in:
  - Class list provides more detailed look at individual student progress
  - All students made less than 4.5 months of average growth.
  - All students moved from Strategic to Intensive range on NWF-WRC

Class List

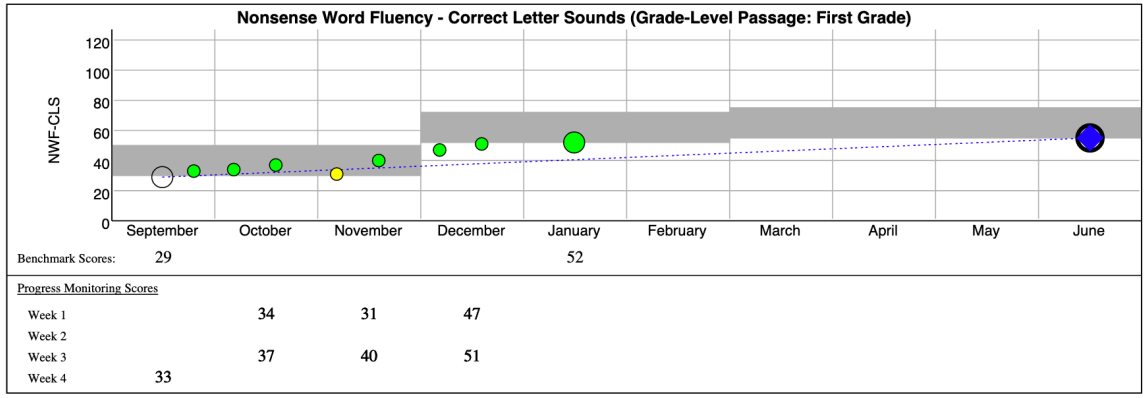
Student	NWF-WRC Beginning Score	NWF-WRC Middle Score	Zones of Growth			Months of Growth
			Growth Rate	Goal	On Track to Meet Goal	
A, Ansley	2	8	Above Average Growth	13	No	3.5
L, Sariah	3	7	Above Average Growth	14	No	2.5
V, Melaney	3	9	Above Average Growth	14	No	3.5
K, Alejandra	4	8	Above Average Growth	15	No	2.5

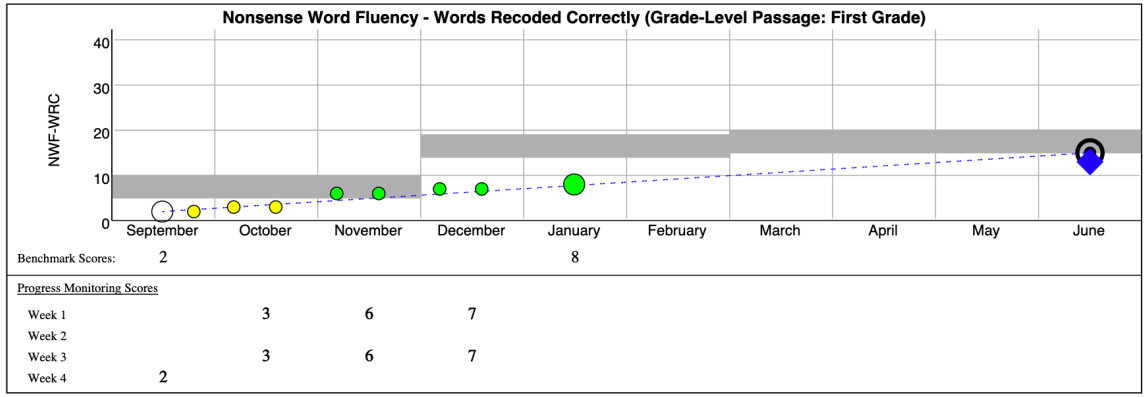
Legend MD (Missing Data) MD^ (MD Gated) Intensive Support Strategic Support Core Support Core^ Support

- Students are making moderately slower than expected growth.

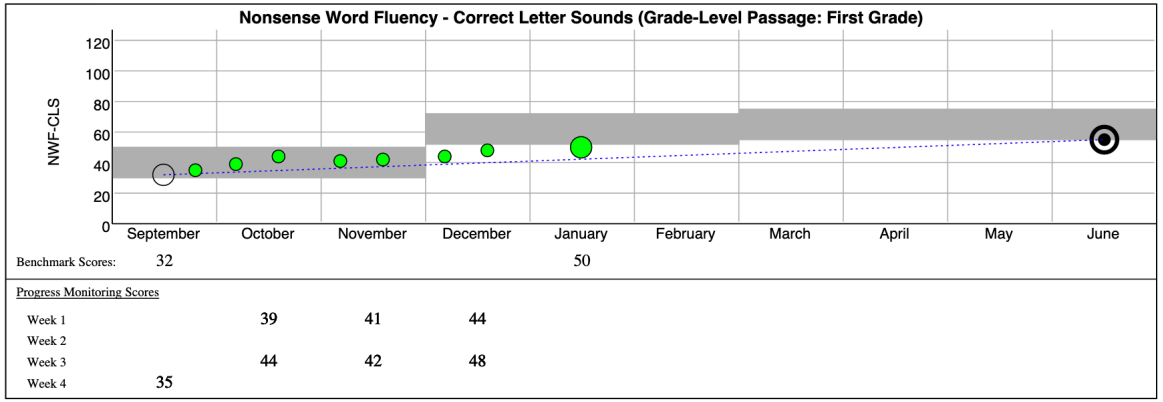
Why isn't Ms. Clark's Blue Group making adequate progress?

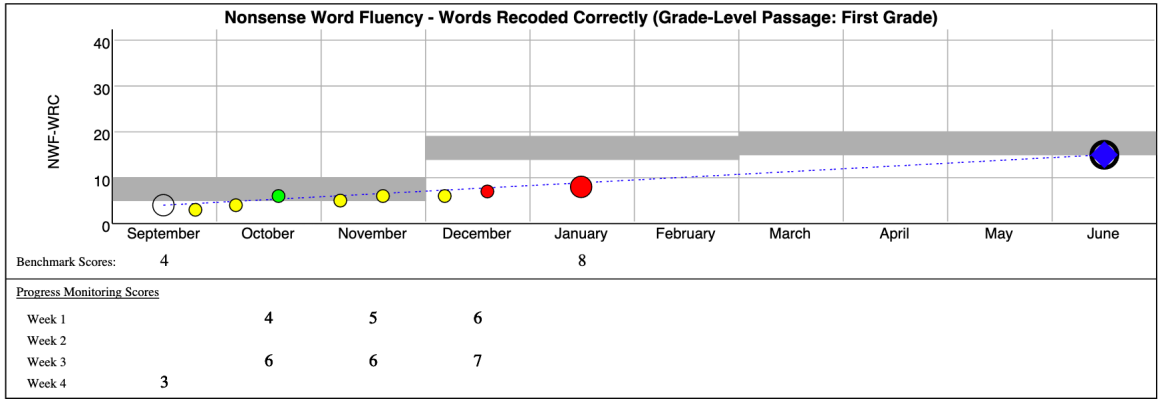
Ansley





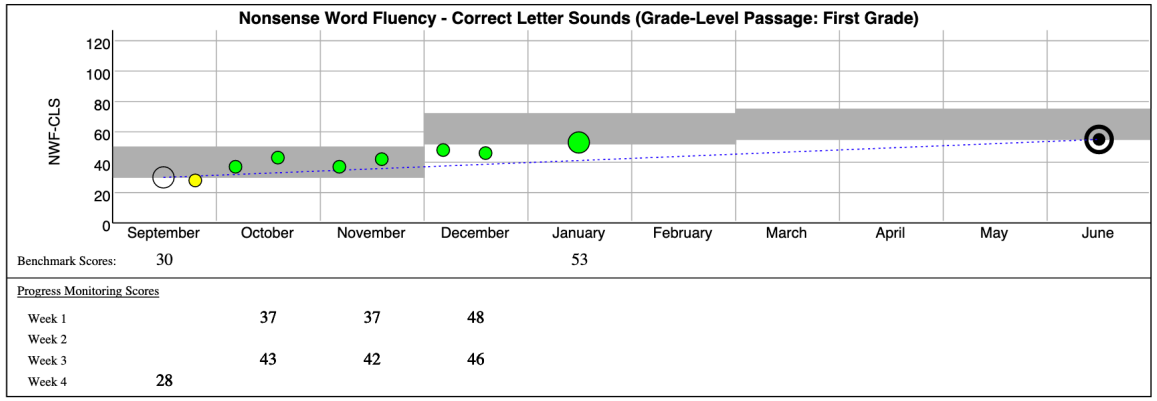
Alejandra

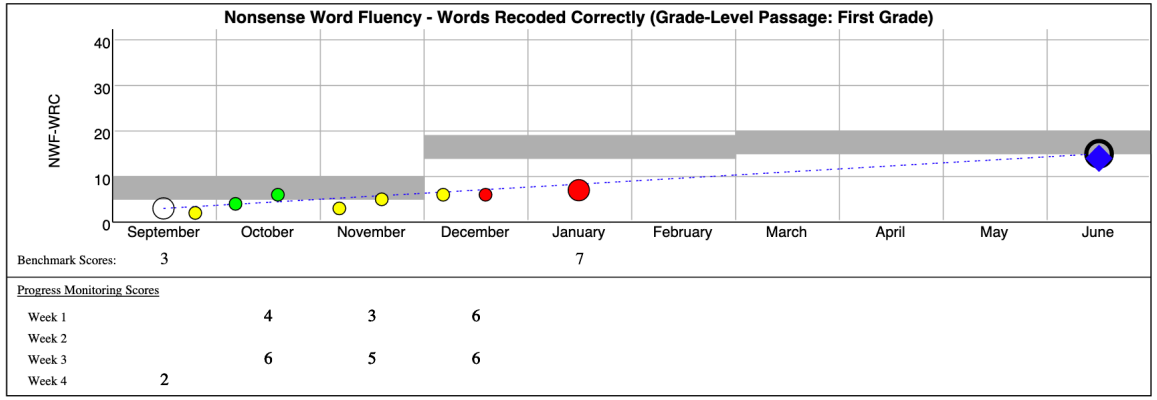




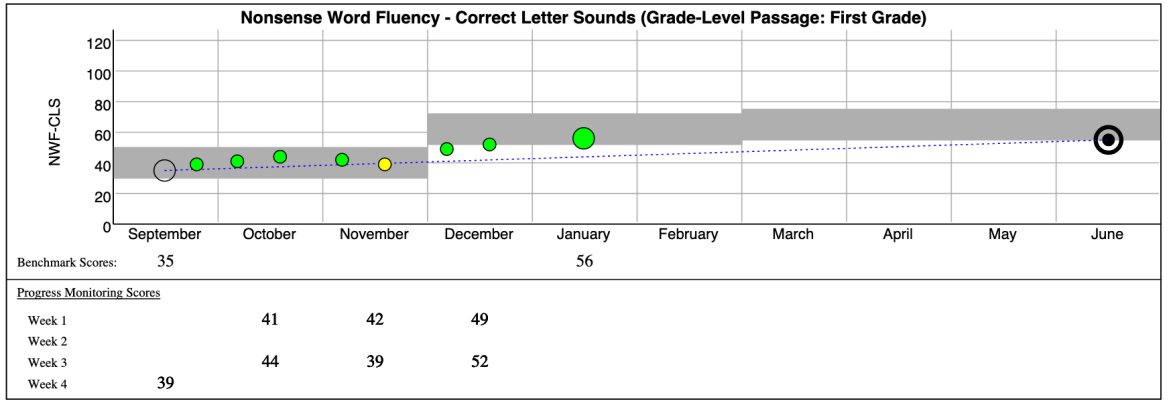
Why isn't Ms. Clark's Blue Group making adequate progress?

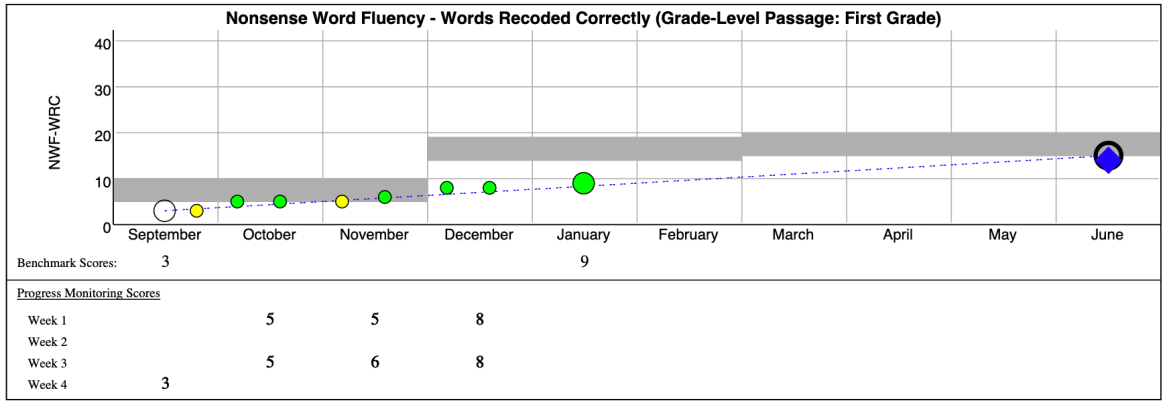
Sariah





Melaney





Summary

- Students in Ms. Clark's Blue Group are making variable degrees of progress.
- ZOG data show that students are not on track to meet EOY goals.
- Progress monitoring graphs indicate that for some students, a change in intervention may be recommended.
- One reasonable decision is to adjust this group's instruction. For this, more data is needed.

Your Turn: Small Group Example: Mr. Bell's 3rd Grade

- Mr. Bell's 3rd Grade Orange Group receives 30 minutes of differentiated small group instruction in Tier 1 3x per week, and 30 minutes of daily Tier 2 intervention targeting phonics and reading accuracy and fluency skills.
- Mr. Bell set two end of year ZOG goals for the group:
  - NWF-WRC: Ambitious Growth: EOY Scores in Strategic to Core Support range
  - ORF: Ambitious Growth: EOY Scores in Intensive to Strategic Support range

Your Turn: Small Group Example: Mr. Bell's 3rd Grade

- Is Mr. Bell's Orange Group on track to meet their goals? How far off track are students from meeting their goals? Why aren't students making adequate progress?
- Turn to Page 9-13 of your Handouts, or go to this link: https://drive.google.com/file/d/1RX7G8NAl02SKiGUKrO9H7Mm34zaD5k-p/view?usp=sharing
- Using this document, answer questions 1 and 2 in Part 2: Interpreting Data, Small Group Example: Mr. Bell's 3rd Grade Orange Group

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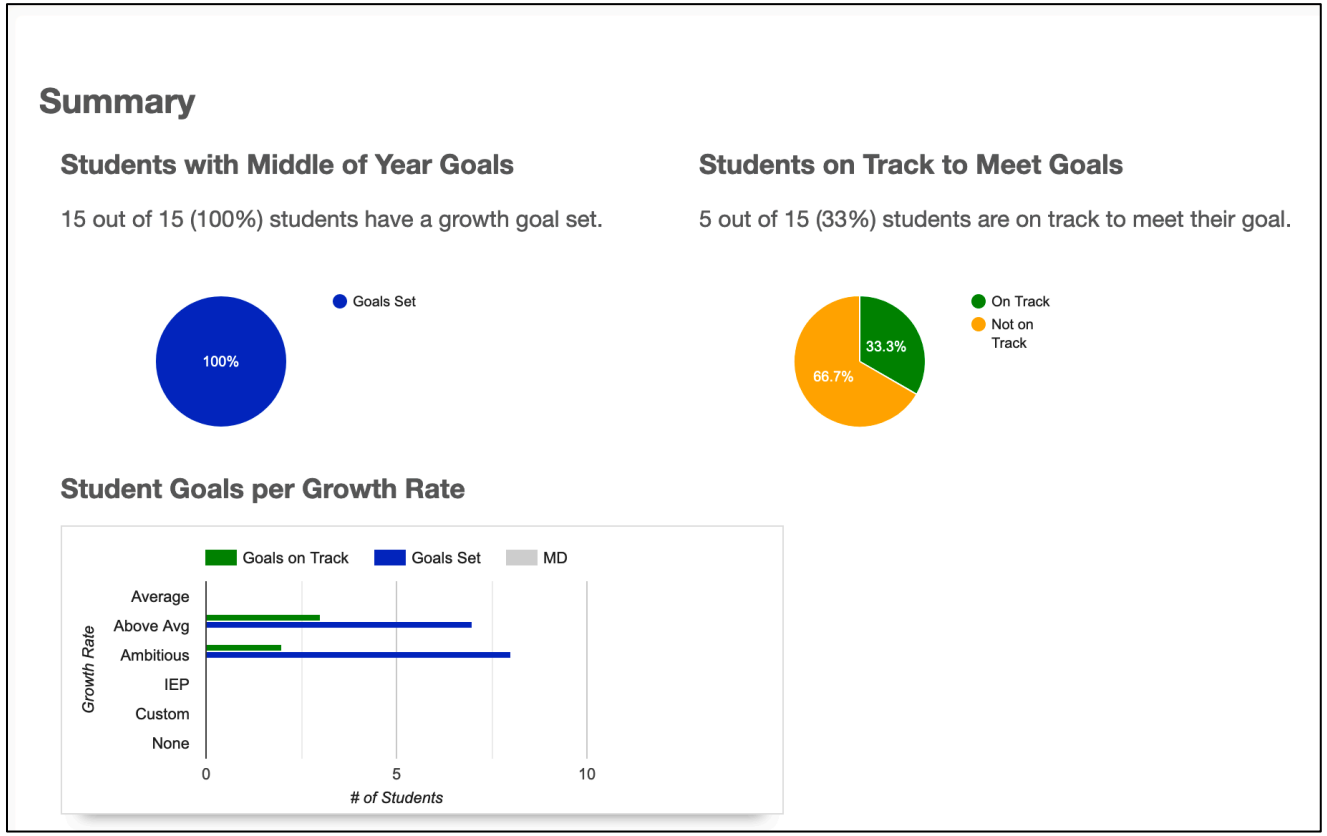
INTERPRETING CLASSROOM DATA USING ZONES OF GROWTH

Using Zones of Growth to Interpret Classroom Level Data

- Use Zones of Growth in **the middle of the year** for a quick check on whole class progress, and to determine whether appropriate instruction is being provided to *all students*.



Whole Class Example: Ms. Jasper's 1st Grade

At the beginning of the year, Ms. Jasper set the following end of year goal for her class:

By the end of the school year, no students will fall in the Intensive range, and 2/3 of students will be reading at or above benchmark according to the DIBELS 8 composite score

This means all students who scored in the Strategic or Intensive range will need to make Above Average to Ambitious growth.

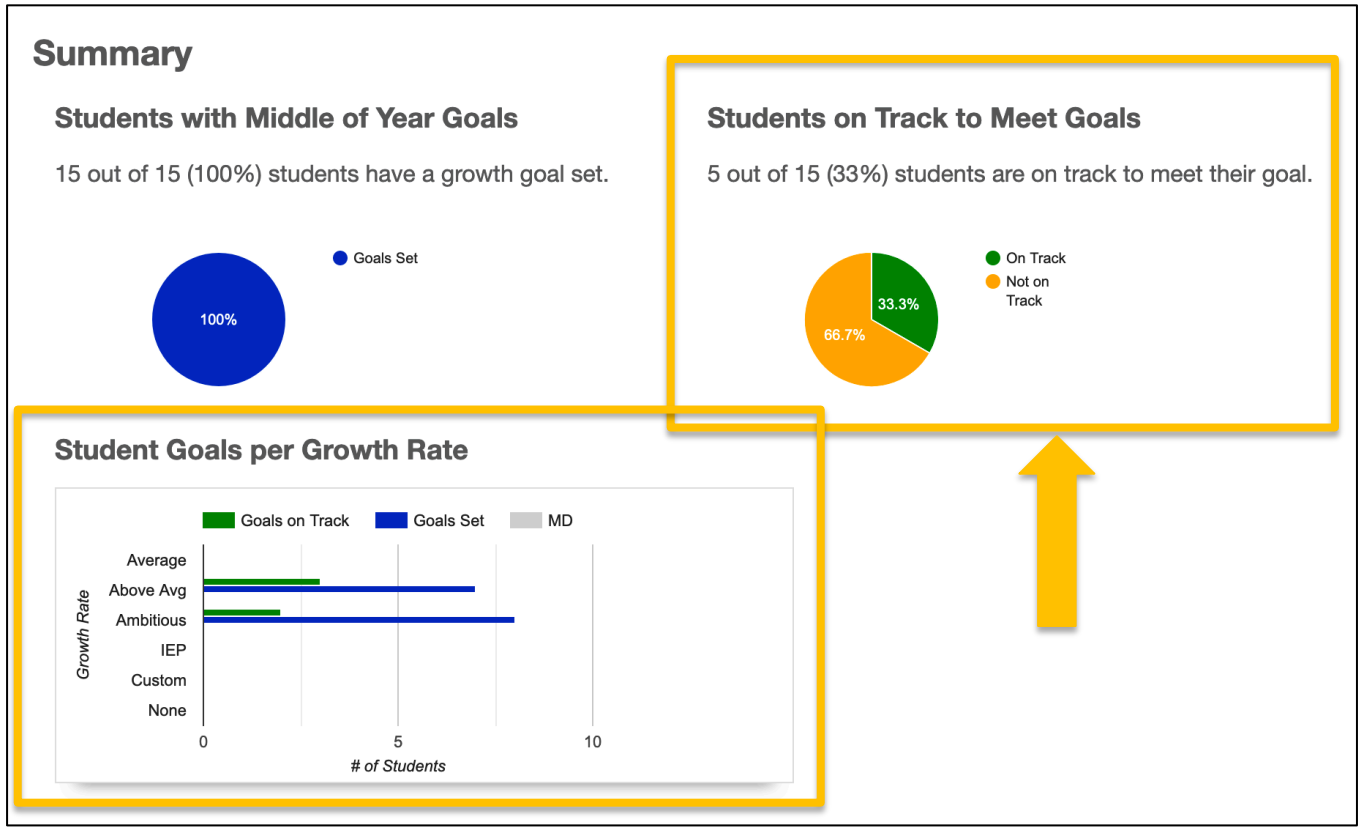
Whole Class Example: Ms. Jasper's 1st Grade

- Based on this goal, the 1st grade team created the following instructional plan for Ms. Jasper's students:

Core Support	Strategic Support	Intensive Support
90 minutes of daily core instruction targeting all 5 critical early reading skills	90 minutes of daily core instruction targeting all 5 critical early reading skills	90 minutes of daily core instruction targeting all 5 critical early reading skills
15 minutes of small group differentiated instruction **2x per week** targeting student needs	**15 minutes** of small group differentiated instruction **4x per week** targeting student needs	**30 minutes** of small group differentiated instruction **5x per week** targeting student needs
	30 minutes Tier 2 instruction targeting foundational reading skills **daily** in groups of **5-6**	**30 minutes** Tier 2/3 instruction targeting foundational reading skills **daily** in groups of **2-3**

Whole Class Example: Ms. Jasper's 1st Grade

- Middle of year check-in:
  - Only 1/3 of students are on track to meet EOY goals.
  - Of students who are on track, 3 had Above Average growth goals, 2 had Ambitious growth goals.



Whole Class Example: Ms. Jasper's 1st Grade

- Middle of year check-in:
  - All students have made between 2-3 months of average growth.
  - Movement across benchmark categories for students not on track to meet goals has varied

Class List

Student	Composite Beginning Score	Composite Middle Score	Zones of Growth			Months of Growth
			Growth Rate	Goal	On Track to Meet Goal	
R, Amy	316	378	Ambitious Growth	435	No	2.5
J, Dsavanna	318	381	Ambitious Growth	437	No	2.5
G, Jaylah	320	368	Ambitious Growth	439	No	2
I, Jaslene	321	379	Ambitious Growth	440	No	2.5
K, Eliana	321	394	Ambitious Growth	440	Yes	3
Y, Carolina	322	392	Ambitious Growth	448	No	2.5
A, Ansley	327	386	Ambitious Growth	453	No	2.5
Y, Myla	328	409	Ambitious Growth	454	Yes	3
P, Adalyn	329	404	Above Average Growth	441	Yes	3
Q, Yuliana	329	392	Above Average Growth	441	No	2.5
R, Maria	329	406	Above Average Growth	441	Yes	3
I, Katelyn	330	406	Above Average Growth	442	Yes	3
E, Averi	348	416	Above Average Growth	483	No	2
N, Jane	349	428	Above Average Growth	484	No	2.5
S, Norah	356	417	Above Average Growth	491	No	2

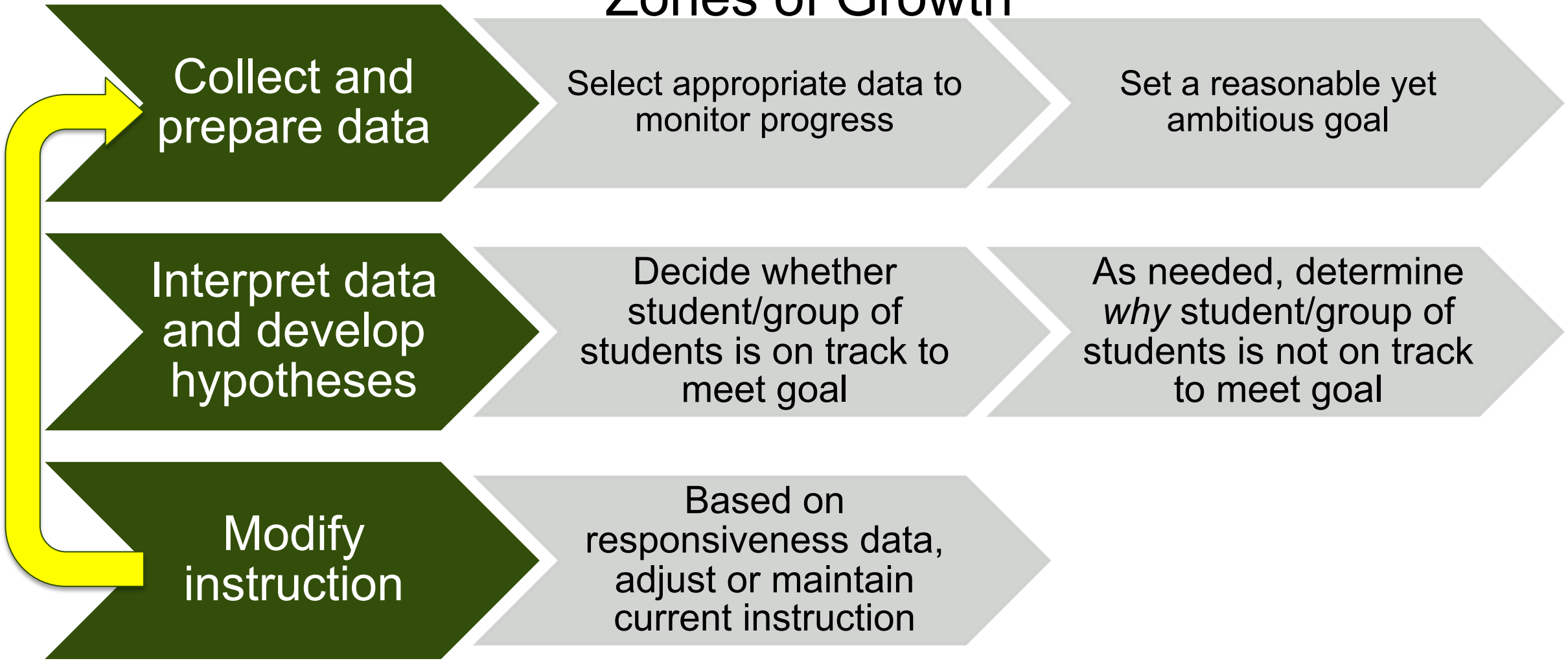
Legend MD (Missing Data) MD* (MD Gated) Intensive Support Strategic Support Core Support Core^ Support

Whole Class Example: Ms. Jasper's 1st Grade

One reasonable decision is to adjust classroom instruction. For this, more data is needed.

But what additional data is needed?

Evaluating and Adjusting Needs-Based Support with Zones of Growth



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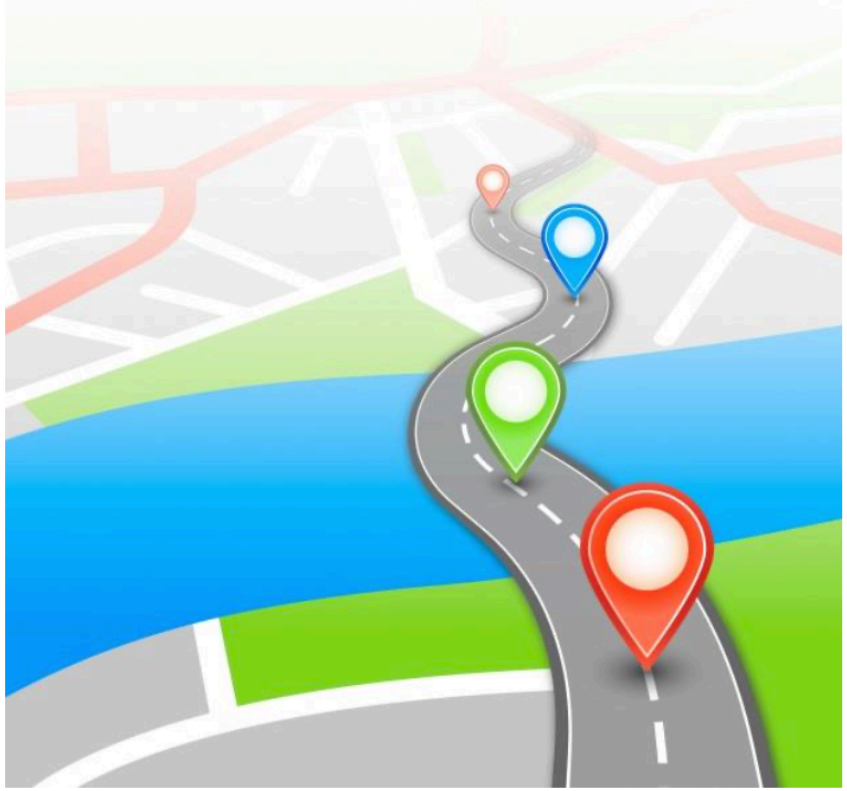
NEXT STEPS: MODIFYING INSTRUCTION

Modify instruction

Based on responsiveness data, adjust or maintain current instruction

- Allocate instructional time and resources to the most pressing content
- Adapt instructional methods and feedback to address individual needs



- Based on hypotheses:
  - Identify a research-based instructional adjustment and an expected effect (e.g. improved decoding skills)
  - Measure this effect to determine whether the adjustment was effective (e.g. are students closer to reaching their goals?)

How to identify a research-based instructional adjustment?

- Triangulate data to form testable hypotheses about why students are not making progress
  - Using multiple sources of data, determine *why* the student or group of students is not making adequate progress.
  - Strategically identify data sources that *help you to answer the question at hand.*
  - **The question you will be asking: "*What adjustments will help my students reach their instructional goals?*"**

Evaluating and Adjusting Needs-Based Support Using Multiple Sources of Data

- For example, if most students are not making adequate growth, we need to ask: ***"What could be preventing students from making adequate reading improvements?"***

Instructional Content		Instructional Delivery		Contextual Factors	
Are we teaching the appropriate content?	Are we teaching important instructional content for enough time?	Are we teaching appropriate content in an ineffective way?	Are we implementing the reading program as intended?	Are classroom management issues impeding student learning?	Are other structural changes impacting student performance?

Using a *range of data sources,* make hypotheses about *why* students are not making adequate progress.

Possible data used to inform the decision include:

- ***Systems-Level Evaluation*** *(for evaluating the schoolwide reading system)*
- ***Implementation Fidelity Observations*** *(for determining whether instruction is being implemented as intended)*
- ***Curriculum Evaluation*** *(for determining whether curriculum is teaching the appropriate content)*
- ***Curriculum-Embedded Mastery Data*** *(for assessing level of mastery with taught skills)*
- ***DIBELS Error Analysis, Diagnostic Assessments*** *(for determining specific academic skills gaps, typically reserved for more intensive intervention)*

Possible Data Sources

Systems-Level Evaluation

Multi-Tiered Systems of Support in Reading (MTSS-R)

Checklist

National Center on Improving Literacy

Revised November 2019

Implementation Fidelity

ECRI Implementation Data: Name: School: Grade: Date:

1 = Delivered Correctly | 0 = Not Delivered Correctly, or, Not Delivered | "–" = Not Required, or, Delivered at a Different Time

ECRI Foundational Reading Skills Routines Instructional Components:	Regular Word Reading		PA Blending	SS Cards	Letter Names	Sound Review	Affixes		Wordlog	Regular Words	Corrections		Easy Words and Fluency		PA Segmenting	Dictation	Average
	P1	P2					PR	RE				RE		RC	FL		
Teacher Explanations (short and succinct): Teacher explanations are used to state the objective of the routine. When first learning the routine, the actions of the explanation are demonstrated.																	
Teacher Models (show or demonstrate task): A model should be repeated before the task *until* students are successful with the routine.																	
Appropriate Signals: #1 Focus The focus is provided by touching to the left of an item, or pinching the left of a card.																	
Appropriate Signals: #2 Cue The cue is stated quickly and clearly before *every* practice item without droning.																	
Appropriate Signals: #3 Think Time The teacher follows the think time per routine and is consistent between each item.																	
Appropriate Signals: #4 Signal for Students to Respond The teacher follows the routine signal providing a narrow window of response opportunity.																	
Appropriate Signals: Pacing The lesson flows smoothly and without interruptions, using a lively and rhythmic pace.																	
Student Practice: All students are participating in the practice regardless of performance level.																	
Checks for Understanding (individual turns): At the end of each routine, the teacher randomly calls on 2-3 individuals to respond to a practice item after each instructional routine.																	
Error Corrections (my turn/your turn): Errors are immediately corrected with the whole group. The teacher models the correct response (e.g., My turn…that sound is /m/.). Then all students practice the correct response (e.g., Your turn…*Sound?* Students respond with /m/.).																	
Error Part-Firming (go back and represent): Immediately following an error correction, the teacher takes the item out of short-term memory (e.g., backtracks two sounds previously practiced), and then re-presents the missed item (e.g., Sound? Students respond with /m/.).																	
Average																	

NOTES:

Curriculum Evaluation

Phonics Instruction

Rating	Criterion	Grade K	Grade 1	Grade 2	Grade 3	Initial Instruction	Additional Evidence
● ○ ○	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	X	X				
● ○ ○	2. Sequences the introduction of letter sounds, letter combinations, and word parts in ways that minimize confusion. (ss)	X	X	X	X		
● ○ ○	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	X	X				
● ○ ○	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blending, reading whole words). (w) and (ss)	X	X	X	X		
◗ ◖	5. Introduces regular words for which students know all the letter sounds. (ss)	X	X	X	X		

Reviewer Code: _____ PHONICS: DECODING *Critical Elements Analysis*

Current Working Version

DIBELS probe error analysis

					CLS	WRC
tum /t//u//m/	tup /t//u//p/	pon /p//o//n/	hig /h//i//g/	dat /d//a//t/	15 /15	5 /5
lan /l//a//n/	teg /t//e//g/	nim /n//i//m/	san /s//a//n/	gan /g//a//n/	15 /15	4 /5
tade /t//A//d/	tobe /t//O//b/	terb /t//er//b/	hort /h//or//t/	dib /d//i//b/	4 /15	1 /5
cag /k//a//g/	pab /p//a//b/	dap /d//a//p/	hote /h//O//t/	fem /f//e//m/	/15	/5

Curriculum-Embedded Mastery Data

Daily Mastery Data Table, Part 1: Errors

Monitor students' mastery and understanding for each part of the lesson. → Record errors made by putting the individual student's initials next to the item they missed in the Part 1 table for current day's lesson. → At the end of each day's lesson, record errors made on the **Week Alone Practice Chart**, and plan for additional practice for students. → At the end of 5 lessons, use the **Weekly Mastery Data Summary Table** to summarize this data and make instructional adjustments.

		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Part 1 Regular Words						
Part 2 Phonemic Awareness	Blending					
	Segmenting					
	Other PA Tasks					
Part 3 Dictation						
Part 4 Fluency	Reading (or decoding) of words: (NOTE: write the number of words read in every row)					
	Writing (or encoding of words): (NOTE: write the number of words read in every row)					

NOTE: Each day also use the Daily Mastery Data Table, Part 2: Accuracy and Fluency Log to record student data during decodable text reading.

Student Name: Bailey Date: _____

UNIT 3:

Assess sound spellings. Place the student probe in front of the student making sure to cover tasks for other units. Say to student, *You're going to say the sounds for some sound spellings. Put your finger under the first sound spelling in the box. Point to each sound spelling, and tell me the sound.*

Sound Spellings:

-ng	ur	or	ar	ore	
er	-nk	ir	-age	-y	8 /10

Assess reading words. Place the student probe in front of the student making sure to cover tasks for other units. Say to student, *You're going to read some words. Put your finger under the first word and go across the page.*

Regular Words:

bunny	sky	hang	junk	horn	sore	
arm	fern	girl	turn	edge		9 /11

Words with Endings (-ed, -es, -ing):

dishes	hugged	stepping	fishes	tapping	4 /5

High Frequency Words:

right	our	any	were	very	
again	done	know	does	beautiful	9 /10

Diagnostic Assessments

Reading and Decoding

For Parts E through K students must read both real and pseudowords (made-up words). For the real word lines, tell the student: *I want you to read each line of words aloud.* If the student cannot read two or more of the real words in each line, do not administer the line of pseudowords; go to the next set of items. Before asking the student to read the line of pseudowords, say: *Now I want you to read some made-up words. Do not try to make them sound like real words.* When using this assessment as a specific skills test or screening measure, do not discontinue testing if a student does not do well on one of the items in Parts F through K. Instead, move to the next item and continue testing.

PART E Short vowels in CVC words

____/5	sip	mat	let	bun	hog	(real)
____/5	rut	fit	bat	hot	set	(real)
____/5	nop	sut	dit	pem	fap	(pseudo)
____/15						

PART F Consonant blends with short vowels

____/5	stop	trap	quit	spell	plan	(real)
____/5	silk	fast	sank	lump	held	(real)
____/5	nask	dilt	qued	cang	dran	(pseudo)
____/15						

CORE Phonics Survey—Record Form, Page 3

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Based on data sources, consider adjusting instruction/intervention…

1. **Strength**: Anticipated effects of the intervention for the target population
2. **Dosage**: Teacher guided opportunities to practice
3. **Alignment**: Precision in addressing students' skill needs
4. **Attention to Transfer**: Support for generalization of taught skills
5. **Instructional Design**: Inclusion of explicit instructional design and delivery principles
6. **Behavioral Support**: Embedded support for attention, motivation, and self-regulation
7. **Individualization**: A focus on data to monitor progress and make adjustments over time

Baker, Fien, & Baker (2010); Fuchs, Fuchs, & Malone (2017); Nelson-Walker et al. (2013)

National Center on Intensive Intervention (NCII) Intervention Intensification Strategy Checklist

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

AIR
AMERICAN INSTITUTES FOR RESEARCH

IDEAs that Work
U.S. Office of Special Education Programs

Intervention Intensification Strategy Checklist

Use these ideas, as well as your own, to intensify interventions. For more information about intensifying interventions, check out our website, www.intensiveintervention.org. *Before adapting or intensifying an intervention, always consider whether the current intervention program has been implemented with fidelity and for a sufficient amount of time.*

Strength: Teams can increase the strength of an intervention by focusing on strategies and attention given to other dimensions of the Taxonomy of Intervention Intensity.

Dosage
Increase opportunities for practice and corrective feedback.

- ☐ Increase the length of intervention sessions.
- ☐ Increase the number of intervention sessions per week.
- ☐ Decrease the group size.
- ☐ Increase the total number of sessions.
- ☐ Decrease the heterogeneity of the groups (group students with similar performance levels).
- ☐ Consider an intervention setting with fewer distractions.
- ☐ Embed additional practice and feedback sessions throughout the day.
- ☐ _____

Alignment

- ☐ Increase instructional time for the target skill.*
- ☐ Supplement intervention with National Center on Intensive Intervention materials in reading, math, or behavior.
- ☐ Focus on discrete skill instruction within the target skill.
- ☐ _____

Attention to Transfer

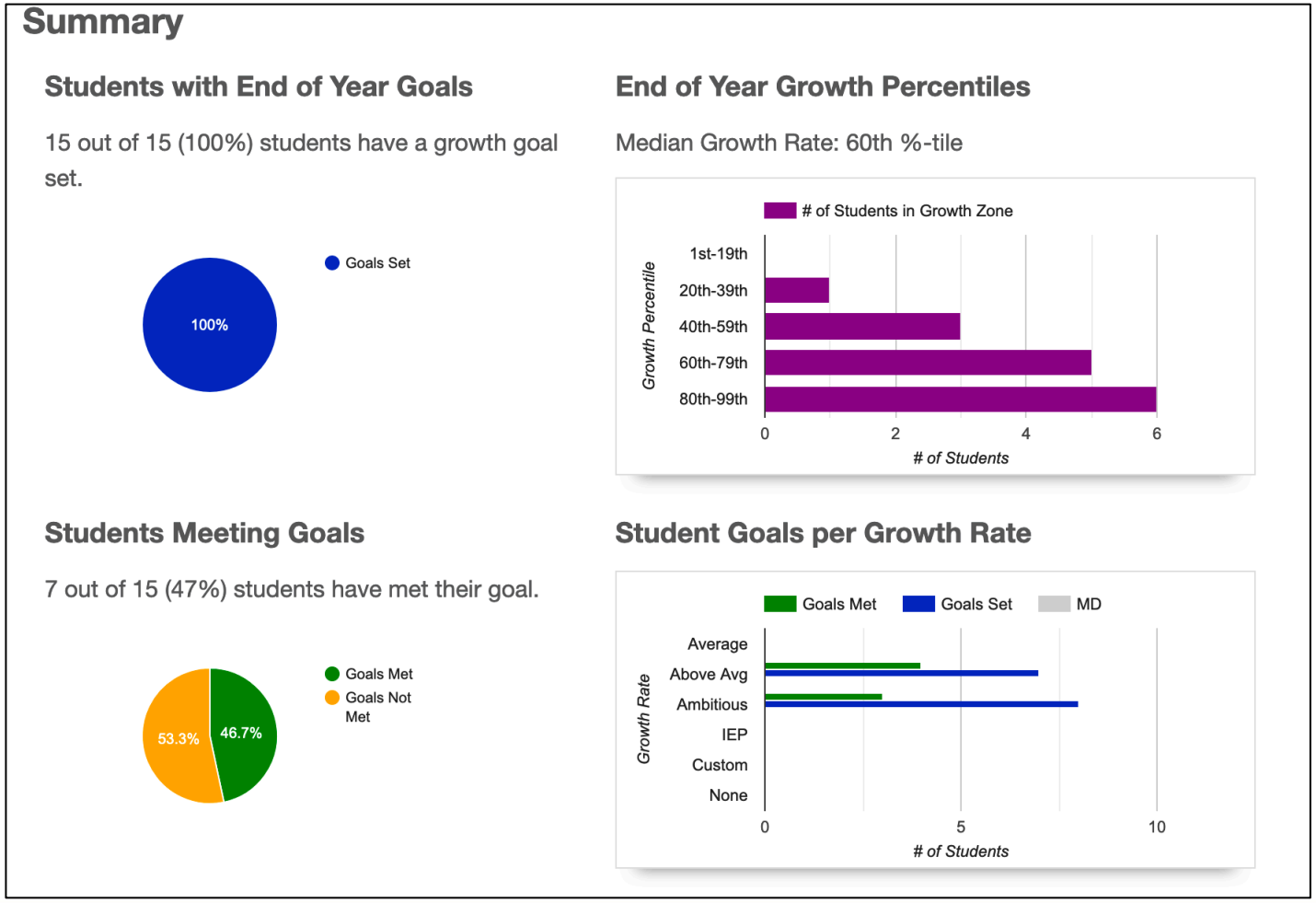
- ☐ Align instructional routines and language with core instruction and the environment.
- ☐ Preteach content.
- ☐ Embed guided practice on target skills within core instruction and other environments.
- ☐ Embed explicit opportunities in other settings to maintain skills acquired in the intervention.
- ☐ Explicitly teach connections.
- ☐ _____

Adjusting Needs-Based Support: Additional Resources

- National Center on Intensive Interventions (NCII)
  - DBI Professional Learning Series
- The IRIS Center
  - Module: Using Data-Based Individualization to Intensify Instruction
- Oregon Reading First Center
  - PowerPoint: Instructional Implications: Interpreting Student Performance Data
  - NWF and ORF Performance Grids
- Center on Instruction
  - Intensive Interventions for Students Struggling in Reading and Mathematics

Using Zones of Growth to Interpret Group Level Data

- Use Zones of Growth at **the end of the year** to determine whether instructional supports were sufficient for all students, and to plan for next year.

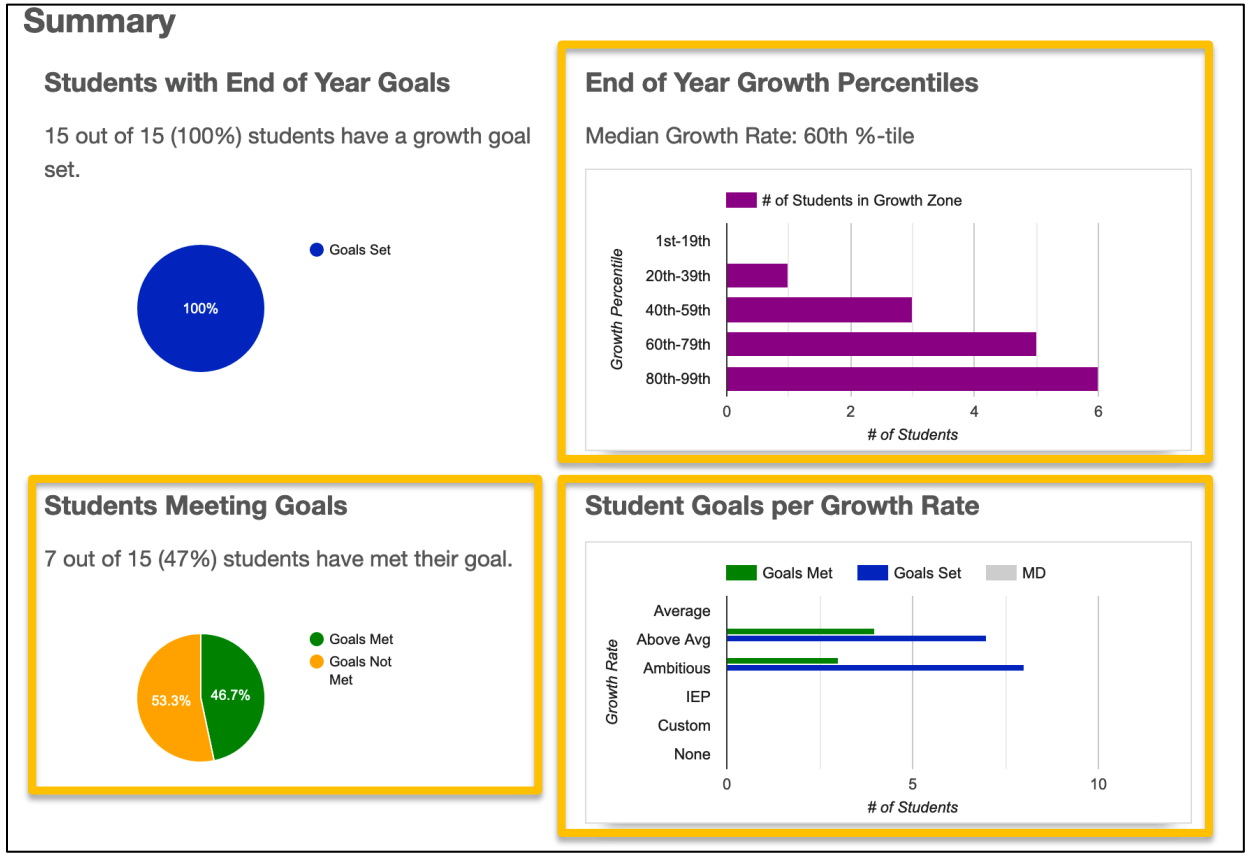


Whole Class Example: Ms. Jasper's 1st Grade

- In the middle of the year, the 1st grade team collected **Implementation Fidelity Data,** a **Curriculum Evaluation,** and **Curriculum-Embedded Mastery Data.**
- Based on these data, Ms. Jasper made the following adjustments to instruction:
  - ❑ Increase the level of explicit and systematic instruction during Tier 1
  - ❑ Add supplemental lessons in foundational skills that are missing from Tier 1 curriculum
  - ❑ Provide increased opportunities for student group responses across tiers
  - ❑ Increase use of mastery data to target specificity of small group instruction
  - ❑ Conduct diagnostic assessments for Tier 3 students to increasingly individualize instruction.

Whole Class Example: Ms. Jasper's 1st Grade

- End of year check-in:
  - Approximately half of students met their goal.
  - Of students who met their goal, 4 had Above Average growth goals and 3 had Ambitious Growth Goals.
  - The average growth percentile for students in Ms. Jasper's class was the 60th percentile. Many students made above average to ambitious growth for their initial status.



Whole Class Example: Ms. Jasper's 1st Grade

- Students made between 8.5-12.5 months of average growth
- Students' growth percentile varied, with students in Strategic/Core support ranges making most progress.
- Many students moved up benchmark categories
- Many students came close to meeting their EOY goal

Class List

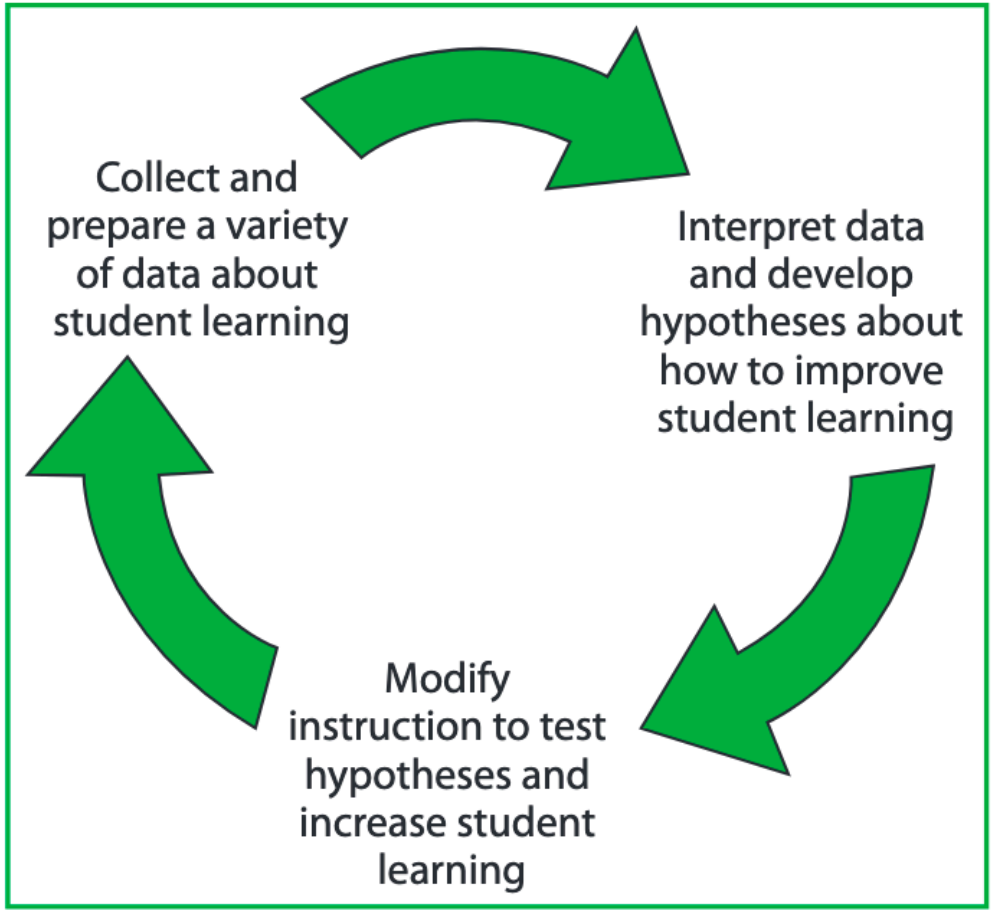
Student	Composite Beginning Score	Composite End Score	Zones of Growth			Growth %-tile	Months of Growth
			Growth Rate	Goal	Met Goal		
G, Jaylah	320	425	Ambitious Growth	439	No	40th-59th	9
J, Dsavanna	318	433	Ambitious Growth	437	No	60th-79th	10
R, Amy	316	433	Ambitious Growth	435	No	60th-79th	10
I, Jaslene	321	435	Ambitious Growth	440	No	60th-79th	9.5
A, Ansley	327	445	Ambitious Growth	453	No	60th-79th	10
Q, Yuliana	329	446	Above Average Growth	441	Yes	60th-79th	9.5
K, Eliana	321	454	Ambitious Growth	440	Yes	80th-99th	11.5
Y, Myla	328	454	Ambitious Growth	454	Yes	80th-99th	10.5
R, Maria	329	455	Above Average Growth	441	Yes	80th-99th	10.5
P, Adalyn	329	467	Above Average Growth	441	Yes	80th-99th	11.5
Y, Carolina	322	470	Ambitious Growth	448	Yes	80th-99th	12.5
I, Katelyn	330	475	Above Average Growth	442	Yes	80th-99th	12
S, Norah	356	477	Above Average Growth	491	No	20th-39th	8.5
E, Averi	348	481	Above Average Growth	483	No	40th-59th	9.5
N, Jane	349	483	Above Average Growth	484	No	40th-59th	9.5

Summary

- Overall, instruction was moderately effective for students in Ms. Jasper's class.
- Ms. Jasper's instructional adjustments appear to have led to increased student progress.
- However, more instructional supports needed to be provided to students with lower initial skills, and to students with very high initial skills.
- From this information, the 1st grade team can make plans to improve instructional supports for these groups of students next year.

Evaluating and Adjusting Instruction is an Ongoing Process!

- **Key question to ask:**
  - Is the instruction being provided meeting the needs of this student/group of students?
- **Key decision to make:**
  - How can we adjust instruction to better meet the needs of this student/group of students?



Hamilton et al. (2009)

Big Ideas

- Evaluating and adjusting instruction is essential to an ongoing cycle of instructional improvement
- DIBELS 8 Zones of Growth can be used to:
  - Set reasonable yet ambitious goals for individual students and groups of students
  - Interpret data for individual students and groups of students across the school year
- Use Zones of Growth, in addition to other data sources, to identify research-based instructional adjustments for students and evaluate instructional effectiveness across the school year.

Questions about Zones of Growth or the DIBELS Data System?
Contact Customer Support:

support@dibels.uoregon.edu

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