



## *Data-based Decision Making*



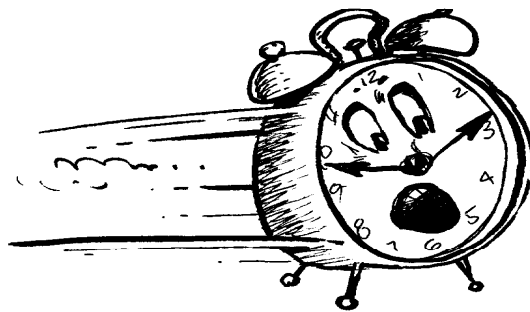
*Leadership Training  
December 9, 10 & 17 2014*

*"America's future walks through  
the doors of our schools  
everyday." Mary Jean LeTendre*

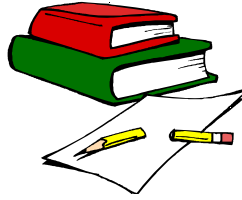
Cindy McGurl, Ph.D.  
Cara Dellaterra, MS



## *Leadership for Literacy Agenda*



Handout: p. 2



## *Materials*

1. Leading Literacy Change Book
2. Binder- November Tab
3. Flash Drive
4. HILL website

Handout: p. 3




## *Expected Outcomes for Today*



1. Review Assessment Framework
2. Collecting Reliable and Valid Data
3. Setting Stage for Data Meetings
4. CK3LI Data Meeting Process

Handout: p. 3



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# Assessment Survey

## Literacy Assessments Survey


School: \_\_\_\_\_ CURRENT GRADE LEVEL(S) TAUGHT: \_\_\_\_\_

DATE: \_\_\_\_\_ CONTENT AREA:  Classroom  SPED  Reading/Title 1  ELL  Intervention Other: \_\_\_\_\_

Full Name of Assessment	Areas Evaluated							Administered at These Grade Levels					Who Administers	How Often & When Administered		
	O L	PA	P	SP	F	V	RC	W	P K	1	2	3			4	5

**Key to Area:**  
 OL = Oral Language  
 PA = Phonemic Awareness  
 P = Phonics  
 SP = Spelling  
 F = Fluency  
 V = Vocabulary  
 RC = Reading Comprehension  
 W = Writing

Handout: pp. 4-10



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# Testing A Balancing Act

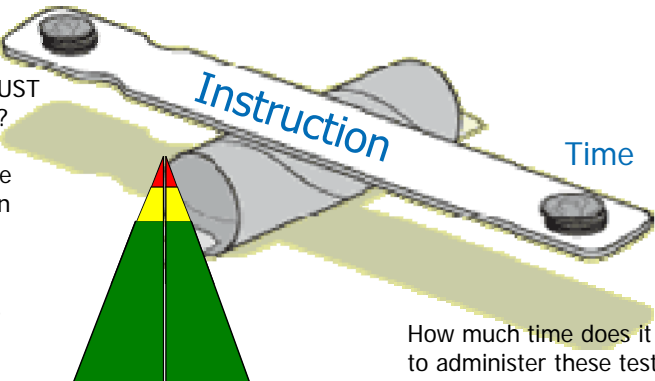
**Information & Utility**

Which tests MUST we administer?

How do we use the information gathered?

Are there redundancies?

Do we know enough about what these tests tell us? And, what they don't?



**Time**

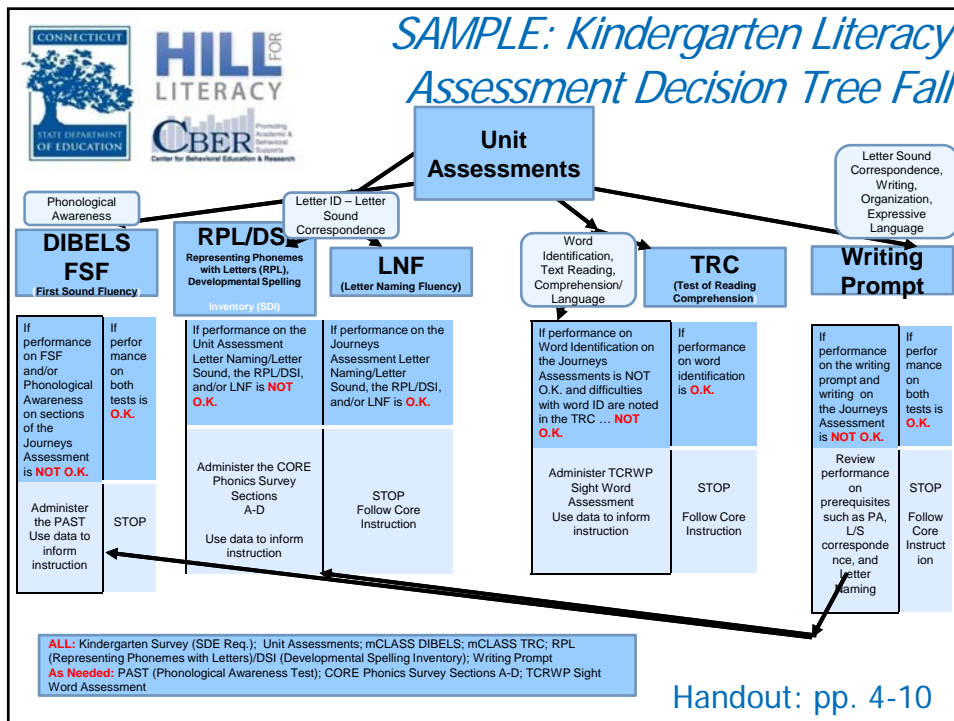
How much time does it take to administer these tests?

How does that impact instruction?


# Sample Assessment Framework

Components	Fall				Winter				Spring				As Needed
	Screening/ Benchmark/ Diagnostic				Benchmark				Outcomes / Benchmark				Diagnostic/PM
	Group		Individual		Group		Individual		Group		Individual		Individual
	Test	time	Test	time	Test	time	Test	time	Test	time	Test	time	Note: time is estimated and appears in minutes
Oral Language													
Phonemic Awareness	Unit Assessment	45 + score 5 (95)	DIBELS - FSF PAST	2 12	Unit Assessment	45 + score 5 (95)	DIBELS FSF PAST	2 12	Unit Assessment	45 + score 5 (95)	DIBELS FSF PAST	2 12	DIBELS PM FSF DIBELS PM PSF
Readiness	Unit Assessment	-	TRC- Print Concepts and Reading Behaviors Kindergarten Survey	6 5	Unit Assessment	-	TRC- Print Concepts and Reading Behaviors	6 5	Unit Assessment	-	TRC- Print Concepts and Reading Behaviors	6 5	TRC
Phonics/ Word Study	Unit Assessment	-	DIBELS LNF CORE Phonics Survey A-D	2 12	Unit Assessment	-	DIBELS LNF DSI - Elementary (Begin when RPL is mastered)	2 15	Unit Assessment	-	DIBELS LNF DSI Elementary (Begin when RPL is mastered)	2 15	DIBELS PM in NWF Representing Phonemes with Letters (RPL) Small Group Administration (3 students) - Monthly until at benchmark

Handout: pp. 4-10



Handout: pp. 4-10



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## Sample Assessment Framework

Components	Fall		Winter		Spring		As Needed
	Screening/ Benchmark/ Diagnostic		Benchmark		Outcomes / Benchmark		Diagnostic/ PM
	Group	Individual	Group	Individual	Group	Individual	Individual
Oral Language							
Phonemic Awareness							
Readiness							
Phonics/ Word Study							
Fluency							
Vocabulary							
Comprehension							
Writing							

Handout: pp. 4-10



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## The Big Ideas

*Assessment Survey, Framework, & Decision Tree*

### *Developing a Comprehensive Tiered Assessment System*

- ✓ We have a way to survey/capture what tools our staff use and for what purpose.
- ✓ We have a systematic and explicit routine to certify that we have tools for all critical literacy components, eliminate redundant measures, and improve our assessment system.
- ✓ We have a clear visual illustration of what tools should be used, for which children, and under what circumstances.



## *REFRESHER TRAINING*



## *Reliability/Validity*

- Validity –
  - The extent to which a test captures what it purports to measure
- Reliability –
  - The consistency or the reproducibility of an individual's performance on a test.

*Reliability sets the bar for validity!*



## Why Discuss Reliability

All recommended tests have undergone rigorous evaluation and meet research based standards for reliability/validity. Provided...

- Tests are administered in accordance with standardized procedures
  - Rater drift
  - Confusing Rules (DRA2 vs. DORF vs. GORT-4)
  - Complexity



## Improving Reliability Protocol for Administration and Scoring Refreshers

	Purpose:	Materials – Resource Options	Recommended Time
STEP 1 Administration & Scoring Rules Refresher with practice	Provide staff with needed reminders about administration, most commonly confused scoring rules, and then an opportunity to practice.	DIBELS - Paper & Pencil <ul style="list-style-type: none"> <li>• CK3LI PowerPoints</li> <li>• DIBELS Quiz</li> <li>• Cheat Sheets</li> <li>• Sample Scripts</li> </ul> DIBELS - mCLASS/Amplify <ul style="list-style-type: none"> <li>• "Training" tab on the Amplify website</li> <li>• Fill in the blank cheat sheet</li> <li>• DIBELS Quiz</li> <li>• Cheat Sheets</li> <li>• Sample Scripts</li> </ul> TRC <ul style="list-style-type: none"> <li>• "Training" tab on the Amplify website</li> </ul>	DIBELS – Paper and Pencil OR Amplify <ul style="list-style-type: none"> <li>• K- 1.5 hour minimum</li> <li>• 1 – 1.5 hour minimum</li> <li>• 2 – 1 hour minimum</li> <li>• 3 – 1 hour minimum</li> </ul> TRC – <ul style="list-style-type: none"> <li>• Each grade 30-40 minutes</li> </ul>
STEP 2 Shadow Scoring	Ensure accurate and calibrated test administration (within 2 points)	Regardless of test: <ul style="list-style-type: none"> <li>• Assign shadow partners, recommend students for this practice.</li> <li>• This should come prior to instructional staff administering instruments independently.</li> <li>• Refresher reliability check form for submission to the person in the building in charge of testing.</li> </ul> Other Test Specific Resource Options: <ul style="list-style-type: none"> <li>• DIBELS Integrity Check forms for paper and pencil</li> <li>• mCLASS/Amplify checklists for DIBELS/TRC</li> </ul>	For most individuals, three opportunities to 3 shadow score
STEP 3 Make notes to inform checks	Determine the level of support/training that will be required in the future to ensure reliable test administration and scoring.	Maintain a record of reliability checks and keep notes surrounding common confusions. Use this data to inform reliability checks prior to the next benchmark.  Make adjustments to presentations, protocols, and cheat/sheets.	

Handout: p. 11



## *Improving Reliability Pre-Screen*

- Universal Training
  - Reminder of rules/common mistakes errors
    - Amplify/mCLASS practice ([HANDOUTS p. 13-15](#))
    - Other Examples: Test your knowledge ([Website](#))
  - Cheat Sheets
    - Amplify/mCLASS for DIBELS/TRC ([HANDOUTS p. 18-23](#))
    - Paper/Pencil DIBELS ([Website](#))
  - Practice - scoring examples



## *Improving Reliability Pre-Screen*

- Application
  - Audio/Video
    - mCLASS/TRC Sample School ([HANDOUTS p. 13-15](#))
  - Scripts
    - Sample Scripts for DIBELS ([On Website](#))





## *Improving Reliability* *Partner Practice* *Pre & During Screen*

### **Protocol for Shadow Scoring & Establishing Inter-rater Agreement**

#### **OPTION I (completed before benchmarking):**

This option is typically best for individuals who are new to a test, or for those individuals that may require some additional coaching.

#### **OPTION II (during benchmarking):**

This option is typically best for individuals who have already completed OPTION I, or for experienced assessors who require only a brief booster.

Handout: p. 16-17



## *Improving Reliability* *During Screen*

- Shadow Administration/Scoring
  - Diads ([HANDOUT p. 17](#))
  - Integrity checklists (DIBELS/TRC) ([HANDOUT p. 24-33](#))



## *Improving Reliability Post Screen*

- Spot check forms/scoring (20%)
- Compare student performance across tests, classes, years
- Use discoveries, areas in need of growth, to inform checks in the future. Adjust protocol for next benchmark accordingly.



## *Improving Reliability Group Administered Tests*

- Testing environment/conditions
  - Consider technology
- Administration directions/prompts
- Environmental conditions/breaks
- Timing
- Consider adopting or creating administration checklists
  - [Checklists for STAR and NWEA/MAPS on website](#)



## *The Big Ideas*

### *Reliability Checks*

- ✓ We regularly provide booster sessions on critical screening tools for all test administrators.
- ✓ Booster sessions include revisiting critical scoring rules, common mistakes, and misunderstandings.
- ✓ Built into these sessions are opportunities to practice and provide feedback.
- ✓ All assessors practice until they reliably score within two points of a colleague.

Handout: p. 12



## *Data Meeting Process*

### *Participant Activity*

- ✓ Partner with another school
- ✓ Share current data meeting process and outcomes
- ✓ Discuss challenges encountered during data meetings-list on chart paper
- ✓ List desired improvements for future meetings

Handout: p. 34



## *Data Meeting Process*

### *HILL/CK3LI Challenges*

- ✓ Data from multiple sources
- ✓ Linking data from multiple sources to instructional focus for individual students
- ✓ Efficiently grouping individual students based on similar instructional focus
- ✓ Assigning people and program resources to instructional groups

Handout: p. 34



## *Data Meeting Process*

### *HILL/CK3LI Challenges*

- ✓ Utilizing on-going progress monitoring data to make changes to instructional groups (flexible, differentiated instruction)
- ✓ Documentation of data, instructional focus and grouping over time.

Handout: p. 34

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*Analyzing with a Data Grouping Workbook*

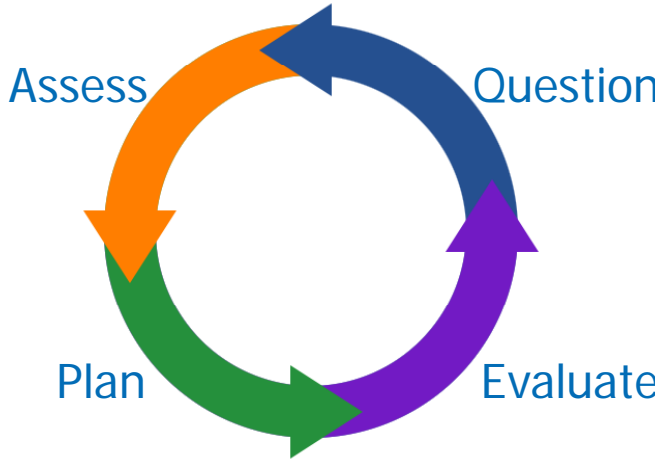


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*Data Cycle*





## The Diving Board

### Student Profiles

Second Grade	ORF	Accuracy	Comp/Voc	Tier	Instructional Focus	Program Components/ Resources	Interventionist
Reader 1	+	+	+	Bench	Vocab/Comp	Diff. Sm. Gr. On Level or Advanced	Teacher
Reader 2	+	+	-	Bench	Fluency - Prosody/Comp, Vocab/Comp	Diff. Sm. Gr. On Level	Teacher
Reader 3	-	+	+/-	Strategic	Fluency - Automaticity or Fluency - Prosody/Comp	Diff. Sm. Gr. / Supp'l	Teacher/ Lit. Specialist
Reader 4	+/-	-	+/-	Strategic	Fluency - Accuracy - If words skipped/replaced Decoding Beyond CVC-If errors on specific patterns or multisyllabic words	Diff. Sm. Gr. / Supp'l	Teacher/ Lit. Specialist
Reader 5							
Reader 6	-	-	-	Intensive	Blending/Automaticity (WWR); Decoding Beyond CVC	Intensive Support Recommended	Teacher/ Lit. Specialist

Handout: p. 35



## What's Included?

- There are established headings for each round of testing.

Assessment

Status

Grouping

Fall DIBELS Next				SRI		iReady				Prog. Mon.	Notes	Fall Groups			
ORF	ORF	Daze		Lesit	TL	Voc	Lr	Comp				Instructional Focus	Program	WTR Group	Rotati
VGR	Acc	AS													
107	99	12		490	0	0	0	0	ORF 1x			Fluency - Rate	Strategic	Nelson	GRI
191	92	10		554	583	567	540	573	ORF 1x			Fluency - Rate	Strategic	Nelson	GRI
76	46	16		0	460	390	445	456	ORF 2x			Intensive all areas	Strategic	Jackson	



## *Excel Data Workbook*

- Benefits of using an Excel Data Workbook
  - Multiple Data points in one location and can be viewed simultaneously.
  - Can track student progress as well as group information.
  - Allows you to build from one benchmark to the next instead of starting from scratch each time.
  - Manipulate excel to analyze data in multiple ways to isolate patterns and answer questions.



## *Demo*

- What does it look like?
  - Second Grade Fall Data Meeting Demo



Handout: pp. 36-50



## *What to Bring*

- Training binder, book and flash drive
- Laptop or tablet
- Completed Program Surveys (Oct. Training)
- Documentation of the programs, resources or materials implemented within your tiered instructional model



## *Evaluation*

- Survey Monkey Link:  
<http://bit.ly/CTDecEval>





## *HILL Website*

- Follow link below to access all leadership tools, handouts and presentations.

<http://bit.ly/CTLLResources>



*"We are not  
where we want  
to be,  
We are not  
where we are  
going to be,  
But we are not  
where we  
were."*

-Rosa Parks