**Targets of Opportunity: Using DIBELS to evaluate the effectiveness of School-Wide System of Instruction**

Roland H. Good III  
University of Oregon

Oregon Conference 2005  
Eugene, OR  
February 22, 2005

http://dibels.uoregon.edu

---

**National Assessment of Educational Progress (NAEP)**

The Nation’s Report Card

Achievement-Level Definitions

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic</strong></td>
<td>Partial Mastery of prerequisite skills that are fundamental for proficient work at each grade.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Solid Academic Performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>Superior Performance</td>
</tr>
</tbody>
</table>

---

**Beginning Reading Core Components**

1. **Phonemic Awareness** – The understanding that individual sounds of spoken language (phonemes) work together to make words. This allows readers to hear, identify, and manipulate the individual sounds.

2. **Phonics** – The relationship between the sounds of spoken language (phonemes) and the letters representing those sounds in written language (graphemes). Skill in phonics helps students to recognize familiar words and decode unfamiliar ones.

3. **Fluency** – The skill of reading texts accurately and quickly, which allows readers to recognize and comprehend words at the same time.

---


(c) 2005

National Center for Education Statistics
#4. Vocabulary – The ability to store information about the meaning and pronunciation of words. There are four types of vocabulary: listening, speaking, reading, and writing.

#5. Reading Comprehension – Understanding, remembering, and communicating with others about what has been read. Comprehension strategies help readers to make sense of a text.


Model of Big Ideas, Indicators, and Timeline

- **Vocabulary and Language Development**
- **Phonological Awareness**
- **Alphabetic Principle**
- **Accuracy & Fluency with Connected Text**
- **Big Ideas in Beginning Reading**
- **Dynamic Indicators of Basic Early Literacy Skills**
- **Benchmark Goal Timeline for Assessing Big Ideas K-3**

- **Fall**
- **Winter**
- **Spring**

- Kindergarten
- First Grade
- Second Grade
- Third Grade

Adapted from Good, R. H., Simmons, D. C., & Kame’enui, E. J. (2001). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third-grade high-stakes outcomes. *Scientific Studies of Reading, 5*, 257-288.

DIBELS Oral Reading Fluency (ORF)

Please read this (point) out loud. If you get stuck, I will tell you the word so you can keep reading. When I say, “stop” I may ask you to tell me about what you read, so do your best reading. Start here (point to the first word of the passage). Begin.

**The Robin’s Nest**

There was a robin’s nest outside our kitchen window. The nest was in a tall bush. The mother robin sat in the nest all day long. One day when I was watching, the mother bird flew away. I saw the eggs she was sitting on. There were four blue eggs.

I watched and watched. The eggs moved. I watched some more. The eggs started to crack. Finally, the eggs hatched. I saw four baby birds. The baby birds opened their beaks wide. I heard them peeping. Soon the mother bird came back. Then the mother robin put worms in their mouths.

Every day I watched the baby birds and their mother. Pretty soon the babies were so fat there was no room for the mother. Then one morning the nest was gone from the bush.
Here are some more make-believe words (point to the student probe). Start here (point to the first word) and go across the page (point across the page). When I say, “begin”, read the words the best you can. Point to each letter and tell me the sound or read the whole word. Read the words the best you can. Put your finger on the first word. Ready, begin.

kik woj sig faj yis
kaj fek av zin zez
lan nul zem og nom
yuf pos vok viv feg
bub dij sij vus tos
wuv njik nok mot
nif vec al boj nen
suv yig dit tum joj
yaj zof um vim vel
tig mak sog wot sav

Using an Outcomes Driven Model to Provide Decision Rules for Progress Monitoring

Outcomes Driven model: Decision making steps
1. Identifying Need for Support
2. Validating Need for Instructional Support
3. Planning and Implementing Instructional Support
4. Evaluating and Modifying Instructional Support
5. Reviewing Outcomes for Individuals and Systems

Reviewing Outcomes

Key Decisions for Outcome/Accountability Assessment:

- Does the child have the early literacy skills predictive of successful reading outcomes?
- Does the school have a schoolwide system of instruction and support so their students achieve literacy outcomes?

Data used to inform the decision:

- Evaluate individual student’s performance with respect to benchmark goals that put the odds in favor of achieving subsequent literacy goals.
- Compare school/district outcomes to goals and outcomes from previous year and to other schools in the district or region.
- Evaluate the schoolwide system (core curriculum and instruction, supplemental support, and intervention) for each step to identify strengths and targets of opportunity for improvement.
Schoolwide System of Instruction and Support

-- Core Curriculum and Instruction --

- Not just the reading curriculum selected but also the way it is delivered.
- aka Primary Prevention or Benchmark Instruction
- **Primary Goal:** Meet the needs of 80% of students in the school. If the school has lots of children who need strategic or intensive support, the core curriculum and instruction will need to include many features of strategic support and intensive intervention
- **Primary Step-Goal:** Support all benchmark students to make adequate progress and achieve the benchmark goal.
- **Secondary Step-Goal:** Support 50% of strategic students to achieve the benchmark goal.

-- Supplemental Support --

- Additional time, smaller group, more intensive, supplemental or intervention program, delivered with fidelity.
- aka Secondary Prevention or Strategic Support
- **Primary Goal:** Meet the needs of 15% of students in the school who will need more support than the core curriculum and instruction can provide.
- **Primary Step-Goal:** Adequate progress to reduce risk of reading difficulty. Support all strategic students to achieve the benchmark goal.
Schoolwide System of Instruction and Support

-- Intervention --

- Additional time, smaller group, more intensive, supplemental or intervention program, delivered with fidelity.
- aka Tertiary Prevention or Intensive Intervention
- **Primary Goal:** Meet the needs of the 5% of students in the school who will need very intensive intervention to achieve literacy goals.
- **Primary Step-Goal:** Accelerate learning and progress to support all intensive students to achieve the benchmark goal or reduce their risk of reading difficulty to strategic. If one step can get them to strategic, the next step can get them to benchmark.

---

### Instructional Goals for Essential Components of Beginning Reading

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Essential Component</th>
<th>DIBELS Indicator</th>
<th>Goal Skill Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid K</td>
<td>Phonological Awareness</td>
<td>Initial Sound Fluency</td>
<td>25-35 on ISF (and 18 on PSF)</td>
</tr>
<tr>
<td>End K</td>
<td>Phonological Awareness &amp; Alphabetic Principle</td>
<td>Phonemic Segmentation Fluency</td>
<td>35-45 on PSF (and 25 on NWF)</td>
</tr>
<tr>
<td>Mid 1st</td>
<td>Alphabetic Principle &amp; Fluency</td>
<td>Nonsense Word Fluency</td>
<td>50-60 on NWF with 15 words recoded (and 20 on DORF)</td>
</tr>
<tr>
<td>End 1st</td>
<td>Fluency</td>
<td>DIBELS Oral Reading Fluency</td>
<td>40-50 on DORF (and 25% on RTF)</td>
</tr>
<tr>
<td>End 2nd</td>
<td>Fluency</td>
<td>DIBELS Oral Reading Fluency</td>
<td>90+ on DORF (and 25% on RTF)</td>
</tr>
<tr>
<td>End 3rd</td>
<td>Fluency</td>
<td>DIBELS Oral Reading Fluency</td>
<td>110+ on DORF (and 25% on RTF)</td>
</tr>
</tbody>
</table>

---

### DIBELS Steps to Reading Success

**One Step per Semester**

**One Goal per Step**

(Keep moving in the direction of the next goal)

---

Adapted from Good, R. H., Simmons, D. C., & Kame’enui, E. J. (2001). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third-grade high-stakes outcomes. *Scientific Studies of Reading, 5*, 257-288.
DIBELS Steps During 1st Semesters

Odd steps begin at beginning of the year

Odd steps end at middle of the year

Step 1 - ISF

Step 2 - PSF

Step 3 - NWF

Step 4 - ORF 1

Step 5 - ORF 2

Step 6 - ORF 2

Step 7 - ORF 3

Step 8 - ORF 3

Summary of Effectiveness by School or District

At the beginning of the step, how many students have an Intensive, Strategic, or Benchmark Instructional Recommendation? Some schools face a greater challenge for the step than others. For example, 63% of all students were Benchmark at the beginning of first grade.

Step 3
- What is the total number of Test District students involved in this step? Absent, move-in and move-out are not included. What percent of them ended the step with a Deficit, Emerging, or Established status in the step goal skill (NWF in this case)? For example, 67% of all students achieved established NWF in the middle of first grade.

- What percent of students who start the step with an Intensive, Strategic, or Benchmark Instructional Recommendation ended the step with a Deficit Status in the step goal skill (NWF in this case)?

- What percent of students starting the step with an Intensive, Strategic, or Benchmark Instructional Recommendation ended the step with an Emerging Status in the step goal skill (NWF in this case)? For example, 17% of Benchmark students had emerging NWF in the middle of first grade.

- What percent of students starting the step with an Intensive, Strategic, or Benchmark Instructional Recommendation ended the step with an Established Status in the step goal skill (NWF in this case)? For example, 46% of Strategic students achieved established NWF in middle of first grade.
Dynamic Indicators of Basic Early Literacy Skills
Summary of Effectiveness by District

Test District (R2-8) - Beginning-of-the-Step Instructional Recommendations

1. How many 1st graders are included in this Test District report? (C5e) __________
2. How many 1st graders in the Test District at the beginning-of-the-step had Intensive instructional recommendations? (C2a) ______
3. What percentage of 1st graders in the Test District at the beginning-of-the-step had Intensive instructional recommendations? (C2a) ______
4. Which school had the lowest percentage of 1st graders with Intensive instructional recommendations? (C2a) ______
5. Which school had the highest percentage of 1st graders with Intensive instructional recommendations? (C2a) ______
6. Which school had the lowest percentage of 1st graders with Benchmark instructional recommendations? (C4a) ______
7. What could a school do to have a higher percentage of 1st graders with a Benchmark instructional recommendation at the beginning of first grade? ______

Step 3

Step 4

Test District (R2-8) - Beginning-of-the-Step Instructional Recommendations

1. How many 1st graders are included in this Test District report? (C5e) 406
2. How many 1st graders in the Test District at the beginning-of-the-step had Intensive instructional recommendations? (C2a) 49
3. What percentage of 1st graders in the Test District at the beginning-of-the-step had Intensive instructional recommendations? (C2a) 12.1%
4. Which school had the lowest percentage of 1st graders with Intensive instructional recommendations? (C2a) Washington
5. Which school had the highest percentage of 1st graders with Intensive instructional recommendations? (C2a) Jefferson
6. Which school had the lowest percentage of 1st graders with Benchmark instructional recommendations? (C4a) Jefferson
7. What could a school do to have a higher percentage of 1st graders with a Benchmark instructional recommendation at the beginning of first grade? Strengthen kindergarten instruction, catch move-ins early.
(R2-9) Outcomes for Intensive Students at the Beginning-of-the-Step

1. How many 1st graders in the Test District at the beginning-of-the-step had Intensive instructional recommendations? (C2a) _____

2. How many of the beginning-of-the-step Intensive students were Deficit in NWF at the end of the step? (C2b) _____

3. What percent of beginning-of-the-step Intensive students were Deficit in NWF at the end of the step? (C2b) _____

4. How many of the beginning-of-the-step Intensive students were Emerging in NWF at the end of the step? (C2c) _____

5. What percent of beginning-of-the-step Intensive students were Emerging in NWF at the end of the step? (C2c) _____

6. How many of the beginning-of-the-step Intensive students were Benchmark in NWF at the end of the step? (C2d) _____

7. What percent of the beginning-of-the-step Intensive students were Benchmark in NWF at the end of the step? (C2d) _____

8. What percent of the beginning-of-the-step Intensive students made adequate progress? _____

(R2-9) Outcomes for Intensive Students at the Beginning-of-the-Step

1. How many 1st graders in the Test District at the beginning-of-the-step had Intensive instructional recommendations? (C2a) 49

2. How many of the beginning-of-the-step Intensive students were Deficit in NWF at the end of the step? (C2b) 16

3. What percent of beginning-of-the-step Intensive students were Deficit in NWF at the end of the step? (C2b) 33%

4. How many of the beginning-of-the-step Intensive students were Emerging in NWF at the end of the step? (C2c) 18

5. What percent of the beginning-of-the-step Intensive students were Emerging in NWF at the end of the step? (C2c) 37%

6. How many of the beginning-of-the-step Intensive students were Benchmark in NWF at the end of the step? (C2d) 15

7. What percent of the beginning-of-the-step Intensive students were Benchmark in NWF at the end of the step? (C2d) 31%

8. What percent of the beginning-of-the-step Intensive students made adequate progress? 68%

Test district (R2-8) - End-of-the-Step Outcomes

1. What percent of 1st graders in the Test District at the end-of-the-step were Established in NWF? (C5e) _____

2. What percent of Intensive students at the beginning-of-the-step were Established on NWF at the end of the step? (C2d) _____

3. What percent of Strategic students at the beginning-of-the-step were Established on NWF at the end of the step? (C3d) _____

4. What percent of Benchmark students at the beginning-of-the-step were Established on NWF at the end of the step? (C4d) _____

5. Which school was most effective in supporting Benchmark students at the beginning-of-the-step to achieve Established on NWF at the end of the step? (C4d) Washington

6. Which school was least effective in supporting Benchmark students at the beginning-of-the-step to achieve Established on NWF at the end of the step? (C4d) McKinley

Test district (R2-8) - End-of-the-Step Outcomes

1. What percent of 1st graders in the Test District at the end-of-the-step were Established in NWF? (C5e) 67%

2. What percent of Intensive students at the beginning-of-the-step were Established on NWF at the end of the step? (C2d) 31%

3. What percent of Strategic students at the beginning-of-the-step were Established on NWF at the end of the step? (C3d) 46%

4. What percent of Benchmark students at the beginning-of-the-step were Established on NWF at the end of the step? (C4d) 82%

5. Which school was most effective in supporting Benchmark students at the beginning-of-the-step to achieve Established on NWF at the end of the step? (C4d) Washington

6. Which school was least effective in supporting Benchmark students at the beginning-of-the-step to achieve Established on NWF at the end of the step? (C4d) McKinley
Evaluating Effectiveness

I. Outcomes Criterion – Bottom line
- 95% of all students achieve the early literacy goal.

II. Adequate Progress Criteria – are all students making adequate progress?
- Core Curriculum and Instruction: Benchmark students make adequate progress and achieve goals
- Supplemental Support: Strategic students make adequate progress and achieve goals
- Intensive Intervention: Intensive students make adequate progress and achieve goals or at least reduce risk.

I. Outcomes Criterion

Schoolwide System Strength – The schoolwide instructional system is a strength, including Core Curriculum and Instruction, Supplemental Support, and Intensive Intervention.

- Absolute Standard: 95% or more of all students schoolwide achieve the next literacy goal.
- If outcomes criterion is not met, evaluate the effectiveness of each layer of the system using the Adequate Progress Criteria, including:
  - Core Curriculum and Instruction,
  - Supplemental Support, and
  - Intensive Interventions.

II. Adequate Progress Criterion

- Benchmark Students
  - Effective core curriculum & instruction should:
    - support 95% of benchmark students to achieve each literacy goal.
- Strategic Students
  - Effective supplemental support should:
    - support 80% of strategic students to achieve each literacy goal.
- Intensive Students
  - Effective interventions should:
    - support 80% of intensive students to achieve the goal or achieve emerging or some risk status.

Absolute Standard and Relative Standard of Adequate Progress

- Absolute Standard – held constant from year to year, represents an ambitious goal that all schools could attain. Strength:
  - Adequate progress for 95% of Benchmark
  - Adequate progress for 80% of Strategic
  - Adequate progress for 80% of Intensive
- Relative Standard – Based on most recently available schoolwide norms. Represents the current state of curriculum, supplemental support, intervention.
  - Relative Strength: Upper third compared to other schools
  - Needs Support: Middle third compared to other schools
  - Needs Substantial Support: Lower third compared to other schools
### Step-by-Step: Evaluating the Effectiveness of the Core Curriculum & Instruction or Primary Prevention

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Type of Standard</th>
<th>Meets Standard?</th>
<th>Index of Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide System Outcome</td>
<td>Absolute Standard 95% of all students meet goal</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Benchmark Adequate Progress: Meet Goal</td>
<td>Absolute Standard 95% of Benchmark students</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relative Standard Upper 3rd of Benchmark</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relative Standard Middle 3rd of Benchmark</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relative Standard Lower 3rd of Benchmark</td>
<td>Yes</td>
<td>Needs Substantial Support</td>
</tr>
</tbody>
</table>

### Step-by-Step: Evaluating the Effectiveness of the Strategic Support or Secondary Prevention

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Type of Standard</th>
<th>Meets Standard?</th>
<th>Index of Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide System Outcome</td>
<td>Absolute Standard 95% of all students meet goal</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Strategic Adequate Progress: Meet Goal</td>
<td>Absolute Standard 80% of Strategic students</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relative Standard Upper 3rd of Strategic</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relative Standard Middle 3rd of Strategic</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relative Standard Lower 3rd of Strategic</td>
<td>Yes</td>
<td>Needs Substantial Support</td>
</tr>
</tbody>
</table>

### Step-by-Step: Evaluating the Effectiveness of the Intensive Intervention or Tertiary Prevention

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Type of Standard</th>
<th>Meets Standard?</th>
<th>Index of Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide System Outcome</td>
<td>Absolute Standard 95% of all students meet goal</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Intensive Adequate Progress: Emerging or Meets Goal</td>
<td>Absolute Standard 80% of Intensive students</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relative Standard Upper 3rd of Intensive</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relative Standard Middle 3rd of Intensive</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relative Standard Lower 3rd of Intensive</td>
<td>Yes</td>
<td>Needs Substantial Support</td>
</tr>
</tbody>
</table>

### Step-by-Step Schoolwide System: Core Curriculum and Instruction, Supplemental Support, Intensive Intervention

<table>
<thead>
<tr>
<th>Instructional Step Grade, Semester</th>
<th>Core Curriculum and Instruction</th>
<th>Supplemental Support</th>
<th>Intensive Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder, 1st Sem: Phonemic Awareness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinder, 2nd Sem: Phonemic Awareness and Phonics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First, 1st Sem: Phonics and Fluency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First, 2nd Sem: Fluency and Comprehension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second, 1st Sem: Fluency and Comp.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second, 2nd Sem: Fluency and Comp.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third, 1st Sem: Fluency and Comp.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third, 2nd Sem: Fluency and Comp.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Focus on Support

- What can we do systemically to support the effectiveness of the Schoolwide System of Instruction?
- What would it take to help the school achieve literacy goals?
  - Professional development on essential components of early literacy?
  - More powerful interventions or supplemental materials?
  - Coaching to improve fidelity of implementation?
  - Additional resources to meet the needs of challenging students (e.g., ELL, high mobility)?
  - Administrative support to invest substantial time and resources to change outcomes?

Evaluating Effectiveness Example

- Test District is a real school district that has been blinded – all school names, district names, class names, and student names are fictitious.
- Focus first on schoolwide evaluation of the core curriculum and instruction.
  - Powerful and effective core enhances outcomes for all students: Benchmark, Strategic, Intensive.
- Focus step by step. A school can have effective core curriculum and instruction for one step but not another.
  - First Semester of First Grade appears nationally to be a target of opportunity to change reading outcomes.

Evaluating Effectiveness Worksheet

- First, clarify the primary instructional goal for the first semester of first grade.
  - Essential Component: Phonics or Alphabetic Principle
  - DIBELS Indicator: Nonsense Word Fluency (NWF)
  - Goal Skill Level: 50 letter sounds correct per minute with recoding
  - Timeline: by the middle of first grade.

First, Examine Schoolwide Outcomes

I. Outcomes Criterion:

- Schoolwide system of instruction and support in the first semester of first grade is a strength if 95% of students are Established on DIBELS NWF in the middle of first grade.
  - Core curriculum and instruction is effective
  - System of additional interventions is effective
First, Examine Schoolwide Outcomes

- From the previous slide:

  **McKinley**  **Washington**

  *Established:* 44% 82%
  *Emerging:* 44% 12%
  *Deficit:* 13% 7%

  Neither school meets the Outcomes Criterion for a **Schoolwide System Strength** in their of instruction and support for the first semester of first grade.

  Next step: Are students making adequate progress in the first semester of first grade?

Next, Examine for Adequate Progress

Are benchmark students reaching goal?

- Effective core curriculum and instruction should support benchmark students to make adequate progress and achieve essential early literacy goals.

  Use Effectiveness Report

  - Focus on schoolwide summary
  - Classroom report illustrates individual classrooms and children

  For example,

  - Washington School has 95% of Benchmark students reaching the middle of first grade goal.
  - McKinley School has 67% of Benchmark students reaching the middle of first grade goal.
Compare to Decision Rules and Other Schools to evaluate effectiveness

- Effective core curriculum and instruction supports 95% of benchmark students to achieve the goal.
  - Washington: Met - **Strength**
  - McKinley: Not met.
- Compared to other schools, McKinley School is in the
  - Upper Third - **Strength**
  - Middle Third - **Support**
  - Lower Third – Substantial Support

<table>
<thead>
<tr>
<th>Instructional Step Grade, Semester</th>
<th>Core Curriculum and Instruction</th>
<th>Supplemental Support</th>
<th>Intensive Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder, 1st Sem: Phonemic Awareness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinder, 2nd Sem: Phonemic Awareness and Phonics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First, 1st Sem: Phonics and Fluency</td>
<td></td>
<td><strong>Support</strong></td>
<td></td>
</tr>
<tr>
<td>First, 2nd Sem: Fluency and Comprehension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second, 1st Sem: Fluency and Comp.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second, 2nd Sem: Fluency and Comp.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third, 1st Sem: Fluency and Comp.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third, 2nd Sem: Fluency and Comp.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Target of Opportunity

- Identifying a classroom, schoolwide, or even district-wide step as needing substantial support is a **target of opportunity**.
- **Needs Support** or **Needs Substantial Support** means we have the knowledge, skills, curriculum, interventions to accomplish better outcomes for the instructional step and contribute to changing reading outcomes in third grade.

Use Models of Effective Core Curriculum and Instruction

- Seek models of success in the district, state, or region.
- Within the district, Washington School is an exemplar of effective core instruction in the first semester of first grade with students with similar skills at the beginning of first grade.
  - How are they structuring the school day?
  - How are they assigning resources?
  - What curriculum are they using?
- The essential question is, *How can we support McKinley to accomplish the high outcomes?*
Classroom and Student Level Reports

- Classroom level reports can identify strengths and weaknesses within a school, but caution is indicated.
  - Sometimes students with additional needs or challenges are grouped together in a class.
  - Sometimes reading instructional groups are organized across classes.
  - Sometimes student mobility impacts one class more than another.
- The most important level of interpretation and the clearest information is the schoolwide report.

Summary of Effectiveness by Student and Classroom

<table>
<thead>
<tr>
<th>Name</th>
<th>Beginning WRT Score</th>
<th>Middle WRT Score</th>
<th>Check if Reached Middle WRT Goal of 30</th>
<th>Students at Year 1 at Beginning of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Terry</td>
<td>91</td>
<td>140</td>
<td>✓</td>
<td>H. COBY</td>
</tr>
<tr>
<td>G. Allard</td>
<td>25</td>
<td>39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. Matthew</td>
<td>24</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S. Noble</td>
<td>21</td>
<td>61</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>T. Tax</td>
<td>39</td>
<td>53</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>W. Carmen</td>
<td>20</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W. Miranda</td>
<td>35</td>
<td>60</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

School: McKinley
Class: McKinley 1st #4

Themes

- Don’t lose track of the bottom line. Are we getting closer to important and meaningful outcomes?
- Review Outcomes on -- and teach -- what is important: Phonemic Awareness, Alphabetic Principle, Accuracy and Fluency with Connected Text
- Alphabetic Principle is an important middle-of-first grade instructional goal and target of reviewing outcomes.
- Use Effectiveness Reports to make decisions that support systems to change outcomes for children.
- Evaluating Effectiveness should be efficient and purposeful.
- Start early! Trajectories of reading progress are very difficult to change.