What Can We Do to Improve Outcomes?
Identifying Targets of Opportunity

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Roland H. Good III
University of Oregon

http://dibels.uoregon.edu

Reading First:
Four Kinds/Purposes of Reading Assessment

An effective, comprehensive, reading program includes reading assessments to accomplish four purposes:

- **Outcome** - Assessments that provide a bottom-line evaluation of the effectiveness of the reading program.
- **Screening** - Assessments that are administered to determine which children are at risk for reading difficulty and who will need additional intervention.
- **Diagnosis** - Assessments that help teachers plan instruction by providing in-depth information about students’ skills and instructional needs.
- **Progress Monitoring** - Assessments that determine if students are making adequate progress or need more intervention to achieve grade level reading outcomes.

Source: Reading First Initiative: Secretary’s Leadership Academy

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

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.
5. 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 with the odds in favor of achieving subsequent literacy goals.
- Compare school/district outcomes to goals and outcomes from previous year.
- Evaluate the schoolwide system (core curriculum and instruction, supplemental support, and intervention) for each step to identify strengths and targets of opportunity for improvement.

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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 schools has lots of children who need strategic or intensive support, the core curriculum and instruction will need to include many feature 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.

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Schoolwide System of Instruction and Support

-- 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 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 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.

### Steps to Achieving Reading Outcomes

![Diagram showing the steps to achieving reading outcomes]

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.

### Instructional Goals for Essential Components of Beginning Reading

**Benchmark Goals to be On Grade Level:**
- **Middle K**: *Phonological Awareness* with 25 - 35 on DIBELS
  Initial Sound Fluency by mid kindergarten (and 18 on PSF)
- **End K**: *Phonemic Awareness* with 35 - 45 on DIBELS
  Phoneme Segmentation Fluency by end of kindergarten (and 25 on NWF)
- **Middle 1st**: *Alphabetic principle* 50 - 60 on DIBELS Nonsense Word Fluency by mid first grade with at least 15 words recoded (and 20 on DORF)
- **End 1st**: *Fluency* with 40 - 50 on DIBELS Oral reading fluency by end of first grade (and RTF 25% or more).
  **End 2nd**: *Fluency* with 90 + on DIBELS Oral reading fluency by end of second grade (and RTF 25% or more)
  **End 3rd**: *Fluency* with 110 + on DIBELS Oral reading fluency by end of third grade (and RTF 25% or more)

### Reviewing Outcomes: Effectiveness of Benchmark Instruction (Core Curriculum)

- For each step toward literacy outcomes, a school with an effective core curriculum and instruction supports students who are on track (i.e., low risk or benchmark) to achieve each literacy goal.
- For students with the odds in favor of achieving literacy goals, it is the job of the core to teach the essential components so that all students (100%) achieve the goals.
Evaluating Effectiveness

I. Outcomes Criterion – Bottom line

- 95% of 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.

Absolute Standard and Relative Standard

- 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.
  - Strength: Upper third compared to other schools
  - Needs Support: Middle third compared to other schools
  - Needs Substantial Support: Lower third compared to other schools
II. Adequate Progress – Benchmark Students

Core Curriculum and Instruction

- **Strength** – Research-based effective reading core curriculum and delivery of that curriculum.
- Logic: The core curriculum and instruction should support benchmark students to achieve literacy goals.
- **Absolute Standard**: 95% of benchmark students achieve the next literacy goal.
- **Relative Standard**: Upper third of effectiveness of core curriculum and instruction compared to other schools.
- Meet either the absolute standard or the relative standard and the effectiveness of the core is a strength for the school.

II. Adequate Progress – *Needs Support*

Core Curriculum and Instruction

- **Needs Support** – School (a) does not meet the Outcome Criterion, (b) does not meet the absolute standard for adequate progress and (c) the school is in the middle third of effectiveness compared to other schools.
- The school needs support in terms of professional development, curriculum materials, integrity of delivery, or time investment to increase the effectiveness of the core.

II. Adequate Progress – *Substantial Support*

Core Curriculum and Instruction

- **Needs Substantial Support** – School (a) does not meet the Outcome Criterion, (b) does not meet the absolute standard for adequate progress and (c) the school is in the lower third of effectiveness compared to other schools.
- Schoolwide priority for professional development, curriculum materials, integrity of instruction, and time investment.

**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
- For Example, schools on next slides have McKinley and Washington

<table>
<thead>
<tr>
<th></th>
<th>McKinley</th>
<th>Washington</th>
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</thead>
<tbody>
<tr>
<td>Established</td>
<td>42%</td>
<td>82%</td>
</tr>
<tr>
<td>Emerging</td>
<td>43%</td>
<td>12%</td>
</tr>
<tr>
<td>Deficit</td>
<td>15%</td>
<td>7%</td>
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</tbody>
</table>

Neither school meets the Outcomes Criterion for **Strength** in their schoolwide system 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?
Examining Outcomes for Alphabetic Principle Instruction
--McKinley School--

Middle 1st NWF Histogram Report

15% Deficit
42% Established

43% Emerging

Examining Outcomes for Alphabetic Principle Instruction
--Washington School--

Middle 1st NWF Histogram Report

7% Deficit
82% Established

12% Emerging

Examine progress of Benchmark Students
– 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 on the next slides has 95% of Benchmark students reaching the middle of first grade goal.
  - McKinley School on the next slides has 67% of Benchmark students reaching the middle of first grade goal.

Summary of Effectiveness by School or District
Evaluating the Effectiveness of Core Curriculum and Instruction: 2001 – 2002 Schoolwide Norms

- McKinley School is not meeting the absolute standard for effective core curriculum and instruction. How are their outcomes compared to other schools?
  - 2001 – 2002 norms, Table 3, pages 8 & 9, 67% of benchmark students achieving the middle of first grade goal is in the middle third compared to other schools.

- Washington School is meeting the absolute standard for effective core curriculum and instruction. 95% of benchmark students achieve the middle of first grade goal.

- Updated norms for 2003-2004 are in progress and should be available shortly.
**Beginning First to Middle First**
Middle of first grade outcomes for students with benchmark, strategic, and intensive instructional recommendations in the beginning of first grade

A typical (or middle) school had 59% to 75% of benchmark students achieve the middle of first grade goal of 50 or more with recoding on DIBELS NWF.

Schools with 58% or fewer of their benchmark students achieving the middle first grade NWF goal are in the lower third of effectiveness.

Schools with 76% or more of their benchmark students achieving the middle first grade NWF goal are in the upper third of effectiveness.

**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

**McKinley Elementary School**

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

**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?
- How can we support McKinley to accomplish the same 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

District: Test District
School: McKinley
Date: September, 2001-2002
Class: McKinley 1st #4
Step: Beginning of 1st Grade to Middle of 1st Grade

<table>
<thead>
<tr>
<th>Effectiveness of Core Curriculum and Instruction</th>
<th>Effective</th>
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<tbody>
<tr>
<td>Students at Benchmark at Beginning of Year</td>
<td>Beginning NRT Score</td>
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<tr>
<td>E. Torres</td>
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<tr>
<td>G. Alfaro</td>
<td>25</td>
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<tr>
<td>M. Matthews</td>
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<td>T. Tao</td>
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<tr>
<td>W. CARMEN</td>
<td>20</td>
</tr>
<tr>
<td>W. Miranda</td>
<td>35</td>
</tr>
</tbody>
</table>

School: McKinley
Class: McKinley 1st #4
Count: 4/7
Percent: 57%

Target of Opportunity

- Identifying a classroom, schoolwide, or even district-wide are 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.
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 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.