

WRC Data Analysis



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Housekeeping



- **Confidentiality release**
- **DIBELS data release**
- **Uploading to the STFP**
- **Contact for questions**
- **Beginning of Year data was due Oct. 31**
- **End of Year data is due**

Purpose



- **Today's session is designed to help improve student outcomes by:**
 - **Analyzing student data**
 - **Universal Screener**
 - **Progress monitor**
 - **Forming effective small groups**
 - **Planning targeted instruction within small groups**
 - **Conducting meaningful data conversations**

Requirements



- **Oral Reading Fluency Test**
WCPM-Words Correct Per minute
- **Second Grade Oral Reading Assessment**

Second Grade Oral Reading Assessment



- The Law
- The RCW.300.310 in part reads as follows:
- 3(b) “The second grade reading assessment selected by the school district must be administered annually in the fall beginning with the 1998-1999 school year. Students who score substantially below grade level when assessed in the fall shall be assessed at least one more time in second grade.”
- 3(d) “Each school must have the assessment results available by the fall parent-teacher conference. Schools must notify parents about the second grade reading assessment during the conference, inform the parents of their students’ performance on the assessment, identify actions the school intends to take to improve the child’s reading skills, and provide parents with strategies to help the parents improve their child’s score.”

Developmentally Appropriate Practice (DAP)

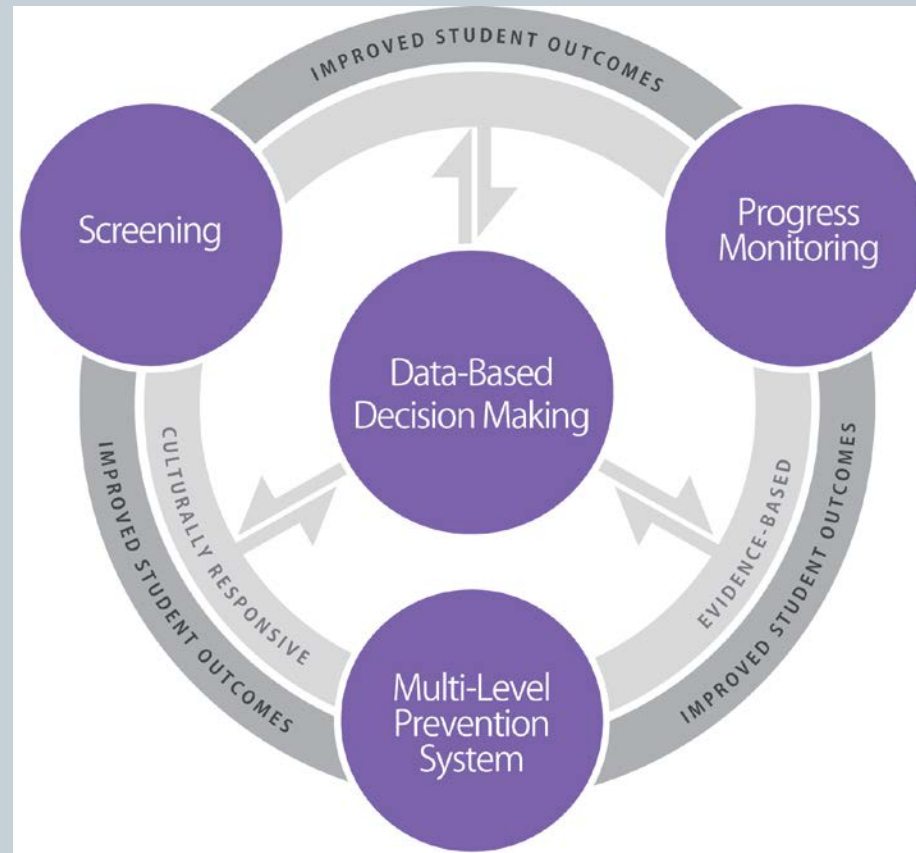


Key messages

- All teaching practices should be appropriate to children's age and developmental status
- Reduce the achievement gap
- Include a comprehensive, effective curriculum
- Improve teaching and learning

Copple & Bredekamp (2009)

Essential Components of RTI



Universal Screening



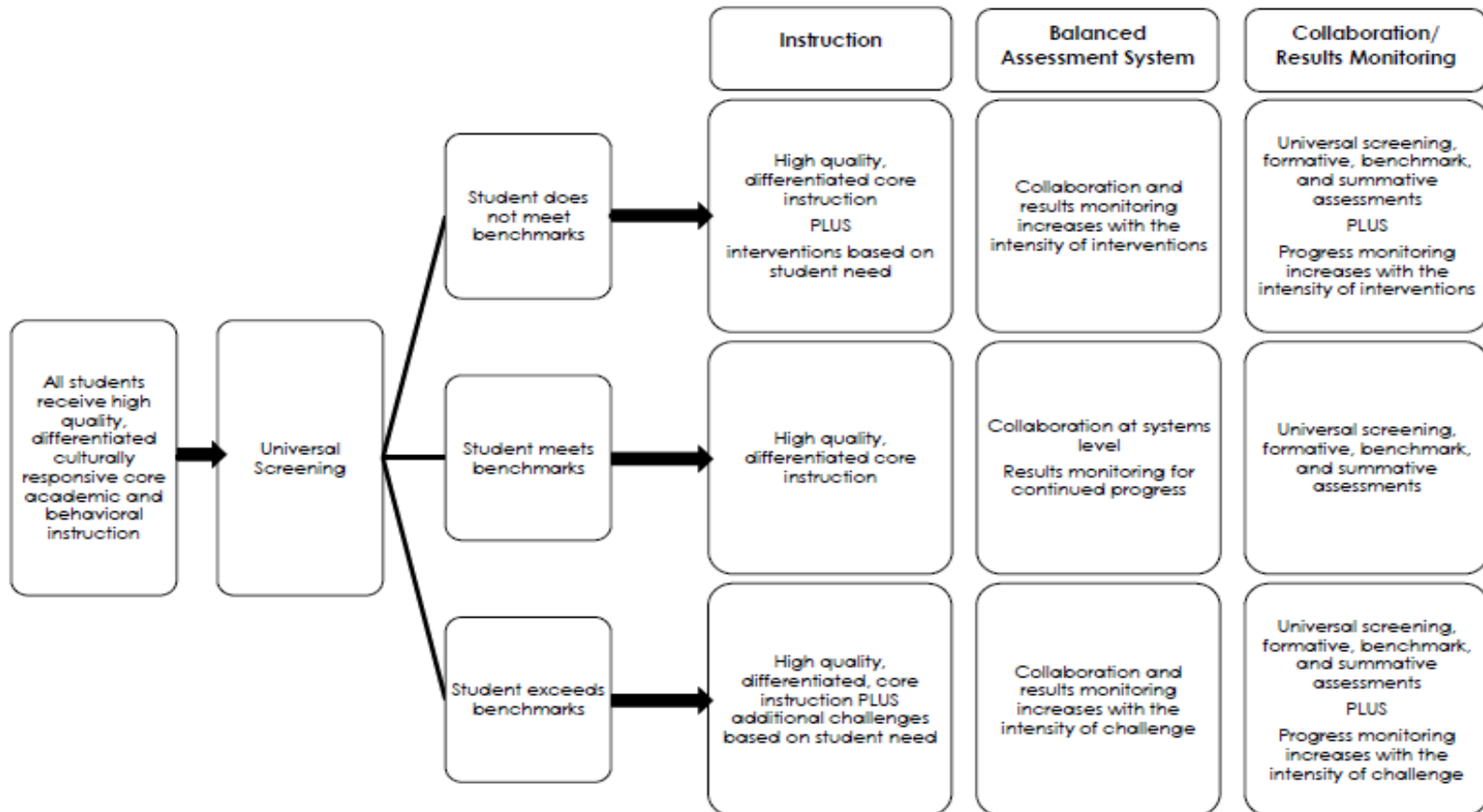
- **Universal screening is conducted, usually as a first stage within a screening process, to identify or predict students who may be at risk for poor learning outcomes.**
- **Universal screening tests are typically brief; conducted with all students at a grade level; and followed by additional testing or short-term progress monitoring to corroborate student's risk status.**

Progress Monitoring

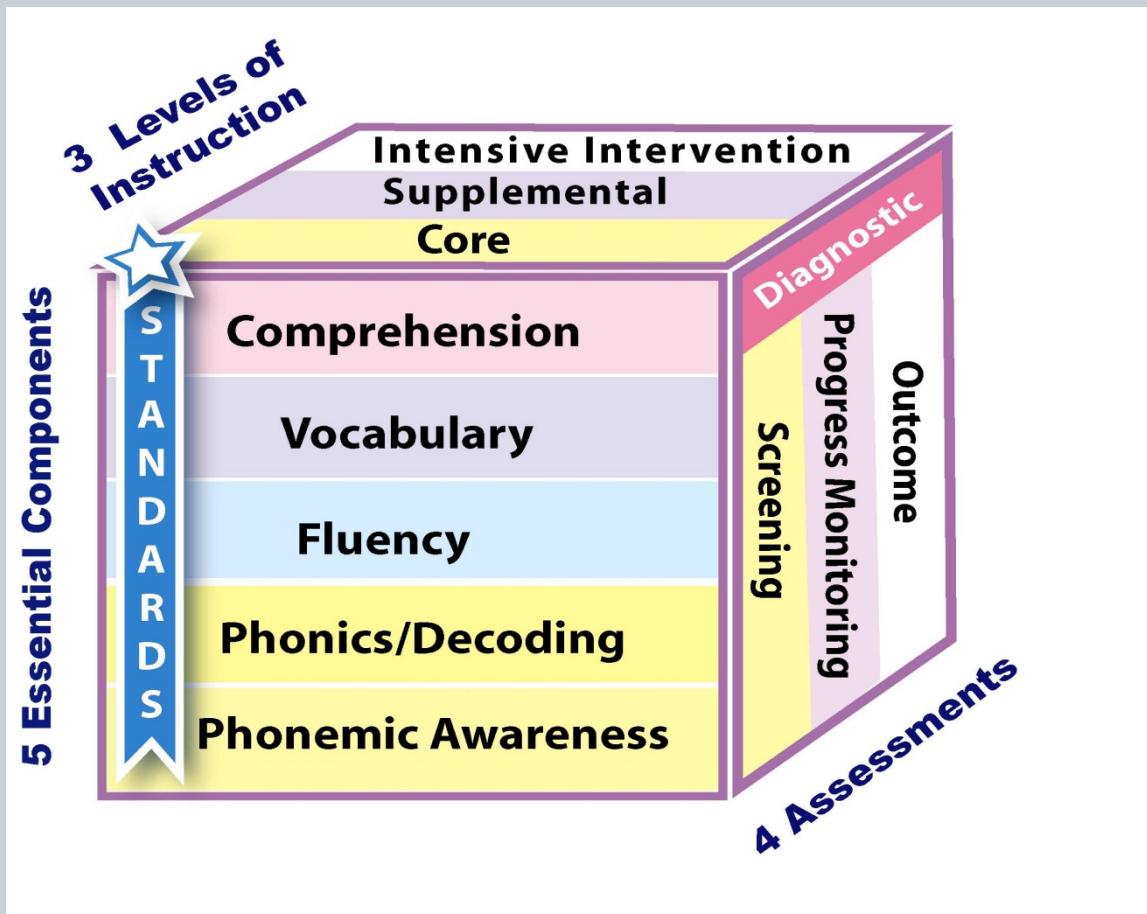


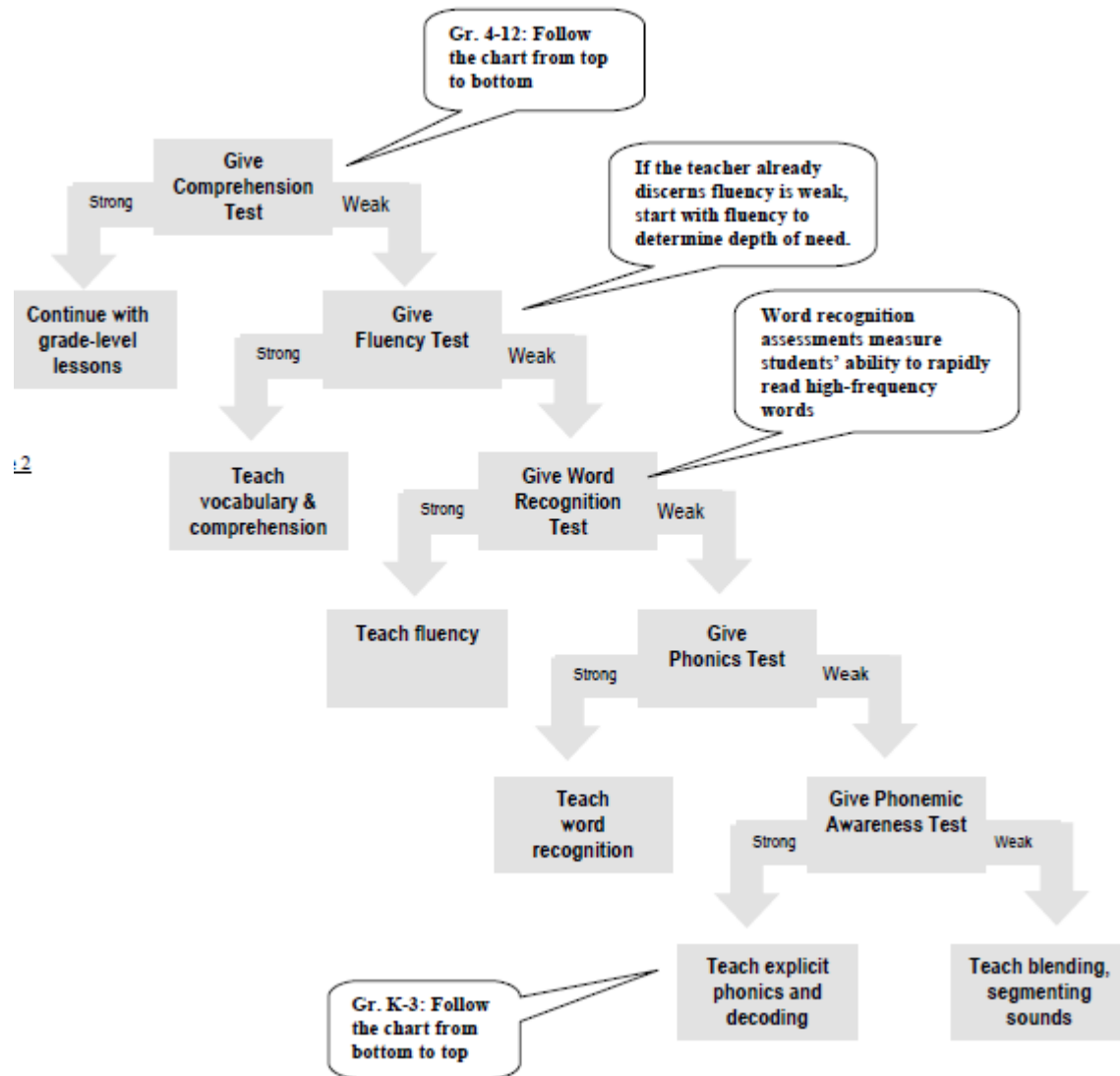
- Progress Monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Template with RtI model



The Reading Cube





Five Key Instructional Components



- **Phonemic Awareness**
- **Phonics**
- **Fluency**
- **Vocabulary**
- **Comprehension**

- National Reading Panel Report, 2000

Phonemic Awareness



The ability to hear, identify and manipulate individual phonemes in spoken words.

Phonemic Awareness Sub-Skills



Words in a Sentence

Syllables

Onset-Rime

Rhyming

Alliteration

Phoneme:

Isolation

Identification

Categorization

Blending

Segmentation

Deletion

Addition

Substitution

Phonics



The systemic and predictable relationship between written letters and spoken sounds.

Phonics Sub-Skills



Letter sounds
Letter names
Word building
CVC words
CCVC words
Vowels

Consonants
Diagraphs
Endings
Consonant Blends
Vowel team
Spelling

Comprehension



The process of discerning meaning from spoken language and/or print

Comprehension Sub-Skills



Main idea

Theme

Listening

Story Elements

Writing

Inference

Predict

Summarize

Conflict/Solution

Retell

Vocabulary



Understanding the meaning of words and being able to use the correct word for specific purpose

Vocabulary Sub-Skills



Word Work
Definitions
Word Study

Spelling
Synonyms
Antonyms

Fluency



The ability to read a text accurately and quickly.

Fluency sub-skills



Oral reading
Read alouds
Choral reading
Echo reading
Partner reading
Silent reading

Word Meaning
CVC, CCVC & CVCC Words
Roots and Plurals
Compound words
Contractions
Prefixes/Suffixes

Oral Reading Fluency (ORF) Test



- a brief but informative progress monitoring assessment with correlating norms
- given individually (1:1) by the teacher or trained tester to the student
- a "cold" timed reading of connected text, as found in grade level reading curriculum
- effective with mid-first grade through third grade, or as needed in upper grades

How to administer and interpret an ORF test:



- The student reads aloud to the teacher or trained tester for one minute, using an unpracticed grade-level passage. The teacher (tester) times the student and counts how many words the student reads correctly. This is repeated twice if using a randomly selected passage and the three scores are averaged to find the student's fluency rate. If using one standard fluency passage, it is not necessary to repeat the test and find the average.

ORF Test Continued



- Compare the scores to the norms (next page). If a student is significantly below expected level of performance—about 10 words correct per minute below the 50th percentile-give a diagnostic assessment.

2006 Hasbrouck & Tindal Oral Reading Fluency Data

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
2	10		6	15	0.6
	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
3	25	25	42	61	1.1
	10	11	18	31	0.6
	90	128	146	162	1.1
	75	99	120	137	1.2
4	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
	90	145	166	180	1.1
5	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
6	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
7	10	61	74	83	0.7
	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
8	25	98	111	122	0.8
	10	68	82	93	0.8
	90	180	195	202	0.7
	75	156	165	177	0.7
9	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
	90	185	199	199	0.4
10	75	161	177	177	0.5
	50	133	151	151	0.6
	25	106	124	124	0.6
	10	77	97	97	0.6

* WCPM = Words Correct Per Minute

**Average words per week growth

Forming Instructional Groups

29

- Step 1.** Locate and Analyze data
- Step 2.** Prepare Small-Groups
- Step 3.** Determine Key Reading Skills
- Step 4.** Identify possible risks
- Step 5.** Assign Students to Small Groups
- Step 6.** Adjust Instructional Groups

Instructional Resources

30

- Florida Center for Reading Research: www.fcrr.org
- The Free-Reading Resource Center and Community for Early Literacy Teachers: www.free-reading.net
- National Center for Response to Intervention www.rti4success.org

Whole-Group Progress

31

All students are making enough Progress.



Keep group intact.



Continue targeted instruction.

One or two students differ from the rest of the group.



Move students with different results.



Continue instruction with remaining students.

All students are struggling.



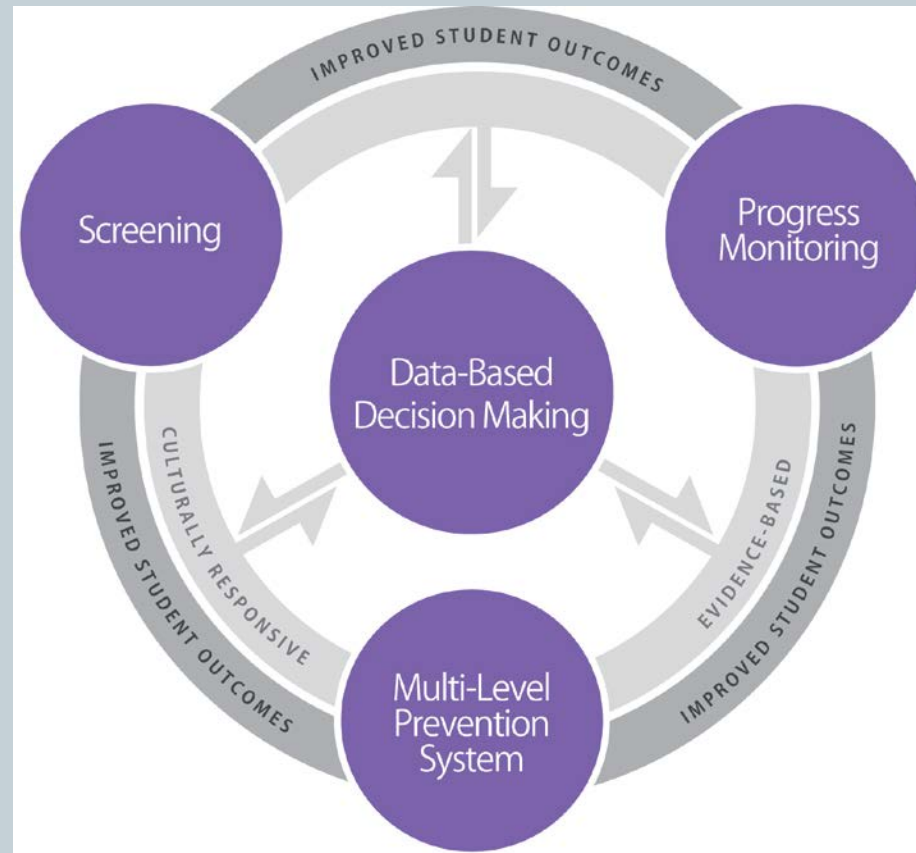
Keep group intact.



Make adjustments as necessary.

Continue Monitoring and Adjusting

32



Reading Resources Websites



Dr. Joseph Torgesen

- <http://www.psy.fsu.edu/faculty/torgesen.dp.html>

Dr. Keith Stanovich

- <http://leo.oise.utoronto.ca/~kstanovich/>

National Reading Panel Materials and Publications

- <http://www.nationalreadingpanel.org/Publications/summary.htm>

Reading Next Report (specific to middle-high school)

- <http://www.all4ed.org/publications/ReadingNext/index.html>

Teaching Reading IS Rocket Science (by Louisa Moats, Ed.D.)

- <http://www.abcte.org/node/167>

The Right to Read and the Responsibility to Teach (by G. Reid Lyon, Ph.D.)

- http://www.cdl.org/resource-library/articles/right_to_read.php

Writing Next Report (specific to middle-high school)

- <http://www.all4ed.org/publications/WritingNext/index.html>