

# Data-Based Decision Making for Interventions

Elevate Conference 2019



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright future for every child

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## VISION

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

# State Board of Education Goals

FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated "C" or Higher



# Session Norms

- Silence your cell phones.
- Please check and/or reply to emails during the scheduled breaks.
- Be an active participant.
- Do not hesitate to ask questions.



# Session Goals

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- Discuss the Problem-Solving Process
- Review the models for selecting appropriate interventions
- Model how the Problem-Solving Process works in practice
- Provide guidance for progress monitoring

# Discussion

- What data do you use to make instructional decisions about individual students?
- How do you currently address the needs of a student who demonstrates poor decoding and/or word recognition skills?

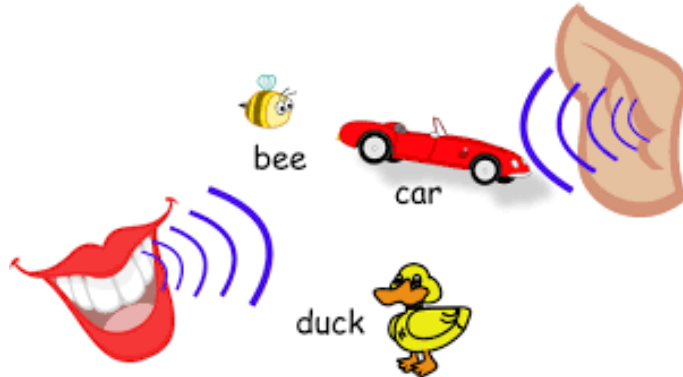


# Screening Measures

- Universal screeners are valid and reliable data collection tools and processes used to assess students' current levels of performance in relation to grade level benchmarks, identifying students who need intervention and those who do not.
- Because screening takes place multiple times per year with all students, screeners are typically designed to be easy, quick, and repeatable.

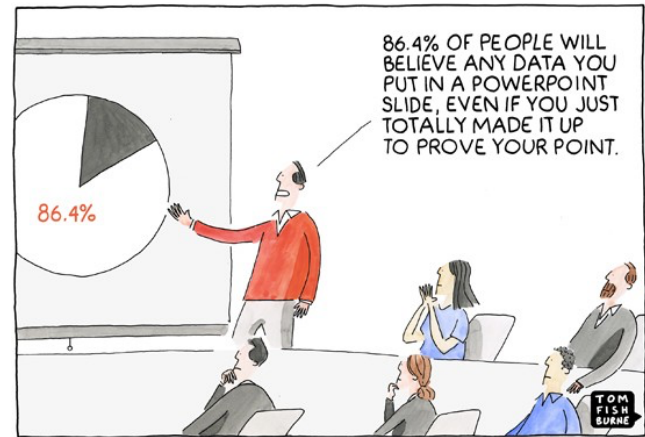
# Screening Measures

- All validated screening measures that align with scientific research on the prevention of reading difficulties include some assessment of phonological awareness in kindergarten and first grade (*Moats & Tolman, 2019*).



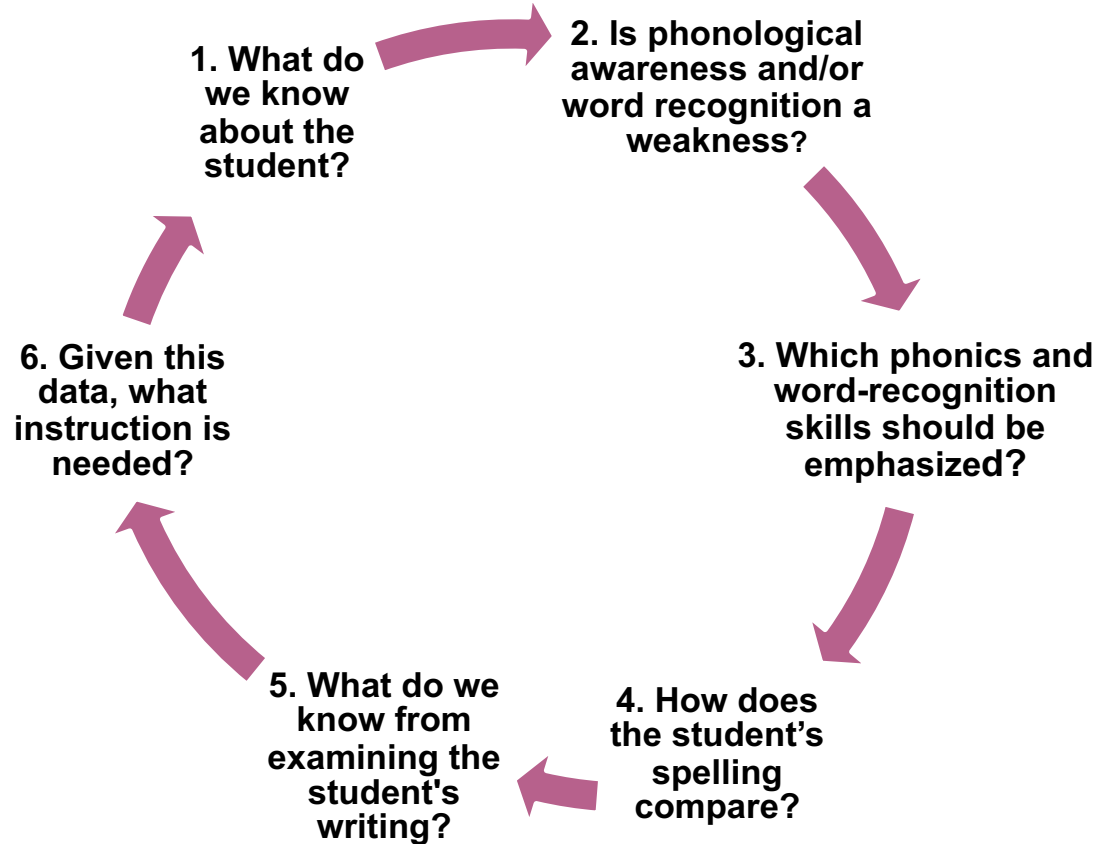


# The Problem-Solving Process



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# The Problem-Solving Process



# The Problem-Solving Process

## 1. What do we know about the student?

- Gathering data begins with collecting information from the student's record.
- Look at existing data regarding a student's overall reading proficiency.
- Ask the following question: Is the student listed in the “urgent intervention” or “intervention” categories of the screener?

# MS Approved Universal Screeners

- Formative Assessment System for Teachers (**FAST**) (*Grades K-12*)
- i-Ready (*Grades K-12*)
- I-Station Indicators of Progress (**ISIP**) (*Grades K-5*)
- mClass Reading 3D (*Grades K-3*)
- Measures of Academic Progress (**MAP**) Growth (*Grades K-2*), MAP (*Grades 2-10*)
- STAR Early Literacy (*Grades PK-3*), STAR Reading (*Grades 1-12*)

# Case Study: Jill, the Third-Grader

Based on the background information provided, what do you know about Jill?



# The Problem-Solving Process

## 2. Is phonological awareness and/or word recognition a weakness?

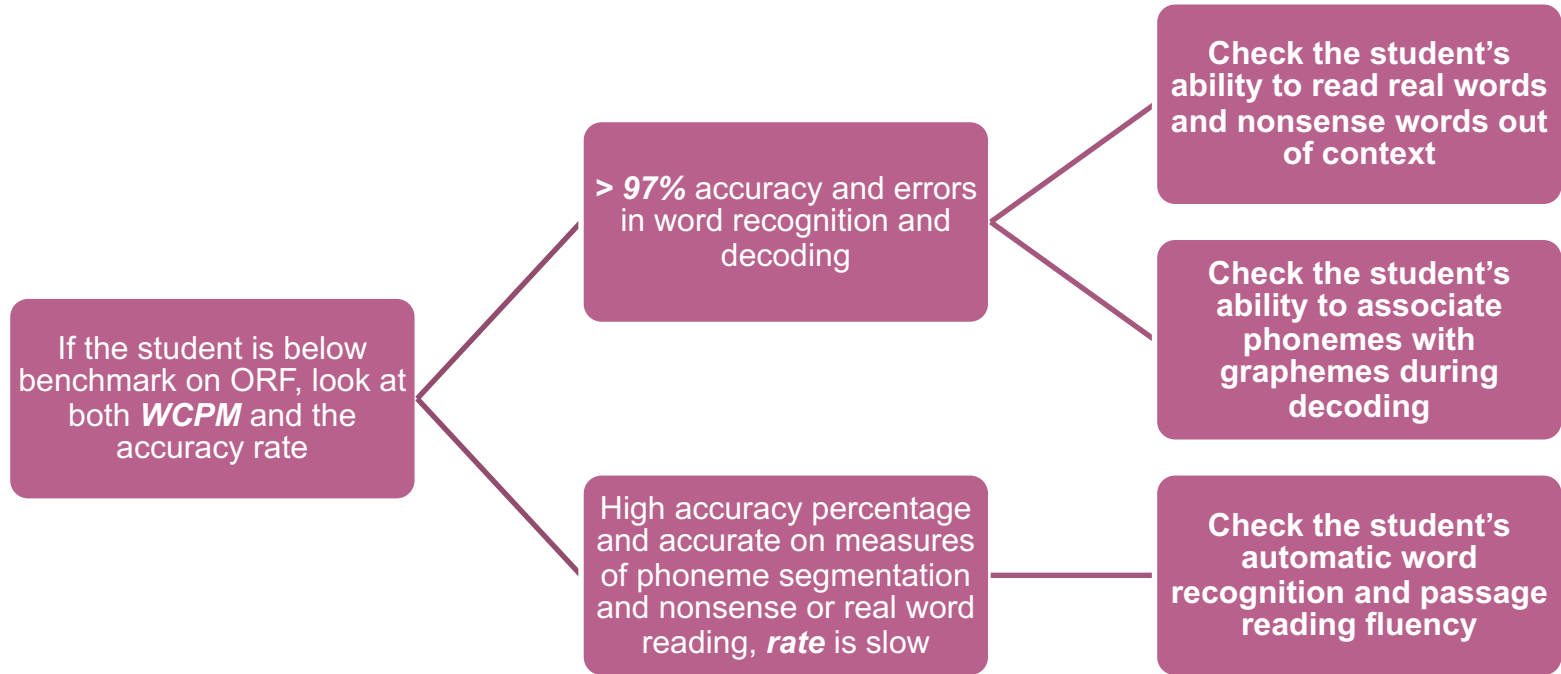
- If a student falls below the recognized benchmark in phonological awareness, a student should be given a diagnostic measure of phonological awareness.



# The Problem-Solving Process

- If a student has a history of decoding problems and is below benchmark in oral reading or on other indicators, the next step is to determine the critical phonics skills the student is missing and to measure ***word-reading accuracy, fluency, or both*** (Moats & Tolman, 2019).
- ***If no specific data about decoding skills are available, first examine a transcript of an Oral Reading Fluency (ORF) test*** (Moats & Tolman, 2019).

# Examining Oral Reading Fluency (ORF)





# Case Study: Jill, the Third-Grader

What information can we gather from Jill's Oral Reading Fluency (ORF) Assessment?



# The Problem-Solving Process

## 3. Which phonics skills should be emphasized?

- Once you have identified that a student has underdeveloped word-recognition skills, a **diagnostic decoding or phonics survey** should be administered.

**Note:** *Oral reading passages alone do not provide enough information about a student's decoding skills.*

# Diagnostic Measures

- **Phonological Awareness:** Literacy Resources Incorporated (LRI), Pre-Decoding Skills Survey, Phonological Awareness Skills Test (**PAST**), and Cool Tools
- **LETRS:** Phonics and Word-Reading Survey
- **Phonics/Word Recognition:** Quick Phonics Screener (**QPS**), Cool Tools and Really Great Reading Decoding Surveys

# Case Study: Jill, the Third-Grader

What information can we gather from Jill's decoding survey?



# The Problem-Solving Process

## 4. How does the student's spelling compare?

- Examine students' spelling attempts on unknown words to indicate the extent to which the student is able to ***spell phonetically, identify morphological structures, and remember orthographic patterns*** (Moats & Tolman, 2019)
- Administer a qualitative screener of spelling development to determine student's instructional needs. Analyze the results and identify the underdeveloped skills.

# Case Study: Jill, the Third-Grader

**Explain the results of Jill's Basic Spelling Screener.**

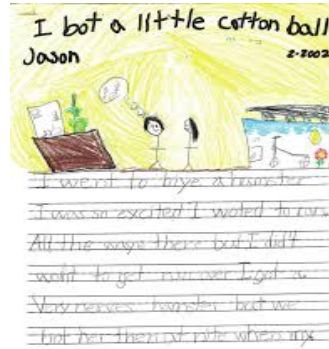


Let's talk!

# The Problem-Solving Process

## 5. How does the student's written expression compare to other test results?

- Collect and examine student's writing samples to determine how the student handles the multiple cognitive, linguistic, and letter formation demands of writing.



# Case Study: Jill, the Third-Grader

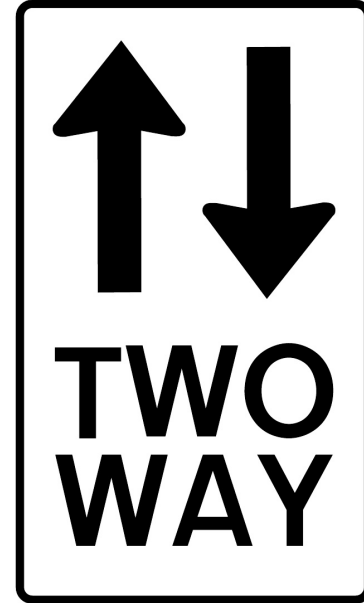
What do you notice from examining Jill's written response?





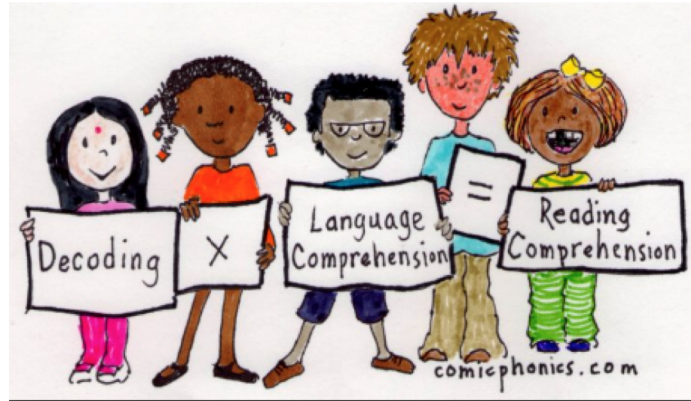
# The Road to Reading Comprehension

## The Simple View of Reading and Scarborough's Rope Model



# Simple View of Reading Formula

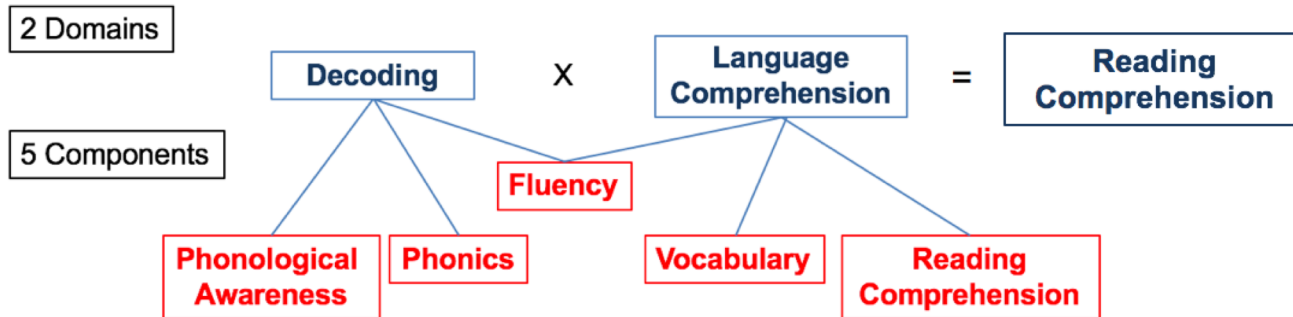
Decoding (D) x Language Comprehension (LC) =  
Reading Comprehension (RC)



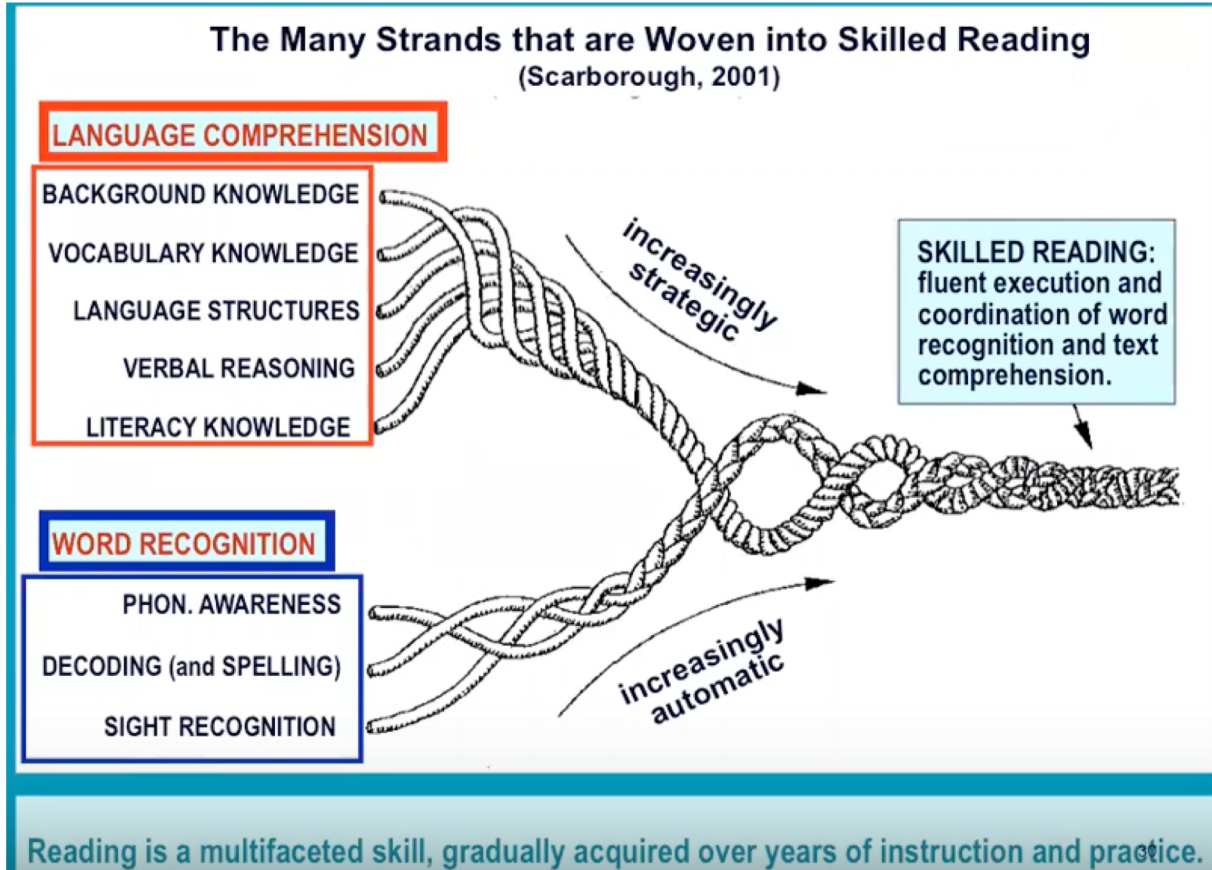
(Hoover & Gough, 1990)

# Simple View of Reading Variables

**Reading comprehension** (the ability to read printed text, process it, and understand its meaning) is the product of **decoding** (efficient word recognition) and **language comprehension** (understanding text that is read aloud).



# Scarborough's Rope Model



# Data-Based Instructional Decisions

## 6. Given the data, what instruction is needed?

- Analyze the student's responses from the screening and diagnostic measures given.
- Create a multicomponent instructional approach for interventions.



***Based on Jill's screener and diagnostic measures, which components should be emphasized right away and how?***

# Intervention and Remediation



# Intervention vs. Remediation

## Intervention:

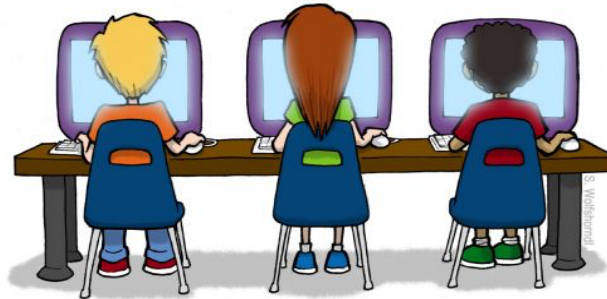
- Systematic and explicit instruction provided to accelerate growth in an area of identified need
- Designed to improve performance relative to a specific, measurable goal
- Based on valid information about current performance, realistic implementation, and includes ongoing student progress monitoring

## Remediation:

- Using individualized or small group teaching of students who are experiencing difficulties in specific subject areas
- Targets academic weaknesses that may hinder learning
- Intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate

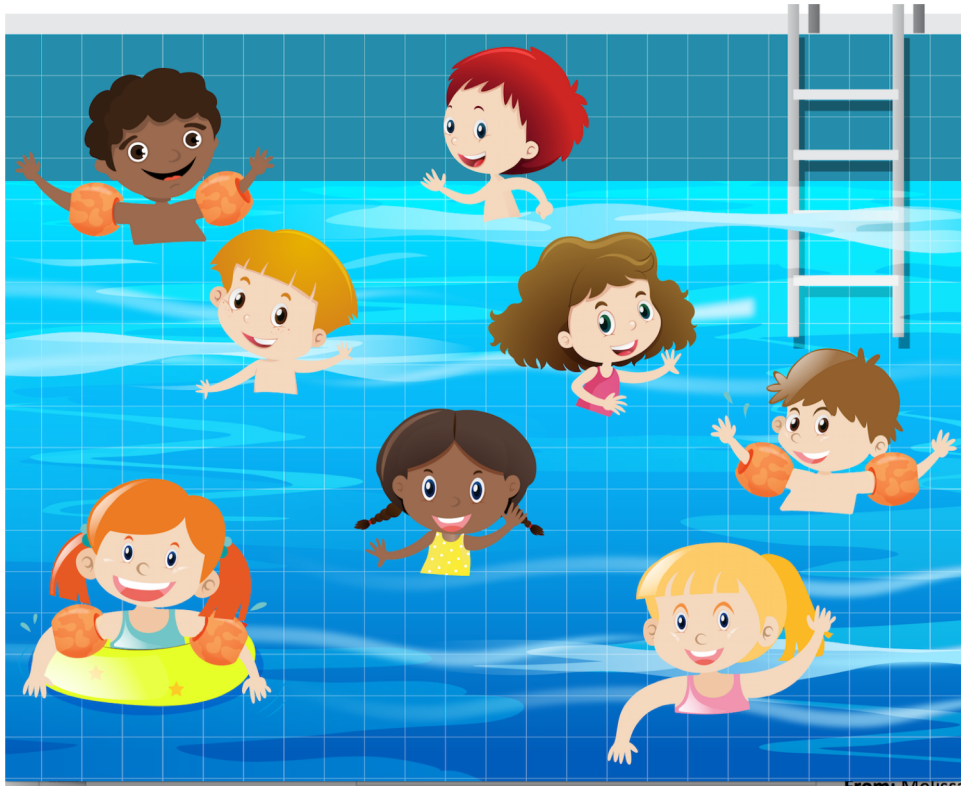
# Computer-Based Interventions

Computer programs can be a **RESOURCE**, but do **not** count as the primary intervention for Tier 3, and at Tier 2 are more effective when paired with teacher-led interventions.





# ALL Students



# Progress Monitoring



# Progress Monitoring

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- Facilitates decision making practices that are based on monitoring tools;
- provides a basis for evaluating instructional programming as the instruction is occurring;
- guides the process of matching and adjusting goals, materials, levels, and grouping to the student needs;
- aids communication with students, families, and other professionals;
- continues once a student is eligible for special education services.

# Progress Monitoring

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- Progress monitoring should be completed on all students in the intervention process.
- The tool that is utilized for progress monitoring should match the intervention.
- It is recommended that Tier 2 students are progress monitored every other week.
- Tier 3 students should be progress monitored weekly.

# Decision-Making Flowchart

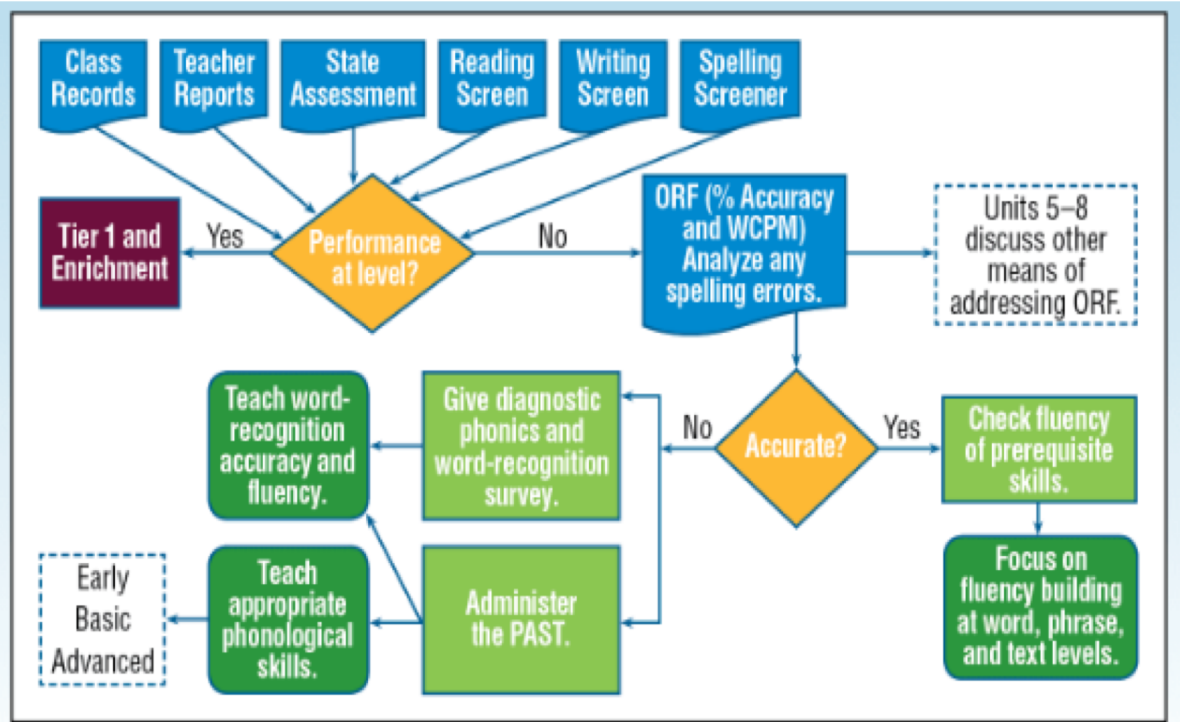



Figure 4.12 Decision-Making Flowchart

Figure also on page 321 of the LETRS manual.

# Questions?




# Parent Resources



Grades: Kindergarten - 3rd

## Parents' Read-At-Home Plan for Student Success



THIS GUIDE INCLUDES Activities to help your child learn the 5 components of reading

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

### Parents' Read-At-Home Plan (Literacy-Based Promotion Act Parent Document)



### Family Guides for Student Success (Reading & Math: Grades PK-8)

## PLANNING A SUCCESSFUL PARENT NIGHT

GETTING FAMILIES INVOLVED

A parents' night is a great opportunity to connect with parents, share valuable information, and build a sense of community. A successful event can help establish a strong foundation for parent-teacher relationships and set a positive tone for the entire school year. Below are tips to help you make your next parents' night an unforgettable and enjoyable experience for everyone.

- 1 PLAN AHEAD**  
Plan your event. It is essential to ensure sufficient time for the logistics. Consider the following questions: when will you hold your event? Weekly afternoons and evenings are typically best for parent schedules. For a school-wide event, it's not uncommon to block off an entire afternoon. Make sure to check school and community calendars to avoid conflicts.
- 2 PICK AN ENGAGING THEME**  
The best topics excite and engage students and their parents. The best themes usually connect to current programs in your school. Make sure planned activities tie into the theme of your parent event. Keeping all aspects of the event unified under the same theme will help you publicize the event and get the message across.
- 3 INVITE**  
Send out personal invitations before the event.
- 4 ENGAGE EVERYONE**  
Plan activities that not only attend the events, there are also encourage active audience participation. Build in activities the whole students and parents to discover the program together.
- 5 QUESTIONS**  
Build in time for questions.
- 6 HAVE FUN**  
After spending hours planning the event, coordinating details, publicizing, setting up of logistics, and planning activities, your event is set for success. Don't forget to relax, have fun, and enjoy the event that will bring you, your students, their parents and the community closer together.
- 7 PUBLICIZE**  
When advertising your event, emphasize that parent night is designed to provide a time for parents to learn more about the topics selected and planned to support the students success in school. Promote the event with signs and posters in school, during intercom announcements, and on open save home to parents. Don't forget to include announcements in the school newsletter and on the school website. Your attendance will depend on your success at building excitement around the event - so get people excited!
- 8**

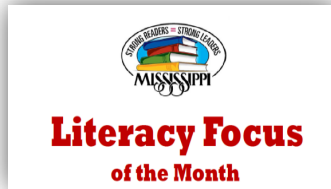


## Literacy-Based Promotion Act: Parents as Partners

Strong Readers, Strong Leaders



### Parents As Partners: An Overview of the 3rd Grade Assessment and the LBPA (Literacy-Based Promotion Act Parent Presentation K-3)



**Literacy Focus of the Month**  
(Transdisciplinary: Grades PK – 12)

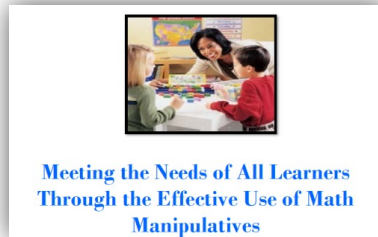
MISSISSIPPI EXEMPLAR Units & Lessons

Grant funded by: **W.K. KELLOGG FOUNDATION**

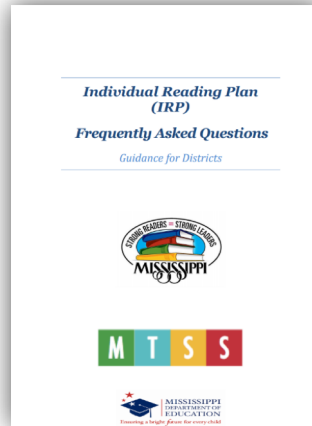
Exemplar Unit Feedback

ENGLISH LANGUAGE ARTS		MATHEMATICS	
ELA Introductory Video		Mathematics Introductory Video	
PRE-KINDERGARTEN		PRE-KINDERGARTEN	
Unit	Lesson 1	Unit	Lesson 1
	Lesson 2		Lesson 2
	Lesson 3		Lesson 3
	Lesson 4		Lesson 4
	Lesson 5		Lesson 5
	Lesson 6		Lesson 6
	Lesson 7		Lesson 7
	Lesson 8		Lesson 8
	Lesson 9		Lesson 9
	Lesson 10		Lesson 10
KINDERGARTEN		KINDERGARTEN	
Unit	Lesson 1	Unit	Lesson 1
	Lesson 2		Lesson 2
	Lesson 3		Lesson 3
	Lesson 4		Lesson 4
	Lesson 5		Lesson 5
	Lesson 6		Lesson 6
	Lesson 7		Lesson 7
	Lesson 8		Lesson 8
	Lesson 9		Lesson 9
	Lesson 10		Lesson 10
FIRST GRADE		FIRST GRADE	
Unit	Lesson 1	Unit	Lesson 1
	Lesson 2		Lesson 2
	Lesson 3		Lesson 3
	Lesson 4		Lesson 4
	Lesson 5		Lesson 5

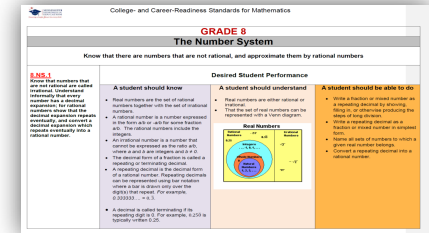
**Kellogg Grant Exemplar Lesson & Unit Plans**  
(ELA and Math, Grades PK – HS)



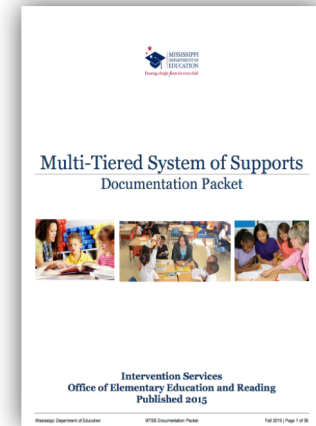
**Math Manipulative Training**  
(Lowest Performing Schools: Grades K-6)



**Individual Reading Plan FAQs**  
(Literacy-Based Promotion Act Guidance Document K-4)



**Instructional Scaffolding Document**  
(ELA & Math: Grades PK-8)



**Multi-Tiered System of Supports**  
(Transdisciplinary, Grades PK-12)

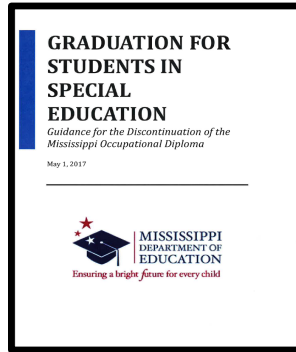


# Administrator Resources

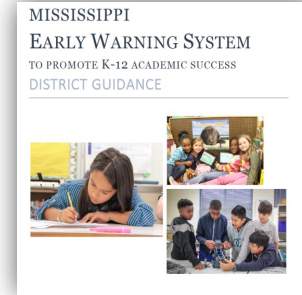
TECHNICAL ASSISTANCE AND  
PROFESSIONAL DEVELOPMENT

## MENU of SERVICES

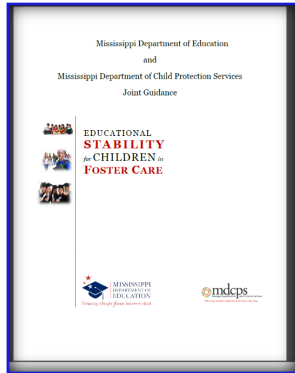
*On Demand Technical Assistance & PD  
(ELA, Math, Literacy, & Special Education: Grades K-12)*



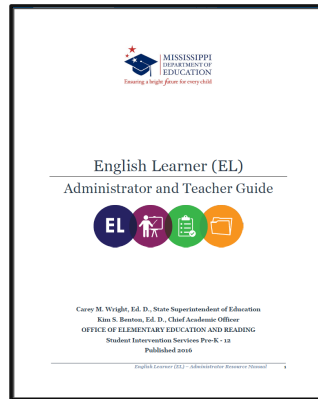
*MOD Discontinuation Guidance*



*Early Warning System  
(College and Career Readiness Data Guidance Document)*



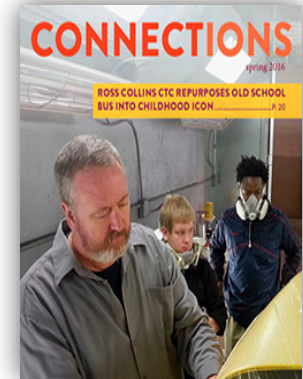
*Educational Stability for Children in  
Foster Care  
(Foster Care Guidance Document)*



<http://mdek12.org/ESE/english-learners>



*A Glimpse into Mississippi K-12 and CTE Classrooms  
(Transdisciplinary: Grades K-12)*





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