Approaches and Considerations of Collecting Schoolwide Early Literacy and Reading Performance Data

Your school has decided to collect data on essential early literacy development to prevent students from later academic difficulty and promote academic achievement for all. This document contains important information making this process efficient. We realize each school has unique conditions and resources so the following examples may need to be modified to best utilize the resources at your school.

Questions and Issues to Consider Prior to Collecting Data

- Who Can Assist in Collecting Data?

Anyone who has been trained to administer and score the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and oral reading fluency measures may collect data. It is assumed that all grade-level teachers who receive results on student performance have been trained to administer and score the measures. Some other people to consider in data collection include the following:

- principal
- vice-principal
- speech-language pathologist
- special education personnel
- parents/volunteers
- educational assistants
- school psychologist
- Title 1 personnel
- PE / Art / Music Specialist teachers
- practicum students

- How Can the Data be Collected?

The following are four different approaches to collecting schoolwide data. Please use these examples in developing an approach for your school. Many schools have also used different combinations of approaches within the same school. Take note of the "Data Collection Conversion Table" on the last page to give you an idea of how long the process may take.

Approach #1: In-Class Approach

Who Collects?	Classroom teacher, classroom assistant(s), and trained volunteer(s).	
Where Does Collection Take Place?	In the student's classroom.	
How Does the Collection Take Place?	Teacher and assistant(s) set aside time (e.g., 30 minutes a day for 4 days, one full day) to test each child in the room.	
Comments:	Advantages	Disadvantages
	▪ Teachers test their own students to understand the skill level of their classroom ▪ Less disruptive to the school in general ▪ Requires fewer people to be trained to collect data	▪ Detracts from instructional time ▪ Teacher needs to ensure that data are collected on all students as well as complete regular classroom duties ▪ Organization of schoolwide data collection and entry may be problematic ▪ Need more materials (e.g., stopwatches, stimulus materials) ▪ Data would likely be collected over multiple days

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Approach #2: One Day Schoolwide Approach

Who Collects?	Large team (6-10 people) of teachers, support staff, trained volunteers, and educational assistants.	
Where Does Collection Take Place?	A large, central location with many tables and places for students to wait their turn (e.g., library, multi-purpose room, cafeteria)	
How Does the Collection Take Place?	A schedule is set for classrooms to come to a central location where the team assess all day and cycle through all grades.	
Comments:	Advantages	Disadvantages
	▪ Minimal classroom disruption (e.g. approximately 20 minutes per class) ▪ All data collected in one day ▪ Timely feedback on student performance ▪ Improve schoolwide motivational efforts	▪ Need a large team of people ▪ Class scheduling difficulties ▪ Available location for data collection ▪ Teachers aren't necessarily involved in data collection and may miss instructional importance of assisting in collection ▪ Ensuring that students who were absent on the day of testing get assessed ▪ More materials are necessary for testing (e.g., stopwatches, clipboards, stimulus materials)

Approach #3: Multiple Day Schoolwide Approach

Who Collects?	A core team (4-8 people) of teachers, support staff, trained volunteers, and educational assistants.	
Where Does Collection Take Place?	Central location (e.g., cafeteria, Title 1 classroom, library) or in the student's classroom.	
How Does the Collection Take Place?	The team either goes to the classroom and tests students in the room while other students work quietly at their desks or classrooms go to the team location.	
Comments:	Advantages	Disadvantages
	▪ Need fewer people to assist in data collection ▪ Teachers may be more involved in the collection process ▪ Efficient collection of student performance ▪ Less disruptive to the school in general ▪ Location of testing less problematic	▪ Scheduling challenges for each classroom ▪ Takes longer to get data on all students ▪ Involvement of the classroom teacher is unclear ▪ Difficulty managing the testing material of the team going from room to room ▪ If using support staff (i.e., Title 1 or Special Education staff) specialized services for students may be disrupted ▪ Testing conditions, if in a classroom, may not be ideal

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Approach #4: Within-Grade Approach

Who Collects?	Grade-level teachers (e.g., first-grade teachers), educational assistants, and trained volunteers.	
Where Does Collection Take Place?	In one of the grade-level classrooms with the students waiting to be tested in another classroom.	
How Does the Collection Take Place?	All students from a grade go to one classroom (e.g., all kindergarten go to Mrs. B's class) and are given an independent classroom activity (e.g., a video, a coloring activity) that requires minimal supervision. Meanwhile, data collectors are set up in an adjacent room. Students are pulled and quickly assessed by the team while the others are engaged in the activity.	
Comments:	Advantages	Disadvantages
	▪ Teachers have opportunity to test some of their own students. ▪ Less disruptive to the school in general ▪ Needs fewer people trained to collect data ▪ Can typically get an entire grade done in one day	▪ Detracts from instructional time ▪ Organization of schoolwide data collection and entry may be problematic ▪ Need an adult to supervise children while data is being collected

- <u>What Time of Year to Collect Data?</u>

Student performance data on the DIBELS and CBM are often collected in the Fall, Winter, and Spring of a school year to maximize the opportunities for instructional decision-making. Deciding when to collect these data in will depend on your school schedule. A rule of thumb is to collect these data two weeks after a major break (e.g., two weeks into the school year, the week after returning from winter and spring vacations). When selecting your dates though, it is important to have your master school schedule available to prevent overlap with other major events (e.g., state-level testing, parent conferences, staff development, etc.). Some schools wait until the final two weeks of school to collect their data. However, the school should then realize that the data wouldn't be utilized for instructional decision making until the following school year.

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What Should a School Do to Prepare for Data Collection?

Planning ahead of the data collection date(s) makes the process much more efficient. After determining which data collection approach to use and who will assist in the data collection, make sure you have the following:

Data Collection Checklist

Two Weeks Before Date:

- ☐ Make a list of all data collectors
- ☐ Train data collectors on measures on which they have not received prior training
- ☐ Create and post data collection schedule at least a week ahead of date
- ☐ Arrange location for data collection
- ☐ Copy materials for students and for data collectors

One Week Before Date:

- ❑ Gather other materials (e.g., stopwatches, clipboards, pencils)
- ❑ Send/Post reminder notice to all involved staff of upcoming collection
- ❑ Label all student booklets (e.g., student name, teacher, grade)
- ❑ Finalize any last minute training
- ❑ Get class rosters to ensure that all students have booklets
- ❑ Determine who will enter the data into the computer

Day of Testing:

- ❑ If possible, have one person available to coordinate activities and answer questions
- ❑ Gather all data collectors prior (10-15 min) to data collection to quickly review measures and review data collection process
- ❑ Remind collectors to score the measures as they work with each student to ensure scores are accurate
- ❑ Have extra student materials available for easy retesting in case a student performs differently then expected

After Testing:

- ❑ Organize student booklets by classroom and put in alphabetical order to assist in data entry
- ❑ Check student booklets against class rosters to determine students who still need to be tested
- ❑ Test absentee students
- ❑ File student and testing materials for use in the future
- ❑ Enter data into the computer
- ❑ Obtain reports and set up meeting (e.g., grade-level, cross-grade, schoolwide reading team) to discuss and present results
- ❑ Distribute reports accordingly and file one master copy
- ❑ Utilize data for instructional decision making

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Data Collection Conversion Table				
Grade	**Measure(s)**	**Approximate Time per Pupil**	**Number of Data Collectors**	**Pupils Assessed per 30 Minute Period**
Kindergarten	OnRF & LNF	4 min.	1	6-8
			2	12-16
			3	18-24
			4-5	24-40
			6-8	36-48
	OnRF, LNF, PSF	6-7 min.	1	4-5
			2	8-10
			3	12-15
			4-5	16-25
			6-8	24-40
	OnRF, LNF, PSF, & NWF	9 min.	1	3-4
			2	6-8
			3	9-12
			4-5	12-20
			6-8	18-32
First	LNF, PSF, & NWF	6-7 min.	1	4-5
			2	8-10
			3	12-15
			4-5	16-25
			6-8	24-40
	PSF, NWF, & ORF	8-9 min.	1	3-4
			2	6-8
			3	9-12
			4-5	12-20
			6-8	18-32
	NWF & ORF	7 min.	1	4-5
			2	8-10
			3	12-15
			4-5	16-25
			6-8	24-40
Second and Above	ORF	5 min.	1	6-7
			2	12-14
			3	18-21
			4-5	24-35
			6-8	36-56

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