

# Oregon Reading First Teacher Report Fall 2007

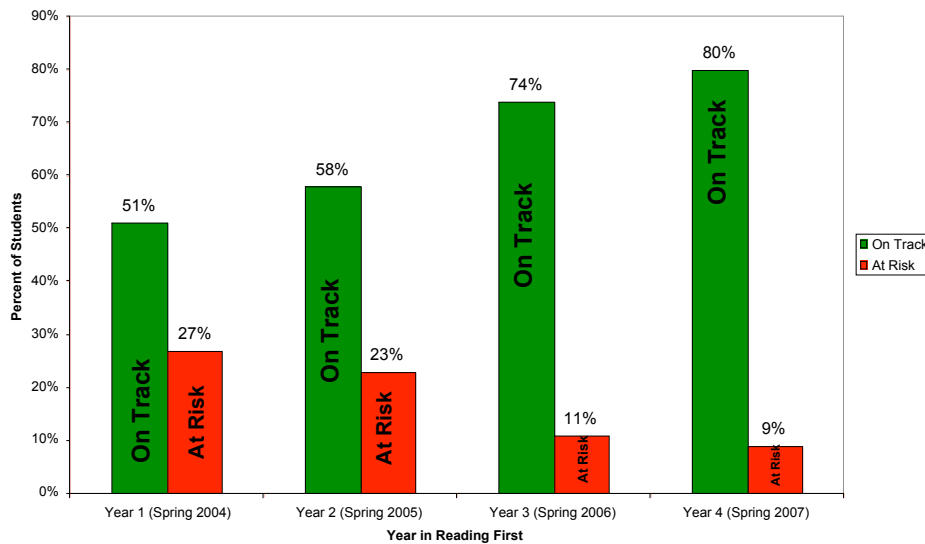
Prepared by the Oregon Reading First Center  
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This report will provide a summary of two areas of information.

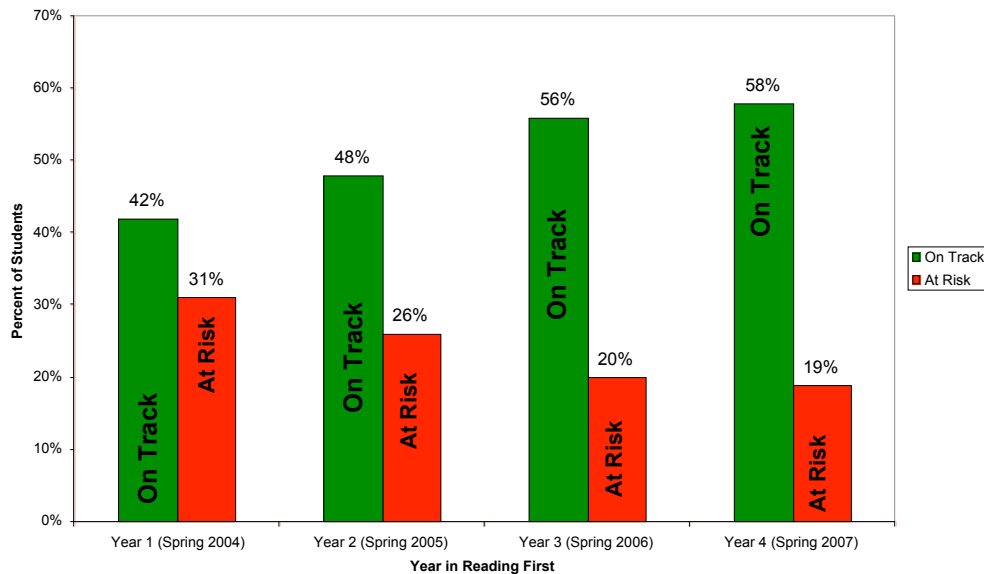
1. Student progress over the first 4 years of Oregon Reading First
2. Oregon Reading First data showing the relation between DIBELS and primary outcome measures (SAT-10 and OSAT)

## 1. Student progress over the first 4 years of Oregon Reading First

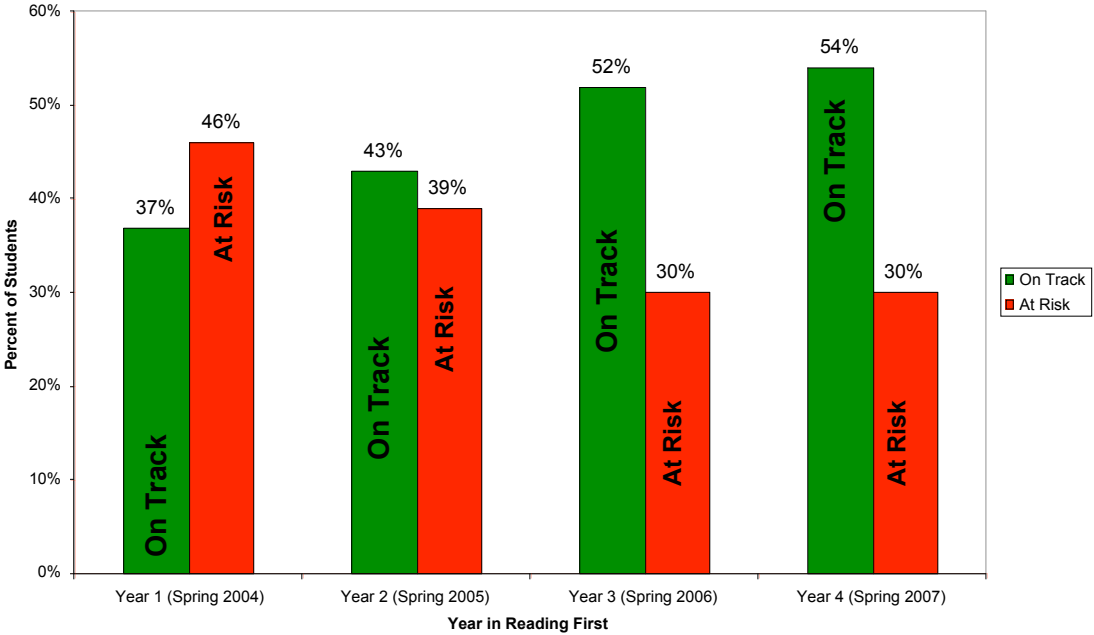
Kindergarten Students' Knowledge of Letter Sounds and Blending  
as measured by DIBELS Nonsense Word Fluency



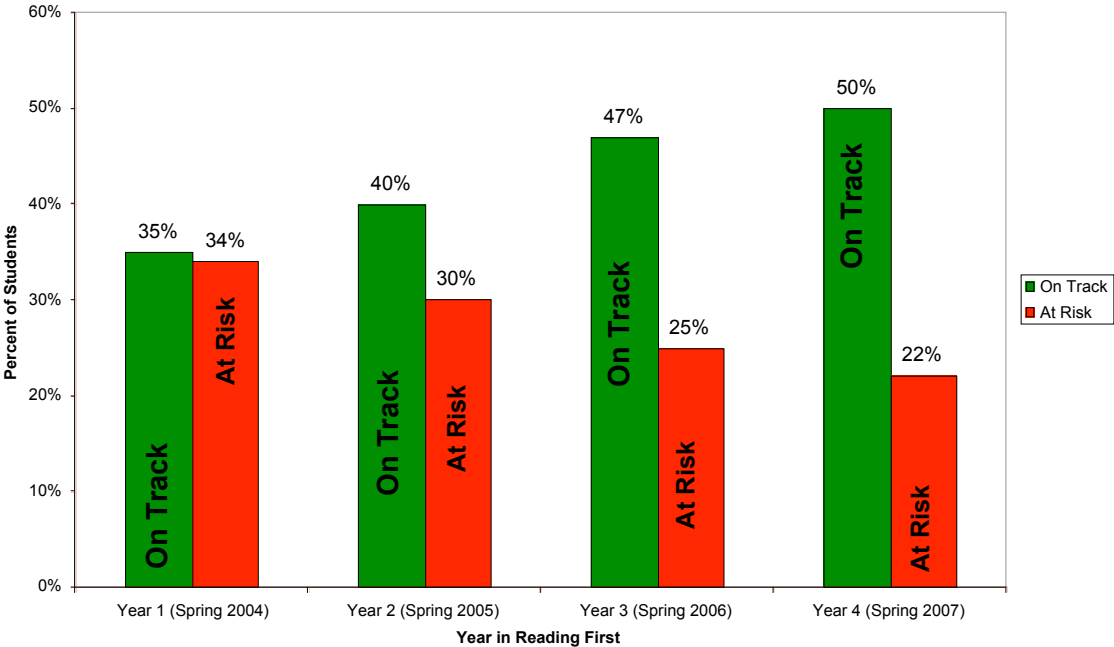
First Graders' Reading Proficiency  
as measured by DIBELS Oral Reading Fluency



**Second Graders' Reading Proficiency  
as measured by DIBELS Oral Reading Fluency**



**Third Graders' Reading Proficiency  
as measured by DIBELS Oral Reading Fluency**



## Oregon Reading First is Making a Difference in Oregon Students' Reading Skills

This summary shows the impact of Oregon Reading First on student reading performance over the four years of the project. The bar graphs show average student performance across all 33 schools in the first cohort of Oregon Reading First schools from Year 1 (2003-2004 school year) to Year 4 (2006-2007 school year).




The green bars represent students who are “On Track” to be successful readers. Overall, about 80% of students who are “On Track” will meet the next reading goal.




The red bars represent students who are “At Risk” of not being successful readers. Overall, less than 20% of students who are “At Risk” will meet the next reading goal.

These graphs show that for all grades Oregon Reading First schools are increasing the percentage of students who are “On Track” (green bars) and decreasing the percent of students who are “At Risk” (red bars) at each grade level. This pattern indicates the program is producing stronger effects each year.

Below is a summary of the percentage of students who are “On Track” and “At Risk” at each grade level in year 1 of the project and year 4 of the project. The far right hand column shows the increase in percentage of students who are “On Track,” and the corresponding decrease in the percentage of students who are “At Risk.”

	Percentage of Students “On Track” 		%age Point Increase
	Year 1	Year 4	
Kindergarten (Nonsense Word Fluency)	51%	80%	+29%
First Grade (Oral Reading Fluency)	42%	58%	+16%
Second Grade (Oral Reading Fluency)	37%	54%	+17%
Third Grade (Oral Reading Fluency)	35%	50%	+15%

	Percentage of Students “At Risk” 		%age Point Decrease
	Year 1	Year 4	
Kindergarten (Nonsense Word Fluency)	27%	9%	-18%
First Grade (Oral Reading Fluency)	31%	19%	-12%
Second Grade (Oral Reading Fluency)	46%	30%	-16%
Third Grade (Oral Reading Fluency)	34%	22%	-12%

Over time, of course, we want to see the percentage of students who are “On Track” increase, and the percentage of students who are “At Risk” decrease. This is a clear pattern the 33 schools in Oregon Reading First are demonstrating over the four years project. Oregon Reading First schools are making a positive difference in their students' reading skills.

## 2. Oregon Reading First data showing the relation between DIBELS and primary outcome measures (SAT-10 and OSAT)

(Baker, Smolkowski, Katz, Fien, Seeley, Kame'enui, and Thomas Beck, in press)

This summary of the Baker et al. study was written to share important data that has demonstrated the relation between DIBELS Oral Reading Fluency and reading comprehension as measured by primary outcome measures (SAT-10 and OSAT). This information supports the use of critical DIBELS benchmarks as indicators of students' overall reading health. In addition, the relation between progress monitoring data and performance on primary outcome measures is also confirmed. These data are from the Cohort A Oregon Reading First schools during Year 1 (2003-04) and Year 2 (2004-05).

### Question 1a

*What is the relation between Oral Reading Fluency scores and performance on the SAT-10 in grades 1 and 2 and the OSAT in grade 3?*

Grade Level	Correlation <sup>1</sup> between Spring ORF and SAT-10/ OSAT	Amount of variance explained
1	.82	67%
2	.79	62%
3	.67	45%

These correlations were consistent with previous research on the association between ORF and criterion measures of reading performance (Marston, 1989; Shinn and Bamonto, 1998).

The correlations show a strong relationship between ORF and SAT-10 in grades 1 and 2 and a moderate relationship between ORF and OSAT in grade 3. This means that a student who scores high on ORF is likely to do well on the reading comprehension outcome measure. For example, when examining first grade students' scores on the SAT-10, 67% of the score on the SAT-10 can be explained by the students' score on ORF.

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<sup>1</sup> Correlations measure the relation between two assessments. The number can range from 0 to 1, or no correlation to a strong correlation. Correlations are represented by the symbol "r". A correlation is a statistical analysis that provides information on the strength of the relation between two variables indicating that if the correlation is high ( $r > .75$ ), then the association between the variables is strong. If the strength of the relation is low ( $r < .20$ ), it is an indication that scores in one measure are not necessarily related (or are weakly related) to scores in another measure (Borman, Hewes, Overman, and Brown, 2003). It is important to note, however, that correlation is not causation, and thus we cannot determine with correlations whether the predictor variables (e.g. measures in the beginning of the year) are causally related to the criterion variable (e.g. measures at the end of the year like DIBELS Oral Reading Fluency; Keppel & Zeddeck, 1989).

Question 1b

*Of the students who met or exceeded the DIBELS benchmarks, what percent also scored at grade level on the SAT-10?*

Grade	Met minimum benchmark on DIBELS measure	Percent who scored at grade level on SAT-10
K	At least 35 on PSF	71%
K	At least 25 on NWF	81%
1	At least 40 on ORF	85%
2	At least 90 on ORF	80%

Additionally, of the second grade students who scored 90 on ORF in the spring of second grade, 78% went on to pass the Oregon State Reading Assessment in third grade.

Question 2

*Does growth on ORF add significantly to the prediction of performance on specific high stakes reading measures at the end of grades 2 and 3?*

We have also statistically analyzed slope obtained during ORF progress monitoring data from fall to spring in grades 2 and 3, and winter to spring in first grade. Students' slope on ORF provides statistically significant information on how students perform on ORF and SAT-10.

The data collected during multiple administrations of the DIBELS gives important information on the final outcome measure in spring. Students' initial score on ORF, as well as how much they grow on ORF, is important to determine how well they will score on the SAT-10 or OSAT in the spring.

When we collect progress monitoring data and make changes that result in increased performance on ORF, we are increasing the likelihood that students will perform at grade level on a comprehensive measure of reading performance (i.e. SAT-10 and OSAT). When we make changes to improve progress on ORF, the probability of doing well on comprehensive reading measure increases. Students are not only making growth on the skill of reading more fluently but are also improving the odds that they will do well on the comprehensive reading measure, including reading comprehension.

The important point is that regular monitoring of ORF in the early grades provides data to estimate slope, and this study shows that slope is related to performance on comprehensive measures of reading, controlling for initial level of performance. Therefore, continuously collecting progress monitoring data can provide you with enough information to give you a sense of how your students might perform on comprehensive measures of reading. The specific data to support this is provided in a technical journal article that has been published in a peer reviewed journal.

References

- Baker, S. K., Smolkowski, K., Katz, R., Fien, H., Seeley, J., Kame'enui, E. J., and Thomas Beck, C. (in press). Reading fluency as a predictor of reading proficiency in low performing high poverty schools: Going to scale with Reading First. *School Psychology Review*.
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