Using Data to Plan Interventions: Determining Student Needs and Making Instructional Recommendations

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All materials are copy written and should not be reproduced or used without the expressed permission of Trish Travers, coordinator of the Oregon Reading First Center. Selected slides may have been reproduced from other sources and original references cited.
• To assist schools in using student assessment information to:
  • help plan instruction for all students throughout the year.
  • identify students who are in need of additional reading instruction beyond the established reading block.
  • determine instructional recommendations for students with different Instructional Profiles.
We won’t have time to talk about these, but they must be in place:

- a data review system to assess if instruction is having the desired effect - Grade Level Team
- a school-wide system to make instructional changes as necessary - School-wide Team.
Data are used to determine each student’s Instructional Profile.

Framework provides guidance on the type of instruction that may best match each student’s literacy needs.

Teams work out the specifics of Standard Protocols for each group and change them as the data indicates.
Overview of K-6 Grouping Framework

Outcome Measures from Previous School Year

Screening Data from Current School Year

Advanced
Grade Level
Some Risk
High Risk

In-Program Assessments

Pass
Pass
No Pass
Pass
No Pass

Profile #1
Significantly Exceeds Grade Level Benchmarks on Screening Assessments & Passes In-Program Unit Tests

Profile #2
Grade Level or above on Screening Assessments & Passes In-Program Unit Tests

Profile #3
Grade Level or above on Screening Assessments & Passes In-Program Unit Tests

Profile #4
Some Risk on Screening Assessments & Passes Phonics Screener Skills

Profile #5
Some Risk on Screening Assessments & Fails Some Phonics Screener Skills

Profile #6
High Risk on Screening Assessments

ELL Profile
Usually needs extra language support & can be in any profile

Intensive Interventions along with Core
Replacement Intervention Core Program Guided by Placement Test Results
Another way of looking at it...
Our Overall Goal...
Key Assessments

- A school’s Comprehensive Assessment Plan includes:
  - Outcome Assessment
  - Screening Assessment
  - Diagnostic Assessment
  - Classroom Based Assessment
Phonics Screeners

- Phonics screeners help pinpoint areas in which the student needs explicit phonics instruction.

- In-program and informal specific skill tests
  - Help determine if students are learning what is being taught
Diagnostic and Classroom Information: Vocabulary and Comprehension

- **K-1 Language Screener**
- **Example Informal Tools:**
  - Retell
  - Maze/Cloze
  - In-Program Vocabulary and Comprehension Assessments
Outcome Measures from Previous School Year

Screening Data from Current School Year

Advanced

Grade Level

Some Risk

High Risk

In-Program Assessments

Phonics Screener

Profile #1
Significantly Exceeds Grade Level Benchmarks on Screening Assessments & Passes In-Program Unit Tests

Profile #2
Grade Level on Screening Assessments & Passes In-Program Unit Tests

Profile #3
Grade Level on Screening Assessments & Fails Some In-Program Unit Tests

Profile #4
Some Risk on Screening Assessments & Passes Phonics Screener Skills

Profile #5
Some Risk on Screening Assessments & Fails Some Phonics Screener Skills

Profile #6
High Risk on Screening Assessments

Intensive Interventions along with Core

Replacement Intervention Core Program Guided by Placement Test Results

ELL / Low Language Profile
Usually needs extra language support & can be in any profile
Outcome Measures from Previous School Year

Screening Data from Current School Year

Advanced

In-Program Assessments

Pass

Profile #1

Significantly Exceeds Grade Level Benchmarks on Screening Assessments & Passes In-Program Unit Tests

Profile 1

Students Exceeding Grade Level Standards
Outcome Measures from Previous School Year

Screening Data from Current School Year

Profile #1
Significantly Exceeds Grade Level Benchmarks on Screening Assessments & Passes In-Program Unit Tests

Profile #2
Grade Level on Screening Assessments & Passes In-Program Unit Tests

In-Program Assessments

Advanced

Grade Level

Profile 2
Grade Level Students Consistently Passing In-Program Tests
Outcome Measures from Previous School Year

Screening Data from Current School Year

Advanced

Grade Level

In-Program Assessments

Profile #1
Significantly Exceeds Grade Level Benchmarks on Screening Assessments & Passes In-Program Unit Tests

Profile #2
Grade Level on Screening Assessments & Passes In-Program Unit Tests

Profile #3
Grade Level on Screening Assessments & Fails Some In-Program Unit Tests

Profile 3
Grade Level Students NOT Consistently Passing In-Program Tests
**Profile 4**

Some Risk Students

Accurate But Not Fluent

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**Profile #4**

Some Risk on Screening Assessments & Passes
Phonics Screener Skills
Outcome Measures from Previous School Year

Screening Data from Current School Year

Advanced
Grade Level
Some Risk

In-Program Assessments

Phonics Screener

Profile #1
Significantly Exceeds Grade Level Benchmarks on Screening Assessments & Passes In-Program Unit Tests

Profile 5
Some Risk Students Not Accurate and Not Fluent

Profile #5
Some Risk on Screening Assessments & Fails Some Phonics Screener Skills
**Profile 6**
High Risk Students

**Profile #1**
- Significantly Exceeds Grade Level
- Benchmarks on Screening Assessments
- Passes In-Program Unit Tests

**Profile #2**
- Grade Level on Screening Assessments
- Passes In-Program Unit Tests

**Profile #3**
- Grade Level on Screening Assessments
- Fails Some In-Program Unit Tests

**Profile #4**
- Some Risk on Screening Assessments
- Passes Phonics Screener Skills

**Profile #5**
- Some Risk on Screening Assessments
- Fails Some Phonics Screener Skills

**Profile #6**
- High Risk on Screening Assessments
- High Risk Students
- Intensive Interventions along with Core
- Replacement Intervention
- Core Program Guided by Placement Test Results

**ELI/Low Language Profile**
Usually needs extra language support & can be in any profile
Outcome Measures from Previous School Year

Screening Data from Current School Year

Advanced

Grade Level

Some Risk

High Risk

In-Program Assessments

Phonics Screener

Profile #1
Significantly Exceeds Grade Level Benchmarks on Screening Assessments & Passes In-Program Unit Tests

Profile #2
Grade Level on Screening Assessments & Passes In-Program Unit Tests

Profile #3
Grade Level on Screening Assessments & Fails Some Phonics Screener Skills

Profile #4
Some Risk on Screening Assessments & Passes Phonics Screener Skills

Profile #5
Some Risk on Screening Assessments & Fails Some Phonics Screener Skills

Profile #6
High Risk on Screening Assessments

Intensive Interventions along with Core

Replacement Intervention Core Program Guided by Placement Test Results

ELL/Low Language Profile
Usually needs extra language support & can be in any profile
Michael is a third grade student. His second grade outcome data indicated an overall reading score at the 22nd percentile which placed him in the Some Risk category.

Michael’s recent screening information on reading fluency placed him at Some Risk, reading 68 wpm with 88% accuracy.

Michael was administered a phonics screener which indicated significant difficulty with mastery of vowel combinations and two-syllable words.

Using the assessment information, determine Michael’s instructional profile.
Brianna is a first grade student at a new school. There are no previous records from Kindergarten.

Recent screening information indicates that Brianna falls into the “High Risk” category of instructional need.

Diagnostic information indicates that Brianna has not acquired phonemic awareness skills, she lacks beginning alphabetic skills (few letter-sound relationships), and recognizes few sight words.

Using the assessment information, determine Brianna's instructional profile.

Pair and Share.
Daniel is a second grade student who has received ELL services in the past. Outcomes measures from first grade place him in the Some Risk category.

Recent screening data indicates Daniel is at grade level on reading fluency measures.

Although the school year has just started, Daniel has had some difficulty passing in-program assessments.

Using the assessment information, determine Daniel’s instructional profile.

Pair and Share.
Additional Handouts

• Sample K-1 Oral Lang. Screener
  • Handout 2

• Generic Phonics Screener
  • Handouts 3A & 3B

• Instructional Profiles and Recommendations and Grade-level Goals
  • Handouts 4A and 4B

• Phonics Screener Data Summaries
  • Handouts 5A and 5B

• Standard Protocol Templates
  • Handouts 6A through 6B