

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

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Planning Interventions: Objectives

- **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.

Critical Topics We Will Not Cover:

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.

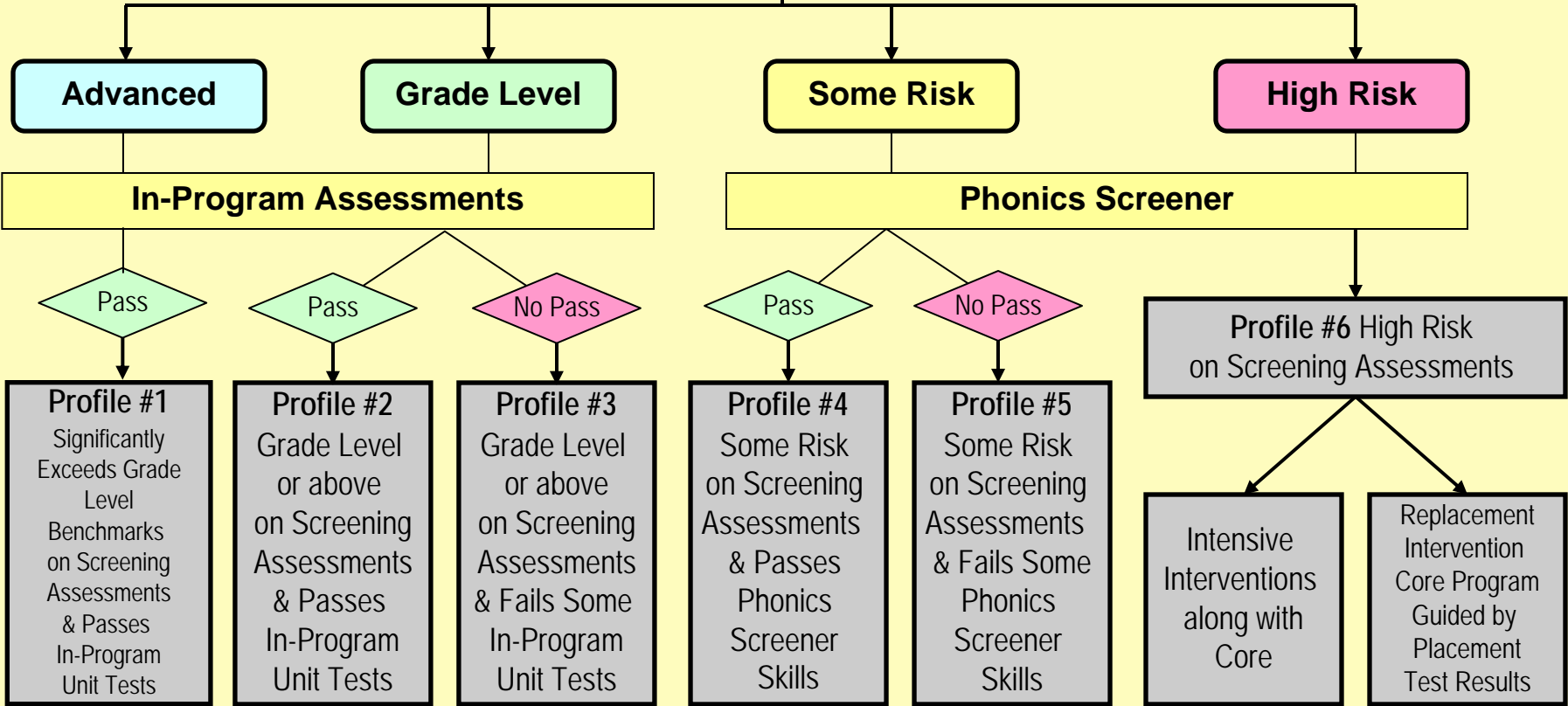
Instructional Profile Framework

- 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

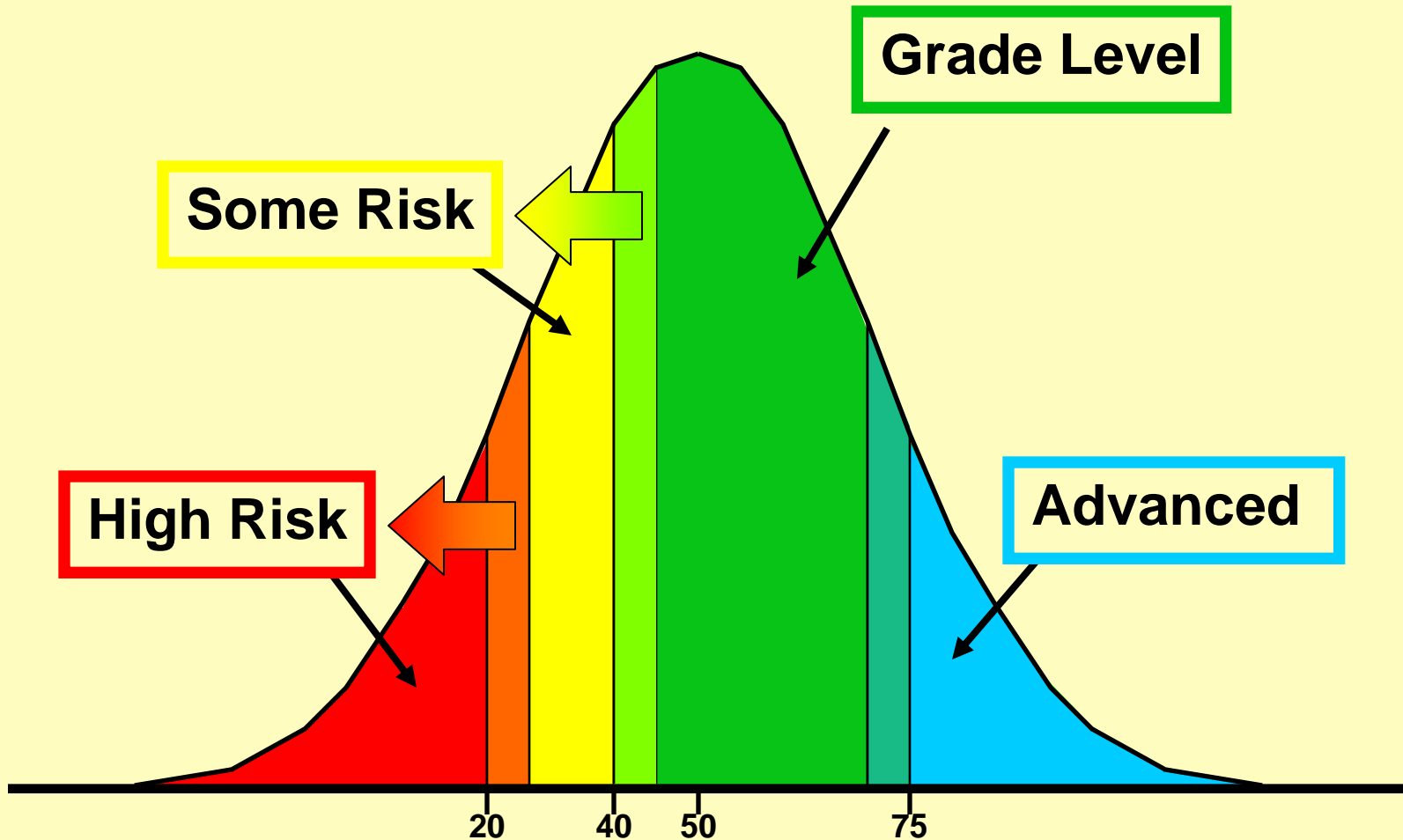
Outcome Measures from Previous School Year

Screening Data from Current School Year

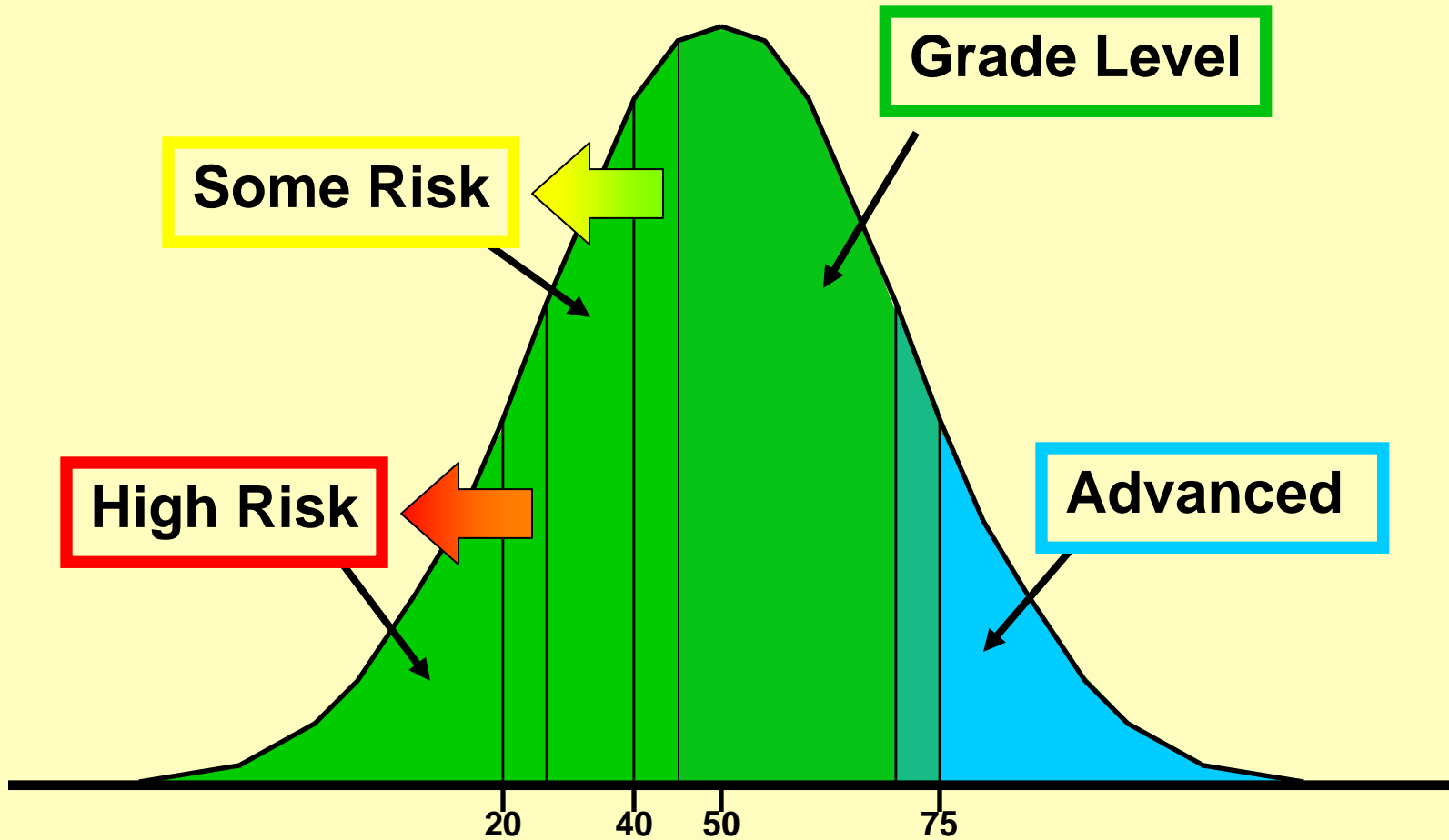


ELL Profile
Usually needs extra language support & can be in any profile

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**

Diagnostic and Classroom Information: Phonics

■ **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

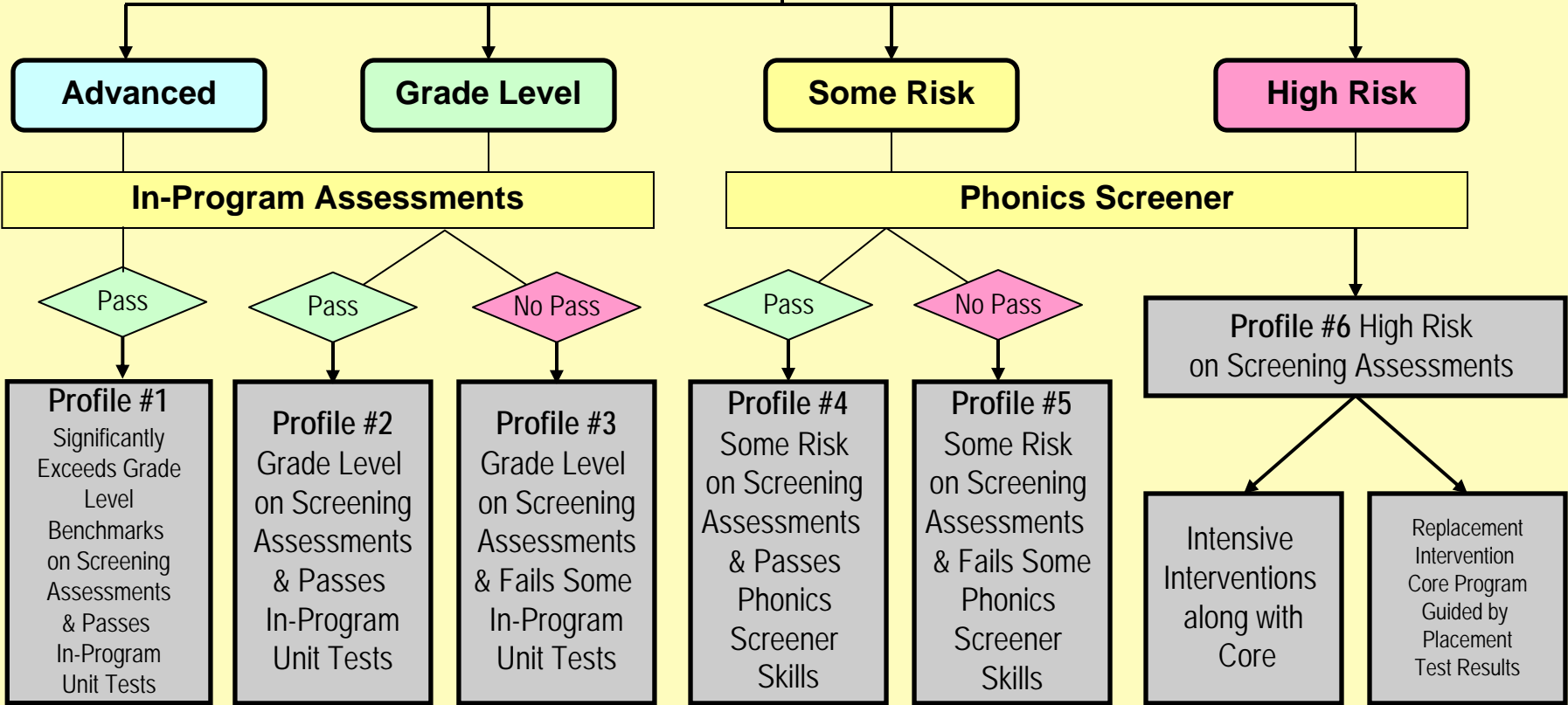
Diagnostic and Classroom Information: Vocabulary and Comprehension

- **K-1 Language Screener**
- **Example Informal Tools:**
 - Retell
 - Maze/Cloze
 - In-Program Vocabulary and Comprehension Assessments

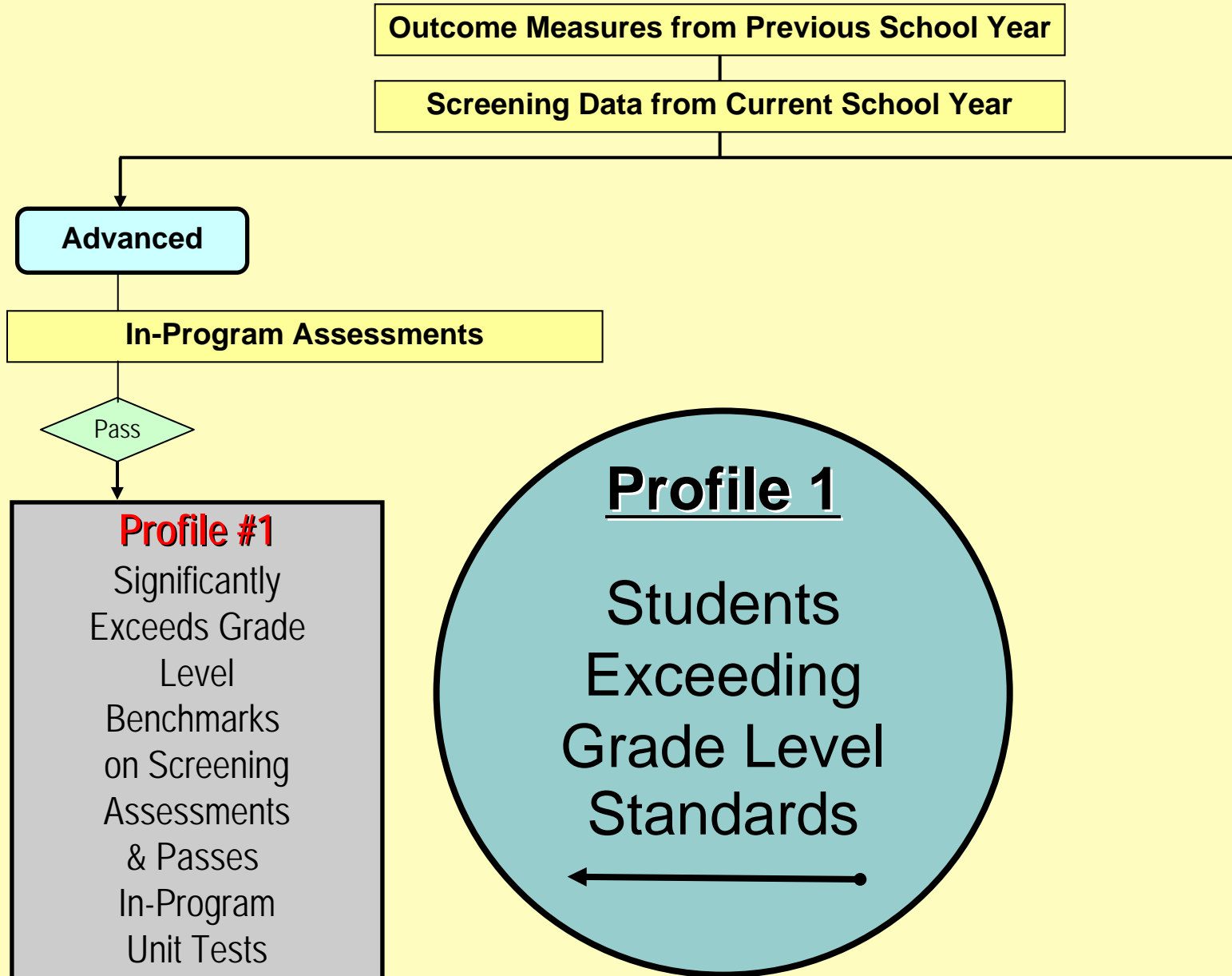
Overview of K-6 Profile Framework

Outcome Measures from Previous School Year

Screening Data from Current School Year

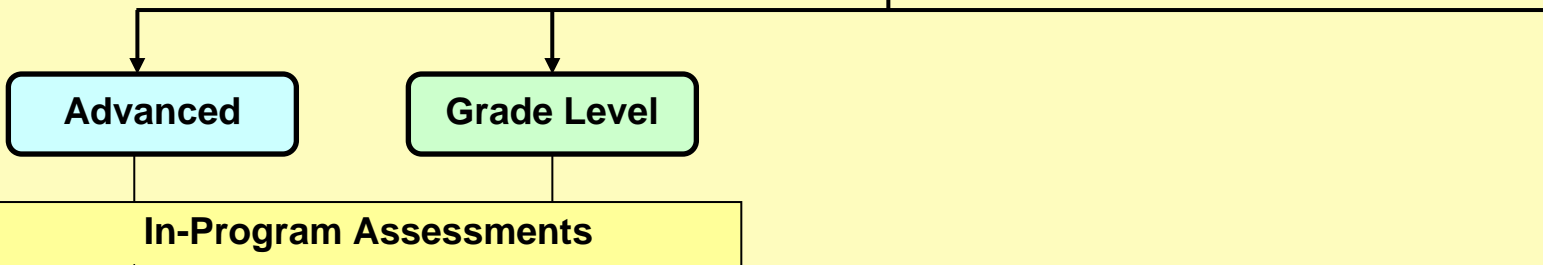


ELL / Low Language Profile
Usually needs extra language support & can be in any profile



Outcome Measures from Previous School Year

Screening Data from Current School Year



Pass

Pass

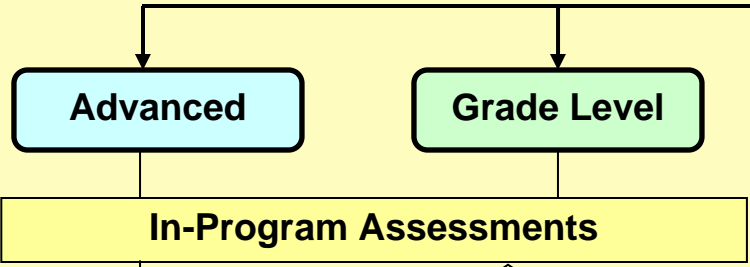
Profile #1
Significantly Exceeds Grade Level Benchmarks on Screening Assessments & Passes In-Program Unit Tests

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

Profile 2
Grade Level Students Consistently Passing In-Program Tests

Outcome Measures from Previous School Year

Screening Data from Current School Year



Pass

Pass

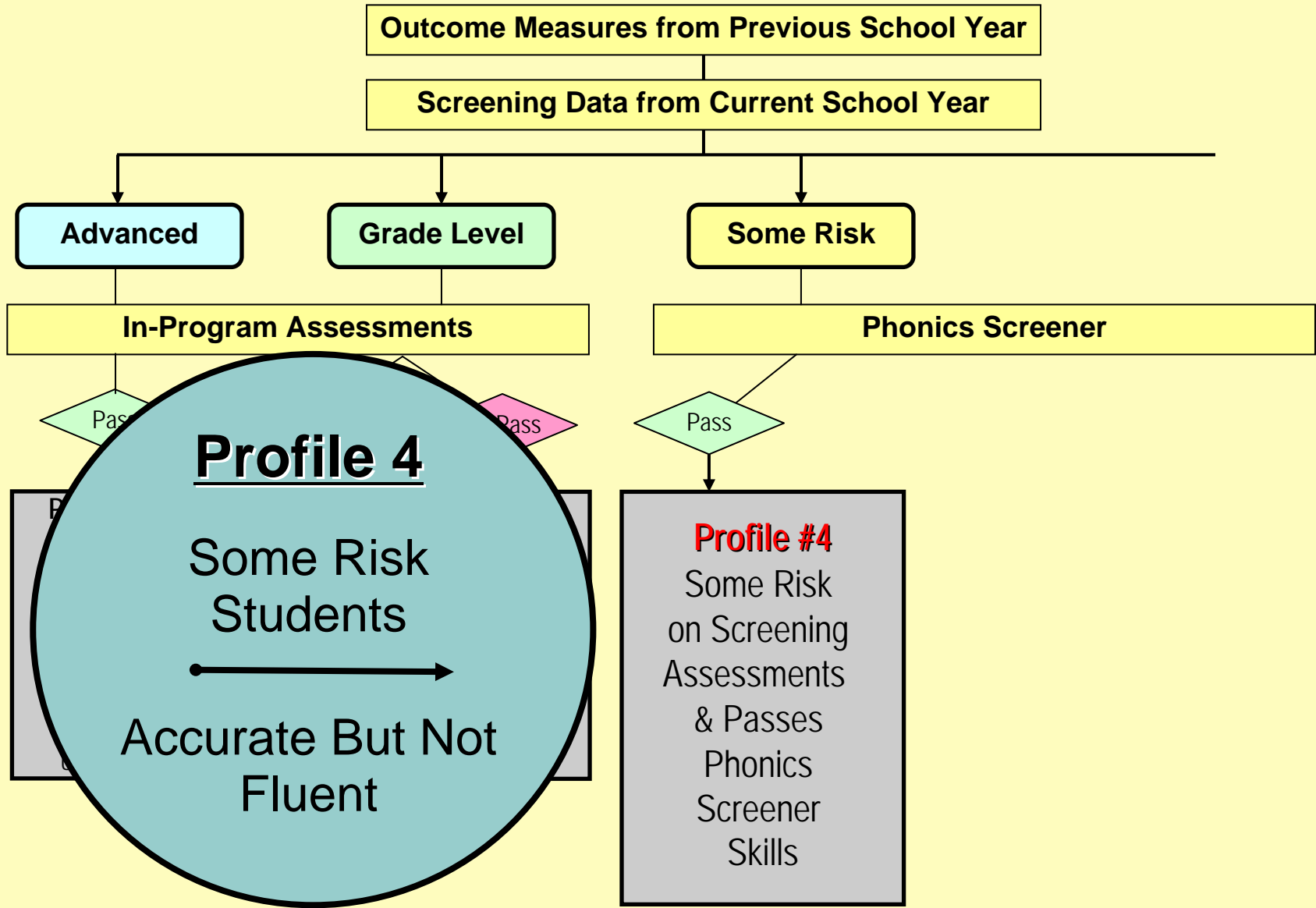
No Pass

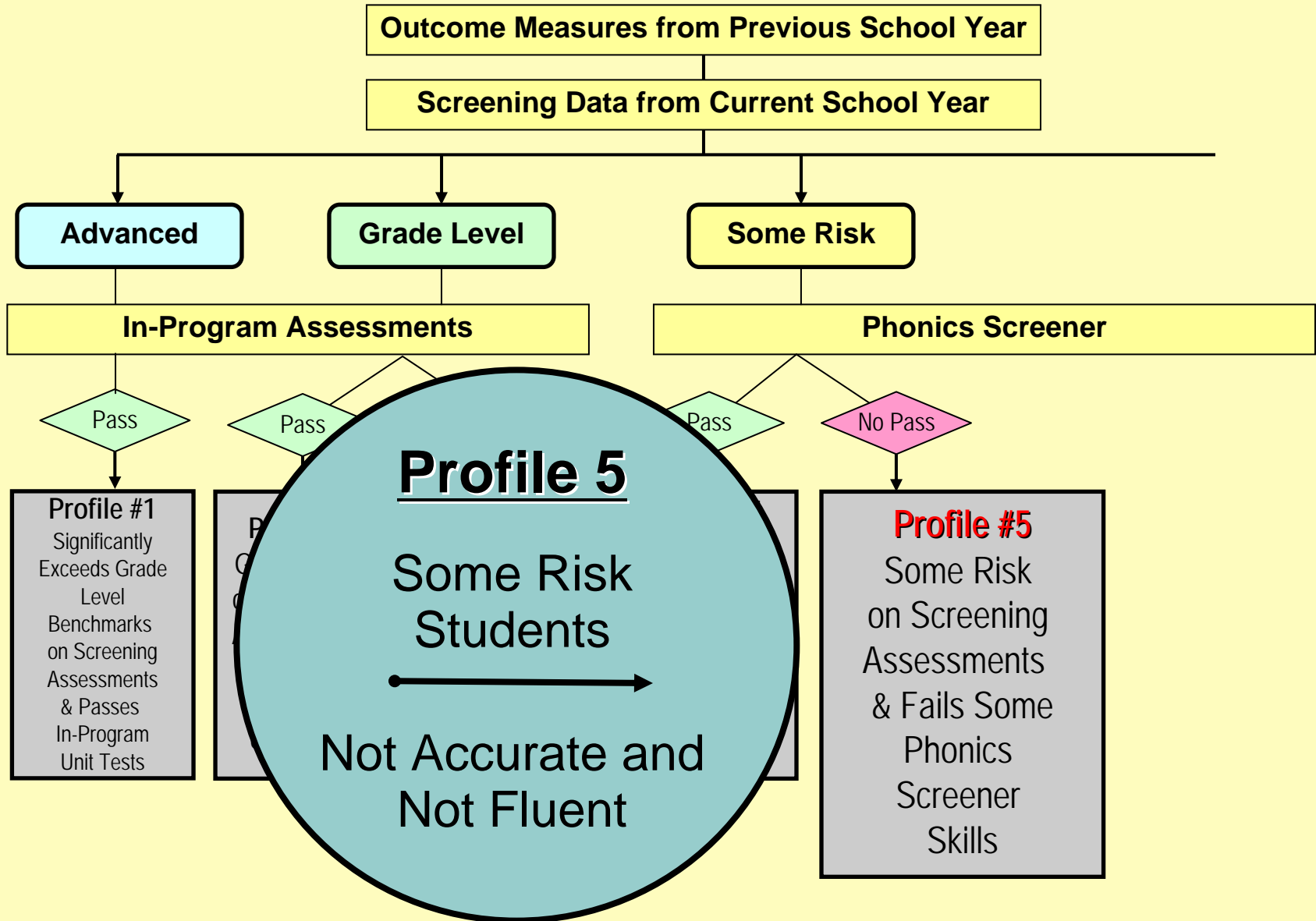
Profile #1
Significantly Exceeds Grade Level Benchmarks on Screening Assessments & Passes In-Program Unit Tests

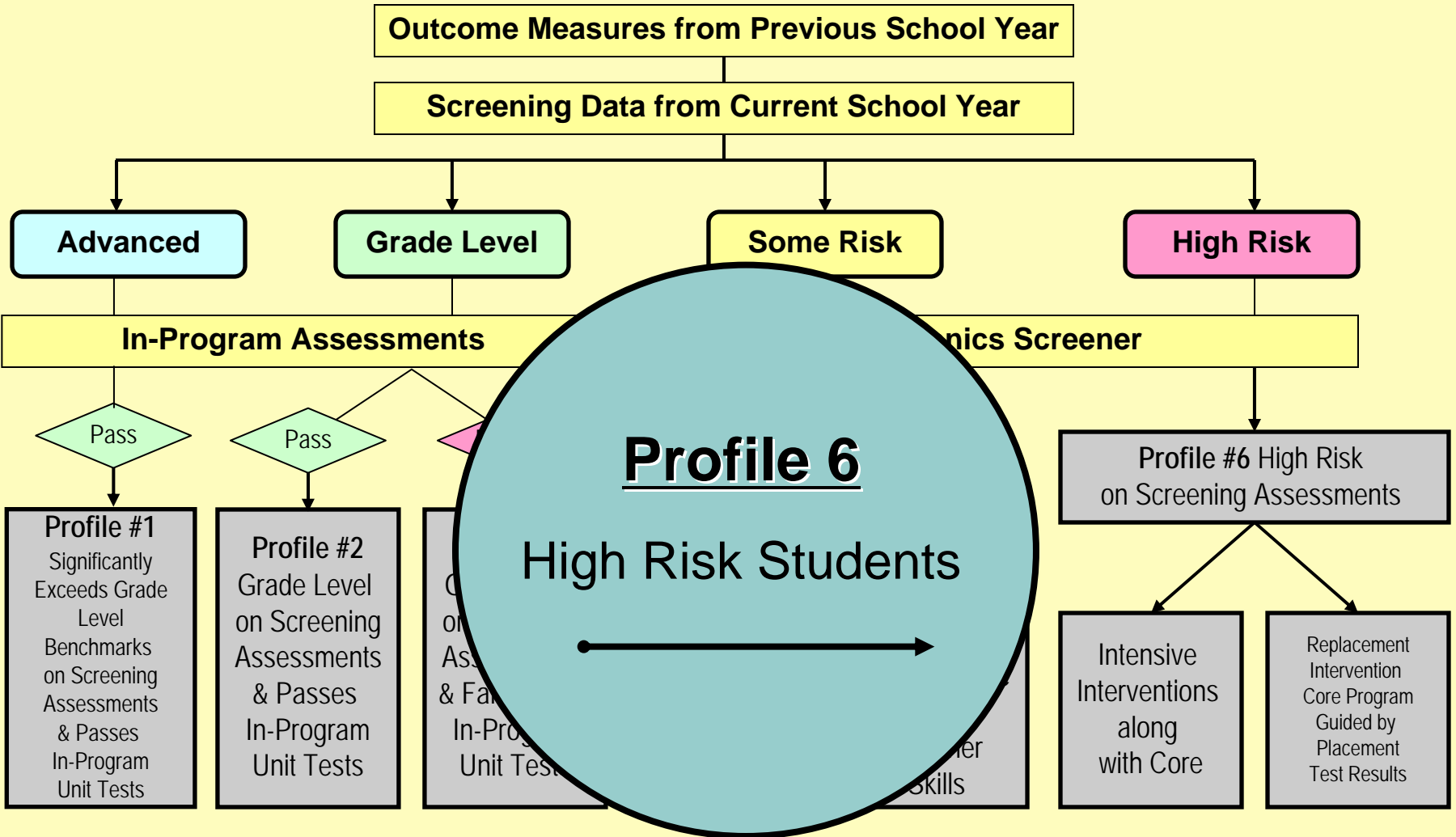
Profile #2
Grade Level on Screening Assessments & Passes In-Program Unit Tests

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

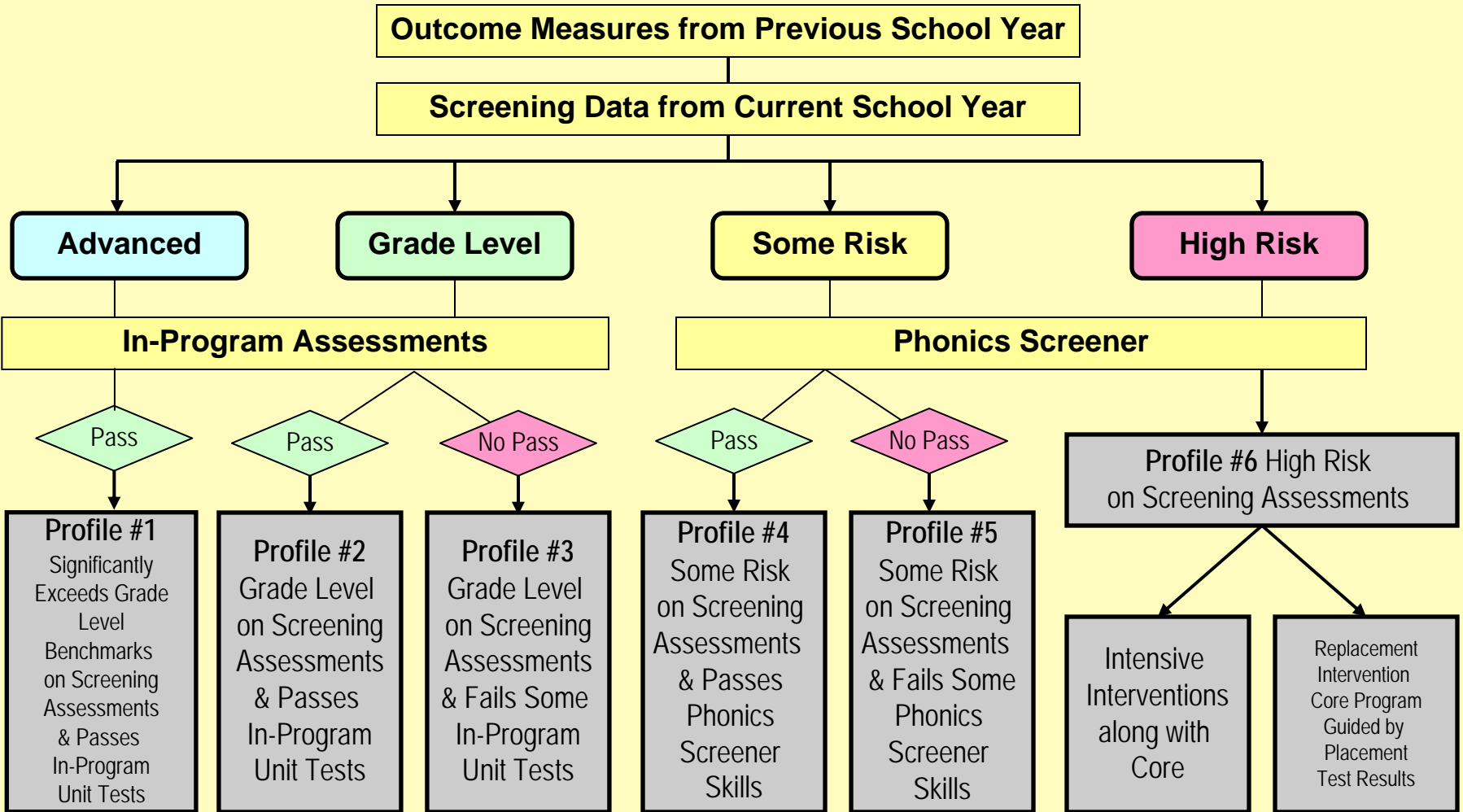
Profile 3
Grade Level Students NOT Consistently Passing In-Program Tests







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



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

Application Activity



Michael

- 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.**

Application Activity



Brianna

- 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.**

Application Activity



Daniel

- 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