

## School Level Data Review Worksheet

### **Case Study**

You are a member of a school team preparing to examine first grade reading data. It is the beginning of February and you have been asked to review DIBELS data from the 2<sup>nd</sup> benchmark along with other documents prior to your team's meeting. Below (page 4) is a graph from the Progress Monitoring and Reporting Network (PMRN) that shows data from the DIBELS Phoneme Segmentation Fluency (PSF) subtest on all first grade students attending the school. The graph shows student performance from the 1<sup>st</sup> and 2<sup>nd</sup> DIBELS benchmarks on the PSF subtest. Following the 1<sup>st</sup> DIBELS benchmark, the team, including the first grade teachers, decided to target phonemic awareness through modifications to Tier 1 instruction.

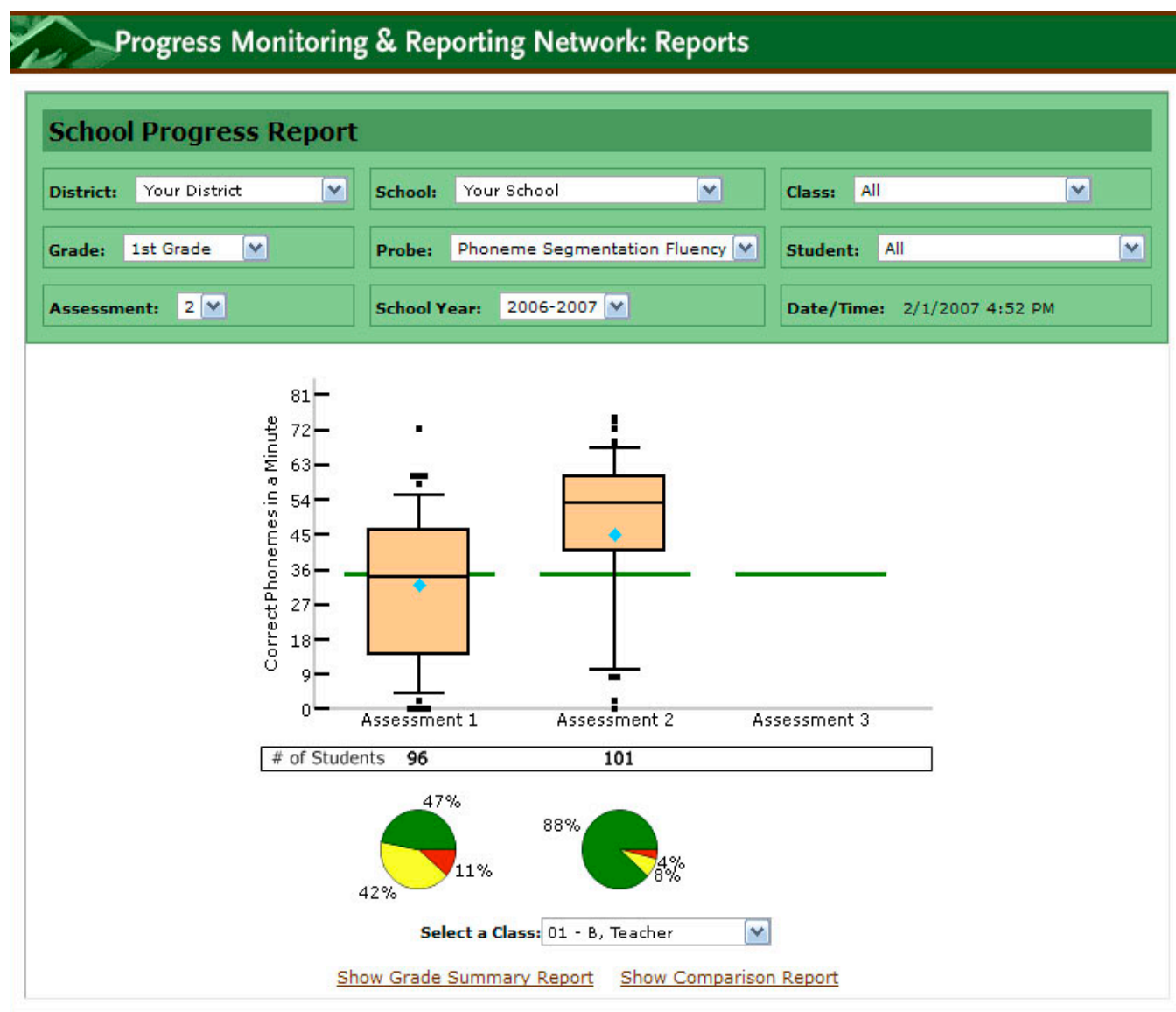
At the first benchmarking window, less than 50% of first grade students met the benchmark for the PSF subtest. The team decided that they would like at least 80% of the students to demonstrate phonemic awareness at the benchmark level or higher by the 2<sup>nd</sup> window as measured by the PSF subtest. The team figured that their first grade students who performed the lowest on the PSF subtest would need to gain approximately 1-2 phonemes segmented per week to meet the benchmark by the 2<sup>nd</sup> DIBELS window. The average growth expected of typical peers is 1 phoneme segmented per week. Therefore, they decided their goal would be to have the average student gain 1.5 phonemes segmented per week between the 1<sup>st</sup> and 2<sup>nd</sup> DIBELS windows as measured by the PSF subtest.

To meet this goal, each first grade teacher agreed to provide an additional 20 minutes of instruction each day targeting the segmenting and blending of spoken words (i.e., skills associated with phonemic awareness). In addition, the teachers agreed to complete the "Intervention Documentation Worksheet" to keep a record of the changes in instruction implemented following the meeting. See pages 5-6 for the completed worksheet for one of the teachers. The worksheet for the teacher shown below is representative of the worksheets completed by the other first grade teachers.

**Directions:** Your principal gave you the five questions on the following page for you to answer to prepare for the upcoming team meeting. She also gave you the graphs and the "Intervention Documentation Worksheet" that follows. The graph on page 4 demonstrates how the first grade students responded to increased phonemic awareness instruction from the 1<sup>st</sup> to 2<sup>nd</sup> DIBELS benchmarks. The "Intervention Documentation Worksheet" is meant to provide you with a sense of how the modifications were implemented compared to how they were intended to be implemented (see the case study above for information on intended implementation). Finally, The graph on page 7 shows the current level of performance for all first grade students on the PSF, Nonsense Word Fluency (NWF) and Oral Reading Fluency (ORF) subtests from the DIBELS. Use the graphs and worksheet provided as well as the information in the case study above to answer the questions provided by your principal. Please complete this worksheet individually.

**Questions for February Data Meeting – 1<sup>st</sup> Grade**

1. Was the goal set for the students' response appropriate given the data? Yes or No? If no, what goal would you suggest (be sure to provide a justification for any suggested changes)?
  
  
  
  
  
  
  
  
  
  
2. Based on your response to question #1, was the students' RtI good, questionable, or poor? Justify your decision.
  
  
  
  
  
  
  
  
  
  
3. Were the instructional modifications implemented as intended? Justify your decision.
  
  
  
  
  
  
  
  
  
  
4. Based on your responses to the first three questions, what modifications would you make to the intervention plan?
  
  
  
  
  
  
  
  
  
  
5. Of the remaining skill sets assessed by the DIBELS in first grade (i.e., decoding and reading connected text) shown on page 7, what skill(s) do you think the team should target next and why?
  
  
  
  
  
  
  
  
  
  
6. Based upon which skill(s) you picked for question #5, provide each of the required data elements for problem identification from the graph provided (page 7).



## Intervention Documentation Worksheet

**Teacher Name:** Mrs. Johnson

Student ID	Monday			Tuesday			Wednesday			Thursday			Friday			Total # of Minutes
	T	P	F	T	P	F	T	P	F	T	P	F	T	P	F	
Week 1				15	SB	PA	20	SB	PA							35
Week 2	15	SB	PA	20	SB	PA	20	SB	PA	20	SB	PA	20	SB	PA	95
Week 3	20	SB	PA	20	SB	PA	20	SB	PA	20	SB	PA	20	SB	PA	100
Week 4	20	SB	PA	10	SB	PA	20	SB	PA	20	SB	PA	20	SB	PA	90
Week 5	20	SB	PA	20	SB	PA	20	SB	PA	20	SB	PA	No School			80
Week 6				20	SB	PA	20	SB	PA	20	SB	PA	20	SB	PA	80
Week 7	20	SB	PA	20	SB	PA	20	SB	PA							60
Week 8	20	SB	PA	20	SB	PA	20	SB	PA	20	SB	PA	20	SB	PA	100

### Legend

<b>T</b> = Time (# of minutes) <b>P</b> = Program <b>F</b> = Focus	<b>Focus</b> <b>L</b> = Language <b>PA</b> = Phonemic Awareness <b>P</b> = Phonics <b>F</b> = Fluency <b>V</b> = Vocabulary <b>C</b> = Comprehension	<b>Programming</b> (Create your own key. For example, <i>W</i> = Wilson Fundations, <i>SST</i> = Social Skills Training, <i>CCC</i> = Cover/Copy/Compare) SB = Segmenting & Blending _____ = _____ _____ = _____
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## Intervention Documentation Worksheet (cont.)

**Teacher Name:** Mrs. Johnson

Student ID	Monday			Tuesday			Wednesday			Thursday			Friday			Total # of Minutes
	T	P	F	T	P	F	T	P	F	T	P	F	T	P	F	
Week 9	20	SB	PA	10	SB	PA	15	SB	PA	20	SB	PA	20	SB	PA	85
Week 10																0
Week 11	20	SB	PA	20	SB	PA	20	SB	PA	20	SB	PA	20	SB	PA	100
Week 12	20	SB	PA	10	SB	PA				10	SB	PA				40
Week 13	20	SB	PA	20	SB	PA	20	SB	PA	20	SB	PA	20	SB	PA	100
Week 14	20	SB	PA	20	SB	PA	20	SB	PA	20	SB	PA	20	SB	PA	100
Week 15	20	SB	PA	20	SB	PA	20	SB	PA	DIBELS			DIBELS			60

<b>T = Time (# of minutes)</b> <b>P = Program</b> <b>F = Focus</b>	<b>Focus</b> L = Language PA = Phonemic Awareness P = Phonics F = Fluency V = Vocabulary C = Comprehension	<b>Programming</b> (Create your own key. For example, W = Wilson Foundations, SST = Social Skills Training, CCC = Cover/Copy/Compare) SB = Segmenting & Blending = _____ = _____
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