



DIBELS® Next and Data-driven Decision Making

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Assessment for Making Instructional Decisions

- Educators need to make frequent decisions regarding instruction for all students and for each student.
- To maximize the effectiveness and efficiency of the decisions, it is important that those decisions be accurate, i.e. based on data.
- Goal is to improve outcomes for all students by planning effective instruction and by evaluating the effectiveness of the instruction, i.e., monitoring progress.



Instructional Decisions

- Are there students who may need additional instructional support? How many? Which students?
- What is our system-wide plan for support? What is our plan for each student?
 - What skills do we teach? How do we teach them? What curricula/programs? What instructional strategies?
- Are the majority of students making adequate progress? Is each student receiving support making adequate progress?
- What proportion of students have met goals?



Features of Assessment:

- For all decisions, measures must:
 - Measure the *critical skills*
 - Be reliable and valid
- For universal screening, measures must:
 - Be standardized
 - Be efficient and economical
- For progress monitoring, measures must:
 - Be repeatable
 - Be sensitive to small changes in growth over short periods of time
- For instructional planning, measures must:
 - Provide information about what to teach
- For evaluating outcomes, measures must:
 - Have research-based goals related to important and meaningful outcomes



Relevant Features of DIBELS®

- To prevent reading difficulties and accelerate progress we need to monitor progress over time.
- DIBELS measures:
 - assess *Basic Early Literacy Skills*
 - are efficient and economical
 - use standardized procedures
 - are repeatable
 - are sensitive to small changes in growth over short periods of time
 - have demonstrated technical adequacy, reliability and validity



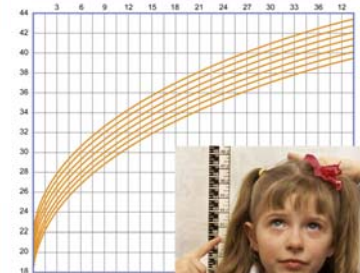
DIBELS® Assess the Basic Early Literacy Skills

	Measure	Basic Early Literacy Skill
FSF	First Sound Fluency	Phonemic Awareness
LNF	Letter Naming Fluency	None
PSF	Phoneme Segmentation Fluency	Phonemic Awareness
NWF	Nonsense Word Fluency	Alphabetic Principle and Basic Phonics
DORF	DIBELS Oral Reading Fluency (includes Retell)	Advanced Phonics and Word Attack Skills Accurate and Fluent Reading of Connected Text Reading Comprehension
Daze	Daze	Reading Comprehension
WUF-R*	Word Use Fluency-Revised	Vocabulary and Oral Language

*WUF-R is available as an experimental measure from dibels.org



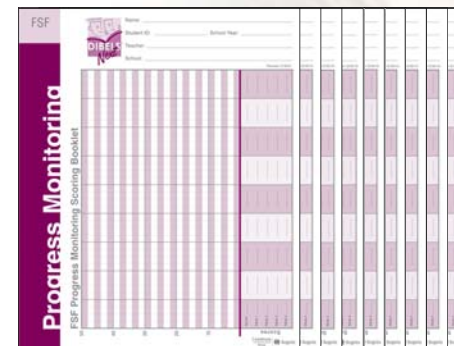
DIBELS® are Efficient: Indicators



DIBELS® are Repeatable

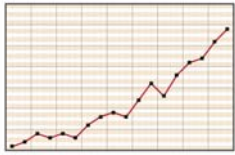
Progress Monitoring Scoring Booklets

- ▶ 20 alternate forms per measure: FSF, PSF, NWF, DORF, Daze*
- ▶ 1 booklet per student per measure

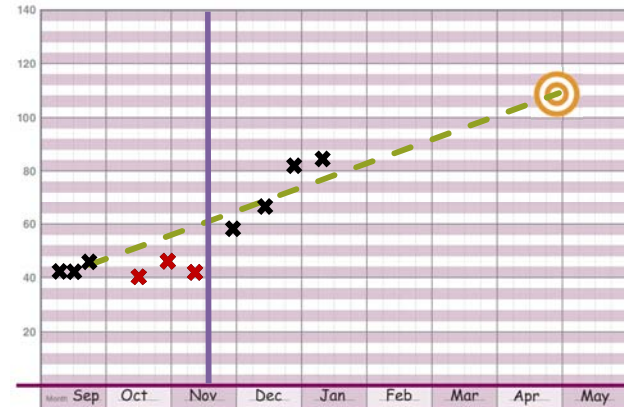




DIBELS® are Standardized



DIBELS® are Sensitive to Small Change



DIBELS® are Reliable

Single- and Three-Form Reliability Estimates for DIBELS Measures

DIBELS Measure	Type of Reliability					
	Inter-Rater		Alternate-Form		Test-Retest	
	Single-Form	Three-Form	Single-Form	Three-Form	Single-Form	Three-Form
First Sound Fluency	.94	.98	.82	.93	--	--
Letter Naming Fluency	.99	1.00	.86	.95	--	--
Phoneme Segmentation Fluency	.96	.99	.44	.70	--	--
NWF: Correct Letter Sounds	.99	1.00	.71 - .85	.88 - .94	.76	.90
NWF: Whole Words Read	.99	1.00	.90 - .92	.96 - .97	.70	.88
DORF Single Passage: WC/Min	--	--	.83 - .95	.92 - .97	--	--
DORF Triad: WC/Min	--	--	--	.95 - .98	--	.97 - .99
DORF Triad: Accuracy	--	--	--	.76 - .88	--	.80 - .98
DORF Triad: Retell	--	.92 - .99	--	.65 - .81	--	.27 - .69
Daze Adjusted Score	.98 - .99	.99 - 1.00	.66 - .81	.85 - .93	--	--
DIBELS Composite Score	.97 - .99	--	.66 - .97	--	.81 - .94	--

Note: All correlations significant at $p < .001$. PSF kindergarten reliability reported.



DIBELS® are Valid

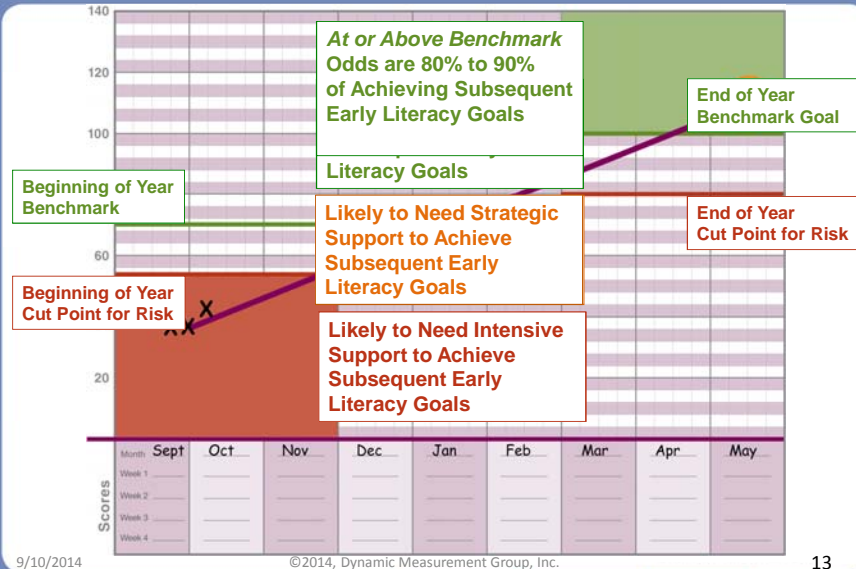
Predictive Validity Coefficients for DIBELS Measures with GRADE Total Test Raw Score

Beginning of Year DIBELS Measure	GRADE Total Test raw scores by grade						
	K	1	2	3	4	5	6
First Sound Fluency	.52	-	-	-	-	-	-
Letter Naming Fluency	.39	.54	-	-	-	-	-
Phoneme Segmentation Fluency	-	.33	-	-	-	-	-
NWF: Correct Letter Sounds	-	.43	.51	-	-	-	-
NWF: Whole Words Read	-	.39	.51	-	-	-	-
Oral Reading Fluency Words Correct	-	-	.69	.66	.77	.69	.64
Oral Reading Fluency Accuracy	-	-	.75	.68	.62	.53	.55
Retell	-	-	.53	.48	.56	.61	.55
Daze Adjusted Score	-	-	-	.65	.67	.56	.60
DIBELS Composite Score	.50	.55	.75	.73	.80	.76	.71

Note: All correlations significant at $p < .001$.



DIBELS® Have Research-Based Goals



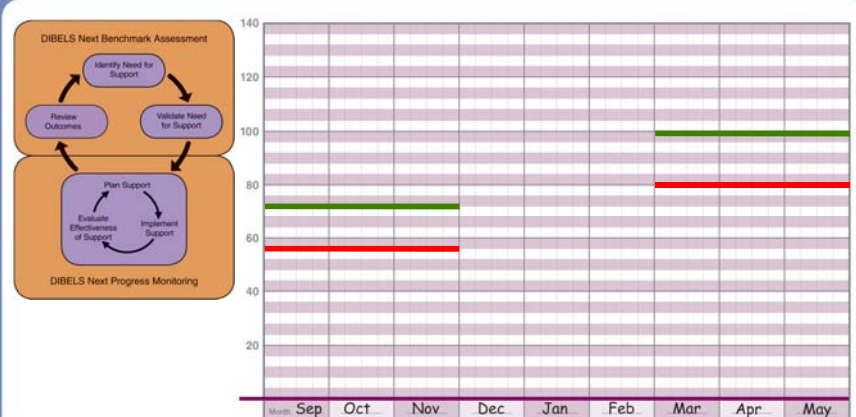
Outcomes-Driven Model: Data-driven Decision Making

Outcomes Driven Model Steps:

1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
5. Review outcomes.



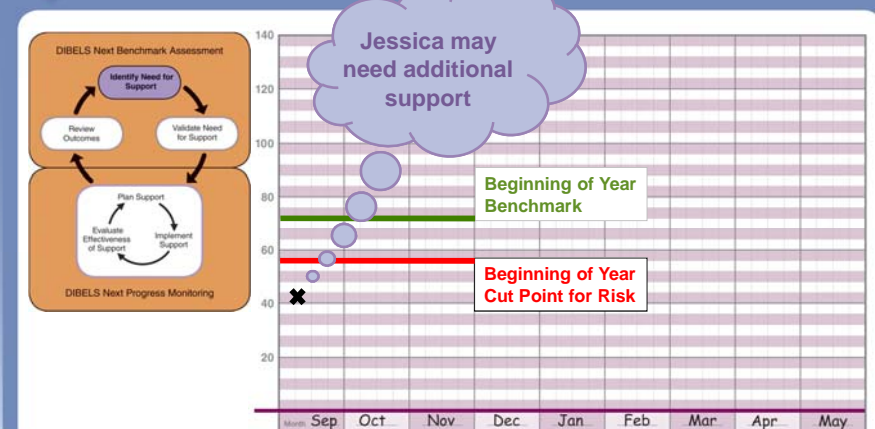
Using DIBELS® for Data-driven Decision Making at the Student Level



1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
5. Review outcomes.



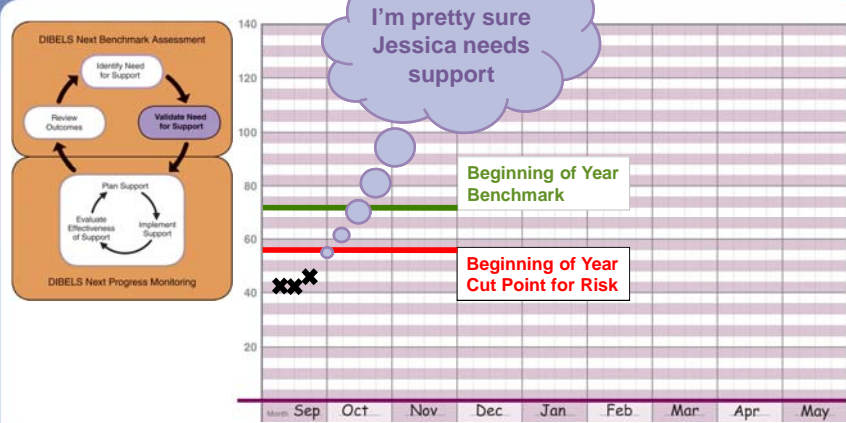
1. Identify Need for Support



- Universal Screening
- Students who score above the benchmark goal are likely to achieve the end of year benchmark goals.
- ▶ Students who score below the cut point for risk are unlikely to achieve the end of year benchmark goal.



2. Validate Need for Support



- Use repeated assessment or other information to validate need for support.
- A pattern of performance on repeated measures increases our confidence in educational decisions.

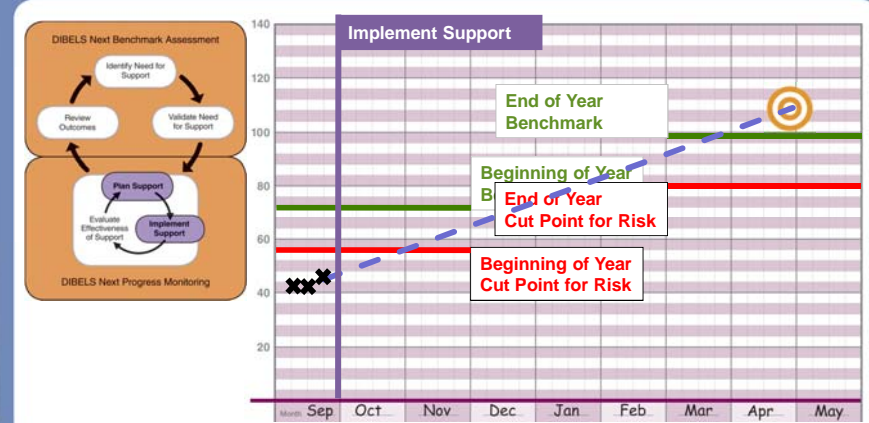
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3. Plan and Implement Support



- First, establish a meaningful and ambitious goal.
- Second, establish an aimline necessary to achieve goal.
- Third, select and implement targeted intervention.

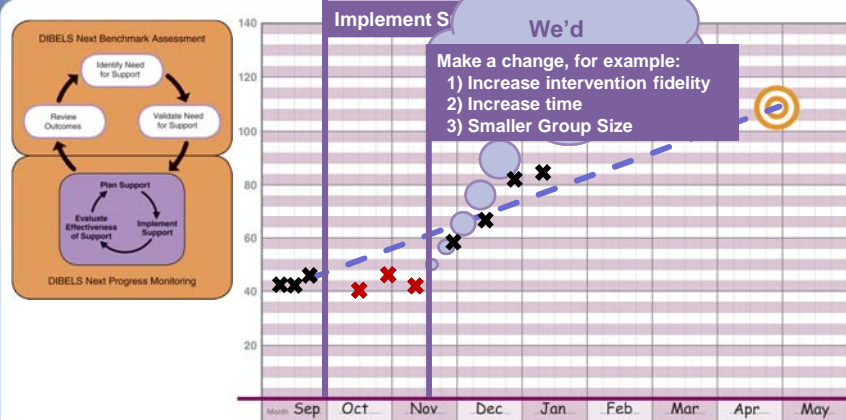
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4. Evaluate and Modify Support



- Ongoing progress monitoring.
- Three consecutive assessments below the aimline: Consider making a change in intervention.

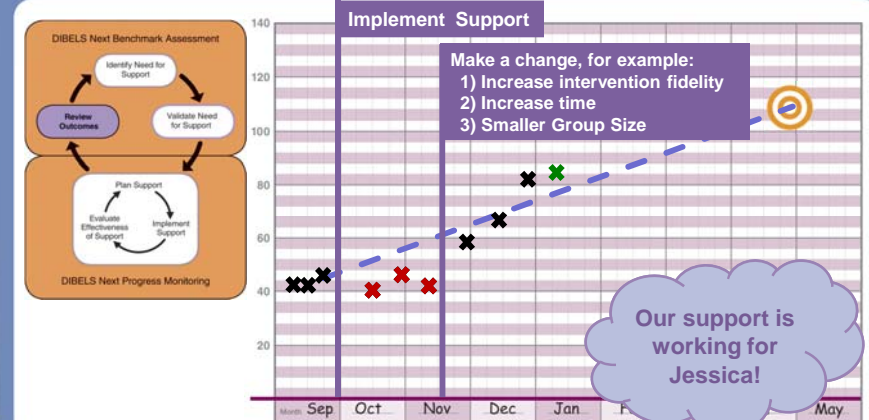
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5. Review Outcomes



- Periodically review outcomes: How are we doing?
- Consider individual progress.
- Consider systems-level group progress.

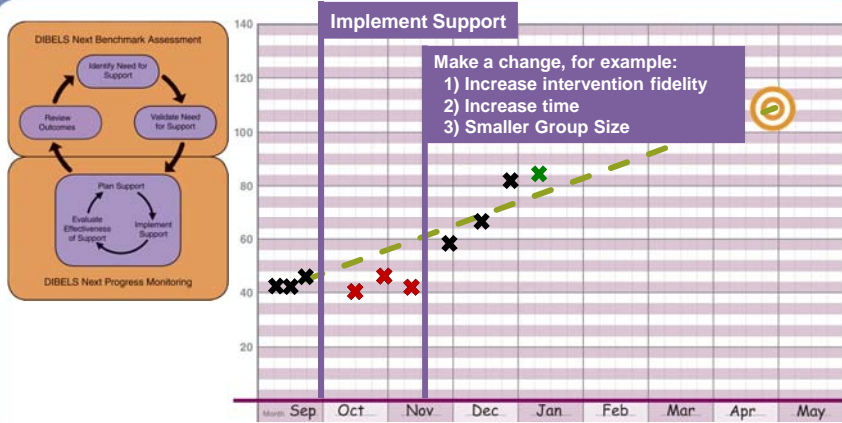
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Outcomes-Driven Model in a Picture



Building Futures by Changing Outcomes



Outcomes-Driven Model

Outcomes Driven Model Steps:

1. Identify need for support.
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The purpose of Pathways of Progress™ is to assist in setting goals and evaluating progress.



Third Grade Case Example: Tabitha Likely to Need Strategic Support

Tabitha's Initial Skills in Third Grade, Beginning of Year

- 205 DIBELS Composite Score
- 65 DORF Words Correct
- 96% DORF Accuracy
- 14 DORF Retell
- 1 Retell Quality of Response
- 6 Daze Adjusted Score

- We desire Tabitha to be a proficient reader who is *reading for meaning* at an *adequate rate* and with a *high degree of accuracy*.

- Establish an End of Year goal for Tabitha that is
 - meaningful
 - attainable
 - ambitious



DIBELS Next Now With Student Lexile® Measure

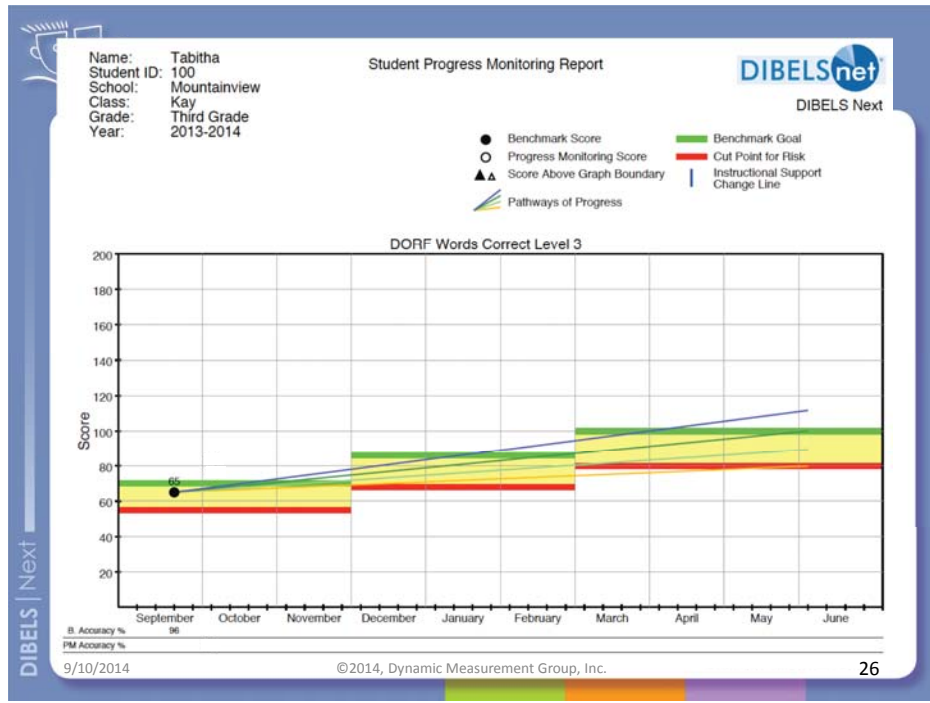
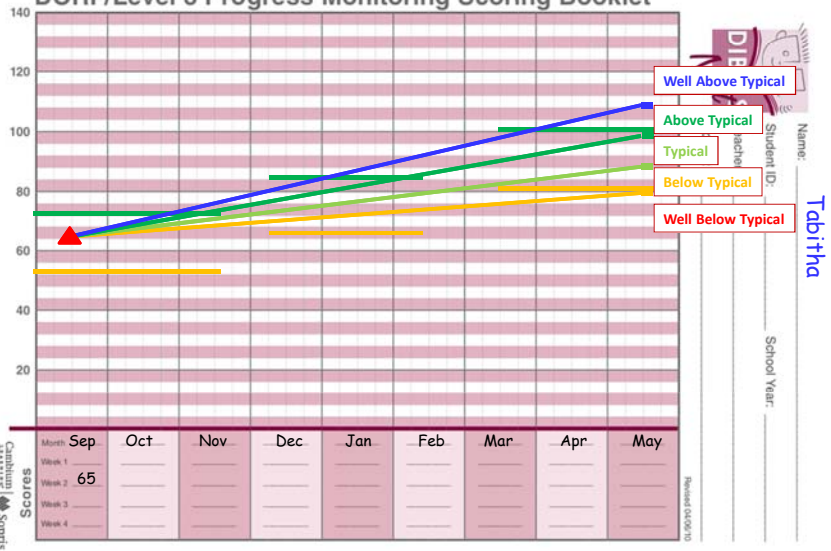
DIBELS Next		Beginning of Year		Middle of Year		End of Year	
Name	Student ID	DIBELS Composite Score	Student Lexile Measure	DIBELS Composite Score	Student Lexile Measure	DIBELS Composite Score	Student Lexile Measure
, Jaclyn	99002	169	250L				
, Rene'	99003	269	455L				
, Tabitha	99001	205	325L				

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Progress Monitoring

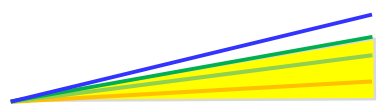
DORF LEVEL 3

DORF/Level 3 Progress Monitoring Scoring Booklet



Establishing Ambitious Goals

- Ambitious Goals**
 - Ambitious goals for students who are likely to need additional support to achieve important reading outcomes:
 - above typical progress, or
 - well above typical progress



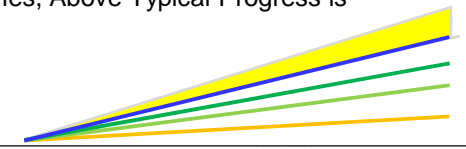
DORF Words Correct	Beg of Year Score	Pathways of Progress	End of Year Student Goal
65	65	★★★★★	108
		WELL ABOVE TYPICAL ★★★★★	109 109+
		ABOVE TYPICAL ★★★★★	103 98 - 108
		TYPICAL ★★★☆☆	93 88 - 97
		BELOW TYPICAL ★★☆☆☆	83 79 - 87
		WELL BELOW TYPICAL ★☆☆☆☆	78 0 - 78

Typical, Below Typical, and Well Below Typical Progress are not very ambitious for a student who is likely to need additional support.



Establishing Attainable Goals

- Attainable Goals**
 - For students who are likely to need additional support to achieve important reading outcomes, Above Typical Progress is attainable.



DORF Words Correct	Beg of Year Score	Pathways of Progress	End of Year Student Goal
65	65	★★★★★	108
		WELL ABOVE TYPICAL ★★★★★	109 109+
		ABOVE TYPICAL ★★★★★	103 98 - 108
		TYPICAL ★★★☆☆	93 88 - 97
		BELOW TYPICAL ★★☆☆☆	83 79 - 87
		WELL BELOW TYPICAL ★☆☆☆☆	78 0 - 78

Well Above Typical Progress may or may not be attainable depending upon resources, training, coaching, student attendance, etc.

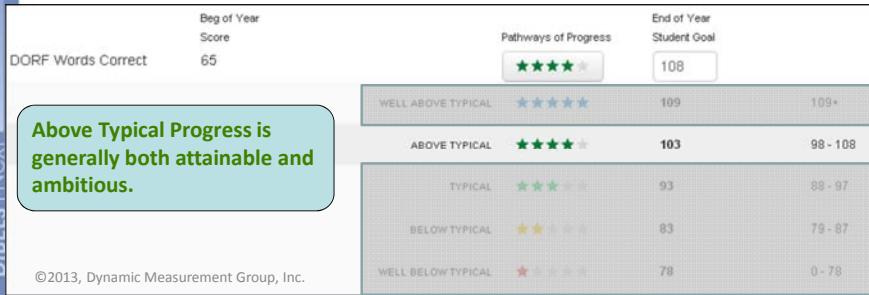
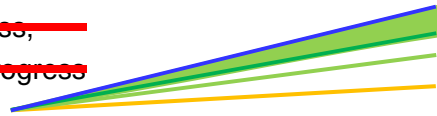


Ambitious and Attainable Goals for Students who are Likely to Need Support

- **Ambitious and Attainable Goals** include:

- ~~Well above typical progress~~
- **Above typical progress**
- ~~Typical progress,~~
- ~~Below typical progress,~~
- ~~Well below typical progress~~

Note: Consider the student's BOY need for support.

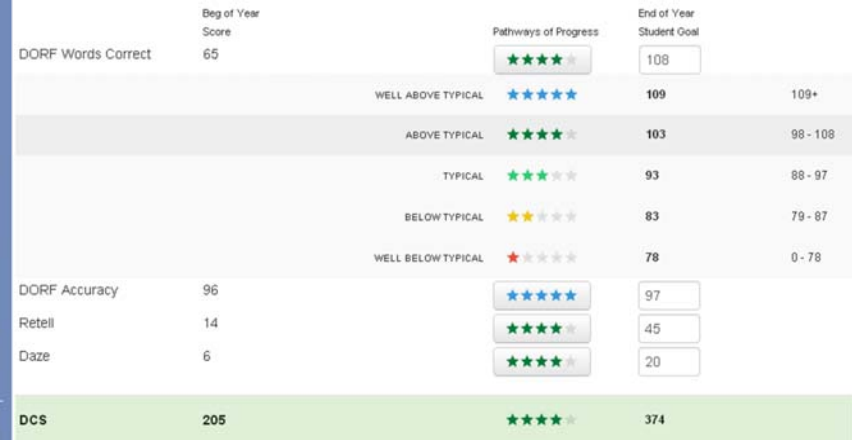


Above Typical Progress is generally both attainable and ambitious.



DIBELSnet® Pathways of Progress™ Goal Setting Utility

Tabitha



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Third Grade Case Example: Tabitha Likely to Need Strategic Support

Tabitha's Initial Skills in Third Grade, Beginning of Year

- **205 DIBELS Composite Score**
- **65 DORF Words Correct**
- **96% DORF Accuracy**
- **14 DORF Retell**
- **1 Retell Quality of Response**
- **6 Daze Adjusted Score**

Tabitha's End of Year Goal:

By the end of the year, Tabitha will read grade-level text orally at a rate of 108 or more words correct per minute, with at least 97% accuracy, and be able to talk about what she has read with at least 45 words about the passage. She will read grade-level text silently for meaning with at least 20 Daze adjusted score.

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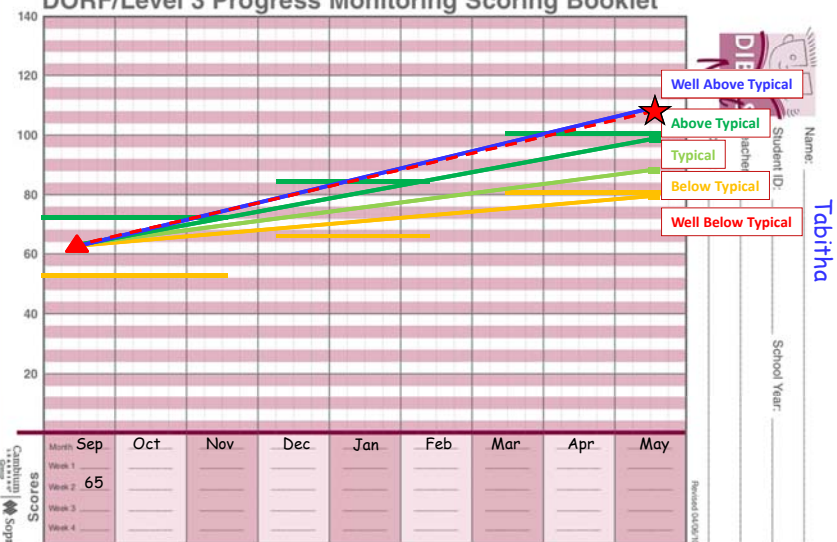
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Progress Monitoring

DORF/Level 3 Progress Monitoring Scoring Booklet

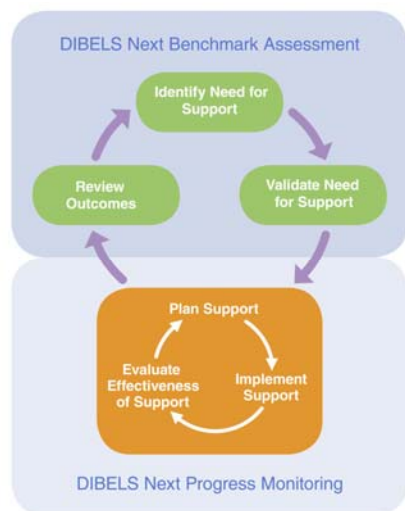




Outcomes-Driven Model: System-Level Decision Making

Outcomes Driven Model Steps:

1. **Identify** need for support.
2. **Validate** need for support.
3. **Plan** and implement support.
4. **Evaluate** and modify support.
5. **Review** outcomes.



Step 1. Identify Need for Support: Systems Level

- Is our **system of support** generally effective to support most students in our school to reach reading outcomes?
 - Examine the percent at or above benchmark goals
 - If a large percentage of students score below the benchmark goals, **system-level support** may be necessary
 - School grade-level teams might identify semesters and skill areas as targets of opportunity.
 - School administrators might identify grade levels needing system level support.
 - District administrators might identify schools needing system-level support.

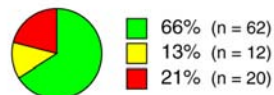


Are There Students Who Need Instructional Support?

- School or District Overview Report
- Summarizes percent of students whose scores fall at/above, below, or well below the benchmark goal
- Includes all of the measures used in that grade at that time of the year

Beginning of Year

DIBELS Composite Score

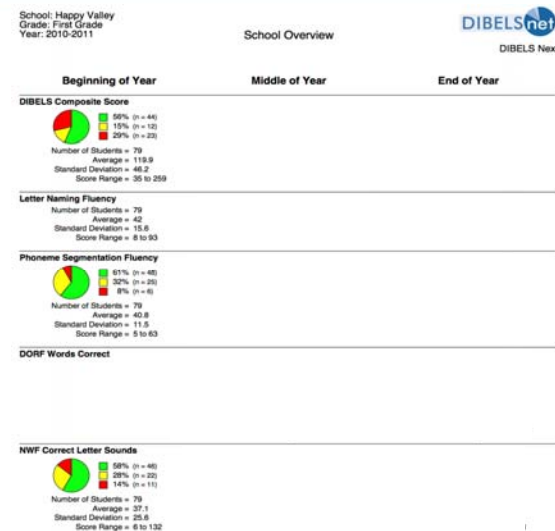


Number of Students = 94
Average = 330
Standard Deviation = 107.8
Score Range = 47 to 626

Status	Score Level	Likely Need For Support
At or Above Benchmark	At or Above Benchmark	Likely to Need Core Support
Below Benchmark	Below Benchmark	Likely to Need Strategic Support
Well Below Benchmark	Well Below Benchmark	Likely to Need Intensive Support



Sample School Overview Report





What Does Identifying Need for Support Look Like at the Systems Level?

- Let's look at the School Overview Report for first grade at Happy Valley School and answer the following questions:
 - In terms of overall early literacy skills, are most students at the beginning of first grade on track to achieve literacy goals?
 - Approximately how many students may need additional instructional support?
 - On which basic early literacy skills might students need additional instructional support?
 - Are there patterns/discrepancies in the data across measures/skills that may have implications for instruction?



Sample School Overview Report Fall of 1st Grade – Happy Valley School

Beginning of Year

DIBELS Composite Score



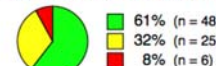
Number of Students = 79
Average = 119.9
Standard Deviation = 46.2
Score Range = 35 to 259

NWF Correct Letter Sounds



Number of Students = 79
Average = 37.1
Standard Deviation = 25.6
Score Range = 6 to 132

Phoneme Segmentation Fluency



Number of Students = 79
Average = 40.8
Standard Deviation = 11.5
Score Range = 5 to 63

NWF Whole Words Read



Number of Students = 79
Average = 6.5
Standard Deviation = 9.2
Score Range = 0 to 38



2. Validate Need for Support at the System Level

- If our DIBELS assessment was not done accurately, then we can't use the information to make good decisions to improve outcomes.
- What do you need to know?
 - Are we *reasonably confident* in the accuracy of our data overall?
 - Use the DIBELS Next Accuracy of Assessment Checklist to make sure standardized procedures are followed.
 - Look for inconsistencies in the pattern of data (e.g., across grade levels, measures, schools, classrooms, and/or assessors) that would lead to concern about the accuracy of the data.



Assessment Accuracy Checklists DIBELS Next Assessment Manual

DORF Assessment Accuracy Checklist

Consistently	Needs practice	Does the assessor:
<input type="checkbox"/>	<input type="checkbox"/>	1. Position materials so that student cannot see what is being recorded?
<input type="checkbox"/>	<input type="checkbox"/>	2. State standardized directions exactly as written? <i>I would like you to read a story to me. Please do your best reading. If you do not know a word, I will read the word for you. Keep reading until I say "stop." Be ready to tell me all about the story when you finish. (Place the passage in front of the student.)</i> Begin testing. <i>Put your finger under the first word (point to the first word of the passage). Ready, begin.</i> Begin testing (2nd and 3rd passages). <i>Now read this story to me. Please do your best reading. Ready, Begin.</i>
<input type="checkbox"/>	<input type="checkbox"/>	3. Start the timer when the student reads the first word of the passage?
<input type="checkbox"/>	<input type="checkbox"/>	4. Score student responses correctly according to the scoring rules?
<input type="checkbox"/>	<input type="checkbox"/>	5. Use reminder procedures correctly and appropriately?
<input type="checkbox"/>	<input type="checkbox"/>	6. Say the word and put a slash over it if the student fails to say it correctly within 3



Look for Patterns in the Data

- ▶ Data of one grade does not fit the pattern of other grades in the school.
- ▶ Data of one classroom does not fit the pattern of other classrooms at that grade.
- ▶ Data collected by one assessor does not fit the pattern of that collected by the rest of the team.
- ▶ Data on a measure does not fit the pattern of data on other measures at the grade level at that time.



Step 3: Plan Support at the System Level

- What system-level areas of need were identified in Step 1?
- What are our system-wide goals?
- What is our system-wide plan for support?
- Does the system-wide plan for support address the areas of need identified in Step 1?
- What changes in the plan are needed to address the system-wide needs?



Small Group Activity: Planning Support Happy Valley School – First Grade BOY

Grade Level: 1 Benchmark Period: **X** BOY ___ MOY ___ EOY

Measure	Basic Early Literacy/Reading Skill	% At/above Benchmark	Goal		
			MOY	EOY	
Composite Score	Overall Literacy Skills	56%	___%	___%	
First Sound Fluency	Phonemic Awareness				
Phoneme Segmentation Fluency	Phonemic Awareness	61%			
Nonsense Word Fluency	CLS	Basic Phonics: letter sounds	58%	___%	___%
	WWR	Basic Phonics: blending/decoding	65%	___%	___%
Oral Reading Fluency	WC	Accuracy and fluency	___%	___%	
	Accuracy		___%	___%	
Daze	Retell	Reading comprehension	___%	___%	

Plan for achieving goal:



Happy Valley Elementary School's Plan for Achieving System-Wide Goals

- Need for strong core in foundational early literacy skills, i.e., phonemic awareness, alphabetic principle and basic phonics in Kindergarten
- Need for differentiated instruction for all students in first grade
- Need for targeted support in foundational early literacy skills in first semester of first grade

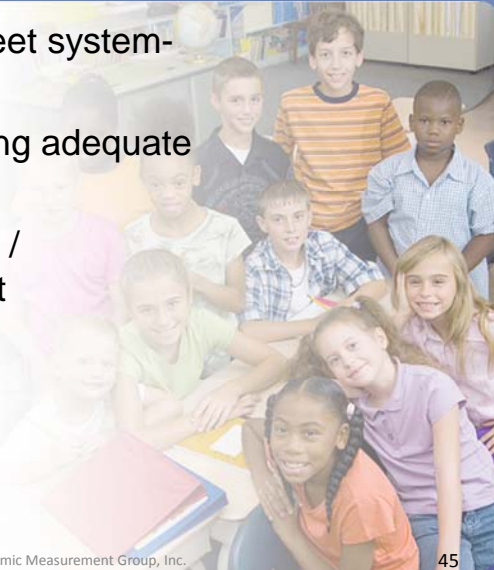


Step 3: Evaluate Support at the System Level

Are we on track to meet system-wide goals?

Are all students making adequate progress?

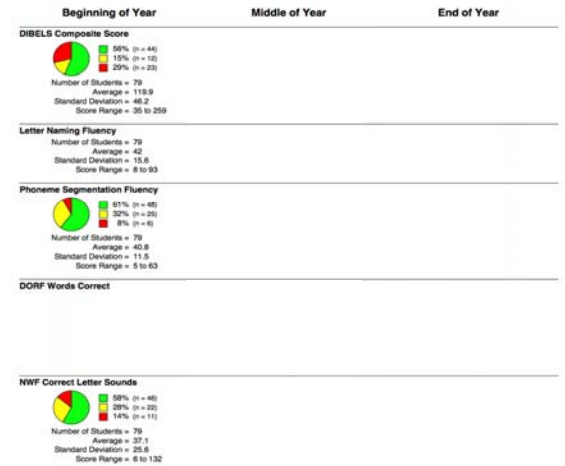
Use Overview Report / Effectiveness Report



Sample School Overview Report

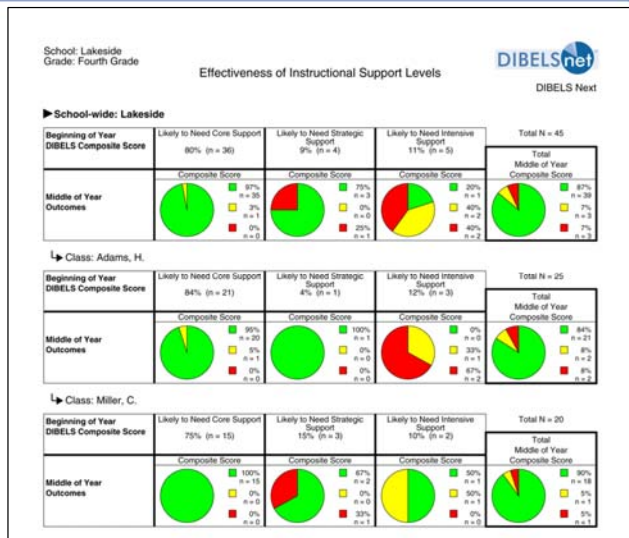
School: Happy Valley
Grade: First Grade
Year: 2010-2011

School Overview



Step 4: Evaluate Support at the System Level

- Are we on track to meet system-wide goals?
- Are all students making adequate progress?
- Use Effectiveness of Instructional Support Report



We can use data to make decisions that will change futures. How?



- Identify students *early*.
- Focus *instruction* on *Basic Early Literacy Skills*.
- Focus assessment on *indicators* of important *outcomes*.
- Use assessment information to *impact instruction* to *improve outcomes* for students.



Become a DIBELS Next® Mentor

- **Attend:**
 - DIBELS Next Essential Workshop (2 day)
 - DIBELS Next Data Interpretation Workshop (1 day)
 - DIBELS Next Mentor Workshop (1 day)
- **Receive:**
 - DIBELS Next Mentor Network
 - Mentor Training Materials
 - Exclusive Mentor Resources
 - Mentor Webinars
 - Access to the DIBELS authors
- **Partner with us to improve reading outcomes**



Training from DMG

- **DIBELS Institute**
 - July, 2015, Las Vegas, NV
- **Online Training**
 - Available at dibels.org
- **Onsite Training**
 - Contact info@dibels.org for site needs