Redesign Small Group Instruction to Target Student Skill Deficits

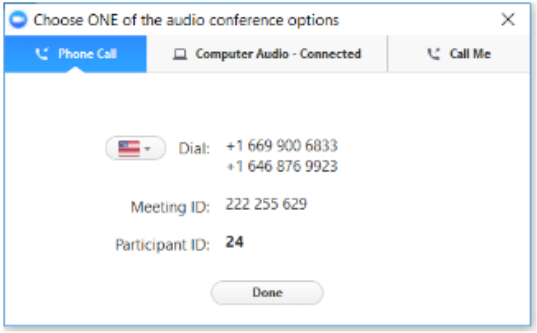
Embracing the Science of Reading to Improve Student Outcomes

District Leadership Forum

Audio Options

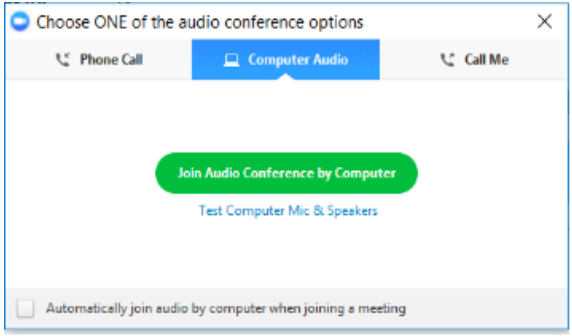
Using Your Telephone

If you select the "Phone Call" option, please dial in with the phone number and access code provided.



Using Your Microphone and Speakers

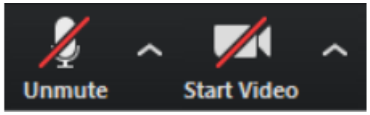
If you select the "Computer Audio" option, please be sure that your speakers or headphones are connected.



Using Zoom

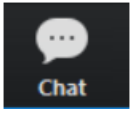
Mic and Video Controls

Click the mic and camera pictures until they have a red line indicating they are both off.



Asking a Question

To ask the presenter a question, type it into the Chat panel and press send.



EAB: Making Education Smarter

Who We Are

- 2007 — Year founded
- 1,300+ — College and university members
- 1,200+ — Dedicated EAB Staff

How We Serve

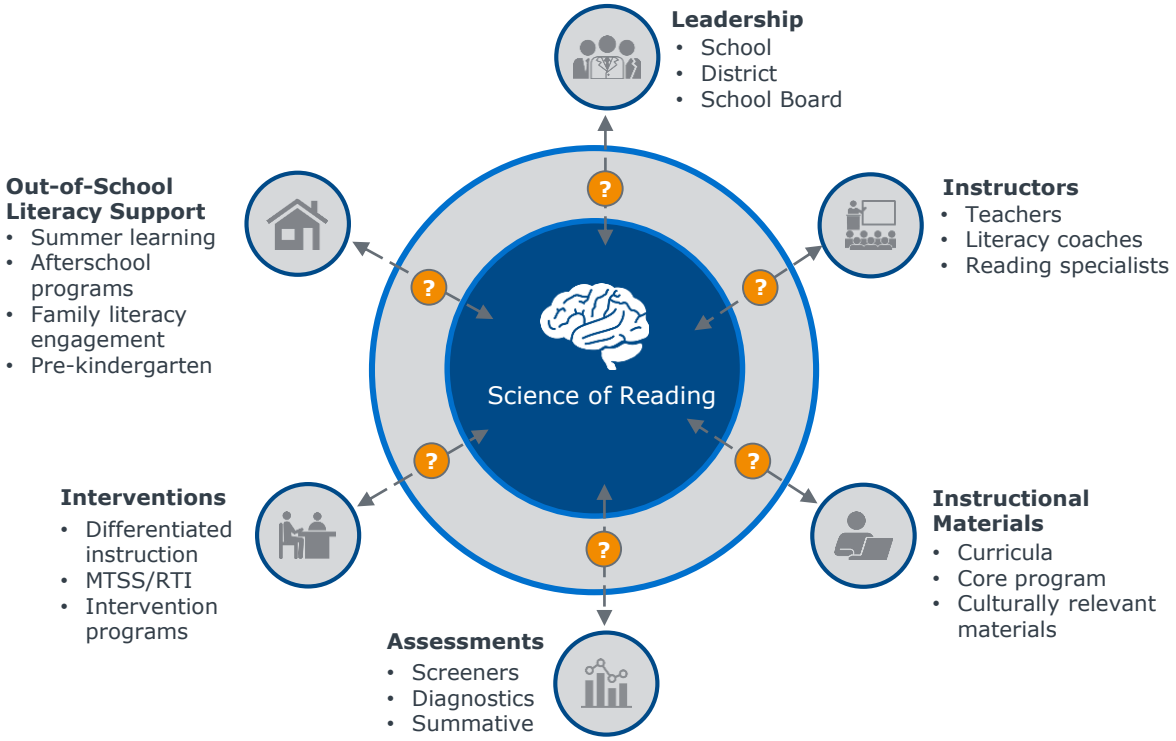
- Identify **proven best practices** for the **most critical challenges** facing education leaders
- Provide customized, **on-demand research** to help members meet their immediate needs
- Help leaders **engage key stakeholders and accelerate progress** on key initiatives

Introducing the District Leadership Forum

- 2016 — Year founded
- 100 — Member districts
- 29 — States represented

Improving Reading Outcomes is a Major Concern

Science Has Had Little Impact on What Happens in Schools



Source: EAB interviews and analysis.

Narrowing the Third Grade Reading Gap

Embracing the Science of Reading to Ensure All Students Can Read

1

Develop and Sustain Schoolwide Expertise in the Science of Teaching Reading

1. Science of Reading Professional Development
2. Train the Trainer Sustainability Plan
3. Grassroots Pilot Success Models
4. Principal Literacy Champions

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Aid Teachers in Implementing Science-Based Instruction

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6. Science-Directed Literacy Look-For
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Redesign Small Group Instruction to Target Student Skill Deficits

9. Skills-Based Grouping
10. Cross-Classroom Intervention Specialists

4

Mitigate Summer Slide with Engaging Summer Programming

11. Camp-Style Summer Literacy
12. Online Video Enrollment Campaigns
13. Summer School Attendance Incentives
14. Parent-Facing Literacy Nudges

Source: EAB interviews and analysis.

Archived Webconferences

Archived Webconferences

Embracing the Science of Reading

This presentation is designed to **build school and district consensus around the importance of a science-based approach to teaching reading**. It explores the most up-to-date research on reading instruction and discusses how brain imaging has provided a clearer understanding of how students learn to read.

Develop and Implement School-Wide Expertise in the Science of Reading

This presentation is designed to help build principal knowledge and teacher expertise in the science of reading. The presentation also offers **practical strategies for transferring practitioner knowledge into classroom action**.

Mitigate Summer Slide with Engaging Summer Programming

This webconference provides **ways to mitigate the impact of summer slide by improving student participation and engagement in summer learning programs** and by supporting students who cannot attend summer learning experiences through parent-facing literacy prompts.

Listen to the recording of any of the above webconferences at [eab.com](eab.com).

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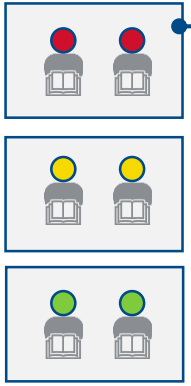
Source: EAB interviews and analysis.

Non-Specific Data Often Drives Student Grouping

Many Teachers Group Students Using Imprecise Universal Screener Data



Universal screeners or CBMs[1] are commonly used to group students with similar average benchmark scores or reading levels, even though **this data does not provide insight on the precise nature of students' reading needs**

Examples of Non-Specific Grouping Categories

- *Red, Yellow, Green, Blue*
- *Above Benchmark vs Below Benchmarks*
- *Advanced vs Struggling*
- *Level A, B, and C Groups*

Common Screeners or CBMs: AIMS Web, DIBELS, STAAR, Texas Primary Reading Inventory, DRA

90% Of teachers **maintain generic reading groups**, without diagnosing the precise reasons behind students' reading levels

1) Curriculum Based Measurements

Source: Sparks, S. (2018) "Are Classroom Reading Groups the Best Way to Teach Reading? Maybe Not," Education Week; Hall, S (2006) "I've Dibel'd, Now What?";EAB interviews and analysis.

Generic Grouping Particularly Ineffective For Tier 2

Students of Similar Reading Levels Often Have Different Needs

Non-Specific Measurements Mask Critical Details About Skill Deficits…

Problems with Grouping Students Using Non-Specific Measurements

Limited Insight into the Problem
Instructors lack clarity of specific sub-skills that students have mastered and still need to learn

Difficult to Match Resources to Need
Instructors face greater difficulty finding instructional materials and approaches that are appropriate for addressing needs

Interventions May Not Be Relevant
Students receive a "one-size-fits-all" intervention approach, which may not be appropriate for their skill needs

Less Likely to Yield Positive Outcomes
Intervention is less likely to lead to meaningful gains in students' overall reading progress

…And Can Lead to Unintended Consequences For Students

50% Of tier 2 interventions teach concepts that students already mastered

22% Of students who develop serious reading difficulties go unidentified

14% Of tier 2 students progressed to the next-level benchmark category from the beginning to end of year

11% Decrease in mid-year reading scores for first grade students who received intensive interventions [2]

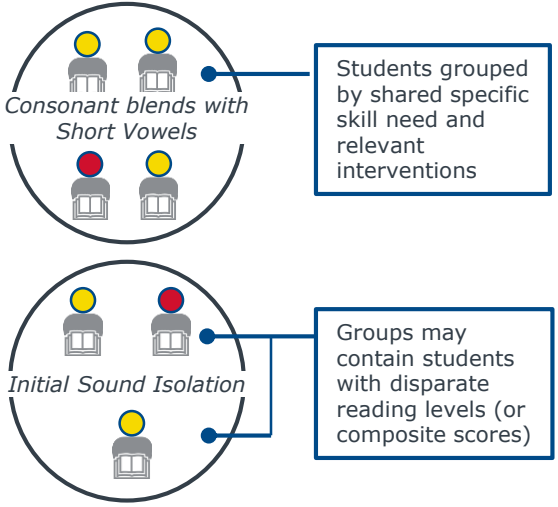
1) Findings from a 2015 national evaluation of reading interventions that was conducted across 13 states by National Center for Education Evaluation and Regional Assistance; N=24,000 1st-3rd grade students who barely made or missed the cutoff for qualifying for tier 2 interventions.
2) Ibid.

Source: National Center for Education Evaluation and Regional Assistance. (2015) "Evaluation of Response to Intervention Practices for Elementary School Reading."; Torgesen, J. et al. (2009) "Prevention and Remediation of Severe Reading Disabilities: Keeping the End in Mind," Scientific Studies of Reading, 1:3, 217-234; Hall, S (2018) "10 Success Factors For Literacy Intervention, Getting Results with MTSS in Elementary Schools," ASCD; Sparks, S. (2015) "RTI Falls Short of Promise," Edweek; Fieste, L. (2013) "Don't DYS Our Kids: Dyslexia and the Quest for Grade level Reading Proficiency," Campaign For Grade Level Reading; EAB interviews and analysis.

Skills-Based Grouping Refocuses Intensive Instruction

Use Diagnostics to Group Students By Similar Skill Needs, Not Reading Levels

Sample Kindergarten Skills-Based Intervention Groups



Profiled Institutions:

Grant County Schools, WV

Farmington Municipal Schools, NM

Diagnostics Provide Deep Data Needed to Group and Monitor Student Skills

Sample Skills-Based Grouping Process

1. **Employ Universal Screener (or CBM)**
   Which students are struggling readers? And what are their high-level skill needs (i.e., phonics)?
2. **Assess Using Diagnostic**
   Why are they struggling? What are their sub-skill needs?
3. **Organize Student Groups By Skills**
   Which groups of students have need similar skill-based interventions?
4. **Match Intervention To Skill Need**
   Which targeted instruction will best address their skill deficiencies?
5. **Monitor Progress of Particular Skill Using Diagnostic**
   Does the student demonstrate at least 80% mastery of the specific skill after three weeks?
   - If yes, assess student on next skill
   - If no, consider adjusting intervention

Source: Hall, S. (2018) "10 Success Factors For Literacy Intervention: Getting Results with MTSS in Elementary Schools;" EAB interview and analysis.

Provide Teachers with the Data Know-How

Support Teachers in Using Assessment Data for Skills-Based Implementation

Invest in Diagnostics and Train Teachers in Distinguishing and Using Assessments

Distinction Between Screeners and Diagnostics

Universal Screener (CBM)	Diagnostic
Sample: DIBELS	***Sample: DIBELS DEEP***
• Identifies *who* is not reaching benchmark • Norm reference measures or predictive measures of future reading ability • Provides insight into high-level skill need (i.e., phonemic awareness)	• Identifies *why* students are struggling • Criterion referenced around one skill area at a time • Provides insight into sub-skill needs (i.e., 25 subskills within phonemic awareness)

Both are helpful, but diagnostics give specific details about underlying skill needs and progress

Provide Ongoing Opportunities for Teachers to Refine Data Analysis Skills

Assign a master teacher or intervention specialist to hosts data collaboration hours at least every two weeks so teachers can troubleshoot challenges

Source: EAB interviews and analysis

Medical Analogies Re-Frame Teacher Mindset

Medical Parallels Make Skills-Based Grouping Easier to Understand

"Diagnose"
Pinpoint specific skill deficits using diagnostic assessments

"Prescribe"
Identify the right interventions that match specific need

"Treat"
Provide and monitor progress of intervention effects on skill acquisition

"Primary Care"
Check in on proficient readers' progress and offer enrichment activities

"We used medical analogies as an internal communication tool to help teachers understand the 'why and how' behind our approach. When used consistently, **it was a powerful internal language tool to help teachers realize that students who struggle to read may be struggling with different skill sets** and for different reasons, just like when students are ill, a doctor would identify the specific problem."

DeEdra Bolton
Former Superintendent
Grant County Schools, WV

Profiled Institution:
Grant County School District, WV

Source: EAB interviews and analysis.

Help Teachers Match Interventions to Skill Needs

Prescriptive Intervention Chart Guides Teachers in Providing Right Supports

Know the Problem to Determine the Right Treatment

Sample Intervention Guideline Chart

1 Literacy Focus	2 Diagnostic	3 Corresponding Resource
If *a student presents challenges with…*	***Then*** *use the following diagnostic…*	***Use*** *the following program to target interventions…*
Orthography: Letter Identification	DIBELS Letter Identification	Handwriting Without Tears
Fluency: Reading Pace	Oral Fluency- % of Words Read Correctly	Read Naturally
Comprehension: Context Clues	Retell Fluency	Visualizing and Verbalizing

Include "If/Then" statements to clarify action steps

Offer resource suggestions for each skill need

Recommendations for Maximizing Utility

- Laminate chart for long-term durability
- Limit chart to one page for easier access and classroom visibility
- Disseminate during PD and at the end of school year to ensure appropriate identification of students for summer program
- Hold teachers accountable for adherence to the prescribed process

Source: EAB interviews and analysis.

Skills-Based Grouping Boosts Reading Outcomes

Skills-Based Interventions Improve Reading Outcomes

Grant County Schools, WV

82% Increase in share of cohort students who began the school year with "green" composite scores between kindergarten and start of third grade·

80% Of teachers used skills-based grouping with fidelity by the third year of the initiative.

Farmington Municipal Schools, NM

30% Increase in fourth grade students scoring proficiently on PARC between 2014-15 and 2016-17[1]

Refined Data Improves Overall Reading Proficiency

"Once you fill that skill gap, the students improve substantially, because that one skill gap was actually holding them back from multiple levels of proficiency. When they find that success, kids tend to love to read more."

Nicole Lambson
Farmington Public Schools, NM

Vendor Overview: *95% Group* Offers Promising Skill-Based Interventions

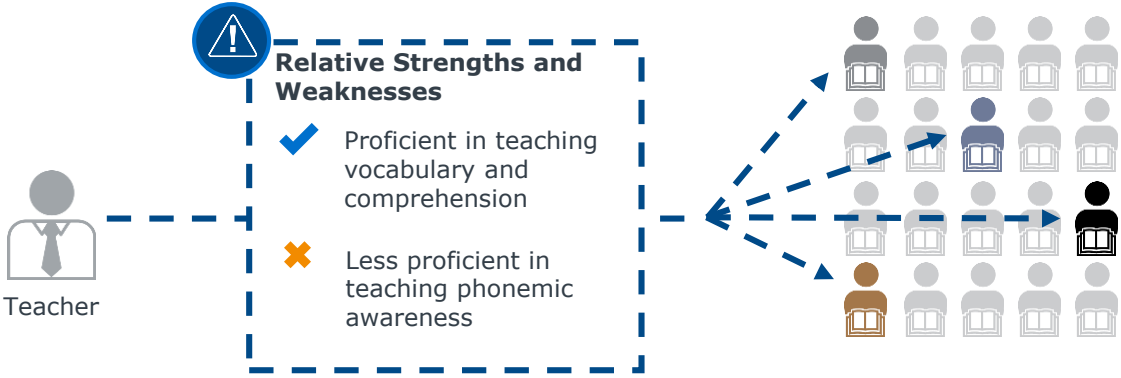
- Includes diagnostic assessments for 32 skills and corresponding targeted interventions
- Offers a scripted program and training that supports teachers in identifying and implementing skills-based interventions effectively, using brain-based research
- Provides ongoing support for teachers through on-site coaching visits from consultants
- Members using 95% group report an increase in students' overall reading levels

1) New Mexico State Education Secretary publicly praised Farmington Municipal Schools as "one of the highest-performing districts in the state not just in terms of the improvement in scores, but also in overall proficiency

Source: Esterling, M. (2017) "NM Education Secretary Touts Farmington's Improvement on PARCC," Farmington Daily Times; Hall, S (2018) "95% Group;" EAB interviews and analysis.

Skills-Based Grouping in Tier 1 Proves Challenging

Teachers Have Limited Knowledge and Capacity to Address Every Skill Need



Providing the Right Intervention Becomes the Luck of the Draw

"When I arrived in the district, every teacher was an island unto themselves. Whether or not a kid got the support they needed was based on whether or not they were lucky to be paired with the right teacher who knew how to teach their skill deficit well."

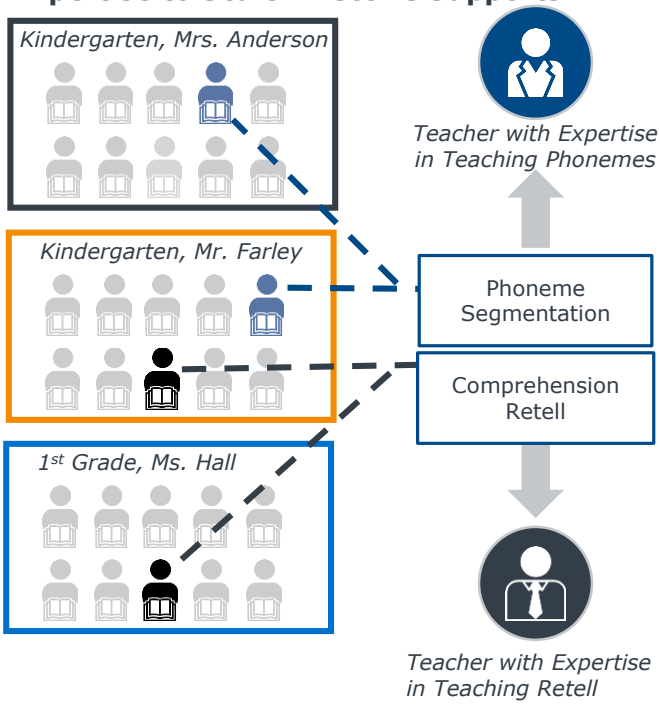
DeEdra Bolton, Former Superintendent
Grant County Schools, WV

Source: EAB interviews and analysis.

Play to Existing Teacher Strengths

Move from Classroom Grouping to Grade-Wide Grouping For Tier 1

Group Students by Skill Need and Teacher Expertise to Scale Effective Supports



Key Benefits of Cross-Classroom Grouping

- All students receive more frequent skill support that addresses their need
- Students at advanced skill levels can learn from next grade teachers
- Students gain access to more instructional resources most relevant to their reading needs
- Teachers have greater capacity to hone their knowledge and expertise in a particular skill area

Profiled Institution:
Grant County Schools, WV

Implementation Requires Schoolwide Effort

Carrying Out New Tier 1 Grouping Demands Schoolwide Participation

ASSESS

Determine Student-Teacher Groups

- Principals identify teacher strengths using student achievement data and teacher interest surveys in August
- Teachers use diagnostics to determine student skill need

ASSEMBLE AND ORGANIZE GROUPS

Use Weekly Data Meetings to Plan

- Allocate PLC or PD time for teachers to use data to group or regroup students
- Teachers and staff use allocated time to plan and refine intervention plans

Communicate Rules for Cross-Class Groups

- Create grade-level teams to coordinate cross-classroom transition protocols

REGROUP

Engage in Flexible Grouping

- Teachers reassess students and reorganize groups during PLCs or data hours

Recommendations for Cross-Classroom Grouping

- Stagger small grouping time slots to reduce crowded hallways
- Rotate teachers as hallway monitors to supervise student transitions
- Assign multiple teachers to different skill needs to promote small group ratios, when possible

Source: EAB interviews and analysis.

Schoolwide, Customized Support Improves Reading

Optimizing Schoolwide Expertise Improves Student Outcomes

Students Received More Specialized Support for Their Skill Needs

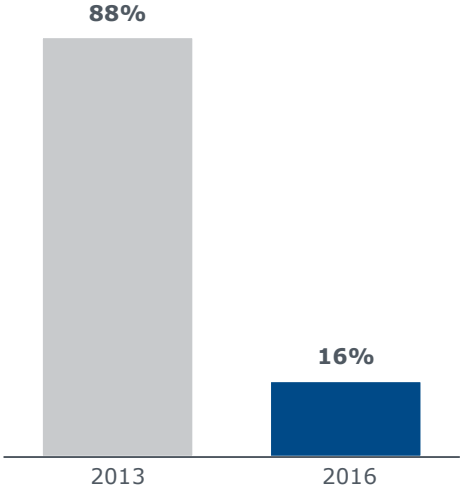
60% Increase in time struggling readers spent on their skill need

"Students who are struggling with certain letter sounds in one 1st grade class are paired with a teacher who is effective at teaching that skill… A hospital wouldn't send someone with a broken leg to a cardiologist…They would send them to a doctor who handles broken bones. **As a school system, we made the conscious decision to treat student skill deficits the same way hospitals treat patient needs."**

DeEdra Bolton
Former Superintendent
Grant County Schools, WV

Significant Decrease in Number of Students Qualifying for Tier 2 Support

Percentage of Grade-Level Cohort Who Qualified for Tier 2 at the Start of 1st Grade vs. the Start of 4th Grade



Source: EAB interviews and analysis

Key Lessons

Redesign Small Group Interventions to Target Student Skill Deficits

1

Adopt a skills-based approach to intervention grouping

Organize differentiated instruction groups by skill needs, rather than reading levels. Support teachers with implementation by providing assessment trainings, time to review data, medical analogies and intervention guidelines.

2

Match students' skill need with relevant teacher expertise to integrate skills-based grouping in tier 1

Expand skills-based grouping in Tier 1 classrooms by assigning skill-based small groups to teachers with instructional expertise that is most relevant to students' skill needs.

Source: EAB interviews and analysis.

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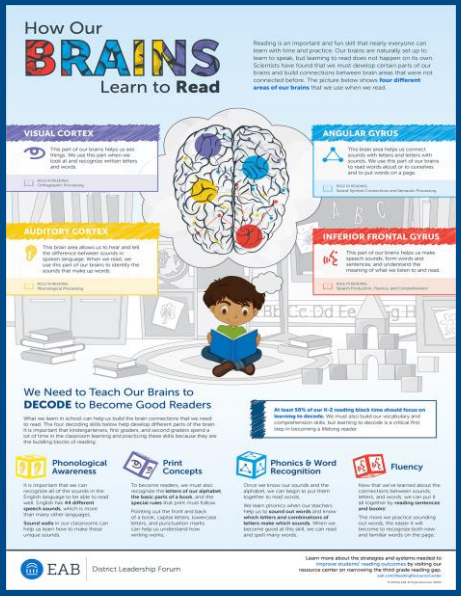
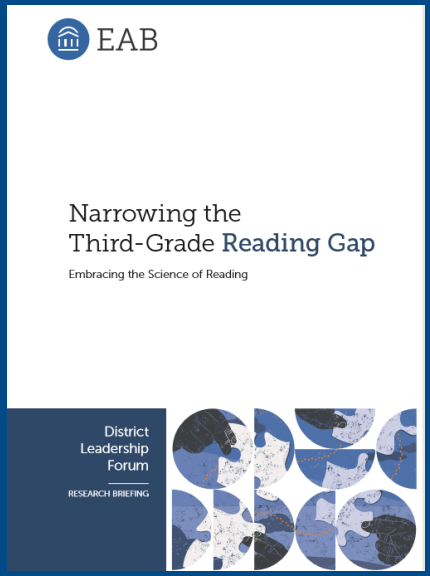
Source: EAB interviews and analysis.

Bring the Science of Reading into Your Classrooms

Two New Resources on the Science of Reading





Download the infographic at **eab.com/ReadingResourceCenter** or contact your dedicated advisor to request copies to distribute across your district.

Source: EAB interviews and analysis.

Providing Continuous Support

Skills-Based Grouping Toolkit Forthcoming

Full publication contains ideas and tools for implementing skills-based grouping in early grade classrooms

- Contains ready-to-use templates and resources
- Includes a step-by-step process map to kickstart efforts

Questions on Today's Material?

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