



**Session 6:
Reviewing Student Literacy Data and
Tracking Student Progress**

*Leader Professional Development Series
Leading the Charge for Evidence Based
Literacy Practices*

Science of Reading Implementation Office Hours



Beginning this Friday, the LDOE Literacy Division will hold Science of Reading Implementation Office Hours from 10:30-11:00 a.m.

Link: <https://ldoe.zoom.us/j/96153652200>

Password: literacy

During this time, you can ask questions about how to implement science of reading practices in your classroom.

Literacy Division Mission

All Louisiana students will have improved literacy outcomes through high-quality instruction and interactions by an effective teacher supported by leaders and families.

Department Priority: Provide the highest quality teaching and learning environment from birth through graduation.

Focus Area: Literacy



Session Focus

The session will focus on the importance of using *student literacy data* to **drive instruction** and effective literacy data processes to support data management and tracking - collection, analysis, goal setting, aligning instructional practices, creating student mastery criteria, determining adult behaviors and actions, progress monitoring and check in



Keys to Data-Driven Instruction

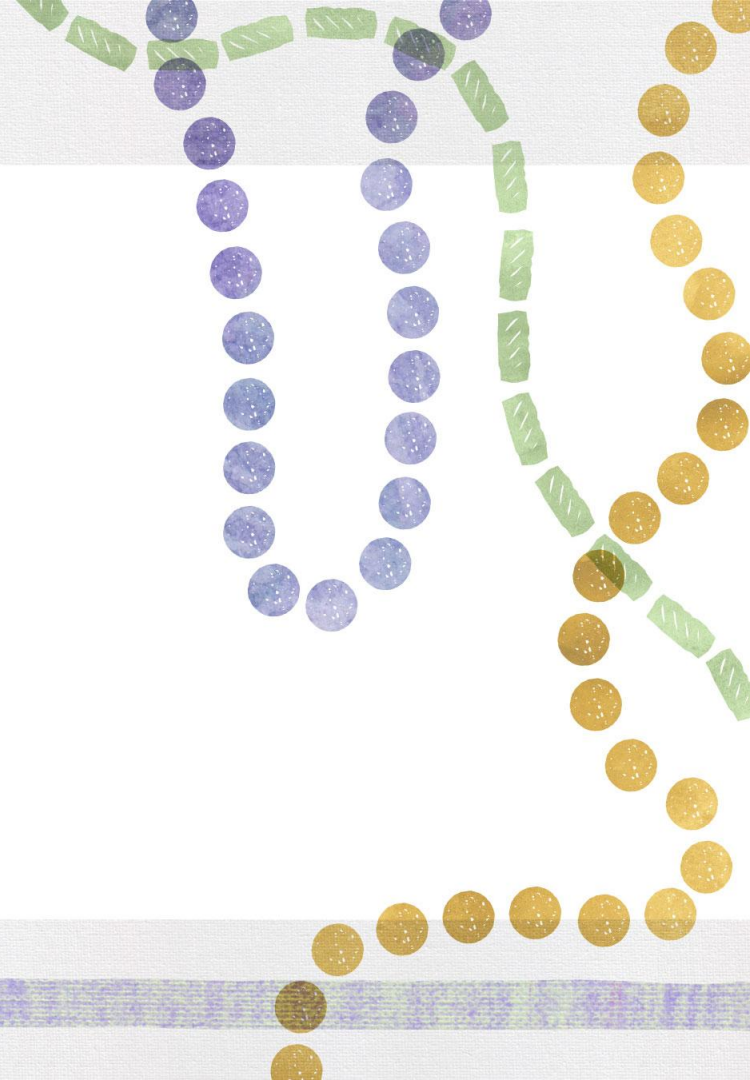
- **Assessment** defines the roadmap for rigor.
- **Analysis** determines where students are struggling.
- **Action** causes the implementation of new teaching plans in response to the analysis.
- The creation of **Systems** and procedures ensures continual data-driven improvement.

Leverage Leadership

Driven by Data



Assessment



Assessment Data is Important to Literacy Skill Acquisition

Assessment

- determines the overall success of core instruction
- helps plan small group instruction
- identifies areas for personalized practice
- answers the question *have they learned it?*
- is the “**roadmap**” to student mastery of skills and standards.

“What is probably most important is to tailor training time to student learning by assessing who has and who has not acquired the skills being taught as training proceeds.”

- National Reading Panel

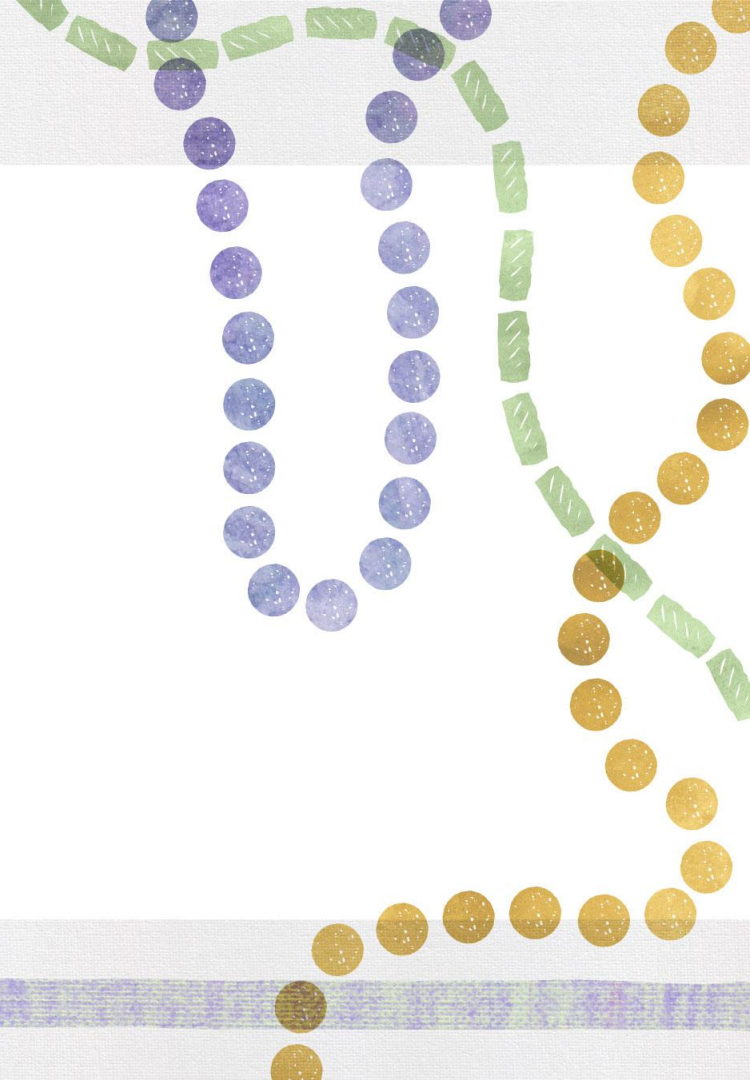


Purposes of Assessments

- **Screeners**
 - determine if students are meeting or exceeding expectations and identifies which students are at risk
- **Diagnostics**
 - in depth analysis about student skills or need
- **Progress Monitoring**
 - determines if students are making adequate progress
- **Mastery Monitoring**
 - determines students' mastery of specific skills taught
 - tied to your curriculum
 - should reflect mastery of standards



Analysis



Literacy Data Analysis

Effective Data Analysis:

- informs teachers of their success with “following the path” to student standard and skills mastery.
- prioritizes time for reviewing data, making decisions, and implementing next steps,
- is organized in a clear, concise format that, at a minimum, reflect class performance at the *question level, skill or standard level, student level, and global or whole-class level,*
- requires modeling and professional development,
- moves beyond what students got wrong to answer *why they got it wrong,* and
- utilizes a timely review process.



Tips for Going Deep with Effective Analysis

- Make a solid hypothesis
 - Look at specific questions, skills, and standards
- Test your hypothesis
 - Look at student work and assessments. Do errors match your hypothesis of why students are struggling?
- Make explicit action steps
 - What do you have to teach to overcome student misconceptions?
 - How will you assess and check for understanding during the lesson?
- Repeat the process for struggling readers
 - Identify skills that only groups of students have a challenge with.
 - What standards will be retaught for the whole class?
 - What additional support do struggling students need that is different from the class?

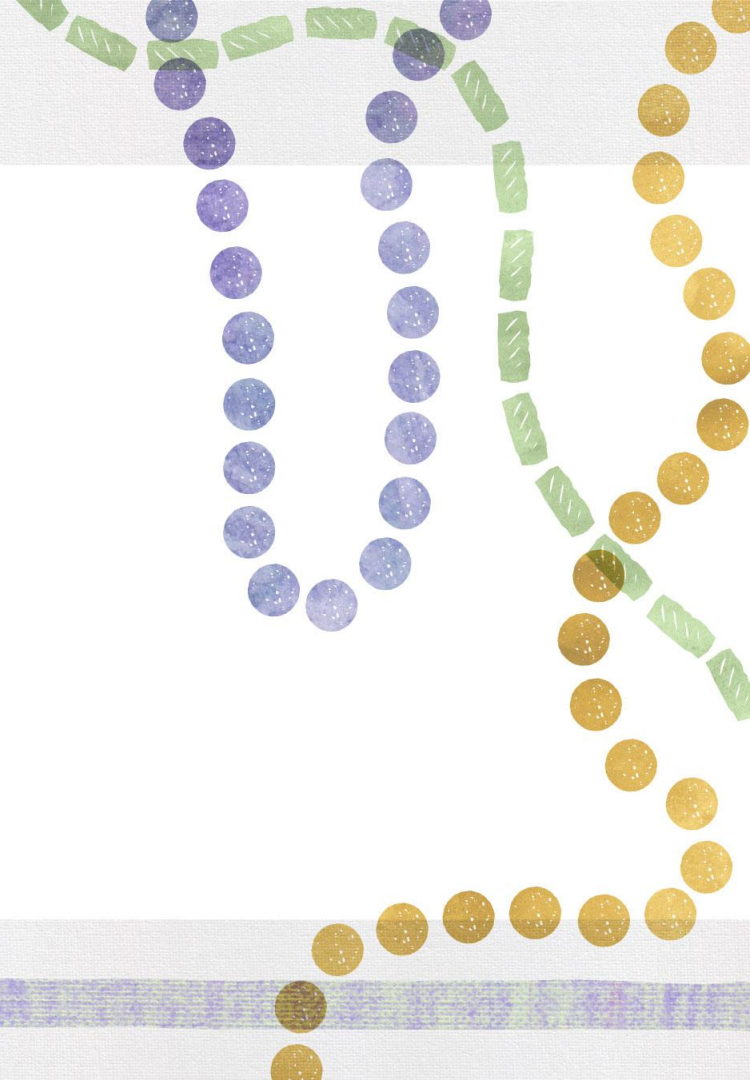


Key Principles for Leading Analysis Meetings

- Let the data do the talking
- Let the teacher speak.
- Always go back to specific assessment items.
- You have to know the data yourself to lead an analysis meeting effectively.
- Make sure the analysis is connected to a concrete action plan.



Progress Monitoring

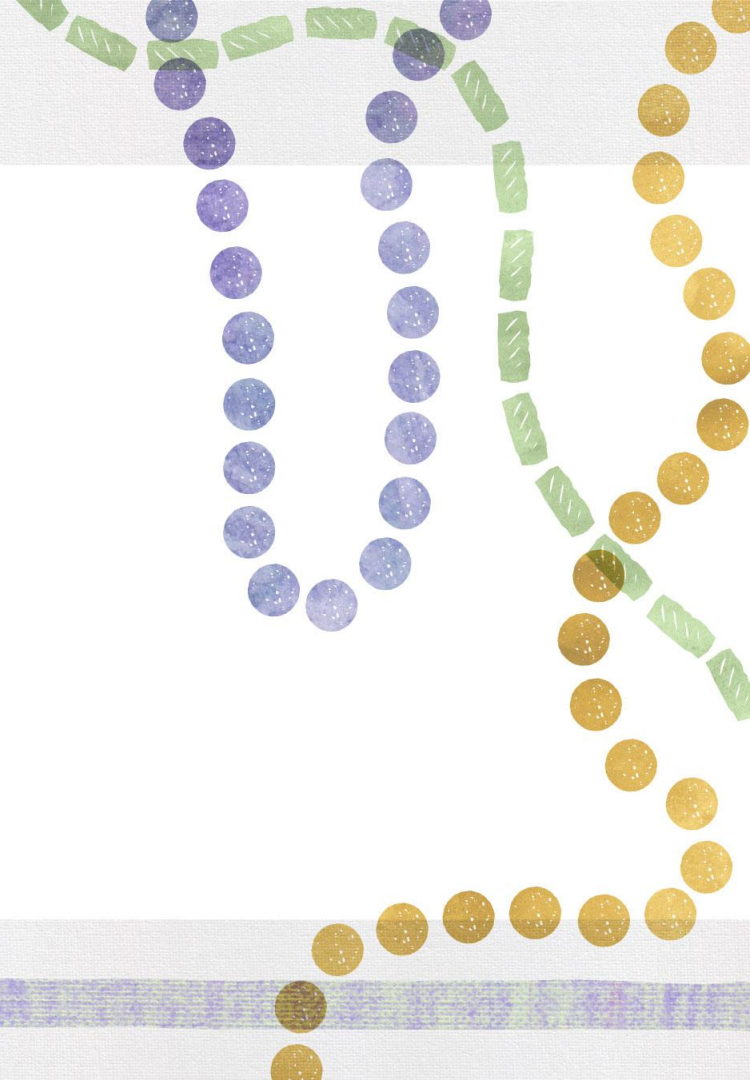


Progress Monitoring: How do you ensure a student is making sufficient progress?



- Use a [tracking tool](#) aligned to a specific measure.
- Set [long- and short-term goals](#), and share their progress toward these goals with the student and their family.
- Regularly analyze reading records to identify gaps in understanding, and provide targeted intervention support in the identified areas (decoding, phoneme/grapheme correspondence, prosody, phonemic/phonological awareness).
- Analyze the results of [universal screening assessments](#) (Acadience, DIBELS 8, STEEP, STEP) to determine whether or not a student is at risk for reading difficulties.

Action Plans



Determining Adult Behaviors and Actions based on Data Analysis

Creating Action Plan

- Plan new lessons collaboratively to develop new strategies based on data analysis.
- Implement explicit teacher actions in whole group, small group, and interventions.
- Ongoing assessment.
 - Utilize checks for understanding and progress monitoring.
- Accountability.
 - Instructional leaders review lesson and unit plans and give observation feedback driven by the action plan and student needs.
- Engaged students know the end goal, how they did, and what actions they are taking to improve.



Science of Reading Spotlight

Deconstructing Scarborough's Reading Rope Connecting Data Collection and Analysis to Foundations of Reading Implementation

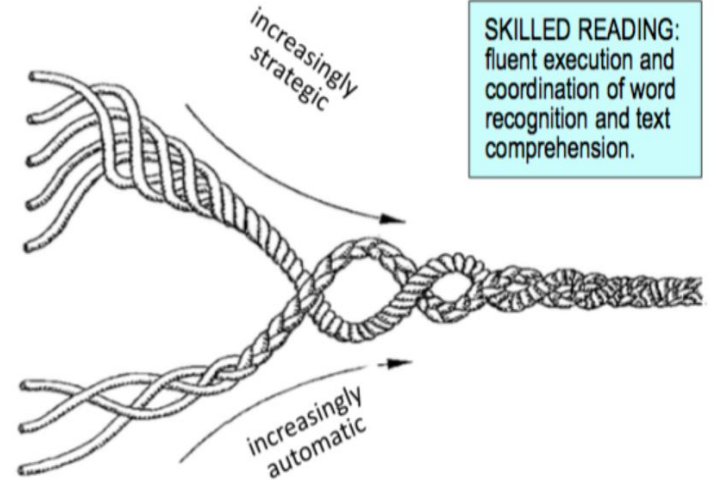
Scarborough's Reading Rope (2001)

LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Literacy Assessment Alignment to the Science of Reading

- **Aligned to Critical Skills**
 - phonemic awareness
 - phonics
 - vocabulary
 - fluency
 - comprehension
- Provide opportunities to apply skills in reading and writing.
- Monitor student progress often to facilitate learning rather than coverage of content.



Reflection

1. What data collection and analysis methods do you currently use to support student learning?
2. What adjustments will you make to current data analysis methods to support effective literacy instruction?
3. What professional development opportunities will you have to support teachers with effective data analysis?



References



Bambrick-Santoyo, P. (2018) *Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools*.

Bambrick-Santoyo, P. (2010) *Driven by Data*

Louisiana Department of Education (2021) Literacy Library
<https://www.louisianabelieves.com/resources/library/literacy-library>

