

## **Approaches and Considerations of Collecting Schoolwide Early Literacy and Reading Performance Data**

Your school has decided to collect data on essential early literacy development to prevent students from later academic difficulty and promote academic achievement for all. This document contains important information making this process efficient. We realize each school has unique conditions and resources so the following examples may need to be modified to best utilize the resources at your school.

### **Questions and Issues to Consider Prior to Collecting Data**

#### **Who Can Assist in Collecting Data?**

Anyone who has been trained to administer and score the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) may collect data. It is assumed that all grade-level teachers who receive results on student performance have been trained to administer and score the measures. Some other people to consider in data collection include the following:

- principal
- vice-principal
- speech-language pathologist
- special education personnel
- parents/volunteers
- educational assistants
- school psychologist
- Title 1 personnel
- PE / Art / Music Specialist teachers
- practicum students

#### **How Can the Data be Collected?**

The following are four different approaches to collecting schoolwide data. Please use these examples in developing an approach for your school. Many schools have also used different combinations of approaches within the same school. Take note of the "Data Collection Conversion Table" on the last page to give you an idea of how long the process may take.

**Approach #1: In-Class Approach**

<b>Who Collects?</b>	Classroom teacher, classroom assistant(s), and trained volunteer(s).
<b>Where Does Collection Take Place?</b>	In the student's classroom.
<b>How Does the Collection Take Place?</b>	Teacher and assistant(s) set aside time (e.g., 30 minutes a day for 4 days, one full day) to test each child in the room.
<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• Teachers test their own students to understand the skill level of their classroom</li> <li>• Less disruptive to the school in general</li> <li>• Requires fewer people to be trained to collect data</li> </ul>	<ul style="list-style-type: none"> <li>• Distracts from instructional time</li> <li>• Teacher needs to ensure that data are collected on all students as well as complete regular classroom duties</li> <li>• Organization of schoolwide data collection and entry may be problematic</li> <li>• Need more materials (e.g., stopwatches, stimulus materials)</li> <li>• Data would likely be collected over multiple days</li> </ul>

**Approach #2: One Day Schoolwide Approach**

<b>Who Collects?</b>	Large team (6-10 people) of teachers, support staff, trained volunteers, and educational assistants.
<b>Where Does Collection Take Place?</b>	A large, central location with many tables and places for students to wait their turn (e.g., library, multi-purpose room, cafeteria)
<b>How Does the Collection Take Place?</b>	A schedule is set for classrooms to come to a central location where the team assess all day and cycle through all grades.
<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• Minimal classroom disruption (e.g. approximately 20 minutes per class)</li> <li>• All data collected in one day</li> <li>• Timely feedback on student performance</li> <li>• Improve schoolwide motivational efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Need a large team of people</li> <li>• Class scheduling difficulties</li> <li>• Available location for data collection</li> <li>• Teachers aren't necessarily involved in data collection and may miss instructional importance of assisting in collection</li> <li>• Ensuring that students who were absent on the day of testing get assessed</li> <li>• More materials are necessary for testing (e.g., stopwatches, clipboards, stimulus materials)</li> </ul>

**Approach #3: Multiple Day Schoolwide Approach**

<b>Who Collects?</b>	A core team (4-8 people) of teachers, support staff, trained volunteers, and educational assistants.
<b>Where Does Collection Take Place?</b>	Central location (e.g., cafeteria, Title 1 classroom, library) or in the student’s classroom.
<b>How Does the Collection Take Place?</b>	The team either goes to the classroom and tests students in the room while other students work quietly at their desks or classrooms go to the team location.
<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• Need fewer people to assist in data collection</li> <li>• Teachers may be more involved in the collection process</li> <li>• Efficient collection of student performance</li> <li>• Less disruptive to the school in general</li> <li>• Location of testing less problematic</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduling challenges for each classroom</li> <li>• Takes longer to get data on all students</li> <li>• Involvement of the classroom teacher is unclear</li> <li>• Difficulty managing the testing material of the team going from room to room</li> <li>• If using support staff (i.e., Title 1 or Special Education staff) specialized services for students may be disrupted</li> <li>• Testing conditions, if in a classroom, may not be ideal</li> </ul>

**Approach #4: Within-Grade Approach**

<b>Who Collects?</b>	Grade-level teachers (e.g., first-grade teachers), educational assistants, and trained volunteers.
<b>Where Does Collection Take Place?</b>	In one of the grade-level classrooms with the students waiting to be tested in another classroom.
<b>How Does the Collection Take Place?</b>	All students from a grade go to one classroom (e.g., all kindergarten go to Mrs. B’s class) and are given an independent classroom activity (e.g., a video, a coloring activity) that requires minimal supervision. Meanwhile, data collectors are set up in an adjacent room. Students are pulled and quickly assessed by the team while the others are engaged in the activity.
<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• Teachers have opportunity to test some of their own students.</li> <li>• Less disruptive to the school in general</li> <li>• Needs fewer people trained to collect data</li> <li>• Can typically get an entire grade done in one day</li> </ul>	<ul style="list-style-type: none"> <li>• Distracts from instructional time</li> <li>• Organization of schoolwide data collection and entry may be problematic</li> <li>• Need an adult to supervise children while data is being collected</li> </ul>

**What Time of Year to Collect Data?**

Student performance data on the DIBELS and CBM are often collected in the Fall, Winter, and Spring of a school year to maximize the opportunities for instructional decision-making. Deciding when to collect these data in will depend on your school schedule. A rule of thumb is to collect these data two weeks after a major break (e.g., two weeks into the school year, the week after returning from winter and spring vacations). When selecting your dates though, it is important to have your master school schedule available to prevent overlap with other major events (e.g., state-level testing, parent conferences, staff development, etc.). Some schools wait until the final two weeks of school to collect their data. However, the school should then realize that the data wouldn’t be utilized for instructional decision making until the following school year.

**What Should a School Do to Prepare for Data Collection?**

Planning ahead of the data collection date(s) makes the process much more efficient. After determining which data collection approach to use and who will assist in the data collection, make sure you have the following:

<b>Data Collection Checklist</b>
<p><u>Two Weeks Before Date:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make a list of all data collectors</li> <li><input type="checkbox"/> Train data collectors on measures on which they have not received prior training</li> <li><input type="checkbox"/> Create and post data collection schedule at least a week ahead of date</li> <li><input type="checkbox"/> Arrange location for data collection</li> <li><input type="checkbox"/> Copy materials for students and for data collectors</li> </ul>
<p><u>One Week Before Date:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gather other materials (e.g., stopwatches, clipboards, pencils)</li> <li><input type="checkbox"/> Send/Post reminder notice to all involved staff of upcoming collection</li> <li><input type="checkbox"/> Label all student booklets (e.g., student name, teacher, grade)</li> <li><input type="checkbox"/> Finalize any last-minute training</li> <li><input type="checkbox"/> Get class rosters to ensure that all students have booklets</li> <li><input type="checkbox"/> Determine who will enter the data into the computer</li> </ul>
<p><u>Day of Testing:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> If possible, have one person available to coordinate activities and answer questions</li> <li><input type="checkbox"/> Gather all data collectors prior (10-15 min) to data collection to quickly review measures and review data collection process</li> <li><input type="checkbox"/> Remind collectors to score the measures as they work with each student to ensure scores are accurate</li> <li><input type="checkbox"/> Have extra student materials available for easy retesting in case a student performs differently than expected</li> </ul>
<p><u>After Testing:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organize student booklets by classroom and put in alphabetical order to assist in data entry</li> <li><input type="checkbox"/> Check student booklets against class rosters to determine students who still need to be tested</li> <li><input type="checkbox"/> Test absentee students</li> <li><input type="checkbox"/> File student and testing materials for use in the future</li> <li><input type="checkbox"/> Enter data into the computer</li> <li><input type="checkbox"/> Obtain reports and set up meeting (e.g., grade-level, cross-grade, schoolwide reading team) to discuss and present results</li> <li><input type="checkbox"/> Distribute reports accordingly and file one master copy</li> <li><input type="checkbox"/> Utilize data for instructional decision making</li> </ul>

## Collecting Schoolwide DIBELS Data

DIBELS 8 <sup>th</sup> Edition Administration Times				
Measure Type	Kindergarten	Grade 1	Grades 2-3	Grades 4-8
Individual	4-6 minutes per student	5-7 minutes per student	4 minutes per student	2 minutes per student
Group	NA	NA	5 minutes per group	5 minutes per group

Data Collection Time Allocation Table for DIBELS 8 <sup>th</sup> Edition				
Grade	Measures	Approximate time per student	Number of Data Collectors	Pupils assessed per 30 minute period*
Kindergarten	LNF PSF NWF WRF	4-6 minutes	1	6
			2	12-14
			3	18-20
			4-5	24-30
			6-8	30-40
Grade 1	LNF PSF NWF WRF ORF	5-7 minutes	1	6
			2	12-14
			3	18-20
			4-5	24-30
			6-8	30-40
Grades 2-3	NWF WRF ORF	4 minutes	1	7
			2	14-16
			3	17-21
	Maze	5-7 minutes per group	4-5	22-26
			6-8	27-34
Grades 4-8	ORF	2 minutes	1	13-15
			2	25-30
	Maze	5-7 minutes per group	3	36-42
			4-5	50-60
			6-8	65-80

\* For individual measures, does not include Maze which is group administered and takes approximately 5-7 minutes for the entire group

Collecting Schoolwide DIBELS Data

Data Collection Time Allocation Table for DIBELS 6 <sup>th</sup> Edition and DIBELS Next				
Grade	Measure(s)	Approximate Time per Pupil	Number of Data Collectors	Pupils Assessed per 30 minute Period
Kindergarten	ISF & LNF	4 minutes	1	6 - 8
			2	12 - 16
			3	18 - 24
			4 - 5	24 - 40
			6 - 8	36 - 48
	ISF, LNF, PSF, NWF	9 minutes	1	3 - 4
			2	6 - 8
			3	9 - 12
			4 - 5	12 - 20
			6 - 8	18 - 32
	LNF, PSF, NWF	6 - 7 minutes	1	4 - 5
			2	8 - 10
			3	12 - 15
			4 - 5	16 - 25
6 - 8			24 - 40	
First Grade	LNF, PSF, NWF	6 - 7 minutes	1	4 - 5
			2	8 - 10
			3	12 - 15
			4 - 5	16 - 25
			6 - 8	24 - 40
	PSF, NWF, ORF	8 - 9 minutes	1	3 - 4
			2	6 - 8
			3	9 - 12
			4 - 5	12 - 20
			6 - 8	18 - 32
	NWF & ORF	7 minutes	1	4 - 5
			2	8 - 10
			3	12 - 15
			4 - 5	16 - 25
6 - 8			24 - 40	
Second Grade and Above	ORF	5 minutes	1	6 - 7
			2	12 - 14
			3	18 - 21
			4 - 5	24 - 35
			6 - 8	36 - 56