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Effectiveness of Data- Driven Small Group Instruction in Fourth Grade Reading

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Abstract

As the demand of literacy instruction continues to change, educators must also continue to seek out effective strategies to increase student achievement and growth. The strategy of small group instruction is at the focus of this study with an emphasis on small group reading instruction, the critical components of this instruction, and the tracking of student mastery through small group instruction. The results of this study were based on student performance data for a fourth grade reading class. Findings revealed that data-driven small group instruction increases student achievement in reading. Furthermore, the study showed that students performed better with targeted, specific small group instruction based on their individual needs. Small group instruction not only increased student performance, but it increased the confidence of students as well. The student data tracking system is detailed within the study.

Keywords: Small Group Instruction, Reading Intervention, Reading Instruction, Data Tracking

Introduction

In the past few decades, legislation has forced education reform in the United States. Legislation such as the *Elementary and Secondary Education Act of 1965 (ESEA), No Child Left Behind Act (NCLB), and Every Student Succeeds Act (ESSA)* resulted in schools placing an overwhelming amount of emphasis on documented and standardized student achievement and teacher accountability. School administrators and teachers continually search for new strategies to increase student achievement while maintaining a learning environment that follows the scope and sequence of state learning standards.

Small group instruction is a strategy that is widely used in elementary settings. Typically, this instruction is delivered after a whole group lesson with four to five students. This strategy allows the teacher to work with a small group of students on a specific skill. Small group environments also allow the teacher to address specific and differentiated needs of students. The value of small group instruction has increased recently due

to the widely recognized Response to Intervention programs. Small group instruction allows teachers to provided targeted differentiated instruction and allows for greater student interaction and involvement.
The purpose of this action research is to investigate how small group instruction is effective and what strategies are implemented to make the best use of this instructional time. More specifically, this research is focused on literacy and reading small group instruction in fourth grade. As students move into intermediate grades, the demand of the curriculum, required level of thinking, and comprehension increase, thus demanding more specific instruction based on the student's needs and abilities to make them successful within the classroom (Saunders-Smith, 2003). The most effective way to address a variety of learning needs is working in small, flexible groups with students. The action research within this study addresses the effectiveness of data-driven small group instruction, specifically the effectiveness on student achievement. While the study focuses on fourth grade students, the research surrounding this topic can be applied within all elementary grade levels.

Review of the Literature

As the demands of education policy continue to change, elementary administrators and teachers continue to seek innovative ways to increase achievement. One response to these changes is small group instruction. This type of instruction follows whole group instruction with a reduced student to teacher ratio, usually four to five students. Teachers work closely with students on a specific learning objective or skill. During this time, students are given opportunities to ask questions, practice, and respond to their own specific needs. Cohen (1994) stated, "Theoretically, small groups offer special opportunities for active learning and substantive conversation that are essential for authentic achievement and to achieve equality" (p.4). Whole group classroom instruction provides a foundation for students to build literacy connections, but small group instruction can provide engaging and specific learning opportunities that help build independence and more sophisticated thinking skills necessary for growth (Saunders-Smith, 2003).

Small groups are an ideal setting to improve teachers' interactions because of the adult's proximity to students. Teacher's interactions increase the opportunity to learn. Small group instruction increases verbal and nonverbal participation, along with keeping students accountable. Teachers are able to provide "targeted scaffolds" within a small group setting to check for understanding and ensure students' needs are being addressed (Wyatt &DeSousa, 2017).

Pianta, Belsky, Houts, and Morrison (2007) published a longitudinal study of 1,000 American schoolchildren, across 10 states. The authors observed large amounts of basic skills whole group instruction followed by independent seatwork. Cooperative learning, technology, small groups, and integration with other subjects was rare among the observations. The study found that most of the day (91.2%) students were in whole group or individual seatwork settings. Less than 5% of student's time was spent in a small group setting. The study concluded that there were not enough opportunities for small group instruction therefore decreasing student achievement. However, the study also noted that a positive classroom environment helped increase student achievement, even with low socioeconomic students. Lastly, the authors study provided results that described a need for schools to change their instruction to meet the needs of students.
Over ten years after the study byPianta et al. (2007), classroom and education policy changed dramatically.

Jacob and Jacob (2018) published their findings from a one-year kindergarten math enrichment small group program. The small group focused on specific skills with a small number of kindergarten students. Observations and student data on standardized assessments was used to measure the success of the small group problem. The small group had a positive effect on student's math skills. The study noted that student's attitudes towards math increased as well. The study concluded that small groups do have a positive effect on math instruction along with reading (Jacob & Jacob, 2018).

Most teachers and administrators agree that small group instruction is the best way to address the needs of students, but the ongoing task of monitoring, organizing, and planning these small groups can be time-consuming and overwhelming. Questions such as how to start these groups, how to plan for these groups, and what the rest of the class is doing this time need to be addressed (Saunders-Smith, 2003). The needs of a student, grouping of learners, and data-driven instruction are important components for effective small groups. These themes connected to small group instruction are the focus of the review of literature.

Addressing the needs of the student overall are an important factor in small group and whole group classroom instruction. In order to plan, create, and implement effective small group instruction, it is important to take a close look at the theoretical framework regarding the needs of students in a small group instructional

arrangement tends to be directed to the specific needs of students."The premise of the social constructivist theory is that social interaction precedes development because consciousness and cognition are the goal of socialization and social behavior" (Yearwood, 2010, p. 31). Vygotsky and Piaget shared many of the same thoughts when it came to how children learn. However, Vygotsky placed more emphasis on the effects of social interactions on learning; therefore, the role of an active teacher is extremely important to the overall development of a child (Yearwood, 2010).

There are some theoretical aspects that play a role in a student's education, most importantly are those theories that focus on growth and development. There is a clear link between a child's acquisition of knowledge and their success throughout their educational experience. "The importance of fostering a caring classroom community is supported by a number of social and psychological theories related to motivation" (Chang, Munoz &Koshewa, 2008). The classroom environment plays a large role in the overall academic success of a child (Yearwood, 2010). "The socio-cultural theory, constructivism, and the social constructivist theory link the importance of setting in which students learn to their acquisition and development of knowledge" (Yearwood, 2010, p. 38). These theories relate to how children construct knowledge in reference to the setting in which students learn (Yearwood, 2010). Small group settings have the potential to addressing students' needs and skills in an effective way.

The Social Development Theory is a deep-rooted theory by Vygotsky, who believed social interactive plays a "fundamental role in the development of cognition" (Yearwood, 2010, p. 29). The focus is on children developing their social skills within classroom settings, by interacting with peers and teachers within a learning environment. Children's' cognitive skills are learned during these times of social interaction within the classroom setting (Yearwood, 2010). This theory directly relates to teacher-led and student-led small groups and the impact they may have in determining a positive learning environment.

Piaget also developed a theory about how learning occurs. He believed that children "construct knowledge based on interactions with their environment" (Yearwood, 2010, p. 27). Piaget believed that social interaction played a role in a child's learning process, but personal experience of the child plays a larger role in the construction of knowledge (Powell &Kalina, 2009). In this theory, learning is linked with prior knowledge, which is constructed through the process of assimilation and accommodation (Powell &Kalina, 2009). In line with the constructivism theory, children must be provided with new learning experiences that result in the reconstruction of prior knowledge (Yearwood, 2010).

Another way to address different needs of students is differentiated instruction. Small group settings provide an environment for this type of instruction. In simple terms, differentiated instruction refers to the efforts of the teacher to respond to the variance among the learners in the classroom (Tomlinson, 2008). Differentiated instruction is greatly needed within the elementary classroom because of the diverse needs of students. There is a substantial amount of evidence that supports the notion that students are more successful in school when they are engaged and taught in ways that are responsive to their readiness levels (Tomlinson, 2008). Teachers can differentiate in at least four possible ways including, content, process, products, and learning environment. Content refers to what the student is actually learning while process refers to the activities the teacher decides to use to engage students during learning. Products refer to the tasks or projects the students are required to complete throughout the learning process while the learning environment refers to the setting, time, place, and the feel relative to where the learning is occurring.

Differentiated instruction can be implemented through the use of small group or flexible group settings. In order for differentiated instruction to be successful students should have clear expectations and be engaged throughout the process (Tomlinson, 2008). Differentiated instruction should include a clearly focused and specific skill or learning objective, allow students to understand and practice the skill, allow for student engagement and active learning, and provide for student satisfaction.

A major component of small group instruction is grouping of students. To make informed and meaningful groups, student data must be collected and analyzed. This data can come from a variety of sources such as benchmark testing, weekly assessments, reading inventories, or observations (Saunders-Smith, 2003). Assessments can be used to monitor these flexible small groups as needed. Small groups can be determined randomly, through ability grouping, social or cooperative grouping, interest grouping, task grouping, knowledge or skill grouping, or student choice grouping, among numerous other methods. There are very few relative and recent studies on small group composition, other than ability grouping. The studies conducted have reported mostly positive effects of within-class grouping on student achievement. Furthermore, most early studies found that homogenous grouping was effective in the improvement of student achievement (Lou, Abrami, & Spence, 2000).

Wilkinson & Fung (2002) reviewed how grouping students affects learning. Grouping of students is important for student learning because of its connection to direct instruction and social participation. These groups have both an academic and social effect on students. Within this study, students were grouped based on ability, with consideration for gender and ethnicity. The study found that in teacher-led, homogeneous ability groups, students contribute to the norm for behavior and reciprocal teacher-led interaction. In peer-led, heterogeneous ability groups, student effects are directly from group interactions. These peer-led groups led to cognitive restructuring, cognitive rehearsal, problem-solving, and other forms of higher-level thinking. The authors found that placing students in homogeneous groups based on ability enables teachers to reduce the diversity so specific challenges and skills could be the focus (Wilkinson & Fung, 2002).

Cooperative learning involves students making individual contributions in an effort to achieve a common group-learning goal. The group's success is contingent upon each person, thus creating a group of accountability and responsibility for each student. In a study by Lange, Costley, and Han (2016), the researchers found that students favored cooperative learning over other instructional methods. Specifically, the elementary students favored the Think-Pair-Share strategy, where students have time to think independently, pair up with another student, and communicate their findings or answers. Students preferred cooperative learning groups over other instructional methods in regards to participation and learning satisfaction.

As many studies and relevant small group strategies suggest, data-driven instruction could be a way to plan small group instruction. Data is used to dictate the skills and focus of instruction, based on the needs of the students. This process can be accomplished in various ways. Halverson, Grigg, Prichett, and Thomas (2006) reviewed how schools used the data-driven instructional system (DDIS) within instruction and programs. The DDIS framework includes data acquisition, data reflection, program alignment, program design, formative feedback, and test preparation. Data acquisition refers to the process of gathering data. The primary data collected is standardized assessment scores. Data reflection refers to the process of making sense of the results of student learning, discussing the strategies used within instruction. Program alignment involves the process of making the school curriculum align with the content and the performance standards. Program design involves the school acting on the aforementioned instructional needs. Formative feedback provides information on how the students are experiencing growth in a specific area or within the program created by the school. Within this study, the authors studied four different schools implementing this DDIS strategy. The researchers found a balance of curriculum and student level interventions across the schools. The schools used program-level interventions; the integrated student-level programs to "fine-tune" programs. Furthermore, the researchers found that the DDIS framework should continue in order to integrate the entire process. Lastly, researchers discovered that the DDIS process helped students meet state standards by creating unique and specific instructional programs.

In 2007, Archer conducted a qualitative research study on data and information sharing in an Indianapolis elementary school. He detailed the student's computer generated performance charts and students speaking about their "aim lines." Teachers spoke of being able to discover problems and learning misconceptions much earlier by using data. Additionally, teachers spoke of collaboration in sharing best practices and strategies to increase student achievement (Archer, 2007). The research makes it very clear that data not only can drive instruction but can help motivate teachers and students. Teachers observed the quantitative data showing how their students performed and used that information to modify and improve their teaching strategies. Students, on the other hand, used their quantitative data or scores for self-motivation to achieve and perform better on specific tasks.

Along with data-driven instruction, a factor of effective small groups includes the assessment of students. Tomlinson (2008) suggested that assessment should be ongoing and tightly linked to instruction. Teachers should constantly gather information about how their students are learning within the small group by checking for understanding. When teachers keep track of students' progress, they can ensure they are meeting each individual's needs. When students keep track of their progress, it allows them to see how much they have grown and learned, adding a reward to their work (Jacob & Jacob, 2008).

Methods and Procedures

Within this research, the study aimed to answer the following research question: What effects do data-driven small group instruction have on the achievement of fourth grade reading students? This study focused on 45 fourth grade reading language arts students. The participants within this study received instruction from the same teacher, using similar strategies. Additionally, the participants were assessed using the same tests. Students within the research project received small group instruction based on their specific needs. These

needs were assessed using weekly reading assessments. This type of small group instruction is referred to as data-driven small group instruction.

Data for each individual student were collected by the reading teacher and tracked weekly. The data included were from two separate fourth grade classrooms; one class with 21 students and the other class with 24 students. The data was categorized by grade, class, student, and level of proficiency. The data were tracked weekly. The researcher then combined the collected data to reach an overall mastery for students. Students were grouped based on skill deficits. For example, if a group of students did not master the concept of main idea, all of these students would be grouped together for a small group lesson on this skill.

Small group instruction was then delivered based on students' needs. During this small group instruction, the teacher provided a mini-lesson with multiple strategies to increase student achievement on the specific skill or standard. Students completed an informal, short assessment to determine mastery in the specific skill or standard being addressed within the small group. For this research, students who developed mastery on a specific standard after receiving small group instruction became the measure for success. For example, a student who did not master a standard on assessment one would receive data-driven small group instruction for that specific standard. When the student was assessed on that specific standard again, their success was tracked to determine if the student developed mastery due to the small group instruction.

There are a number of ways to analyze the data for the research problem. First, correlation tests could be used to determine the relationship between reading standard mastery and small group instruction. According to Stringer (2008), correlation seeks to establish a relationship between one set of variables and another. For this specific research, this relationship would be between small group instruction and mastery of a specific reading standard. Secondly, measures of variability can provide a clearer picture of the degrees of variation that occur within the research problem. Variability considered range, percentile ranks, standard deviation, and normal distribution. Range measures the highest and lowest scores while percentile ranks show the percentage of scores that "fall at or below a given score" (Stringer, 2008). Standard deviation would be particularly important to this study because it illustrates the spread of scores across the classes. It is the average deviation of scores from the mean score of the class.

Data Collection

In order to explore and research the effectiveness of data-driven small group instruction, quantitative data kept by a fourth grade-reading teacher has been analyzed. The data included is from September 1 – May 1 within the 2018-2019 school year. The data collected tracks mastery of standards for each individual student and overall class mastery.

The current scope and sequence for reading instruction enabled the reading teacher to teach one to two reading standards per week. These standard questions are the basis of the data collection for each student. These standard questions determined if a student mastered a specific standard.
The reading teacher kept track of individual student data on mastery of the standards assessed as shown in

Appendix A. Assessments were based on state standard guidelines and assessments. Each assessment had five to ten standard questions. For example, if there were ten standard questions on the test, a student would need to answer eight correct to be classified as mastery of that standard. If the assessment had only five standard questions, the student must answer, four out of five correct to master the standard. This type of data was tracked throughout the year for each student. The teacher collected this data for each student using a spreadsheet and color-coding. The number of standard questions answered correctly was input into the spreadsheet then color-coded red or green, red meaning did not master and green meaning the student mastered the standard. The teacher tracked this data to see how students improve when tested on that specific standard later in the year. This data tells teachers which students developed mastery or level of proficiency. Students who did not master a standard received small group instruction to develop mastery on that specific standard.

In order to determine the effectiveness of data-driven small group instruction, the overall percentage of students who mastered a standard after receiving small group instruction focused that specific standard.
Results and Findings

The results of this research project were based on student performance data for a fourth grade reading language arts class. A minimum proficiency level of 80% or greater was used to determine mastery within a specific reading standard.

Table 1 illustrates student performance before data-driven small group instruction compared to the results after data-driven small group instruction. Each reading language arts standard assessed is listed in the first column. In the next column, the class percentage of mastery is notated. This percentage is based on 80% or better proficiency. Additionally, this percentage indicates student mastery before the small group instruction was implemented. The variable within this research study was the delivery of small group instruction based on mastery of a specific standard. Table 1 also shows the percentage of mastery after small group instruction was delivered. The last column shows the difference among mastery before and after data-driven smallgroup instruction was delivered.

As Table 1 shows illustrates, student mastery improved on many tested standards. There were three specific standards in which student mastery slightly decreased. Overall, the use of data-driven small group instruction increased student mastery.

Table 1: *Results of Test Scores Before and After Data-drivenSmall Group*

Reading Standard	Before Data-driven Instruction	After Data-driven Small Group Instruction	Percentage of Difference
RL.2	36%	60%	+24
RL.3	58%	80%	+22
RL.5	57%	71%	+14
RL.6	61%	71%	+10
RL.7	70%	65%	-5
RL.9	56%	74%	+18
RI.2	25%	40%	+15
RI.3	70%	80%	+10
RI.5	63%	80%	+17
RI.6	43%	54%	+11
RI.7	52%	50%	-2
RI.8	47%	54%	+7
RI.9	40%	23%	-17

Conclusions

The data within this action research proved that data-driven small group instruction increases student achievement in reading. The data for this specific study only viewed fourth grade reading students; no other subjects or classes were used within this study. Furthermore, a major component of this action research is the actual small group instruction being delivered. This study did not focus on strategies, resources, or lessons being used within the small groups. This action research proved the effectiveness of small group instruction for student achievement. Additionally, this action research proved that students perform better with targeted, specific small group instruction based on their needs. Not only does this type of instruction increase performance, but also it increases confidence in various areas of the student's education.

Additional data to be considered will be the end of year testing results from the TN Ready Reading Language Arts assessment. Furthermore, this data can be compared to the data within this study and student data from performance on TN Ready assessments from third grade.

As this action research continues, data-driven small group instruction should be monitored and revised to meet the needs of students. Future professional development may be needed to ensure teachers are implementing effective data-driven small group instruction with their students. Determination of a student data tracking procedure will also be necessary for this action plan.

There were limitations within this study due to uncontrollable variables. The classes within the research were inclusion classrooms, which focused on differentiated learning. It is also important to note that an increase in achievement on some standards could also be due to added whole group instruction throughout the school year. Other variables include differing assessment complexity, learning styles, and strategies.

Implications

The role of a school administrator has changed over the past few decades. Administrators have many tasks and roles within the school, but instructional leader is one role that plays an important factor in student achievement (Jenkins, 2009). Principals that act as instructional leaders involve themselves in setting goals,

allocating resources to instruction, curriculum planning, monitoring lesson plans, evaluating teachers, and providing effective feedback. Instructional quality is a top priority for instructional leaders.

The National Association of Elementary School Principals define instructional leadership as leading communities, in which the faculty meet to discuss their lesson plans, collaborate to solve problems, reflect on their teaching, and discuss student work and data (Jenkins, 2009). These instructional leaders set high expectations for students and teachers, while creating a culture of continuous learning and growth. Blasé & Blasé (2000) suggest a number of specific behaviors of effective instructional leaders including, making suggestions, giving feedback, modeling instruction, soliciting opinions, supporting collaboration, providing professional development, and giving praise. Whitaker (1997) identifies four skills that instructional leaders need including leaders to be resources providers, instructional resources, good communicators, and create a visible presence. An effective instructional leader needs to be up-to-date on curriculum, instruction, and assessment as well.

The roles of an effective instructional leader are critical to the implementation of data-driven small groups. The implementation and use of small groups within the elementary classroom is imperative to higher student achievement. An administrator must set clear expectations, goals, and provide professional development in to implement these effective small groups within the classrooms. Additionally, a culture of community and collaboration is needed to ensure teachers are providing quality instruction that is meeting the needs of students.

There are a number of components needed to implement effective data-driven small groups. First, an easy-to-use data tracker must be in place for teachers to assess student's needs. This data should be updated frequently and for each student. Secondly, clear expectations for small group lesson plans should be communicated to teachers. These plans should include clear learning targets and specific skills to be focused on within the lesson. Administrators should check these plans for accountability. Next, teachers should begin to implement these small groups within their classroom, ensuring students who are not in the small group are engaged in meaningful academic work. Lastly, teachers should check for understanding and assess students throughout the small group, to drive further instruction and small groups. Administrators should work to observe teachers and students during these small group times to provide effective feedback (Jenkins, 2009). The implementation of data-driven small groups is much like any other program within a school. The administrator should work to set clear goals, objectives, expectations, and then be reflective, in order to make necessary changes to improve student growth.

Data-driven small groups can work in many different ways, as it meets the needs of students and teachers. Administrators who are reflective and present within this process will implement a program that works for their school culture. Jenkins (2009) states, "Instructional improvement is an important goal, a goal worth seeking, and a goal that, when implemented allows both students and teachers to make a more meaningful environment." Instructional leaders who set these clear goals will do more to grow both teachers and students, while creating a culture for learning.

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Appendix*Weekly Student Data Tracker Example*

Green- Mastery Yellow- Improvement Red- No Mastery	4.RL.KID.2 Theme/ Summarize 80%		
Date	8/18	8/25	9/22
Class 1 Mastery	36%	60%	48%
Class 2 Mastery	42%	82%	50%
Attempt	1	2	3
Class 1			
Student 1	3	1	3
Student 2	7	5	5
Student 3	6	5	5
Student 4	6	5	2
Student 5	4	3	3
Student 6	10	5	3
Student 7	10	5	3
Student 8	7	3	3
Student 9	1	2	4
Student 10	9	4	3
Student 11	10	4	4
Student 12	8	4	3
Student 13	4	3	4
Student 14	3	1	5
Student 15	7	3	3
Student 16	4	4	3
Student 17	9	4	4
Student 18	10	5	4
Student 19	7	4	1
Student 20	5	3	3
Student 21	5	5	3
Student 22	9	5	2