



## Wyoming Department of Education

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### MEMORANDUM NO. 2008 - 010

**TO:** School District Superintendents  
School District Curriculum Coordinators

**FROM:** Lynda Collins, Early Learning Supervisor *LC*  
Standards, Assessment and Accountability Unit

**DATE:** January 25, 2008

**SUBJECT:** PAWS-DIBELS Correlation Study

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### **INVITATION TO PARTICIPATE IN THE PAWS-DIBELS CORRELATION STUDY** **Time Sensitive: Response needed by February 15, 2008**

The Wyoming Department of Education will continue to sponsor a longitudinal research study that will evaluate the relationship between the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) measures of oral reading fluency and the reading portion of the PAWS. The intent of this letter is to request your district's participation in this research study.

The purpose of this study is to determine whether students who have reached a benchmark level of oral reading fluency on the DIBELS are likely to meet proficiency levels on the PAWS reading test at grades three-six.

Schools participating in this study are requested to have been using DIBELS for a minimum of one year and to have received training by a certified DIBELS trainer. The participants in this study will be from grades three through six who have completed both the DIBELS end of the year assessment as well as the PAWS assessment.

For participation in this study, we are asking for districts to release their DIBELS and PAWS data for analysis by two independent researchers. No distinguishing data will be used to identify students or districts. All DIBELS and PAWS reading data will be submitted to the researchers electronically. The researchers will provide study participants with a Microsoft Excel template to be used to enter the data. The researchers will be available for consultation as to the process for how the data should be converted.

The results from this study will be presented at the School Improvement Conference annually and will be published for review. The research brief on the correlation between 2006 student performance on DIBELS and PAWS can be accessed at <http://www.k12.wy.us/SAA/rf.asp>

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We are encouraging all districts using DIBELS to participate in the study in order to build a body of state-level significant information that will identify the relationship between the DIBELS and PAWS as related assessments. This study will provide educators with meaningful data to validate the use of a fluency-based and predictive measure of reading outcomes that can begin in kindergarten and guide instruction towards the attainment later of reading outcomes through the elementary years.

If your district is interested in participating in this research study, please email the attached form to Dr. Diane K. Hudson, Co-Director of this project, at [dcmj5300@yahoo.com](mailto:dcmj5300@yahoo.com) by February 15, 2008. After submissions are received, contact will be made with each district by the researchers. If you have any questions, please call Diane at 307.413.1233.

LC:al

Attachment

**DIBELS/PAWS Research Study**  
**Wyoming Department of Education**  
**Statement of Interest**

**Identified contact person and information:**

- **Name:**
- **Phone:**
- **E-mail:**
- **Mailing address:**

1. Name of district:
2. Number of students in district:
3. Date that DIBELS assessments began in district:
4. Name of DIBELS trainer and scope of training that assessment team received:
5. Percentage/number of students who fall into the following categories (please break down into grade levels:
  - a. Free/Reduced Lunch
    - i. 3<sup>rd</sup>
    - ii. 4<sup>th</sup>
    - iii. 5<sup>th</sup>
    - iv. 6<sup>th</sup>
  - b. English Language Learners
    - i. 3<sup>rd</sup>
    - ii. 4<sup>th</sup>
    - iii. 5<sup>th</sup>
    - iv. 6<sup>th</sup>

c. Eligible for Special Education

- i. 3<sup>rd</sup>
- ii. 4<sup>th</sup>
- iii. 5<sup>th</sup>
- iv. 6<sup>th</sup>

6. Does your district use the DIBELSweb to manage data?  Yes  No

7. Name of core and supplemental reading curricula being used at each grade level:

- i. 3<sup>rd</sup>
- ii. 4<sup>th</sup>
- iii. 5<sup>th</sup>
- iv. 6<sup>th</sup>