

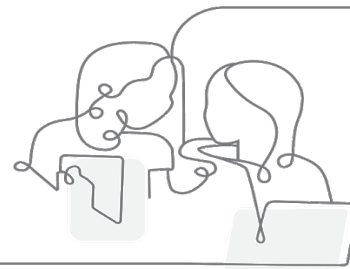
Amplify.

CDE – ELAT

BOY Data Analysis

School Leaders

Name _____



Agenda

1. Welcome and Introduction
2. Framing the Day
3. AccessAggregate Reports
4. Pathways of Progress
5. Composite Score by Grade Level
6. Measure Data by Grade Level
7. Progress Monitoring Best Practices
8. Prepare for Data Conversations
9. Create an Action Plan
10. Wrap up

Norms

- Participate actively
- Take care of yourself
- Manage your technology
- Stay engaged
- What is learned here, leaves here

Objectives

- Explain how DIBELS Next data informs classroom instruction
- Reflect on EOY Pathways and leverage reflections in order to set measurable goals for this school year via Pathways of Progress
- Interpret aggregate data reports (Reporting and Analysis Suite) to identify schoolwide priorities
- Identify celebrations, reflect on underlying causes, and generate a schoolwide action plan based on next steps in the data
- Customize and practice leading data conversations using your “Make It, Take It” slide deck

Today’s Guiding Question:

How can DIBELS data identify strengths and weaknesses in my school to help improve student outcomes?

Classroom Growth Reading Progress Indicators

Alignment of Classroom Reading Progress Descriptors and Classroom Reading Progress Percentiles

Classroom Reading Progress Descriptor	Classroom Reading Progress Percentile
Well Above Average Classroom Reading Progress	96th to 99th and above
Above Average Classroom Reading Progress	76th to 95th
Average Classroom Reading Progress	25th to 75th
Below Average Classroom Reading Progress	5th to 24th
Well Below Average Classroom Reading Progress	below 1st to 4th

Classroom Growth Report Sample

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	District	School	Year	Grade	Teacher	Teacher ID	Class	Class ID	Total Students in Class	Total Students in Pathways 3-5	Percentage of Students in Pathways 3-5	Classroom Reading Progress Percentile	Classroom Reading Progress Descriptor		
2	Sunnyside Schot	MAPLE ELEMEN	2015-2016	K	Baron, Tori	345678	103- Language	ABZA0KCF	26	6	23.077	7	below average classroom reading progress		
3	Sunnyside Schot	MAPLE ELEMEN	2015-2016	K	Barrios, David	234567	103- Language	ABZA0KSG	25	3	12	2	well below average classroom reading progress		
4	Sunnyside Schot	MAPLE ELEMEN	2015-2016	K	Churchill, Conal	891011	103- Language	ABZA0KSH	19	3	15.789	4	well below average classroom reading progress		
5	Sunnyside Schot	MAPLE ELEMEN	2015-2016	1	Clay, Zack	2122324	103- Language	ABZA11I	24	10	41.667	16	below average classroom reading progress		
6	Sunnyside Schot	MAPLE ELEMEN	2015-2016	1	Covington, Sharc	204060	103- Language	ABZA11J	28	21	75	71	average classroom reading progress		
7	Sunnyside Schot	MAPLE ELEMEN	2015-2016	1	Ferreira, Bridie	1122334	103- Language	ABZA11K	28	22	78.571	76	above average classroom reading progress		
8	Sunnyside Schot	MAPLE ELEMEN	2015-2016	1	Green, Kitty	854321	103- Language	ABZA11KL	19	7	36.842	12	below average classroom reading progress		
9	Sunnyside Schot	MAPLE ELEMEN	2015-2016	2	Knox, Andrew	887766	103- Language	ABZA22MM	22	20	90.909	88	above average classroom reading progress		
10	Sunnyside Schot	MAPLE ELEMEN	2015-2016	2	Nathan, Davi	109876	103- Language	ABZA22N	26	21	80.769	71	average classroom reading progress		
11	Sunnyside Schot	MAPLE ELEMEN	2015-2016	2	Pallafacchina, D.	112233	103- Language	ABZA22O	27	15	55.556	29	average classroom reading progress		
12	Sunnyside Schot	MAPLE ELEMEN	2015-2016	2	Slade, Celeste	246810	103- Language	ABZA22WP	21	11	52.381	25	average classroom reading progress		
13	Sunnyside Schot	MAPLE ELEMEN	2015-2016	3	Smith, Adam	8675309	103- Language	ABZA33Q	23	9	39.13	16	below average classroom reading progress		
14	Sunnyside Schot	MAPLE ELEMEN	2015-2016	3	Thomas, Christy	555123	103- Language	ABZA33R	23	11	47.826	26	average classroom reading progress		
15	Sunnyside Schot	MAPLE ELEMEN	2015-2016	3	Ungar, Stella	347357	103- Language	ABZA33S	19	13	68.421	57	average classroom reading progress		
16	Sunnyside Schot	MAPLE ELEMEN	2015-2016	3	Vance, Elena	718438	103- Language	ABZA33CT	22	13	59.091	42	average classroom reading progress		
17	Sunnyside Schot	MAPLE ELEMEN	2015-2016	3	Webb, Matthew	754980	103- Language	ABZA33U	23	5	21.739	4	well below average classroom reading progress		

Pathways of Progress Analysis

Amplify Classroom Growth Report

Descriptor	# of classes that are in this descriptor	Successes	Opportunities
Well Above Average Classroom Reading Progress			
Above Average Classroom Reading Progress			
Average Classroom Reading Progress			
Below Average Classroom Reading Progress			
Well Below Average Classroom Reading Progress			

Underlying Cause Analysis

Areas to look at:

- **Instruction (All Tiers):**
 - Is evidence-based core instruction being implemented with fidelity?
 - Are literacy interventions in place?
 - Are literacy interventions aligned with student needs?
- **Scheduling and Time:**
 - Are all students that need intervention receiving it?
 - Are students in the correct intervention?
 - How much time is being spent in core/ intervention?
 - Does it match the recommendations of the district?
- **Staffing:**
 - Does the allocation of supplemental staff support the instructional needs of all students (both in core and intervention)?
 - Are the most highly qualified teachers leading intervention groups?
- **Assessment Practices:**
 - Are assessment staff adequately trained on DIBELS Next to ensure accurate data collection?
- **Effective Data Review Practices:**
 - What structures are in place to support teachers in data review (time, data protocol, etc.)?
 - Have instructional staff reviewed current data and know where instruction needs to be for each student?
- **Professional Development:**
 - Has there been sufficient training on all resources (universal instruction/intervention)?
 - Do instructional staff have a deep knowledge of early literacy skills and how to teach struggling students on the skills?

Questions to Consider with Classroom Growth Report

How can you leverage the skills and knowledge of teachers making well above classroom reading progress to support those who did not? What best practices did they use?

What can you do at a school-level? What can you do at a classroom level?
(Ex: mentorship, observations, coaching, walk throughs)

How will you utilize the information from this report to change your data story this year?
Consider underlying causes.

What are your next steps?

Composite Score Analysis

Current Levels of Performance						
Question	Data Source	Data Point	Answer			
1. Is our core instruction effective? <i>Effective is defined as at least 80% of students meeting grade level benchmarks from core instruction alone.</i>	mCLASS— Comparing Populations by Grade	Percentage of Students At or Above Benchmark at BOY	Kinder _____%	1st _____%	2nd _____%	3rd _____%
2. What areas do you have to celebrate?						
3. What are the primary problems, or areas of improvement, in core instruction?						
4. From the identified concerns, where can you have the greatest impact? Prioritize your areas of improvement above.						

Measure Level Data Analysis

Measure	BOY % of Students At or Above Benchmark	Basic Early Literacy Skill	What adult actions (instructional routines, strategies, or materials) have impacted this measure level data?
Kindergarten <i>First Sound Fluency (FSF)</i>		Phonemic Awareness (initial sound(s))	
1st Grade <i>Phoneme Segmentation Fluency (PSF)</i>		Phonemic Awareness (segmenting)	
1st Grade <i>Nonsense Word Fluency (NWF - CLS)</i>		Alphabetic Principle/ Letter-Sound Knowledge	
1st Grade <i>Nonsense Word Fluency (NWF - WWR)</i>		Basic Phonics / Recoding / Blending	





Measure	BOY % of Students At or Above Benchmark	Basic Early Literacy Skill	What adult actions (instructional routines, strategies, or materials) have impacted this measure level data?
2nd Grade <i>Nonsense Word Fluency (NWF - CLS)</i>		Alphabetic Principle/ Letter-Sound Knowledge	
2nd Grade <i>Nonsense Word Fluency (NWF - WWR)</i>		Basic Phonics / Recoding / Blending	
2nd Grade <i>Oral Reading Fluency (DORF - Accuracy)</i>		Accurate Reading of Connected Text	
2nd Grade <i>Oral Reading Fluency (DORF - Words Correct Per Minute)</i>		Fluent Reading of Connected Text	

Measure	BOY % of Students At or Above Benchmark	Basic Early Literacy Skill	What adult actions (instructional routines, strategies, or materials) have impacted this measure level data?
2nd Grade <i>Oral Reading Fluency (DORF - Retell)</i>		Reading Comprehension	
3rd Grade <i>Oral Reading Fluency (DORF - Accuracy)</i>		Accurate Reading of Connected Text	
3rd Grade <i>Oral Reading Fluency (DORF - Words Correct Per Minute)</i>		Fluent Reading of Connected Text	
3rd Grade <i>Oral Reading Fluency (DORF - Retell)</i>		Reading Comprehension	
3rd Grade <i>Daze</i>		Reading Comprehension	

Analysis Questions for Measure Level Data

Initial question	Probing questions
What celebrations are there?	What can you do with this information? Who do you need to share it with?
At each grade level, were there specific literacy skills that students struggled with? Which grades and which skills?	Why might this be? (Did students receive small group instruction in precursor skills that were no longer assessed in a particular grade? Is enough time allotted to core literacy instruction?) Look back at “Underlying Causes” for ideas.
As a whole school, were there specific literacy skills that students struggled with?	Why might this be? Did students receive small group instruction in precursor skills that were no longer assessed in a particular grade? Are Tier 1 instructional materials evidence based? Is enough time allotted to core literacy instruction? Look back at “Underlying Causes” for ideas.

Progress Monitoring Recommendations

Composite Score Level	Support Level	Frequency
 Above Benchmark	Likely to Need Core Support	As necessary
 At Benchmark	Likely to Need Core Support	As necessary
 Below Benchmark	Likely to Need Strategic Support	Every 10-12 days
 Well Below Benchmark	Likely to Need Intensive Support	Every 7-10 Days

Data Conversation Best Practice Look-fors

Criteria for success	Best practice look-fors
Internalization of data	<ul style="list-style-type: none"> • Can speak to data from memory • Naturally references data in conversation
Pacing	<ul style="list-style-type: none"> • Deliver content in PowerPoint deck in a “just right” tempo (not fast, not too slow) • Moves through with urgency and engagement
Tone and body language	<ul style="list-style-type: none"> • Upbeat • Bright face
Delivering key points concisely	<ul style="list-style-type: none"> • Delivers accurate information with least amount of words possible • Avoids stating redundant phrases unnecessarily
Clarify misconceptions/answer questions	<ul style="list-style-type: none"> • Confidence • Respond to tricky questions
Building buy in	<ul style="list-style-type: none"> • Maintains composure • Listening • Actively listen and repeat back what you hear • Appeal to common goal • Show the path forward despite obstacles in place • With optimism, affirm person's capability and suggest resources

Tricky Questions for Data Conversations

1. I am a math specialist. What does this data have to do with me?
2. How do we know these results are valid?
3. If students are meeting the benchmark, isn't that enough?
4. The composite scores don't always match what we see students do in the classroom. What if they just don't do well on these assessments?

Resources and Support

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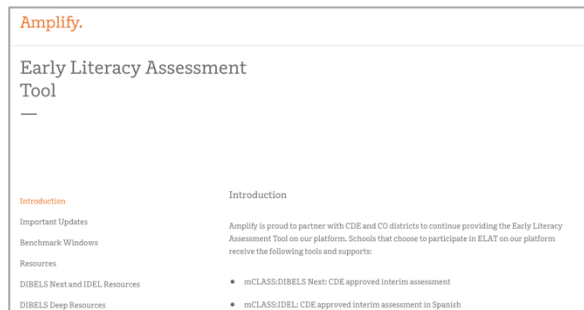
Email: help@amplify.com any time

Phone: (800) 823-1969, Monday - Friday from 5:00 a.m. - 5:00 p.m. MT

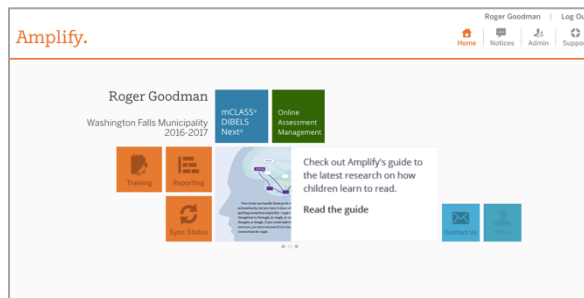
Live Chat: mCLASS homepage

Web resources:

1. www.amplify.com/colorado



2. mclass.amplify.com



3. www.cde.state.co.us/coloradoliteracy

Thank you for your participation!

Join us for MOY and EOY Data Analysis Sessions!

mCLASS: DIBELSNext 2019-2020 Regional Professional Development Scheduled Dates by Region

Region	Data Analysis for Leaders	Data Analysis for Teachers	Instructional Planning and Delivery for Leaders	Instructional Planning and Delivery for Teachers
Metro Area Host: 27J Schools	BOY: 9/23/19 MOY: 2/3/20 EOY: 5/18/20	BOY: 9/24/19 MOY: 2/4/20 EOY: 5/19/20	BOY: 9/30/19 MOY: 2/5/20	BOY: 10/1/19 MOY: 2/6/20
North Central Host: Greeley	BOY: 9/25/19 MOY: 1/30/20 EOY: 5/27/20	BOY: 9/26/19 MOY: 1/31/20 EOY: 5/28/20	BOY: 10/3/19 MOY: 2/6/20	BOY: 10/4/19 MOY: 2/7/20
Northeast: Host: NE BOCES	BOY: 9/23/19 MOY: 1/23/20 EOY: 5/26/20	BOY: 9/24/19 MOY: 1/24/20 EOY: 5/27/20	Not available	Not available
Northwest: Host: Eagle	BOY: 9/16/19 MOY: 2/3/20 EOY: 5/19/20	BOY: 9/18/19 MOY: 2/5/20 EOY: 5/20/20	Not available	Not available
Pikes Peak Host: Colorado Springs	BOY: 9/17/19 MOY: 1/28/20 EOY: 5/20/20	BOY: 9/18/19 MOY: 1/29/20 EOY: 5/21/20	BOY: 9/19/19 MOY: 1/30/20	BOY: 9/19/19 MOY: 1/30/20
Southeast Host: SE BOCES	BOY: 9/20/19 MOY: 1/31/20 EOY: 5/29/20	BOY: 9/27/19 MOY: 2/7/20 EOY: 5/22/20	Not available	Not available
Southwest: Host: SLV BOCES	BOY: 9/23/19 MOY: 2/3/20 EOY: 5/18/20	BOY: 9/24/19 MOY: 2/4/20 EOY: 5/19/20	Not available	Not available
West Central: Host: Montrose	BOY: 9/26/19 MOY: 2/10/20 EOY: 5/18/20	BOY: 9/27/19 MOY: 2/11/20 EOY: 5/18/20	Not available	Not available

Register at <https://tinyurl.com/CDE-Regional>