

Amplify.



COLORADO
Department of Education

BOY Instructional Planning & Delivery Across the Tiers for Leaders

Name _____



Agenda

1. Welcome and Introduction
2. Tiered Instruction and mCLASS
3. Instructional Materials and Pedagogy
4. Tier 1 Whole Group Instructional Planning
5. Tier 2 Instructional Planning
6. Tier 3 Instructional Planning
7. Wrap Up and Next Steps

Norms

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

Objectives

- Review the MTSS framework
- Reflect on previous student achievement and levels of success by tier
- Identify gaps in schoolwide data and contributing system-level levers
- Identify and prioritize strategic systems-level decisions that will support teachers and students in meeting schoolwide goals
- Work collaboratively to create an actionable schoolwide plan

Guiding Question

How can DIBELS data help my school plan for all tiers of instruction within this continuum of support?

What I know about the tiers

and some questions I have

Tier 1 Instruction

Tier 2 Instruction

Tier 3 Instruction

Table 1. Likelihood of Meeting Later Reading Goals and DIBELS® Next Benchmark Status

Likelihood of Meeting Later Reading Goals	Benchmark Status	Benchmark Status Including Above Benchmark	What It Means
>99%			
95%			
90%			
80%			
70%			
60%			
55%			
50%			
45%			
40%			
30%			
20%			
10%			
<5%			

The addition of the Above Benchmark status level has not changed the benchmark goals. A benchmark goal is still the point at which the odds are in the student's favor of meeting later reading goals (approximately 60% likelihood or higher). The higher above the benchmark goal the student scores, the better the odds. For students who are already at benchmark, the Above Benchmark status level also provides a higher goal to aim for. "Overall likelihood" refers to the approximate percentage of students within the category who achieve later goals, although the exact percentage varies by grade, year, and measure (see *DIBELS Next Benchmark Goals and Composite Score document*).

DIBELS is a registered trademark of Dynamic Measurement Group, Inc. <http://dibels.org/>

Instructional decisions should be made based on students' patterns of performance across all measures, in addition to other available information on student skills, such as diagnostic assessment or in-class work.

Trends by Year: Analysis

Run a Comparing Measures Report:

1. Click on the Reporting Tile
2. Select View My Data, then mCLASS: DIBELS Next
3. Select a Comparing Measures Report.
4. Adjust your parameters as follows:
 - Segment results by: school
 - Grade Divider ON
 - Select Grades: K -3
 - School Years: 2017-2018, 2018-2019, 2019-2020
 - Select only 17-18 BOY, 18-19 BOY, 19-20 BOY
 - Measure: Composite Score ONLY

Questions to Consider:

- When you think about Tier 2 instruction, do you currently see this number of strategic students?
- When you think about Tier 3 instruction, does this align to the percent of students you see who are provided with these intensive supports?
- How are accelerated students' needs being met?
- Does you see more students in particular grades receiving supports than others, in reality?
- How do your staffing and building walkthroughs relate to the data?

Year Over Year Composite Tiered Instruction Analysis

Trends of Tiered Instruction						
	Schoolwide	K	1	2	3	Trends
Tier 3 Focus: % of students who scored WBB(red)	<i>SY17-18:</i> <i>SY18-19:</i> <i>SY19-20:</i>					
Tier 2 Focus: % of students who scored BB(yellow)	<i>SY17-18:</i> <i>SY18-19:</i> <i>SY19-20:</i>					
Tier 1 Focus: % of students who scored B(green)	<i>SY17-18:</i> <i>SY18-19:</i> <i>SY19-20:</i>					
Tiered Accelerated Focus: % of students who scored AB(blue)	<i>SY17-18:</i> <i>SY18-19:</i> <i>SY19-20:</i>					

Trends Within Year: Analysis

Run a Correlation Report:

1. Click on the Reporting Tile
2. Select View My Data, then mCLASS: DIBELS Next
3. Select a Correlation Report.
4. Adjust your parameters as follows:
 - Segment results by: Grade
 - Results by Head Count
 - Select Grades: K -3
 - Measure 1: Composite Score, 2018-2019, BOY
 - Measure 2: Composite Score 2018-2019 EOY

Questions to Consider:

- Are certain grade levels stronger in Tier 3 or Tier 2 instruction?
- Is Tier 1 instruction strong across grade levels?
- Is one Tier of instruction stronger/weaker than the others?
- Is the remediation Tier 2 and 3 instruction working to close the achievement gap?

Within Year Composite Tiered Instruction Analysis

Effectiveness of Tiered Instruction		
	Data trends	Reflections on effectiveness of instruction:
Tier 3 Focus: Describe movement of students who began the year WBB(red)	<i>Schoolwide</i>	
	<i>K</i>	
	<i>1</i>	
	<i>2</i>	
	<i>3</i>	
Tier 2 Focus: Describe movement of students who began the year BB(yellow)	<i>Schoolwide</i>	
	<i>K</i>	
	<i>1</i>	
	<i>2</i>	
	<i>3</i>	

	Data trends	Reflections on effectiveness of instruction:
Tier 1 Focus: Describe movement of students who began the year B(benchmark)	<i>Schoolwide</i>	
	<i>K</i>	
	<i>1</i>	
	<i>2</i>	
	<i>3</i>	
Tiered Accelerated Focus: Describe movement of students who began the year AB(blue)	<i>Schoolwide</i>	
	<i>K</i>	
	<i>1</i>	
	<i>2</i>	
	<i>3</i>	

Smart Goals for Tiered Instruction

Goal

Goal

Goal

Goal

Goal

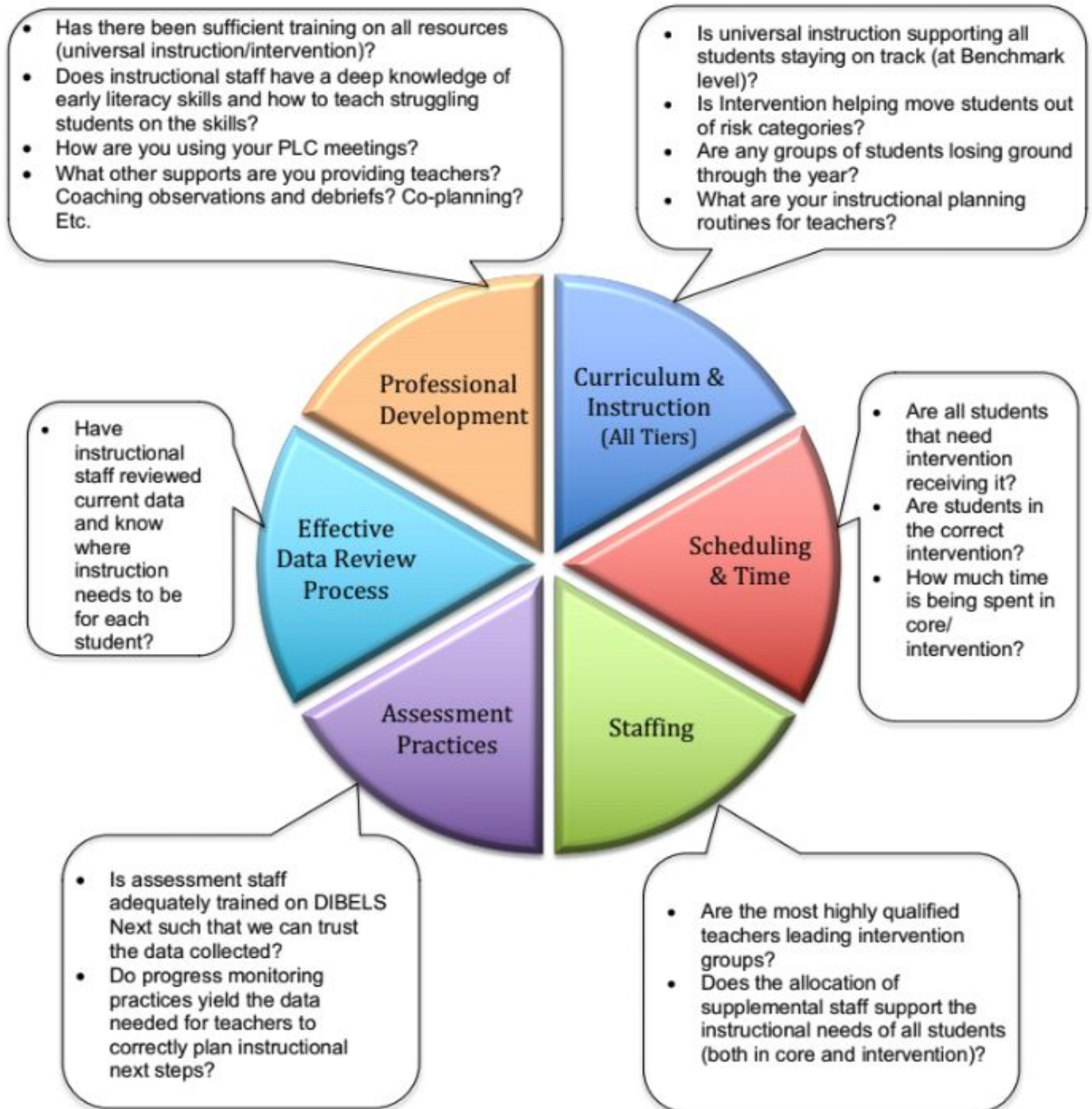
Smart Goals for Tiered Instruction, Revised

Goal

Goal

Looking at System Level Data

Below are some **examples of questions** that can help you think through observations of your data based on various domains of system level supports and help you identify root causes.



Domain Strengths/ Challenges by Tier

	Tier 3 Intensive Remediation	Tier 2 Strategic Remediation	Tier 1 Core Instruction	Tiered Acceleration	Overall Priority Rating 1 - 3
Curriculum / Instruction					
Scheduling/ Time					
Staffing					
Assessment Practices					
Effective Data Review Processes					
Professional Development					



System Domains

Professional Development	Curriculum & Instruction (All Tiers)	Scheduling & Time
<p><i>Resource Training</i></p> <ul style="list-style-type: none"> Has there been sufficient training on all resources? <ul style="list-style-type: none"> Core materials Intervention materials Data systems <p><i>Content Knowledge</i></p> <ul style="list-style-type: none"> Do school leaders have a deep knowledge of early literacy skills? Does instructional staff have a deep knowledge of early literacy skills and how to teach struggling students? What is the expectation for using PLC meetings for professional development? <p><i>Pedagogical Knowledge</i></p> <ul style="list-style-type: none"> What co-planning structures are expected and communicated? How are district coaches providing aligned supports? How are district coach resources aligned and normed? What is the observation/ feedback cycle for principal supervisors, school leaders, and teachers? 	<p><i>Materials</i></p> <ul style="list-style-type: none"> Is core instruction supporting all students staying on track and aligned to grade level standards? Which interventions are helping students increase achievement and close their gaps? (or not) Are any groups of students losing ground throughout the year? <p><i>Planning</i></p> <ul style="list-style-type: none"> What are instructional planning expectations for teachers? How is lesson planning transparent to school leaders? How are support staff aligning with classroom teachers? <p><i>Pedagogy</i></p> <ul style="list-style-type: none"> What pedagogical routines and instructional strategies are expected? Do all teachers use Gradual Release of Responsibility when delivering instruction? What supports are in place for teachers to strengthen pedagogy? 	<p><i>Literacy Block Time</i></p> <ul style="list-style-type: none"> How much time is being spent daily on comprehension vs. phonics/decoding vs. writing? How much time is being spent in whole group vs. small group? <p><i>Intervention Routines</i></p> <ul style="list-style-type: none"> Are all students that need intervention receiving it? Are students in the correct intervention? How consistently are intervention routines occurring? (impacted by field trips, assemblies, etc.?)

How have these expectations been communicated to school building leaders and teachers?
What are the routines in place to ensure alignment between district/ school buildings/ classrooms?



System Domains

Effective Data Review Process	Assessment Practices	Staffing
<p><i>Review Routines</i></p> <ul style="list-style-type: none"> What is expectation for instructional staff to review current data? <ul style="list-style-type: none"> Frequency? Protocols? Outcomes? Are district staff/ school leaders/ teachers able to identify trends? How is the data used to inform policies and next steps? <ul style="list-style-type: none"> District-level School level Classroom level <p><i>Data Communication</i></p> <ul style="list-style-type: none"> How is data transferred? <ul style="list-style-type: none"> Transient students? Out of district students? For the next grade's teacher? Are all adults supporting a child aware of the changes in data and expectations? <ul style="list-style-type: none"> Support staff? Parents? 	<p><i>Reliability and Validity</i></p> <ul style="list-style-type: none"> Is assessment staff adequately trained on administering the assessment? What are assessment environments? Are completion rates high enough to draw conclusions about the population? <p><i>Progress Monitoring</i></p> <ul style="list-style-type: none"> What is the expectation for frequency of progress monitoring? Do teachers use progress monitoring data to plan intentional instruction? Are students that have not mastered a particular skill progress monitored below grade level? Are students assessed on both off-grade level and on grade level measures when appropriate? What is the monitoring/ feedback system at the district, school, teacher level? 	<p><i>Qualifications</i></p> <ul style="list-style-type: none"> Are the most highly qualified teachers leading intervention groups? Are the teachers with the deepest early literacy content knowledge teaching K-2? Are recruiting efforts and interview process rigorous? <p><i>Work Orgs Aligned with Needs</i></p> <ul style="list-style-type: none"> Does the allocation of supplemental staff support instructional needs of all students (in both core and intervention)? Is district organizational staff structure aligned to district needs? Are student: adult ratios appropriate? <p><i>Supports</i></p> <ul style="list-style-type: none"> How are staff supported? <ul style="list-style-type: none"> School leaders Teachers Support Staff Volunteers

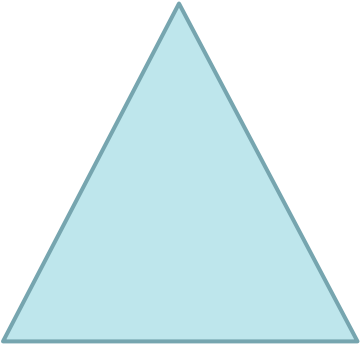
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Action Step	Person/People Responsible	Date to be Completed	Evidence of Completion

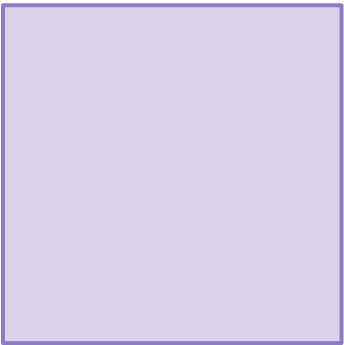
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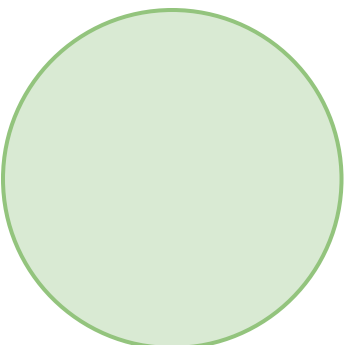
Reflection



What are **three** important **points** you have learned?



What is something that **squared** with what you already knew?



What is an idea or question that is still **circling** in your head?

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

**mCLASS: DIBELS Next 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

Resources and Support

Amplify

Email: help@amplify.com any time

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

Live Chat: [mCLASS homepage](#)

Web resources

- www.amplify.com/colorado
- mclass.amplify.com
- www.cde.state.co.us/coloradoliteracy