

Amplify.

# BOY Data Analysis

School Leaders



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V#190914

## Agenda

1. Welcome and Introduction
2. Accessing Aggregate Reports
3. Pathways of Progress
4. Composite Score by Grade Level
5. Break
6. Measure Data by Grade Level
7. Lunch
8. Progress Monitoring Best Practices
9. Break
10. Action Planning
11. Wrap up

## Objectives

- Explain how Acadience Reading data informs classroom instruction
- Reflect on EOY Pathways by class and leverage reflections in order to support teachers and classrooms for this school year
- Interpret aggregate BOY data reports to identify school-wide priorities that align with LEA goals
- Communicate the importance of progress monitoring with fidelity, including off-grade progress monitoring
- Review the MTSS framework and Literacy Framework, and identify and prioritize action steps for tiers of instruction
- Identify celebrations, reflect on underlying causes, and generate a schoolwide action plan based on next steps in the data
- Customize a “Make it, Take it” PowerPoint to lead data conversations back at your school

## 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

## Pathways of Progress Analysis

*Amplify: Classroom Growth Report, ACADIENCE: Summative 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 core instruction being implemented with fidelity? Is intervention in place?
- **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 Literacy Framework?
- **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 to ensure accurate data collection?
- **Effective Data Review Practices:** Have instructional staff reviewed current data and do they know where instruction needs to be for each student?
- **Professional Development:** Has there been sufficient training on all resources (universal instruction/intervention)? Does instructional staff have a deep knowledge of early literacy skills and how to teach struggling students on the skills?

## Questions to Consider for Pathways of Progress

Were there specific classrooms (grade levels) that made better-than-average reading progress? Which ones? Why do you think this is?

Were there specific classrooms (grade levels) that made less-than-average reading progress? Which ones?

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? (E.g., mentorship, observations, coaching, walk-throughs)

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

## What are your next steps?

## Composite Score Analysis

LEA 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>	<b>mCLASS—</b> Comparing Populations by Grade  <b>Acadience—</b> Status Report by grade	Percentage of Students At or Above Benchmark at <b>BOY</b>	<b>Kinder</b>  _____%	<b>1<sup>st</sup></b>  _____%	<b>2<sup>nd</sup></b>  _____%	<b>3<sup>rd</sup></b>  _____%
2. What areas do you have to celebrate?						
3. What are the <b>primary</b> 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 Percentage of Students At or Above Benchmark
<b>Kindergarten</b> <i>First Sound Fluency (FSF)</i>	
<b>Grade 1</b> <i>Phoneme Segmentation Fluency (PSF)</i>	
<b>Grade 1</b> <i>Nonsense Word Fluency (NWF)(CLS)</i>	
<b>Grade 1</b> <i>Nonsense Word Fluency (NWF)(WWR)</i>	
<b>Grade 2</b> <i>Nonsense Word Fluency (NWF)(CLS)</i>	
<b>Grade 2</b> <i>Nonsense Word Fluency (NWF)(WWR)</i>	
<b>Grade 2</b> <i>Oral Reading Fluency (ORF) (Accuracy)</i>	
<b>Grade 2</b> <i>Oral Reading Fluency (ORF) (Words Correct/minute)</i>	
<b>Grade 2</b> <i>Oral Reading Fluency (ORF) (Retell)</i>	
<b>Grade 3</b> <i>Oral Reading Fluency (ORF) (Accuracy)</i>	
<b>Grade 3</b> <i>Oral Reading Fluency (ORF) (Words Correct Per Minute)</i>	
<b>Grade 3</b> <i>Oral Reading Fluency (ORF) (Retell)</i>	
<b>Grade 3</b> <i>Maze</i>	



<b>Measure</b>	<b>BOY Percentage of Students At or Above Benchmark</b>
<b>Grade 4</b> <i>Oral Reading Fluency (ORF) (Accuracy)</i>	
<b>Grade 4</b> <i>Oral Reading Fluency (ORF) (Words Correct Per Minute)</i>	
<b>Grade 4</b> <i>Oral Reading Fluency (ORF) (Retell)</i>	
<b>Grade 4</b> <i>Maze</i>	
<b>Grade 5</b> <i>Oral Reading Fluency (ORF) (Accuracy)</i>	
<b>Grade 5</b> <i>Oral Reading Fluency (ORF) (Words Correct Per Minute)</i>	
<b>Grade 5</b> <i>Oral Reading Fluency (ORF) (Retell)</i>	
<b>Grade 5</b> <i>Maze</i>	
<b>Grade 6</b> <i>Oral Reading Fluency (ORF) (Accuracy)</i>	
<b>Grade 6</b> <i>Oral Reading Fluency (ORF) (Words Correct Per Minute)</i>	
<b>Grade 6</b> <i>Oral Reading Fluency (ORF) (Retell)</i>	
<b>Grade 6</b> <i>Maze</i>	

## 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 with Acadience™ Reading

© Dynamic Measurement Group, Inc. / November 14, 2018

Portions of this document are reprinted from the *Acadience Reading Assessment Manual* and the *Acadience Reading Survey Manual*<sup>1</sup>.

Progress monitoring is the practice of testing students briefly but frequently on the skill areas in which they are receiving instruction, to ensure that they are making adequate progress.

Acadience Reading provides two types of testing, benchmark assessment and progress monitoring. Benchmark assessment, or screening, refers to testing all students three times per year for the purpose of identifying those who may be at risk for reading difficulties. Once students are identified as at risk for reading difficulties, they can receive progress monitoring testing more frequently to ensure that the instruction they are receiving is helping them make progress.

## Why monitor progress?

*Monitoring student progress toward instructional objectives is an effective and efficient way to determine if the instructional plan is working. Ongoing progress monitoring allows teachers to make data-based decisions about the effectiveness of their instruction. Instruction can be modified or changed in a timely manner instead of waiting months to find out whether the student reached the goal. When teachers use student progress monitoring data to inform instruction, students' learning improves (Fuchs, Deno, & Mirkin, 1984).*

The purposes of progress monitoring are:

- to provide ongoing feedback about the effectiveness of instruction,
- to determine students' progress toward important and meaningful goals, and
- to make timely decisions about changes to instruction so that students will meet those goals.

## Acadience Reading and Progress Monitoring

Acadience Reading was designed specifically for screening *and* progress monitoring. The Acadience Reading measures are designed to be used frequently and are sensitive enough to detect student learning and growth over time. The skills that are measured by Acadience Reading are the *basic early literacy skills* – those skills that should be the essential components of reading instruction.

Using Acadience Reading for progress monitoring is efficient because the same assessment can be used for both progress monitoring and benchmark assessment. After conducting a benchmark assessment with Acadience Reading, a great deal is known about the skills on which a student may need instructional support. Progress monitoring on the skills that are the focus of instruction provides teachers with an indicator of the effectiveness of that instruction.

Progress monitoring is an important component of a Response-to-Intervention (RtI) data-based decision-making model. RtI models, such as the Outcomes-Driven Model described in the *Acadience Reading Assessment Manual*, are used to improve student outcomes by matching the amount and type of instructional support with the needs of the individual students.

## Acadience Reading Progress Monitoring Materials

When conducting progress monitoring with an Acadience Reading measure, the measure follows the same administration and scoring procedures that are used for benchmark assessment.

Unlike the benchmark assessment materials, which are arranged by grade, Acadience Reading progress monitoring materials are arranged by measure. A Progress Monitoring Scoring Booklet contains 20 alternate scoring forms for a measure, as well as a cover sheet on which the scores are recorded and graphed. Progress Monitoring Scoring Booklets are available for:

- First Sound Fluency (FSF)
- Phoneme Segmentation Fluency (PSF)
- Nonsense Word Fluency (NWF)

<sup>1</sup> Acadience Reading is also published under the name DIBELS Next®. Acadience Reading Survey is published under the name DIBELS Next Survey.

- Oral Reading Fluency (ORF) Level 1
- Oral Reading Fluency (ORF) Level 2
- Oral Reading Fluency (ORF) Level 3
- Oral Reading Fluency (ORF) Level 4
- Oral Reading Fluency (ORF) Level 5
- Oral Reading Fluency (ORF) Level 6

Maze progress monitoring materials are organized similarly, with the exception that students fill out the Maze worksheets themselves, rather than the assessor marking a scoring form. In the download version of Acadience Reading, 20 alternate Maze worksheets are available per grade and can be produced as individual worksheets or in a booklet. In the published version of Acadience Reading, the first 10 Maze progress monitoring worksheets are provided in a Maze Progress Monitoring Student Booklet. The other 10 worksheets per grade are available for download. Maze progress monitoring materials are available for:

- Maze Level 3
- Maze Level 4
- Maze Level 5
- Maze Level 6

ORF and Maze "levels" correspond to the grade level of the passages. The ORF and Maze progress monitoring materials use the term "level" rather than "grade" because some students may be monitored on out-of-grade materials.

Note that for ORF, while three passages are administered during benchmark assessment, a single passage is sufficient for progress monitoring, since instructional decisions are based on at least three test administrations.

Letter Naming Fluency (LNF) does not include progress monitoring materials because letter naming is not directly related to one of the basic early literacy skills, and is not a primary focus of instruction. LNF is included during benchmark assessment because it is a strong predictor of future reading skills, but targeting letter naming as a primary focus of instruction does not appear to help progress toward later reading outcomes.

## Progress Monitoring Procedures

<p>Selecting Students for Progress Monitoring</p>	<p>Students who are below the benchmark goal on one or more measures may receive progress monitoring in targeted areas that are the focus of instruction or intervention. Teachers may also choose to monitor other students if there are concerns regarding their progress. For example, if a student has met the benchmark goal but has highly variable performance, poor attendance, or behavioral issues, the teacher may choose to monitor that student, particularly if the student's score is just barely above the benchmark goal.</p> <p>Any student whose basic early literacy skills are not on track for attaining future reading outcomes is a potential candidate for focused, differentiated, small group instruction, the intensity of which should match the need for support. When teachers provide instruction in a way that is designed to target basic early literacy skills, we recommend that they use progress monitoring to gauge the effectiveness of the instructional supports provided.</p> <p>If many students within a classroom or grade score below or well below the benchmark goals, it may be more beneficial to focus first on analyzing and improving the core reading instruction that all students receive.</p> <p>Decisions about the number of students to monitor at one time are based on local needs, resources, and priorities.</p>
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## Selecting Acadience Reading Materials for Progress Monitoring

In most cases, progress monitoring will focus on one measure at a time, which should represent the student's instructional level of the skill area targeted for instruction. In some cases, it may be appropriate to monitor a student using more than one Acadience Reading measure, in particular for students who are monitored in out-of-grade materials. For example, a second-grade student might be monitored once per week with NWF and once per month with first grade ORF as a way to track acquisition of the alphabetic principle and the application of those skills to connected text.

Students should be monitored in material that matches the skill area targeted for instruction. For example, students with low scores on Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS) should receive instruction on accurately and automatically matching sounds to letters and should be monitored with NWF-CLS. Kindergarten and first grade students typically would be monitored on grade-level materials unless they are not producing measurable behavior on those materials. Grade-level materials for kindergarten include FSF, PSF, and NWF, and for first grade include PSF, NWF, and ORF. Students in grades two through six may be monitored in grade-level or out-of-grade-level materials.

Progress monitoring forms should be administered in the order they appear in the booklet.

### Out-of-Grade Monitoring

Careful consideration should be given to selecting an optimum level of progress monitoring material for each student.

The optimum level should simultaneously illustrate:

- the student's current level of skills,
- an instructional goal that the student needs to attain, and
- progress toward the goal.

To be able to illustrate progress, the material must be at a level in which changes in student skills will be apparent. In particular, if the measurement material is too difficult, progress will not be apparent and the student and teacher or interventionist may become discouraged. The progress monitoring level may be the same as the instructional level. However, when monitoring progress in out-of-grade materials, use the highest level of material in which change can be shown in skills targeted for instruction. For example, when targeting phonemic awareness for instruction any time after the first half of kindergarten, PSF should be used for progress monitoring instead of FSF. If PSF is too difficult or frustrating for the student, then FSF should be used. For ORF, the optimal progress monitoring material is the highest level of material where the student reads with at least 90% accuracy and has a ORF Words Correct score above 20 in first grade, 40 in second grade, or 50 in third through sixth grades.

If grade-level material does not fall within these optimal progress monitoring levels, consider "back-testing" to identify the student's appropriate progress monitoring level. Acadience Reading Survey<sup>2</sup> provides testing materials and procedures for this process.

### Testing Forms

Progress monitoring forms should be administered in the order they appear in the booklet, starting from the first form. The progress monitoring forms for one measure or level are of approximately equal difficulty. Instructional decisions are based on at least three test administrations.

<sup>2</sup> Acadience Reading is also published under the name DIBELS Next. Acadience Reading Survey is published under the name DIBELS Next Survey by Voyager Sopris Learning. Visit <https://www.voyagersopris.com/> for more information.

<p><b>Setting Progress Monitoring Goals</b></p>	<p>We recommend setting ambitious but realistic goals. A progress monitoring goal must include the score to aim for in the selected material as well as the timeframe for achieving the selected goal. When monitoring a student in grade-level materials, use the standard Acadience Reading benchmark goals and the standard timeframe in which those goals should be reached. The Acadience Reading Benchmark Goals and Composite Score document can be found on the Dynamic Measurement Group website at <a href="https://acadiencelearning.org/">https://acadiencelearning.org/</a>.</p> <p>When monitoring a student in below-grade materials, the following steps are recommended:</p> <ul style="list-style-type: none"> <li>Step 1. Determine the student's current level of performance.</li> <li>Step 2. Determine the score to aim for based on the end-of-year goal for the level of materials selected for monitoring.</li> <li>Step 3: Set the timeframe so that the goal is achieved in half the time in which it would normally be achieved (e.g., moving the end-of-year benchmark goal to be achieved by the mid-year benchmark date). The intent is to establish a goal that will accelerate progress and support a student to catch up to their peers.</li> <li>Step 4: Draw an aimline connecting the current performance to the goal.</li> </ul>
<p><b>Determining the Frequency of Progress Monitoring</b></p>	<p>Students receiving progress monitoring should be monitored as frequently as needed to make timely decisions about the effectiveness of the instructional support. The frequency of progress monitoring should match the level of concern about the student's skill development and need for support. Students who need more support should be monitored more frequently.</p> <p>If monitoring in grade-level materials and the student's scores fall into the Below Benchmark level, then monitoring one or two times per month is likely sufficient.</p> <p>If monitoring in grade-level materials for students whose scores fall into the Well Below Benchmark level, then progress monitoring once per week is ideal, though once every other week may be sufficient.</p> <p>Any time you are monitoring a student in out-of-grade materials, progress monitoring once per week is ideal, though every other week may be sufficient.</p> <p><i>A note about the Maze measure:</i> Scores for Maze increase more slowly than they do for other Acadience Reading measures, so more frequent monitoring may not be as informative. For students who need to be monitored on Maze, we recommend monitoring once per month.</p>

<p><b>Conducting Progress Monitoring Assessment</b></p>	<p><b>Who should collect progress monitoring data?</b> Any educator who has been trained on the administration and scoring procedures for Acadience Reading can collect progress monitoring data. The person who is providing the instruction is the one who needs the progress monitoring information and is the most likely person to collect the data. However, it can be just as effective for someone other than the instructor to collect the data, as long as it is shared in a timely fashion. For example, students who are receiving speech therapy might have their progress monitored by the speech therapist. Special educators and reading specialists might monitor progress of the students on their caseload and share the results with the classroom teacher. Classroom teachers might progress monitor the small group of students with whom they are meeting daily because they are the ones who are most in need of support. It can be helpful to share the task of collecting progress monitoring data. It is important that the data be easily and frequently accessed by the student's instructor(s).</p> <p><b>When should progress monitoring assessment be conducted?</b> In considering when to conduct progress monitoring, first decide on the amount of assessment that is needed, based on the number of students, frequency of monitoring, and the materials on which they are being monitored. Then match that assessment to the available resources and personnel.</p> <p>Progress monitoring should be conducted so as to minimize time taken from reading instruction. For example, if the decision is to monitor progress weekly for a small group of five students on Oral Reading Fluency, one student could be assessed on Monday for 2 minutes at the end of small group time. The second student could be assessed on Tuesday, and so on for the remaining students. Each student would then be monitored weekly, but only a single student per day.</p>
<p><b>Data Management and Reporting</b></p>	<p>Progress monitoring data should be graphed and readily available to those who teach the student. The scoring forms themselves should also be available, in order to examine the student's response patterns.</p> <p>The front cover of each Acadience Reading Progress Monitoring Scoring Booklet includes a graph to record the scores. Components of an effective progress monitoring graph include:</p> <ul style="list-style-type: none"> <li>• current level of performance</li> <li>• a target goal at a future point in time</li> <li>• a place to record ongoing progress monitoring scores</li> <li>• an aimline</li> </ul> <p>An aimline provides a visual target for the rate of progress the student needs to make to meet the goal on time. The aimline is drawn from the student's current or initial skill level (which is often the most recent benchmark assessment score) to the goal. Progress monitoring scores can then be plotted over time and examined to determine whether the student is making adequate progress in reference to the aimline.</p> <p>An electronic data management system can store and report Acadience Reading progress monitoring data for you. One such system is Acadience Data Management (<a href="https://acadiencelarning.net/">https://acadiencelarning.net/</a>) from the authors of Acadience Reading at DMG.</p>

<b>Evaluating Progress and Modifying Instruction</b>	<p>Progress monitoring data should be reviewed at regular intervals. This review can be done by a classroom teacher and/or a team of educators working with a student. In general, if three consecutive data points fall below the aimline, the team should meet and make a considered decision about maintaining or modifying the instruction. If the student's progress is not likely to result in meeting the goal, then instruction should be changed. Before increasing the intensity of instruction, easy explanations for lack of progress should be considered and ruled out or changed, such as student or instructor absence or lack of instructional fidelity. The overarching goal is to make ongoing, data-based decisions regarding instruction to improve student outcomes.</p>
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## Sharing Progress Monitoring Data with Parents and Students

Parents and students are important partners in any educator's efforts to improve reading outcomes. A basic progress monitoring graph conveys much of the information parents want to know about their children:

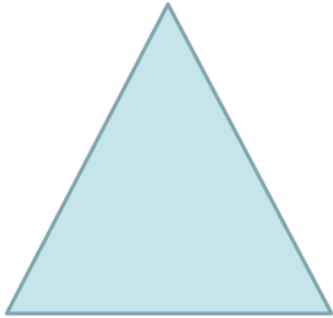
- What is my child's current level of skill?
- How different is my child's performance from the expectation?
- What is the goal and when do we expect the goal to be achieved?
- Is my child making sufficient progress toward the goal?

When progress monitoring occurs in the context of general education support, the procedures may be discussed with parents, including the educational concerns, the instructional support that is being provided, who will be collecting progress monitoring data, and how often the data will be shared. When progress monitoring is part of an evaluation for special education eligibility, appropriate informed consent procedures should be followed.

Under some conditions, sharing graphed data with a student may be appropriate if it would help to motivate the student. If the student is prone to speed-reading, or is too far below the target and may be discouraged, then it would not be appropriate to share the graphed data.



## Progress Monitoring Note catcher



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



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

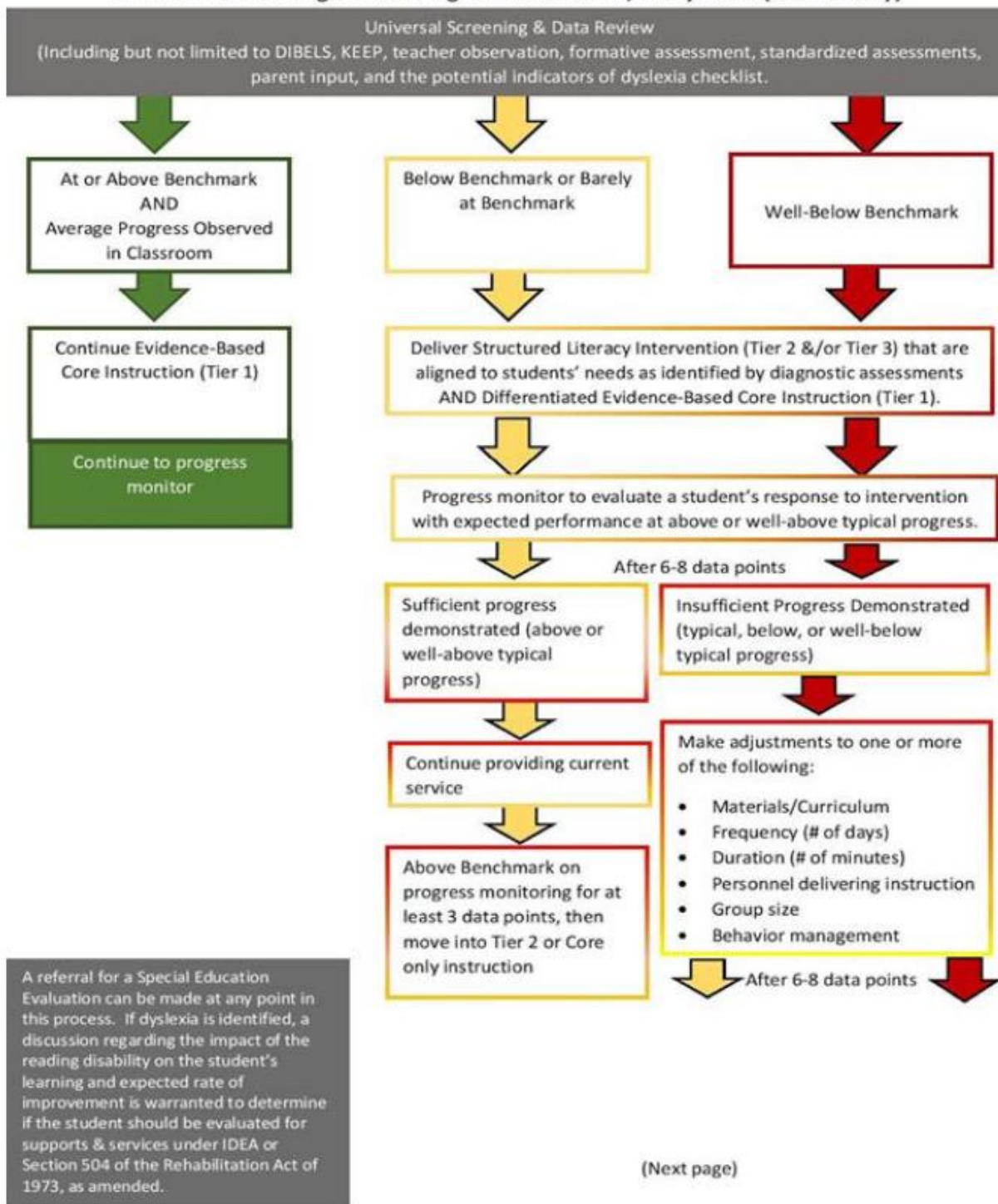


What is an idea or question that is still **circling** in your head?

## Progress Monitoring Frequency Recommendations

Measure Color	Measure Score	Support Level	Frequency
<b>Red</b>	Well Below Benchmark	Likely to Need Intensive Support	Weekly or bi-weekly
<b>Yellow</b>	Below Benchmark	Likely to Need Strategic Support	Every 1-2 weeks
<b>Green</b>	At Benchmark	Likely to Need Core Support	As necessary*

## Universal Screening for Reading Difficulties and/or Dyslexia (Elementary)



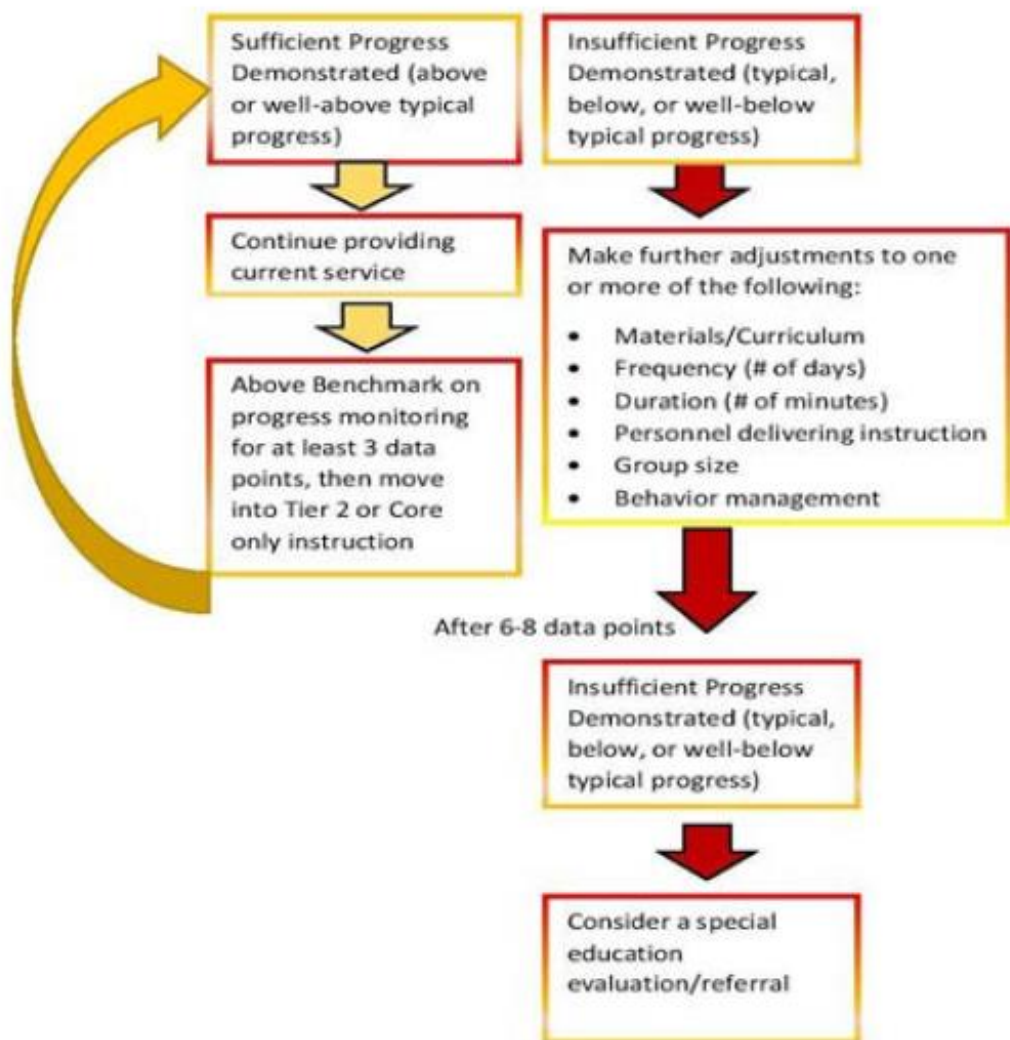


Figure 3. Utah State Board of Education, 2018.

## Tiers of Instruction

### Utah MTSS 3-Tier Definitions

Multi-Tiered System of Supports (MTSS) is a framework for implementing systemic, evidence-based practices to maximize student achievement in academics and behavior in preparation for and leading to College and Career Readiness. The MTSS model includes Universal, Targeted, and Intensive levels of support, which are defined below for identified critical components. Universal (Tier 1) represents those supports provided to all students. Tier 1 practices should be implemented with fidelity prior to addressing practices for Tier 2 or 3. Targeted (Tier 2) represents additional supports provided to remediate or accelerate student success. Intensive (Tier 3) represents individually-responsive supports intended to further remediate or accelerate student success and do not necessarily equate to special education services. Individually-responsive supports are developed based on individual need but may be provided in a small group or individual format. Tier 2 and 3 supports are provided *in addition to*, not in place of, Tier 1 instruction.

Critical Component	Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
<b>High-quality instruction</b> Evidence-based instruction differentiated for students who perform below or above level, based on relevant content and professional standards. This includes instructional strategies, textbooks, and materials used for instruction, which should be evidence-based, aligned to the Utah Core Standards, and selected to address the needs of the students.	Rigorous grade-level Core instruction using evidence-based curriculum and instructional strategies that include Universal Design for Learning (UDL) principles. Differentiation provided for students considering various modes of delivery and learning needs.	Supplemental instruction and supports systematically delivered in addition to, and aligned with, the grade-level Core. These supports address the needs of students who have not responded sufficiently to Tier 1 instruction or who would benefit from enrichment activities. For students who are low-performing, supports may include adapted strategies, increased frequency, intensity, and/or time. For students who are high-performing, enrichment supports may include an increase in breadth, depth, pacing, and/or complexity. Supports for low- or high-performing students do not negatively impact time spent in Tier 1 Core content instruction.	Individually-responsive instruction and supports delivered in addition to, and aligned with grade-level Core. These supports address specific needs of students who are most at risk or have not responded to Tier 2 interventions. For students who are low-performing, supports represent the use of adapted strategies and an increase in frequency, intensity, and/or time, and do <i>not</i> necessarily equate to special education services. For students who are high-performing, enrichment supports are more individually planned and provide greater opportunity for nurturing talents. Supports for students who are high- or low-performing should not negatively impact time spent in Core content instruction. Tier 3 supports may be provided in small group or individual format.
<b>Data-based decision making</b> using multiple data sources (reported to parents/students as needed).	Ongoing evaluation of all students using formative assessments, grades, and SAGE to identify academic and social-behavior needs of students.	Progress monitoring of students receiving targeted supports every 2–4 weeks, using reliable tools sensitive to incremental change.	Progress monitoring of students receiving intensive supports at least weekly, using valid, reliable tools sensitive to incremental change.

## Tiers of Instruction

Tier 1

Tier 2

Tier 3

## Reflection on Tiers of Instruction

1. What structures do you have in place to support students in each tier of instruction?
2. Do your students who need Tier 3 support also receive Tier 1 and Tier 2 instruction?

### Prioritizing Tiers with Underlying Causes

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



## Action Planning with Specificity

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

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

## Action Planning with Specificity

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

# Join us for MOY and EOY Data Analysis Sessions

Register on Midas

	School and District Leader Sessions		Coach and Teacher Sessions	
	Date	Location	Date	Location
<b>MOY</b>	<b>Monday, February 3</b>	Canyons School District 11150 S 300 E Sandy, Utah	<b>Friday, January 31</b>	ICSD Board Room 2077 W. Royal Hunte Dr. Cedar City, UT 84720
	<b>Tuesday, February 4</b>	Davis School District Office 130 N Main Street Kaysville UT	<b>Tuesday, February 4</b>	Canyons School District 11150 S 300 E Sandy, Utah
	<b>Wednesday, February 5</b>	WCSD Boardroom 121 West Tabernacle St. George 84770	<b>Wednesday, February 5</b>	Davis School District Office 130 N Main Street Kaysville UT
	<b>Monday, February 10</b>	Training Lab 180 E 600 N Richfield UT 84701	<b>Thursday, February 6</b>	WCSD Boardroom 121 West Tabernacle St. George 84770
	<b>TBA</b>	Data Analysis 201 Webinar	<b>Tuesday, February 11</b>	Training Lab 180 E 600 N Richfield UT 84701
<b>EOY</b>	<b>Tuesday, May 5</b>	Canyons School District 11150 S 300 E Sandy, Utah	<b>Wednesday, May 6</b>	Canyons School District 11150 S 300 E Sandy, Utah
	<b>Monday, May 11</b>	Training Lab 180 E 600 N Richfield UT 84701	<b>Thursday, May 7</b>	ICSD Board Room 2077 W. Royal Hunte Dr. Cedar City, UT 84720
	<b>Wednesday, May 13</b>	WCSD Boardroom 121 West Tabernacle St. George 84770	<b>Tuesday, May 12</b>	Training Lab 180 E 600 N Richfield UT 84701
	<b>Tuesday, May 26</b>	Davis School District Office 130 N Main Street Kaysville UT	<b>Thursday, May 14</b>	WCSD Boardroom 121 West Tabernacle St. George 84770
	<b>TBA</b>	Data Analysis 201 Webinar	<b>Wednesday, May 27</b>	Davis School District Office 130 N Main Street Kaysville UT

## Support

### mCLASS

Email: [help@amplify.com](mailto:help@amplify.com) any time

Phone: (800) 823-1969, Monday – Friday from 7 a.m. – 7 p.m. ET

Live Chat: mCLASS homepage

### Acadience Learning

Email: [sstollar@acadiencelearning.org](mailto:sstollar@acadiencelearning.org) or [info@acadiencelearning.org](mailto:info@acadiencelearning.org) any time

Phone: 888-943-1240, Monday – Friday from 8 a.m. – 5 p.m. ET

### Web Resources

- [Amplify.com/Utah](http://Amplify.com/Utah)
- [mCLASS.amplify.com](http://mCLASS.amplify.com)
- [Acadiencelearning.net](http://Acadiencelearning.net)
- [Acadiencelearning.org](http://Acadiencelearning.org)