

# Best Practices for Examining Mid-Year District Data

January 16, 2018

**FastBridge**  
Learning

THIS WAY TO FASTER RESULTS.

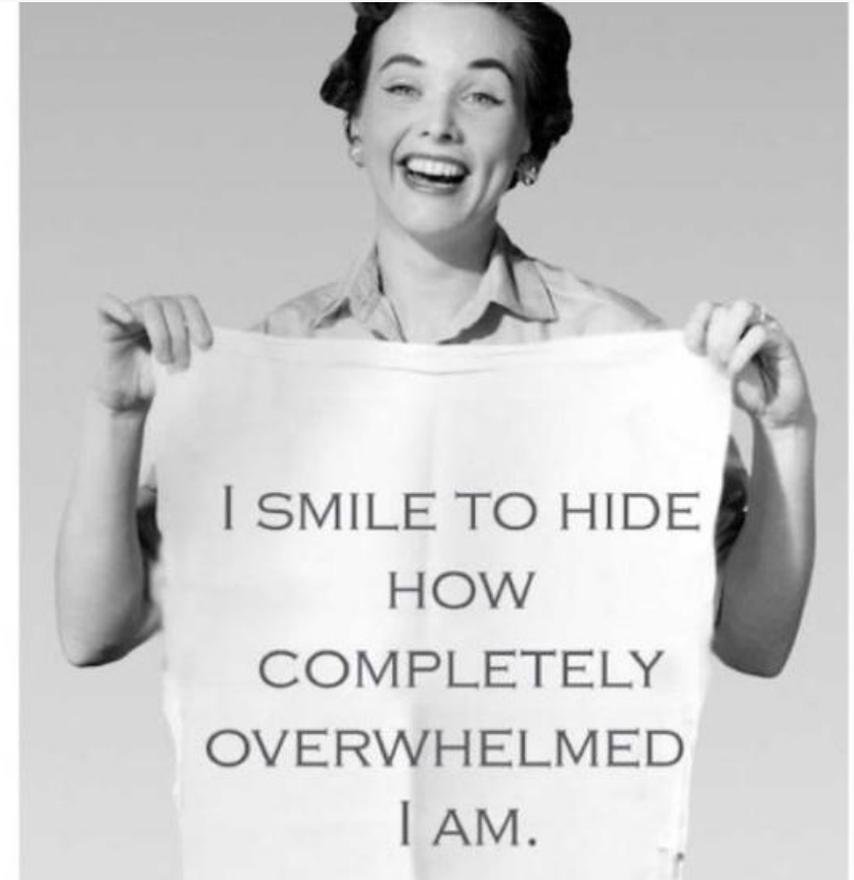


# Learning Objectives

1. I can master the middles
2. I can apply a problem-solving model to reviewing universal screening data
3. I can identify tools that support #2 in FastBridge Learning

# Mid Year

- Physically present; mentally disengaged
- Risk avoidant
- All versus small
- Unclear or unfocused learning outcomes for our kids
- I told you, so.
- Paralysis by analysis
- The 'Middles'



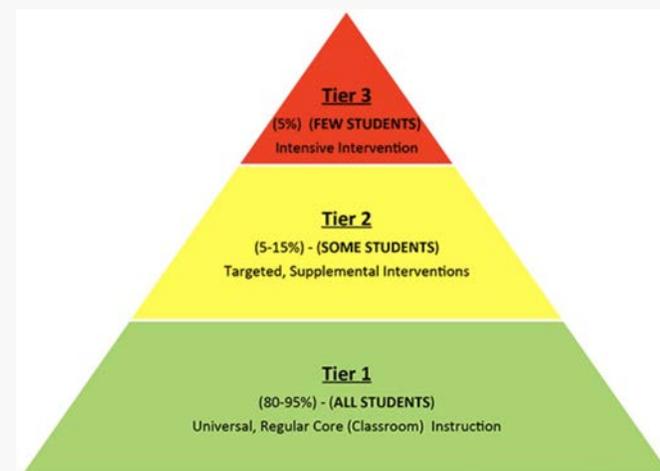
# Mid Year Challenges

**Master the  
middles**



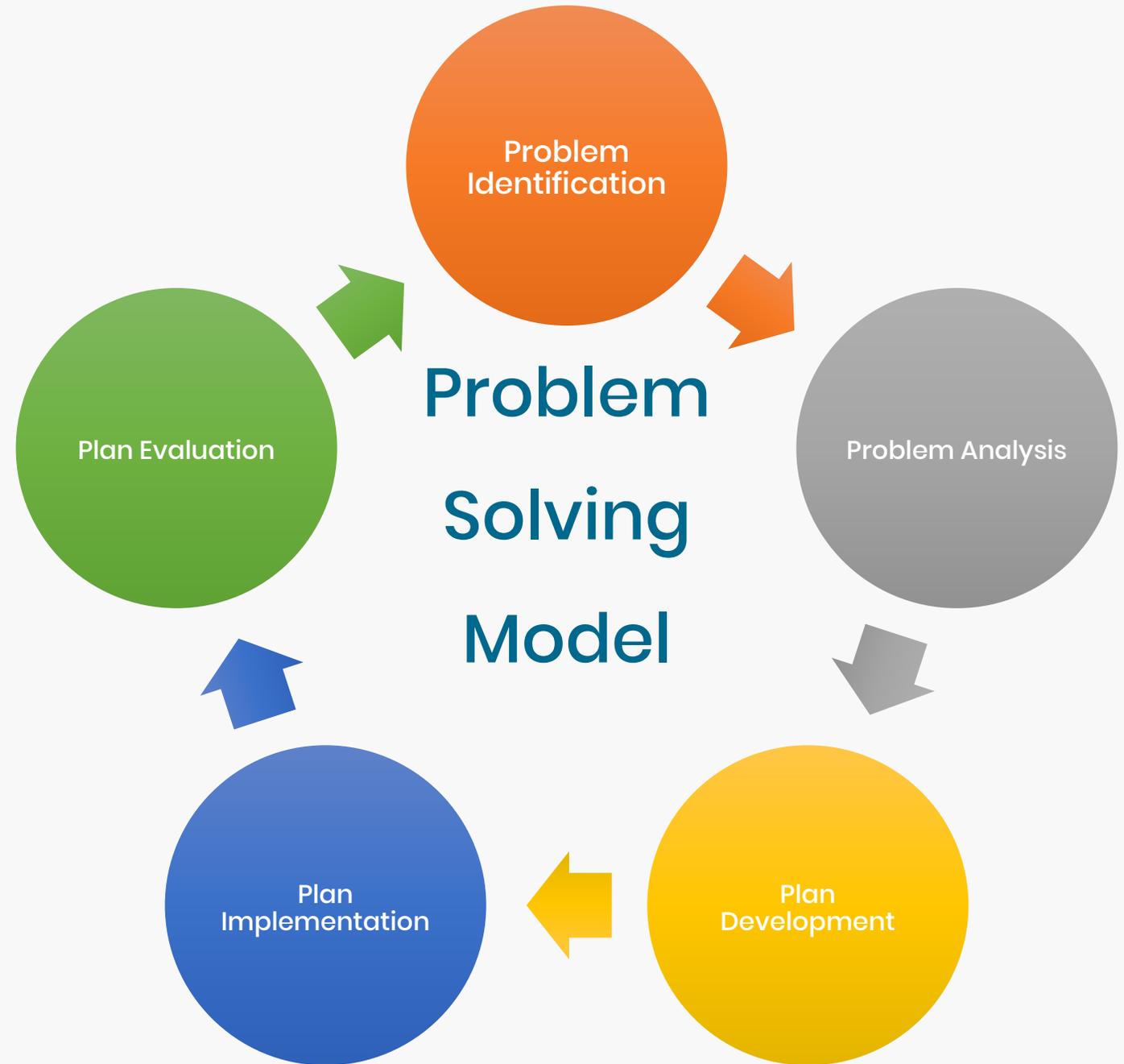
# MTSS

- Teams identify students who are “at-risk”
  - Screening data
  - Other sources of information
- Resource allocation - 80% Rule
  - Tier 1: Core instruction
  - Tier 2: Supplemental intervention
  - Tier 3: Intensive intervention



A problem is:

the distance  
between what is  
expected and  
what is occurring



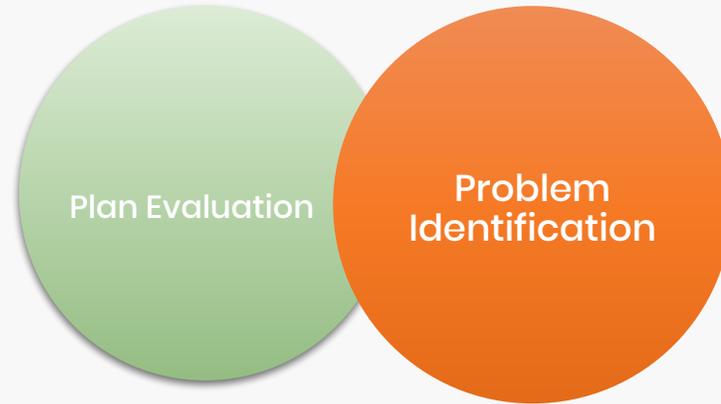
# Who's reviewing the data?

- Administrator – Resource allocation
- Instructional coaches/Specialists for each focus area
- General education teachers
- Special education teachers?
- Interventionists?

Effective meetings/data review examples:

- a. [www.MiBLSi.org](http://www.MiBLSi.org)
- b. <http://www.cehd.umn.edu/reading/PRESS/default.html>
- c. State DOEs
- d. [www.rtinetwork.org](http://www.rtinetwork.org)

# Winter Data Review: Problem Identification



1. Is there a discrepancy between what is expected and what is occurring?
  - a. Across grades, schools, or classrooms
2. How important is the problem to address?

# Winter Data Review: Problem Identification

- Benchmarks support individual student planning
  - Can be used to set progress goals
- Norms support group-level decision making and resource allocation
  - Show the strength of instructional practices at all tiers

# Group Screening

DEMOGRAPHIC OPTIONS ▾

INTERVAL:

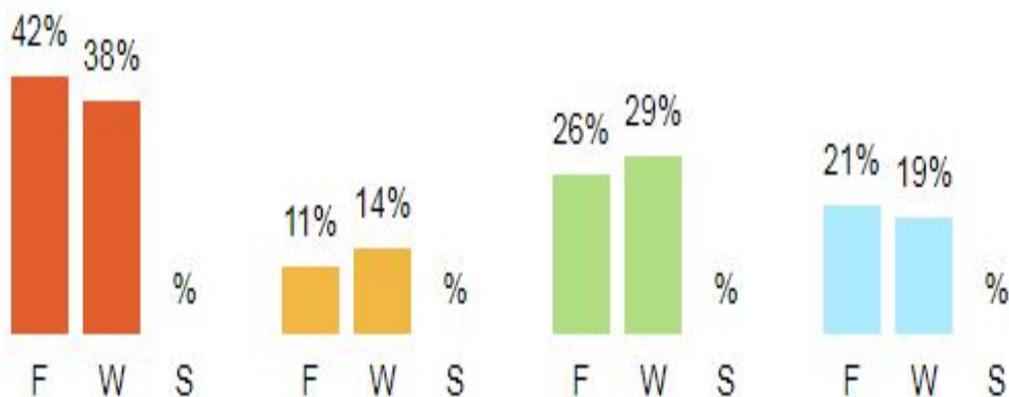
2016-2017 : Winter ▾

COLOR CODING:  
Norms ▾

✓ Norms

Benchmarks

## Scores Of All Students In Group By Normative Categories:



### Report's Use:

- ➔ **Tier 1:** Serves 100% of students with the goal of having 80% or more exceed the Low Risk Benchmark. Set Color Coding to Benchmark so the graphical display (left) indicates the proportion of students in each category.
- ➔ **Tier 2:** Serves about 30% of students with evidence-based intervention supplemental to Tier 1 core instruction. Use the table (below) to identify students below the 30th percentile locally.

0-19.99 %ile

20-29.99 %ile

30-84.99 %ile

85 %ile and Above

N/A student assessed outside the screening window

More Data

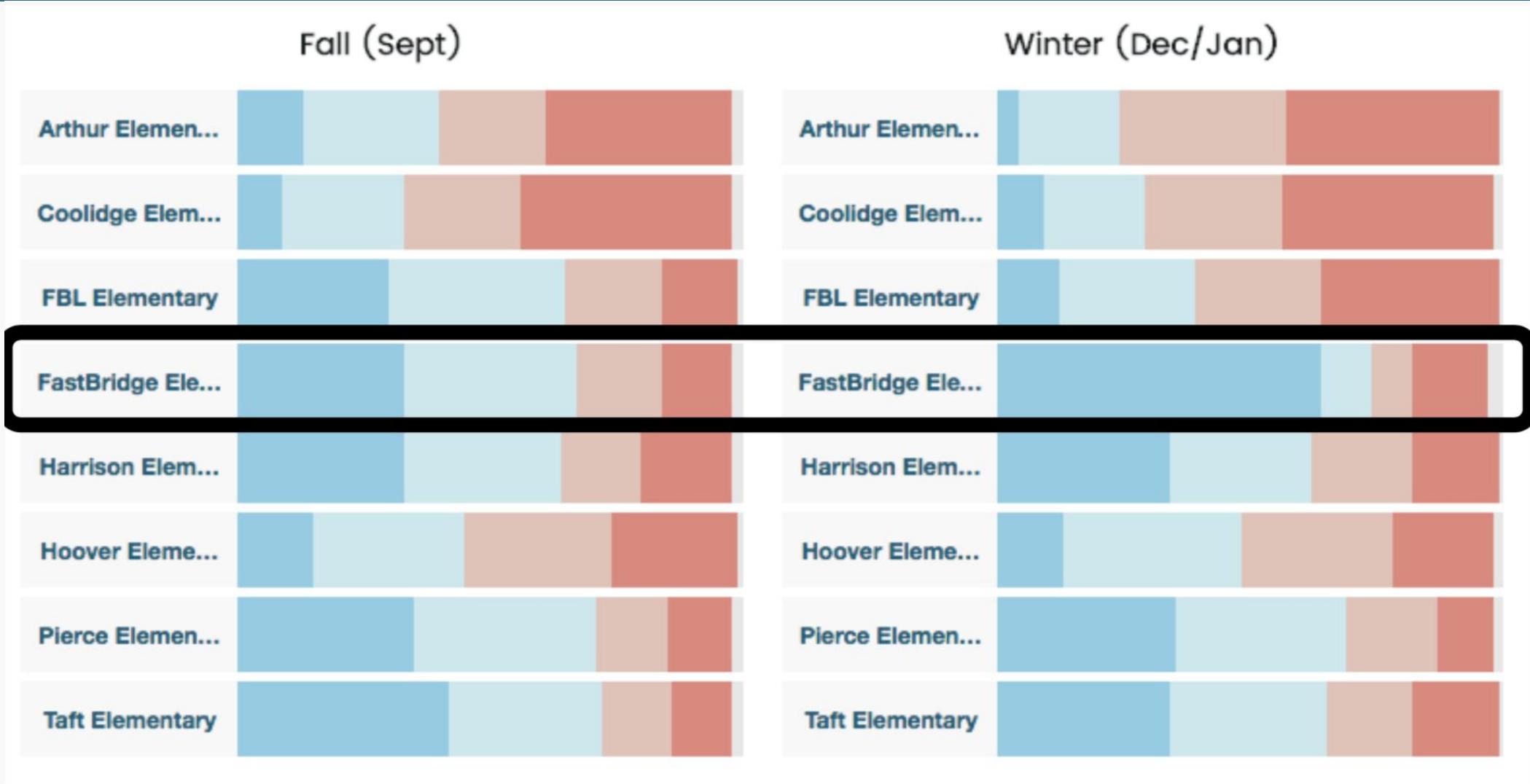
Winter Percentile Rank

Student Name		Fall	Winter	Spring	Group %ile	School %ile	Winter Percentile Rank	
		Score	Score	Score			District %ile	National %ile
Zuniga, FRANKEYIA	!!	26	!	77	50	48	43	28
WELLS, Jenna		68	☆	116	70	73	76	71
Weiler, Zoe	!	50		104	60	63	68	59
Vess, Jacy Ann	!!	23	!	66	35	37	33	19
Tibbs, Presley		65		99	55	62	64	53
Thompson, Eugene		79	☆	146	95	93	94	94
Spindler, Lillian	!	36	!	67	40	42	35	20
Sanchez, LUCY	☆	115	☆	151	99	95	95	97
Rossignol, Lauren	☆	107	☆	116	70	73	76	71
POOLE, Kathryn			☆	120	80	82	80	75
Myslicki, Javier	☆	106	☆	132	85	85	87	85

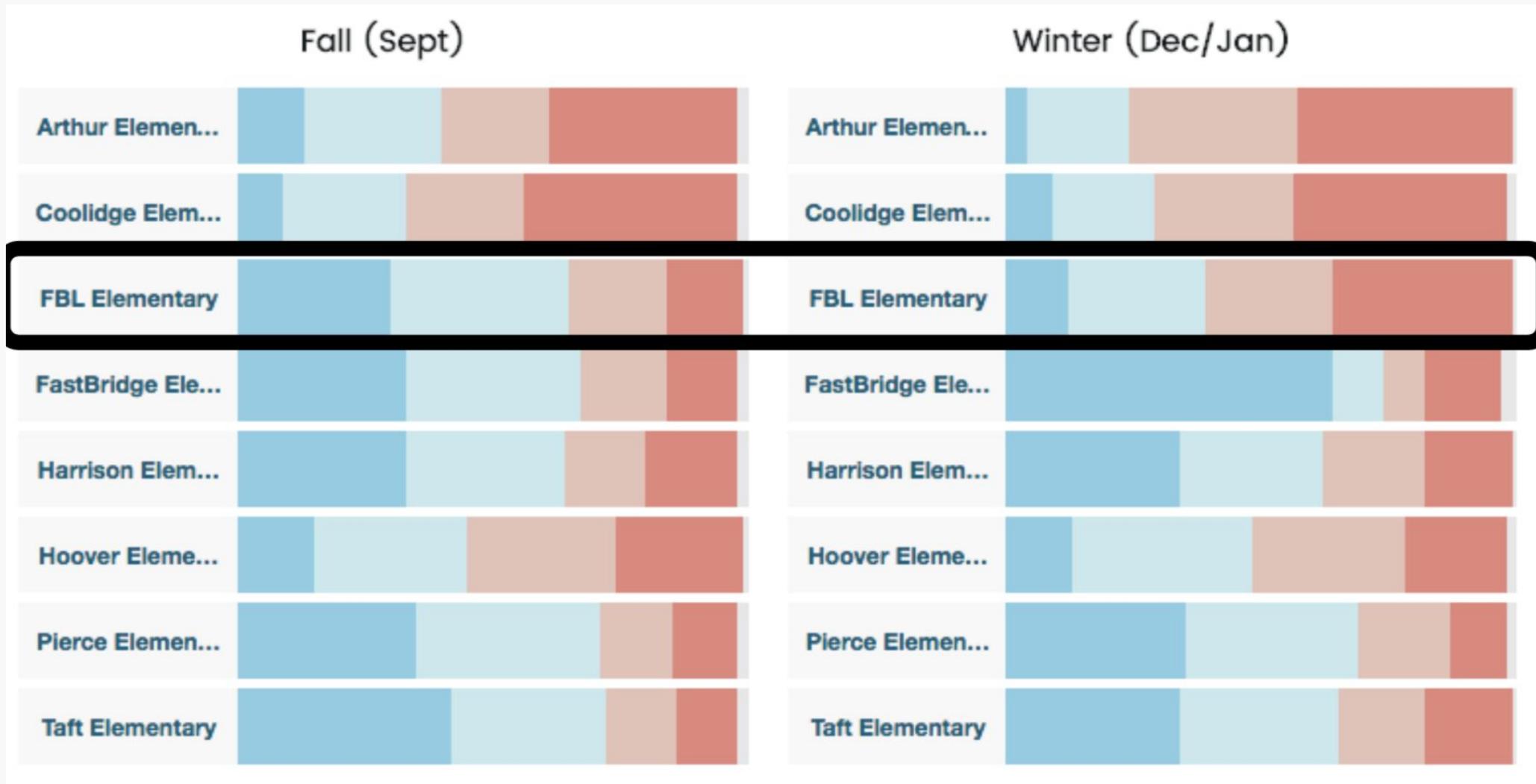
■ 0-19.99 %ile    
 ■ 20-29.99 %ile    
 ■ 30-84.99 %ile    
 ■ 85 %ile and Above    
 N/A student assessed outside the screening window

Student Name	Fall		Winter		Spring	Group %ile	School %ile	District %ile	National %ile
	Score		Score						
Zuniga, FRANKEYIA	!! 26 R:0 Q:0 87%		! 77 R:0 Q:0			50	48	43	28
WELLS, Jenna	68 R:0 Q:0		☆ 116 R:0 Q:0			70	73	76	71
Weiler, Zoe	! 50 R:0 Q:0		104 R:0 Q:0			60	63	68	59
Vess, Jacy Ann	!! 23 R:0 Q:0 82%		! 66 R:0 Q:0			35	37	33	19
Tibbs, Presley	65 R:0 Q:0		99 R:0 Q:0			55	62	64	53
Thompson, Eugene	79 R:0 Q:0		☆ 146 R:0 Q:0			95	93	94	94
Spindler, Lillian	! 36 R:0 Q:0 92%		! 67 R:0 Q:0			40	42	35	20
Sanchez, LUCY	☆ 115 R:0 Q:0		☆ 151 R:0 Q:0			99	95	95	97

# Group Impact Report



# Group Impact Report



# Winter Data Review: Problem Identification

<b>What?</b>	<b>So What?</b>
<p>Review your fall goal for grade level improvement: <i>By the winter screening period, we will increase the percent of students who meet the low risk or college pathways targets from _____% to _____%.</i></p> <p>What do you notice about overall grade level performance compared to the fall?</p> <p>What percentage of students made typical or aggressive growth?</p> <p>What data confirms what your other classroom information shows?</p> <p>What data surprise you?</p>	<p>Given the overall performance of students in the grade, how much additional attention to Tier 1 instruction is needed in the coming months?</p> <p>Above 80%?</p> <ul style="list-style-type: none"><li>o No additional attention needed.</li></ul> <p>Between 60% and 80%?</p> <ul style="list-style-type: none"><li>o Some additional attention needed.</li></ul> <p>Below 60%?</p> <ul style="list-style-type: none"><li>o Much additional attention needed.</li></ul>

# Winter Data Review: Problem Analysis



1. Why do we have this problem?
2. How do we fix it?

# Winter Data Review: Problem Analysis

## Screening & Problem Identification

### Group Screening Report

Student Name	Age	Months Read Correctly			Fall Percentile Rank			
		Winter	Spring	End of Year	Below	Meets	Exceeds	
Felix Jensen	5:10	526	528	526	527	52	48	50
Karl Murphy	5:03	518	526	528	528	55	45	50
Amanda Brown	5:01	509	515	526	526	55	45	50
Jane McNamee	4:11	501	505	515	516	55	45	50
Poppy Shelton	4:02	412	507	505	518	54	46	75
Neil Porter	4:03	458	472	501	500	75	75	75
Vincent Washington	4:13	458	455	472	501	75	75	75
Demetrius Dean	4:11	418	438	455	472	75	75	75
Wanya Rodgers	3:07	418	418	438	455	75	75	75
Rachelle Ferguson	3:15	380	412	418	438	75	75	75
Cora Cleveland	3:03	378	380	412	418	75	75	75
Alan Gonzalez	3:40	352	378	380	418	75	75	75
Felix Jensen	2:01	308	303	319	380	75	75	75
Karl Murphy	2:00	280	308	303	319	55	45	75

aReading aMath  
 Early Reading Engl... Early Math  
 SAEBRS Teacher

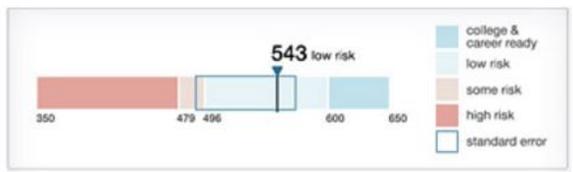
### Group Growth Report

Student Name	Observed	Monthly Observed		Monthly Goal		Class Growth %	Subject Growth %	District Growth %	National 48 Growth %
		Winter	Spring	Winter	Spring				
Felix Jensen	510	500	520	500	520	55	45	50	50
Karl Murphy	501	514	526	501	526	55	45	50	50
Amanda Brown	501	518	526	501	526	55	45	50	50
Jane McNamee	501	511	520	501	520	55	45	50	50
Poppy Shelton	501	510	521	501	521	55	45	50	50
Neil Porter	501	500	510	501	510	75	75	75	75
Vincent Washington	501	519	526	501	526	75	75	75	75
Demetrius Dean	501	518	526	501	526	75	75	75	75
Wanya Rodgers	501	510	518	501	518	75	75	75	75
Rachelle Ferguson	501	501	510	501	510	75	75	75	75
Cora Cleveland	501	510	520	501	520	75	75	75	75
Alan Gonzalez	501	511	520	501	520	75	75	75	75
Felix Jensen	411	410	433	411	433	75	75	75	75
Karl Murphy	410	410	440	410	440	55	45	75	50

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## Analysis & Planning

### Individual Skills Report



- #### Concepts of Print (COP)
- Mastered skills
- Recognize upper-case letters in words
  - Know a punctuation mark's function
  - Recognize correct punctuation
  - Identify a word in a sentence
  - Find the last word of a sentence
  - Identify punctuation mark
  - Identify the number of words
  - Match the same letters

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 Early Reading English Early Math  
 SAEBRS Teacher

## Intervention & Monitoring

### Individual Benchmark Report



aReading aMath  
 Early Reading English Early Math

# Screening-to-Intervention (S2I) report

Student Name	Screening aReading / CBMreading													
	ACC	AUTO	BRD	Lexile L	MAP RIT	Intervention	Intervention	Recommendations				Current PM Groups		
						Need		Tier	PM	Measure	Goal	Other	Recommended	
Baez, Alexandra	H (99%)	H (77)	H (480)	285-435	188	ON-TRK	- [?]	Tier 1	- [?]	aReading [?]	1	P146 (1.96)	-	<input type="checkbox"/>
Bristol, FATOUMATA	H (99%)	H (136)	H (494)	429-579	196	ON-TRK	- [?]	Tier 1	- [?]	aReading [?]	1	-	-	<input type="checkbox"/>
Charles, Juan	H (97%)	M (66)	H (477)	249-399	186	AUTO	- [?]	Tier 1	- [?]	CBMreading	1.4	P146 (2.18)	-	<input type="checkbox"/>
Garcia, Logan	H (100%)	H (157)	H (503)	537-687	202	ON-TRK	- [?]	Tier 1	- [?]	aReading [?]	1	-	-	<input type="checkbox"/>
Giraldo, Lucille	M (91%)	L (49)	M (445)	BR	167	ACC-AUTO	- [?]	Tier 1+	Monthly	CBMreading	1.4	P95 (0.2) (M1)	-	<input type="checkbox"/>
Habegger, Destinee	H (100%)	H (129)	H (513)	645-795	208	ON-TRK	- [?]	Tier 1	- [?]	aReading [?]	1	-	-	<input type="checkbox"/>
Jahn, Abrianna	L (88%)	L (34.5)	M (469)	159-309	181	ACC	- [?]	Tier 2	Weekly	CBMreading	1.4	P101 (0.86)	-	<input type="checkbox"/>
Johnson, Zoya	L (89%)	L (31)	M (442)	BR	165	ACC	- [?]	Tier 2	Weekly	CBMreading	1.4	P95 (0.14) (M1)	-	<input type="checkbox"/>
Martinez Junech, Clint	H (100%)	H (84)	H (473)	213-363	184	ON-TRK	- [?]	Tier 1	- [?]	aReading [?]	1	P146 (2.0)	-	<input type="checkbox"/>
Nguyen, Carly	H (100%)	H (83)	H (484)	321-471	190	ON-TRK	- [?]	Tier 1	- [?]	aReading [?]	1	P146 (2.32)	-	<input type="checkbox"/>
OdyC048, Brandon	L (78%)	L (28)	M (438)	BR	163	ACC	- [?]	Tier 2	Weekly	CBMreading	1.4	P101 (0.86)	-	<input type="checkbox"/>
Oginda, Rome	H (98%)	M (65)	M (468)	159-309	181	AUTO	- [?]	Tier 1	- [?]	CBMreading	1.4	P95 (0.14) (M1)	-	<input type="checkbox"/>
Owens, Mitchell	H (96%)	L (46)	M (468)	159-309	181	AUTO	- [?]	Tier 2	Weekly	CBMreading	1.4	P103 (1.71) (R1)	-	<input type="checkbox"/>
Pullens, Emma	H (100%)	H (169.66)	H (511)	609-759	207	ON-TRK	- [?]	Tier 1	- [?]	aReading [?]	1	-	-	<input type="checkbox"/>
Ramady, Mason	L (59%)	L (10)	L (415)	BR	149	ACC	- [?]	Tier 2	Weekly	CBMreading	1.4	P103 (4.0) (R1)	-	<input type="checkbox"/>

# Winter Data Review: Problem Analysis

How many students in your grade/class need help in the following areas?

**Accuracy** - students are still acquiring the skill, and are making many mistakes

**Automaticity** - students are working on fluency; they are making fewer mistakes, but responses are not automatic

**Accuracy + Automaticity** - students are still making some mistakes and are not fast in their responses

**Broad skills/Generalization** - students are working on generalization of their reading/math skills; are fairly accurate and fluent

**On Track/Low Risk**

What was the area of greatest need for the grade/class?

***What hypotheses can you make about the findings in relation to your current universal instruction?***

# Winter Data Review: Plan Development



1. What is the goal?
2. What is the intervention plan to address the goal?
3. How will progress be monitored?

# Winter Data Review: Plan Development

## 1. What is the goal?

Example:

By the next benchmarking period, we'll increase the number of students at or above the grade level benchmark to be 70% and 80%.

# Plan Development: Intervention Plan Logistics

2. What is the Intervention plan to address the goal?

Who, what, when, where, how often

- *Which students who are currently in intervention that should be exited and transitioned from their intervention group?*
- *Who are the new students who need intervention?*

# Plan Development: Intervention Plan Logistics

3. How will progress be monitored?

Who, when, where, what, how often

- *How will new progress monitoring groups be created?*

Create New PM Group

(\*) Required

Starting Week \*  Ending in School Year:

Include Summer? \*

Assessment Type \*  Reading  Math

\* The 2016-17 recommendations for weekly growth and end of year (EOY) performance for CBMmath CAP are preliminary estimates. Research and development is ongoing during this first year of implementation of the new CBMmath CAP assessment. Please provide feedback.

Group Name \*  P8

Number of occasions \*  1 Per Week  2 Per Week  3 Per Week  4 Per Week  5 Per Week  
 1 Every 2 weeks  1 Every 3 weeks  1 Every 4 weeks

Create New Intervention R1

Name: \*  Start date: \*

Type: \*  Follow-up in: \*  weeks

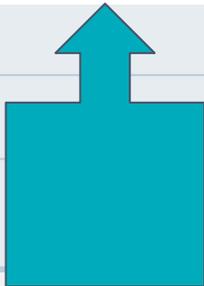
Procedure: \*  Intervention Schedule (in minutes): \*

Interventionist: \*

P. monitoring: \*

	M	Tu	W	Th	F
AM	15	15	0	20	15
PM	0	0	0	0	0

Create Create And Apply To All Cancel



Student	Screening	Starting Week	Start	Level	Weekly Gain	EOY			Prior Data?*	Interventions
						Date	Goal	Benchmark		
Defreitas, Sabrina	N/A		0					0	Yes	
Dority, Matthew	N/A		0					0	Yes	
Emond, Sara	N/A		0					0	Yes	

\* If the student has been part of a progress monitoring group before, would you like to include the prior progress monitoring data in the students current progress monitoring graph?

Interventions

# Winter Data Review

## Plan Implementation



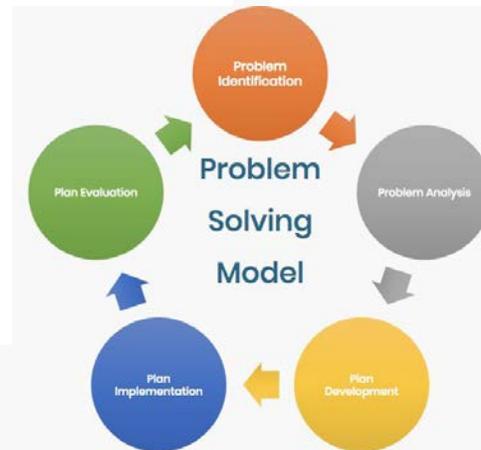
Is the intervention progressing as planned?

Are progress data being collected as planned?

## Plan Evaluation



Did we meet our goal?



# Plan Evaluation Summary

1. Formative questions:
  - a. Is the magnitude of the problem being reduced or eliminated?
  - b. Is the plan implemented with fidelity?
  - c. Is it implemented with adequate dosage?
2. Summative questions:
  - a. Were the costs/resources worth the improvement?
  - b. Would we implement the same plan, and, if so, how might it be improved in the future?

# Summary

1. I can master the middles
2. I can apply a problem-solving model to reviewing universal screening data
3. I can identify tools that support #2 in FastBridge Learning