Cedar School Winter 2023 Data Meeting

1. Agenda

- Data Meeting Objectives

- Overview of Process

- Kindergarten & First Grade Data

- Instructional Decisions

- Case Study

- Cohort/Aggregate Data

Data Meeting Objectives

- ❖ School-wide data
  - ➢ Note trends
  - ➢ Instructional outcomes

- ❖ Grade level and classroom data
  - ➢ Identify instructional groups
  - ➢ Group similar students together
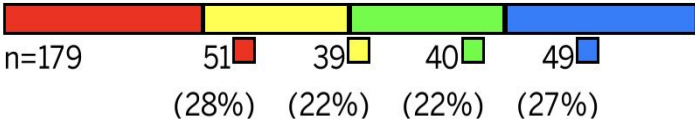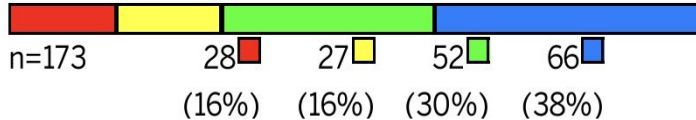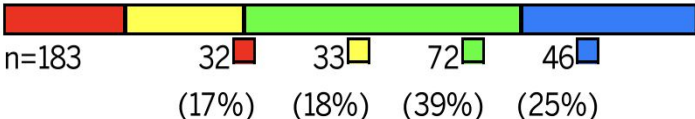 - ➢ Choose methodology and programming
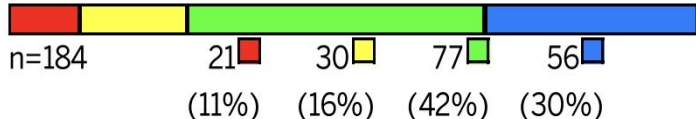 - ➢ Assign progress monitoring plan

Cedar School Data Meetings - A Two Part Process

Data Meetings

Progress Monitoring Meetings

October
- Data Collection
- Data Meeting
- New Groups

February
- Data Collection
- Data Meeting
- New Groups

June
- Data Collection
- Data Meeting
- New Groups
- Placement Data

December
- Data Collection
- Data Meeting
- New Groups

April
- Data Collection
- Data Meeting
- New Groups

Professional Learning Community

Progress Monitoring

Flexible Groups

Assessments

Cedar School Data K & 1

2022-2023 All Grades Status - DIBELS 8th Edition

District: Hanover Public Schools School: Cedar Elementary School

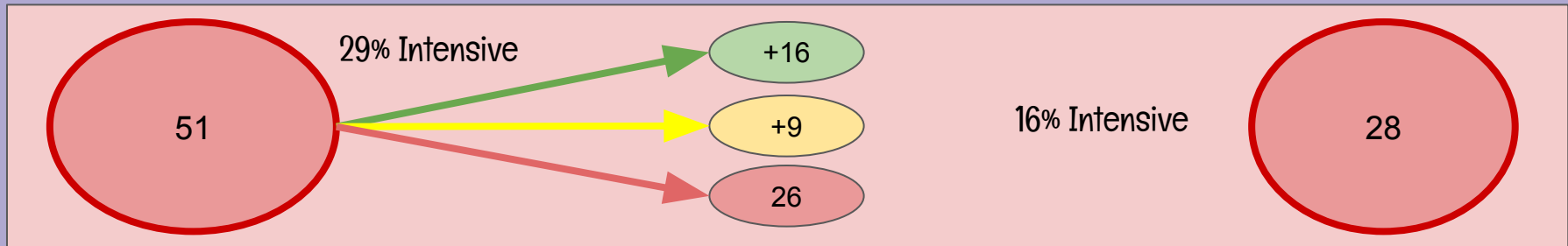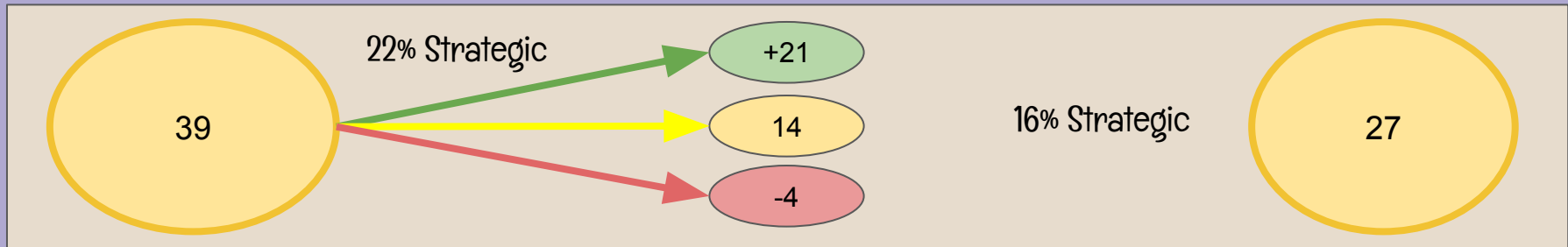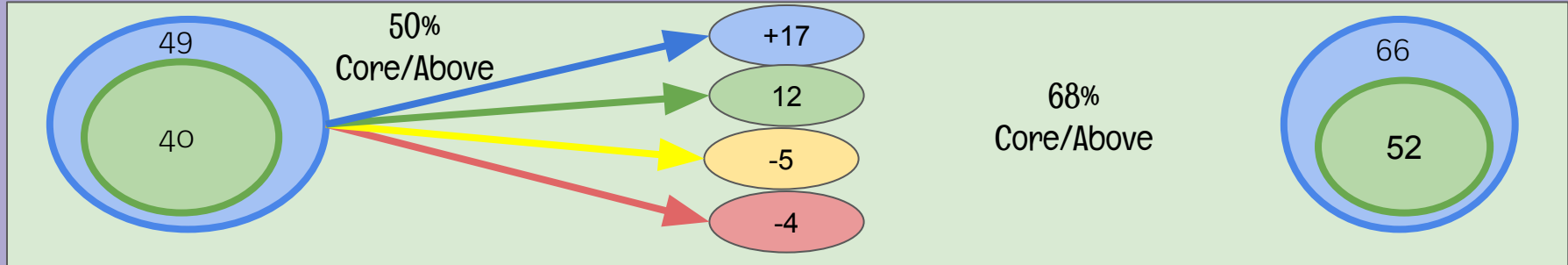| Grade	Beginning	Middle
K	n=179 51 (28%) 39 (22%) 40 (22%) 49 (27%)	n=173 28 (16%) 27 (16%) 52 (30%) 66 (38%)
1st	n=183 32 (17%) 33 (18%) 72 (39%) 46 (25%)	n=184 21 (11%) 30 (16%) 77 (42%) 56 (30%)

- Intensive Support
- Strategic Support
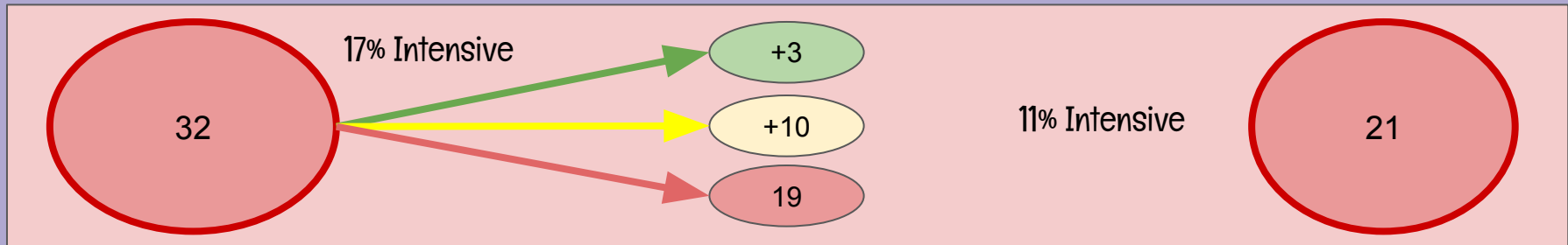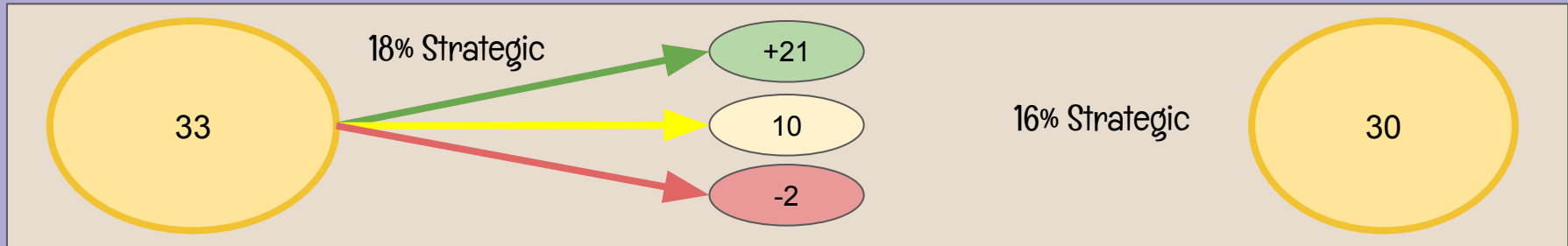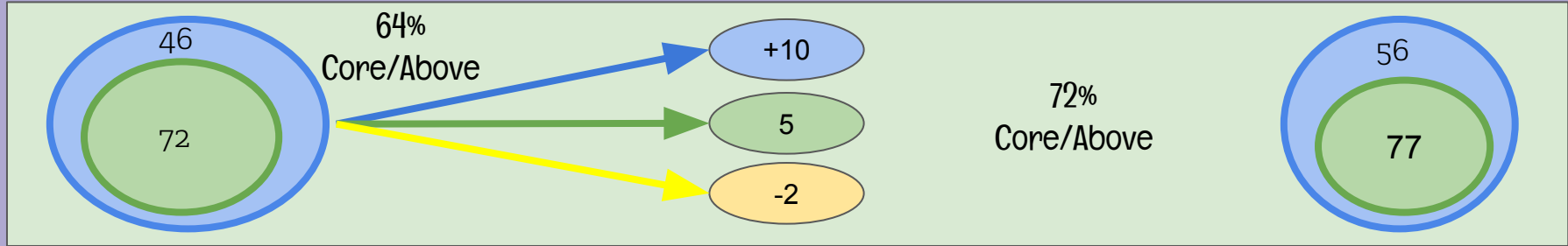- Core Support
- Core Support

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Summary of Effectiveness Fall - Winter Kindergarten
How are our students moving?

Summary of Effectiveness Fall-Winter 1st Grade
How are our students moving?

46
72
64% Core/Above
+10
5
-2
72% Core/Above
56
77

33
18% Strategic
+21
10
-2
16% Strategic
30

32
17% Intensive
+3
+10
19
11% Intensive
21

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Continuum of Foundational Skills

Instructional Focus Areas

	i-Ready	Comprehension/ Written Response
	i-Ready	Vocabulary/ Comprehension
DIBELS WRF & ORF-WC		Fluency Automaticity
DIBELS ORF-Accuracy		Fluency Accuracy
DIBELS NWF & WRF		Decoding Beyond CVC
DIBELS NWF-WWR		Blending Automaticity
DIBELS NWF-CLS and LSI		Letter Sound
Letter ID	Phonemic Awareness	
LNI & LSI	PSF	
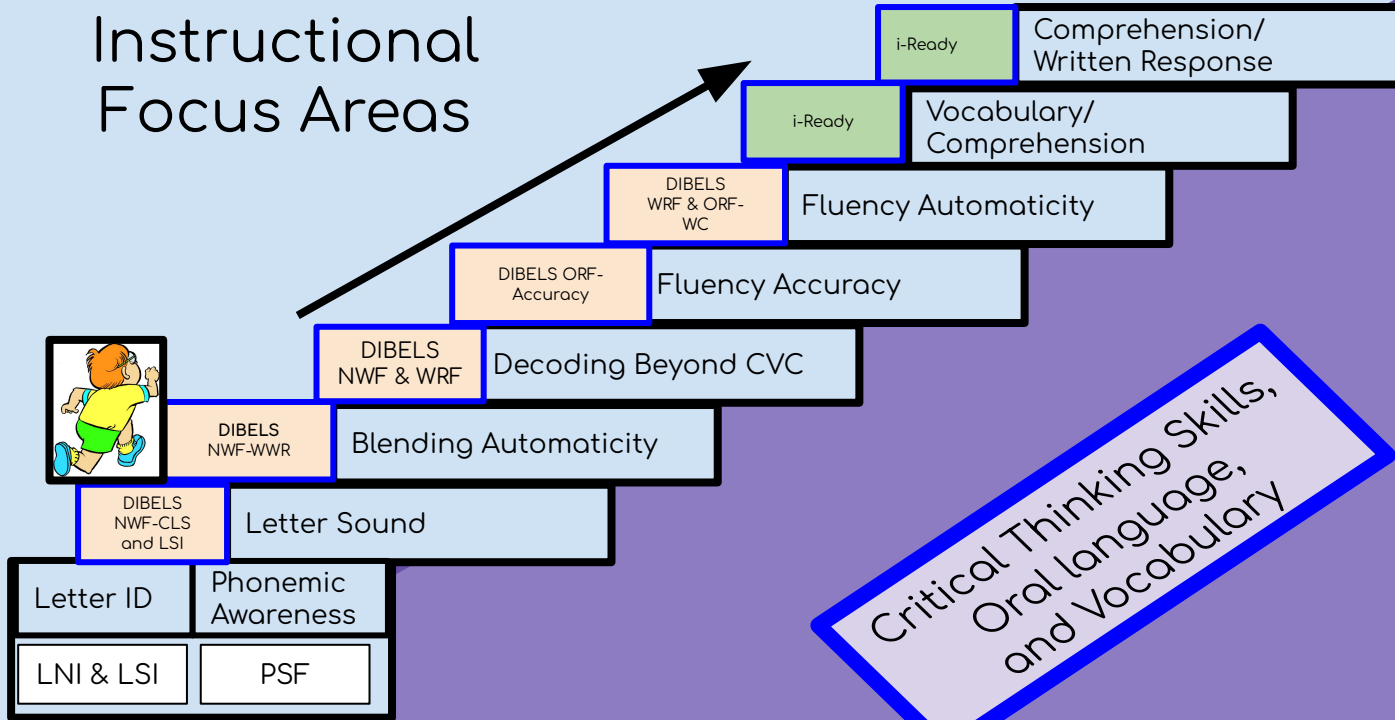
Critical Thinking Skills, Oral language, and Vocabulary

Sample of Classroom Data Sheet

Teacher	Last	First	LNF	PSF	NWF-CL	NWF-W	WRF	ORF W	ORF Ac	Comp	Instructional Focus	PM Schedule
Teacher	Student	Student	34	58	28	3	7	3	18	363	Letter Sounds	NWF 2 x mon
Teacher	Student	Student	48	64	31	4	9	1	0	366	Letter Sounds	NWF 2 x mon
Teacher	Student	Student	60	53	46	8	2	4	20	376	Blending Automaticity	NWF/WRF 1 x mon
Teacher	Student	Student	47	69	44	10	8	7	35	376	Blending Automaticity	NWF/WRF 1 x mon
Teacher	Student	Student	54	89	42	13	15	8	50	379	Blending Automaticity	NWF/WRF 1 x mon
Teacher	Student	Student	59	51	49	14	11	4	40	380	Decoding Beyond CVC	WRF 2 x mon
Teacher	Student	Student	60	58	43	14	9	13				
Teacher	Student	Student	52	64	47	14	13	9				
Teacher	Student	Student	51	53	52	16	13	23				
Teacher	Student	Student	80	69	45	15	19	18				
Teacher	Student	Student	75	89	62	17	12	10				
Teacher	Student	Student	61	51	56	18	16	20				
Teacher	Student	Student	60	58	56	18	19	18				
Teacher	Student	Student	67	64	61	17	24	25				
Teacher	Student	Student	72	53	68	18	24	19				
Teacher	Student	Student	80	69	85	25	21	20				
Teacher	Student	Student	71	89	121	41	69	69				
Teacher	Student	Student	89	51	127	41	42	73				
Teacher	Student	Student	100	89	121	38	75	138				
Teacher	Student	Student	69	51	196	65	84	128			Vocabulary Comp	

Instructional Flow Chart for Kindergarten

Subtest	Status	If Student is…	The Instructional Focus is…	The PM Plan is…
All	Intensive in LNF, PSF, NWF, WRF	Well below benchmark on all subtests	Intensive all areas	PSF 2x month
PSF	Intensive or Strategic in PSF	Below benchmark in PSF	Phonemic Awareness	PSF 2x month (red) PSF 1x month (yellow) Optional NWF as needed
*Target Subtest - NWF-CLS	Intensive or Strategic in CLS	Below benchmark in CLS but Green in PSF, LNF	Letter Sounds	NWF 2x month (red) NWF 1x month (yellow)
CLS	On Level	Green on CLS but red/yellow on WRC	Blending Automaticity	N/A
WRF	On Level for NWF but Intensive or Strategic on WRF	Green on PSF, NWF but red/yellow on WRF	Decoding Beyond CVC and Sight Words Recognition	N/A
Additional Subtests to Consider				
LNI	Less than 40 Letters Known	If student is gree in PSF, CLS, and LNF but gets a score of less than 40 on LNI	Letter ID (as secondary focus ONLY)	Letter ID as needed
LSI			Letter Sounds	

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Instructional Flow Chart for Kindergarten

The Big Ideas K-1

- Phonemic Awareness
- Phonics
- Reading Fluency

Subtest	Status	If Student is...	The Instructional Focus is...	The PM Plan is...
All	Intensive in LNF, PSF, NWF, WRF	Well below benchmark on all subtests	Intensive all areas	PSF 2x month
PSF	Intensive or Strategic in PSF	Below benchmark in PSF	Phonemic Awareness	PSF 2x month (red) PSF 1x month (yellow) Optional NWF as needed
*Target Subtest - NWF-CLS	Intensive or Strategic in CLS	Below benchmark in CLS but Green in PSF, LNF	Letter Sounds	NWF 2x month (red) NWF 1x month (yellow)
CLS	On Level	Green on CLS but red/yellow on WRC	Blending Automaticity	N/A
WRF	On Level for NWF but Intensive or Strategic on WRF	Green on PSF, NWF but red/yellow on WRF	Decoding Beyond CVC and Sight Words Recognition	N/A
Additional Subtests to Consider				
LNI	Less than 40 Letters Known	If student is gree in PSF, CLS, and LNF but gets a score of less than 40 on LNI	Letter ID (as secondary focus ONLY)	Letter ID as needed
LSI			Letter Sounds	

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Letter Sounds

Direct Instruction should include:

-Daily direct, explicit instruction to connect sounds to letters

-Introduce common/continuous sounds /m, s/ before less common stop sounds /j, q/

Continuous sounds in VC and CVC word → phrase → sentence level

Teach the most common sounds for letters first (c says /k/ as in cat, not /s/ as in Cindy)

Model blending sounds into words with one vowel and continuous consonant sounds once introduced

Daily application of blending sounds to make words

Direct and explicit instruction in comprehension and vocabulary

Exposure/support grade level rigorous text and paired vocabulary (Read Aloud)
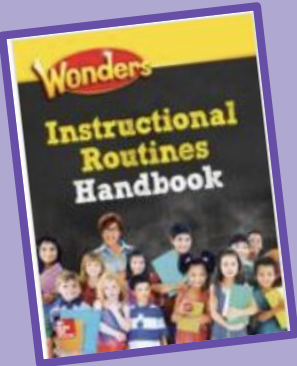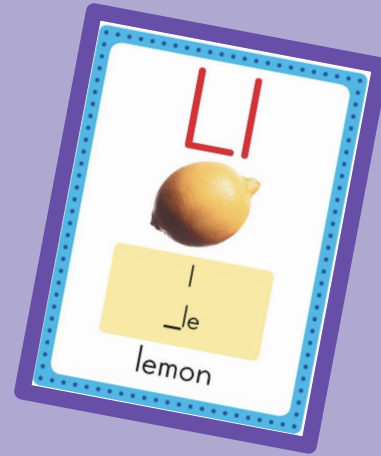
Routines should include:

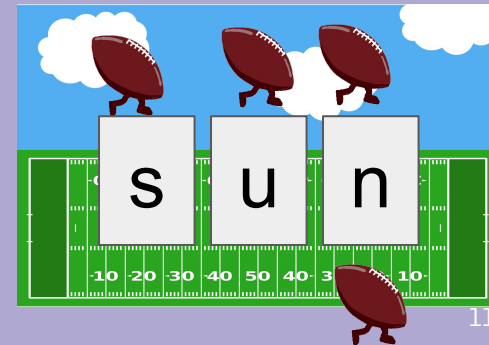Consistent routines that minimize teacher language, maximize student engagement

Increase opportunities for student practice (at least 8)

Daily Text Reading

Reading the decodable allows the student to sound and feel like a fluent reader

Ll

l
_le

lemon

Wonders
Instructional
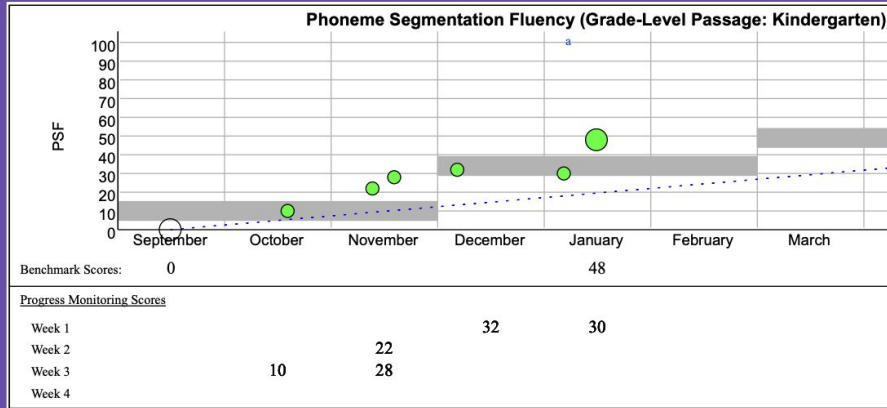Routines
Handbook

Instructional
Routines

s u n

Tiered Instruction at Cedar

Progress Monitoring Objectives

❖ Review progress monitoring measures

❖ Ask if the student is above or below aimline (DIBELS8)

❖ Make adjustments
  ➢ Tailor instruction to address targeted needs
  ➢ Provide additional support
  ➢ Change instructional focus and adjust programming

❖ Flexible groupings

Case Study

Phoneme Segmentation Fluency (Grade-Level Passage: Kindergarten)

	September	October	November	December	January	February	March
Benchmark Scores:	0				48		

Progress Monitoring Scores

Week 1				32	30
Week 2			22		
Week 3		10	28		
Week 4					

	BOY	MOY
Phoneme Segmentation	0	48
Composite	254	381

Student: Kindergarten

Instructional Focus BOY: Intensive in All Areas

Intervention Provided:

- Phonological awareness progression of skills
- Letter sound knowledge
- Explicit instruction in connecting sounds to letters
- Model blending sounds into words
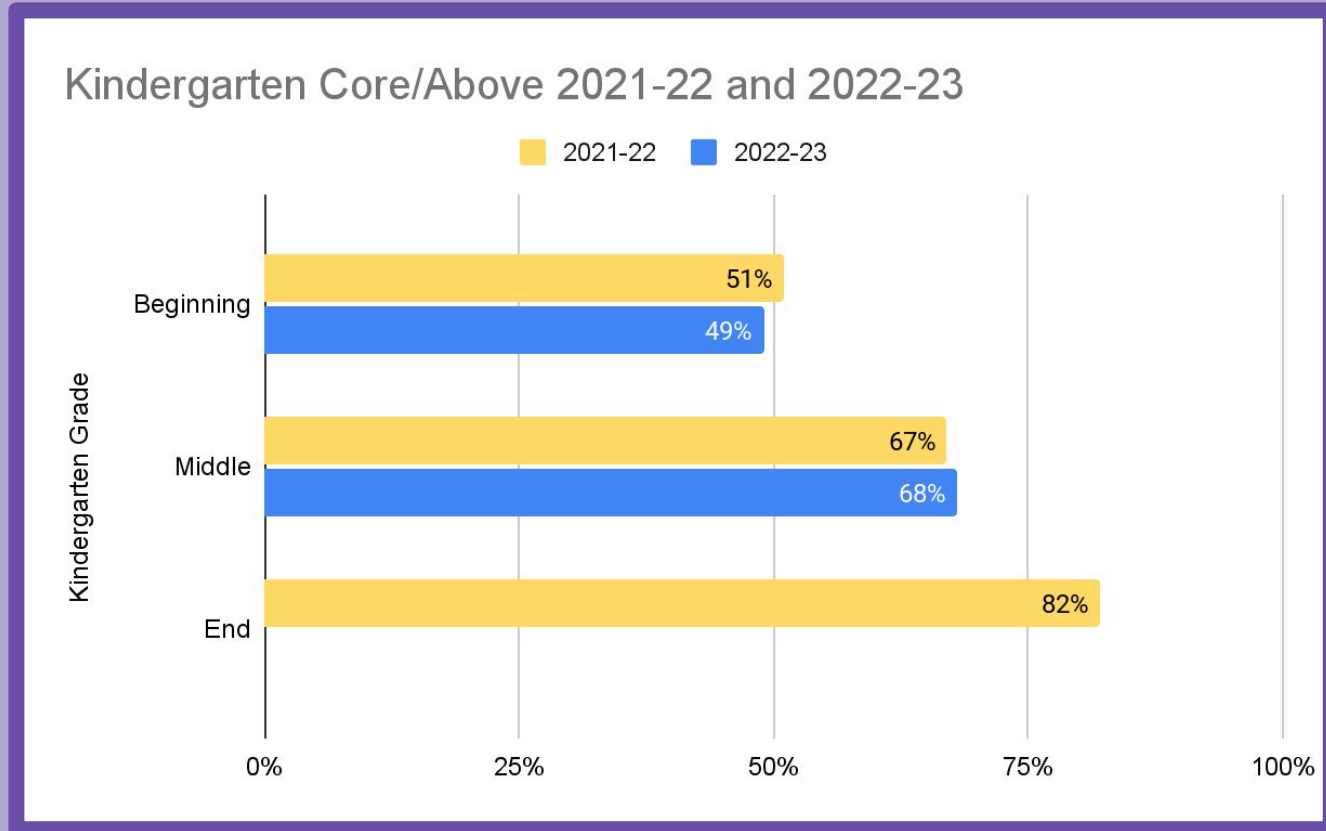
Instructional Focus MOY: Decoding Beyond CVC

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Cohort Data

Kindergarten Winter 2021- Grade 1 Winter 2022

Legend: K Winter 2021, Grade 1 Winter 2023

Category	K Winter 2021	Grade 1 Winter 2023
Intensive	13%	11%
Strategic	19%	16%
Core/Above Core	67%	72%
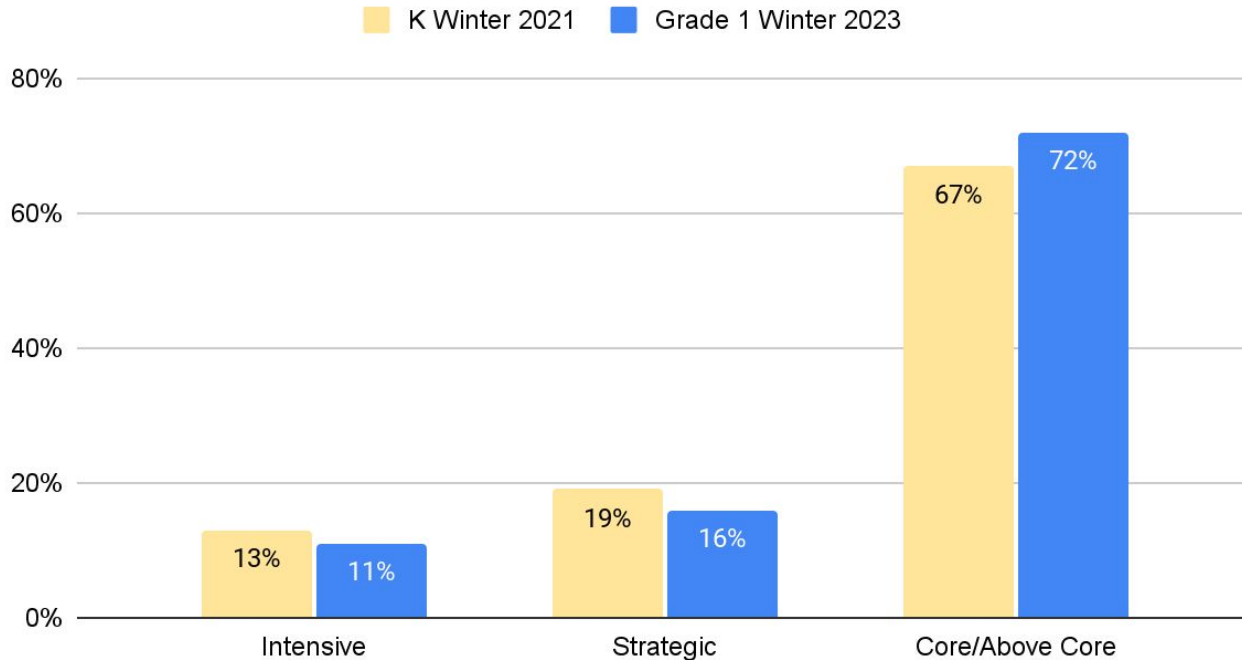
Aggregate Kindergarten - Core/Above

Kindergarten Core/Above 2021-22 and 2022-23

Aggregate Grade 1 - Core/Above

Grade 1 Core/Above 2021-22 and 2022-23

Legend: 2021-22 (yellow), 2022-23 (blue)

First Grade	2021-22	2022-23
Beginning	52%	64%
Middle	60%	72%
End	74%	

Questions