

Center School Data Meeting

Winter 2023



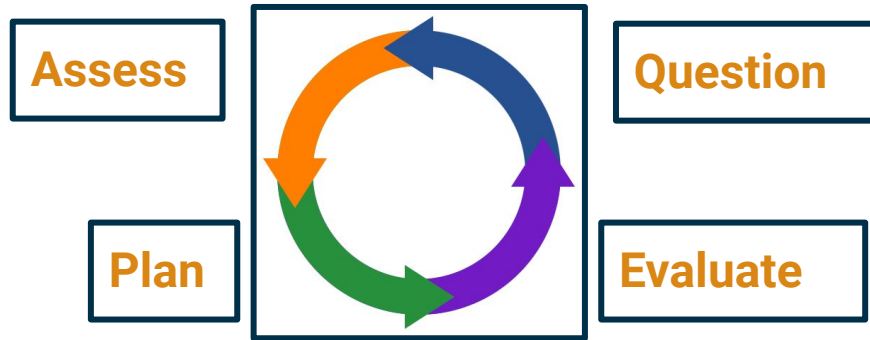
Hanover Hawks Will Soar and Succeed Without Limits

Agenda

- Data-Based Decision Making
- Data Meeting Protocol
- Data Process
- Center School Data

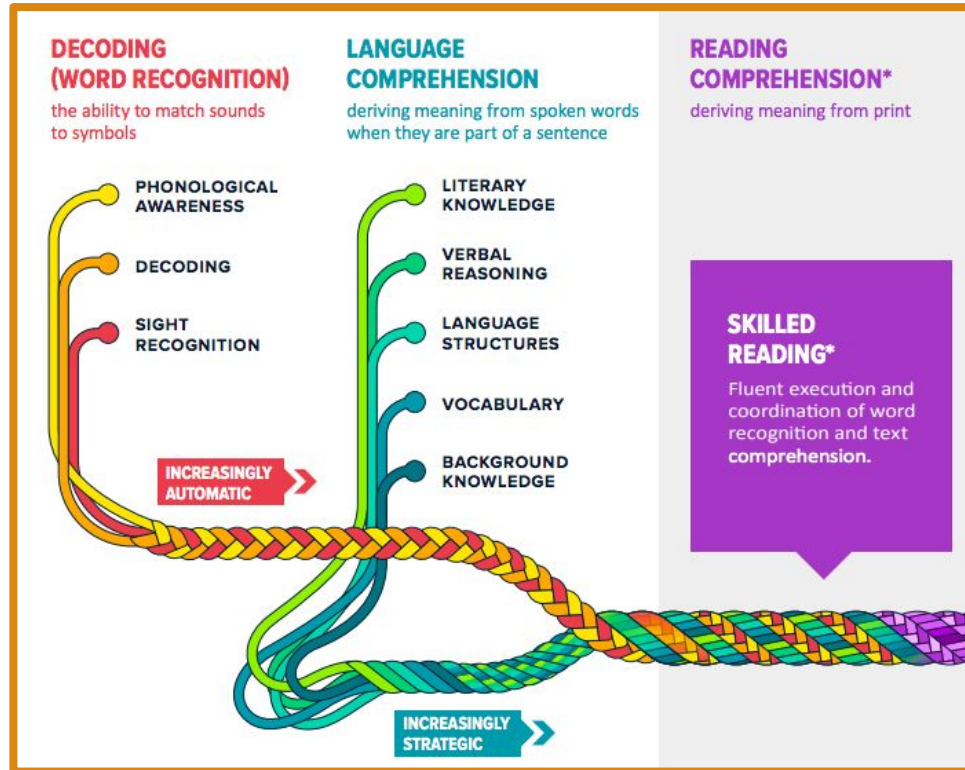


Data-Based Decision Making



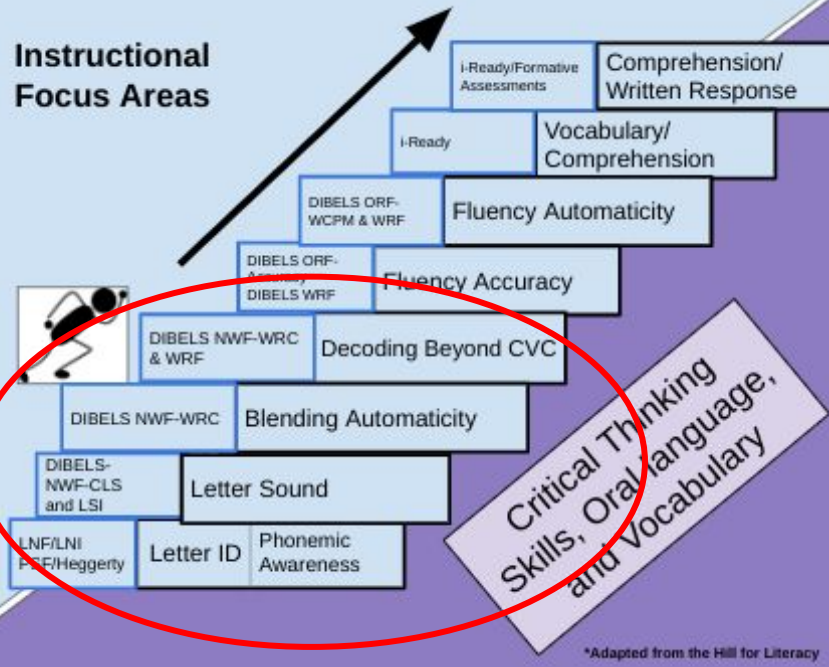
- ★ Teachers use student data to adapt and improve instructional strategies
- ★ Teachers use data to identify student-specific academic, social emotional, and behavioral needs
- ★ Teachers monitor progress to evaluate effectiveness of an intervention

Grounding Ourselves in the Science of Reading

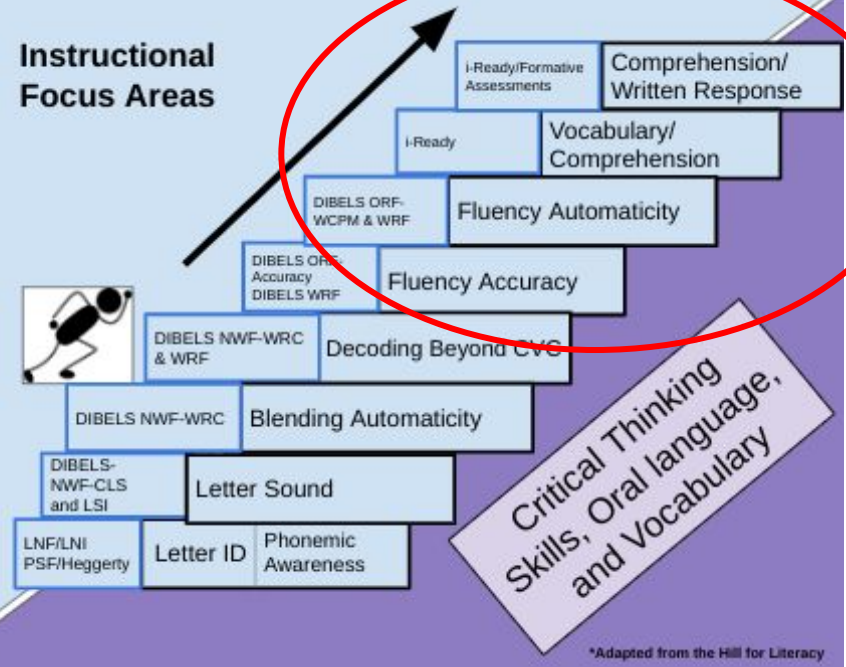


Continuum of Foundational Skills

Instructional Focus Areas



Instructional Focus Areas



Data Meeting Protocol

- **Analyze School-Wide, Grade-Level, Class, and Individual Data**
 - **Note trends**
 - **Determine instructional outcomes**
- **Identify, Review, and/or Update Instructional Focus Areas for Every Student**
- **Identify, Review, and/or Update the Progress Monitoring Plan**
- **Group or Adjust Groupings Based on Instructional/Need Focus Area**
- **Assign Progress Monitoring Plan**
- **Choose Methodology/Programming**

Identify Instructional Focus Areas

Decoding/Encoding – This is for students who are at any stage in learning everything from consonant blends, to silent e, to multisyllabic. Lessons do not need explicit instruction in phonics patterns. Often these are struggling students.

Progress Monitoring should include Nonsense Word Fluency (WRC).

Fluency – Accuracy (Acc%)– For students who are not reading connected text do not need explicit instruction in phonics patterns. Often these are struggling students or add words.

Progress monitoring should include DIBELS-ORF and focus on the accuracy score (if below benchmark).

Fluency – Automaticity/Prosody (WCPM) – For students who read accurately and fluently. These students need additional practice in applying comprehension skills and strategies. Attention to prosody is the bridge to comprehension.

Progress monitoring should include DIBELS-ORF with a focus on the word recognition score (if below benchmark).

Vocab/Comp – For students who are fluent readers and whose instruction is focused on comprehension and vocabulary. These students need additional practice in applying comprehension skills and strategies.

If students are below grade level in vocab/comp, growth monitoring in i-Ready is suggested.

Comp/Written Response - For students who are fluent readers and have good comprehension. These students need to apply comprehension skills and strategies to more challenging text and generate well-developed written responses.

Student Name	Overall Scale Score	Overall Placement	Phonological Awareness Placement	Phonics Placement	High-Frequency Words Placement	Vocabulary Placement	Reading Comprehension: Overall Placement	Reading Comprehension: Informational Text Placement	NWF-CLS	NWF-WWR	WRF	ORF WC	ORF ACC	Instructional Focus	PM Schedule
Student	555	Mid 3	Tested Out	Tested Out	Tested Out	Early 3	Late 3	Early 3	74	25	61	121	98	Decoding/Encoding	NWF 2x monthly
Student	519	Early 3	Tested Out	Tested Out	Tested Out	Level 2	Early 3	Early 3	113	37	47	81	98	Fluency Automaticity	WRF 1x monthly
Student	590	Late 3	Tested Out	Tested Out	Tested Out	Late 3	Late 3	Mid 3	106	35	55	99	100	Fluency Automaticity	ORF 1x monthly
Student	557	Mid 3	Tested Out	Tested Out	Tested Out	Mid 3	Mid 3	Early 3	131	37	62	123	98	Vocab/Comp	
Student	540	Early 3	Tested Out	Tested Out	Tested Out	Level 2	Mid 3	Late 3	193	57	68	122	97	Vocab/Comp	
Student	567	Late 3	Tested Out	Tested Out	Tested Out	Late 3	Mid 3	Early 3	203	58	58	120	99	Vocab/Comp	
Student	577	Late 3	Tested Out	Tested Out	Tested Out	Late 3	Late 3	Late 3	165	49	65	128	98	Comp/Written Expression	
Student	599	Late 3	Tested Out	Tested Out	Tested Out	Late 3	Level 4	Late 3	142	47	54	163	100	Comp/Written Expression	
Student	581	Late 3	Tested Out	Tested Out	Tested Out	Late 3	Late 3	Late 3	113	36	59	142	98	Comp/Written Expression	
Student	574	Late 3	Tested Out	Tested Out	Tested Out	Late 3	Late 3	Late 3	123	39	81	142	98	Comp/Written Expression	
Student	604	Level 4	Tested Out	Tested Out	Tested Out	Level 4	Late 3	Late 3	222	64	95	161	99	Comp/Written Expression	
Student	581	Late 3	Tested Out	Tested Out	Tested Out	Late 3	Late 3	Late 3	120	39	52	116	97	Comp/Written Expression	
Student	582	Late 3	Tested Out	Tested Out	Tested Out	Late 3	Late 3	Level 4	141	43	61	143	98	Comp/Written Expression	
Student	597	Late 3	Tested Out	Tested Out	Tested Out	Late 3	Late 3	Level 4	180	52	70	124	98	Comp/Written Expression	
Student	544	Early 3	Tested Out	Tested Out	Tested Out	Mid 3	Early 3	Early 3	127	41	51	125	98	Comp/Written Expression	
Student	583	Late 3	Tested Out	Tested Out	Tested Out	Late 3	Late 3	Late 3	159	49	56	111	96	Comp/Written Expression	

Plan for Instructional Support

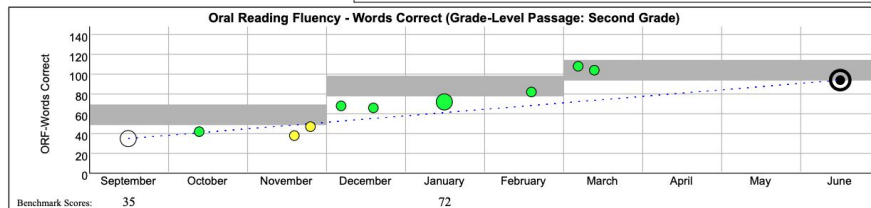
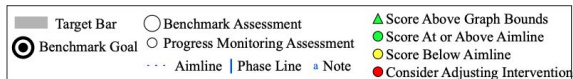
- 1. Identify students' instructional focus areas**
- 2. Group similar students**
- 3. Identify instructional materials to be used**
- 4. Select when and where the instruction will take place**
- 5. Identify teacher to provide instruction**
- 6. Create a progress monitoring plan**

Progress Monitoring

Student Progress Monitoring Graph - DIBELS 8th Edition

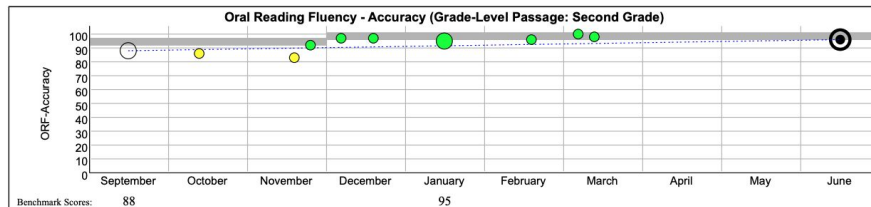
DIBELS® Data System

Grade: Second Grade
Year: 2022-2023
School: Center Elementary School
District: Hanover Public Schools



Progress Monitoring Scores

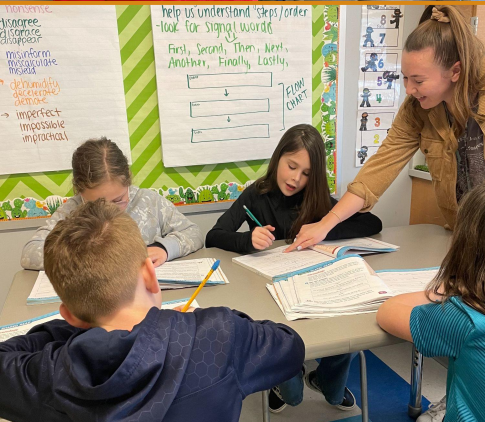
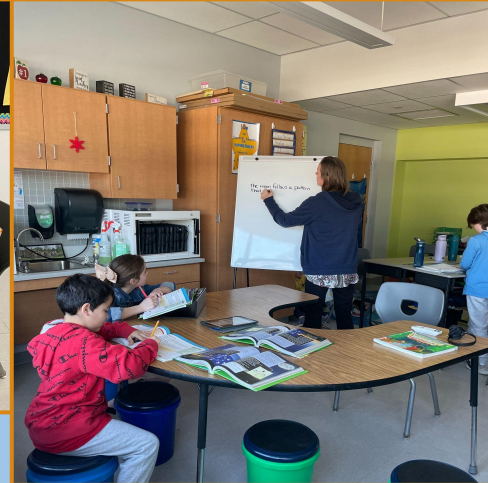
Week 1									
Week 2		42			68			108	
Week 3			38		66		82	104	
Week 4			47						



Progress Monitoring Scores

Week 1									
Week 2		86			97			100	
Week 3			83		97		96	98	
Week 4			92						

Tiered Instruction at Center School

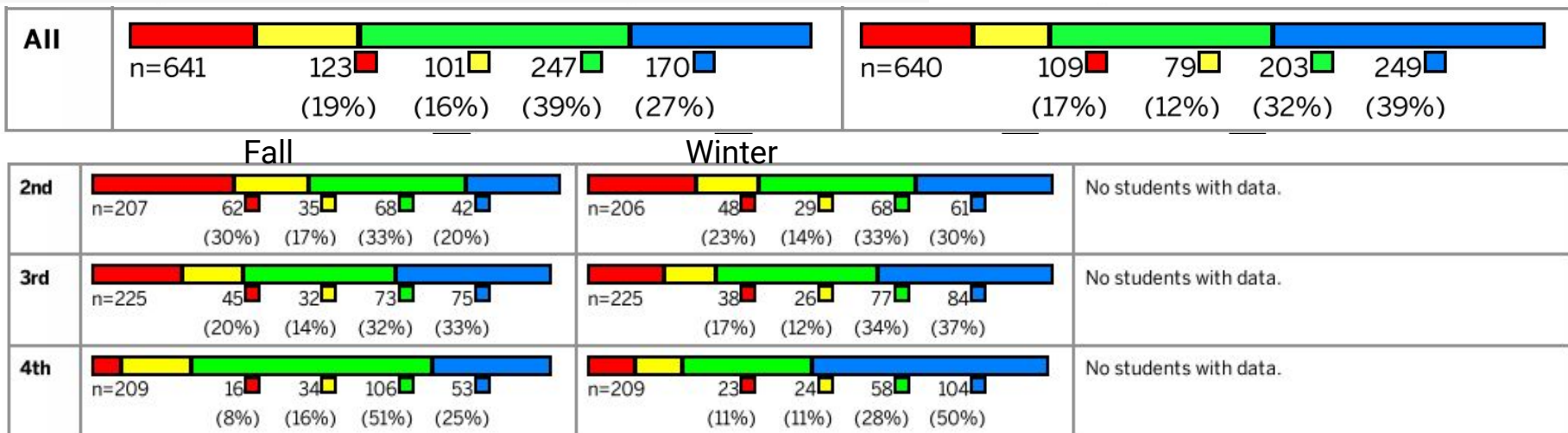


SOAR AND SUCCEED



Center School DIBELS 8 Schoolwide Data Winter 2023

DIBELS® Data System



Legend n = Number of Students ■ Intensive Support ■ Strategic Support ■ Core Support ■ Core^ Support
Results Based On K-Beginning: LNF K-Middle - 1st-Beginning: NWF-CLS 1st-Middle - 8th-End: ORF-Words Correct

Center School DIBELS 8 Subtest Data

Winter 2023

DIBELS 8		NWF CLS				NWF WRC				WRF				ORF WC				ORF Acc		
Grade 2 # of students 207	F	18%	15%	42%	26%	21%	21%	30%	27%	27%	16%	32%	25%	30%	17%	33%	20%	30%	17%	53%
	W	9%	18%	33%	40%	7%	16%	42%	35%	19%	17%	35%	30%	23%	14%	33%	30%	15%	18%	67%
	S																			
Grade 3 # of students 226	F	11%	13%	37%	40%	14%	12%	27%	48%	15%	13%	38%	34%	20%	14%	32%	33%	23%	20%	57%
	W	9%	8%	38%	44%	9%	9%	45%	36%	15%	14%	33%	39%	17%	12%	34%	37%	7%	12%	81%
	S																			
Grade 4 # of students 209	F													8%	16%	51%	25%	4%	14%	82%
	W													11%	11%	28%	50%	1%	3%	96%
	S																			

Center School i-Ready Reading Schoolwide Data Winter 2023

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Diagnostic Results

Reading

CENTER ELEMENTARY
SCHOOL

Academic Year

Current Year

Diagnostic

Winter 22-23

01/16/23 - 02/24/23

Prior Diagnostic

Fall 22-23

09/19/22 - 09/30/22

Criterion Referenced

3-Level Placement

Enhanced

5-Level Placement

Placement

Standard View

Students Assessed/Total: 630/642

Overall Placement



Winter 22-23

At Risk for Tier 3
5% (From 12%)

Tier 2
23% (From 35%)

Tier 1
73% (From 52%)



Fall 22-23

Placement By Domain



Center School i-Ready Reading Schoolwide Data Winter 2023

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Diagnostic Results ▾

Switch Table View

Show Results By

Placement Summary ▾

Grade ▾

Showing 3 of 3

Grade ▾



Overall Grade-Level Placement

Students Assessed/Total

Grade 2

Winter 22-23

62%

34% 4%

Fall 22-23

35%

48%

17%

201/207

Grade 3

Winter 22-23

84%

10% 5%

Fall 22-23

68%

19%

13%

221/225

Grade 4

Winter 22-23

71%

25% 4%

Fall 22-23

52%

40%

8%

208/210

Center School i-Ready Math Schoolwide Data Winter 2023

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Diagnostic Results

[Math](#)**CENTER ELEMENTARY
SCHOOL**

Academic Year

[Current Year](#)

Diagnostic

[Winter 22-23](#)

01/16/23 - 02/24/23

Prior Diagnostic

[Fall 22-23](#)

09/19/22 - 09/30/22

*Criterion Referenced***3-Level Placement****Enhanced****5-Level Placement**

Standard

Students Assessed/Total: **624/642**

Overall Placement



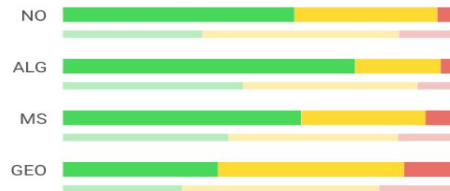
Winter 22-23

- At Risk for Tier 3**
4% (From 13%)
- Tier 2**
38% (From 57%)
- Tier 1**
57% (From 29%)



Fall 22-23

Placement By Domain



The Mapping Between 5-Level and 3-Level Placements

15

Center School i-Ready Math Schoolwide Data Winter 2023



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Diagnostic Results ▾

Placement Summary ▾

Grade ▾

Showing 3 of 3

Grade ▾



Overall Grade-Level Placement

Students Assessed/Total

Grade 2

Winter 22-23



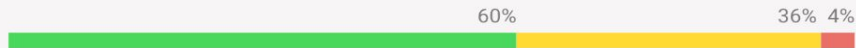
200/207

Fall 22-23



Grade 3

Winter 22-23



220/225

Fall 22-23



Grade 4

Winter 22-23



204/210

Fall 22-23



i-Ready Cohort Data

i-Ready Reading				i-Ready Reading				i-Ready Reading			
On/Above Overall				On/Above Overall				On/Above Overall			
Current Grade 4	Fall	Winter	Spring	Current Grade 3	Fall	Winter	Spring	Current Grade 2	Fall	Winter	Spring
2019-2020 (1)				2019-2020 (K)							
2020-2021(2)	31%	54%	80%	2020-2021(1)				2020-2021 (K)			
2021-2022 (3)	66%	82%	86%	2021-2022 (2)	39%	63%	77%	2021-2022 (1)			
2022-2023 (4)	52%	70%		2022-2023 (3)	68%	84%		2022-2023 (2)	35%	62%	
i-Ready Math				i-Ready Math				i-Ready Math			
On/Above Overall				On/Above Overall				On/Above Overall			
Current Grade 4	Fall	Winter	Spring	Current Grade 3	Fall	Winter	Spring	Current Grade 2	Fall	Winter	Spring
2019-2020 (1)				2019-2020 (K)							
2020-2021(2)	18%	40%	69%	2020-2021(1)				2020-2021 (K)			
2021-2022 (3)	29%	60%	73%	2021-2022 (2)	21%	48%	74%	2021-2022 (1)	19%	46%	67%
2022-2023 (4)	42%	65%		2022-2023 (3)	25%	60%		2022-2023 (2)	21%	46%	

Thank You



Questions?