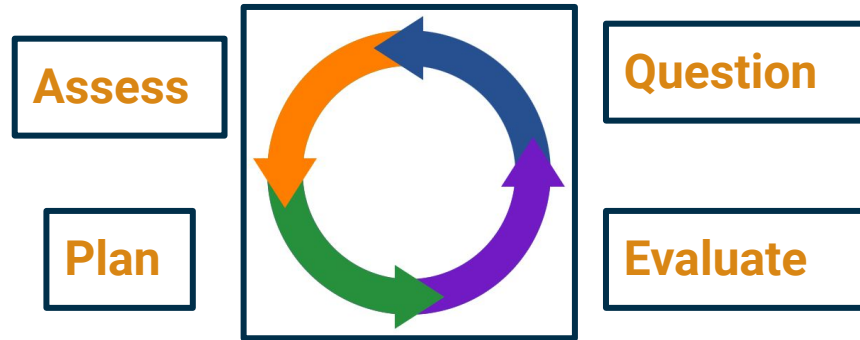# HMS Data Meeting Winter 2023

Hanover Hawks Will Soar and Succeed Without Limits

Agenda

- Data-Based Decision Making

- Data Protocol

- HMS Reading & Math Data

- Tiered Instruction

Data–Based Decision making

Assess

Question

Plan

Evaluate

★ Teachers and teacher teams 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

- MA DESE - Multi-Tiered System of Support

Data Reflection
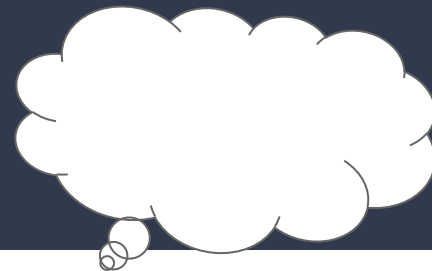
Data Reflection Worksheet

Use this worksheet to analyze your *i-Ready Diagnostic* data.

Date: _____

School, Grade Level, and/or Class: _____   ☐ Mathematics ☐ Reading

Ask
(Select or create your question.)

	Bright Spots (e.g., higher placement levels, success with a specific domain, more than expected progress toward growth measures)	**Areas for Improvement** (e.g., lower placement levels, struggle with a specific domain, less than expected progress toward growth measures)
Observe (List the grade level(s), class(es), and/or student(s).)		
Reflect (List the instructional strategies or plans you've tried and their effect.)		
Take Action (Indicate your plan for what you will do and when.)		

i-Ready

Small Group Worksheet

How can I group my students and plan my instruction to best meet their needs?

Date: _____

School, Grade Level, and/or Class: _____   ☐ Mathematics ☐ Reading

Group Number or Name:	**Group Selection Criteria:** (e.g., students who have the lowest score in a domain)	

Student Name	Observations, Strengths, and Instructional Priorities	Instructional Resources

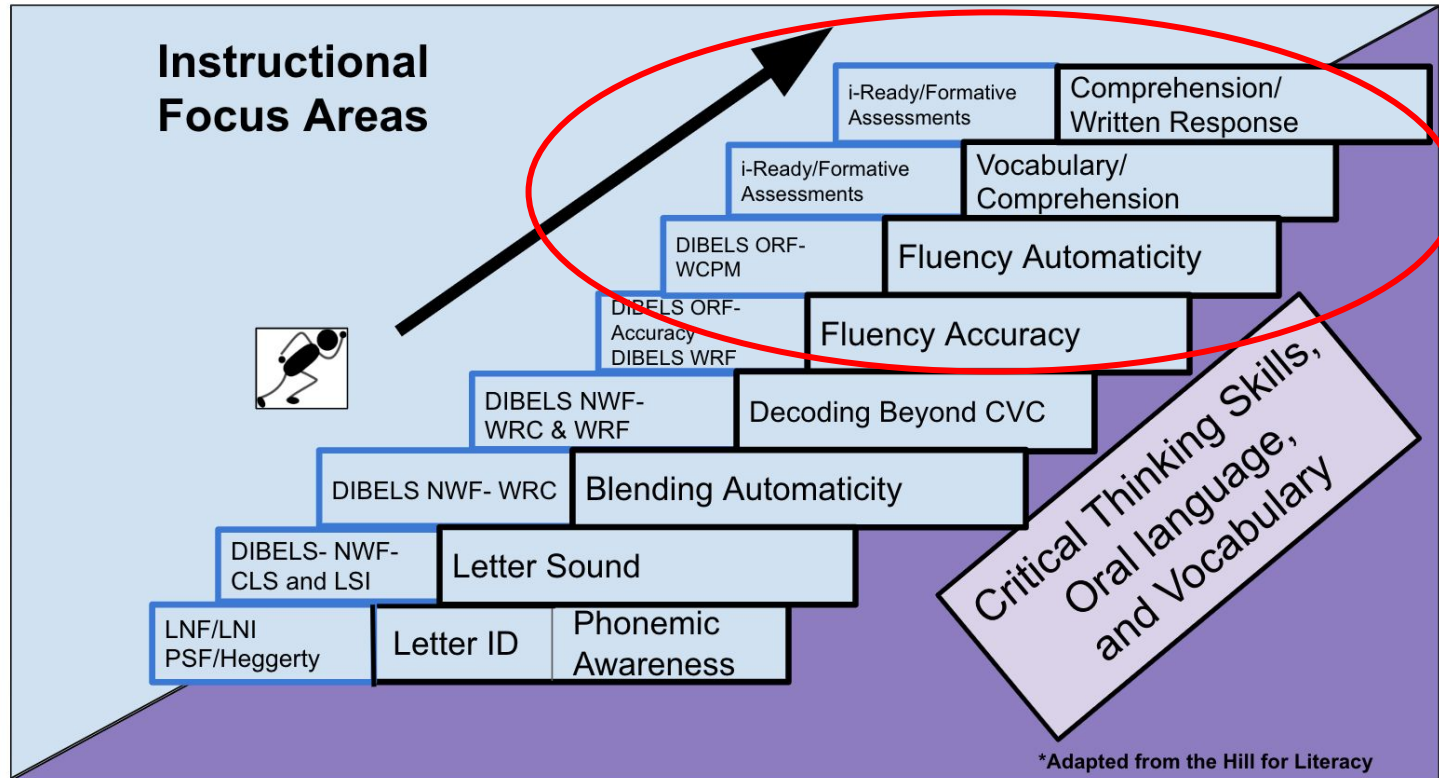| **Action Plan** |
|---|

When will this small group meet and for how long?

What is your small group instruction plan to help students at their current placement level and to help them access grade-level content?

At current placement level:

Grade-level content:

When and how will you check for understanding and overall effectiveness of instruction?

4

Continuum of Foundational Skills

Instructional Focus Areas

i-Ready/Formative Assessments — Comprehension/Written Response

i-Ready/Formative Assessments — Vocabulary/Comprehension

DIBELS ORF-WCPM — Fluency Automaticity

DIBELS ORF-Accuracy DIBELS WRF — Fluency Accuracy

DIBELS NWF-WRC & WRF — Decoding Beyond CVC

DIBELS NWF- WRC — Blending Automaticity

DIBELS- NWF-CLS and LSI — Letter Sound

LNF/LNI PSF/Heggerty — Letter ID — Phonemic Awareness

Critical Thinking Skills, Oral language, and Vocabulary

*Adapted from the Hill for Literacy

5

DIBELS 8– Grade 5 Oral Reading Fluency (ORF)

Fall

71%

n=180	25 🟥	27 🟨	68 🟩	60 🟦
	(14%)	(15%)	(38%)	(33%)

Winter

77%

n=182	28 🟥	14 🟨	66 🟩	74 🟦
	(15%)	(8%)	(36%)	(41%)
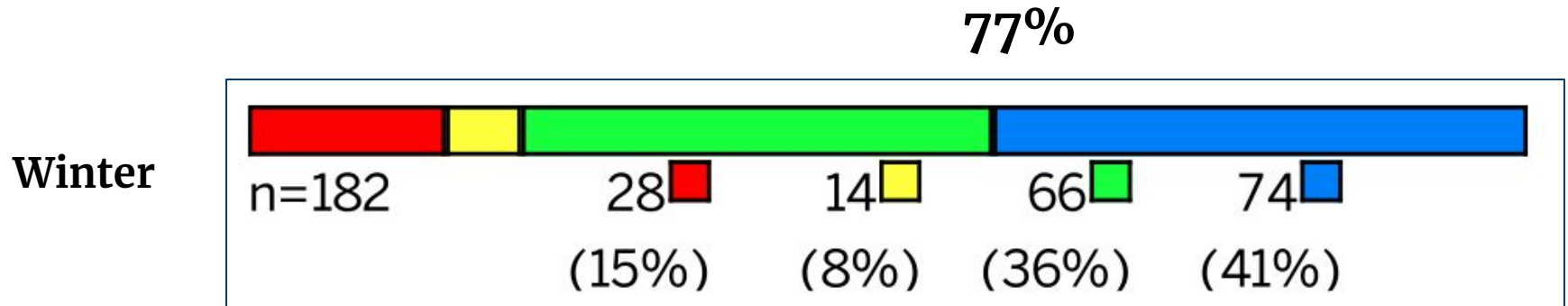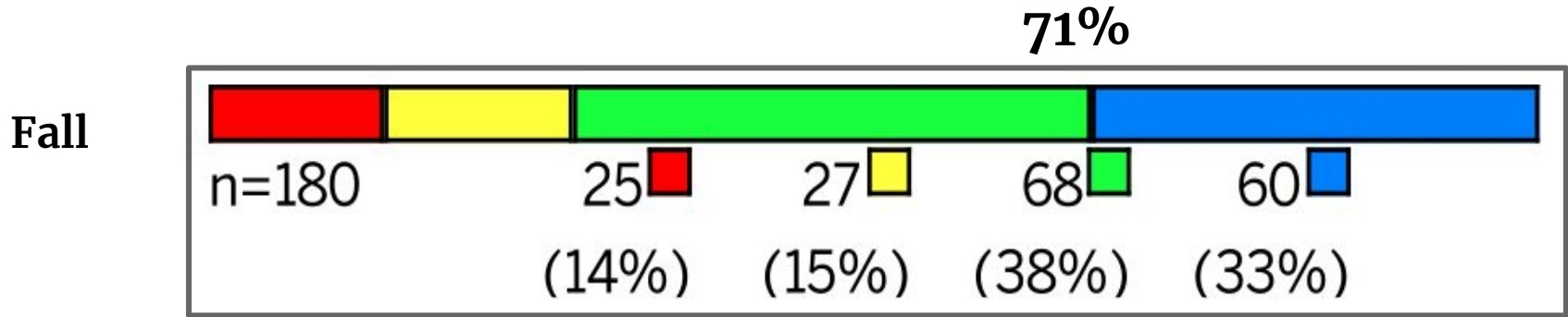
DIBELS 8– Student Progress Monitoring Graph

7

HMS i-Ready Reading Schoolwide Data Winter 2023

Overall Placement

- **At Risk for Tier 3**
  24% (From 28%)
- **Tier 2**
  21% (From 23%)
- **Tier 1**
  55% (From 48%)

Winter (November 16 - March 1)

Fall (Beginning of Year - November 15)

Placement By Domain

PA

PH

HFW

VOC

LIT

INFO
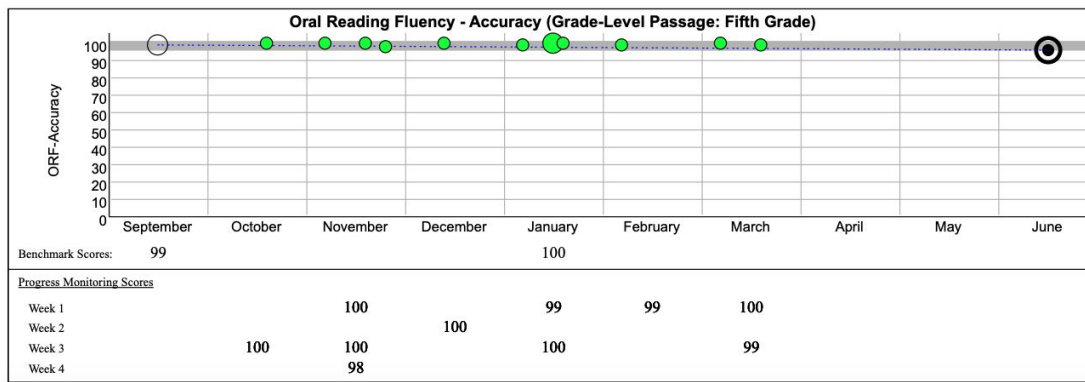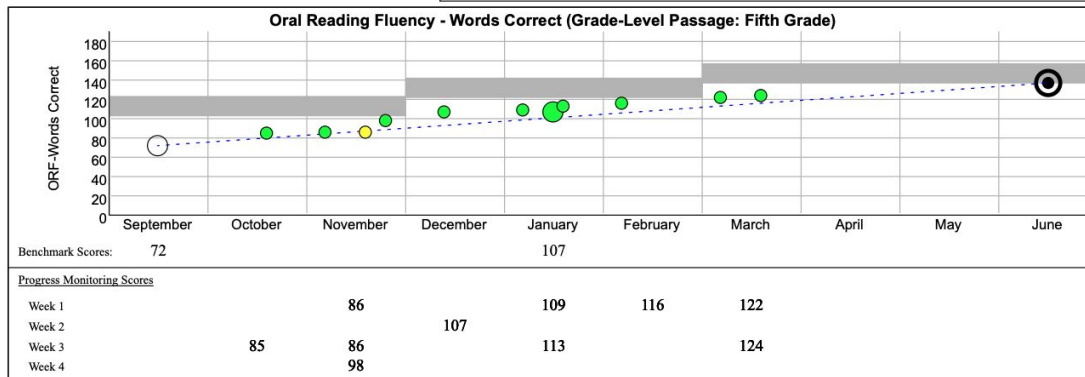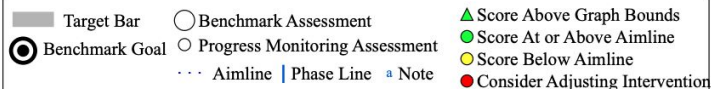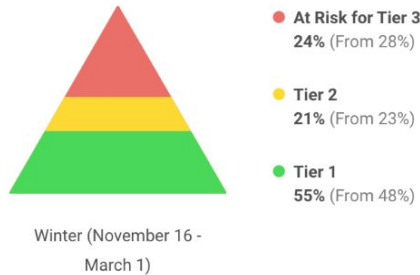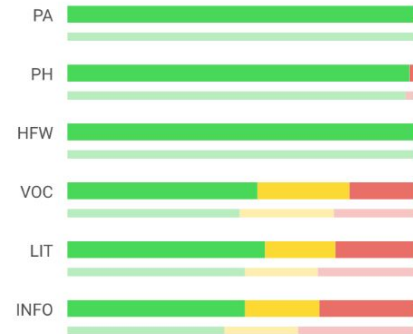
ⓘ **The Mapping Between 5-Level and 3-Level Placements**

HMS i-Ready Reading Schoolwide Data Winter 2023

Grade ▾		Overall Grade-Level Placement			Students Assessed/Total
Grade 5	Winter (November 16 - March 1)	60%	23%	17%	184/185
	Fall (Beginning of Year - November 15)	49%	26%	26%	
Grade 6	Winter (November 16 - March 1)	57%	20%	22%	215/218
	Fall (Beginning of Year - November 15)	46%	26%	28%	
Grade 7	Winter (November 16 - March 1)	55%	20%	25%	180/193
	Fall (Beginning of Year - November 15)	53%	21%	26%	
Grade 8	Winter (November 16 - March 1)	48%	22%	30%	206/209
	Fall (Beginning of Year - November 15)	46%	21%	33%	

i-Ready Cohort Reading Data

Percent of On/Above Grade Level

Grade	2019-2020			2020-2021			2021-2022			2022-2023		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
5	50%	56%	___	48%	52%	59%	48%	54%	57%	50%	59%	___
6	53%	59%	___	45%	44%	48%	53%	56%	61%	46%	57%	___
7	56%	64%	___	57%	57%	63%	47%	47%	51%	54%	56%	___
8	64%	70%	___	58%	58%	61%	59%	63%	69%	46%	48%	___

Growth By Quadrant–Reading
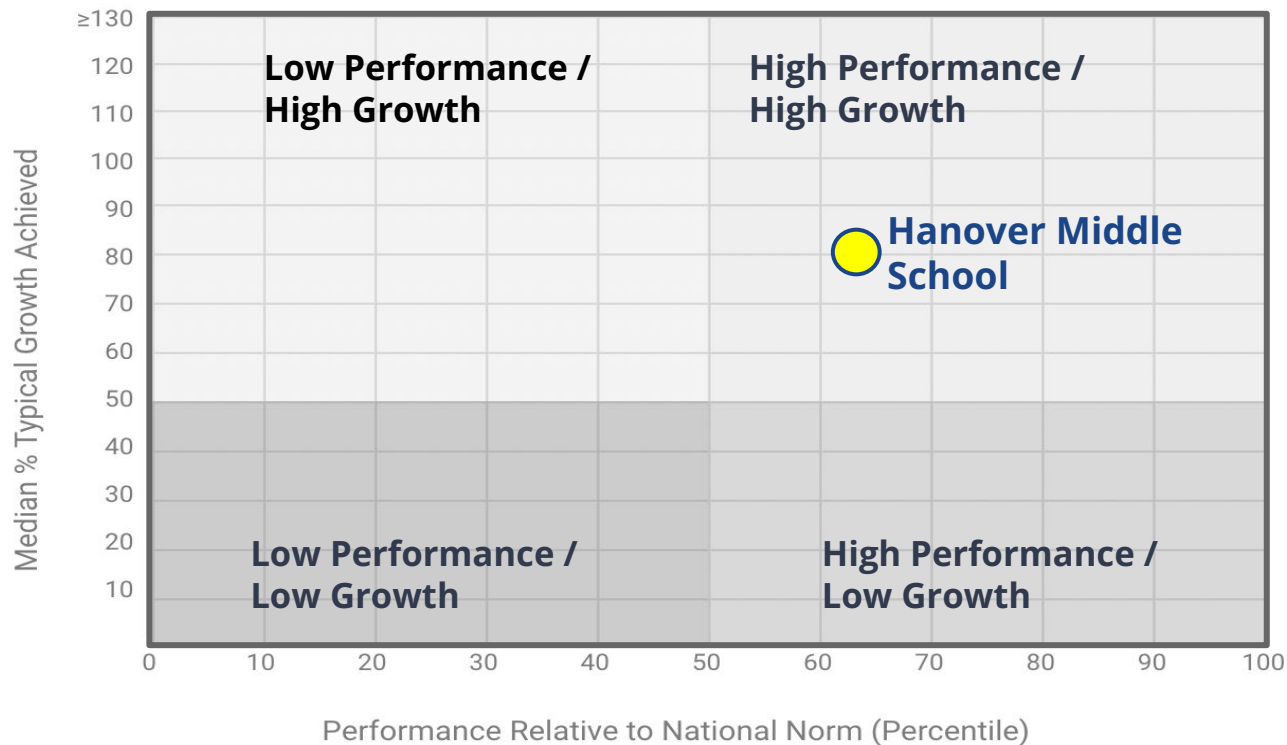
HMS i-Ready Math Schoolwide Data Winter 2023

Overall Placement

- **At Risk for Tier 3** 15% (From 19%)
- **Tier 2** 29% (From 37%)
- **Tier 1** 56% (From 44%)

Winter (November 16 - March 1)

Fall (Beginning of Year - November 15)

Placement By Domain

NO
ALG
MS
GEO
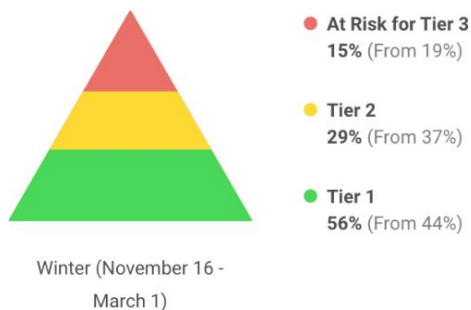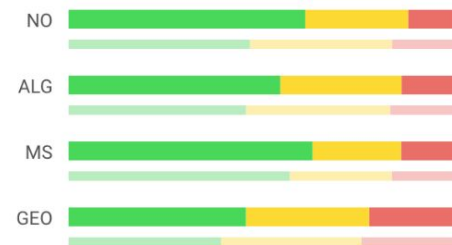
ⓘ **The Mapping Between 5-Level and 3-Level Placements**

HMS i-Ready Math Schoolwide Data Winter 2023

Grade	Overall Grade-Level Placement				Students Assessed/Total
Grade 5	Winter (November 16 - March 1)	61%	27%	12%	184/185
	Fall (Beginning of Year - November 15)	42%	43%	14%	
Grade 6	Winter (November 16 - March 1)	62%	30%	8%	216/218
	Fall (Beginning of Year - November 15)	46%	38%	16%	
Grade 7	Winter (November 16 - March 1)	58%	31%	11%	186/193
	Fall (Beginning of Year - November 15)	49%	39%	12%	
Grade 8	Winter (November 16 - March 1)	42%	30%	28%	202/205
	Fall (Beginning of Year - November 15)	38%	29%	33%	

13

i-Ready Cohort Math Data

Percent of On/Above Grade Level

Grade	2019-2020			2020-2021			2021-2022			2022-2023		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
5	51%	61%	___	32%	48%	73%	40%	59%	65%	43%	61%	___
6	60%	66%	___	41%	50%	69%	43%	59%	75%	46%	62%	___
7	58%	65%	___	49%	53%	64%	44%	53%	60%	49%	57%	___
8	61%	62%	___	48%	53%	54%	48%	47%	54%	37%	42%	___

Growth By Quadrant–Math

Plan for Tiered Instruction

Assess

Plan

Question

Evaluate

Small Group Worksheet

Mathematics

Grouping 1	Grouping 2	Grouping 3	Grouping 4	Grouping 5
Below Grade Level in Number and Operations or Algebra and Algebraic Thinking		On or Above Grade Level in Number and Operations and Algebra and Algebraic Thinking		
Two or More Grade Levels Below in Number and Operations or Algebra and Algebraic Thinking	One Grade Level Below in Number and Operations or Algebra and Algebraic Thinking	Two or More Grade Levels Below in Geometry or Measurement and Data	One Grade Level Below in Geometry or Measurement and Data	On or Above Grade Level in all domains

i-Ready				Dibels	
Overall Placement	Vocabulary Placement	Reading Comprehension: Overall Placement	Reading Comprehension: Informational Text Placement	ORF-WCPM	ORF-Accuracy
Level 3	Level 4	Level 3	Level 4	116	99
Level 4	Level 4	Early 5	Early 5	117	99
Level 4	Level 3	Early 5	Early 5	118	94
Early 5	Mid 5	Early 5	Level 4	119	100
Level 4	Level 4	Level 4	Level 4	122	100
Level 3	Level 4	Level 3	Level 3	125	95
Early 5	Early 5	Mid 5	Early 5	126	100
Mid 5	Mid 5	Mid 5	Early 5	127	98
Early 5	Early 5	Early 5	Level 4	130	100
Early 5	Early 5	Early 5	Early 5	131	100

Tiered Instruction

If students can read (decode) within grade level benchmarks, the biggest predictor of **comprehension** is **vocabulary** and **background knowledge**.

Based on the data, if there is a demonstrated need for vocabulary or background knowledge students are grouped and provided differentiated instruction.

WIN Focus:
Vocabulary and/or Building Background Knowledge

Tiered Instruction

WIN: Instruction based on students' needs. Examples: further developing math skills, building vocabulary, or extending background knowledge.

i-Ready™

Tools for Instruction

Understand the Coordinate Plane

| **Objective** Locate ordered pairs in the first quadrant of the coordinate plane.	**Materials** 2 number cubes (numbered 0–5), masking tape or grid display on a board with magnets

Students are first introduced to coordinate geometry through learning the related terminology and how to plot and identify points in the first quadrant. This activity builds on students' knowledge of parallel and perpendicular lines and experience with horizontal and vertical number lines, to teach students vocabulary such as origin, x-axis, y-axis, coordinates, and ordered pairs and graphing and identification of ordered pairs. A firm mastery of the coordinate plane will help students later when they begin constructing scatter plots and using the coordinate plane to study geometric concepts such as symmetry and transformations and algebra concepts such as graphing equations and functions.

Step by Step   30–45 minutes

❶ **Construct the first quadrant of the coordinate plane.**

- Use masking tape to construct a large 5-by-5 grid on the floor, or construct a grid with safe tape on a magnetic surface.
- Draw arrows at the top of the left side and on the right of the bottom side. Label 0 through 5 on each axis from left to right and bottom to top, respectively.
- Discuss the parallel and perpendicular lines that make up the grid. Say: *The two rays that make up the axes are perpendicular. The horizontal lines are parallel to the bottom ray, and all vertical lines are parallel to the ray on the left.*
- Explain that the lines represent two overlapping number line systems, horizontal and vertical, and that the grid lines can be used to show locations.
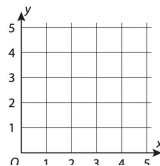
::studysync

Read

From Chapter I: Perseus

Then Athene smiled and said:

"Be patient, and listen; for if you forget my words, you will indeed die. You must go northward to the country of the Hyperboreans, ⚓ who live beyond the pole, at the sources of the cold north wind, till you find the three Grey Sisters, who have but one eye and one tooth between them. You must ask them the way to the Nymphs, the daughters of the Evening Star, who dance about the golden tree, in the Atlantic island of the west. They will tell you the way to the Gorgon, that you may slay her, my enemy, the mother of monstrous beasts. Once she was a maiden as beautiful as morn, till in her pride she sinned a sin at which the sun hid his face; and from that day her hair was turned to vipers, and her hands to eagle's claws; and her heart was filled with shame and rage, and her lips with bitter venom; and her eyes became so terrible that whosoever looks on them is turned to stone; and her children are the winged horse and the giant of the golden sword; and her grandchildren are Echidna the witch-adder, and Geryon the three-headed tyrant, who feeds his herds beside the herds of hell. So she became the sister of the Gorgons, ⚓ the daughters of the Queen of the Sea. Touch them not, for they are **immortal;** but bring me only Medusa's head."

"And I will bring it!" said Perseus; "but how am I to escape her eyes? Will she not freeze me too into stone?"

"You shall take this polished shield," said Athene, "and when you come near her look not at her yourself, but at her image in the brass; so you may strike her safely. And when you have struck off her head, wrap it, with your face turned away, in the folds of the goatskin on which the shield hangs. So you will bring it safely back to me, and win to yourself **renown,** and a place among the heroes who feast with the Immortals upon the peak where no winds blow."

Then Perseus said, "I will go, though I die in going. But how shall I cross the seas without a ship? And who will show me my way? And when I find her, how shall I slay her, if her scales are iron and brass?"

Vocabulary

		ed ory
ad con de e in ob pro re sub tra	**ject** *"to thro*	ion able s

Definition		Characteristics
	⬭	
Examples		Non-examples

18

Questions?

Hanover Hawks Will Soar and Succeed Without Limits