



BUILDING A DATA-CENTERED SCHOOL CLIMATE Continued: Part 3 See Parts 1-2 for Carver MCAS story



Learning Forward, Boston, MA
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Wayland Math Data

GRADE 03 - MATHEMATICS

PERFORMANCE LEVEL 2009 2010 2011 2012

ADVANCED	30	37	25	45
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Wayland Public Schools Math RTI Implementation

- ◆ Year 1/2 of Implementation
- ◆ ELA Implementation Template
- ◆ Culture Shift-Articulate Vision
- ◆ System-Wide Goal
- ◆ Slow and Steady

How We Began

- Everyday Mathematics Program-aligned to CCSS
- PLC
- Schedule!
- Common Assessments – Administered GMADE universally Grades 1-5 (Fall and Spring)
- Individual Data Meetings Based on GMADE results
- Reasonable Expectations

Individual Data Meetings

- MCAS/GMADE Correlation of .78
- Cut scores
 - Grade 3 Benchmark - Stanine 5
 - Grade 4 Benchmark- Stanine 6
 - Grade 5 Benchmark- Stanine 6
- Explain Correlation/Benchmark
- Review Individual Student Data
- Create Instructional Boxes



Subtest	RS	Total	SS	Site	NCE	Stanine	OE	Descriptor	GSY
Concepts and Communication	22		94	34	42	4		Average	
Operations and Computation	15		88	45	47	5		Average	
Process and Applications	17		92	30	59	4		Average	
TOTAL TEST		54	91	27	37	4	1.6	Average	480

Birth Date: 12/28/2004
 Test Date: 09/01/2012
 Grade: 2
 Teacher/Examiner:
 Class/Group:
 School:

Diagnostic Analysis Summary

Concepts and Communication	NC	NP	%
Comparison	3	4	75%
Money	4	5	80%
Numeration	5	8	63%
Quantity	5	6	83%
Sequence	3	3	100%
Time	2	2	100%

Operations and Computation	NC	NP	%
Addition	6	12	50%
Subtraction	9	12	75%

Process and Applications	NC	NP	%
Comparison	2	3	67%
Measurement	0	2	0%
Money	1	1	100%
Numeration	11	17	65%
Sequence	2	2	100%
Statistics	1	1	100%
Time	0	2	0%
One-Step	14	23	61%
Multiple-Step	3	5	60%

NC = Number Correct NP = Number Possible

Description of Results

A Stanine score converts the total number correct to a single-digit number between 1 and 9, which makes test performance easier to understand and shows how the student's performance compares with the average student performance. If the Stanine score is 1, 2, or 3, the test performance is considered below average or reflects a weak performance on the skills in the subtests. If the Stanine score is 4, 5, or 6, the test performance is considered average. If the Stanine score is 7, 8, or 9, the test performance is considered above average and reflects strong performance. Looking at Stanine scores helps readily identify mathematic strengths and/or needs.

The **Concepts and Communication** score indicates a student's performance in the five areas of NCTM standards focusing on the language, vocabulary, and representations of mathematics. CHARLOTTE's score of 4 indicates average performance on this subtest.

The **Operations and Computation** score indicates a student's ability to use basic operations (+, -, X, ÷) with a variety of mathematical representations, as appropriate for this grade level. CHARLOTTE's score of 5 indicates average performance on this subtest.

The **Process and Applications** score indicates a student's ability to take the language and concepts of mathematics and apply the appropriate operation (s) and computation to solve a word problem. CHARLOTTE's score of 4 indicates average performance on this subtest.

The **TOTAL TEST** score can be converted to multiple normative or derived scores for overall mathematics skill assessment. CHARLOTTE's Total Test Stanine score of 4 indicates average overall performance in mathematics at this level.

Stanine Chart

Stanine	1	2	3	4	5	6	7	8	9
	(4%)	(7%)	(12%)	(17%)	(20%)	(17%)	(12%)	(7%)	(4%)
Concepts and Communication				◆					
Operations and Computation					◆				
Process and Applications				◆					
TOTAL TEST				◆					

Concepts and Communication	Operation and Computation	Process and Applications
Concepts and Communication AND Operations and Computation	Concepts and Communication AND Process and Application	Operations and Computation and Process and Applications
All 3	Enrichment - greater than or equal to 8 in 2 or more categories	

Concepts and Communication <i>Charlotte</i>	Operation and Computation <i>Orla</i>	Process and Applications
Concepts and Communication AND Operations and Computation	Concepts and Communication AND Process and Application <i>Kenneth</i>	Operations and Computation and Process and Applications
All 3 <i>Katherine</i> <i>Matthew</i>	Enrichment - greater than or equal to 8 in 2 or more categories <i>Jabari</i>	

Cadence Kiley

Where We Are

- Math RTI blocks 2X/Week- 30 minutes
- 2-6 Classroom Teams, Including Special Educators, Teacher Assistants
- Student Groups Based on GMADE Data and Teacher Input

Diagnostic Analysis Summary

Concepts and Communication	NC	NP	%
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Where We Are (continued)

- Planning for Intervention Lessons during PLC meetings-TIME!
- Not “Reinventing the Wheel”
- Piloting EasyCBM Benchmarking and Progress Monitoring
- Implementing Symphony Math Intervention Program

Where We Are Going

- Exploring Effective Ways of Measuring Progress (cost, time, training)
- Integrating “Exceeding Expectations” Students Fully Into Our RTI Model
- Pursuing Developmentally Appropriate Diagnostic Tools for Kindergarten
- Reminding All Participants That Implementation Is A Process
- Professional Development

ELA RTI Implementation

- 🟢 Benchmark Screenings
- 🟢 Data Meetings
- 🟢 RTI Blocks

Benchmark Screenings

- ◆ DIBELS K-5

- ◆ Assessments given by assessment team in September, January, May (October for Kindergarten)

- ◆ GRADE 3-5

- ◆ Assessments given by classroom teachers in September and January

Data Meetings

- ◆ 3 times a year after assessments
- ◆ Look at screeners as well as diagnostics within DIBELS system and data sheets (googledocs spreadsheet)
- ◆ Group students by need
- ◆ Set up Intervention groups

Data Sheets—Grade 4

	BENCHMARKS	DORF	Accuracy	DDS Beg	DDS Adv	DAZE	GRADE	MCAS
	Developing	<70	<93%	<40	<20	<10	1-3	200-218
	Progressing	70-89	93-96	47-40	20-25	10 -14	4 -5	220-238
	Meeting/Exceeding	90+	96%+	48	26	15+	6 -9	240-258
								260-280
Teacher	Student	DORF	Accuracy	Beg.	Adv.			
		152	99				8	276
		117	96				6	238
		116	100			15	4	236
		94	98			12	5	236
		188	99				7	258
		82	99	48	25	14	6	218
		113	97				8	254
		99	98			18	5	240
		114	97				8	240
		142	98				8	258
		28	82	40	16		4	234
		152	99				9	248
		166	99				9	276
		123	98				6	226
		181	99				8	252
		164	99				8	268
		109	100				8	
		117	98			17	5	240
		171	96				9	258
		36	97	45	24		3	224

Grouping Squares—Grade 4

Fluency: OKAY
Comprehension: OKAY

Fluency: OKAY
Comprehension: NOT OKAY

Fluency: NOT OKAY
Comprehension: OKAY

Fluency: NOT OKAY
Comprehension: NOT OKAY

Data Sheets—Grade 1

	BENCHMARKS	LNF	CLS	WWR	DORF	Accuracy
	Meeting/Exceeding		43+	8+	23+	0.78
	Progressing		33-43	'3-8	16-23	68-78
	Developing		<33	<3	<16	<68%

Teacher	Student	LNF	CLS	WWR	DORF	Accuracy
		48	89	29	77	97
		63	87	29	81	98
		40	44	4	28	82
		48	72	24	60	100
		33	47	13	18	72
		37	55	8	30	86
		42	52	13	22	79
		58	100	31	72	92
		90	137	36	148	97
		75	74	22	95	95
		33	49	16	37	90
		42	51	17	23	77
		40	51	17	35	90
		64	48	9	24	83
		58	68	13	26	81
		42	45	6	15	63
		50	96	32	74	97
		54	55	10	111	97
		43	52	0	40	85
		28	141	48	113	100
		37	25	0	10	38
		43	42	7	44	94

Grouping Squares—Grade 1

Phoneme Segmentation: OKAY
Nonsense Word Fluency: OKAY

Phoneme Segmentation: OKAY
Nonsense Word Fluency: NOT OKAY

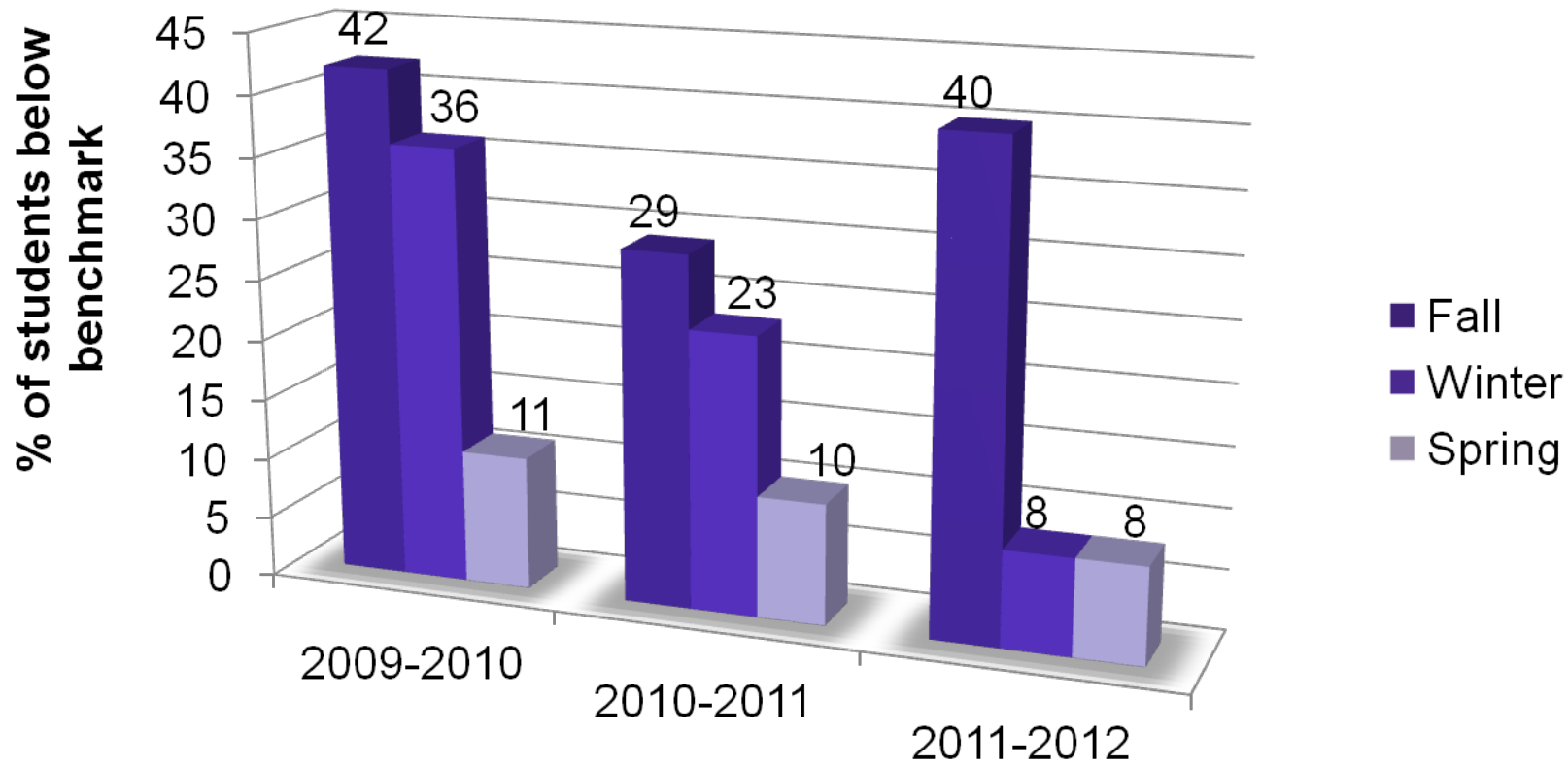
Phoneme Segmentation: NOT OKAY
Nonsense Word Fluency: OKAY

Phoneme Segmentation: NOT OKAY
Nonsense Word Fluency: NOT OKAY

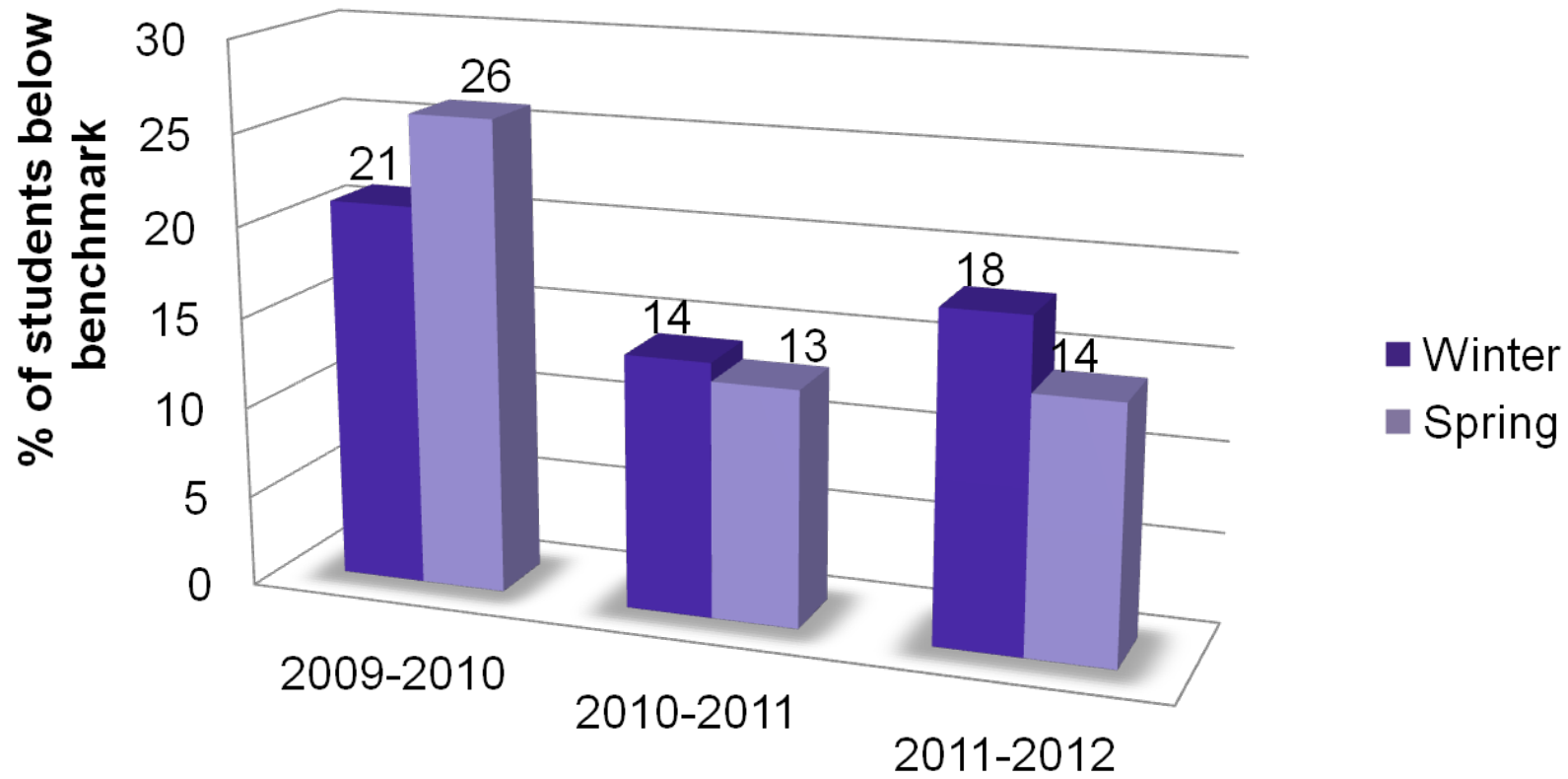
RTI Blocks

- ◆ Schedulers placed RTI blocks in teachers schedules before the school year
- ◆ First grade = 3 X 45 minutes a week
- ◆ Second-Fifth grade = 2 x 60 minutes a week
- ◆ Teachers, Reading Specialist and Special Educator (when schedule allows) take groups during RTI blocks

First Grade NWF-CLS



First Grade DORF



What are we refining?

- ◆ Data meetings have been moved out of PLCs and focused more on RTI teaching “pairs”
- ◆ Literacy block has been expanded so RTI blocks don’t take the whole time
- ◆ Teachers need PD on how to manage seeing all students while giving Tier 2 and Tier 3 students “extra” time needed
- ◆ Tier 2 and Tier 3 students need to have more time in Tier 1 instruction (independent reading, instruction with classroom teacher, conferencing with teacher)
- ◆ Tier 3 students need to be seen more often

A few tips on Leadership / Data Meetings

- MIT Studies – Equal talk time
- Start with positives – treasure hunt
- All data scored and charted beforehand
- Minimize paperwork for teachers
- Pre-slugged agenda used every time
- Parking lot for “stories” – focus on action items

Role Play

- Move into groups of 4-5 people
- Complete MTSS survey (for your school)
- Select one person to be “superintendent”
- You each represent ‘diverse’ schools in a district – superintendent seeks consensus on next steps to take
- Note take compiles list of next steps



Massachusetts Tiered System of Support Survey

1. Professional Development and Sustainability
2. Curriculum, Instruction and Assessment
3. Flexible Tiers
4. High Quality Core / Fidelity
5. Research Based Interventions/Assessment
6. Universal Screening / Progress Monitoring
7. Collaborative Problem Solving

What Next?

- Data can answer many questions
- What best raises students achievement?
- Frees us to begin to explore bigger questions....

