

Amplify.

Looking at BOY Data 2020

ELAT Project Office Hours

October 5, 2020



Objectives

- Clarify who is at risk
 - Leading these conversations with teachers
 - Looking at your building
- Identifying tools that can assist students in closing gaps
 - Supplementals

Agenda

- Clarify who is at risk
 - Teacher View
 - Building View
- Tools
- Needs

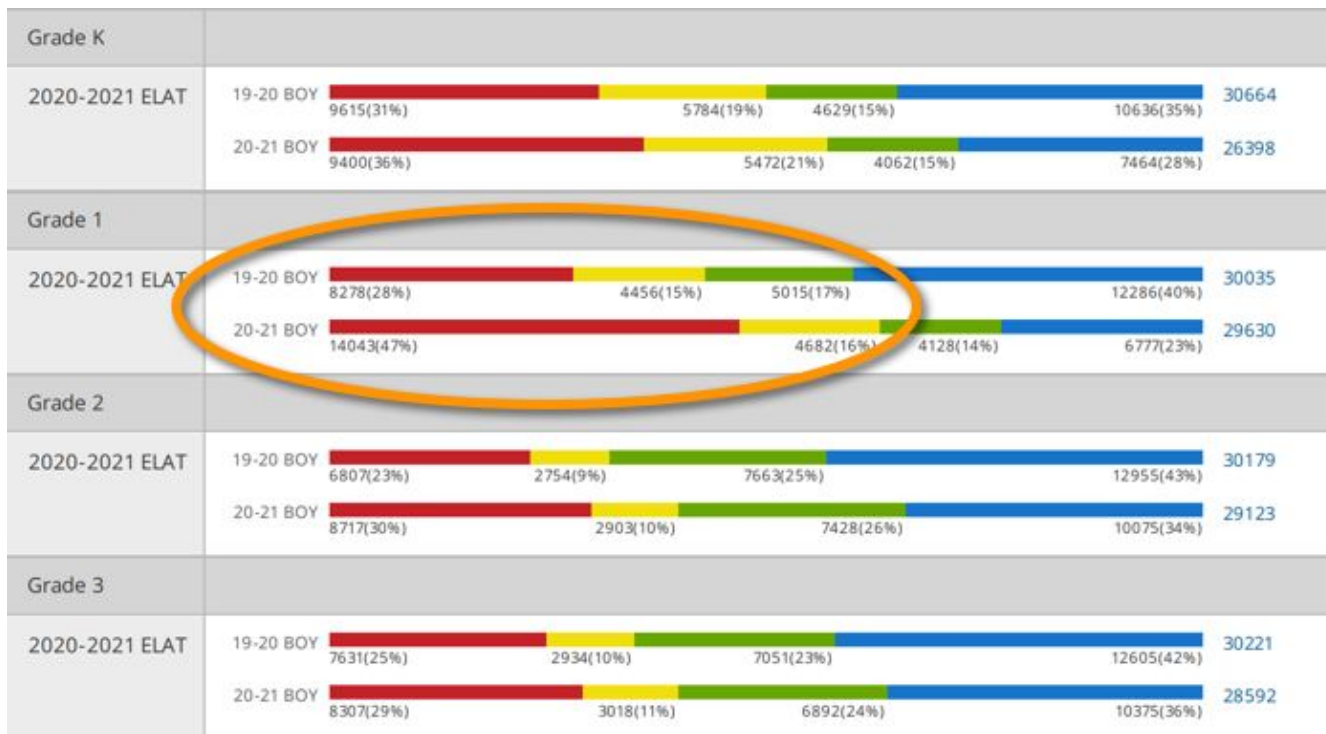
Clarify who is at risk

Teacher View

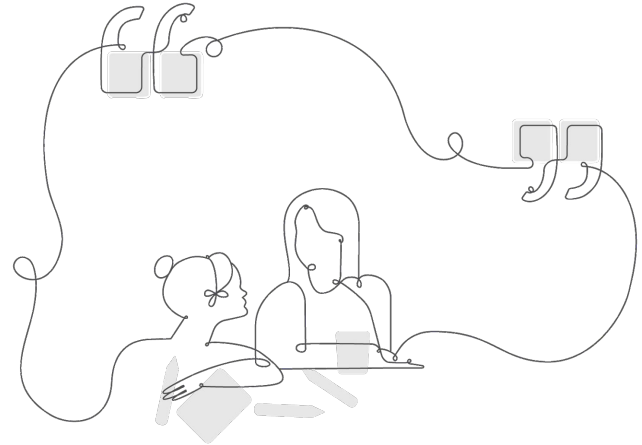
Building View



Does this BOY data look different than last year's data?



Students that are showing
at risk based on their
data, are at risk.



Students at risk



Students who have
“trended” at risk in the past

Students who have “emerged”
at risk after Spring 2020

Who falls into each of
these groups and what
does instruction look
like for them?

Leading these conversations with teachers

Teacher View

		Class Summary			Instruction		
		Kindergarten (2019-2020)			Grade 1 (2020-2021)		
		BOY	MOY	EOY	BOY	MOY	EOY
DIBELS Next®		Comp. Score	7	129	110		
Assessment							
PSF	Score	0	51				
	Goal	10	30				
LNF	Score	7	19		37		
	Goal	N/A	N/A	N/A	N/A		
PSF	Score		43		50		
	Goal		20	40	40		
NWF (CLS)	Score		16		23		
	Goal		17	28	27	43	58
NWF (NWR)	Score		0		0		
	Goal		N/A	N/A	1	8	13

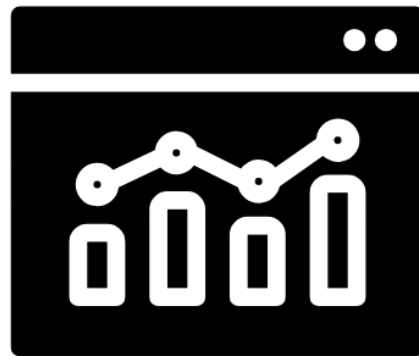
1. Does the student historically “trend” with risk?
2. Did the student “emerge” with risk this BOY?
3. What are your next steps for instruction?
 - a. Use the Instruction Tab
4. Set Pathways of Progress Goals
 - Ambitious
 - Attainable
 - Meaningful

Planning instruction

It is critical that all students have equitable & grade level core instruction.

It is critical to use your progress monitoring data to know how/when to adjust your instruction

- Pacing
- Fluid grouping
- A minimum of 3 scores at benchmark or higher to show mastery of each skill



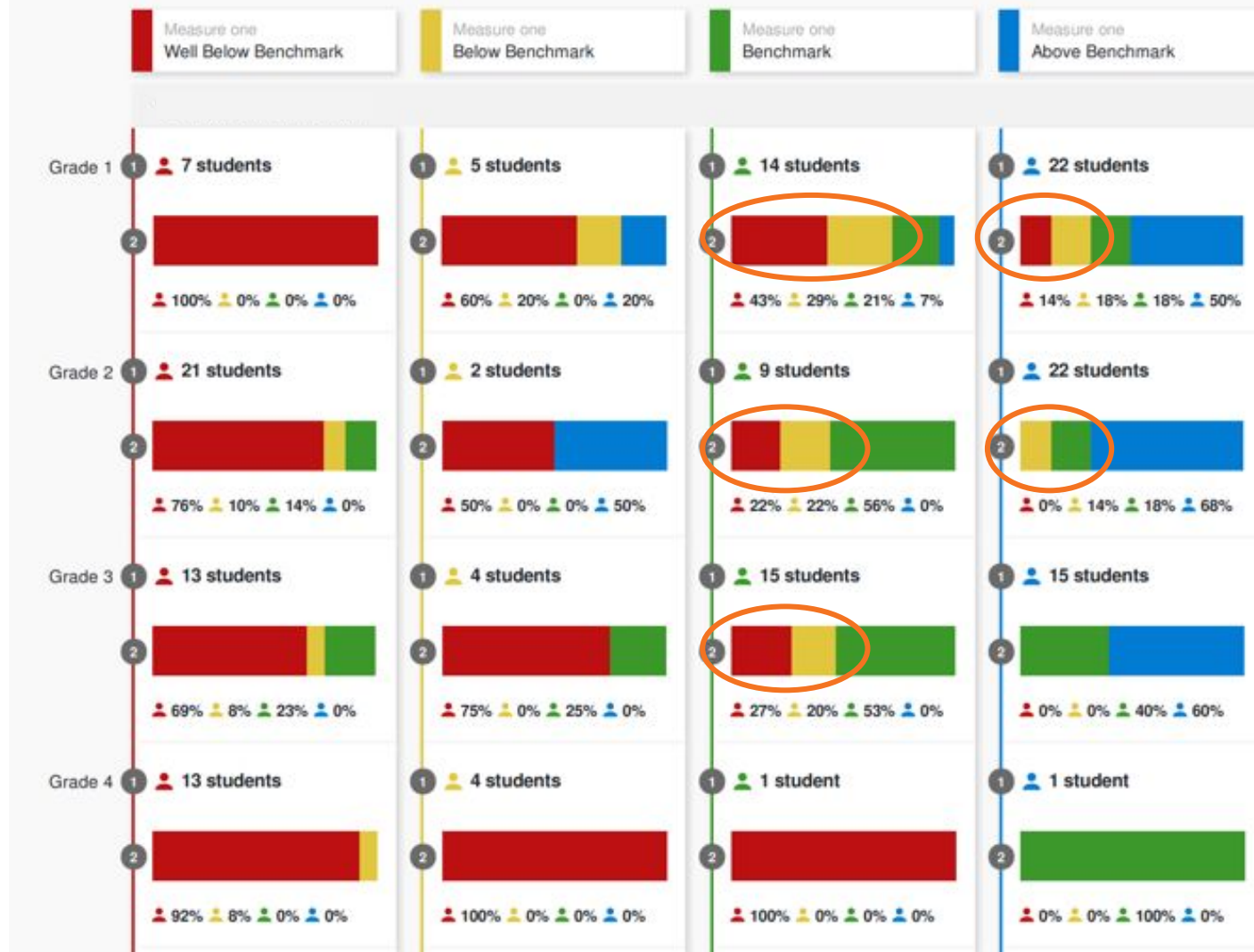
Clarify who is at risk

Teacher View

Building View



What can we learn from the Correlation Report?



Identify your Students

Create a Correlation
Report with the following
Parameters:

School

Grades

Measure 1 - 2019-20 MOY

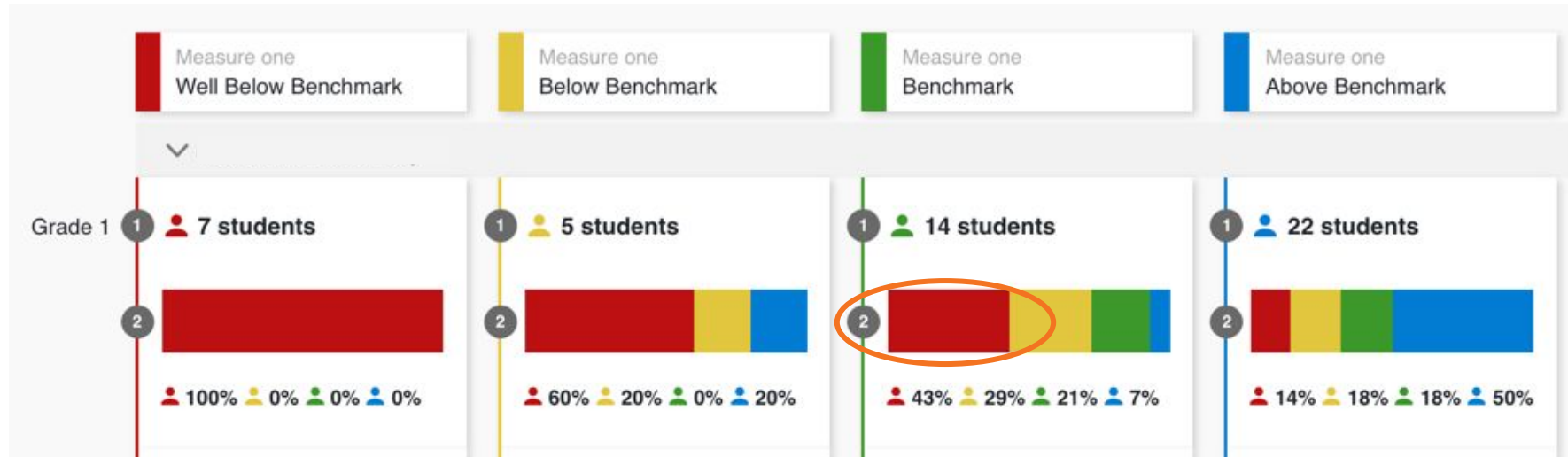
Measure 2 - 2020-21 BOY

The screenshot shows the 'Correlation' report configuration interface. It is divided into four main sections: View, Population, Measure 1, and Measure 2. Orange arrows point to the following settings:

- View:** 'Segment Results by' is set to 'Grade'.
- Population:** 'Show Students Enrolled' is set to 'On Test Day'. 'Grade' is set to 'All Grades'. 'District' is set to 'All Districts'.
- Measure 1:** 'Assessment' is set to 'DIBELS Next'. 'Measure' is set to 'Composite Score'. 'School Year' is set to '2019-2020'. 'Period' is set to '19-20 MOY'.
- Measure 2:** 'Assessment' is set to 'DIBELS Next'. 'Measure' is set to 'Composite Score'. 'School Year' is set to '2020-2021'. 'Period' is set to '20-21 BOY'.

At the bottom, there is a 'View Report' button and a 'Clear Filters' link.

Let's narrow our work to our first grade students

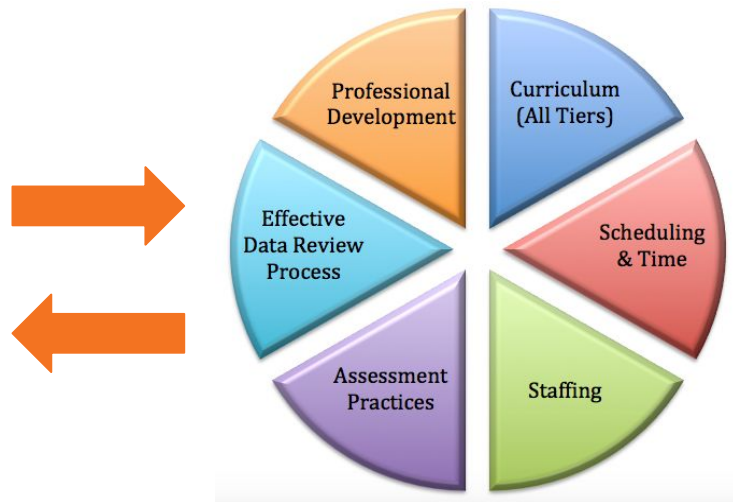


- Click on the red bar when live in mCLASS
- This provides a list of student names that scored at benchmark 2019-20 MOY and are now falling within the most at risk category
- Repeat the process for any other group of students you want to identify.

Using my data to plan

Which students do I want to make sure I talk with the classroom teacher about?

My Reports My Dashboard View My Data ▾					
Back Student List					
		Measure 1 Level	Measure 1 Score	Measure 2 Level	Measure 2 Score
Student Name	Grade				
	1	Benchmark	123	Well Below Benchmark	71
	1	Benchmark	155	Well Below Benchmark	77
	1	Benchmark	129	Well Below Benchmark	82
	1	Benchmark	147	Well Below Benchmark	80
	1	Benchmark	135	Well Below Benchmark	60
	1	Benchmark	125	Well Below Benchmark	30



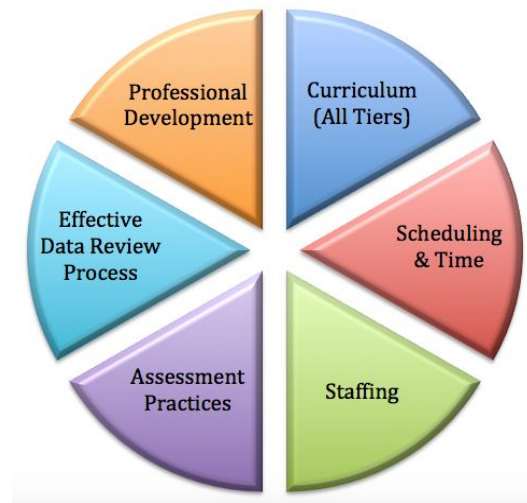
Should there be any updates/changes to intervention plan/schedule?

Things to consider about our systems

What do you know to be true?

What systems do we know are currently being effective?

What are you learning?



Tools



<https://ckla.amplify.com/skillsboost>



Available until [December 31, 2020](#)

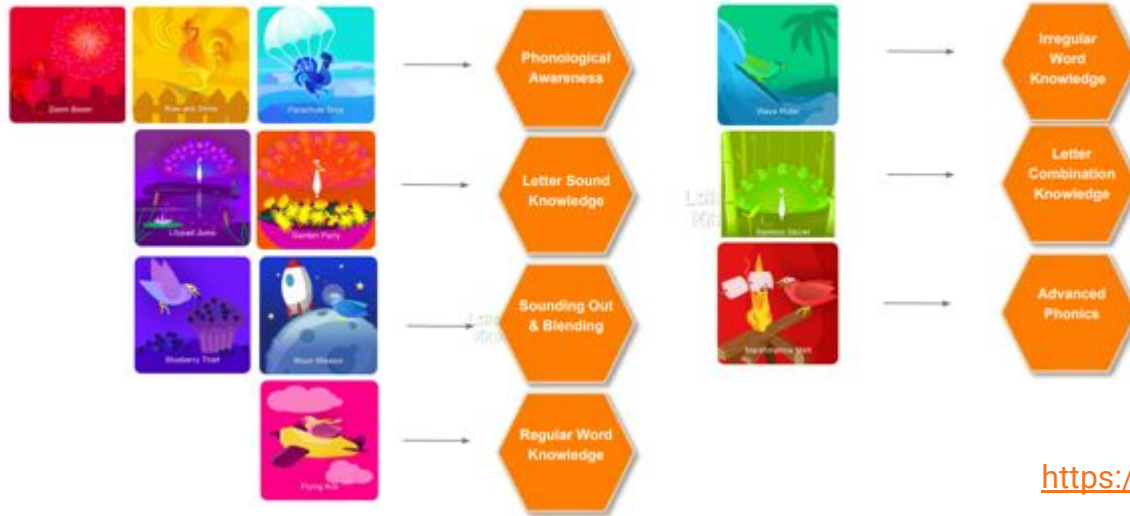
[Recorded webinar](#)

Foundational Skills Boost

- Free resource for all schools
- Grades 1-3; covers nine weeks of instruction from the end of last school year.
- Instruction, reading practice, teacher-led small group activities, and family resources.
- Supplement grade-level instruction and independent learning
- Remote, hybrid, and in-school contexts for maximum flexibility.

Boost - free resource through ELAT

Each Boost game helps build automaticity in a specific early reading skill.

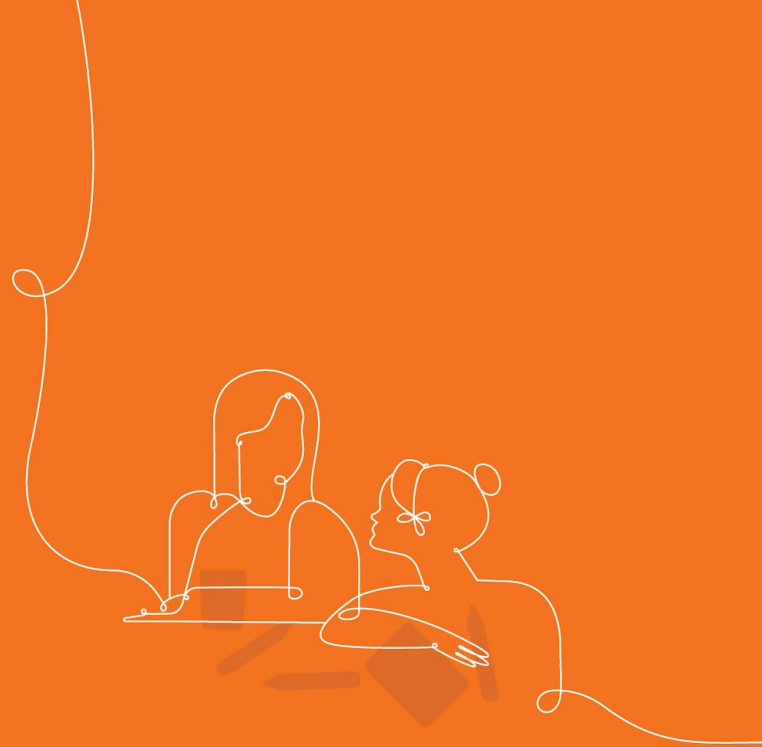


<https://mclasshome.com/boost/getting-started>

Needs



When considering your data, are there ways the ELAT Team can support your school?



Leading these conversations with teachers

Teacher View

		Kindergarten (2017-2018)			Grade 1 (2018-2019)			Grade 2 (2019-2020)			Grade 3 (2020-2021)	
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY
DIBELS Next®	Comp. Score	● 4	● 56	● 90	● 66	● 31	● 171	● 177	● 234		● 132	
Assessment												
FSF	Score	0	26									
	Goal	10	30									
LNF	Score	4	7	27	21							
	Goal	N/A	N/A	N/A	N/A							
PSF	Score		14	31	27							
	Goal		20	40	40							
NWF (CLS)	Score		9	32	18	24	94	88				
	Goal		17	28	27	43	58	54				
NWF (WWP)	Score		0	0	0	1	27	21				
	Goal		N/A	N/A	1	8	13	13				
DORF (Fluency)	Score					6	48	48	72		56	
	Goal					23	47	52	72	87	70	86
DORF (Accuracy)	Score					26	87	94	97		90	
	Goal					78	90	90	96	97	95	96

Historically this student trends with 3 benchmark scores at benchmark.

What are you next steps for instruction?