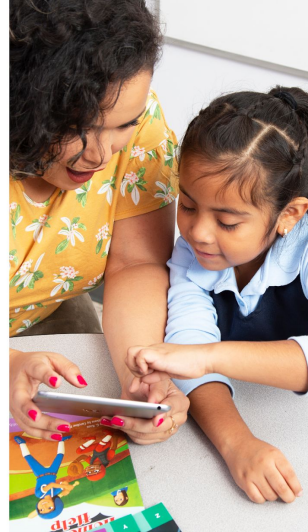# Amplify.

Looking at National and ELAT BOY Data 2020
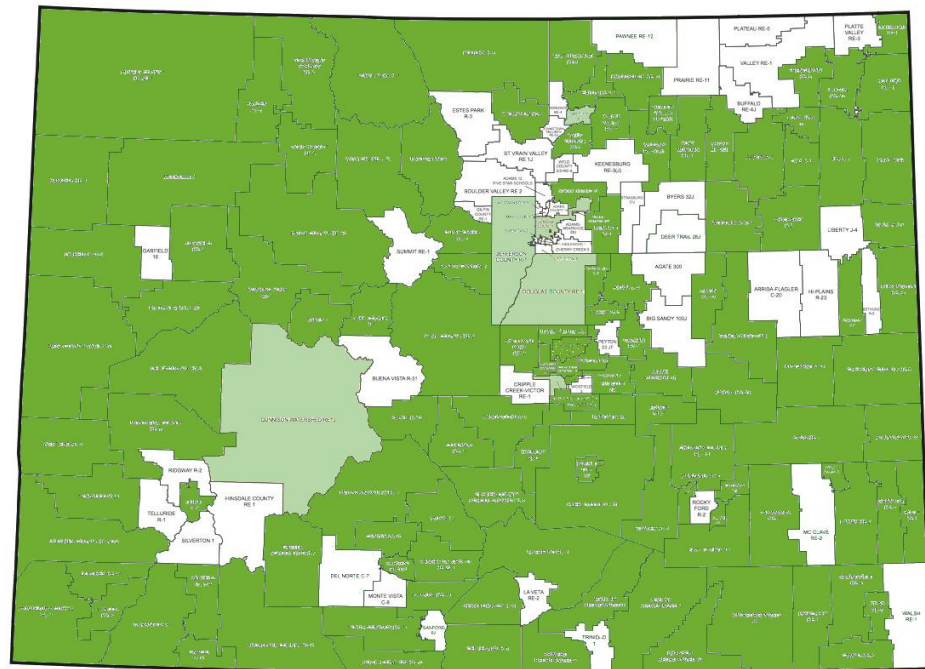
November 17, 2020

COLORADO
Department of Education

mCLASS districts participating in ELAT
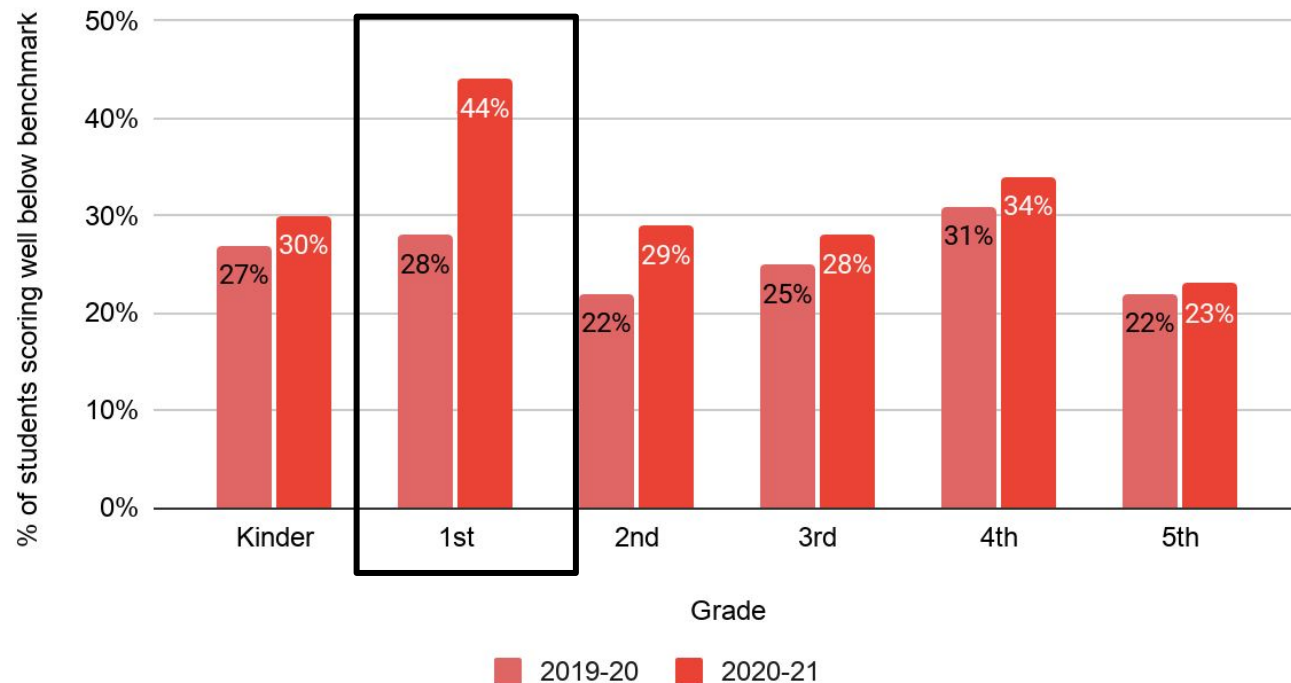

	2013-14	→	2020-21
Students	91,000	→	123,000
Schools	417	→	617
Districts	124	→	158

Dark Green = Full District Implementation; Light Green = Partial District Implementation

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99%

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National perspective
Comparing to Prior Year - At Risk Students

DIBELS Next: % far behind (needing intensive intervention)
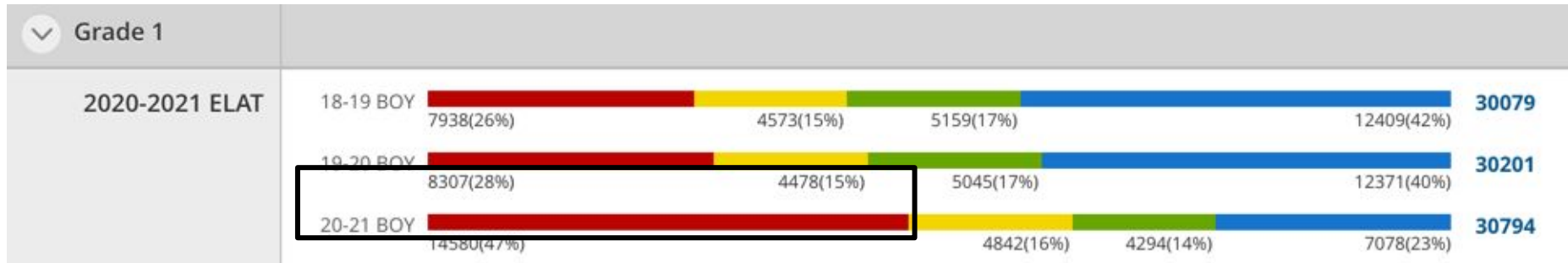
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ELAT 2020 BOY compared to 2019 BOY

Grade K					
2020-2021 ELAT	19-20 BOY	9630(31%)	5804(19%)	4654(15%)	10747(35%)	30835
	20-21 BOY	10060(36%)	5920(20%)	4490(15%)	8508(29%)	28978

Grade 1					
2020-2021 ELAT	19-20 BOY	8307(28%)	4478(15%)	5045(17%)	12371(40%)	30201
	20-21 BOY	14526(47%)	4825(16%)	4282(14%)	7054(23%)	30687

Grade 2					
2020-2021 ELAT	19-20 BOY	6823(23%)	2765(9%)	7697(25%)	13030(43%)	30315
	20-21 BOY	9018(30%)	3004(10%)	7671(26%)	10385(34%)	30078

Grade 3					
2020-2021 ELAT	19-20 BOY	7647(25%)	2947(10%)	7082(23%)	12683(42%)	30359
	20-21 BOY	8661(29%)	3123(10%)	7206(24%)	10823(37%)	29813

Limited increase in students most at risk

2,195 (7%) 2nd graders
1,014 (4%) 3rd graders

5

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1st Grade - ELAT BOY 2020

- 14,516 1st grade students scored at well below benchmark

- ELAT dropped in the number of children ready for core instruction by 6,209 students compared to BOY 2019

- 19% Difference

Grade 1					
2020-2021 ELAT	18-19 BOY	7938(26%)	4573(15%)	5159(17%)	12409(42%)	30079
	19-20 BOY	8307(28%)	4478(15%)	5045(17%)	12371(40%)	30201
	20-21 BOY	14580(47%)	4842(16%)	4294(14%)	7078(23%)	30794

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Impact of the opportunity gap - 1st grade

Percent of students scoring at Well Below Benchmark

	Approximate # of Students	2018-19	2019-20	2020-21
ELAT	30,000	26%	28%	47%
Black/African American	1,100	26%	31%	56%
Hispanic/Latino	9,000	36%	36%	60%
White	16,000	21%	22%	40%

Impact of the opportunity gap - 1st grade

Difference between 2019-20 to 2020-21

Race	Phonemic Awareness - WBB	Alphabetic Principle and Basic Phonics - WBB	Approximate Number of students in population
Black/African American	-20%	-17%	1,100
Hispanic/Latino	-16%	-17%	9,000
White	-10%	-10%	16,000

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Impact of wealth

24/158

Districts have had an increase of 30% or higher of 1st grade students at risk

51%

Average rate of students qualifying for free/reduced lunch

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Data highlights

We see the disruption in instruction impacted the following sub-populations the most:

students moving from K-1st grade

students of color

ELAT team response

- Identifying schools that can benefit from coaching support based on:

    - Change in percent of 1st grade students scoring most at risk BOY 2020

    - Significant percent of students of color

- Tracking student growth and proficiency of these students through Middle of Year and End of Year

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Making an Impact in 2020-2021

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How are you ensuring mastery of the skills students missed
in the spring of 2020?

[Padlet](#)

Share what's working!

Feedback on remote instruction from the October Office Hours

When there are audio glitches, use your screen, but call the family so that results are still accurate!

We are using **Rocketbooks** this year. Great way to see the handwriting

Seesaw - it allows us to see authentic work samples

Remote assessment - give buffers of time between scheduled assessments, and enable the "waiting room" so kids don't pop in

BigUniverse. With the reading fluency tool - currently free

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Share what's working!

SIPPS - Intervention approved on the READ list

Really Great Reading is a great resource for READ.

Set schedule and routines are in place to support students. I am using **Seesaw** as our platform which is working well.

Epic! Books has a "Read to Me" feature which helps bring text to pre-readers

Use a second screen for assessment or remote teaching - use the Duet app to make your iPad a second monitor!

I just read in an article that you should have **Google slides** when you zoom with your kiddos. It's way more engaging than a talking head and they get some visuals.

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Initial Goals for 2020-2021

ELAT will serve as a resource to educators during this most unique and stressful time of varied teaching experiences.

The ELAT Team will look at data that show the student opportunity gap within ELAT schools.

CDE and Amplify will work to determine next steps that can be taken to impact instruction to make a positive impact for students.

Using the ELAT professional development (PD) plan, ELAT will increase our touch points with teachers across the state and increase the options of PD participation.

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ELAT Supports

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ELAT Supports

- Office hours
- Monthly newsletters
- Coaching support
- Professional development
- ELAT Microsite

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ELAT Microsite

- **Remote assessment resources**
- How to get started with mCLASS - Self-Paced Module
- mCLASS Interactive Skills Map
- Acadience Diagnostic (Deep) Training
- Pathways of Progress Training
- Self-Paced Modules

Where to learn more? https://amplify.com/colorado

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Assigning students to online assessments

We will add to the ELAT Microsite this week!

[Video to walk you through step by step directions](#)

20-21 PD supports for all ELAT schools

Goal 1: Provide professional development in a project-wide model

Goal 2: Build consistent administration practices and a common understanding of the purpose and content of mCLASS Acadience Reading

Goal 3: Analyze mCLASS Acadience Reading data at a system, class, student, and skill level and using data to drive instructional decisions

Mid-Day Data Analysis Padlet

I love how we can use the data we have to directly influence our instruction. Learning how to make pathway goals has been so helpful.

It is very helpful to have time to work on tasks while the trainer is available to answer questions.

Aggregating data for our populations and measurements are incredibly helpful for creating a plan of action! I think this will help grade levels come together in a unified way to help our students best.

One of the major takeaways from this session is understanding how to set up a pathway to progress goal. This will help us to see if our WIN time and small group instruction is working for those students that are well below/below benchmark.

I'm so excited to share the Make it Take it PowerPoint with principals in my district. It will help them share results with their staff.

https://padlet.com/dklar/data_analysis

Mid-Day Instructional Planning Padlet

Resources

I have appreciated learning about all of the tools available in MClass and through the CDE website.

Using the data in a meaningful way to not not only create goals but support teachers

It was nice to dig into data and plan lessons.

I liked being able to go back through the resources and actively planning and discussing lessons. It was very helpful to share ideas with other teachers. It was helpful to look at my data and take what I'm learning and apply it to my class right away.

Setting goals around moving students out of WBB and also keeping students in the green and blue has been helpful. Looking at the COVID data slide is also helpful.

https://padlet.com/dklar/planning

Project-wide Sessions

Pre-middle of the year (MOY) Acadience Reading Initial Training
Pre-middle of the year (MOY) Acadience Reading Scoring Refresher

You should attend if
- You want to brush up on your administration of mCLASS Acadience Reading (formerly DIBELS Next) scoring rules
- It's been a while since initial training
- You may be switching grades

How long is it?
- Six hours, credit hours eligible

How is it delivered?
- Remotely via Google Meet

Dates: November 30 & Dec 3, 2020
Register [here](#).

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Project-wide Sessions

MOY Data Analysis for Leaders
MOY Data Analysis for Teachers

You should attend if
- You want to learn how to use your MOY data to inform next steps for planning and instruction in your school (leaders) and classroom (teachers)

How long is it?
- Six hours, credit hours eligible

How is it delivered?
- Remotely via Google Meet

Learn more about the sessions here and register here.

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Project-wide Sessions

MOY Instructional Planning & Delivery for Leaders
MOY Instructional Planning & Delivery for Teachers

You should attend if
- You want to learn to use your MOY data to plan targeted instruction for the three Tiers (I, II, and III) in your classroom and practice delivery of whole group and small group lessons (Teachers)
- You want to learn how your MOY data identifies instructional needs for the three tiers (I, II, and III) in your schools and want to reflect on root causes and make an action plan for meeting student needs (leaders)

How long is it?
- Six hours, credit hours eligible

How is it delivered?
- Remotely via Google Meet

Learn more about the sessions here and register here.

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Wrapping up

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ELAT MOY Benchmark Windows

November 30th - December 18th
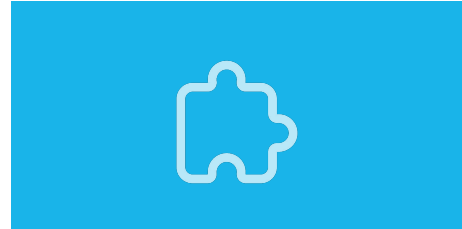
Or

January 4th - January 21st

Who do I contact if I need to change my MOY window?
Email Genna Faulkenberry at gfaulkenberry@amplify.com

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Where do I send questions about approved interventions and READ plans?

READAct@cde.state.co.us

Q & A

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What does your core instruction look like?