



Center for
Early Reading
Amplify.

Introduction to the Reporting and Analysis Suite (RAS)

Colorado Department of Education
ELAT Project

Norms

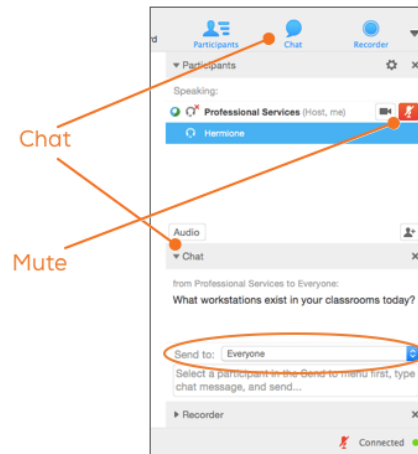
Support each other and
seek to understand

Be ready to engage

Take risks and don't be afraid to be wrong

WebEx Tools Orientation

- Chat
- Mute



[click] If you have questions during the webinar, please use the webex chat box.

[click] Use the drop down menu to send your chat to only me (presenter) or to "Everyone."

Take a moment to test it out now by typing in the name of your favorite teacher, or a student who you'll always remember.

[click] To the right of your name in the participants panel is a mute button.

Please mute yourself when you are not speaking to reduce background noise.

Objectives

- Access the Reporting and Analysis Suite
- Interpret the Benchmark Completion, Comparing Measures, and Comparing Populations reports
- Save and send reports



Share the objectives with participants.

Participant Notebook

p.#

Amplify.
Introduction to the
Reporting and Analysis
Suite (RAS)
Participant Notebook
Colorado Department of Education
ELAT Project
Name _____
School _____
Date _____



PARAPHRASE:

- This notebook includes your handouts as well as a place for you to take notes during the session.
- When you see a slide with the blue icon shown here on a slide in the presentation, it means there is an accompanying page in the participant notebook.

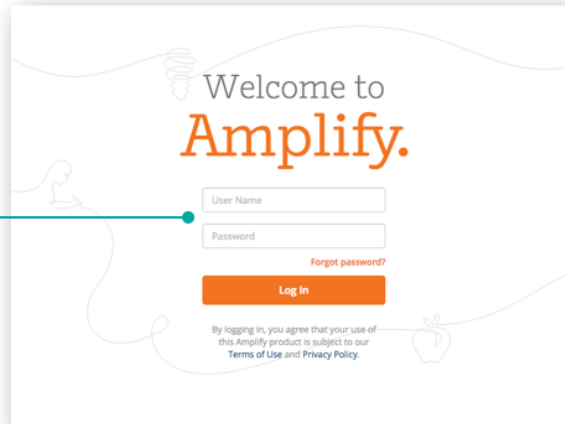
Agenda

1. Introduction
2. Benchmark Completion
3. Comparing Populations
4. Comparing Measures
5. Wrap Up

Introduction (5 minutes)

www.mclasshome.com

Enter
username
and
password.

The image shows a login page for Amplify. At the top, it says "Welcome to Amplify." with "Amplify." in a larger, orange font. Below this are two input fields: "User Name" and "Password". To the right of the "Password" field is a link that says "Forgot password?". Below the input fields is an orange button that says "Log In". At the bottom, there is a small line of text: "By logging in, you agree that your use of this Amplify product is subject to our Terms of Use and Privacy Policy." The page is decorated with faint line art of a lightbulb, a person, and an apple.

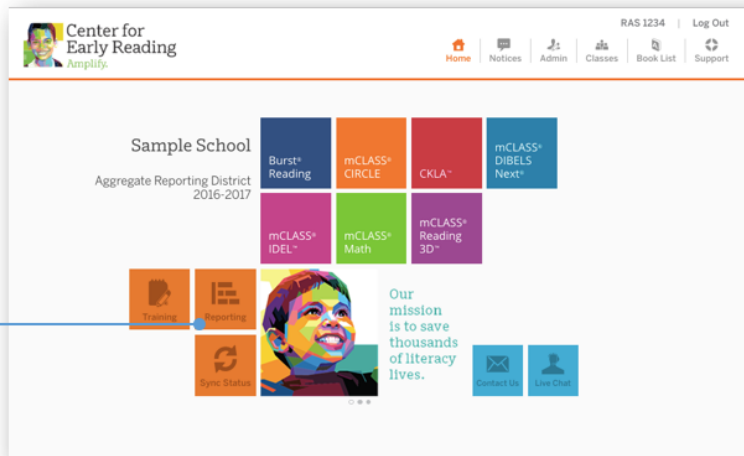
NOTE TO TRAINER:

- Skip this series of navigation slides if you are providing a live demo.

PARAPHRASE:

- To access the Reporting and Analysis Suite, go to www.mclasshome.com and enter your mCLASS username and password.

Home Page



PARAPHRASE:

- Click **Reporting**.

Center for Early Reading Amplify

Reporting

Home | Notices | Admin | Classes | Book List | Support

RAS 1234 | Log Out

My Reports | My Dashboard | **View My Data** | Help

PLEASE NOTE: The older version of this page has been retired. To access your data using our new reports, click into the View My Data tab or My Data Suite navigation and reports.

Show reports saved or sent to me during this time period

My Saved Reports

3D Measure Breakdown (Teacher) - March 7, 2016
Description: [Edit](#) | [Delete](#)

Reports Sent to Me

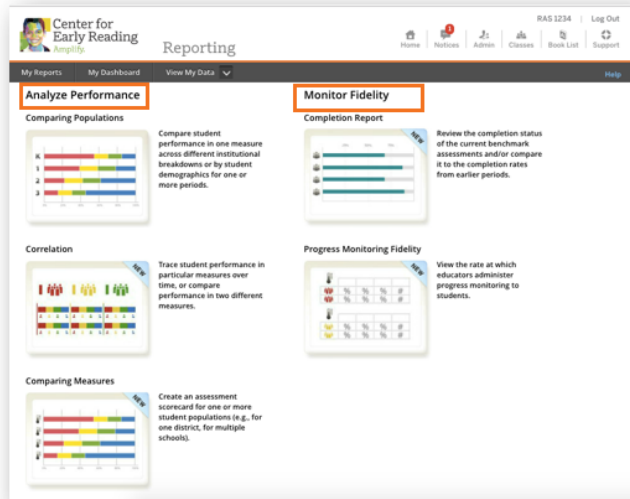
Your colleagues can share reports with you. When they do, you will see your shared reports here, instead of this message.

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PARAPHRASE:

- Click **View my Data** and choose your assessment product from the drop-down menu.

Featured Reports



PARAPHRASE:

- There are two broad categories of reports.
 - [click to animate in rectangle] **Score** reports display data on student performance. Use these reports to assist in planning for resource allocation, identifying teachers who might require additional support, and determining the effectiveness of instruction.
 - [click to animate in rectangle] **Fidelity** reports show if Benchmark and Progress Monitoring assessments are being completed within the appropriate timeframes. Use these reports to assist in determining which teachers require additional support and resources so that they can adhere to fidelity guidelines.

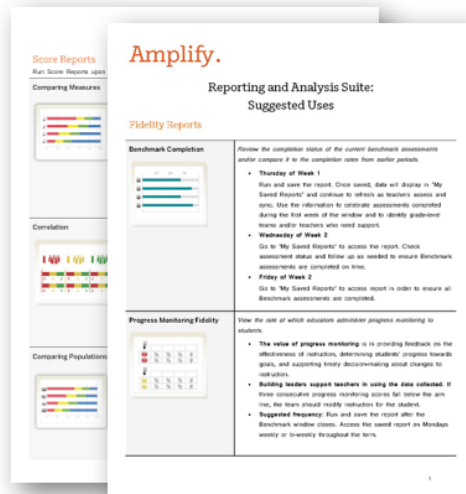
Agenda

1. Introduction
2. Benchmark Completion
3. Comparing Populations
4. Comparing Measures
5. Wrap Up

Benchmark Completion (15 minutes)

Suggested Uses

p.1



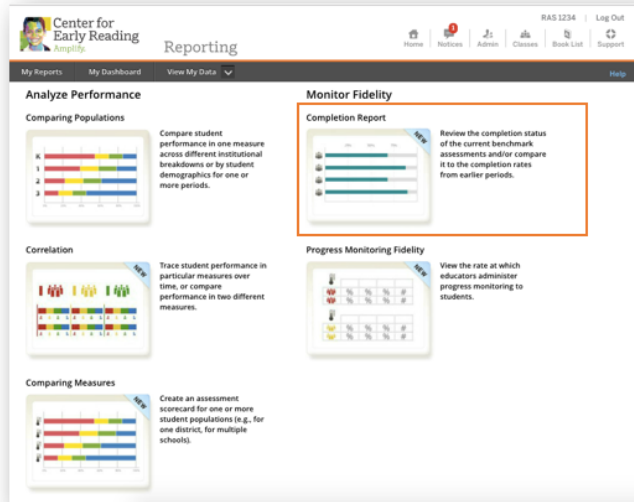
NOTE TO TRAINER:

- Refer participants to this handout. Note that this session will not address the PM Fidelity or Correlation reports.

PARAPHRASE:

- Suggested uses for each of the reports are provided in this handout.
- We'll begin by looking at the suggestions for Benchmark Completion.
- [review the description of the report and the three bulleted suggestions for when to run it.]

Benchmark Completion



PARAPHRASE:




- This is a fidelity report that indicates completion status of benchmark assessments for a given time of year.

Benchmark Completion

p.3

Instructional Leaders Action Plan

Name: _____ Date: _____

Report	Essential Questions	Observations	Next Steps
Benchmark Completion 	<ul style="list-style-type: none">Have all of my students completed Benchmark assessment?Which institutions and teachers are following Benchmark fidelity guidelines?Where should benchmarking enforcement efforts be focused?		
Comparing Measures 	<ul style="list-style-type: none">What are individual areas of strength or weakness?How have my students progressed in different areas over time?Where should instructional resources be focused?		
Progress Monitoring Fidelity 	<ul style="list-style-type: none">Have all of my students who require Progress Monitoring been assessed?Which institutions are following Progress Monitoring fidelity guidelines?Which schools or teachers may require additional resources to assess Progress Monitoring at the recommended rate?		

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DIRECTIONS:

- Refer participants to the Instructional Leaders Action Plan handout.

PARAPHRASE:

- Take a moment to read the essential questions listed for this report so you understand what kind of information it yields.
- First, we'll explore a scenario that uses this report together.
- Then, you'll use this handout to analyze your own data.

District Fidelity Leader

Mrs. Hamels is the district fidelity leader for Aggregate Reporting District.

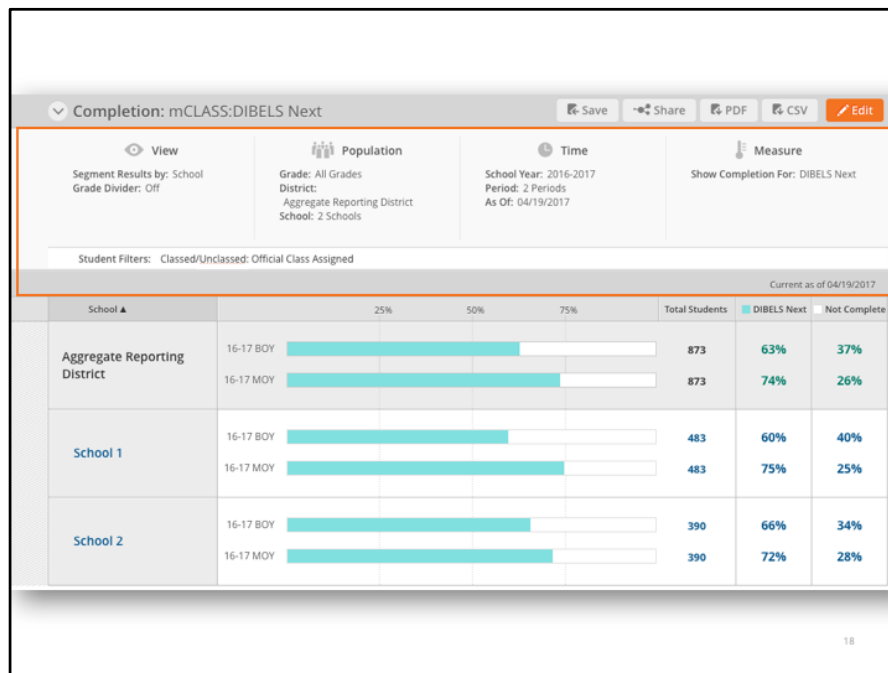


Essential Question

Are teachers following Benchmark fidelity guidelines?

DIRECTIONS:

- Read the scenario on the slide.



PARAPHRASE:

- Call participants' attention to the report banner which displays the parameters selected.
- This report is showing completion status for BOY and MOY in the 16-17 school year of Aggregate Reporting District.
- It is current as of the date in the upper-right hand corner, 4/19/2017.
- The turquoise bar indicates the number of students who have completed the DIBELS Benchmark assessment.
- The white bar indicates the number of students who have *not* completed the DIBELS Benchmark assessment.

The report opens to a specific comparison level in the report body depending on your role:

Municipal-level administrators see districts.

District-level administrators see schools.

School-level administrators see teachers.

From this report, you can:

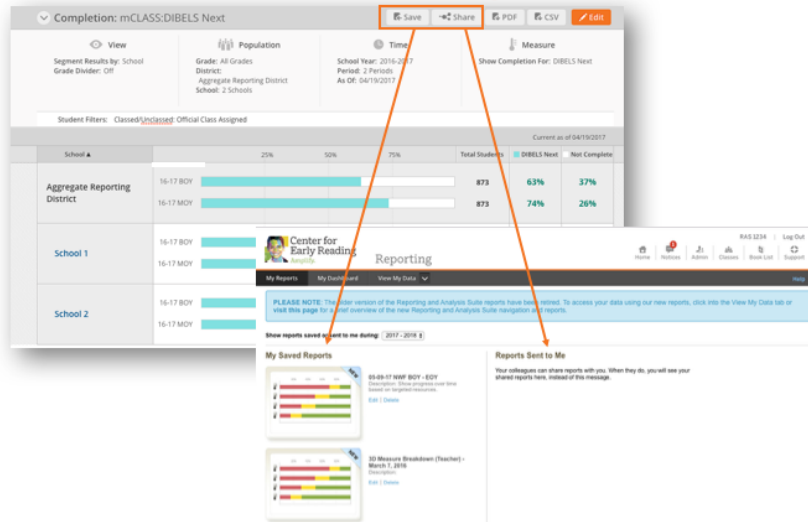
Click a population to drill down to a more granular view.

Click the number in the Total Students column to view the students represented by the bar.

View reference data to see how one row compares to the complete population in the current report view. (Reference data is the top row for this report.)

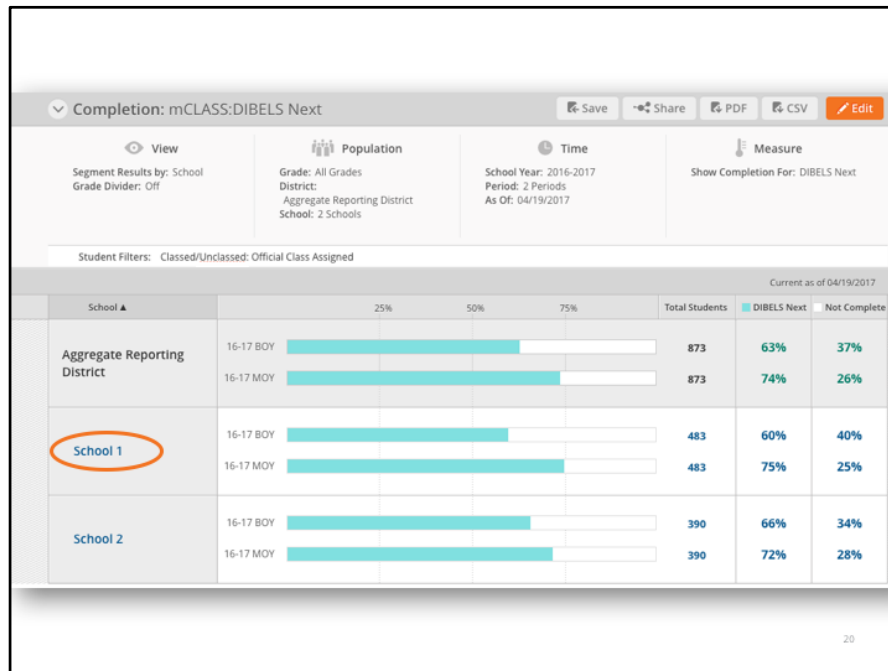
Pause your mouse on a bar to see a full interpretation of the information in that bar, including both numbers and percentages.

Save and Share Report



PARAPHRASE:

- Save or share the report using the icons at the top.
- Access saved and shared reports on the My Reports tab.



PARAPHRASE:
[click] Click on School 1 to see results by teacher.



PARAPHRASE:

- Let's think back to Mrs. Hamel's essential question. She wanted to know if the teachers in her district were following Benchmark fidelity guidelines.
- What are some observations we can make from this report about the assessment rates at School 1?
- Suggested points to discuss:
 - All but one teacher's assessment rates improved from BOY to MOY.
 - The average rate for MOY for the school is 75%.
 - How many teachers have 100% completion rate at MOY? 2 (Acord and Daugherty)
 - Are there any teachers who have not completed any Benchmark assessment? No
 - Which teachers will Mrs. Hamels want to check in with?
 - Frank Garrett and Rosa Eure have the

M						75%	Total Students	DIBELS Next	Not Complete	More Reports	Help
	A	B	C	D	E						
1	School Year		2011-2012				483	60%	40%		
2	Time Period		16-17 BOY				483	75%	25%		
3	As Of		04/20/2017								
4	Population		School 1, Garrett, Frank								
5	Student Match Criteria		DIBELS Next/All Students								
6	Student Filters		Classed/UnClassed: Official Class Assigned								
7											
8											
9											
10											
11	Student Name	Grade	DIBELS Next	Completion	Student Filter						
12	Carpenter, Billy	1			Garrett						
13	Chang, Aja	1	True		Garrett						
14	Clemens, Shauna	1	True		Garrett						
15	Coleman, Julie	1			Garrett						
16	Culp, Rebecca	1			Garrett						
17	Durham, Sara	1			Garrett						
18	Francis, Larry	1			Garrett						
19	Goetz, Douglas	1			Garrett						
20	Hafford, Beverly	1			Garrett						
21	Jones, Gene	1	True		Garrett						
22	King, Maria	1			Garrett						
23	Kort, Chang	1			Garrett						
24	Larson, Travis	1			Garrett						
25	Mahone, Orlando	1	True		Garrett						
26	Melancon, Nina	1	True		Garrett						
27	Papa, Edna	1	True		Garrett						
28	Pena, Stephanie	1			Garrett						
29	Phuitt, Linda	1	True		Garrett						
30	Ray, Ryan	1	True		Garrett						
31	Roberts, James	1			Garrett						
32	Schreiber, Micaela	1			Garrett						
33	Vinson, Jella	1	True		Garrett						
34	Waymin, Waldo	1	True		Garrett						
35	Yardley, Aublygh	1			Garrett						
	Melancon, Nina	1			Garrett						

NOTE TO TRAINER:
This slide uses animations.

PARAPHRASE:

If Mrs. Hamels wants to meet with Frank Garret to discuss his students' results, she can click on the total number of students (24) to see a list of students with completed and incomplete Benchmark data.

[click] A student list is displayed.

[click] To view this list in excel form, click on the button in the top right corner and save the file to your computer.

3-2-1 Wrap-Up

3. Important uses of the Benchmark Completion report
2. Findings from the data
1. Possible next step



District Fidelity Leader

Are teachers following Benchmark fidelity guidelines?

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DIRECTIONS:

- Have participants think about the scenario and the data we analyzed.
- What are three important uses of the Benchmark Completion report?
- What did we learn from the data?
- What could be one possible next step for Mrs. Hamels?

Now It's Your Turn

Instructional Leaders Action Plan

Name: _____ Date: _____

Report	Essential Questions	Observations	Next Steps
Benchmark Completion  <ul style="list-style-type: none"> How all of my students completed Benchmark assessment? Which institutions and teachers are following Benchmark fidelity guidelines? Where should benchmarking enforcement efforts be focused? 			
Comparing Measures  <ul style="list-style-type: none"> What are instructional areas of strength or weakness? How have my students progressed in different areas over time? Where should instructional resources be focused? 			
Progress Monitoring Fidelity  <ul style="list-style-type: none"> How all of my students who require Progress Monitoring been assessed? Which institutions are following Progress Monitoring fidelity guidelines? Which schools or teachers may require additional resources to assess Progress Monitoring at the recommended rate? 			

7/2/20 - Multiple copies of this form are available for use by all schools in the district. All rights reserved.

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DIRECTIONS:

- Refer participants to the Instructional Leaders Action Plan.
- Instruct participants to identify their own essential questions for their Benchmark Completion report either by selecting one of the questions provided or writing in their own.

Now It's Your Turn

1. Log into www.mclasshome.com.
2. Click the Reporting icon.
3. Under **View My Data**, select **mCLASS:DIBELS Next**.
4. Click on **Completion Report**.
5. Record observations and next steps on the Action Plan.

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ACTIVITY:

Time: 10 minutes

Materials: Instructional Leaders Action Plan handouts, Internet

Grouping: Individual, Pairs, or Small Group

Purpose: Analyze Completion report and identify next steps

Directions:

1. Participants record observations based on their own Benchmark Completion data.
2. Participants identify next steps for taking action based on the data.
3. Facilitate a brief discussion of findings.

NOTE TO TRAINER:

If participants do not have their own data, they can login to shern0/1234 to explore the reports.

Questions



26

DIRECTIONS:

- Pause for questions.

WEBEX MODIFICATIONS:

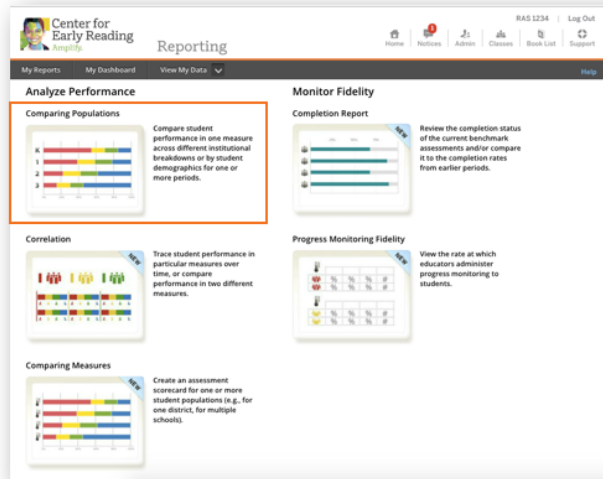
- Respond to questions in the chat box.
- If you do not have a large group you can unmute participants to vocalize their questions.
- A good option for a large group is to unmute individuals one at a time; ask participants to raise their hand via the webex participant panel.

Agenda

1. Introduction
2. Benchmark Completion
3. Comparing Populations
4. Comparing Measures
5. Wrap Up

Comparing Populations (10 minutes)

Featured Reports



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PARAPHRASE:




- Next we'll look at the Comparing Populations report.
- The Comparing Populations report displays the performance of one or more student populations on a single assessment or assessment measure at one or more points in time.

Suggested Uses

p.2

Score Reports

Run Score Reports upon the completion of each Benchmark window.

Comparing Measures	Correlation	Comparing Populations
		

Create an assessment account for one or more student populations.

- Measures are directly related to early literacy skills (as opposed to the Composite Score which is an overall indicator of risk). The data allows leaders to target strengths and areas of concern by each literacy skill (e.g., low POF scores indicate a need for stronger instruction in Phonemic Awareness).
- Support teachers in using data to identify patterns of need and to organize resources for differentiated small-group instruction.
- Compare results across times of year to inform data conversations, plan for professional development, determine where to allocate resources, and to set goals for the school, individual grade levels, for teachers, and for students.

These student performance in particular measures over time, or compare performance in two different measures.

- Use data in conversation with staff to identify instructional strategies that resulted in student success. Identify students who did not make adequate growth and plan for instructional changes.
- Evaluate effectiveness of data of instruction. Does universal instruction support keeping 80%+ students at the Benchmark level throughout the year? Does intervention support moving 80%+ of students out of the lowest?
- Determine need for allocation of resources (e.g., time, funds, personnel, resources, etc).

Compare student performance in one measure across different instructional modalities or by student demographics for one or more periods.

- Identify how populations have changed across Benchmark periods on the Composite Score. This score is highly predictive of future reading success and indicates the level of support students require.
- Compare results across times of year and across years to inform data conversations, plan for professional development, determine where to allocate resources, and to set goals.

Share assessment results with teachers.

We will display in 'My Classroom' and 'My Student' views and assessments completed to identify gaps/needs.

room. Check and to ensure Benchmark

ent in order to ensure all

press monitoring to

providing feedback on the student's progress towards the goal changes to



ing the data collected. If data has been for any of the student, report after the end report on Monday

NOTE TO TRAINER:

- Refer participants back to this handout. Review the description of the report and the three bulleted suggestions for using it.

Comparing Populations

Instructional Leaders Action Plan

Report	Essential Questions	Observations	Next Steps
Comparative Effectiveness 	<ul style="list-style-type: none">How effective have teachers been at moving students between performance levels?How might resources be shifted (time, people, supplies, training)?Which teachers could learn from one another?		
Comparing Populations 	<ul style="list-style-type: none">Which students require additional support?How have different populations changed over time?What are trends across grade levels?How can I determine which teachers require extra support?		

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Amplify

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DIRECTIONS:

- Refer participants to the Instructional Leaders Action Plan.

PARAPHRASE:

- Take a moment to read the essential questions listed for this report so you understand what kind of information it yields.
- First we'll explore a scenario that uses this report together.
- Then you'll use this handout to analyze your own data.

School Principal

Mr. Halladay is the Principal at Birch Lane Elementary School.



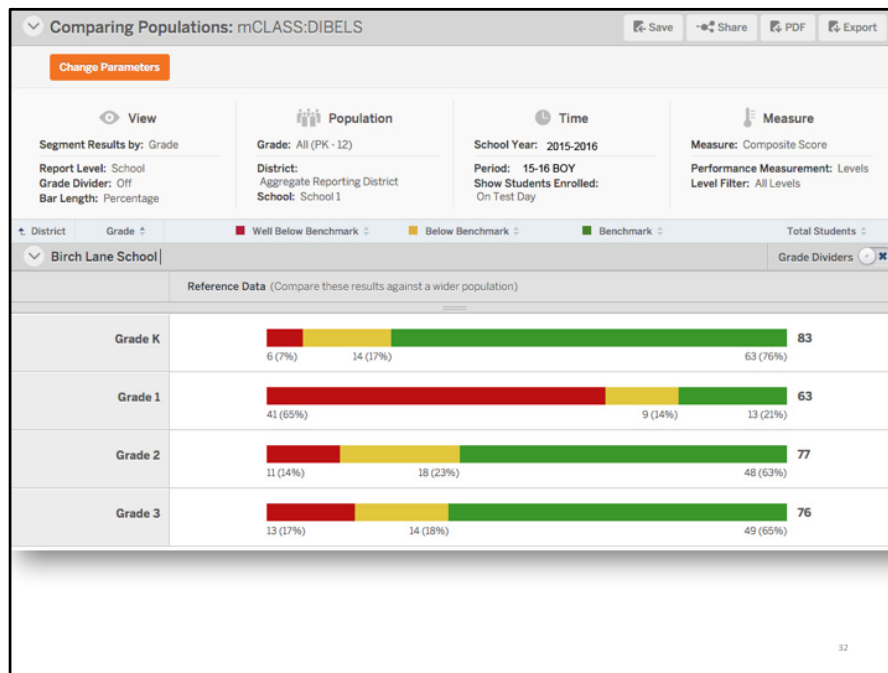
Essential Question

On which grade(s) should resources be focused?

31

DIRECTIONS:

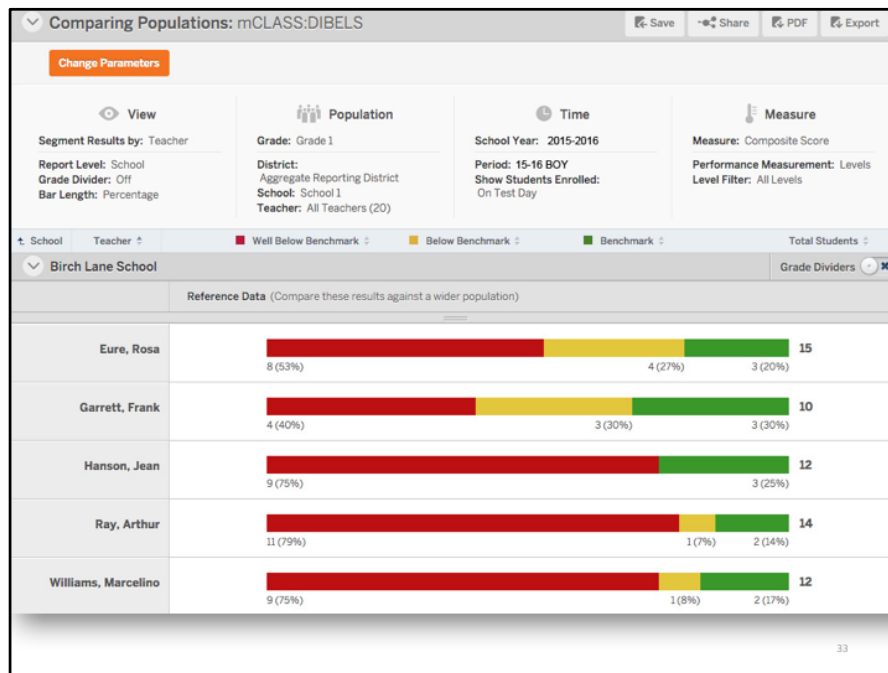
- Read the scenario on the slide.



PARAPHRASE:

The report clearly shows that Grade 1 has the highest percentage of students Well Below Benchmark.

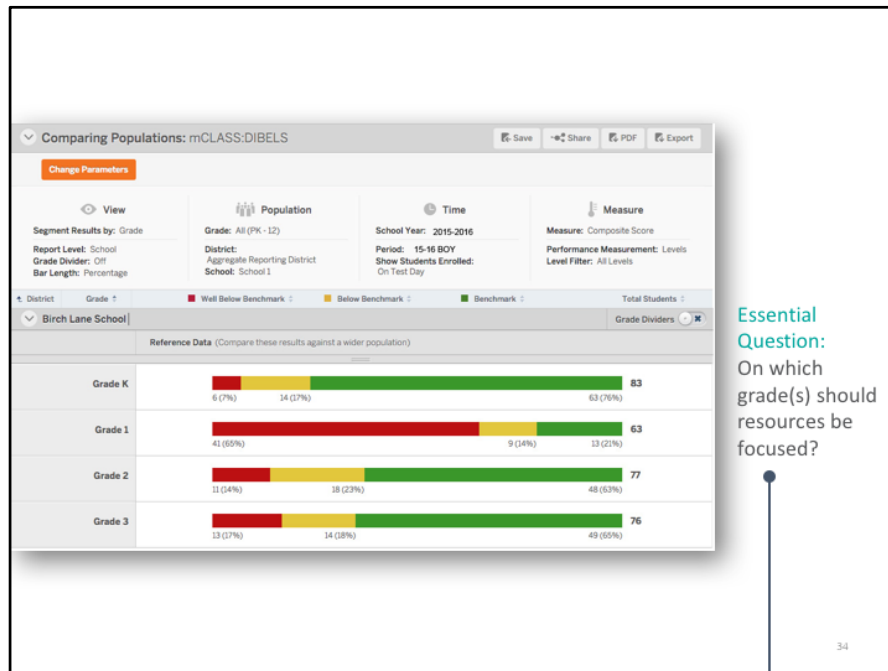
Click on "Grade 1" to see each class listed by teacher.



PARAPHRASE:

Frank Garret has the lowest percentage of students who scored Well Below Benchmark (though he also has the fewest students in his class.)

It appears that all of the grade 1 teachers would benefit from additional resources.



PARAPHRASE:

- Let's think back to Mr. Halladay's essential question. He wanted to know on which grade(s) to focus resources.
- Grade 1 has the greatest need for resources/support.
- Grade K has the highest percentage of students at or above Benchmark, but even this grade is below 80% at Benchmark, the common standard that is used to determine effectiveness.

3-2-1 Wrap-Up

3. Important uses of the Comparing Populations report
2. Findings from the data
1. Possible next step



School Principal

On which grade(s) should resources be focused?



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DIRECTIONS:

- Have participants think about the scenario and the data we analyzed.
- What are three important uses of Your Students' Composite Scores report?
- What did we learn from the data?
- What could be one possible next step for Mr. Halladay?

Now It's Your Turn

Instructional Leaders Action Plan

Report	Essential Questions	Observations	Next Steps
Comparative Effectiveness 	<ul style="list-style-type: none"> How effective have teachers been at moving students between performance levels? How might resources be shifted (time, people, supplies, or money)? Which teachers could learn from one another? 		
Comparing Populations 	<ul style="list-style-type: none"> Which students require additional support? How have different populations changed over time? What are trends across grade levels? How can I determine which teachers require extra support? 		

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DIRECTIONS:

- Refer participants to the Instructional Leaders Action Plan.
- Instruct participants to identify their own essential questions for their Comparing Populations report either by selecting one of the questions provided or writing in their own.

Now It's Your Turn

1. Log into www.mclasshome.com.
2. Click the Reporting icon.
3. Under **View My Data**, select **mCLASS:DIBELS Next**.
4. Click on **Comparing Populations**.
5. Record observations and next steps on the Action Plan.

37

ACTIVITY:

Time: 10 minutes

Materials: Instructional Leaders Action Plan handouts,
Internet

Grouping: Individual, Pairs, or Small Group

Purpose: Analyze Comparing Populations report and
identify next steps

Directions:

1. Participants record observations based on their own data.
2. Participants identify next steps for taking action based on the data.
3. Facilitate a brief discussion of findings.

NOTE TO TRAINER:

If participants do not have their own data, they can login to shern0/1234 to explore the reports.

Questions



38

DIRECTIONS:

- Pause for questions.

WEBEX MODIFICATIONS:

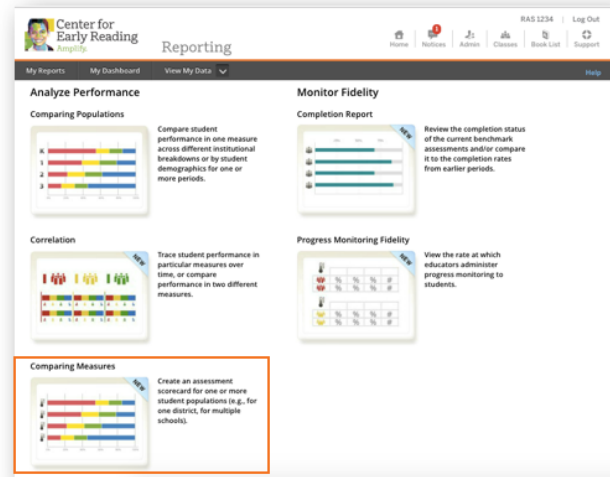
- Respond to questions in the chat box.
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Agenda

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4. Comparing Measures
5. Wrap Up

Comparing Measures (20 minutes)

Featured Reports



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PARAPHRASE:




- This is a score report that compares assessment results for student populations across multiple measure.
- Each row represents one measure at one or more times.
- At a glance, you can see the number or percentage of students who have achieved a specific performance level or goal on each measure.

Suggested Uses

p.2

Score Reports

Run Score Reports upon the completion of each Benchmark window.

Comparing Measures	Correlation	Comparing Populations
		

Create an assessment account for one or more student populations.

- Measures are directly related to early literacy skills (as opposed to the Composite Score which is an overall indicator of risk). The data allows leaders to target strengths and areas of concern by each literacy skill (e.g., low POF scores indicate a need for stronger instruction in Phonemic Awareness).
- Support teachers in using data to identify patterns of need and to organize resources for differentiated small-group instruction.
- Compare results across times of year to inform data conversations, plan for professional development, determine where to allocate resources, and to set goals for the school, individual grade levels, for teachers, and for students.

These student performance in particular measure over time, or compare performance in two different measures.

- Use data in conversation with staff to identify instructional strategies that resulted in student success. Identify students who did not make adequate growth and plan for instructional changes.
- Evaluate effectiveness of data of instruction. Does universal instruction support keeping 80%+ students at the Benchmark level throughout the year? Does intervention support moving 80%+ of students out of the lowest?
- Determine need for allocation of resources (e.g., time, funds, personnel, resources, etc).

Compare student performance in one measure across different instructional interventions or by student demographics for one or more periods.

- Identify how populations have changed across Benchmark periods on the Composite Score. This score is highly predictive of future reading success and indicates the level of support students require.
- Compare results across times of year and across years to inform data conversations, plan for professional development, determine where to allocate resources, and to set goals.

Share assessment results with teachers.

We will display in 'My' in teachers access and assessments completed to identify grade-level.

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NOTE TO TRAINER:

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Comparing Measures

Instructional Leaders Action Plan

Name: _____ Date: _____

Report	Essential Questions	Observations	Next Steps
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Comparing Measures 	<ul style="list-style-type: none"> What are instructional areas of strength or weakness? How have my students progressed in different areas over time? Where should instructional resources be focused? 		
Progress Monitoring Fidelity 	<ul style="list-style-type: none"> How all of my students who require Progress Monitoring been assessed? Which institutions are following Progress Monitoring fidelity guidelines? Which schools or teachers may require additional resources to assess Progress Monitoring at the recommended rate? 		

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DIRECTIONS:

- Refer participants to the Instructional Leaders Action Plan.

PARAPHRASE:

- Take a moment to read the essential questions listed for this report so you understand what kind of information it yields.
- First we'll explore a scenario that uses this report together.
- Then you'll use this handout to analyze your own data.

Grade Level Leaders

Grade Level Leaders at Training School



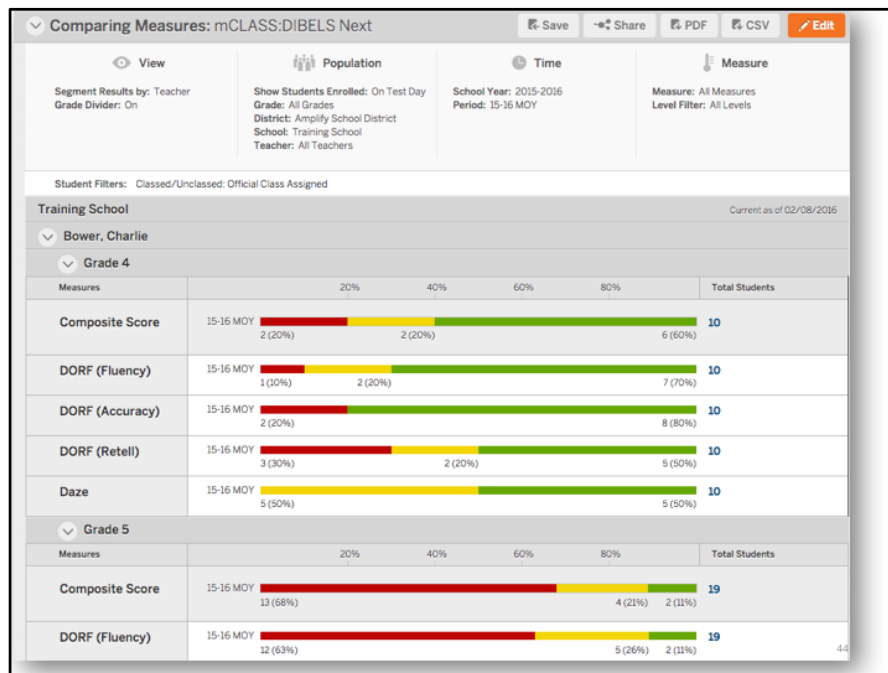
Essential Question

Are we providing enough attention to instruction in all skill areas?

43

DIRECTIONS:

- Read the scenario on the slide.



PARAPHRASE:

The report opens to a specific comparison level in the report body depending on your role:

- Municipal-level administrators see a report comparing districts.
- Special program access administrators with multiple programs see a report comparing all programs.
- District-level administrators see a report comparing schools.
- Special program access administrators with one program see a report comparing schools.
- School-level administrators see a report comparing teachers.

- The report is showing data for Training School at MOY in the 15-16 school year.
- All measures and the most recent assessment period display by default.
- Results are presented by grade. A separate section displays for each grade with enrolled students in the selected student population.
- For measure the report shows all Grade K assessment measures for mCLASS:DIBELS.

From this report page, you can:

Click any bar segment or the total number of students to view a list of the students it represents.

- Export a CSV file containing the report data.
- Save or share the report.
- Create a PDF of the report.
- Change your selections in the report banner to view the report for a different view, population, time, or measure, or a subset of students filtered by demographic information.
- Select Edit to make changes.

Change Parameters

Comparing Measures: mCLASS:DIBELS Next

<p>View</p> <p>Segment Results by Teacher ▼</p> <p>Grade Divider On ▼</p>	<p>Population</p> <p>Show Students Enrolled <input type="radio"/> Now <input checked="" type="radio"/> On Test Day i </p> <p>Grade All Grades ▼ <div style="border: 1px solid #ccc; margin-top: 5px; padding: 5px;"> <input checked="" type="checkbox"/> All <input checked="" type="checkbox"/> Grade Pre-K <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 </div> </p>	<p>Time</p> <p>School Year 2015-2016 ▼</p> <p>Period 15-16 BOY ▼</p>	<p>Measure</p> <p>Measure All Measures ▼</p> <p>Level Filter All Levels ▼</p>
--	---	---	--

> Student Filters
Clear Filters

Cancel
Update Report

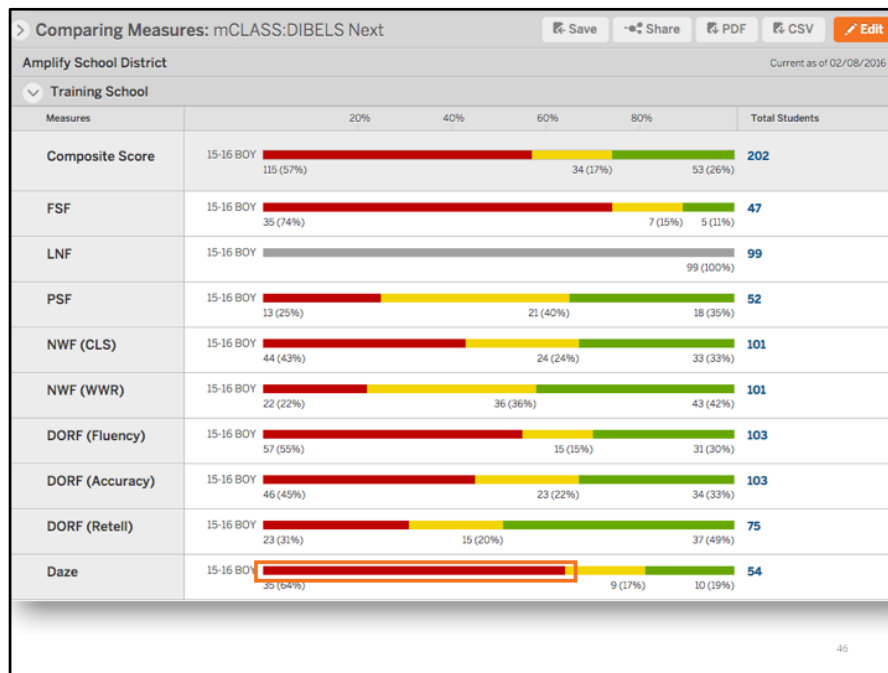
PARAPHRASE:

Change your selections in the report banner to view the report for a different view, population, time, or measure, or a subset of students filtered by demographic information.

NOTE TO TRAINER:

The grade divider is now found here in the parameters menu (and not as a toggle on the report page).

- It is now possible to select/deselect all grades at once.
- Multiple years may be selected and multiple periods from those years may be used.



PARAPHRASE:

- This reports shows data for Grades K-3 at Training School.
- All of the measures are represented.
Click any bar segment or the total number of students to view a list of the students it represents.

Student List

Student List: mCLASS:DBELS Next

Excel

Student Name	Grade	Completion		Classed/UnClassed	mCLASS:DBELS										Date
		Complete	Value		Composite Score	PSF Score	LMF Score	PSF Score	NWF (CLE) Score	NWF (BWE) Score	DORF (Phonics) Score	DORF (Accuracy) Score	DORF (Fluency) Score	DORF (Reading Comprehension) Score	DORF (Overall) Score
Cara	3	✓	Official Class Assigned	10							10	56		8	0
Mitch	3	✓	Official Class Assigned	41							25	76		8	4
Doug	3	✓	Official Class Assigned	27							15	60		10	3
Angela	3	✓	Official Class Assigned	85							23	88	11	3	4
Josh	3	✓	Official Class Assigned	111							49	86	25	8	1
Steven	3	✓	Official Class Assigned	9							1	8	0	12	2
Anne	3	✓	Official Class Assigned	37							19	70	3	6	3
Hugh	3	✓	Official Class Assigned	4							4	36	0	7	0
Evelyn	3	✓	Official Class Assigned	45							33	79	6	9	0
Sharon	3	✓	Official Class Assigned	102							52	85	19	9	3
Peri	3	✓	Official Class Assigned	163							51	96	14	2	4
Eddie	3	✓	Official Class Assigned	79							59	77	6	18	2
Brian	3	✓	Official Class Assigned	17							9	43		12	2
Dana	3	✓	Official Class Assigned	72							36	88	0	5	3
Jose	3	✓	Official Class Assigned	48							30	81	9	7	0
Edward	3	✓	Official Class Assigned	49							21	81	12	5	1
Elie	3	✓	Official Class Assigned	13							13	50		13	0
Giovanna	3	✓	Official Class Assigned	161							37	95	14	2	4

PARAPHRASE:

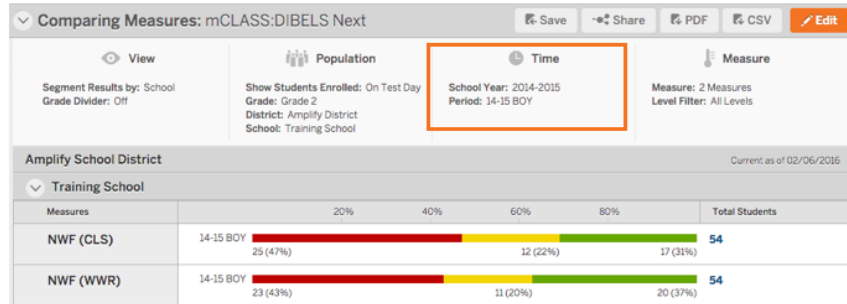
This student list shows results for all the Grade 3 students who scored Well Below Benchmark for Daze at BOY.

- [click] Download an excel spreadsheet displaying this data by using the excel download button on the top right.

You can see that their scores for DORF Fluency and Accuracy are also weak.

A next step would be to look back at their NWF scores from Grade 2 BOY to see if there was an unaddressed need the previous year.

Previous Year's Data



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This report shows that NWF scores were low the previous year for Grade 2 students. It is likely that this year's Grade 3 students have needs in Alphabetic Principle that were not met.

Student Filters

Student Filters

Clear Filters

Alternate Assessment Approved Accommodat... Assessed in All Periods Classed/Unclassed

Disability ELL Status Economically Disadvant... English Proficiency

Gender Home Language Meal Status Migrant

Section 504 Special Education Specific Disability

Female Male Not Applicable Not Specified

Cancel Update Report

PARAPHRASE:

Student filters give you the option to report on a specific demographic group within your student population.

When you use student filters, only the students matching the selected demographic values are represented in the report.

[click] For example, if you select Female in the Gender filter, your report reflects only the students identified as female in their enrollment records.

- [click] Assessed in All Periods allows educators to opt to see only those students assessed across multiple time periods--e.g., every TOY in a school year.

Click the arrow to the left of Student Filters to expand this area and display the lists.

Click the arrow again to hide the Student Filters area.

- Click a list to view its filter values.
 - Click a filter value to select the box to its left; clicking it a second time clears your selection.
 - Lists with selected values display with orange labels.

If your institution worked with Amplify to create custom student demographics, they display above the standard filters shown here.

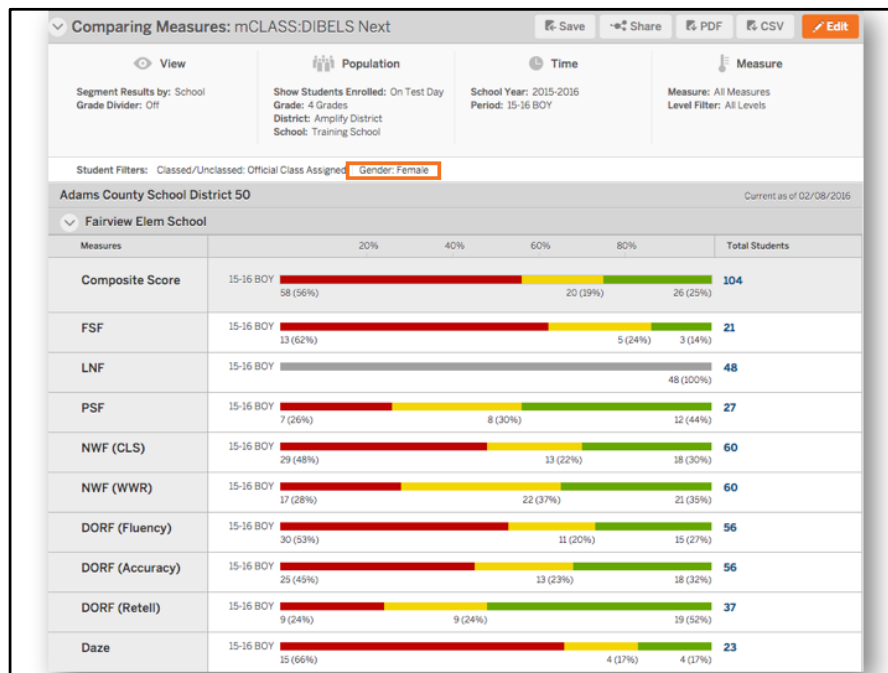
Student filters only work for institutions that submit student demographic information with their student enrollment.

If your institution does not submit demographic information and you attempt to filter the report, an error message displays.

Also, filtering by multiple attributes may be so granular that your selections match no students.

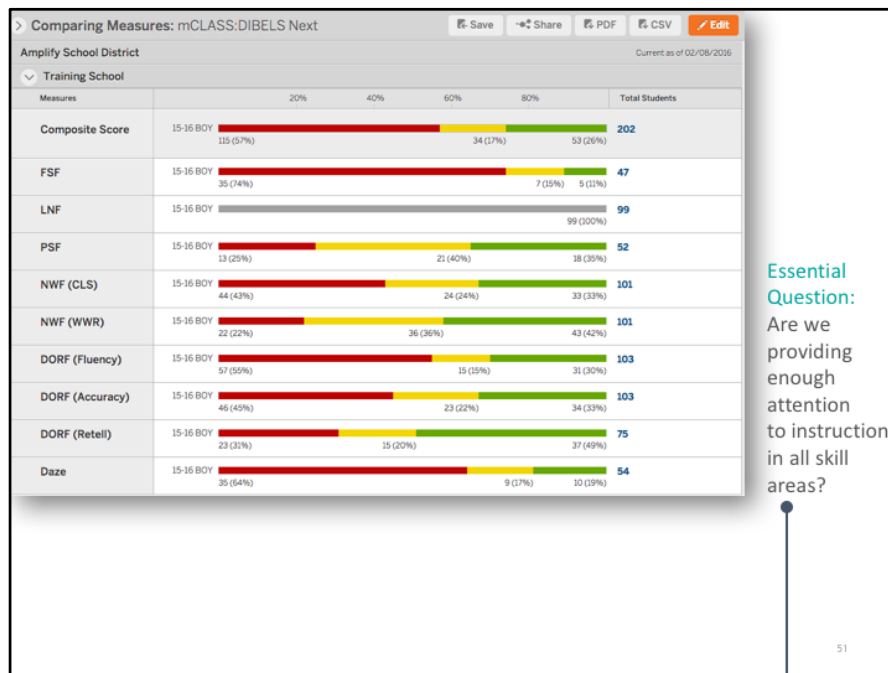
In this case, an error message displays, and you should clear your filter selections by clicking Clear Filters or by clicking each list with orange text and clearing your selections from that list.

Once you make your filter selections, click Update in the report banner to view the report.



PARAPHRASE:

- This reports shows data only for the female students in Grades K-3 at Training School.
- Their results look similar to the whole school's data with the exception of FSF. The female students have only 62% Well Below Benchmark at BOY compared to 74% Well Below Benchmark school-wide.



PARAPHRASE:

- This reports shows data for all students in Grades K-3 at Training School.
- Let's think back to the Grade Level Leaders' essential question. They wanted to know if they are providing enough attention to instruction in all skill areas.
- What are some observations we can make from the Training School report?

NOTE TO TRAINER:

- Suggested points to discuss:
 - How is the school doing overall? Only 26% of students have reached the Benchmark goal based on the Composite Score.
 - In which skill areas are students performing well? The strongest measure is comprehension. DORF (Retell) is at 49%, but this is still low.
 - What are some areas of concern? FSF, PSF, NWF, DORF, and Daze. More than half of the students are Below or Well Below Benchmark for these measures.

3-2-1 Wrap-Up

3. Important uses of the Comparing Measures report
2. Findings from the data
1. Possible next step



Grade Level Leaders

Are we providing enough attention to instruction in all skill areas?

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DIRECTIONS:

- Have participants think about the scenario and the data we analyzed.
- What are three important uses of the Comparing Measures report?
- What did we learn from the data?
- What could be one possible next step for the grade level leaders?

Now It's Your Turn

Instructional Leaders Action Plan

Name: _____ Date: _____

Report	Essential Questions	Observations	Next Steps
Benchmark Completion 	<ul style="list-style-type: none"> How all of my students completed Benchmark assessment? Which institutions and teachers are following Benchmark fidelity guidelines? Where should benchmarking enforcement efforts be focused? 		
Comparing Measures 	<ul style="list-style-type: none"> What are instructional areas of strength or weakness? How have my students progressed in different areas over time? Where should instructional resources be focused? 		
Progress Monitoring Fidelity 	<ul style="list-style-type: none"> How all of my students who require Progress Monitoring been assessed? Which institutions are following Progress Monitoring fidelity guidelines? Which schools or teachers may require additional resources to assess Progress Monitoring at the recommended rate? 		

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Amplify

DIRECTIONS:

- Refer participants to the Instructional Leaders Action Plan.
- Instruct participants to identify their own essential questions for their Comparing Measures report either by selecting one of the questions provided or writing in their own.

Now It's Your Turn

1. Log into www.mclasshome.com.
2. Click the Reporting icon.
3. Under **View My Data**, select **mCLASS:DIBELS Next**.
4. Click on **Comparing Measures**.
5. Record observations and next steps on the Action Plan.

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ACTIVITY:

Time: 10 minutes

Materials: Instructional Leaders Action Plan handout, Internet

Grouping: Individual, Pairs, or Small Group

Purpose: Analyze Comparing Measures report and identify next steps

Directions:

1. Participants record observations based on their own Comparing Measures data.
2. Participants identify next steps for taking action based on the data.
3. Facilitate a brief discussion of findings.

NOTE TO TRAINER:

If participants do not have their own data, they can login to shern0/1234 to explore the reports.

Questions



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DIRECTIONS:

- Pause for questions.

WEBEX MODIFICATIONS:

- Respond to questions in the chat box.
- If you do not have a large group you can unmute participants to vocalize their questions.
- A good option for a large group is to unmute individuals one at a time; ask participants to raise their hand via the webex participant panel.

Agenda

1. Introduction
2. Benchmark Completion
3. Comparing Populations
4. Comparing Measures
5. Wrap Up

Wrap up (5 minutes)

Objectives Revisited

- ✓ Access the Reporting and Analysis Suite
- ✓ Interpret the Benchmark Completion, Comparing Measures, and Comparing Populations reports
- ✓ Save and send reports

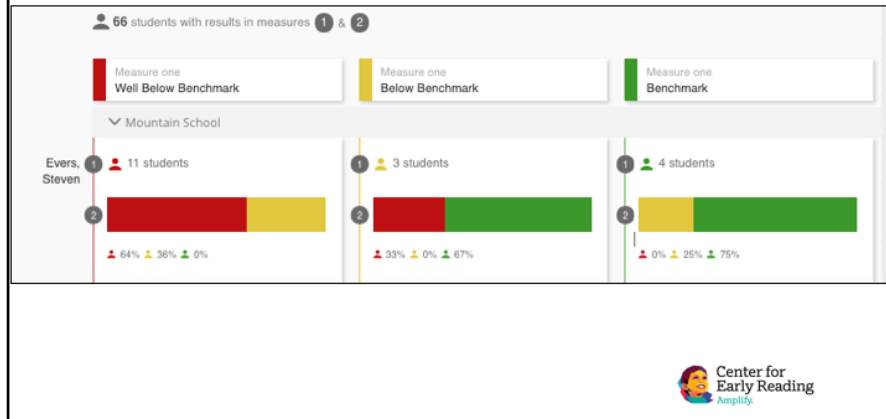


30 seconds

PARAPHRASE:

- Here again are the objectives for this session.

Coming Soon: Correlation Report



During the in-person full-day data analysis session after MOY, you'll have the opportunity to work with the Correlation report.

Post-Session Survey

Click on the URL to complete the survey.

CDE Intro to the Reporting and Analysis Suite

Thank you for taking the time to provide feedback on this session. Your input helps us to improve our professional development offerings.

* Required

School *

Your answer



4 min

NOTE TO TRAINER:

Put URL in the chat window so participants can click on it.
(You may want to paste it into the webex notes section so you can access it easily during the session.)

<https://goo.gl/forms/1jjyYL4YwO4pK0Nq1>

Support

ELAT

Contact Donna Bright at Bright_D@cde.state.co.us
Visit <https://www.cde.state.co.us/coloradoliteracy/readact/assessmenttool>

Email

Contact help@amplify.com any time.

Phone

Call toll-free at (800) 823-1969
Monday–Friday 7:00a.m.–7:00p.m. ET



30 seconds

NOTE TO TRAINER:

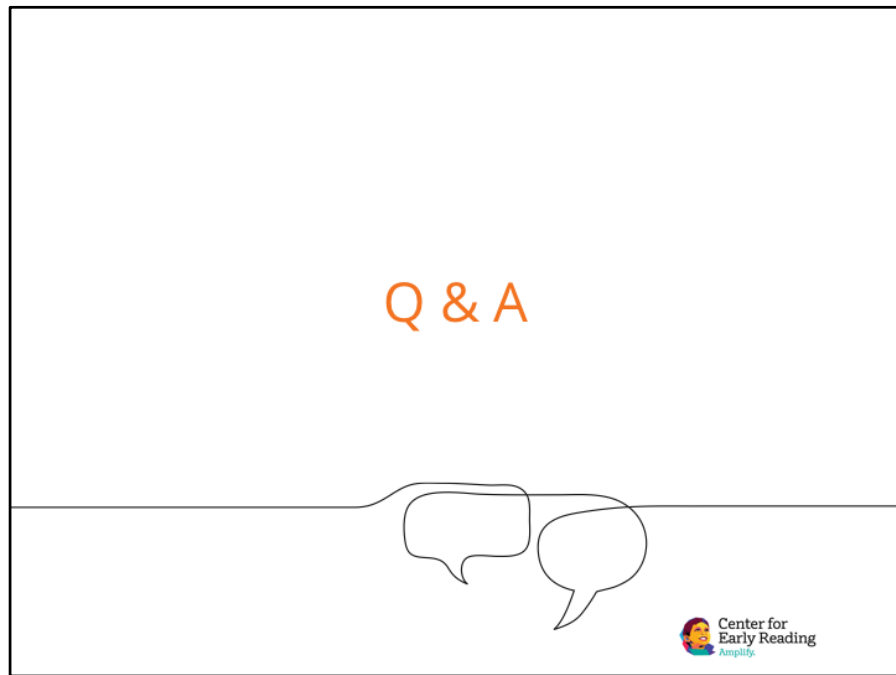
If time, go to the ELAT page live.

Drop the page link in the chat.

<https://www.cde.state.co.us/coloradoliteracy/readact/assessmenttool>

From Donna: all your newsletters will reference this page.

We will also post a recording of this webinar for you reference.



This is the end of the session.
I'll stay on the line to answer question.

NOTE TO TRAINER:
Please stay on the line for people to ask questions.