



Delivering Data Informed Instruction

Trumbauersville Elementary School
Thursday, October 24th





Overview

- Literacy
 - 2018-2019 Academic Year
 - Kindergarten DIBELS
 - First Grade DIBELS
 - 2019-2020 Academic Year
 - First Grade DIBELS
 - Flexible Grouping and Interventions
- Mathematics
 - 2018-2019 Academic Year
 - 4th Grade Math NWEA
 - 2019-2020 Academic Year
 - 5th Grade Math NWEA
 - Flexible Grouping and Interventions



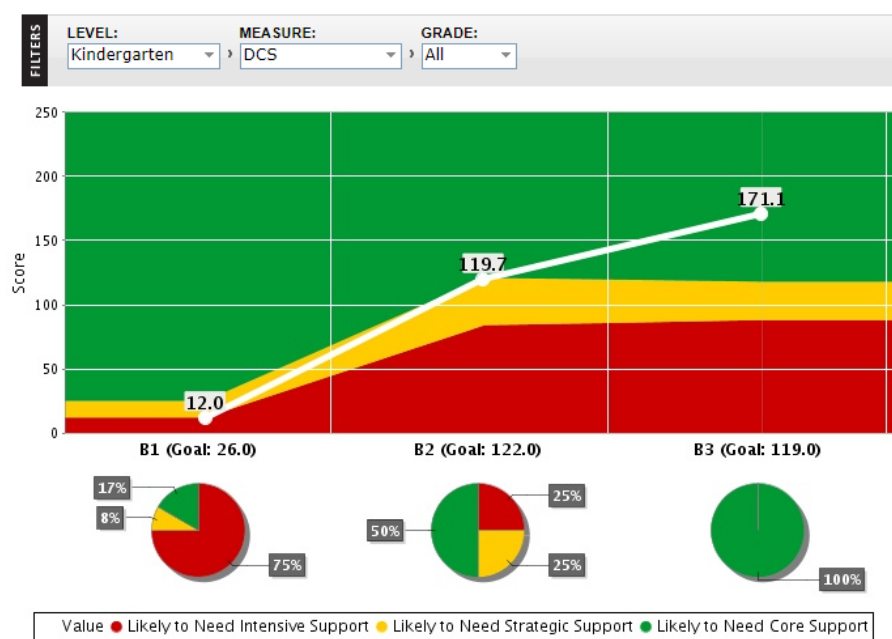
Sources of Data

- Statewide Assessments
 - PSSA
- District-Wide Assessments
 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 8
 - Acadience Math Benchmarks
 - NWEA (MAP Testing)
- Classroom-Based Assessments
 - ReadyGen Assessments
 - Wit & Wisdom Assessments
 - Fountas & Pinnell Assessments
 - Eureka (Edulastic)
 - Teachers' Observation of Students

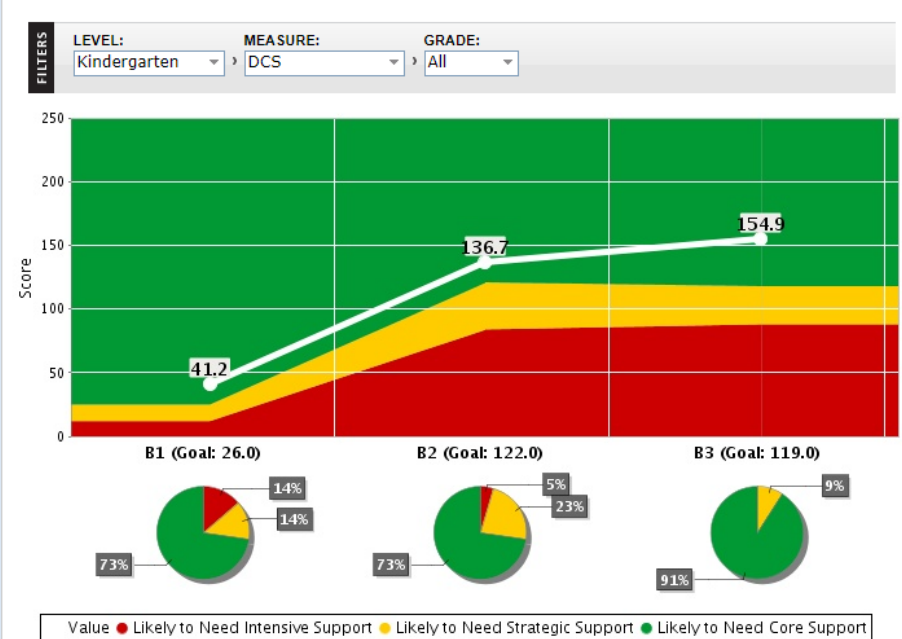
2018-2019

Kindergarten Growth Across All Measures (DCS- DIBELS Composite Score)

Full Day Kindergarten



Half Day Kindergarten





100%

On FPAs - of the kindergarten students in our regular education program for whom the assessment was appropriate ended the year reading on grade level.



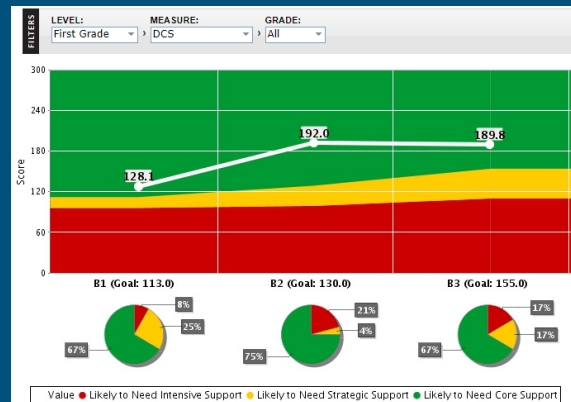
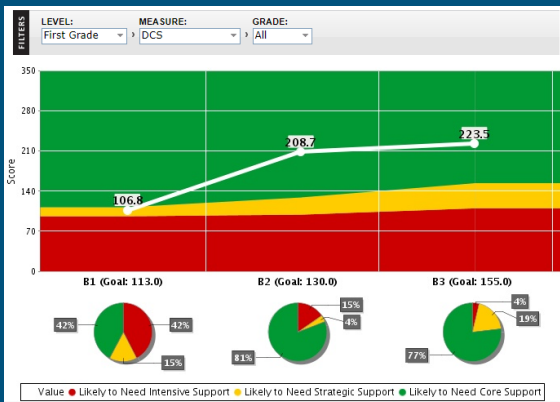
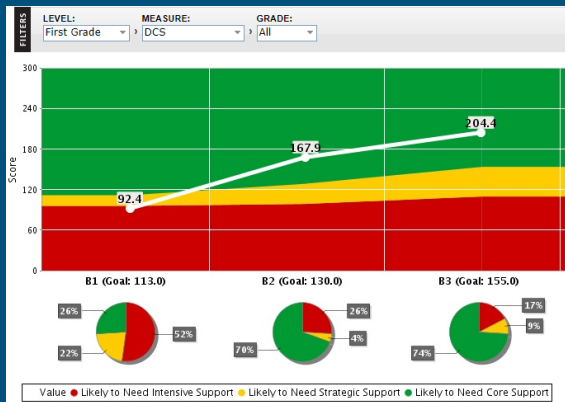
2018-2019

First Grade Growth

Across All Measures (DCS - DIBELS Composite Score)

Our beginning of the year (BOY) first grade data showed student need in the areas of phonemic awareness and phonics/decoding.

A Year of Growth in first grade:





2019-2020

What do our first grade students need now?

What does the data tell us?

- Students' needs:
 - Phonemic awareness
 - Letter naming
 - Decoding

What will we do with the data?

- Core instruction
- Flexible groups
 - Classroom-level interventions
 - Push-in interventions

Deiley - Beth to Push In

Student Needs	Intervention	Progress Monitoring	Students
Phonemic Awareness	Fundations Intervention: Phonemic Awareness	Red - biweekly Yellow - monthly	
Letter Sounds and Decoding	Fundations Intervention: Letters Sounds and Decoding	Red - biweekly Yellow - monthly	

Souder - Peggy to Push In

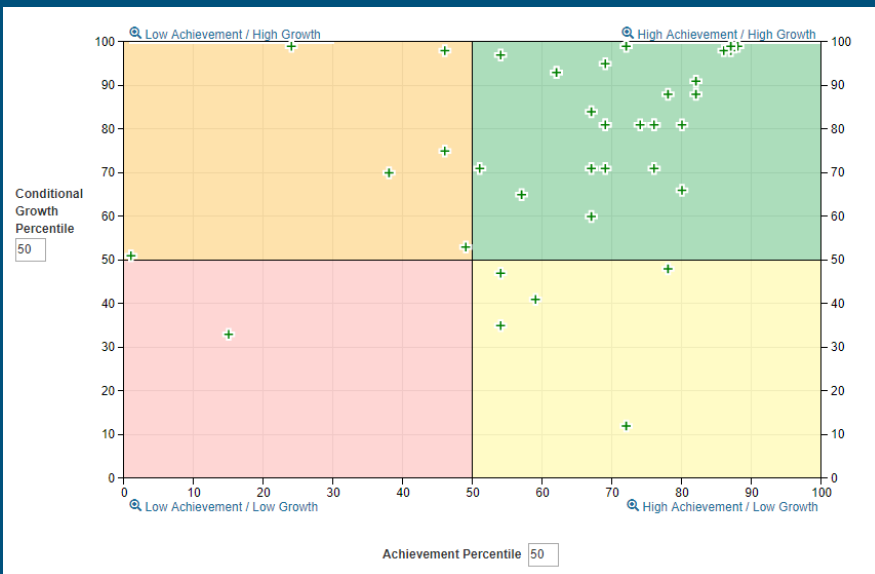
Student Needs	Intervention	Progress Monitoring	Students
Phonemic awareness	Fundations-Phonemic awareness	Red - biweekly Yellow - monthly	
Letter sounds and decoding	Fundations-Phonics/decoding	Red - biweekly Yellow - monthly	



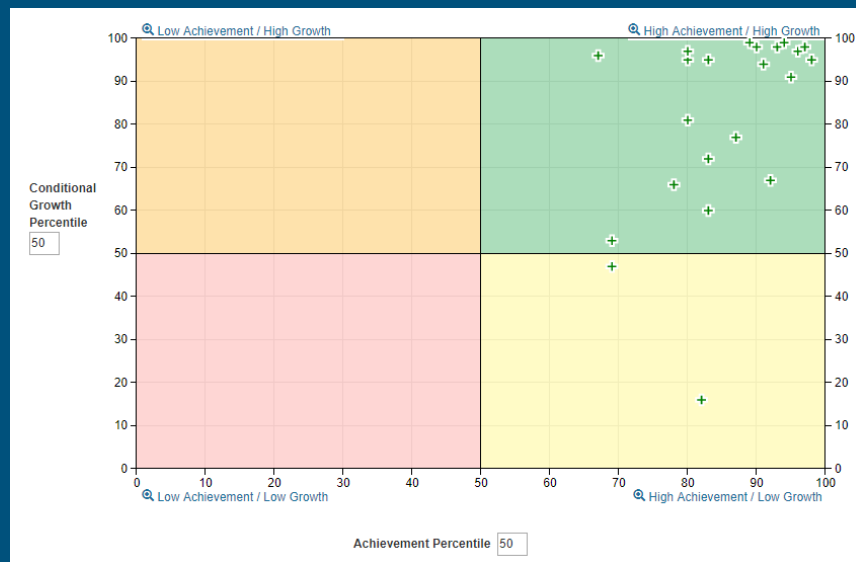
2018-2019 NWEA Data (BOY-EOY)

A year of growth in fourth grade math:

Math Standard



Math Plus



2019-2020 NWEA Data (BOY)



Grade Report

Grade 5

Term: Fall 2019-2020
District: Quakertown Community School Distri
School: Trumbauersville Elementary School

Norms Reference Data: 2015
Weeks of Instruction: 2 (Fall 2019)
Grouping: None
Small Group Display: No

Mathematics

Growth: Math 2-5 PA 2013 Core Standards and Eligible Content / PA Assessment Anchors Core Standards Eligible Content Mathematics: 2013

Summary

Total Students With Valid Growth Test Scores	68
Mean RIT	215.2
Standard Deviation	15.4
District Grade Level Mean RIT	214.7
Students At or Above District Grade Level Mean RIT	44
Norm Grade Level Mean RIT	210.7
Students At or Above Norm Grade Level Mean RIT	51

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Math 2-5 PA 2013 Core Standards and Eligible Content / PA Assessment Anchors Core Standards Eligible Content Mathematics: 2013	7	10%	6	9%	11	16%	28	41%	16	24%	213-215-217	15.4
Goal Area												
Measurement and Data	7	10%	8	12%	16	24%	19	28%	18	26%	213-215-217	17.1
Numbers and Operations	8	12%	3	4%	16	24%	17	25%	24	35%	214-216-218	17.7
Geometry	5	7%	8	12%	17	25%	19	28%	19	28%	214-216-218	15.1
Algebraic Concepts	8	12%	8	12%	10	15%	26	38%	16	24%	212-214-216	16.4

2019-2020 NWEA Data (BOY)

Student Level

What does the data tell ?

- Skills needing reinforcement or development
- Skills that can be previewed

Mathematics

Growth: Math 2-5 PA 2013 Core Standards and Eligible Content / PA Assessment Anchors Core Standards Eligible Content Mathematics: 2013

						Goal Performance			
						A. Numbers and Operations			
						B. Algebraic Concepts			
						C. Geometry			
						D. Measurement and Data			
Name (Student ID)	Grade	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Test Duration	A	B	C	D
	5	09/17/19	196- 199 -202	16-21-27	47 m	Low	LoAvg	Avg	Low
	5	09/17/19	201- 204 -207	25-32-40	80 m	Low	LoAvg	Avg	Avg
	5	09/17/19	202- 205 -208	28-35-42	59 m	Avg	LoAvg	LoAvg	LoAvg
	5	09/17/19	207- 210 -213	40-48-56	74 m	Avg	LoAvg	Avg	Avg
	5	09/17/19	207- 210 -213	40-48-56	63 m	Avg	Avg	HiAvg	LoAvg
	5	09/17/19	208- 211 -214	43-51-59	53 m	Avg	HiAvg	LoAvg	Avg
	5	09/17/19	209- 212 -215	46-54-61	67 m	Avg	HiAvg	LoAvg	HiAvg
	5	09/17/19	210- 213 -216	48-56-64	77 m	Avg	HiAvg	HiAvg	LoAvg
	5	09/17/19	210- 213 -216	48-56-64	82 m	Avg	LoAvg	HiAvg	HiAvg
	5	09/17/19	211- 214 -217	51-59-66	44 m	Avg	HiAvg	Avg	Avg
	5	09/17/19	212- 215 -218	54-62-69	83 m	HiAvg	Avg	Avg	HiAvg
	5	09/17/19	212- 215 -218	54-62-69	84 m	Avg	HiAvg	HiAvg	HiAvg
	5	09/17/19	215- 218 -221	62-69-76	86 m	Avg	Avg	HiAvg	High
	5	09/17/19	215- 218 -221	62-69-76	33 m	Avg	HiAvg	HiAvg	HiAvg
	5	09/17/19	216- 219 -222	64-71-78	87 m	HiAvg	High	Avg	Avg
	5	09/17/19	219- 222 -225	72-78-83	131 m	High	Avg	High	HiAvg

2019-2020 NWEA Data (BOY)

Student Level

Grouping:





- Flexible groups
- Remediating and reinforcing skills necessary for proficiency of 5th grade standards

What next?

- Flex days:
 - Small group interventions or enrichment
 - Learning Pathway (NWEA)
- Monitor students' progress at winter benchmark

Section 2

- Learning Continuum used to determine targeted skills and concepts

Big Idea	Skills and Concepts	Students
Numbers and Operations	<ul style="list-style-type: none">- Whole number addition and subtraction- Counting backwards from 100- Multiplication and division with one-digit- Place Value:<ul style="list-style-type: none">- Names of values- Compose and decompose tens in a model	
Algebraic Concepts	<ul style="list-style-type: none">- Create or extend patterns with or without the rule- Identify factors- Represent division equations as multiplication- Represent subtraction equations as addition- Multiply and divide basic facts	
Geometry	<ul style="list-style-type: none">- Identify fraction parts of a shape- Identify and classify 2-d and 3-d shapes- Identify parallel lines- Identify angles- Identify symmetry	
Measurement and Data	<ul style="list-style-type: none">- Area of figures- Knows relative size of customary units of capacity- Simple conversions of customary units (feet-> inches)- Identifies tools used for customary length	



What We Will Do with the Data

- Core instruction has been strengthened
 - Foundations (K-2) and WIN time (3-5)
- Student support will be provided by teachers, coaches/interventionists, and instructional aides.
- Student progress toward benchmarks will be monitored.
- Progress monitoring data will be reviewed and new instruction will be aligned to data.
 - Interventions
 - Flexible groups based on student need



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