

GLPS: Sample Data Set, Day 2

The purpose of this document is to have grade-level teams practice how to use Acadience Reading data to make grade-level instructional plans. The GLPS: Sample Data Set, Day 2 has bold type in some tables and text to show examples of data use.

The Foundations of Classroom PBIS & Effective Instruction

Table 1. Use the table below to record the number of classrooms with each component of Classroom PBIS in place.

Classroom PBIS	Participated in the Classroom PBIS training	Routines and Procedures Written	Matrix Completed	Taught and Re-taught
BOY				
MOY				
EOY				

Grade Level Reading Components

Problem Identification

Table 2. Record end of the year (EOY) Acadience Reading Composite scores in the table below.

Acadience Composite Score	% Above Benchmark	% At Benchmark	% Below Benchmark	% Well Below Benchmark
BOY	38%	34%	5%	23%
MOY	47%	26%	11%	16%
EOY				

Acadience Reading Composite Score

BOY Goal:

By the middle of the year (MOY) benchmark assessment, 85% of our students will be At/Above Benchmark as measured by Acadience Reading.

Based on the BOY goal and the data added to Table 2, circle the best response below:

- We met our goal!
- We did not meet our goal, but we are on track to reaching it.
- We did not meet our goal, and we are not on track to reaching it.

MOY Goal Update:

By the end of the year (EOY) benchmark assessment, ___% of our students will be At/Above Benchmark as measured by Acadience Reading.

EOY Update:

Based on the MOY goal and the data added to Table 2, circle the best response below:

- We met our goal!
- We did not meet our goal, but we are on track to reaching it.
- We did not meet our goal, and we are not on track to reaching it.

Problem Analysis

Table 3. Record each measure's score below that applies to your grade level.

Acadience Reading Measure	% At & Above Benchmark	Big Idea (Instructional Focus)
FSF: First Sound Fluency		Phonological Awareness
PSF: Phoneme Segmentation Fluency		Phonemic Awareness
NWF CLS: Nonsense Word Fluency Correct Letter Sounds		Alphabetic Principle/Basic Phonics
NWF WWR: Nonsense Word Fluency Whole Words Read		Alphabetic Principle/Basic Phonics
ORF Accuracy: ACADIENCE Oral Reading Fluency Accuracy		Advanced Phonics
ORF Words Correct: ACADIENCE Oral Reading Fluency Rate		Advanced Phonics, Fluency, Vocabulary, Comprehension
Retell		Comprehension (Oral Reading)
Daze		Comprehension (Oral Reading)

Measure Specific Goal

Table 4. Fill in the Acadience Reading Measure the team will be using to set a goal and complete the table with the measure-specific data.

Acadience Reading Measure: NWF WWR & ORF Accuracy	% Above Benchmark	% At Benchmark	% Below Benchmark	% Well Below Benchmark
BOY	47% 34%	17% 32%	9% 18%	27% 15%
MOY	NWF WWR PM: 56% ORF Accuracy:43%	NWF WWR PM: 27% ORF Accuracy:26%	NWF WWR PM: 9% ORF Accuracy:11%	NWF WWR PM: 8% ORF Accuracy:20%
EOY				

BOY Measure Specific Goal(s):

By January, 95% of our students will be At/Above Benchmark as measured by this Acadience Reading Progress Monitoring Measure: NWF WWR (Whole Words Read).

By the middle of the year (MOY) benchmark assessment, 80% of our students will be At/Above Benchmark as measured by this Acadience Reading Measure: ORF Accuracy.

MOY Measure Specific Goal(s) Update:

Based on the BOY Measure Specific Goal, and the data added to Table 4, circle the best response below:

- We met our goal!
- We did not meet our goal, but we are on track to reaching it.
- We did not meet our goal, and we are not on track to reaching it.

By the EOY benchmark assessment, ___% of our students will be at At/Above Benchmark as measured by this Acadience Reading Measure: _____.

EOY Measure Specific Goal(s) Update:

Based on the MOY goal and the data added to Table 4, circle the best response below:

- We met our goal!
- We did not meet our goal, but we are on track to reaching it.
- We did not meet our goal, and we are not on track to reaching it.

Plan Development

Grade Level Decisions

The following are the grade level decisions made regarding:

- Core program and supplemental materials
- Instructional routine based on the focus
- Engagement strategy

Curriculum

Table 5. Record grade level decisions related to curriculum in the table below

Curriculum Materials	Grade Level Decision
Core reading materials that all grade level teachers will use	Use the core reading program as a starting place – even though it is outdated.
If needed, list any supplemental materials all grade level teachers may need to use	Access to the decodable text (might have to use some passages from Phonics for Reading to provide daily practice).

Instruction

Identify the standard instructional routine agreed upon by the grade level team: Decoding Routine to be developed from scope and sequence of core reading program (make sure to include PA Warm Up with blend, segment, add, delete, and substitute).

Environment (Engagement)

Identify the agreed-upon category of engagement strategies that your grade level has committed to focusing on: Verbal responses.

Whole Group Differentiation for Instructional Focus

Table 6. List each classroom teacher's name and how the standard instructional routine will be differentiated

Grade/Classroom	Status Report % At/Above Benchmark	Differentiation of the Instructional Focus Routine
Grade Level		
Metcalf		Decoding routines led by a teacher with guided practice & repetitions as needed. Then time to practice with a partner is provided (strategic partnerships.) Partners – read word lists and decodable text together after developing accuracy as a whole class.

Grade/Classroom	Status Report % At/Above Benchmark	Differentiation of the Instructional Focus Routine
Vail		Decoding routines led by a teacher with whole group practice & more repetitions. Many opportunities to respond to build automaticity – focus on Think Read and decodable text practice. Once the group is responding accurately, partner practice may be provided.
Whitmore		Decoding routines led by a teacher with guided practice & repetitions as needed. Then time to practice with a partner is provided (strategic partnerships.) Partners – read word lists and decodable text together after developing accuracy as a whole class.

Small-Group Differentiation

Table 7. List the agreed-upon materials that grade level teams will use to guide small group instruction for the instructional focus

Instructional Focus	Well Below	Below	At	Above
Phonemic Awareness	PA Warm Up-blending and segmenting	PA Warm Up-blending and segmenting	PA Warm Up – Advanced Skills (add, delete, substitute)	PA Warm Up – Advanced Skills (add, delete, substitute)
Phonics	Step #2 of Decoding Routine – Sound by Sound/Continuous to Think Read Segment & Spell	Step #2 of Decoding Routine – Spelling Focused to Think Read Segment & Spell	Step #2 of Decoding Routine – Spelling Focused to Think Read – more multisyllabic words	Step #2 of Decoding Routine – Think Read – more multisyllabic words
Fluency	Practice reading sounds, words, & decodable text for accuracy	Practice reading words & decodable text for accuracy	Practice reading decodable text for accuracy	Practice reading connected text for accuracy

Instructional Focus	Well Below	Below	At	Above
Comprehension	Basic retell from decodable text	Basic retell from decodable text	After reading questions – sentence starters	After reading questions – sentence starters if needed

Plan Implementation & Evaluation

Ongoing team meetings will use the action plan below to review the tasks that connect to the grade-level goals and instructional plan.

Table 8. Capture the grade level team actions below and use the list to guide the ongoing team meeting and discussions

Action Item	Who Will Do It?	By When?	Status
See if the team could use a ½ to a full day of planning for decoding routines	Principal & 2nd-grade team	ASAP	Done – Meeting Nov 13 full day
Make sure all teachers are trained in PA Warm-Ups	Reading Specialist & 2nd-grade team	ASAP	In progress – modeling in classrooms on Nov 1
The team divides up lessons from core to write decoding lessons	Vail & Whitmore – Les 3, 4 Metcalf & Rdg Spec – Les 5, 6	Share at next ongoing meeting on 11/30	In progress

Communication is also a vital step in the process. The team shares specific celebratory successes, identifies potential barriers, and seeks insight and support from the School Leadership Team to help solidify the plan.

Table 9. Capture communication items to share with the School Leadership Team regarding the grade level instructional plan

Communication Update	Who Will Do It?	By When?	Status
Our goals have been set, and our action plan is taking shape!	Principal	Next SLT meeting	In progress
The core program is out of date – we are making due but wanted the team to know we see gaps in foundational skills	Principal	Next DIT meeting	Not yet

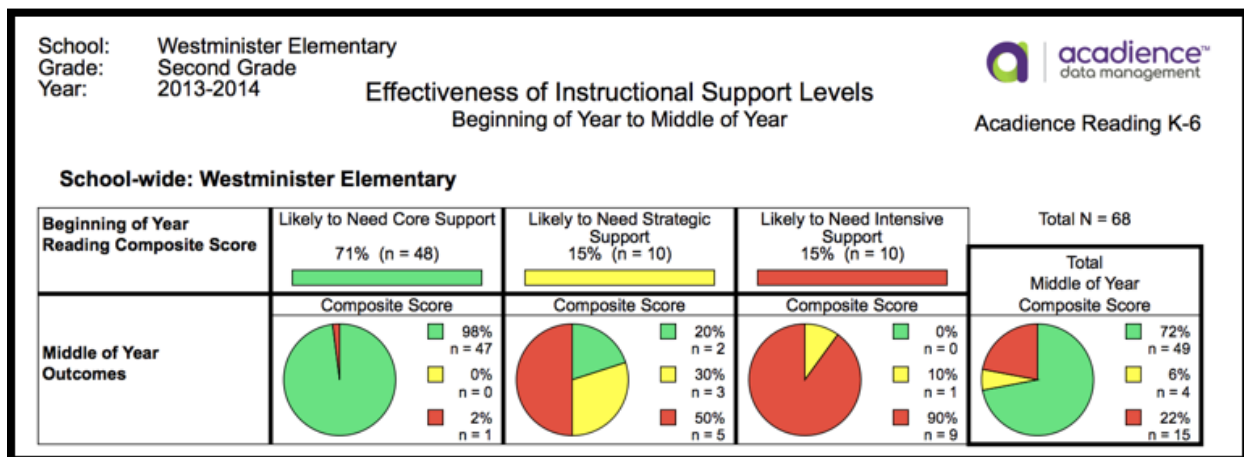


Figure 1. Use this Effectiveness of Instructional Support Report to complete the table and review the following questions.

Table 10. Complete the table below to answer the question: How effective is our support for students who start the year scoring at/above benchmark?

BOY	BOY-MOY	MOY-EOY
% of Students At/Above Benchmark:	% of students still At/Above Benchmark:	% of students still At/Above Benchmark:
Did we meet the goal of maintaining 95%?	Circle: Yes or No	Circle: Yes or No

Table 11. Complete the table below to answer the question: How effective is our support for students who start the year scoring below the benchmark?

BOY	BOY-MOY	MOY-EOY
% of Students Below Benchmark:	% of students who moved to At/Above Benchmark:	% of students who moved to At/Above Benchmark:
Did we meet the goal of moving 80-100%?	Circle: Yes or No	Circle: Yes or No

Table 12. Complete the table below to answer the question: How effective is our support for students who start the year scoring well below benchmark?

BOY	BOY-MOY	MOY-EOY
% of Students Well Below Benchmark:	% of students who moved to At/Above Benchmark: % of students who moved to Below Benchmark?	% of students who moved to At/Above Benchmark: % of students who moved to Below Benchmark?
Did we meet the goal of moving 80-100%?	Circle: Yes or No	Circle: Yes or No

Questions to have teams discuss from the middle to end of the year:

- Is our plan being implemented as intended? How do we know?
- Is the plan resulting in the desired change? Have we established our goal?
- Does student data indicate the plan needs to be modified? If yes, how?
- What is the date for the following Grade Level Team meeting?

Questions to guide conversations around barriers to implementation:

- Does everyone understand how and when to use the plan?
- Is the plan feasible to implement?
- Are there ways that the plan can be modified to make implementation more likely?
- What supports can be provided to the implementers?

Cycle back to Step #1 and make any necessary updates or adjustments.

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