

Data-driven Leadership in a Systemic School-wide Literacy Change Initiative



DIBELS Summit 2009

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Expected Outcomes



- Review protocols used to help literacy leaders effectively implement data-based instructional leadership.
- Examine leadership procedures, structures, and routines used by effective schools.

The HILL School-Wide Professional Development & Consultation Model

Phase I – Needs Assessment

Partner School Self-Study

Developing a Plan

- Interviews
- Focus Groups
- Surveys
- Reading Program Framework
- Assessment Framework
- Action Plan
- Literacy Team

Key Deliverables

- Report on Current State of Literacy
- School Literacy Profile (SLP) with goals and activities

Time Allocation

10 - 20 Days

Phase II Building Capacity

Transfer of Knowledge, Implementation & Assessment

Component 1
Comprehensive Literacy Content

Core Content

- Oral Language
- Phonology
- Word Study/ Spelling
- Fluency
- Comprehension
- Vocabulary
- Writing
- Assessment

Key Deliverables

- Comprehensive Literacy Approach
- Integrated Content/ Structural Components
- Research-Based Teacher Training

Time Allocation

10-20 Days

Component 2
Training and Consultation

Roll-out of PD

- Workshops
- Collaborative Team Planning
- Coaching
- Leadership Training
- Grade-level Mtgs
- Study Groups
- Program Fidelity

Key Deliverables

- Application of Knowledge into Practice
- Increased Teacher Skill
- Diagnostic and Prescriptive Teaching

Time Allocation

20-40 Days

Component 3
Outcomes Assessment

Critical Inquiry

- Dynamic Assessment
- Data Analysis
- Flexible Grouping
- Instructional Goals
- Data-based Leadership

Key Deliverables

- Summative & Formative Data
- Analysis of Data
- Strengths/Weaknesses of Implementation
- Strategic Leadership
- Revised SLP

Time Allocation

10-20 Days

Phase III Sustainability

Revision & Follow-Up

Ongoing Needs

- Future PD Plan
- Revise SLP
- Update Program Framework
- Update Assess Framework
- Novice/Veteran Teacher Ongoing PD Needs

Key Deliverables

- Evaluation of HILL Process
- Revised Goals
- Follow-up Needs Assessment
- Exit School Literacy Profile

Time Allocation

5-10 Days

Linking Professional Development Activities to Leadership Routines

Professional Development and Facilitator Support	Leadership Routines	Resources
<p>(1) Leadership Training: (Principals and District Administrators) Introduction to the concept of an DIBELS in an outcomes driven model , Three Tier Model, and Response to Intervention</p>	<ul style="list-style-type: none"> • Leadership present at training • Principal models language and practice that reflects underlying belief that all students will read at grade level. • Administrators will engage in data-based decision making. 	<ul style="list-style-type: none"> • Data Sets and Categories of Reading Achievement • Continuum Chart • Assessment Framework • Resource Allocation Activity •
<p>(2) Preparing for Implementation</p>	<ul style="list-style-type: none"> • Materials are ordered • Database is established • Sample reports are reviewed • Assessment assignments are determined • Administrator sets assessment dates/calendar 	<ul style="list-style-type: none"> • DIBELS Guide • DIBELS Sample Reports • Assessment Timelines • Assessment Staff Schedule
<p>(3) Administration and Scoring Workshop (Repeat for new staff)</p>	<ul style="list-style-type: none"> • Principal attends training and learns to administer and score • Principal administers DIBELS to students 	<ul style="list-style-type: none"> • DIBELS training material • Principal’s assignment appears on assignment chart
<p>(4) Annual Review of Administration and Scoring</p>	<ul style="list-style-type: none"> • Principal allocates time for annual review of DIBELS administration and scoring 	<ul style="list-style-type: none"> • DIBELS training materials



Linking PD to Leadership Routines

1. Leadership Training: (Principals and District Administrators)
2. Preparing for Implementation
3. Administration and Scoring Workshop- (repeat annually for new staff)
4. Annual Review of Administration and Scoring



Linking PD to Leadership Routines

5. DIBELS Data Analysis Workshop: Grouping and Interpreting to inform instruction
6. Leadership Benchmark Data Review
7. Fall DIBELS Benchmark Data Meetings- Grade Level/Individual Classrooms
8. Leadership Walk Through



Linking PD to Leadership Routines

9. DIBELS Progress Monitoring Meetings
10. Winter Leadership Benchmark Review
11. Winter DIBELS Benchmark Data Meetings
12. Spring Leadership Benchmark Data Review
13. Spring DIBELS Data Meetings



Linking PD to Leadership Routines

1. Leadership Training: (Principals and District Administrators)



Multi – Tiered Literacy Continuum Grade _____

Reading Instruction, Assessments, Intervention & Professional Development

		ALL Teachers	ALL Students				SOME/FEW Students				
Literacy Component		Professional Development	Assessment Checkpoints			Assessment			Interventions		
									Tier II	Tier III	
	Core Program					Outcomes Measures	Diagnostic Options	Progress Monitoring			
	N A M E P R O G R A M	Teacher Training & Resources	District Benchmark	Fall	Winter	Spring					
			List Test Name	List Benchmark Score	List Benchmark Score	List Benchmark Score	List Tests	List Tests			
Oral Language											
Phonemic Awareness											
Phonics											
Fluency											
Vocabulary											
Comprehension											
Writing		Adapted from template designed by RtI Core Team, Barrington RI									

	Category of Reading Achievement					
Data Sets	Reading Fluency			Reading Comprehension		
	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive
Individual Student	Student is meeting the ORAL Reading Fluency (DIBELS) Benchmark for that grade level or is at or above the 50 th %tile on ORF Norms	Student is in the strategic range for grade level as identified on DIBELS or is between the 25 th and 49 th %tile (ORF norms)	Student is in the intensive range for grade level as identified on DIBELS or below the 25 th %tile (ORF Norms)	On a norm referenced general measure of reading comprehension the student scores at or above the 60 th %tile	On a norm referenced general measure of reading comprehension the student scores between the 40 th and the 59 th %tile	On a norm referenced general measure of reading comprehension the student scores below the 40 th %tile
	<i>The Hasbrouck and Tindal norms can be used if DIBELS norms are not being used.</i>			<i>The criteria may be determined by the school and will vary depending on the type of assessment and the relationship with high stakes tests or other assessments.</i>		
Classrooms within Grade Levels	75% or more of students within the classroom are meeting Benchmark Goals	50-74% of students within the classroom are meeting Benchmark Goals	Less than 50% of students are meeting the Benchmark Goals	75% or more of students within the classroom scoring at or above the 60 th percentile or the 6 th stanine	50-74% of students within the classroom are scoring at or above the 60 th percentile or the 6 th stanine	Less than 50% of students within the classroom are scoring at or above the 60 th percentile or the 6 th stanine
Grade Levels within the School or District [For schools with large numbers of classrooms it may be helpful to look at % of classrooms]	75% or more of classrooms and/or students in the grade level are meeting Benchmark Goals	50-74% of classrooms and/or students in the grade level are meeting Benchmark Goals	Less than 50% of classrooms and/or students in the grade level are meeting Benchmark Goals	75% or more of students within the grade level are scoring at or above the 60 th percentile or the 6 th stanine	50-74% of students within the grade level are scoring at or above the 60 th or the 6 th stanine	Less than 50% of students within the grade level are scoring at or above the 60 th percentile or the 6 th stanine
School & District	75% or more of all students K-5 are meeting Benchmark Goals	50-74% of all students K-5 are meeting Benchmark Goals	Less than 50% of all students K-5 are meeting Benchmark Goals	75% or more of students within the school or district are scoring at or above the 60 th percentile or the 6 th stanine	50-74% of students within the school or district are scoring at or above the 60 th percentile or the 6 th stanine	Less than 50% of students in the school or district are scoring at or above the 60 th percentile or the 6 th stanine

Assessment Framework

Grade _____

Table 7.1

COMPONENT	SEPTEMBER-OCTOBER		AS NEEDED	JANUARY	MAY	
	Screening/ Diagnostic Fall Benchmark		In-depth Diagnostic/ Progress Monitoring ⁺	Winter Benchmark	Outcomes Spring Benchmark	
	Group	Individual	Individual		Group	Individual
Oral Language						
Phonemic Awareness						
Phonics/Word Study						
Fluency						
Vocabulary						
Comprehension						
Writing						

ACTIVITY



- Locate Chart A/B/C
- Review the student data chart of Anytown School Grade 2.
 - The benchmark ORF score for the spring of second grade is 90 CWPM.
 - The strategic ORF score is 70-89
 - The intensive ORF score is 69 or less
 - AR: This is the accuracy rate or percentage of words read correctly.
 - List Comp: Listening Comprehension
 - Passage Comp: Passage Comprehension
 - ADS: Advanced decoding survey

NOTE: WE WILL BE HIGHLIGHTING SCORES NOT NAMES

1. Color Code (highlight) Oral Reading Fluency SPRING Scores for both classes as follows and then complete Chart A.

Criteria for color coding:

Green - 90+

Yellow – 70-89

Red - <70

2. Of the Benchmark Scores highlighted in green – find the corresponding passage comprehension score and highlight it in yellow if it is less than 5. Complete Chart B.

3. Of the Strategic and Intensive scores highlighted yellow or red – find the corresponding listening comprehension score and highlight it in yellow if it is less than 5. Complete Chart C.

Steps 1-3

STEP 1 CHART A (Use Spring Fluency Scores)				
Number of students in each class/grade identified as Benchmark, Strategic, Intensive				
Grade:	# of Benchmark Students 90+	# of Strategic Students 70-89	# of Intensive Students 69 or less	
Jones				
Smith				
TOTAL for Grade Level				
STEP 2 CHART B				
Number of students in each class/grade identified as Benchmark on ORF (DIBELS) but below average on test of reading comprehension				
Grade:	Of benchmark students only – number of students with stanines below 5 on passage comprehension			
Jones				
Smith				
TOTAL for Grade Level				
STEP 3 CHART C				
Number of students in each class/grade identified as Intensive or Strategic on DIBELS and scored below average on a test of listening comprehension				
Grade Level	Of the strategic students only – number with stanines below 5 on listening comprehension		Of the intensive students only – number with stanines below 5 on listening comprehension	



Step 4

- Identify personnel, time, materials, programs and any other resources available to meet the needs of students in each grade level



Step 4

Resource Allocation	
Intervention Teachers	Times
Special Education Teacher	Daily:
Title I Teacher	
CSR Teacher	
Tutor	
Librarian	M, W, F 10 -11
Music Teacher	

Resource Allocation	
Program/ Curriculum	Literacy Component
Fundations	Phonics
My Sidewalks	All 5 Components
Read Naturally	Fluency
Explode the Code	Phonics
Soar to Success	Comprehension

Anytown School Program Survey

PROGRAM	Areas Addressed by Program							Your Skill with Each Program					Use of Program					Grades								
	OL	PA	P	SP	F	V	RC	0	1	2	3	4	5	CORE %	SUPPLEMENTAL %	INTENSIVE %	Who Provides (teacher, specialist, etc.)	Service Delivery Model (Ind., group)	PreK	K	1	2	3	4	SPED	
	Adams	X	X				X						X								X					
Assorted CTP books	X	X	X	X	X	X	X					X								X						
Assorted Literature	X	X	X	X	X	X	X					X								X						
Big Books	X	X	X	X	X	X	X				X	X		X	50%	50%	Teacher	Whole & Group		X	X	X				
Bradley Phonics	X	X	X	X	X	X	X		X		X	X		15%-100%	20%-50	50%	Teacher	Whole, Group & Individual		X	X	X	X			
Anytown School Curriculum	X	X	X			X										50%	SLP	Individual Group	X	X						
Economy "Key Text"	X	X			X	X	X				X			10%	10%	10%	Teacher	Whole & Group					X			
ELA	X	X	X	X	X	X	X				X	X	X	0%-75%	25%	50%-100%	SLP	Group & Small group		X	X	X	X	X		
ELA Materials															50%		Teacher	Group					X			
First Steps	X	X	X	X	X	X	X						X							X						
Guided Reading	X	X	X	X	X	X	X			X	X	X		0-75%	50%	15%-50%	Teacher	Group, Small Group			X	X	X			
Homemade materials manipulatives	X	X	X	X	X	X	X								50%	50%					X				X	
Houghton Mifflin	X	X	X	X	X	X	X				X			0%-60%	50%-60%	50%	Teacher	Whole & Group			X		X	X		
Houghton Mifflin Trade book	X				X	X	X					X		0%-80%	5%		Teacher	Small group					X	X		
Houghton-Mifflin paper back plus														2%									X			
Integrated Thematic Units	X	X	X		X	X							X							X						
Language Arts	X	X				X	X					X		75%	25%	100%	SLP	Group		X	X	X				
Leveled Reader	X	X	X	X	X	X	X				X	X		75%-85%	5%-85%	85%	Teacher	Whole, Group & Small Group		X	X	X	X			
Lingui System	X	X				X						X				100%		SPED				X				X
Link to Reading First Scholastic	X	X	X	X	X	X	X						X		50%	50%	Teacher	Group					X			
Listening Centers	X			X	X	X	X					X			50%	50%	Teacher	Individual & Small Group		X	X	X				
Literacy Centers	X	X	X	X	X	X	X					X		0%-100%	05%-100%		Title 1, Teacher	Group, Small Group & Individual		X	X	X				
Literacy Responding to books through Activities	X				X	X	X											Small group								
Literature Circles	X				X	X	X					X		0%-75%	25%-100%		Teacher	Group		X	X	X				
Magazines, internet	X	X	X	X	X	X	X								50%	50%					X				X	
Marilyn Adams	X	X				X						X								X						
Math	X					X	X							75%	25%	100%	SLP	Group		X	X	X				



Action Plan Template

Hanson Initiative for Language & Literacy

Name of School

Date:

ACTION PLAN FOR :

Priority Goal to be Addressed:

	Activities/Actions	Person(s) Responsible	Due Date	Resources	Plan to Evaluate
1.					
2.					
3.					
4.					





Linking PD to Leadership Routines

2. Preparing for Implementation



Date	Activity	Materials Needed	Facilitator(s)/ Attendees, Responsible for Activity	Priority Goal
8/1/08	Order DIBELS Materials	Kits for grades K - 5	Assistant Superintendent/ Coach	
9/10/08	Assessment Team Training	DIBELS practice packets and handouts to support data collection and management	HILL Facilitator, Coach, Title I & SPED Teachers, Assessment Team Members	
9/11/08-	K and 1 Benchmark Testing	Testing Materials, Stopwatches, Clipboards, Pencils, Testing Assignments	Assessment Team Members	
9/12/08	Grade 2 & 3 Benchmark Testing	Testing Materials, Stopwatches, Clipboards, Pencils, Testing Assignments	Assessment Team Members	
9/15/08	Grade 4 and 5 Benchmark Testing	Testing Materials, Stopwatches, Clipboards, Pencils, Testing Assignments	Assessment Team Members	
9/16/08	Benchmark Testing Day for missed students	Testing Materials, Stopwatches, Clipboards, Pencils, Testing Assignments	Assessment Team Members	
9/17/08	Data Reporting Sheets due to District Coaches	Class Data Sheets	Assessment Team Members	
9/23/08	(Morning) School A data review and grouping discussion	DIBELS Materials Grouping and student data	HILL Principal, Coach, Teachers	
9/23/08	(Afternoon) DIBELS Training Administration and Scoring	DIBELS Materials	HILL Principal, , Coach, Teachers	
9/24/08	(Morning) School B data review and grouping discussion	DIBELS Materials Grouping and student data	Principal, , Coach, Teachers, HILL	
10/1/08	Literacy Initiative Status Update Meeting	Action Plan Development	HILL District Admin. Team	
10/1/08 – 6/30/09	Create Assessment Framework	Assessment Framework Assessment Surveys Phase I Reports Tiered Model	Principals Coaches School Reps Assistant Superintendent HILL	

Goal #2 Develop and implement an assessment framework that supports implementation of a multi-tiered model, aligns with Response to Intervention, and provides information designed to inform instruction and evaluate student responsiveness to instruction. Specifically, the reading specialists will be trained in the Dynamic Indicators of Basic Early Literacy (DIBELS) and best practices related to progress monitoring with DIBELS

	Activities/Actions	Person(s) Responsible	Due Date	Resources	Plan to Evaluate
1.	Train Reading Specialists in the use of DIBELS.	McManus	10-03-08	DMG training materials: Foundations Module and Modules for PSF, NWF, ORF, ISF and LNF	Attendance list and Hill evaluations
2.	Order materials and subscribe to DIBELS database	McManus/Rizzi	12-5-08	SoprisWest catalogue and DIBELS database manual; faxed order form;	Will be completed in time for the 12/5 training
3.	Review the relationship between Scott Foresman assessments and MCAS data	McManus/Reading Specialists	10/10/08	Scott Foresman data and MCAS data	Attendance list and meeting notes
4.	Import student data into DIBELS database	Stoughton Technology Director	Prior to 12/5/08 training	DIBELS manual; student data	Will be completed before 12/5/08 training
5.	Administer DIBELS to students receiving reading specialist support services and to one class/grade	Reading Specialists/McManus	12-3-08	DIBELS training materials	DIBELS data
6.	Enter student data into DIBELS database; review reports and scores	Reading Specialist/McManus	12-5-08	Computer lab at South School; passwords and user id's, student data	HILL evaluations; Data successfully entered
7.	Meetings will be held at each school to review student data, data meeting protocol, grouping of students, implications for programs and materials and student response to intervention.	Reading Specials/McManus	1/20 & 1/21/09	DIBELS data; Data meeting protocol/agenda, progress monitoring caseload organizers grouping charts etc.	Meeting notes & completed classroom grouping chart



Linking PD to Leadership Routines

3. Administration and Scoring Workshop-
(repeat annually for new staff)
4. Annual Review of Administration and
Scoring





Linking PD to Leadership Routines

5. DIBELS Data Analysis Workshop: Grouping and Interpreting to inform instruction



Table 7.11

3 Tier Grade Level/Classroom Grouping Chart

Time: Intensive (Tier 3) Strategic (Tier 2) Benchmark (Tier 1)	Interv. Teacher Name	Assessment Criteria/Range Or Placement Test	Instructional Focus Priority Skills to be Targeted	Interv. Program	Progress Monitoring Tools	Review Date and Evaluation Notes
Tier						
Group:						
Group:						
Group:						
Group:						
Color Coding Key for use following progress monitoring review: <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="170 1292 705 1338" style="border: 1px solid black; background-color: #d4edda; padding: 2px;">Green: Student moved to Benchmark</div> <div data-bbox="852 1292 1245 1338" style="border: 1px solid black; background-color: #d3d3d3; padding: 2px;">Black: On or above Aimline</div> <div data-bbox="1358 1292 1640 1338" style="border: 1px solid black; background-color: #f8d7da; padding: 2px;">Red: Below Aimline</div> </div> <div style="display: flex; justify-content: center; align-items: center; margin-top: 10px;"> <div data-bbox="816 1385 1360 1430" style="border: 1px solid black; background-color: #d1ecf1; padding: 2px;">Purple: No longer meeting Benchmark</div> </div>						



Linking PD to Leadership Routines

6. Fall Leadership Benchmark Data Review



Targeted Coaching Guide

Based On Percentage Of Students Meeting DIBELS Benchmarks

Year _____ Grade _____

	FALL ORF	WINTER ORF	SPRING ORF
EXCEEDING BENCHMARKS 80-100%	MILLER 80%	MILLER 80%	MILLER 85
BENCHMARK 75%		JONES 75	PIRRI 76
TOTAL BENCHMARK	1	2	4
STRATEGIC 50-74 %	JONES 67 BURNS 64 LAND 60 CARUSI 60 CARR 57 MCMANUS53 SMITH 53 LOFT52 MAX 50 HOOK 50	RICH 71 SMITH 71 MAX 67 NOLETTE 66 HOOK 65 CARUSI 62 CARR 60 LAND 60 LOFT57 HAYNES 55 BURNS 53 PIRRI 50 MCMANUS50	HAYNES 72 CARUSI 71 LOFT70 RICH 70 SMITH 63 NOLETTE 60 BURN 60 LAND 60 JONES 59 MCMANUS50 CARR 50
TOTAL STRATEGIC	8	11	6
INTENSIVE BELOW 50%	NOLETTE 45 HAYNES 39 TRACEY 33 RICH 32 PIRRI 32 FIFE 30 LARKING 12 KERBY 11 PHILLIPS 0	TRACEY 35 FIFE 43 LARKING 12 KERBY 11 PHILLIPS 0	HOOK 45 MAX 42 TRACEY 35 FIFE 29 LARKING 12 KERBY 11 PHILLIPS 0
TOTAL INTENSIVE	9	5	7



Linking PD to Leadership Routines

7. Fall DIBELS Benchmark Data Meetings- Grade Level/Individual Classrooms



**Four Part Explicit Lesson Plan
Differentiating Instruction for Small Groups**

Part 1: Phonemic Awareness Warm-up and/or Phonics

Instructional Goal: To increase phonemic awareness by isolating and manipulating sounds. To increase fluency at the sub-word and word level by increasing automatic recognition of the graphemes and corresponding phonemes.

Part 2. Word Reading/Vocabulary

Instructional Goal: Fluency at the word level by increasing automatic recognition of orthographic patterns in regular words and automatic recognition of irregular words
Intensive Students will focus on word identification and fluency at the word level.

Part 3. Word and Sentence Dictation

Instructional Goal: To assess mastery of skill in order to plan targeted re-teaching for students in need of additional instruction, practice and or support.

Part 4. Reading of Connected Text

Instructional Goal: To integrate skills and build fluency with connected text.

School: Anytown School
Coaching Schedule

Date _____

*School-wide Level
 Coaching Plan*

Time	Monday	Tuesday	Wednesday	Thursday	Friday
	Kindergarten	Grade 1	Grade 2	Grade 3	
8:00-12:15	Coaching in the Classroom	Coaching in the Classrooms	Coaching in the Classrooms	Coaching in the Classrooms	Coaching in Classrooms (follow-up day)
	Teachers: Ms. McMahon Ms. Doe Ms. Struggles	Teachers: Ms. Burns Ms. DuCharme Ms. Clause	Teachers: Ms. Skelton Ms. Rasmussen Ms. Nolette	Teachers: Ms. Hanchette Mr. Lane Mr. Carr	Pre-Post Conferences
	Focus	Focus:	Focus:	Focus:	
	Fidelity to Core	Fidelity to Core	Fidelity to Core	Fidelity to Core	Make-up sessions with teachers
	Pre-Teach/Re-Teach in small groups	Pre-Teach/Re-Teach in small groups	Explicit & Systematic small group instruction	Explicit & Systematic small group instruction	
12:15-1:00	Lunch				
1:00-1:30	Planning				
1:30-2:30	Flexible Time Leadership responsibilities, conferences with teachers, planning for professional development				
2:30-3:30	Grade Level Meetings				



Linking PD to Leadership Routines

8. Leadership Walk-Throughs

Grouping Charts
Lesson Plans





Linking PD to Leadership Routines

9. DIBELS Progress Monitoring Meetings

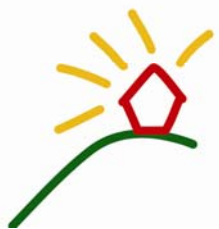


Assess effectiveness of instruction for all groups

Table 7.11

3 Tier Grade Level/Classroom Grouping Chart

GRADE 3 Fall Time: Intensive (Tier 3) Strategic (Tier 2) Benchmark (Tier 1)	Interv. Teacher Name	Assessment Criteria/Range Or Placement Test	Instructional Focus Priority Skills to be Targeted	Interv. Program	Progress Monitoring Tools	Review Date and Evaluation Notes
Tier						
Group:	Isaiah, Jordan, Bianca, Eliezer, Rafael, Sasha, Louise,	Mr. A	High Strategic ORF= 65-77 AR= 0-3	Focus on Fluency	RN	ORF 2x pm
Group:	<div style="text-align: right; margin-bottom: 10px;">↓</div> PM Review date: October 30, 2008: <i>Strategic support for this group is effective</i> Student progress in this group was excellent as three students moved to benchmark and two students are on track to reach benchmark. Louise continues to struggle but the team concludes this was due to the high number of absences. The principal will contact the parents.					
Group:						
Group:						
Color Coding Key for use following progress monitoring review:						
Green: Student moved to Benchmark		Black: On or above Aimline		Red: Below Aimline		
Purple: No longer meeting Benchmark						



Linking PD to Leadership Routines

- 10. Winter DIBELS Benchmark Data Review





Linking PD to Leadership Routines

- 11. Winter DIBELS Benchmark Data Meeting



Year	Very Fine Public Schools – Summary of Effectiveness		
Step Grade: Semester	Effectiveness of Core Curriculum and Instruction	Effectiveness of Supplemental Support	Effectiveness of Intensive Interventions
<i>School A</i>			
K First Semester	Relative Strength	Needs Support	Needs Support
K-Second Semester	Strength	Needs Support	Strength
<i>School B</i>			
K First Semester	Relative Strength	Needs Support	Needs Support
K-Second Semester	Strength	Strength	Strength
<i>School C</i>			
K First Semester	Need Support	Needs Support	NA (no intensive students)
K-Second Semester	Strength	Relative Strength	NA (no intensive student mid year)
<i>School D</i>			
K First Semester	Relative Strength	Needs Substantial Support	Strength
K-Second Semester	Strength	Strength	Strength



Linking PD to Leadership Routines

12. Spring Leadership Benchmark Data Review
13. Spring DIBELS Data Meetings



Activity

Handout-Grade 3 Anytown School Data



ORF	Risk	MCAS	Vocab-Tot	Comp-Tot
DIBELS	DIBLES	GRADE	GRADE	GRADE
Intensive (At Risk)				
22	AR	W	1	1
29	AR	W	1	1
31	AR	W	1	2
40	AR	NI-24	5	4
42	AR	W	2	2
44	AR	W-15	2	2
46	AR	NI-21	1	2
49	AR	NI-17	2	3
50	AR	NI-18	2	2
55	AR	NI-19	4	5
57	AR	11-LEP	1	3
61	AR	NI-27	4	4
62	AR	NI-18	1	2
62	AR	NI-24	3	2
63	AR	W-13	2	2
66	AR	NI-23	5	4
66	AR	W-15	2	2
67	AR	NI-19	2	1
67	AR	W-14	1	2
68	AR	NI-23	5	5
69	AR	NI-22	3	4
73	AR	LEP	2	2
75	AR	NI-21	4	3
77	AR	W-16	3	3
Strategic (Some Risk)				
80	SR	NI-24	3	3
86	SR	P-32	4	4
87	SR	NI-26	4	4
89	SR	W-16	5	5
90	SR	NI-21	4	5
92	SR	NI-22	2	2
92	SR	NI-27	4	3
94	SR	NI-23	3	4
95	SR	W-16	4	3
96	SR	NI-25	6	4
97	SR	NI-27	4	5
97	SR	W-15	2	3
99	SR	W-16	4	3
100	SR	W-16	3	3
104	SR	NI-25	4	3
106	SR	P-30	6	5
108	SR	NI-22	4	4
109	SR	P-36	8	9
109	SR	P-36	7	5

ORF	Risk	MCAS	Vocab-Tot	Comp-Tot
Raw				
Benchmark (Low Risk)				
111	LR	NI-18	6	3
111	LR	NI-20	4	3
111	LR	P-31	7	5
111	LR	P-35	6	6
117	LR	P-34	6	7
119	LR	NI-23	5	4
120	LR	NI-28	7	5
120	LR	P-37	9	7
121	LR	P-31	9	5
122	LR	NI-21	3	4
124	LR	P-30	3	4
125	LR	NI-26	8	6
125	LR	P-38	7	7
126	LR	P-31	4	5
130	LR	NI-24	7	6
132	LR	NI-27	7	7
132	LR	NI-28	7	5
134	LR	P-37	7	9
135	LR	P-32	9	9
138	LR	NI-29	5	5
142	LR	P-34	7	7
143	LR	P-35	6	7
143	LR	P-38	8	9
143	LR	P-39	9	9
146	LR	P-36	9	8
147	LR	P-36	6	6
149	LR	NI-26	5	5
151	LR	P-36	9	7
156	LR	P-33	6	9
162	LR	P-35	7	7
162	LR	P-38	8	9
164	LR	NI-27	6	6

- ORF- Oral Reading Fluency (Correct Words Per Minute)
- MCAS- High Stakes Test
- GRADE (Reading Comprehension Assessment)
- Vocab- Vocabulary Composite Score Total from GRADE (Stanine)
- Comp- Comprehension Composite Score Total from GRADE(Stanine)
- W-Failing Score on High Stakes Test
- NI-Needs Improvement
- P-Proficient



References

- Caseload Progress Monitoring Chart
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