



Accelerating Student Growth Through Data-Based Problem Solving



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org



Welcome!

Please greet your tablemates and create a name tag.

- ***Name***
- ***District (organization)***
- ***Role***





Accelerating Student Growth Session Objectives

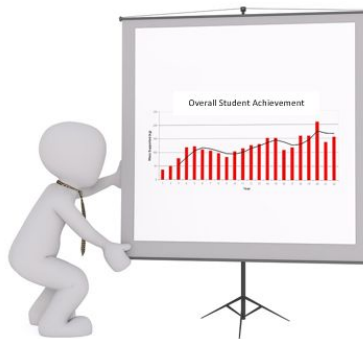


- Understand how to utilize the problem-solving process to inform tier one instruction.
- Triangulate data points, including FAST and formative assessment, to identify areas of strength and need, as aligned to the B.E.S.T. English Language Arts (ELA) Standards.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Data





Assessment Terms Used in Reading

There are multiple terms used to describe reading assessments. This infographic is intended to clarify these terms.

Screening Assessment

"Brief assessments, typically administered to all students, designed to identify those at risk of failing an outcome. Performance on a screening assessment can be used to identify students who need further evaluation of skills as well as students who are expected to perform adequately or in an accelerated fashion on an outcome assessment."¹

A screening assessment can also be used as an interim assessment.

Diagnostic Assessment

An assessment that is typically given to those identified as at-risk on a screening assessment to provide specific information to practitioners about a student's strengths and weaknesses.¹

Progress Monitoring

There are two approaches to monitoring students' progress throughout the school year.

Interim Assessment

An assessment that is used to evaluate student knowledge and skills relative to a specific set of academic goals. These assessments are typically administered within a limited time frame. Results can be used at the classroom level as well as aggregated and reported at the school or district level.²

Formative Assessment

An on-going assessment process that is used by teachers and students to gauge student learning of the current unit of instruction. Formative assessments help teachers provide corrective feedback, modify instruction to improve the students' understanding, or indicate areas needing further instruction.²

Summative Assessment

An assessment generally administered one time, usually at the end of a school year, to evaluate students' performance relative to a set of content standards.²



1. Foorman, B.R., Kershaw, S., & Petscher, Y. (2013). *Evaluating the screening accuracy of the Florida Assessments for Instruction in Reading (FAIR)*. (REL 2013-008). Washington, DC: U.S. Department of Education, Institute of Education Sciences.

2. Perie, M., Marion, S., Gong, B., & Wertz, J. (2007). *The role of interim assessments in a comprehensive assessment system*. The Aspen Institute.

Information in this infographic is supported by IES/NCEE's Regional Educational Laboratory Southeast at Florida State University (Contract ED-IES-17-C-0011) as resources and examples for the viewer's convenience. Their inclusion is not intended as an endorsement by the Regional Educational Laboratory Southeast or its funding source, the Institute of Education Sciences.

In addition, the instructional practices shown in this infographic are not intended to mandate, direct, or control a State's, local educational agency's, or school's specific instructional content, academic achievement system and assessments, curriculum, or program of instruction. State and local programs may use any instructional content, achievement system and assessments, curriculum, or program of instruction they wish.

Pause and Reflect



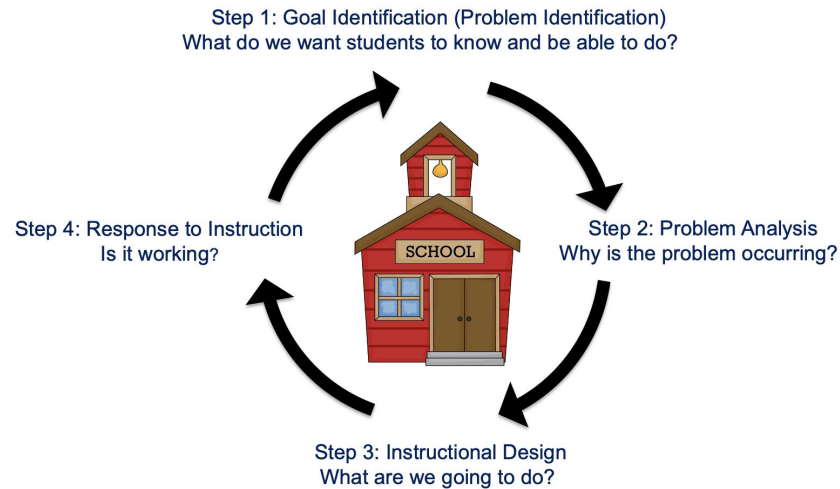
**What process do you
engage in when
reviewing data?
What data sources
do you use to inform
your instruction?**





FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

4-Step Problem-Solving Process



Step 1: Problem Identification



Current vs. Expected Level



Expected vs. Current Levels at Tier 1

Is Tier 1 sufficient?

$\approx 80\%$ ☐ YES

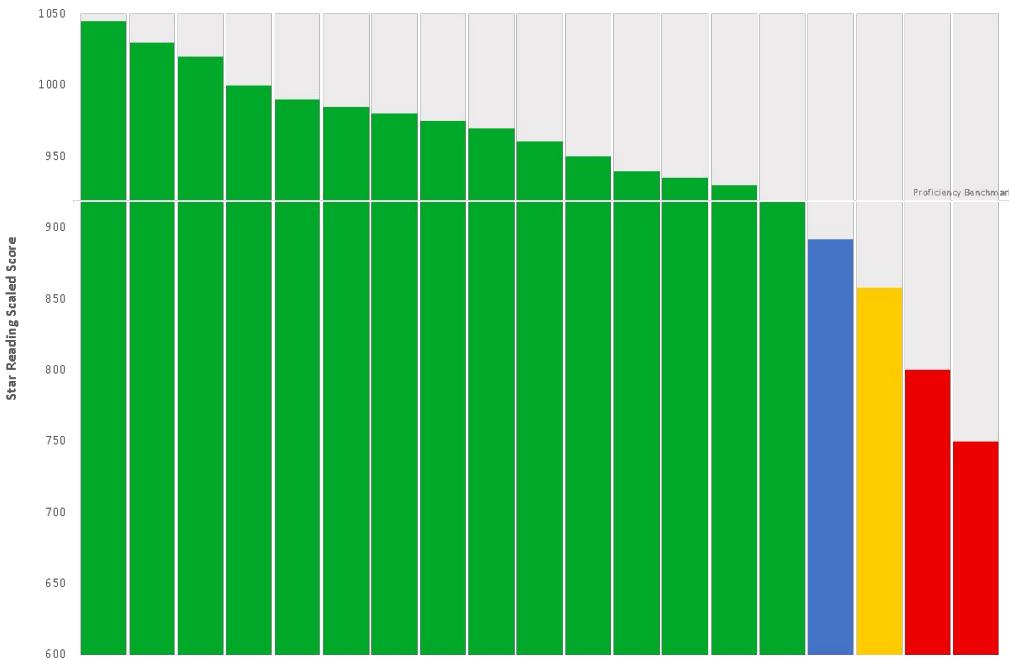
$< 80\%$ ☐ NO



Is Tier 1 sufficient?

FAST Star Reading Screening Report 2nd Grade Class

79% At/Above
Benchmark



Categories/Labels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 919 SS	At/Above 40 PR	15	79%
Category Total			15	79%
Below Benchmark				
On Watch	Below 919 SS	At/Below 39 PR	1	5%
Intervention	Below 889 SS	At/Below 24 PR	1	5%
Urgent Intervention	Below 847 SS	At/Below 9 PR	2	11%
Category Total			4	21%
Students Tested			19	
Students Not Tested			0	
Total Students			19	



Step 1: Problem Identification

Student	Student ID	Total	Total			1. Reading Prose and Poetry	2. Reading Informational Text	3. Reading Across Genres & Vocabulary
			Scale Score	Achievement Level	Percentile Rank			
State		290	40% 87.6K	25% 54.3K	21% 45.5K	11% 25.2K	3% 7.2K	n/a
District		289	43% 6.3K	22% 3.3K	19% 2.7K	12% 1.7K	4% 548	n/a
School		284	54% 54	18% 18	11% 11	17% 17		n/a
My Students		283	65% 11	12% 2	24% 4			n/a

Student	Student ID	Total	Total			1. Reading Prose and Poetry	2. Reading Informational Text	3. Reading Across Genres & Vocabulary
			Scale Score	Achievement Level	Percentile Rank	Performance	Performance	Performance
State		290	40% 87.6K	25% 54.3K	21% 45.5K	11% 25.2K	3% 7.2K	n/a
District		289	43% 6.3K	22% 3.3K	19% 2.7K	12% 1.7K	4% 548	n/a
School		284	54% 54	18% 18	11% 11	17% 17		n/a
My Students		283	65% 11	12% 2	24% 4			n/a



Step 2: Problem Analysis



Identify possible root causes.



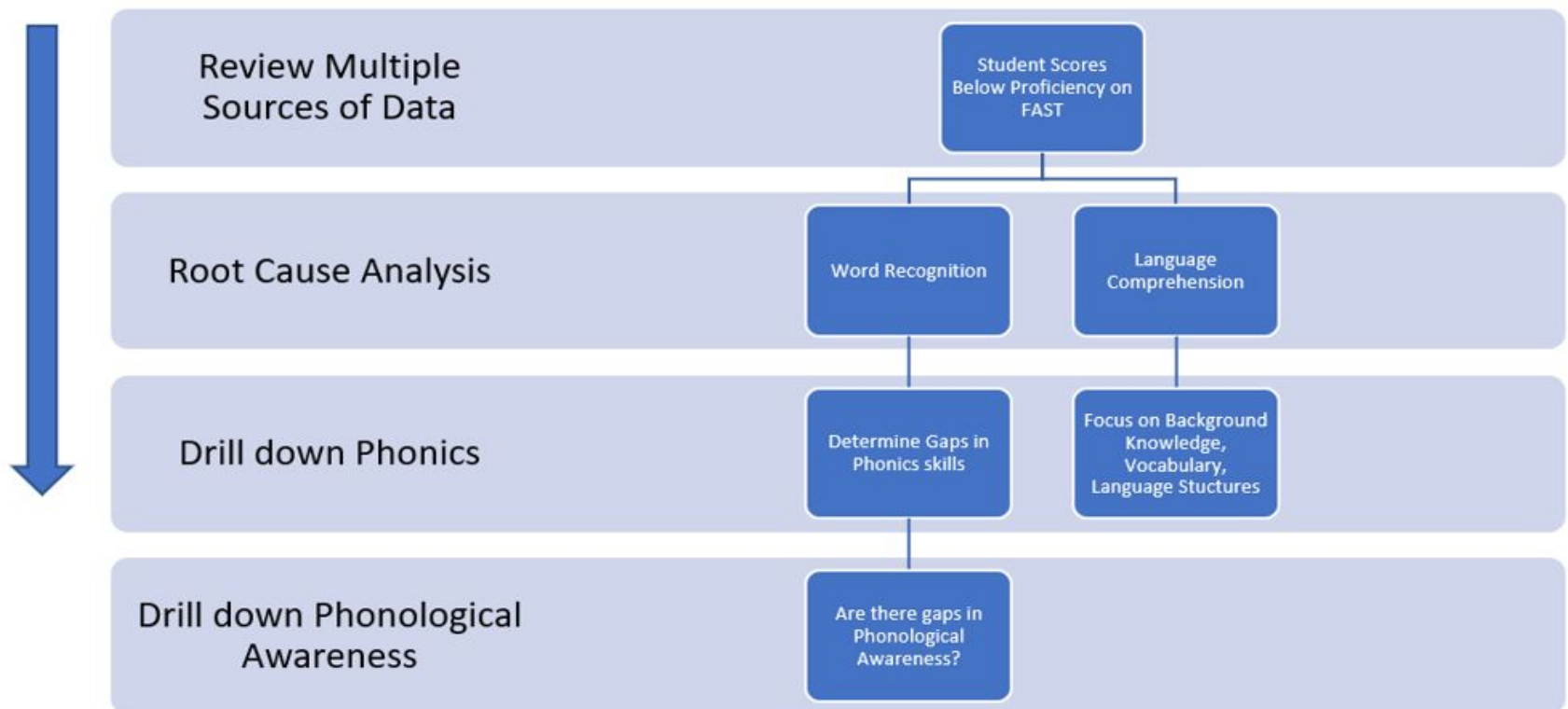
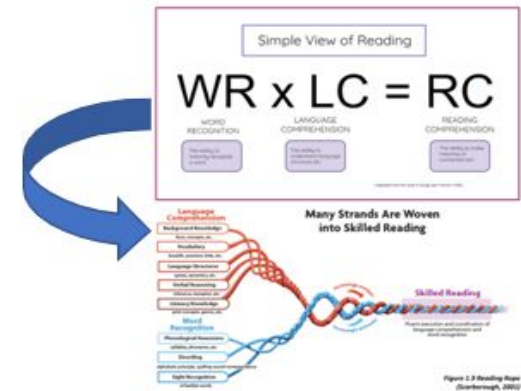
Gather information.

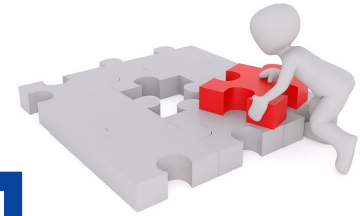


Has it been taught? (Curriculum Domain)

Week	UNIT 1			UNIT 2		
	Plants and Animals Grow and Change			Many Kinds of Characters		
	1	2	3	1	2	3
Phonological Awareness	recognize and produce rhyme; phoneme blending; phoneme segmentation	phoneme categorization; phoneme blending; phoneme segmentation	recognize and produce rhyme; phoneme blending; phoneme segmentation	recognize and produce rhyme; phoneme blending; phoneme segmentation	recognize and produce rhyme; phoneme blending; phoneme segmentation	phoneme categorization; phoneme blending; phoneme substitution
Primary Skill	short a	short i	short o	short e	short u	l-blends
Secondary Skill and Word Families	s /z/, ck /k/; -at, -ad, -an	plural nouns (-s); -in, -it, -ip	double final consonants; -op, -og, -ot	-et, -en, -el	inflectional ending (-s); -ug, -up, -un	-ob, -ot, -ock
Spiral Review	consonants word families	-at, -ad, -an			short a, i, o, e; -al	medial short vowels; inflectional ending (-s); double final consonants
Frequency Words	the, see, go, she, and American	consonants		consonants; short a; s /z/, ck /k/		plus

- ☐ Below 40th percentile on the FAST K-2
- ☐ Below Level 3 in grades 3-5 on the FSA
- ☐ Analyze classroom assessments
- ☐ Work samples
- ☐ Diagnostic/screener results





A Complete Data Picture

All Assessments

Date	Activity	Score	Actions
12/5/22	Star Early Literacy Enterprise	■ 831 SS / 69 PR	View Mastery
8/24/22	Star Early Literacy Enterprise	■ 809 SS / 72 PR	View Mastery

Star Early Literacy - District Benchmark

■ Urgent Intervention
 ■ Intervention
 ■ On Watch
 ■ At/Above Benchmark
 ■ No norming data

Overall Reading

● Mid 1 (476)
 Standard Error +/- 9

Domain	Placement ⓘ	Can Do & Next Steps
Phonological Awareness* ⓘ	● Late 1	↓
Phonics* ⓘ	● Grade 2	↓
High-Frequency Words*	● Max Score	↓
Vocabulary	● Grade K	↓
Comprehension: Literature	● Early 1	↓
Comprehension: Informational Text	● Late 1	↓

Show Comprehension: Overall ☐ ⓘ * Foundational Domains

If I could pack
 all my treasures I
 would pack a
 toy that my
 grandma bought
 me I LOVE her
 so much



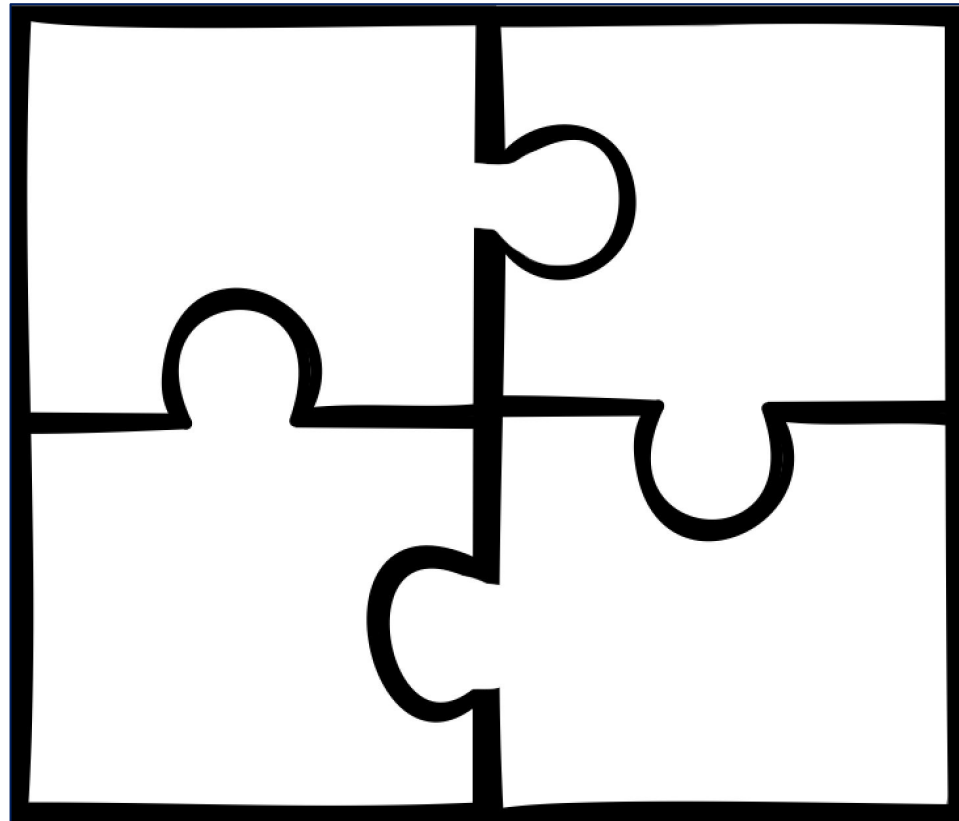
Data Triangulation

Class Overview	Literary Elements					
	FAST	# of students	Curriculum Assessment	# of students	Classwork/ Application	# of students
	Above the Standard		Above the Standard		Above the Standard	
	At/Near the Standard		At/Near the Standard		At/Near the Standard	
	Below the Standard		Below the Standard		Below the Standard	

Class Breakdown	Student Last	First	FAST	Curriculum Assessment	Classwork Application
	Willis	Alison	At/Near Standard	At/Near Standard	Below Standard

Do all data sources show a similar picture?		YES	NO
If not, which one is the outlier?	FAST	Curriculum Assessment	Classwork
What is the possible reason for difference?			
What is the biggest overall strength?	Literary Elements	Perspective and POV	Poetry
Does this strength align to the instructional focus up to this point?			Theme
		YES	NO
Notes:			
What is the biggest growth opportunity?	Literary Elements	Perspective and POV	Poetry
Has there been sufficient instruction to support this standard?			Theme
		YES	NO
Notes:			

Data Triangulation Practice



What are we going to do?



WHO?



WHAT?




WHEN?



WHERE?



Instructional Design

Goal: What do I hope to accomplish? What challenge do I seek to address?					
Rationale: What data prompted me to make this instructional plan?					
Identify Action Steps: What specific change(s) will I implement in my classroom? 	Set a Timeline: When will I implement the change?	Support Plan: (For the teacher) What support(s) do <i>I need</i> to be successful?	Monitor Fidelity: How will I measure the degree to which the instruction is provided as designed?	Monitor Progress: How and when will I measure student progress toward the goal?	Evaluate Success: How will I know if the change I implemented improved outcomes? Decision Rules What will I consider a positive student response? Questionable response? Poor response?
Reflect and Adjust: How effectively was the initial issue resolved? What new concerns have arisen? Should I continue with the instructional plan, fade or modify my goal?					

Step 4: Response to Instruction

Step 1: Goal Identification (Problem Identification)
What do we want students to know and be able to do?



Step 4: Response to Instruction
Is it working?



Step 2: Problem Analysis
Why is the problem occurring?

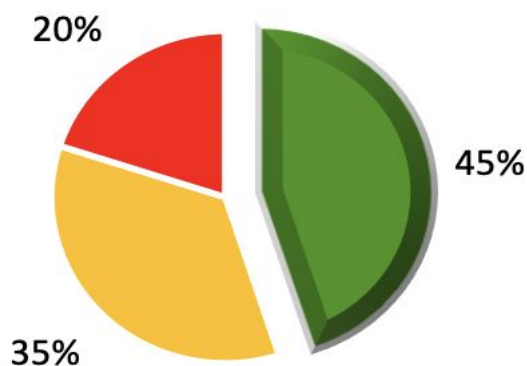
Step 3: Instructional/Intervention Design
What are we going to do?

Is it working?



Tier 1 Data: Assessments 1 and 2

Assessment 1



- At or above benchmark
- Below benchmark
- Well below benchmark

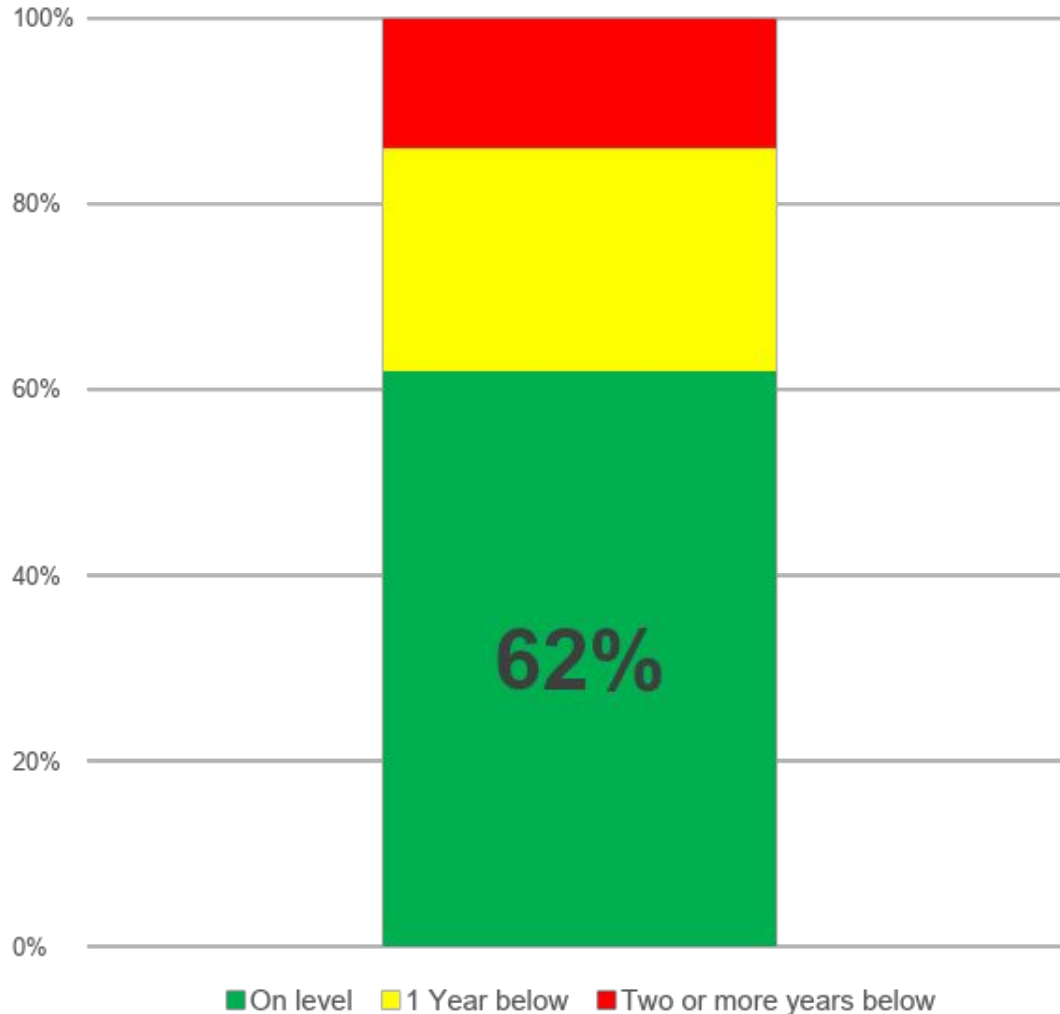
Assessment 2



- At or above benchmark
- Below benchmark
- Well below benchmark

Is it working?

Classroom Progress Monitoring Assessment



62% At/Above
Expectation

Additional data
sources support
conclusion

Rtl Decision Rules:
Positive: $\geq 61\%$
Questionable: 55-60%
Poor: $< 55\%$

Reflection



**Strengths
to Build
Upon**

**What? So what?
Now what?**

- What did I do and learn?
- Why is this important?
- What will I do with this learning?



**Growth
Opportunities**

Accelerating Student Growth Through Data-Based Problem Solving



We value your feedback!

Please complete
the **evaluation** for
this session in the
Whova App.

1. Open the Whova App.
2. Open the 'Agenda' and click on the session you just attended.
3. Click on 'Session feedback' or 'Rate session' and complete the five-question evaluation.



www.FLDOE.org



www.FLDOE.org