What Kids Need...
Digging Deeper into Student Data

Webster Public Schools

Fall Title I Statewide Conference
November 5, 2014
Webster Public Schools

⭐ Enrollment – 1,859
⭐ Level 3 District
⭐ Low Income – 58%
⭐ Students with Disabilities – 19%
⭐ English Language Learners – 4%
⭐ Building levels - PK-2, 3-6, 7-12
⭐ New Configuration – PK-4, 5-8, 9-12
Massachusetts Tiered System of Support

-applying the District Standards and Indicators
-Policies, Practices and Procedures to Implement the Massachusetts Tiered System of Support

Leadership and Governance

Curriculum, Instruction, and Assessment
-Universal Screening & Progress Monitoring
-High Quality Core Curriculum & Instruction/School-wide behavior/social rules, supports, expectations

Human Resources and Professional Development

Research Based Interventions & Assessment Practices
Tier 3 Intense & Core
Tier 2 Supplemental & Core
Tier 1 Core Instruction/Universal Behavior Supports

Student Support
-School Culture
-Family and Community Engagement

Financial and Asset Management
Title I funding

- Literacy Coordinator
- Academic Interventionist
- Literacy Interventionist
- Teacher Assessment Group (TAG)
- Paraprofessionals
- Wilson Fundations® Materials
- Family Literacy Nights
How we got started

★ RTI Training – SDIP (Screening, Diagnostic, Implementation, Progress Monitoring)

★ “Jumpstart RTI” by Susan Hall

★ Data Driven Dialogue Protocol
Year 1 of implementation

- Staff buy-in
- Commitment from administrators

- Restructuring Schedule
  - Daily 30 minute block (Intervention/Enrichment)
  - Common Planning Time for all grade levels
  - Extra 40 minutes for data meetings each week
  - “What I Need” (WIN) meetings every third week

- Finding Resources
Productive data meetings

★ Norms

★ Assigned Jobs

★ Data Driven Dialogue – 4 Phases
  ★ Phase 1 – Predict
  ★ Phase 2 – Go Visual
  ★ Phase 3 – Observe
  ★ Phase 4 – Infer/Question

★ Practice
## Continuum of phonics

### Grade 1

<table>
<thead>
<tr>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>6.7</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>SR</th>
<th>FR</th>
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<tbody>
<tr>
<td>CVC</td>
<td>Blends</td>
<td>Digraphs</td>
<td>CVCE</td>
<td>Common Vowel Teams</td>
<td>Vowel Diphthongs</td>
<td>Uncommon Vowel Teams</td>
<td>R-controlled Vowels</td>
<td>Complex Consonants</td>
<td>Fluency</td>
<td>Comp Groups</td>
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### Grade 2

### Grade 3 Multi-Syllabic Words

<table>
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<tr>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
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<td>Silent e Syllable</td>
<td>Open Syllable</td>
<td>Vowel Team Syllable</td>
<td>C-le</td>
<td>R-Controlled Vowels</td>
<td>Syllabication</td>
<td>Fluency</td>
<td>Comp Groups</td>
</tr>
</tbody>
</table>

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Where do we start?

Universal Screening → Sorting → Diagnosis

Phonics Continuum → 30 Minutes of Targeted Instruction → Meaningful Progress Monitoring

WIN Meetings
Data year 1 – grade 1

Grade 1 2012-2013

Number of students

<table>
<thead>
<tr>
<th>Phonics Continuum</th>
<th>Winter</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>CVC</td>
<td>36</td>
<td>4</td>
</tr>
<tr>
<td>Blends</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>Digraphs</td>
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<td>6</td>
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<td>39</td>
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<tr>
<td>Fluency</td>
<td>10</td>
<td>6</td>
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<tr>
<td>Comp</td>
<td>20</td>
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</table>

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Data year 1 – grade 2

Grade 2 2012-2013

Phonics Continuum

Number of students

- CVC
- Blends
- Digraphs
- CVC-E
- Vowel Teams
- Fluency
- Comp

Winter | Spring
--- | ---
0 | 2
31 | 2
5 | 3
4 | 0
26 | 18
34 | 10
54 | 63

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Year 2 of implementation

- Continue with RTI Frame
- Focus on Improving Targeted Instruction and Effective Use of 30-minute block
- Apply Skills to Authentic Reading
- Questions...
  - Absent teacher or paraprofessional
  - Student(s) not moving after 3 rounds
  - Resources – (staffing/group size and materials)
  - Raising the bar
Data year 2 – grade 1

Grade 1 2013-2014

<table>
<thead>
<tr>
<th>Phonics Continuum</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Letters &amp; Sounds</td>
<td>28</td>
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<tr>
<td>CVC</td>
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<td>Blends</td>
<td>9</td>
<td>19</td>
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<tr>
<td>CVC-E</td>
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<tr>
<td>Fluency</td>
<td>0</td>
<td>39</td>
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<tr>
<td>Comp</td>
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<td>34</td>
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Data year 2 – grade 2

Grade 2 2013-2014

- Phonics Continuum:
  - CVC: Fall 8, Spring 0
  - Blends: Fall 14, Spring 0
  - Digraphs: Fall 10, Spring 3
  - CVC-E: Fall 27, Spring 7
  - Vowel Teams: Fall 19, Spring 12
  - Diphthongs: Fall 0, Spring 22
  - Fluency: Fall 16, Spring 28
  - Comp: Fall 38, Spring 61

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Year 3 of implementation

* Getting Better at ALL Levels

* Encoding/Decoding

* Comprehension and Fluency Groups
  * Ramping up vocabulary instruction
  * Keys to Literacy Strategies (Comp/Vocab)
  * Reciprocal Teaching revisited

* Transitioning Grades 3 and possibly 4
Data year 3 – grade 1

Grade 1 2014-2015

<table>
<thead>
<tr>
<th>Phonics Continuum</th>
<th>Number of Students</th>
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<tr>
<td>Letters and Sounds</td>
<td>9</td>
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<tr>
<td>CVC</td>
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<td>Digraphs</td>
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<tr>
<td>Blends</td>
<td>13</td>
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<tr>
<td>CVCE</td>
<td>18</td>
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<tr>
<td>Vowel Teams</td>
<td>0</td>
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<tr>
<td>Fluency</td>
<td>0</td>
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<tr>
<td>Comp</td>
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</table>

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Data year 3 – grade 2

Grade 2 2014-2015

<table>
<thead>
<tr>
<th>Phonics Continuum</th>
<th>Fall</th>
</tr>
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<tr>
<td>CVC</td>
<td>9</td>
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<tr>
<td>Digraphs</td>
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<td>Blends</td>
<td>13</td>
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<tr>
<td>CVCE</td>
<td>32</td>
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<tr>
<td>Vowel Teams</td>
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<td>Fluency</td>
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<tr>
<td>Comp</td>
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Data year 3 – grade 3

Grade 3 2014-2015

Phonics Continuum

- Digraphs: 4
- Blends: 3
- CVCE: 7
- Vowel Teams: 14
- Diphthongs: 16
- Fluency: 31
- Comp: 53

Number of students
## Group assignments

<table>
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<tr>
<th>Level</th>
<th>3/4</th>
<th>5</th>
<th>6</th>
<th>6.7</th>
<th>SR</th>
<th>FR</th>
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<td>Diphthongs</td>
<td>Fluency</td>
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<td>Lucy</td>
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<td>Hilary Carol</td>
<td>Cathy Joane</td>
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</table>

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Continuing our work

WE MUST IMPROVE CORE INSTRUCTION!
Curriculum, instruction + assessment

- Curriculum Mapping / Aligning Standards
- Unit Building
- Learning Walks
- Lesson Studies
- Learning Targets / Success Criteria
Curriculum, instruction + assessment

★ Routinely Assess Effectiveness of Core Curriculum

★ Use Formative + Summative Assessment to Inform Decisions

★ Implement DESE’s Model Curriculum Units

★ Universal Screening – AIMSweb, Galileo...
Resources

