

Welcome!

As you enter, please feel free to network.

- **GO TO THE CORNER SHOWING YOUR DREAM VACATION DESTINATION.**
- **DISCUSS THE FOLLOWING WITH SOMEONE ELSE IN THE GROUP**
 1. **NAME, ROLE, DISTRICT**
 2. **YOUR DEFINITION OF COLLECTIVE EFFICACY**



Woodland Heights Elementary

Data Analysis + Teacher Buy-in = Results

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Objectives of Today's Session:

- **How to use data effectively**
- **The impact of collective efficacy on student achievement**
- **Teacher buy-in throughout the PLC process**

Collective Efficacy at WHES

- Daily Common Planning Time
- Unpack Standards as a team
- Create core small groups and intervention groups based on data
- Share students across the grade level for intervention and core
- Separate monthly meetings for MTSS to discuss tiered students, their data, and next steps
- Cyclical process using the data and moving students

Every grade level sees students as “OUR KIDS,” not “my kids.”

**“People acting together as a group
can accomplish things which no
individual acting alone could ever
hope to bring about.”**

-Franklin D. Roosevelt

WHES PLC Process

- **Hawks intervention groups data review; adjust based on results**
- **Standards unpacking**
- **Create CFA**
- **Plan instruction as grade level team**
- **Assess (frequent checks for understanding prior to CFA)**
- **Use CFA results to create core small groups**
- **Create pathways**
- **Repeat cycle**

Diagnostic Data

- iReady and mClass BOY, MOY, EOY
- Data is disaggregated and intervention (HAWKS) groups are created based on first area of deficit
- Groups are created across the grade level
- Students are shared amongst the grade level based on teacher strengths

Intervention Data- how do we use?

Letter Sound-Basic Blending	Blending CVC Words	Blending CVC Words	Building Fluency	9/22	Blending CVC Words	Blend Short E words	Blend Short E words	CVC Short O	10/9	CVC Short U	DIBELS	Initial Blends	Mixed CVC	Chop & Blend	DIBELS	Nonsense Words
	9/15	9/18	9/20	DIBELS	9/26	9/28	10/2	10/16	DIBELS	10/18	10/20	10/23	10/25	10/30	11/2	11/6
Student 1	8/8	6/8	2/3	12	5/5	5/5	4/5	3/4	15	5/6	15	5/6	5/5	6/6	19	5/6
Student 2					5/5	5/5	5/5	2/4	15	6/6	20	4/6	5/5	3/3	16	5/6
Student 3	8/8	7/8	3/3	13	-	5/5	4/5	4/4	15	5/6	12	absent	5/5	absent	12	4/6
Student 4										6/6	17	6/6	5/5	5/6	16	6/6
Student 5										5/6	13	5/6	5/5	6/6	9	absent
Student 6	7/8	absent	3/3	7												
Student 7	8/8	6/8	2/3	14	5/5	5/5	5/5	4/4	16							
Student 8	8/8	8/8	2/3	13	5/5	5/5	5/5	4/4	17							
	Blending CVC Words	Blending CVC Words	Building Fluency		Blending CVC Words	Blend Short E words	Blend Short E words	CVC Short O		CVC Short U	DIBELS	Initial Blends	Mixed CVC	Chop & Blend	DIBELS	Nonsense Words
Student 9	8/8	7/8	3/4	3 & 14	3/5	5/5	4/4	5/6	13	6/6	21	6/6	5/5	5/6	23	6/6
Student 10	8/8	8/8	4/4	14	4/5	absent	4/4	4/6	16	5/6	17	6/6	5/5	5/6	17	4/6
Student 11					4/5	2/5	3/4	5/6	14	4/6	15	6/6	5/5	6/6	12	4/6
Student 12					5/5	4/5	4/4	absent	12	6/6	15	5/6	5/5	6/6	19	4/6
Student 13														6/6	11	5/6
Student 14	8/8	8/8	4/4	33												
Student 15	7/8	5/8	2/4	7												
Student 16	8/8	8/8	4/4	11	5/5	5/5	4/4	5/6	17							

Collective Efficacy through Targeted Planning

- **Every standard is unpacked as a grade level**
 - **Components of unpacking include: prerequisites, big ideas in the unit, misconceptions, best practices, vocabulary (vertically aligned,) DOK 2+ questions, productive struggle, and a rigorous CFA that includes open-ended questions.**

Grade 1- Describe characters, settings, and major events in a story, using key details.

Prerequisite Skills

Grade 3- Describe characters in a story and explain how their actions contribute to the sequence of events.

Big Ideas

What we can learn about characters from what they do and what they say; character development

Misconceptions

Not just describing characters by external character traits but taking it deeper

Standard

RL.3 "Characters"-
Explain how characters respond to major events in a story.

CFA

2023-2024 RL.3 & RL.6 CFA

Best Practice Strategies

Graphic organizers; character mapping (personality traits); modeling think alouds

Productive Struggle

Matching the character's response to an event and how they respond to that event and explain why they chose that

Key Vocabulary

- describe • major event
- minor event • major/minor characters • interaction of characters
- challenges • sequence of events

Levels of Questioning

What effects do the major events/challenges have on _____?

- How does _____ react or respond to _____?
- How does _____ change from the beginning of the story to the end?

Collective Efficacy Through Targeted Instruction

- **Instruction is delivered in the form of mini-lessons or small group instruction**
 - After the pre-assessment, students are given small group instruction that is differentiated based on this data
 - Students are shared and travel between teachers to receive this targeted small group instruction.
 - Sharing students across the grade level allows teachers to close learning gaps more quickly
 - Targeted Instruction is also provided through Standards Review Groups after NC Check-ins
 - Students apply grade level standards through personalized student pathways

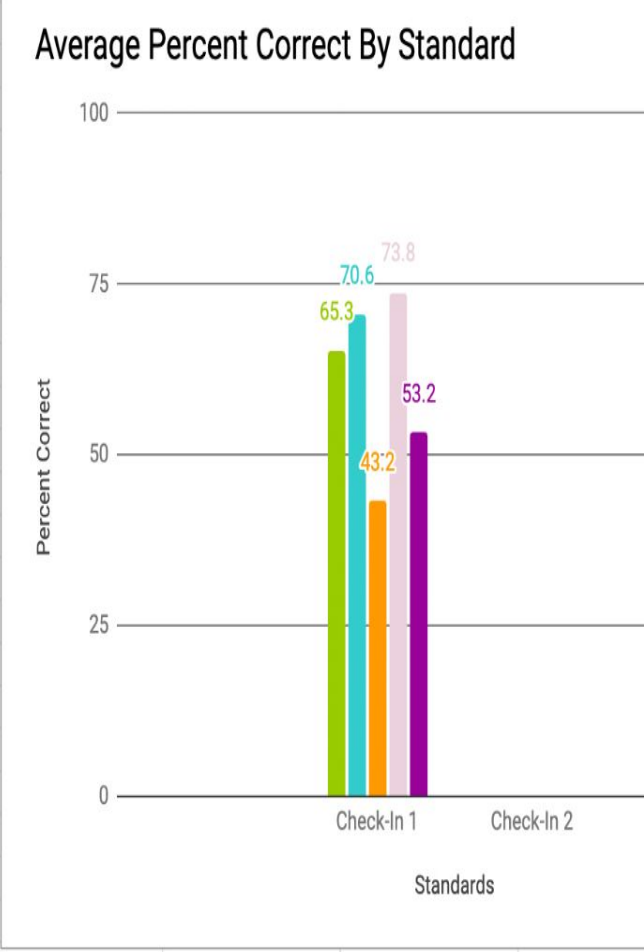
Small Core Group	3.NBT.2 (Addition)	3.NBT.2 (Subtraction)	3.NBT.2 (Rounding)
Block 1: 9:00-9:15	Ayden: reassessed 100% M	Haley- worked with for 2 weeks, still need support; moving to roundi	Jocelyn: reassessed 100% M
	Jake reassessed 83% M	Tiberius- reassessed 100% M	Finn: showing work reassessed 94%
Subtraction (Haley,)- P.P- Rounding (10/100)	Hunter:identifying verbs to create +/-; showing. work; reassessed 9/15: 90% M	Sawyer	Haley 10/16
	Avery:r eevaluated : reassessed 9/15 100% M	Abram reassessed 9/15-100% M	Sydney - reassessed 9/21 100%
	Avia: calculation errors; reassessed 9/15-90% M	Peyton- reassased 9/15, reassessed 100% M	Mia - reassessed 9/21 88% (only misses rounding 100's to nearest 10's)
	Roman: evaluated 90% M		Abram - assessed 10/11 100%
	Haley-Data points 9/19, 9/21, 9/26 (progressing with data)		Roman - reassessed 10/12 100%
			Beckham - assessed 10/11 100%
Small Core Group			
Block 2: 1:30-1:40/45	Adrianna: reassessed 83% M	Layla: 10/11 reassess - 100%	Emma: 3 digit to nearest 10; reassessed 10/13 4/4 100%
	Alex: reassessed 83% M	Colson: reassessed (does well when using base ten blocks)	Laiklyn
	Layla: reassessed 83% M	Anthony: reassessed M	Elise
Rounding (Vivienne, Hunter, Laiklyn)- P.P.	Colson: reassessed 83% M	Easton reassessed 83% M	Adrianna reassessed 10/13 3/4 75% still needs rounding to the nearest 10 w/ 3 digit #; 10/18 - 5/6:83%; move to the next group
Subtraction (Elise)- Haskin	Anthony: reassessed 83% M	Max: calculation trying to use expanded form (regrouping)	Liam: reassessed 93% M
Mulitplication (Savannah, Maeva, Logan)- A.H.	Easton: reassessed 83% M	Alexandra: reassessed 83% M	Vivienne 10/18-3/6:50%
	Max: reassessed 100% M	Laiklyn- reassessed 100% M	Layla- reassessed 85% M
	Cameron: 100% on 9/27	Elise- worked with for 2 weeks, still needs support	Colson 10/18-3/6:50%; 10/20: 5/6=83%

Lyla [REDACTED]: reassessed 83% M	Dominic - 83% M	Kayla: reassessed 10/13 3/4- 75% still needs rounding 56 to the nearest hundred. 10/18-100%; move to next group
Liam [REDACTED] reassessed M	Fletcher - reassessed M	Alexandra reassessed 10/13 2/4-50% still needs rounding to the nearest 10/100 with 2 digit numbers; 10/18-4/6:66%; 10/20: 5/6=83%; move to next group
Champ: calculation errors; showing work	Sweeney: calculation errors; reassessed 9/15-100%M	Hunter10/18: absent
Grayson: calculation errors: reassessed 9/15-75% still making calculation errors; reassessed 10/6-100%	Logan: Calculation errors; writing down the wrong problem: reassessed 9/15 100%M	Kevin Reassessed 10/13 4/4-100%
Alessia:showing work: reassessed 9/15-100%	Greyson: not understanding process; reassessed 9/15 80%	
Kevin: showing work; reassessed 9/15-80%	Hunter: not understanding the process; reassessed 10/6-100%	
Savannah: showing work; base ten addition: reassessed: base ten is most comfortable: calc errors	Savannah: reassessed 100% M	
Nora [REDACTED] calculation errors: reassessed 9/15-be careful of calc errors 80%		
Laney: reassessed 83% M		
Hunter: does not have basic understanding:needs small core group start 9/18; reassessed 10/-100%		

2023-24

NC Check in Data			
WHES Rank	2nd		
Math 3	Check-In 1	Check-In 2	Check-In 3
	53		
	68.9		
	62		
WHES	61.2		
ISS	41.7		
WHES ELL (2 S)	38		
WHES EC	30.8		
WHES AIG			
WHES 22-23	59	66.2	72
ISS 22-23	48.8	56.1	56
WHES 21-22	61.6	68.6	67.6
ISS 21-22	49.4	55.2	56.6
WHES 20-21	57.2	65.5	66.1
ISS 20-21	45.8	54.9	56.7
WHES 19-20	65.6	73.5	-
ISS 19-20	51.6	60.5	-

Standard		Check-In 1	Check-In 2	Check-In 3
MD.3	Measurement and Data	65.3		
MD.7	Measurement and Data			
NBT.2	Numbers and Operations in Base 10	70.6		
NBT.3	Numbers and Operations in Base 10			
NF.2	Numbers and Operations - Fractions			
NF.3	Numbers and Operations - Fractions			
NF.4	Numbers and Operations - Fractions			
OA.1	Operations and Algebraic Thinking	43.2		
OA.2	Operations and Algebraic Thinking	73.8		
OA.3	Operations and Algebraic Thinking			
OA.6	Operations and Algebraic Thinking			
OA.8	Operations and Algebraic Thinking			
OA.9	Patterns	53.2		



Rankings			
	62.4		
	56.3		

A	B	C	D	E	F	G
Group 1: (A.H.)	Quick Check Score	Group 2: (N.L)	Quick Check Score	Group 3: (P.P.)	Quick Check Score	
Student 1	46%	Student 1	42%	Student 1	11/17: 58%	
Student 2	63%	Student 2	29%	Student 2	11/17: 13%	
Student 3	33%	Student 3	83%	Student 3	11/17: 10%	
Student 4	54%	Student 4	96%	Student 4	11/17: 63%	
Student 5	29%	Student 5	83%	Student 5	11/17: 46%	
Student 6	58%	Student 6	96%	Student 6	11/17: 54%	
		Student 7	83%	Student 7	11/17: did not finish	
				Student 8	11/17: 83%	
				Student 9	11/17: 29%	

<p>Review slides are screenshots of the standards mastery from iReady. This is version A. I will assign version B when you are Ready to assess. This will be done within iReady so you get an immediate score.</p> <p>3.NBT.2 Check-in Review</p>		<p>Students who missed 2 or more questions in a standard should be grouped. Students may need to attend more than one review group. Start with the largest deficit area just like we would do for HAWKS Groups.</p>
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	Group 1: (A.F)	Quick Check Score	Group 2: (L.F)	Quick Check Score	Group 3: (B.S)	Quick Check Score
Block 1	Emma 29.2	25%	Grayson 33.3		Chris 41.7	
	Janie 29.2	17%	Lexi 33		Liam. 41.7	
	Elias 25	17%	Genevieve 41		Lily 41.7	
Group 1: 8:50-9:05	Colin 20.8	25%	Milan 41.7		Izzy. 41.7	
Group 2: 9:10-9:25	Nolan 25					
Tuesday, Wednesday meet with teacher	Group 4: (A.F)	Quick Check Score	Group 5: (L.F)	Quick Check Score	Group 6: (B.S)	Quick Check Score
Thursday, Friday quick check	Will S. 45.8	8%	Spencer 54		Caleb 91	8%
	Dylan 45.8	50%	Hayden 54.2		Max 83	50%
	Addie 45.8		Jack 54.2		Tegan. 70.8	33%
	Sam 47.8	33%	Addison 62.5		Noah 66.7	50%
	Lila 66	42%	Melvin 54.2		Kai 70.8	17%
					Emma 66.7	25%
	Group 1: (A.F)	Quick Check Score	Group 2: (L.F)	Quick Check Score	Group 3: (B.S)	Quick Check Score
Block 2	Arabella 66	58%	Dylan. 83	50%	Gariel 54	33%
	Lucas 66	42%	Maxton 75	75%	Levi 62	17%
	Leyla 66	25%	Miles 75	50%	Deaken 58	50%
Group 1: 12:50-1:05	Parks 66	67%	Eleanor 75	83%	Asher 58	25%
Group 2: 1:10-1:25	Mason 62.5	42%			Cade 54.2	50%

EOY Results & Reflection

- Analyze EOY results for subgroups
- Look back on intervention groups for OFI
- Begin pre-planning for next school year

2nd Grade mClass Growth Analysis

BOY Proficiency Level		EOY Proficiency Level	
Percentage of Students Well Below Grade Level at BOY	13.13%	Percent of Students Well Below Grade Level at EOY	5.05%
Percentage of Students Below Grade Level at BOY	18.18%	Percent of Students Below Grade Level at EOY	9.09%
Percentage of Students at Grade Level at BOY	36.36%	Percent of Students Well Below Grade Level at EOY	39.39%
Percentage of Students Above Grade Level at BOY	32.32%	Percent of Students Above Grade Level at EOY	46.46%
Total 2nd Grade Students On or Above Grade Level at BOY	68.69%	Total 2nd Grade Students On or Above Grade Level at EOY	85.86%
Students Acheiving Stretch Goal		Students with Well Above Average Growth	
Percentage of Well Below Group from BOY that Met Stretch Goal	30.77%	Percentage of Well Below Group that had Well Above Average Growth	38.46%
Percentage of Below Group from BOY that Met Stretch Goal	61.11%	Percentage of Below Group that had Well Above Average Growth	50.00%
Percentage of On Grade Level Group from BOY that Met Stretch Goal	50.00%	Percentage of Grade Level Group that had Well Above Average Growth	33.33%
Percentage of Above Grade Level Group from BOY that Met Stretch Goal	34.38%	Percentage of Above Grade Level Group that had Well Above Average Growth	31.25%
Percentage of Grade 2 Students that Met Stretch Goal	44.44%	Percentage for Grade 2 Students with Well Above Average Growth	36.36%

Students with Well Above Average Growth OR Met Stretch Goal		Students with Above Average Growth	
Percentage of Well Below Group acheiving Stretch Goal OR Well Above Average Growth	46.15%	Percentage of Well Below Group with Above Average Growth	23.08%
Percentage of Below Group acheiving Stretch Goal OR Well Above Average Growth	72.22%	Percentage of Below Group with Above Average Growth	38.89%
Percentage of Grade Level Group acheiving Stretch Goal OR Well Above Average Growth	53.85%	Percentage of On Grade Level Group with Above Average Growth	38.89%
Percentage of Above Grade Level Group acheiving Stretch Goal OR Well Above Average Growth	34.78%	Percentage of Above Grade Level Group with Above Average Growth	40.63%
Percentage of Grade 2 Students that Met Stretch Goal OR Well Above Average Growth	56.57%	Percentage of Grade 2 Students with Above Average Growth	37.37%
Students Met or Exceeded Above Average Growth			
Total Percentage Well Below Group Met or Exceeded Above Average Growth		61.54%	
Total Percentage Below Grade Level Group Met or Exceeded Above Average Growth		88.89%	
Total Percentage On Grade Level Group Met or Exceeded Above Average Growth		72.22%	
Total Percentage Above Grade Level Group Met or Exceeded Above Average Growth		71.88%	
Percentage of Grade 2 Students that Met or Exceeded Above Average Growth		73.74%	

Students Met or Exceeded Above Average Growth

Total Percentage Well Below Group Met or Exceeded Above Average Growth	61.54%
Total Percentage Below Grade Level Group Met or Exceeded Above Average Growth	88.89%
Total Percentage On Grade Level Group Met or Exceeded Above Average Growth	72.22%
Total Percentage Above Grade Level Group Met or Exceeded Above Average Growth	71.88%
Percentage of Grade 2 Students that Met or Exceeded Above Average Growth	73.74%

Students with Below Average Growth

Total Percentage of Well Below Group with Below Average Growth	7.69%
Total Percentage of Below Grade Level Group with Below Average Growth	5.56%
Total Percentage of On Grade Level Group with Below Average Growth	17.95%
Total Percentage of Above Grade Level Group with Below Average Growth	15.63%
Percentage of Grade 2 Students with Below Average Growth	14.14%

Student Name *EC Student	EVAAS Projected State Percentile from 3rd gr Reading EOG (2020-21)	iReady E0Y Reading Diagnostic Percentile (May 2022)	Actual Percentile on 4th gr Reading EOG (2021-22)	Difference in Projected & Actual	EVAAS Projected State Percentile from 4th gr Reading EOG (2021-22)	iReady B0Y Reading Diagnostic Percentile (Sept 2022)	iReady M0Y Reading Diagnostic Percentile (Jan. 2023)	iReady E0Y Reading Diagnostic Percentile (May 2023)	Actual Percentile on 5th gr Reading EOG (2022-23)	Difference in Projected & Actual	
	83	60	72	-9	75	49	72	66	75	0	iReady equal or greater than projection
	90	87	78	-12	85	63	75	49	68	-17	iReady within 10 points less than projection
	84	88	81	-3	82	96	79	91	89	7	iReady 11 points or more from projection
	90	97	99	9	97	97	86	93	99	2	Doesn't have an EVAAS projection
	80	85	88	8	84	75	83	78	94	10	
	90	89	91	1	88	94	93	87	93	5	79% met or exceeded projected growth
					61	n/a	58	57	71	10	95% proficient
	88	74	94	6	86	86	71	78	87	1	
	69	87	81	12	70	88	86	92	78	8	
	75	82	72	-3	68	73	93	69	80	12	
	85	79	99	14	96	90	77	58	98	2	
	98	92	97	-1	97	97	95	92	96	-1	
	55	85	72	17	60	70	57	80	58	-2	
	92	95	97	5	94	95	88	92	93	-1	
	77	65	72	-5	70	76	79	65	78	8	
	76	80	88	12	82	82	86	73	80	-2	
	65	79	81	16	71	42	79	71	75	4	
	72	73	76	4	70	84	59	70	78	8	
	n/a	n/a	n/a	n/a	n/a	86	75	94	95	n/a	
	78	86	91	13	80	85	88	67	87	7	
	94	92	88	-6	91	95	96	89	96	5	
									Total Growth	66	

Thank you!

- **Questions?**
- **Reflection Time**

**“With data collection, ‘the sooner the better’ is always the best answer.”
-Marissa Mayer**