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ELAT Office Hours August

August 9, 2021

COLORADO
Department of Education

Goals

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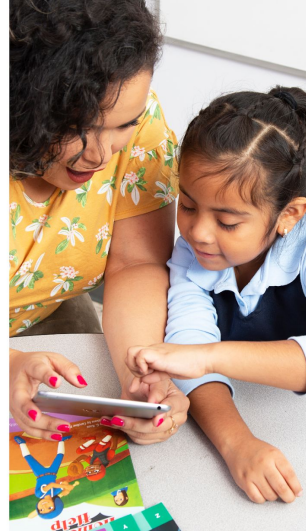
Reduction of Students at Well Below Benchmark

Metric: Achieve a 15% reduction of students categorized as 'high risk' on mCLASS: Acadience Reading from the Beginning of Year benchmark to End of Year benchmark.

	Well Below Benchmark BOY	Well Below Benchmark EOY	Percent Change BOY-EOY 2020-21
Kinder	9150 (33%)	4185 (15%)	54.26%
1st	13376 (46%)	8596 (30%)	35.74%
2nd	8310 (29%)	6738 (24%)	18.92%
3rd	8031 (28%)	6114 (22%)	23.87%
ELAT Program (K-3)	38,867 (35%)	25,633 (23%)	34.05%

✓ **Metric Exceeded**

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"*Reflection is looking back so that the view looking forward is even clearer.*"
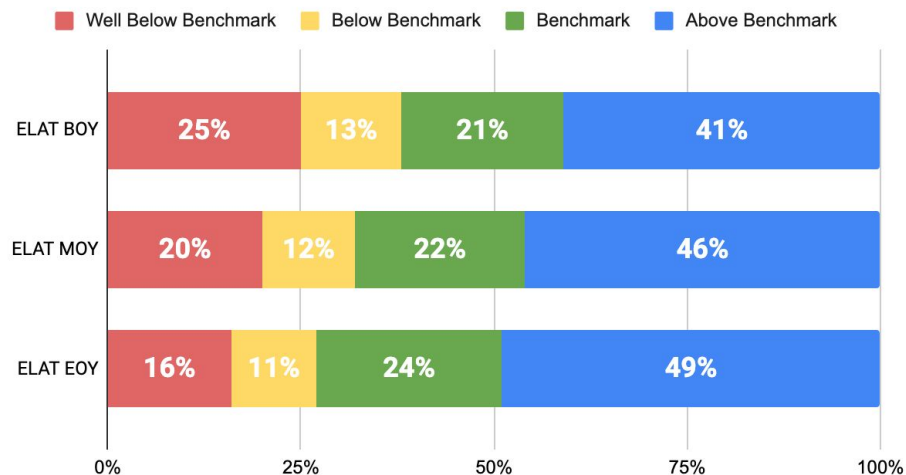
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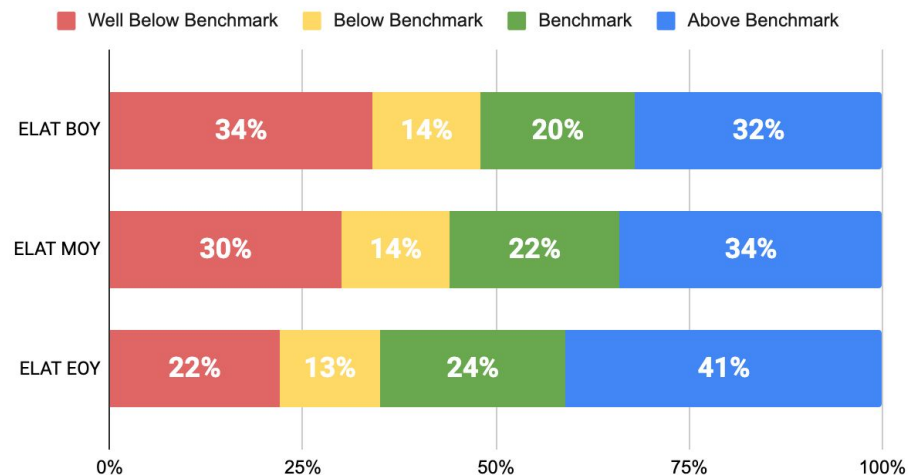# What is the impact of Spring 2020 instruction and remote/in-person instruction in 2020-21?

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Impact of 2020-21 Instruction BOY to EOY
K-3rd grade
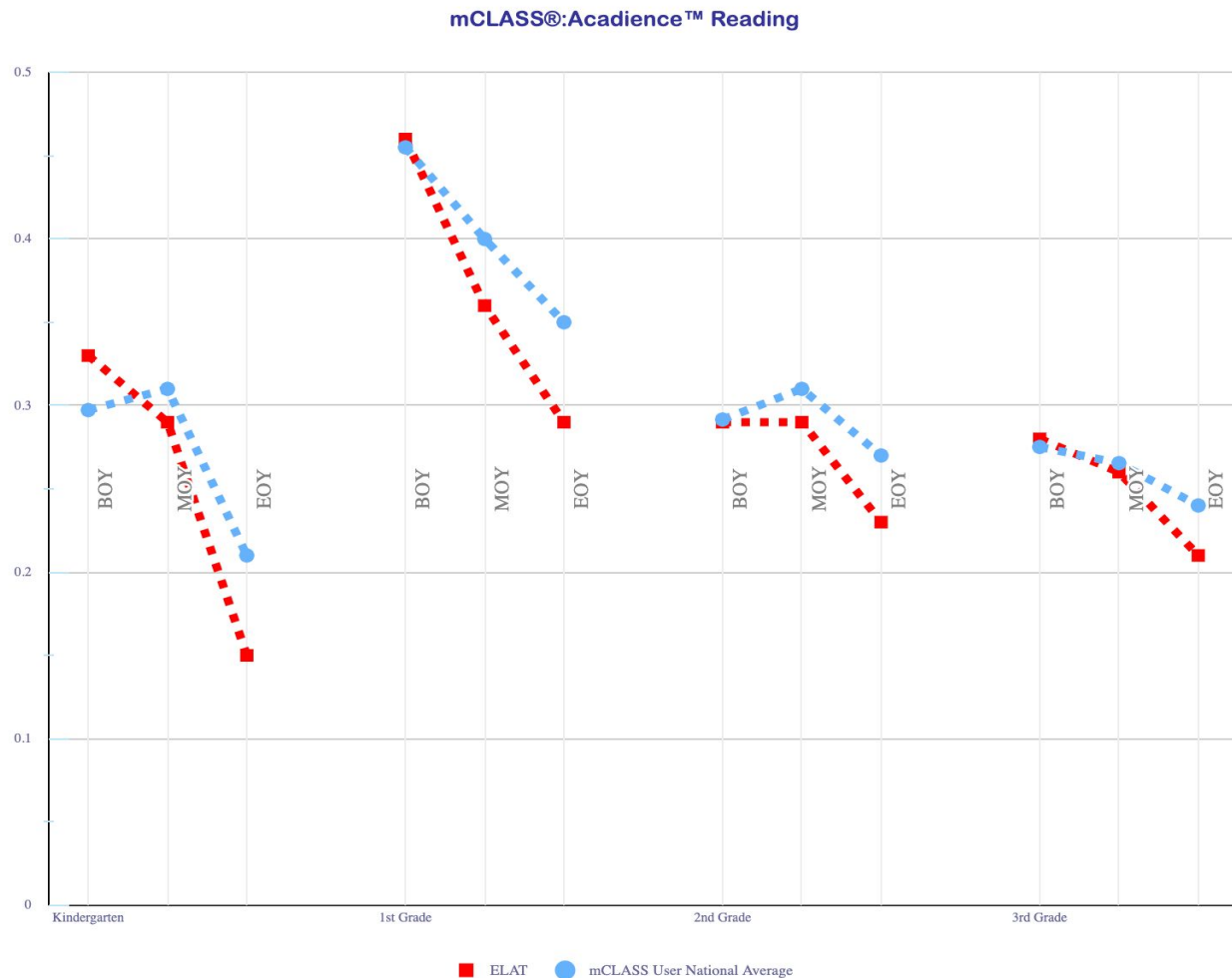

2018-19 Composite Score (K-3)

Legend: Well Below Benchmark, Below Benchmark, Benchmark, Above Benchmark

	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark
ELAT BOY	25%	13%	21%	41%
ELAT MOY	20%	12%	22%	46%
ELAT EOY	16%	11%	24%	49%

2020-21 Composite Score (K-3)

Legend: Well Below Benchmark, Below Benchmark, Benchmark, Above Benchmark

	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark
ELAT BOY	34%	14%	20%	32%
ELAT MOY	30%	14%	22%	34%
ELAT EOY	22%	13%	24%	41%

National Comparisons
Well Below Benchmark

mCLASS®:Acadience™ Reading

■ ELAT   ● mCLASS User National Average

National Comparisons
Well Below Benchmark

There was a higher percentage of ELAT students beginning most at risk compared to the National average. However, by the end of the year, there was a lower percentage of ELAT students at risk than the National average.
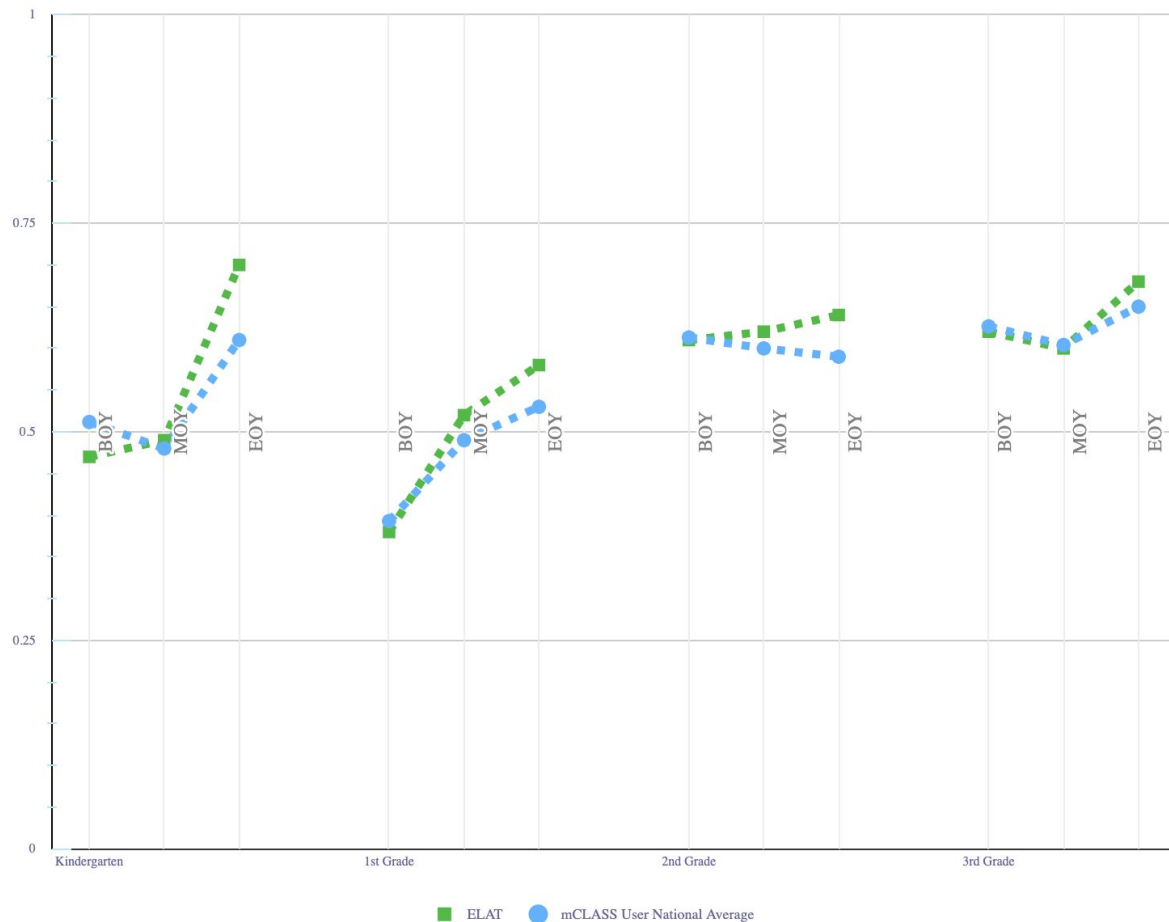
Reducing Well Below Benchmark			
Display Grade	Period	ELAT	mCLASS User National Average
	BOY	33%	30%
	MOY	29%	31%
Kindergarten	EOY	15%	21%
	BOY	46%	46%
	MOY	36%	40%
1st Grade	EOY	29%	35%
	BOY	29%	29%
	MOY	29%	31%
2nd Grade	EOY	23%	27%
	BOY	28%	28%
	MOY	26%	27%
3rd Grade	EOY	21%	24%

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National Comparisons
Benchmark and Above

There was a lower percentage of ELAT students beginning at benchmark or higher compared to the National average. However, by the end of the year, there was a higher percentage of ELAT students at benchmark or higher than the National average.

Moving to Benchmark or Higher			
Display Grade	Period	ELAT	mCLASS User National Average
Kindergarten	BOY	47%	51%
	MOY	49%	48%
	EOY	79%	61%
1st Grade	BOY	38%	39%
	MOY	52%	49%
	EOY	58%	53%
2nd Grade	BOY	61%	61%
	MOY	62%	60%
	EOY	64%	59%
3rd Grade	BOY	62%	63%
	MOY	60%	60%
	EOY	68%	65%

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Impact of the opportunity gap - K-3

Percent of students scoring at Well Below Benchmark

	Approx# of Students	BOY	MOY	EOY	Difference
ELAT	103,440	34%	30%	22%	-12%
Black/African American	3280	42%	39%	31%	-9%
Hispanic/Latino	29,235	46%	43%	32%	-14%
White	55,350	28%	24%	17%	-9%
Students of color	39,930	41%	37%	28%	-13%

The movement of the students that started the year most at risk **1st grade (2020-21)**
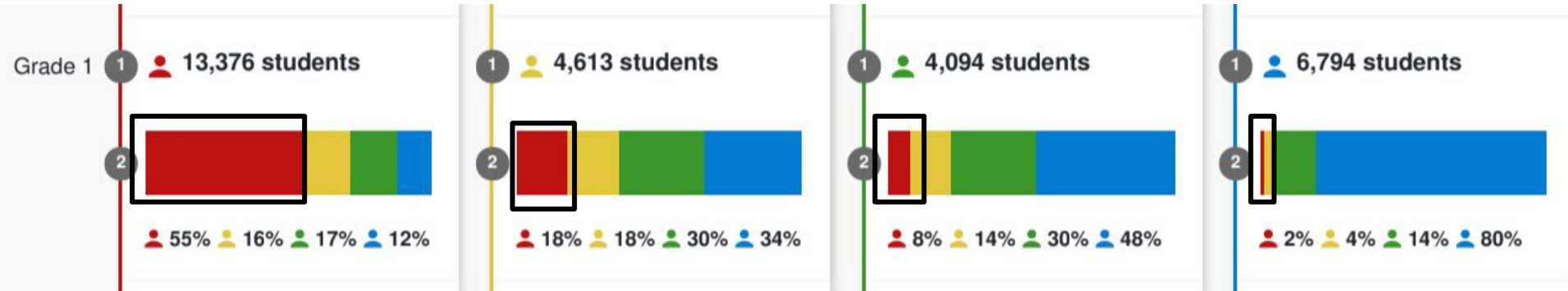
7296	Started in WBB and continue to be at WBB	
838	Started at BB and moved to WBB	
346	Started at BM and moved to WBB	
119	Started at ABB and moved to WBB	
8599	**Total at WBB at EOY**	

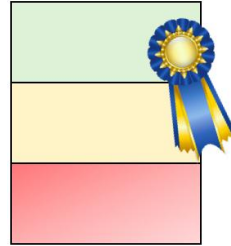*Color coding denotes where students were at BOY

Growth

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A Dual Lens: Proficiency and Growth

Why do we need measures of each to build successful readers?

DIBELS Next Benchmark Status

- Measures proficiency on key skills
- Identifies gaps in learning
- Helps teachers predict future success

Pathways of Progress

- Sets context for growth
- Measures growth for students at all levels
- Provides planning tool that supports setting goals that are *Ambitious, Meaningful, and Attainable*.

Challenge: Measuring student progress (and goal setting) is limited to change between risk category, which isn't sensitive enough to show progress for many of our struggling readers.
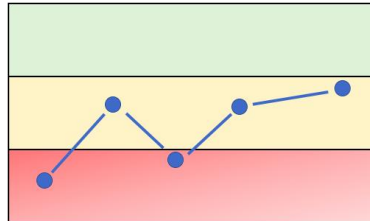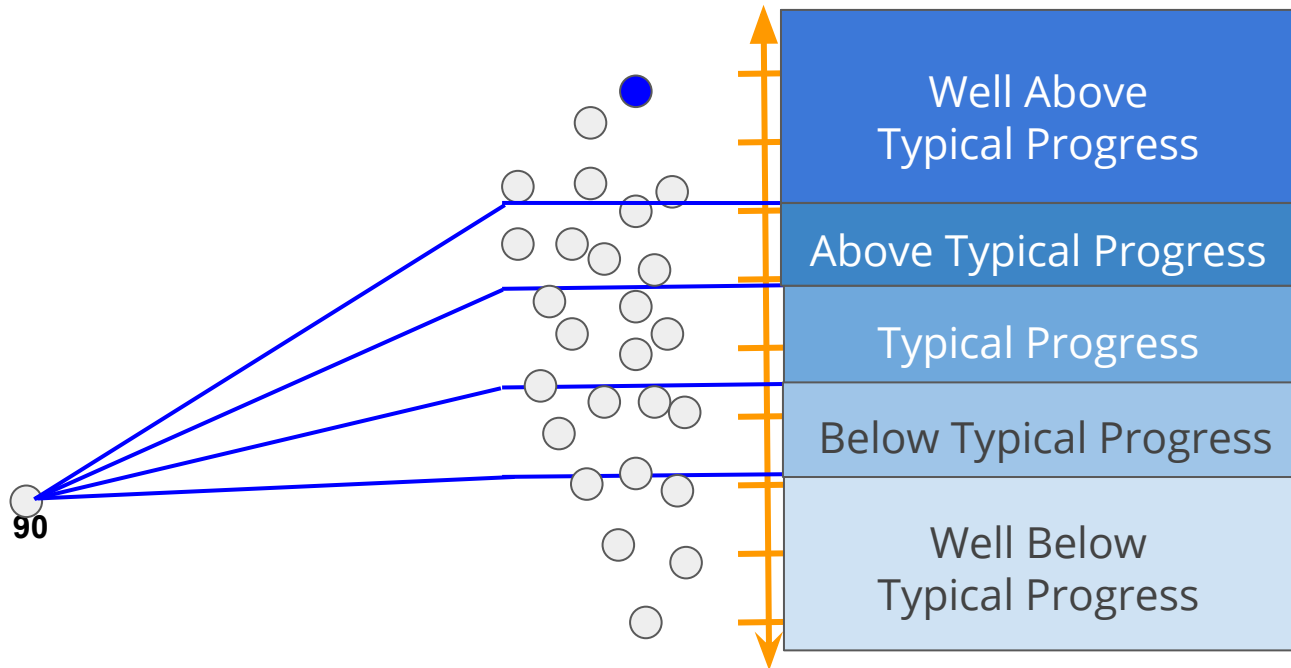
Challenge: Ultimately, students need to be proficient readers. Good growth without a view towards proficiency doesn't completely serve our students.

Understanding Pathways of Progress

Pathways are defined by distribution of scores at End of Year
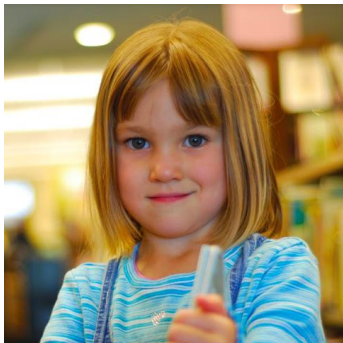
Janie and many other students form a cohort that begins the year with a composite score of 90. By End of Year, the cohort scores vary widely.

Well Above Typical Progress

Above Typical Progress

Typical Progress

Below Typical Progress

Well Below Typical Progress

90

Colorado Growth (Amplify ELAT) 2020-21 BOY to EOY

Percent of students that began the year at Well Below Benchmark **and made Above Typical or Well Above Typical Growth**
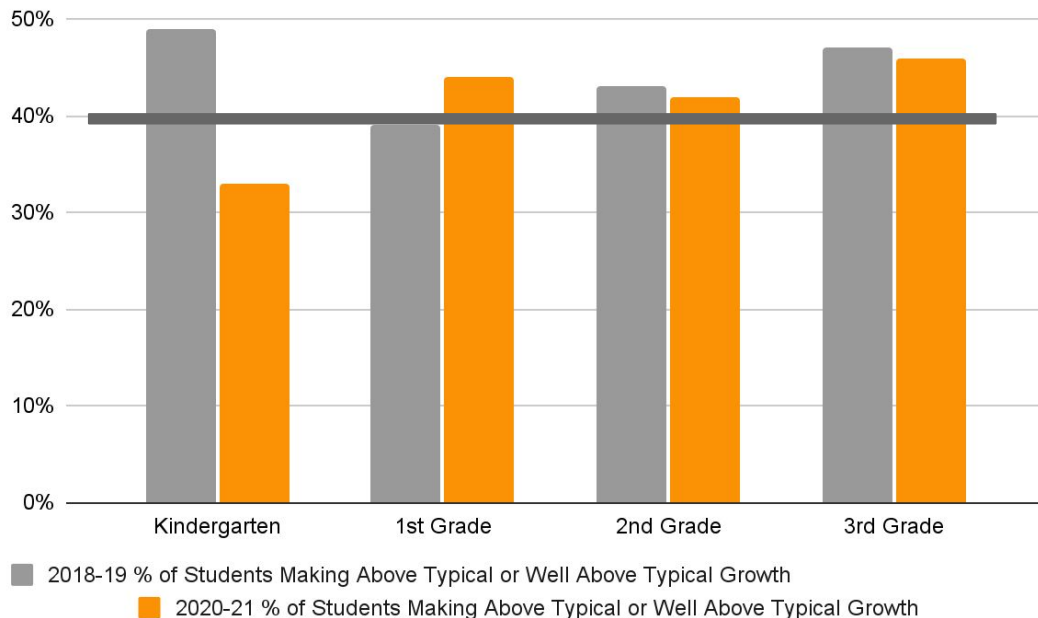
Chart legend:
- 2018-19 % of Students Making Above Typical or Well Above Typical Growth (gray)
- 2020-21 % of Students Making Above Typical or Well Above Typical Growth (orange)

For struggling students to close the achievement gap, they need to make Well Above or Above Typical Progress.

National average: 40% of WBB students show this amount of growth.

Colorado Growth (Amplify ELAT) 2020-21 BOY to EOY

Percent of students that began the year at <mark>Below Benchmark</mark> and made Above Typical or Well Above Typical Growth
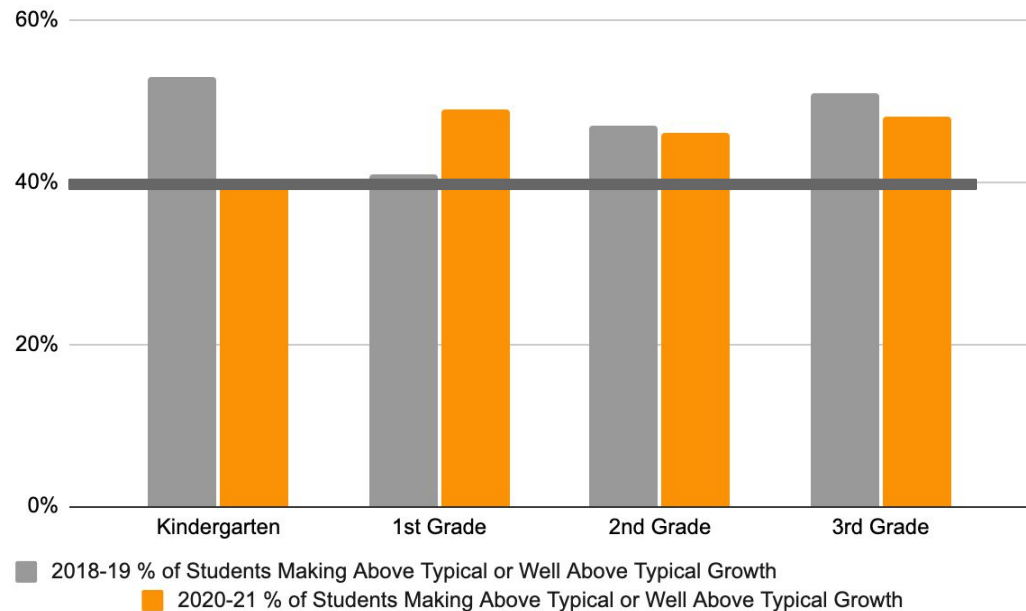

Legend:
- ■ (gray) 2018-19 % of Students Making Above Typical or Well Above Typical Growth
- ■ (orange) 2020-21 % of Students Making Above Typical or Well Above Typical Growth
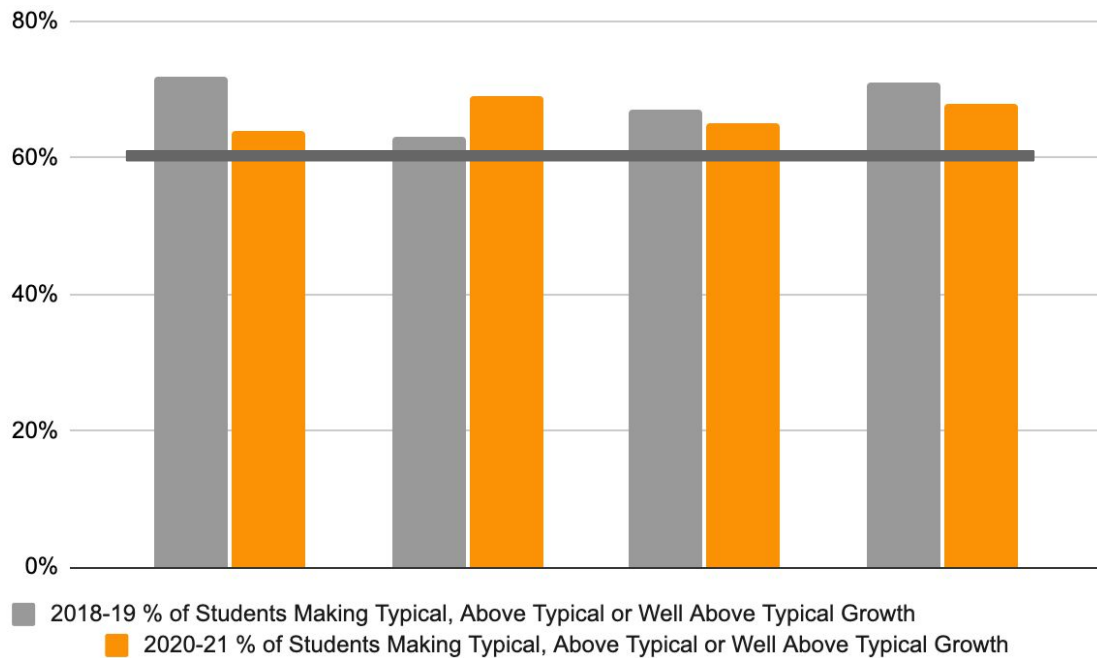
For struggling students to close the achievement gap, they need to make Well Above or Above Typical Progress.

National average: 40% of BB students show this amount of growth.

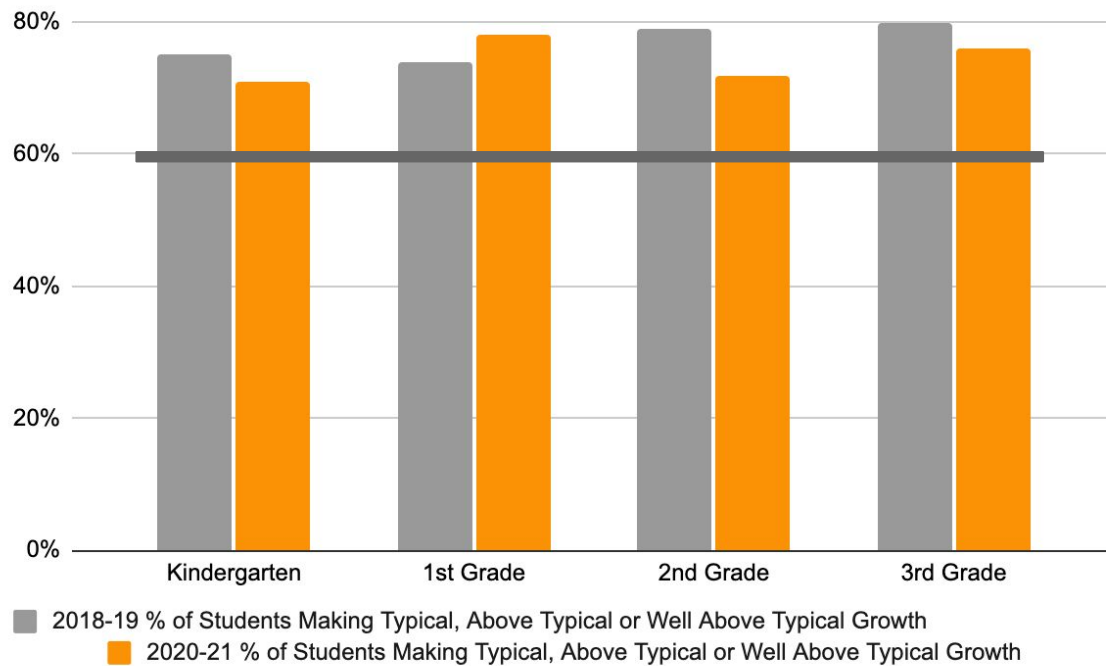# Colorado Growth (Amplify ELAT) 2020-21 BOY to EOY

Percent of students that began the year at Benchmark and made Typical or better growth

Legend:
- 2018-19 % of Students Making Typical, Above Typical or Well Above Typical Growth
- 2020-21 % of Students Making Typical, Above Typical or Well Above Typical Growth

Students starting on track need to make typical or better progress to remain on track.

National average: 60% of BM students show this amount of growth.

Colorado Growth (Amplify ELAT) 2020-21 BOY to EOY

Percent of students that began the year at Above Benchmark and made Typical or better growth

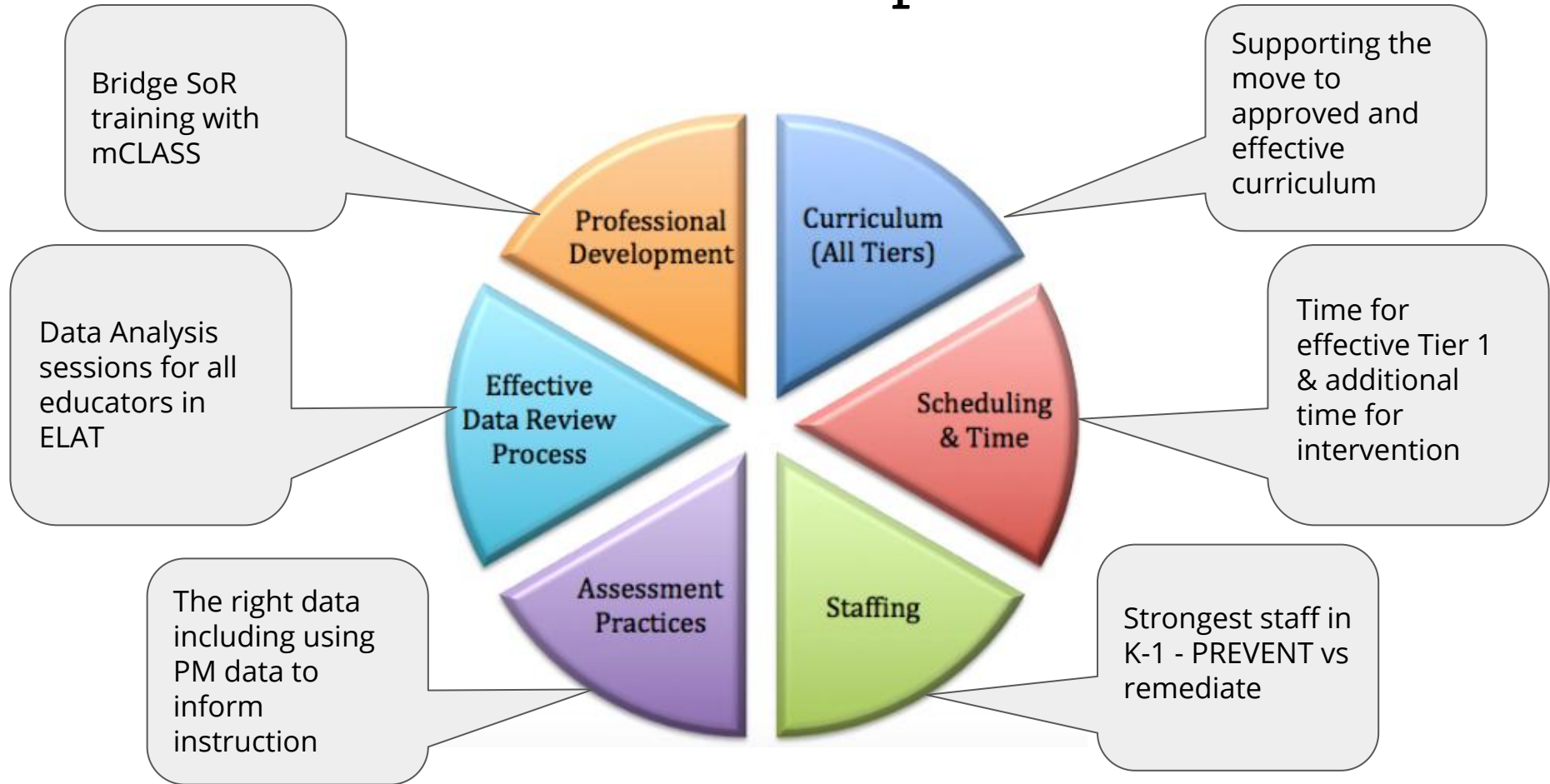Students starting on track need to make typical or better progress to remain on track.

Legend:
- 2018-19 % of Students Making Typical, Above Typical or Well Above Typical Growth
- 2020-21 % of Students Making Typical, Above Typical or Well Above Typical Growth

Chart axes: 80%, 60%, 40%, 20%, 0% — Kindergarten, 1st Grade, 2nd Grade, 3rd Grade

National average: 60% of AB students show this amount of growth.

Pausing Point

Celebration - this year was a HARD year and yet, we saw growth in literacy skills for our Colorado students!

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Action Steps

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ELAT Action Steps

Bridge SoR training with mCLASS

Supporting the move to approved and effective curriculum

Data Analysis sessions for all educators in ELAT

Time for effective Tier 1 & additional time for intervention

The right data including using PM data to inform instruction

Strongest staff in K-1 - PREVENT vs remediate

Professional Development

Curriculum (All Tiers)

Effective Data Review Process

Scheduling & Time

Assessment Practices

Staffing

Progress Monitoring
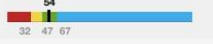
- Students scoring in the <mark style="background-color:gray; color:red">Well Below Benchmark</mark> Range: **every 7-10 days**

- Students scoring in the <mark style="background-color:gray; color:yellow">Below Benchmark</mark> Range: **every 10-12 days**

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Setting the Goal on mCLASS Platform

Growth goals are set at the measure level which contribute to an overall composite score which correlates to a specific pathway.

Setting goals at the measure level allows teachers to prioritize skills based on what the student needs the most.

Goal Setting - Cornell, Zykia

DIBELS Next Composite and Components	BOY Scores	Pathways of Progress					EOY Goals	
		Well Below	Below	Typical	Above	Well Above		
LNF	41						Not applicable	
PSF	39						Not applicable	
NWF CLS	23	0-41	42-54	55-67	68-88	89+	89 / 47 58 81	89
NWF WWR	0	0-8	9-13	14-19	20-27	28+	20 / 6 13 25	20
DORF Fluency	N/A	0-27	28-40	41-53	54-69	70+	54 / 32 47 67	54
DORF Accuracy	N/A	0-77	78-87	88-93	94-96	97-100	97 / 82 90 97	97
Composite	103	0-88	89-142	143-180	181-217	218+	193 / 111 155 208	193

Watch video on goal-setting   Delete Goal   Cancel   Set Goal

Teachers should reference the video for instructions on the functionality of the Pathways of Progress goal setting tool.

Take it a Step Further:
Which early literacy skills do they need the most support in to meet their growth goal?
- Phonemic Awareness
- Early Phonics
- Advanced Phonics
- Accurate and Fluent Reading
- Comprehension

Resources

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ELAT Microsite

- REMINDER – PM students who enroll after the benchmark window on all TOY measures.
- NEW - FAQ created based on the end of the year survey
- Benchmark Windows
- Resources
- PD

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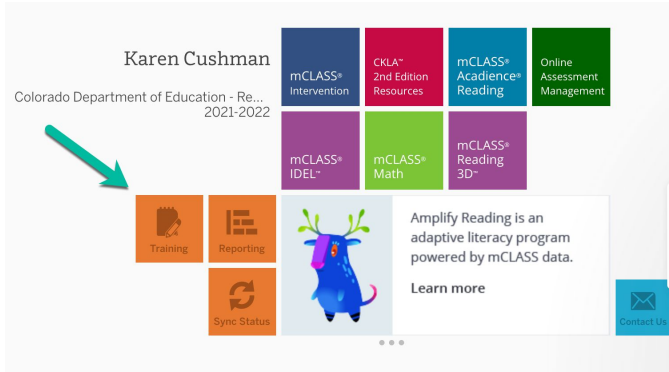
Early Literacy Assessment Tool

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Resources

mCLASS:DIBELS Next

- 03: Leveled Practice Library
- mCLASS:DIBELS Next Scoring Practice
- Pathways of Progress: Setting Meaningful Goals

- 12: Reporting and Analysis Suite Tutorial
- mCLASS Instruction Tutorial (includes Now What? Tools)
- Web Reports Tutorial (DIBELS)

- DIBELS Foundations Tutorial
- Pathways of Progress: Purpose

mCLASS:IDEL

- IDEL Benchmark Goals
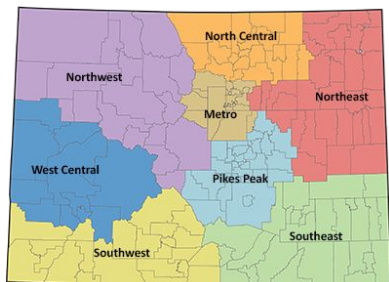- Leveled Practice Library

Professional Development

2021-2022

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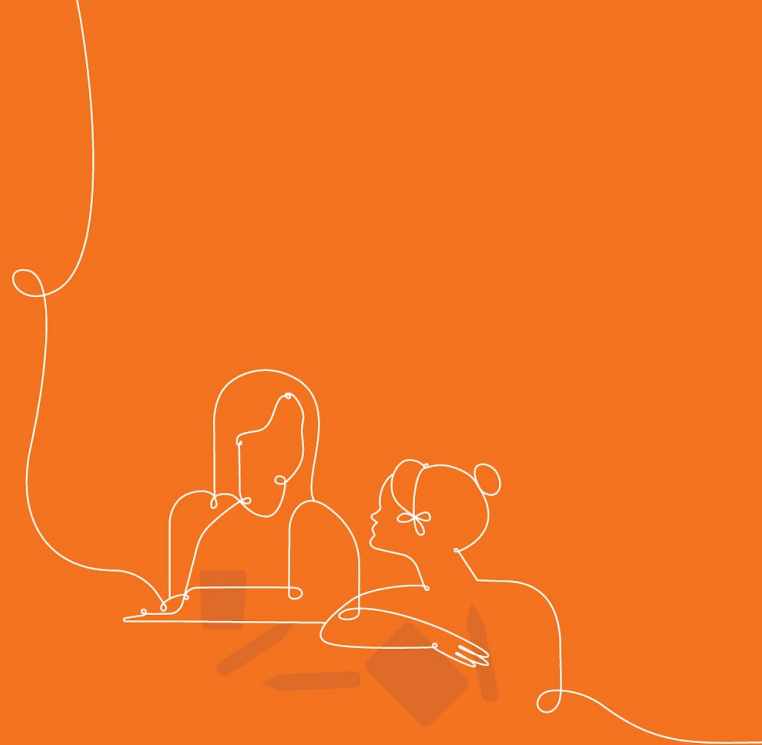
21-22 PD supports for all ELAT schools

Goal 1: Provide professional development in a project-wide model

Training sessions offered in a regional model with consistent touch points throughout the spring and fall.

View & register for sessions at amplify.com/elat-pd

Remote office hours

Monthly open office hours led by Amplify and CDE team on timely topics.

Up to 100 participants via Zoom.

Recordings posted on Microsite for ongoing reference.

View & register for sessions at amplify.com/elat-pd

21-22 PD supports for all ELAT schools

Goal 2: Build consistent administration practices and a common understanding of the purpose and content of mCLASS Acadience Reading

Project-wide remote offerings:

- mCLASS Acadience Reading Initial Training (1 day)

- mCLASS Acadience Reading Scoring Refresher (1 day)

- *Optional:* mCLASS: IDEL Administration (1 day)

View & register for sessions at amplify.com/elat-pd

21-22 PD supports for all ELAT schools

New!

Goal 4: Analyze mCLASS Acadience Reading data at a system, class, student, and skill level and using data to drive instructional decisions

Online course licenses made available to all teachers in the project (10 per school):

- Data Analysis for Teachers

Online course licenses made available to all leaders in the project (3 per school):

- Data Analysis for Leaders

View & register for sessions at
amplify.com/elat-pd

21-22 PD supports for all ELAT schools

Goal: Bridge ELAT teachers' learnings on the Science of Reading to mCLASS data and resources; support teachers and leaders to tie together mCLASS data and Science of Reading instructional implications

Regional offerings:

- Building Readers: 3 part series for Teachers (three, 1/2 day sessions)

- Building Readers: 2 part series for Leaders (two, 1/2 day sessions)

- In all corners of the state

View & register for sessions at amplify.com/elat-pd

Building Readers

New!

PD series for teachers connecting Science of Reading and mCLASS

What?

Colorado educators are becoming well-trained in the Science of Reading. Those who participate in the ELAT Project also have ample experience in using mCLASS data to drive instruction.

This three-part workshop will combine these elements, Science of Reading and mCLASS, into a cohesive unit meant to improve outcomes at the student level.

Sessions

Session 1: Use Progress Monitoring data in Phonemic Awareness and Phonics and the Skills Map to target student needs (3 hrs)

Session 2: Use Progress Monitoring data in Comprehension and your school's Core curriculum to target student needs (3 hrs)

Session 3: Use Progress Monitoring data to plan skills-based small groups (3 hrs)

View & register for sessions at amplify.com/elat-pd

Building Readers

PD series for school & district leaders connecting Science of Reading and mCLASS

What?

Colorado school and district leaders are prepared to drive improvements in classroom instruction based on the Science of Reading. Many building and district leaders have a familiarity with mCLASS but not yet a deep knowledge of how to use their data to drive systemic change.

These paired workshops will support school and district leaders to identify distinct needs in student data and consider the building- and systems- level tools to address those needs.

Sessions

Session 1: Leveraging data using the reports in mCLASS (3 hrs)

Session 2: Developing systems-level support, exploring levers of change (3 hrs)

View & register for sessions at amplify.com/elat-pd

Your ELAT team

ELAT Contact Information:
- [Laura Stelling](), CDE READ Act Grants Project Manager

- [Karen Cushman](), ELAT Partnership Manager, Amplify

- [Genna Faulkenberry](), ELAT Benchmark windows, Amplify

- [Dori Klar](), ELAT Professional Development, Amplify

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