Colorado Department of Education
Dyslexia Pilot Project

Data Summit: Middle of the Year

Presenters
Date

CTL Center on Teaching & Learning

Pilot Project Background

- Include information about the background and goals of the pilot project

Session Objectives

- *Evaluate* Fall to Winter student data, implementation data, on-going PD and coaching, and implemented actions
- Identify areas of concern
- *Prioritize* instruction and intervention areas of focus
- *Plan* or adjust instruction and intervention goals
- Plan *implementation* actions
- Data presentations by grade-level teams
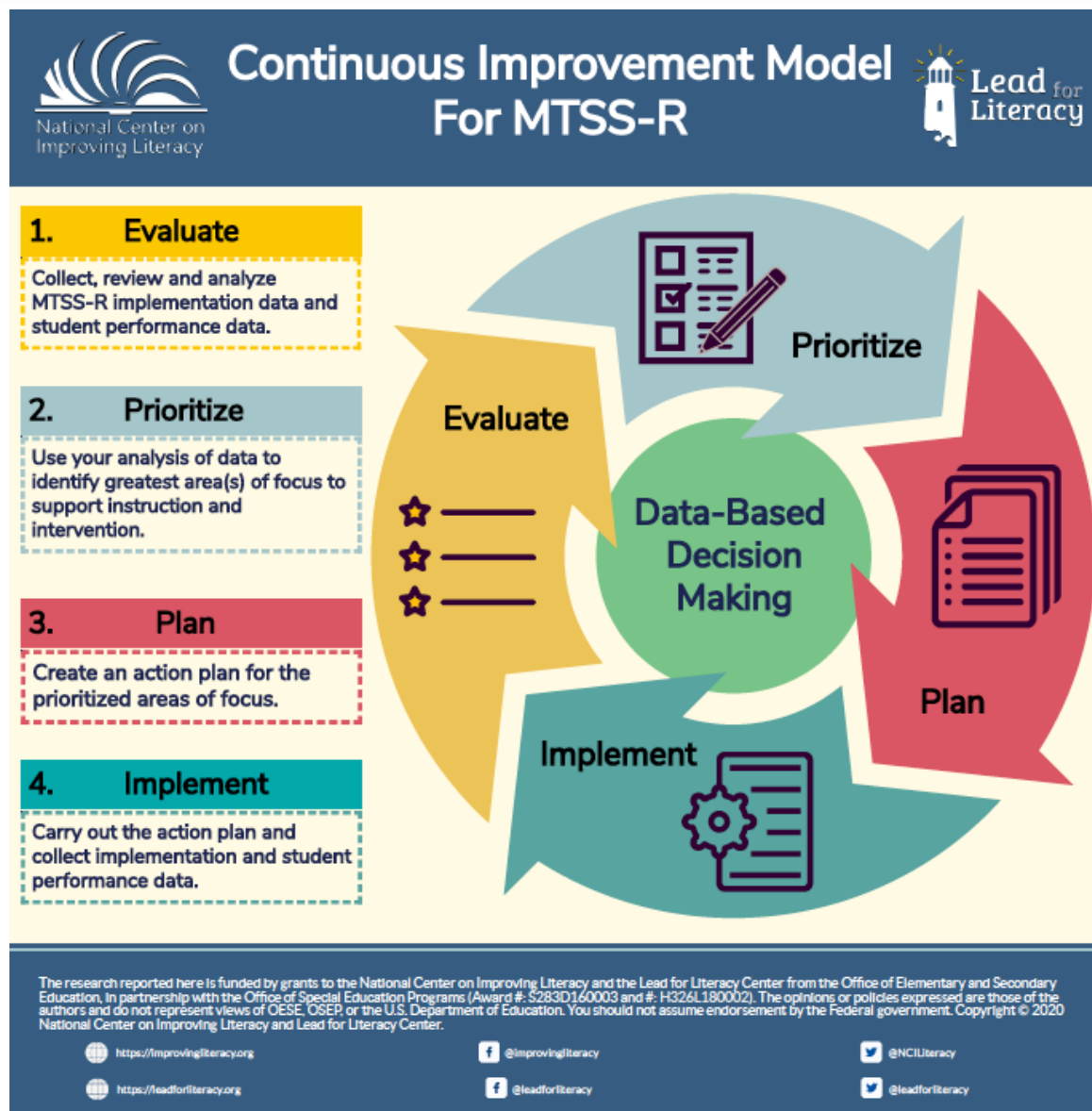- Data presentation by the MTSS-R team
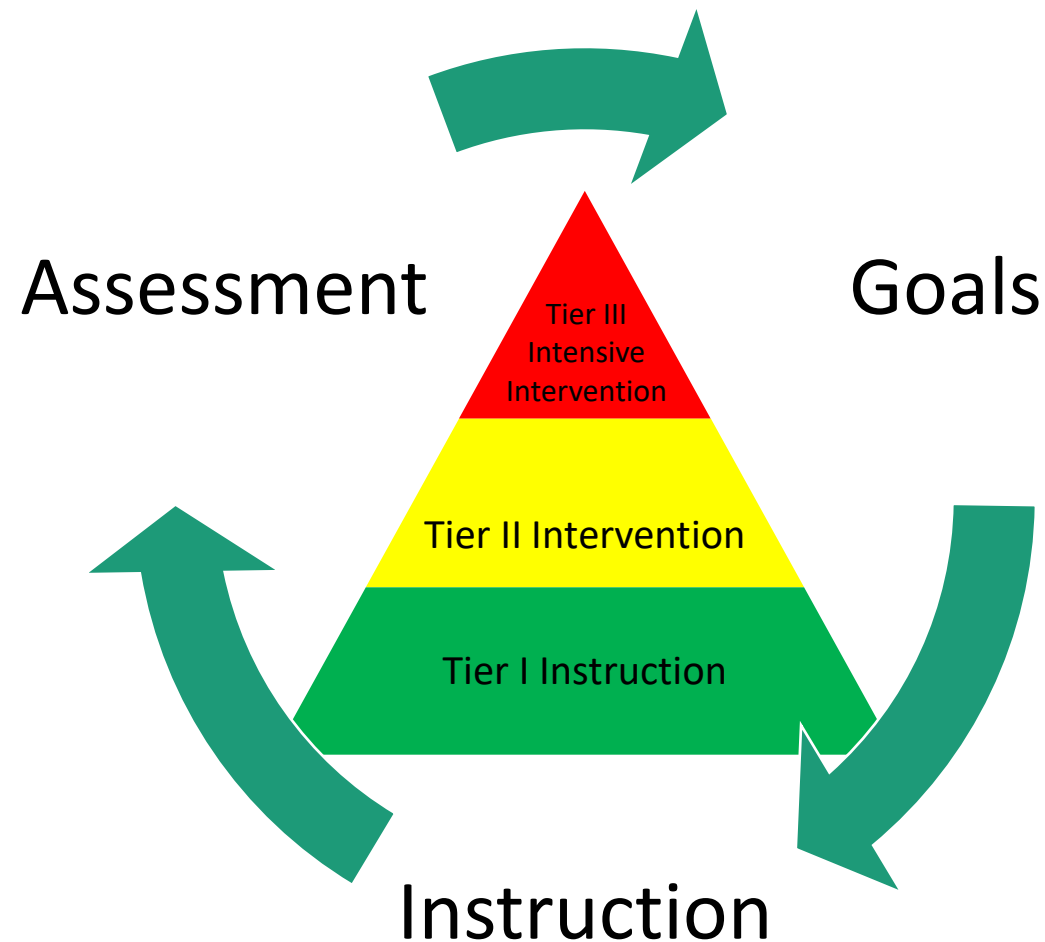
After Winter universal screening data collection, use the *Continuous Improvement Model* to evaluate, prioritize, plan and implement at these levels:

1. School
2. Grade
3. Classroom

Grade-Level Team Data

Preparation for Summit Presentation

Grade-Level Teams:

Step 1: Record the Fall universal screening data for the grade-level:

Grade	Fall % of students at, or above, benchmark goals	Winter % of students at, or above, benchmark goals	*Percentage increase "+" or decrease "-"	Fall % of students below benchmark goals	Winter % of students below benchmark goals	**Percentage increase "+" or decrease "-"

*Remember: *An increase represents positive change; **A decrease represents positive change.

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Grade-Level Teams:

Step 2: Record the Fall universal screening data for each classroom at your grade level:

Classroom	Fall % of students at, or above, benchmark goals	Winter % of students at, or above, benchmark goals	Percentage increase "+" or decrease "-"	Fall % of students below benchmark goals	Winter % of students below benchmark goals	Percentage increase "+" or decrease "-"

*Remember: *An increase represents positive change; **A decrease represents positive change.

Grade-Level Teams:

Step 3: Record the Fall to Winter actions implemented (include implementation successes and challenges):

| Actions	Who?	When?

Grade-Level Teams:

Step 4: Record the Fall to Winter job-embedded professional learning and coaching that occurred:

PD and Coaching Activities	Who?	When?

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Grade-Level Teams:

Step 5: Discuss the grade-level implementation data graph (beginning of the year implementation vs middle of the year implementation). List areas of strength and areas for growth.

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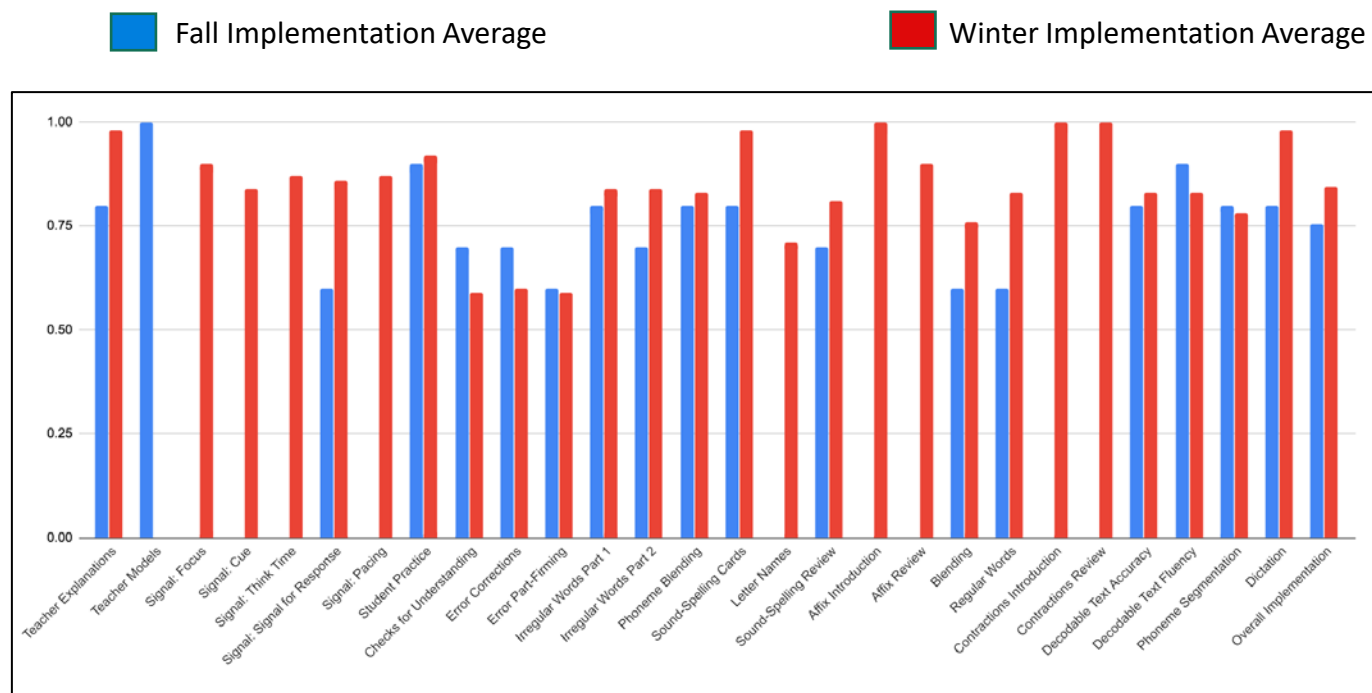
Grade-Level Teams:

Step 6: Record the Winter universal screening data for your grade and calculate percentage of increase or decrease:

Grade	Fall % of students at, or above, benchmark goals	Winter % of students at, or above, benchmark goals	*Percentage increase "+" or decrease "-"	Fall % of students below benchmark goals	Winter % of students below benchmark goals	**Percentage increase "+" or decrease "-"

*Remember: *An increase represents positive change; **A decrease represents positive change.

Grade-Level Teams:

Step 7: Record the Winter universal screening data for each classroom and calculate percentage of increase or decrease :

Classroom	Fall % of students at, or above, benchmark goals	Winter % of students at, or above, benchmark goals	Percentage of increase "+" or decrease "-"	Fall % of students below benchmark goals	Winter % of students below benchmark goals	Percentage of increase "+" or decrease "-"

*Remember: *An increase represents positive change; **A decrease represents positive change.

Grade-Level Teams:

Step 8: Record overall successes achieved from Fall to Winter:

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Grade-Level Teams:

Step 9: Record challenges encountered from Fall to Winter:

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Grade-Level Teams:

Step 10: Identify areas of concern:

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Grade-Level Teams:

Step 11: Identify grade-level instruction and intervention goals that will address the areas of concern:

Instruction and Intervention Goals	Who?	When?

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Grade-Level Teams:

Step 12: Identify additional support needed:

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MTSS-R Team Data

Preparation for Summit Presentation

MTSS-R Team:

Step 1: Record the Fall universal screening data for the school:

School	Fall % of students at, or above, benchmark goals	Winter % of students at, or above, benchmark goals	Percentage increase "+" or decrease "-"	Fall % of students below benchmark goals	Winter % of students below benchmark goals	Percentage increase "+" or decrease "-"

*Remember: *An increase represents positive change; **A decrease represents positive change.

MTSS-R Team:

Step 2: Record the Fall universal screening data for each grade

Grade	Fall % of students at, or above, benchmark goals	Winter % of students at, or above, benchmark goals	Percentage increase "+" or decrease "-"	Fall % of students below benchmark goals	Winter % of students below benchmark goals	Percentage increase "+" or decrease "-"

*Remember: *An increase represents positive change; **A decrease represents positive change.

MTSS-R Team:

Step 3: Record the Fall to Winter actions implemented (include implementation successes and challenges):

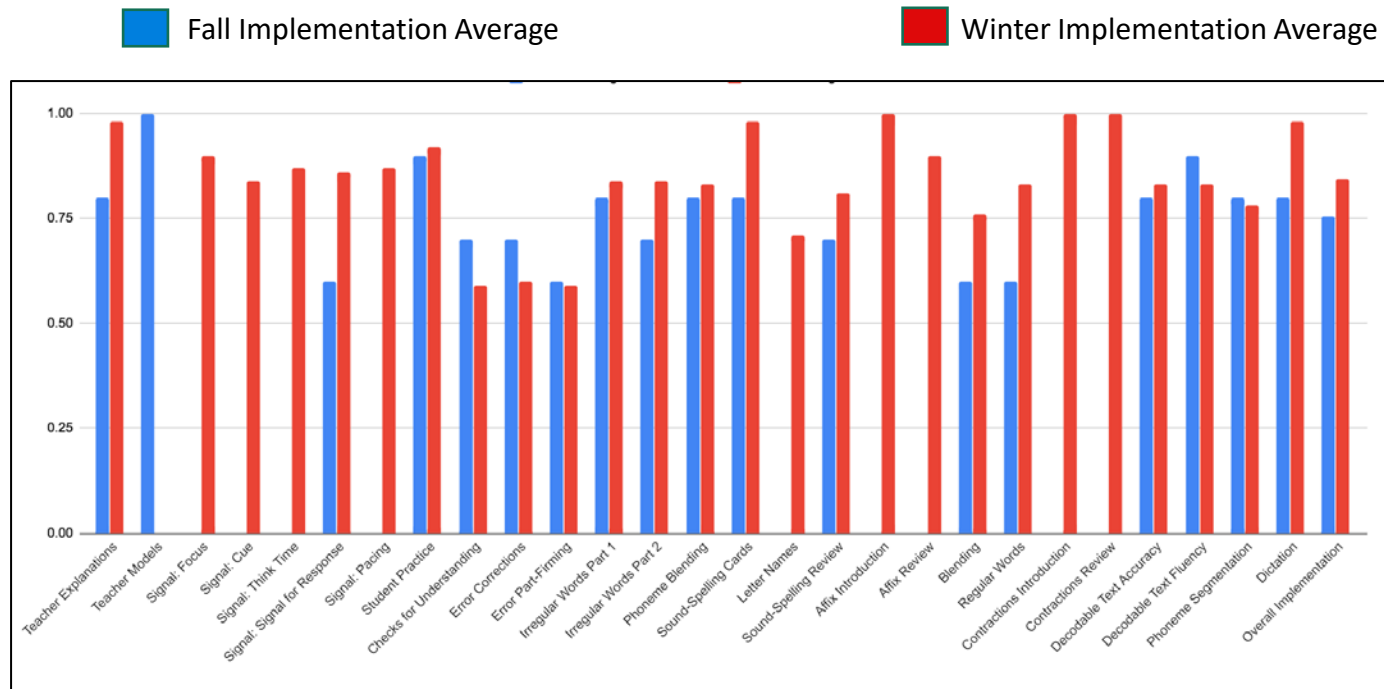| Actions	Who?	When?

MTSS-R Team:

Step 4: Record the Fall to Winter professional development and coaching that occurred:

PD and Coaching Activities	Who?	When?

MTSS-R Team:

Step 5: Discuss the school implementation data graph (beginning of the year implementation vs middle of the year implementation). List areas of strength and areas for growth.

MTSS-R Team:

Step 6: Record the Winter universal screening data for the school and calculate percentage of increase or decrease:

School	Fall % of students at, or above, benchmark goals	Winter % of students at, or above, benchmark goals	*Percentage increase "+" or decrease "-"	Fall % of students below benchmark goals	Winter % of students below benchmark goals	**Percentage increase "+" or decrease "-"

*Remember: *An increase indicates positive change; **A decrease represents positive change.

MTSS-R Team:

Step 7: Record the Winter universal screening data for each grade and calculate the percentage of increase or decrease:

Grade	Fall % of students at, or above, benchmark goals	Winter % of students at, or above, benchmark goals	Percentage increase "+" or decrease "-"	Fall % of students below benchmark goals	Winter % of students below benchmark goals	Percentage increase "+" or decrease "-"

*Remember: *An increase indicates positive change; **A decrease represents positive change.

MTSS-R Team:

Step 8: Record overall successes achieved from Fall to Winter:

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MTSS-R Team:

Step 9: Record challenges encountered from Fall to Winter:

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MTSS-R Team:

Step 10: Identify areas of concern:

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MTSS-R Team:

Step 11: Identify school instruction and intervention goals that will address the areas of concern (refer to the MTSS-R Checklist data):

Instruction and Intervention Goals	Who?	When?

MTSS-R Team:

Step 12: Identify additional support needed:

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Activity

Grade-Level Teams:

- Use the Grade-Level Team Worksheet to review and evaluate the Fall to Winter data.

- Identify areas of instruction and intervention concern

- Plan instruction and intervention goals

- Identify additional support actions

- Prepare grade-level summit presentation
  - Use slide template to display information
  - Choose who will be the team presenter(s)

Activity

MTSS-R Team:

- Use the MTSS-R Team Worksheet to review and evaluate the Fall to Winter data.
- Identify areas of instruction and intervention concern
- Plan instruction and intervention goals
- Identify additional support actions
- Prepare school-level summit presentation
  - Use slide template to display information
  - Choose who will be the team presenter(s)

Presentations

Reflection and Discussion:

Now What?

As a school team, summarize goals and actions for Winter to Spring.

What changes in your schedules are necessary to support better implementation?

What other supports are necessary?

Plan next steps for implementation.

Wrap Up