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mCLASS®
 ★ **TEXAS**
**Data Driven Planning
 and Instruction**
 November, 2022

mCLASS

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Lectura

Universal screening of **foundational literacy skills**, with **language-specific** measures.

Asset-based understanding of a child's biliteracy skills.

Instruction that leverages **cross-linguistic transfer**.

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Agenda

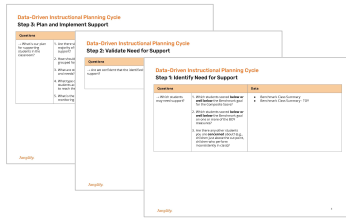
- Data driven instructional planning - continued
- Progress Monitoring
- Goal Setting

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Data-Driven Instructional Planning

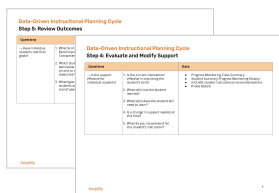
- 1. Identify Need for Support
- 2. Validate Need for Support
- 3. Plan and Implement Support
- 4. Evaluation and Modify Support
- 5. Review Outcomes

Data-Driven Instructional Planning Cycle



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Data-Driven Instructional Planning Cycle



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Data-Driven Instructional Planning Cycle

Step 4: Evaluate and Modify Support

Questions		Data
→ Is the support effective for individual students?	1. Is the current intervention effective in improving the student's skills?	Progress Monitoring Class Summary
	2. What skills has the student learned?	Student Summary Progress Monitoring History
	3. What skills does the student still need to learn?	mCLASS student instructional recommendations
	4. Is a change in support needed at this time?	Probe Details
	5. What do you recommend for this student's instruction?	

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Progress monitoring frequency

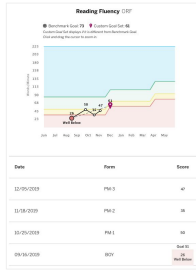
Performance Level	Support Level	Frequency
Above Benchmark	Likely to need core support	As necessary
At Benchmark	Likely to need core support	As necessary
Below Benchmark	Likely to need strategic support	Every 3 - 4 weeks
Well Below Benchmark	Likely to need intensive support	Every 2 weeks

Progress monitoring class summary

Class Name	Goal Setting	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
AMAN, TABIR	Reading Fluency	32	38	40	42	45	48	50
	Reading Accuracy	84%	86%	87%	88%	89%	90%	91%
	Letter Sounds	78	80	82	84	86	88	90
BRADLEY, GINA	Reading Fluency	25	30	35	40	45	50	55
	Reading Accuracy	75%	80%	85%	90%	95%	98%	100%
	Letter Sounds	65	70	75	80	85	90	95

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Student summary progress monitoring history



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PM guidance on assessment device

Skill	Form	Assess
Letter Sounds NWF-CLS	G2_F4	Assess
Word Reading WRF	G2_F4	Assess
Reading Fluency CRF	G2_F4	Assess

Other available measures: Select a measure

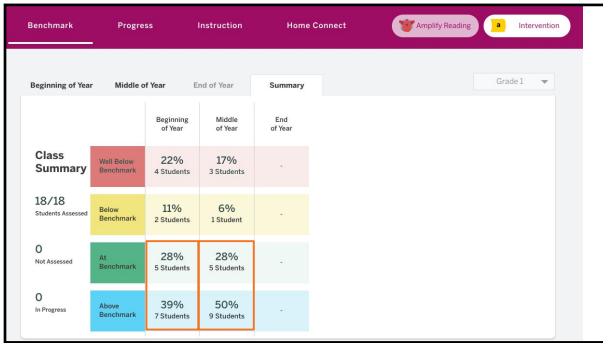
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Data-Driven Instructional Planning Cycle

Step 5: Review Outcomes

Questions	Data
<ul style="list-style-type: none"> → Have individual students met their goals? 	<ul style="list-style-type: none"> Benchmark Class Summary Zones of Growth - Goal Setting and Growth Outcomes
<ul style="list-style-type: none"> 1. What % of students has met Benchmark goals for the Composite Score? 2. Which students scored below or well below the Benchmark goal on one or more of the MOY measures? 	
<ul style="list-style-type: none"> 3. What type of growth must students achieve to reach the end of year goals? 	

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Middle of Year

Grade 1 Last Name, First Name	Comprehension Goal 3B	Letter Names		Phonics Assessment		Letter Sounds Goal 1C	Sound-Blending	Word Reading Goal 1D	Reading Accuracy		Reading Fluency
		LMF Goal 4B	PSB Goal 4C	NWF-CLS Goal 5A	NWF-NRC Goal 5C				ORF-Accy Goal 6A	ORF Goal 6B	
Benjamin, Connor	370 Well Below	38 Well Below	37 Below	37 Well Below	37 Benchmark	31 Well Below	31	29%	4	Well Below	
Benjamin, Connor	361 Well Below	37 Well Below	42 Below	22 Well Below	2	Well Below	6	23%	3	Well Below	
Benjamin, Connor	358 Well Below	34 Well Below	47 Benchmark	29 Well Below	7 Below	30 Well Below	38%	9	Well Below		
Benjamin, Connor	445 Above	78 Benchmark	47 Benchmark	82 Above	27 Above	46 Above	98%	88	Above		
Benjamin, Connor	387 Benchmark	59 Below	49 Benchmark	52 Below	3 Well Below	38 Benchmark	71%	17	Below		
Benjamin, Connor	442 Above	66 Benchmark	49 Benchmark	85 Above	20 Above	66 Above	96%	72	Above		
Benjamin, Connor	400 Benchmark	72 Benchmark	50 Benchmark	36 Well Below	5 Below	21 Benchmark	91%	52	Above		

PM guidance on assessment device

Reading | Español | Math

DELLS | TIC | Intervention Placement | Name: Emma Ashley

Completed

Skill	Form	Assess
Letter Sounds NWF-CLS	52, F4	
Word Reading NWF	52, F4	
Reading Fluency ORF	52, F4	

Other available measures:

Data-Driven Instructional Planning Cycle

Step 5: Review Outcomes

Questions		Data
→ Have individual students met their goals?	1. What % of students has met Benchmark goals for the Composite Score?	Benchmark Class Summary
	2. Which students scored below or well below the Benchmark goal on one or more of the MOY measures?	Zones of Growth - Goal Setting and Growth Outcomes
	3. What type of growth must students achieve to reach the end of year goals?	

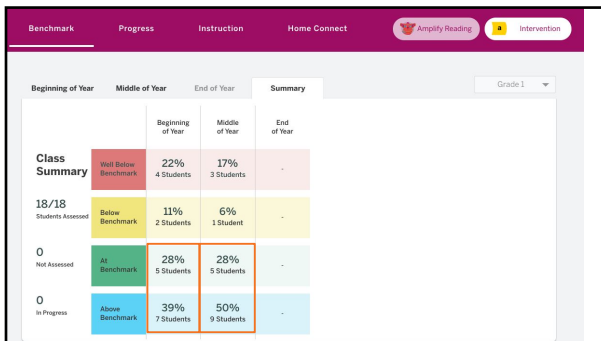
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Data-Driven Instructional Planning Cycle

Step 5: Review Outcomes

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Middle of Year

Grade 1 Last Name, First Name	Composite Goal 380	LNF Goal 40	PSP Goal 43	Letter Names		Phonics Awareness		Letter Sounds		Decoding		Word Reading		Reading Accuracy		Reading Fluency	
				NWF-CLS Goal 34	NWF-WRC Goal 37	WRF Goal 37	ORF-Acqu Goal 87%	ORF Goal 35									
Ashley, Emma	370	38 Well Below	37 Below	37 Well Below	31 Benchmark	11 Well Below	11 Well Below	29% Well Below	4 Well Below								
Benjamin, Benjamin	380	37 Well Below	42 Below	23 Well Below	4 Well Below	6 Well Below	5 Well Below	37% Well Below	3 Well Below								
Bryson, Bryson	368	34 Well Below	47 Benchmark	29 Well Below	7 Below	10 Well Below	10 Well Below	38% Well Below	9 Well Below								
Joseph, Joseph	445	78 Above	47 Benchmark	82 Above	27 Above	46 Above	98% Benchmark	88 Above									
Matthew, Matthew	387	59 Below	49 Benchmark	51 Below	3 Well Below	3 Benchmark	18 Well Below	72% Well Below	17 Well Below								
William, William	442	66 Above	49 Benchmark	85 Above	29 Above	66 Above	96% Benchmark	72 Above									
William, William	400	72 Benchmark	50 Benchmark	36 Well Below	9 Below	21 Benchmark	92% Benchmark	52 About									

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Growth outcomes

Progress Monitoring Goal Setting **Growth Outcomes**

Time Frame: **MOY-MOY** MOY-EDY Full Year

Grade 1 Last Name, First Name	BOY Composite	MOY Composite	Growth Composite	Skill	Benchmark Scores		Growth		Goal	
					BOY	MOY	Needed	Achieved	Set	Met
Ashley, Emma	329 Below	388 Benchmark	+59 Well Above Average	Letter Names LNF	40 Well Below	69 Benchmark	+29 Well Above Average	+29 Well Above Average	63 Benchmark	Yes
				Phonics Awareness PSP	33 Below	52 Benchmark	+19 Above Average	+19 Above Average	43 Benchmark	Yes
				Letter Sounds NWF-CLS	25 Below	50 Below	+25 Well Above Average	+25 Well Above Average	56 Benchmark	No
				Decoding NWF-WRC	3 Below	11 Benchmark	+8 Above Average	+8 Above Average	10 Benchmark	Yes
				Word Reading WRF	8 Below	17 Benchmark	+9 Well Above Average	+9 Well Above Average	16 Below	Yes

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Growth outcomes

Progress Monitoring Goal Setting **Growth Outcomes**

Time Frame: **MOY-MOY** MOY-EDY Full Year

Grade 1 Last Name, First Name	BOY Composite	MOY Composite	Growth Composite	Skill	Benchmark Scores		Growth		Goal	
					BOY	MOY	Needed	Achieved	Set	Met
Ashley, Emma	329 Below	388 Benchmark	+59 Well Above Average	Letter Names LNF	40 Well Below	69 Benchmark	+29 Well Above Average	+29 Well Above Average	63 Benchmark	Yes
				Phonics Awareness PSP	33 Below	52 Benchmark	+19 Above Average	+19 Above Average	43 Benchmark	Yes
				Letter Sounds NWF-CLS	25 Below	50 Below	+25 Well Above Average	+25 Well Above Average	56 Benchmark	No
				Decoding NWF-WRC	3 Below	11 Benchmark	+8 Above Average	+8 Above Average	10 Benchmark	Yes
				Word Reading WRF	8 Below	17 Benchmark	+9 Well Above Average	+9 Well Above Average	16 Below	Yes

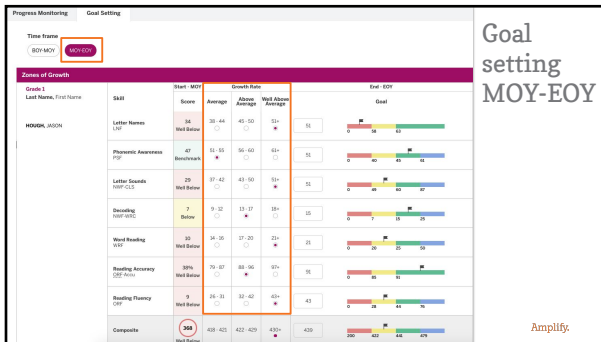
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Data-Driven Instructional Planning Cycle


Step 5: Review Outcomes

Questions	Data
<p>→ Have individual students met their goals?</p> <p>1. What % of students has met Benchmark goals for the Composite Score?</p> <p>2. Which students scored below or well below the Benchmark goal on one or more of the MOY measures?</p> <p>3. What type of growth must students achieve to reach the end of year goals?</p>	<p>Benchmark Class Summary - MOY</p> <p>Zones of Growth - Goal Setting and Growth Outcomes</p>

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How can mCLASS data identify strengths and weaknesses in my classroom to help improve student outcomes?

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Pedagogical support

p.29

Email
edsupport@amplify.com

"It isn't every day that an educational company actually makes things easy for us educators. Typically it is impossible to get someone to speak with, let alone streamline the process to put students at the center of the work."

—Teacher, Texas

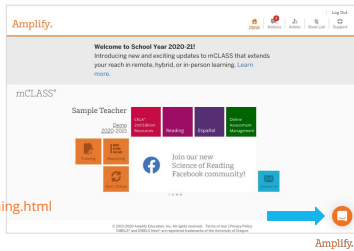
Program and technical support

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Thank you!