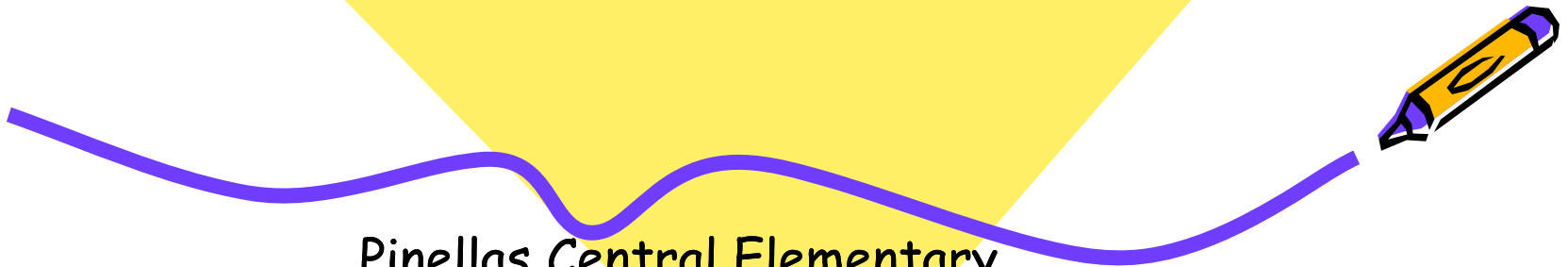


# Building a Framework for Success through Data Conferencing



Pinellas Central Elementary  
Randi Latzke, Principal  
Cindi Marshall, Reading Coach

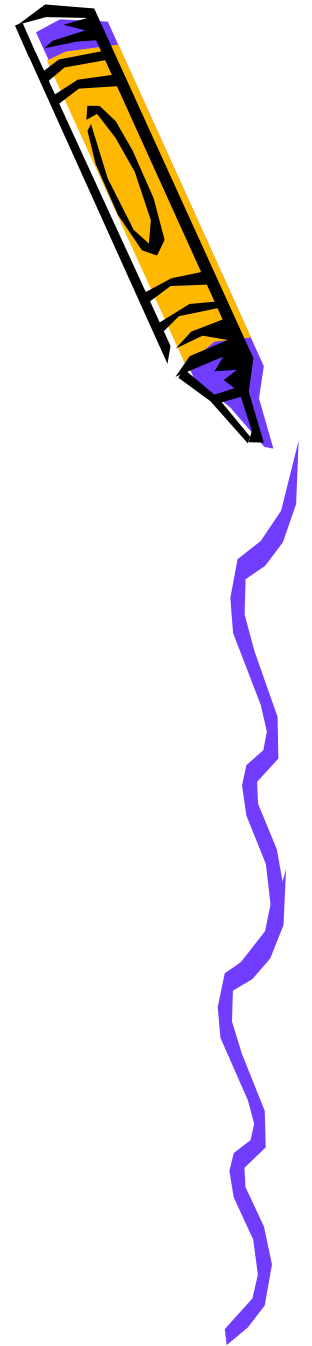


Why this Format  
for Data  
Conferencing?



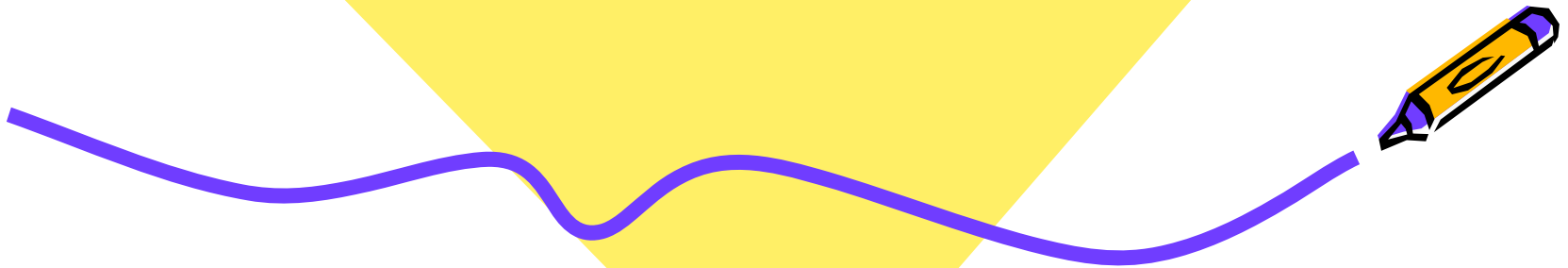
# Agenda

- Development of Conference Team
- Analysis of Data
- Strategies for Developing Intervention Plans (including use of resources-materials and personnel)
- Troubleshooting Tips:
  - Scheduling Conflicts
  - Teacher Resistance
  - Deficits in Teacher Knowledge
- Questions/Answers





# Development of Conference Team



# Strong leadership is essential

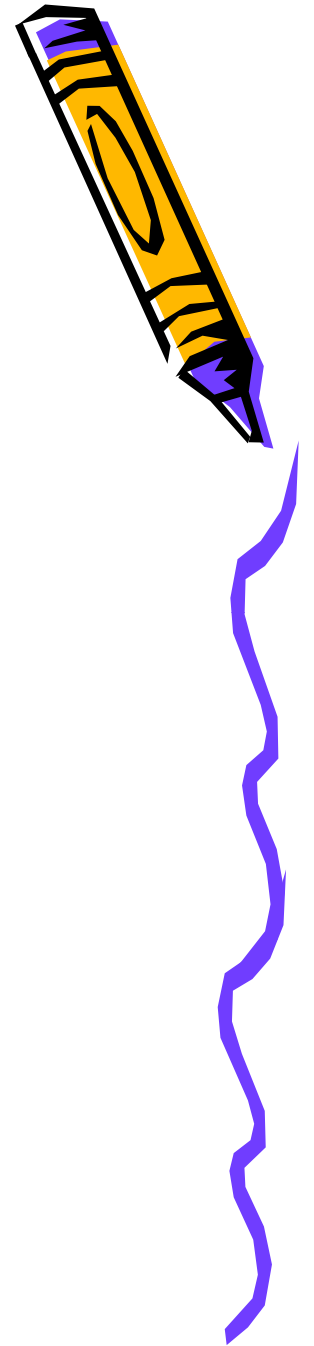
The great leaders are like the best conductors - they reach beyond the notes to reach the magic in the players.

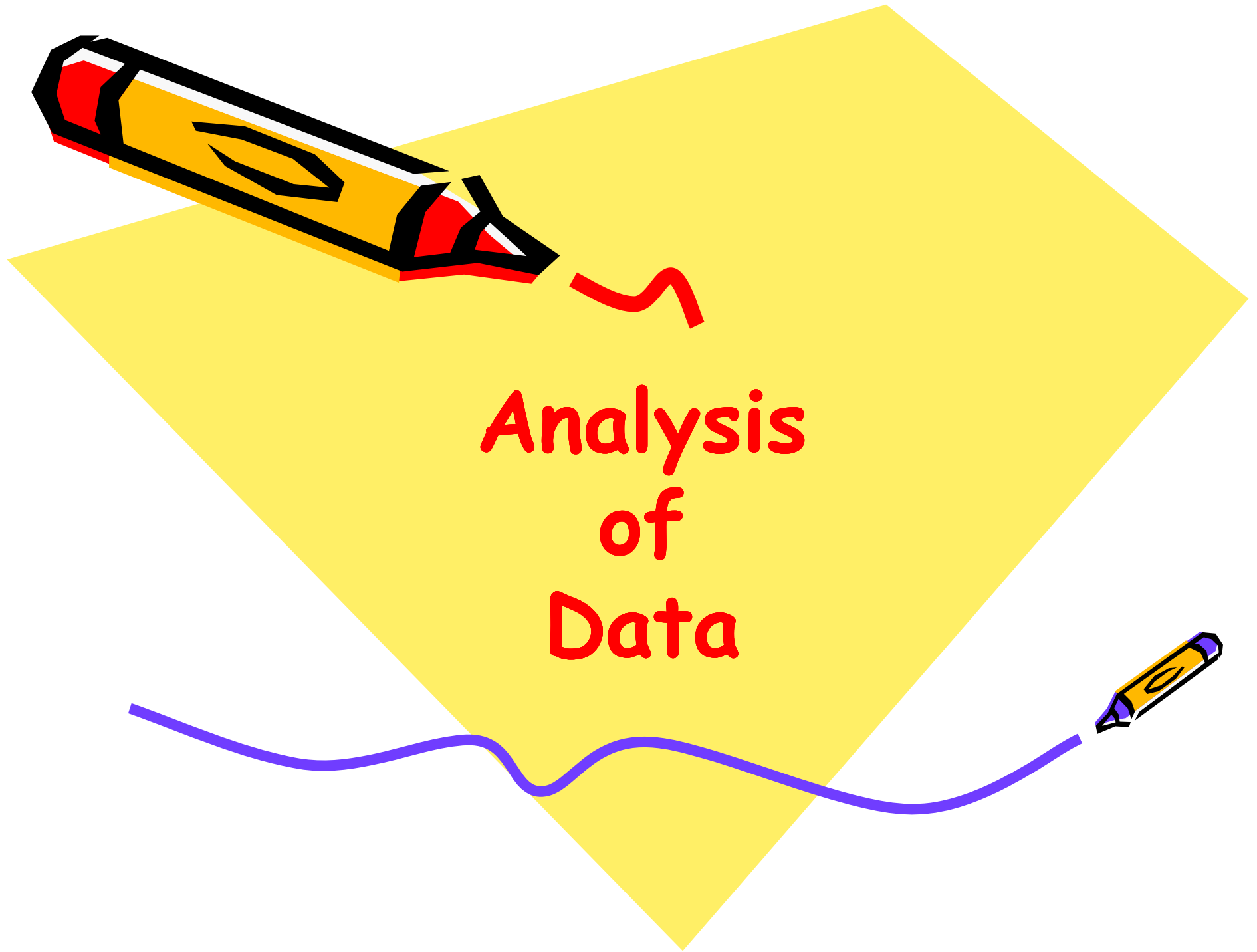
Blaine Lee



# Conference Team

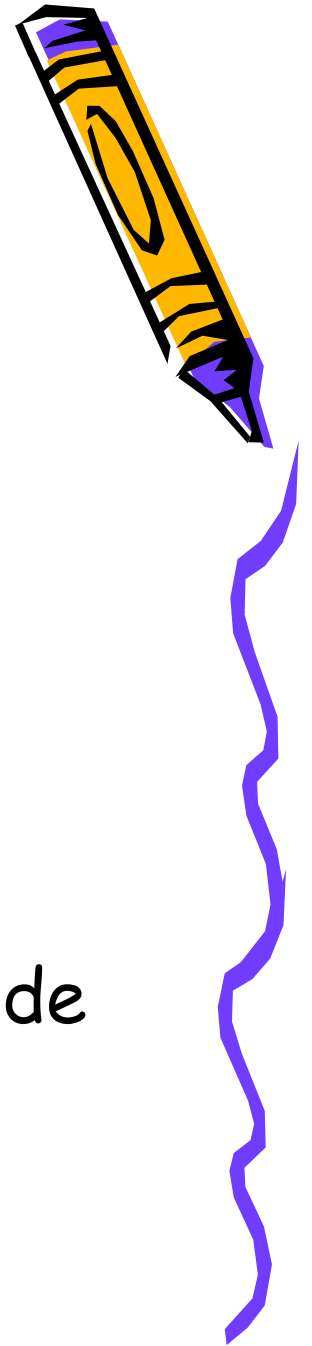
- Members include:
  - Principal
  - Assistant Principal
  - Reading Coach
  - Title 1 Facilitator
  - Teacher





# Analysis of Data

- Types of Data used:
  - DIBELS  
(ECI/EI/EI-S/EI-I)
  - District Level Assessments
  - State Assessments
  
  - Classroom, Grade Level, and School wide



# DIBELS

- Teachers arrive at conference with top portion of Data Analysis Conference form completed. (this applies to cycle 2 & 3 only)
  - This includes the ECI/EI-S/EI-I
  - Teachers follow directions on sheet, have received training, and know that additional assistance is available as needed.
  - In order to figure ECI/EI-S/EI-I teachers will need the Class Recommended Level of Instruction Report from the PMRN for their class.
  - They also bring other district assessment information relevant to their grade level.



DIBELS Data Analysis Conference  
Assessment # \_\_\_\_

Teacher: \_\_\_\_\_  
Conference Date: \_\_\_\_\_

% initial=

% strategic =

% intensive =

Effectiveness of Core Instruction	Target Students:
# stayed initial = _____	
# began initial = _____	

Effectiveness of Interventions - EI-S
# moved to initial = _____
# began strategic = _____
Target Students:

Effectiveness of Interventions - EI-I
# moved to strategic/initial = _____
# began intensive = _____
Target Students:

Items Discussed
-----------------

Teacher Will...
-----------------

Reading Coach will...
-----------------------

Administrator Will...
-----------------------



## DIBELS Data Analysis Conference Sheet-Directions

### Assessment Two

(to be used with DIBELS Data Analysis Conference Sheet)

Please fill out the top portion using your Class Recommended Level of Instruction Report attached. We will be filling out the portion beginning with Items Discussed during your Data Conference.

- The % for the top of your form will be found at the bottom of the Class Recommended Level of Instruction Report. (Pie chart)
- Make sure to use the % under Assessment 2.

Use Class Recommended Level of Instruction Report

Effectiveness of Core Instruction (ECI)

**Reminder: Count only those students present in your class all assessment cycles. Do not count those students with an \* or ones that have the message - not enrolled or removed under one of the assessments. This holds true for ECI, EI-S, and EI-I.**

- Count number of students who began initial in assessment 1 and place on bottom (# began initial)
- Count number of students who stayed initial in assessment 2 and place on top (# stayed initial)

Fill this in like a fraction - then divide to find your %

Target students- list students who were initial in assessment 1 but not assessment 2

Effectiveness of Interventions (EI-S)

- Count number of students who began strategic in assessment 1 and place on bottom (# began strategic)
- Count number of students who moved to initial in assessment 2 and place on top (# moved to initial)

Fill this in like a fraction - then divide to find your %

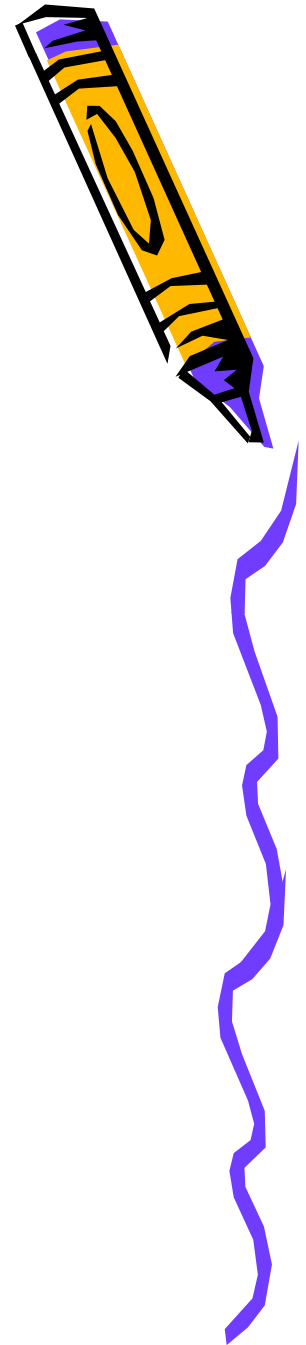
Target students - list students who were strategic in assessment 1 and remained strategic or dropped to intensive in assessment 2

Effectiveness of Interventions (EI-I)

- Count the number of students who began intensive in assessment 1 and place on bottom (# began intensive)
- Count number of students who moved to strategic and/or initial in assessment 2 and place on top (# moved to strategic/initial)

Fill this in like a fraction - then divide to find your %

Target students - list students who were intensive in assessment 1 and remained in assessment 2



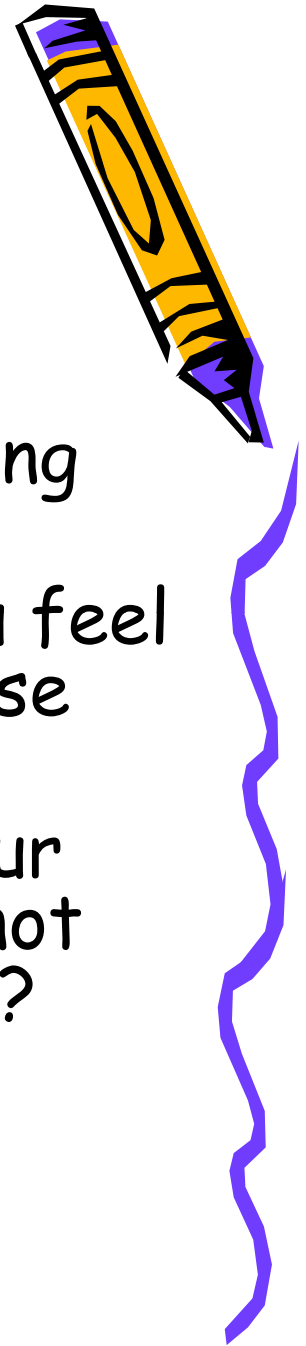
# Effectiveness of Core/Interventions



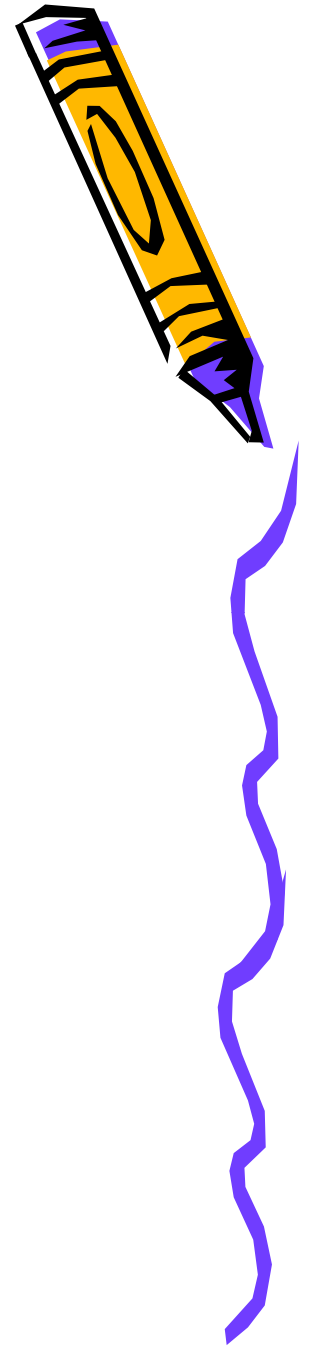
- Items for consideration if effectiveness is below 80%
  - Is it being implemented with fidelity?
  - Is there a need for coaching/modeling?
  - Is there a need for Professional Development in a particular area based on results?
  - Is there a need for additional support personnel?
  - Are there materials that might be needed?
  - Could the student need a different type of intervention?



- During the conference we begin to have discussion about:
  - Celebrations and/or Surprises
  - The # of students in classroom
  - The # of students in classroom making gains
  - What instructional strategies do you feel contributed to the gains made by these students?
  - Do you feel there are students in your classroom who are struggling and do not seem to be able to show improvement?
  - Have you identified the area of weakness?

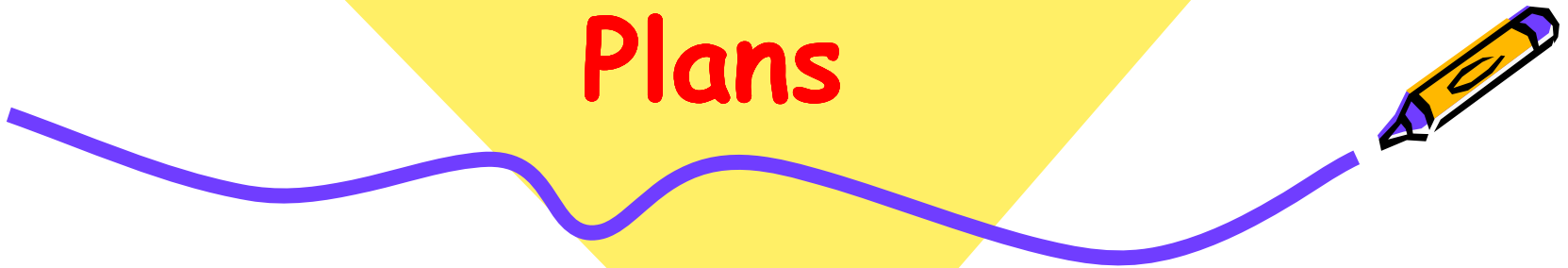


- During the conference we begin to have discussion about:
  - The need to look at the protocol to gain greater insight
  - Circumstances regarding a student that could impact results
  - Looking at scores, not just colors
  - What is currently being offered to the targeted students?



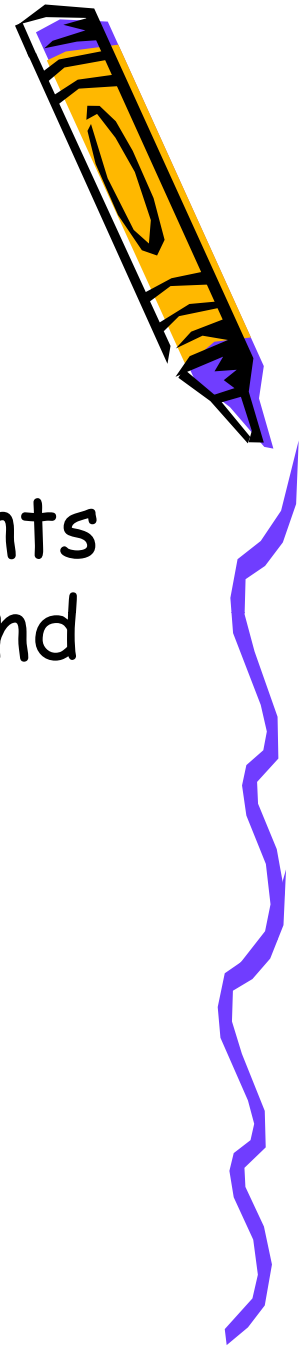


# Strategies for Developing Intervention Plans



# Developing Intervention Plans

- Two Categories of Students
  - Current Target Students (students who have been receiving support and continue to be target students)
  - New Target Students



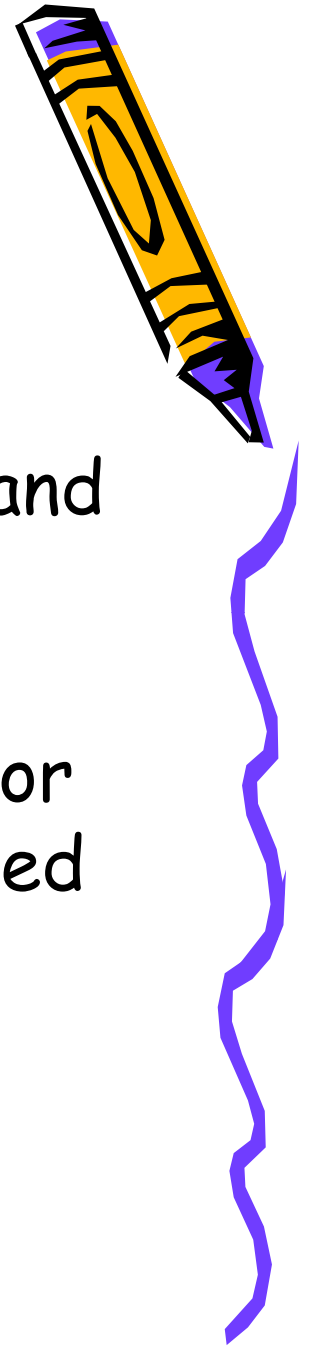
# Current Target Students

- Check current scores on DIBELS and any other assessments available for progress monitoring
- Check intervention/s that have been used with student
- Based on the progress - are they working? If so, continue. If not, then replace.
- Pay close attention to area of need - has it changed? Does any type of additional diagnostic reading assessment need to be done?



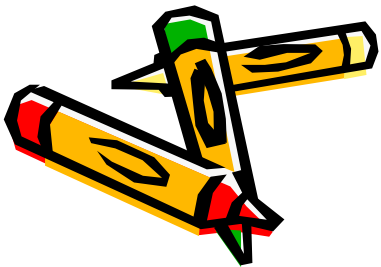
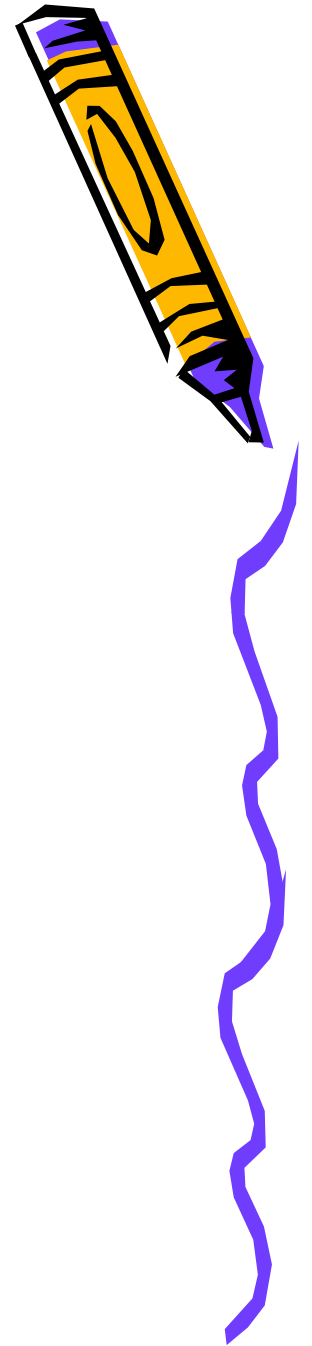
# Current Target Students

- If student is continuing - no change
- If student is being assigned new intervention- assign intervention, time and person to administer.
- If student is receiving additional assessment - set up assessment, time for review and then assign intervention based on new data.
- Classroom Teacher and Reading Coach monitor progress



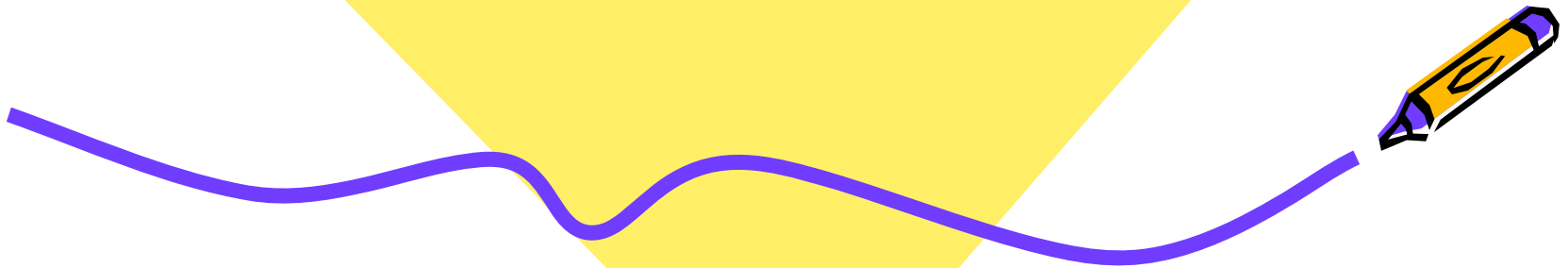
# New Target Students

- Check current scores on DIBELS and any other assessments available for progress monitoring
- Determine area of need including the possibility of further assessment
- Determine intervention best suited to student's need
- Determine time and additional support available to provide services to student
- Classroom teacher and Reading Coach monitors progress





# Troubleshooting Tips



# Scheduling Conflicts

- Number of teachers sharing same planning time
- Tip: identify individual open time (ie..Music or Art block) and give numerous options
- Administrators needed for crisis situations: pre-plan for necessary minimum of members
- Cancellation by teachers: recognize possibility of extended scheduling



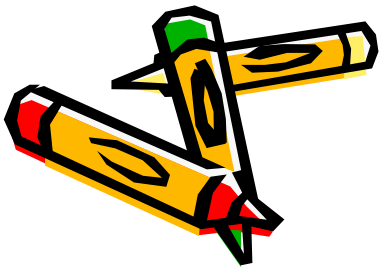
# Teacher Resistance

- Identify root of resistance (lack of confidence, lack of understanding of data, conflict belief system, refusal to utilize new strategies)
- Use discussion to arrive at common ground
- Elicit commitment to plan of action
- Monitor for teacher implementation of plan



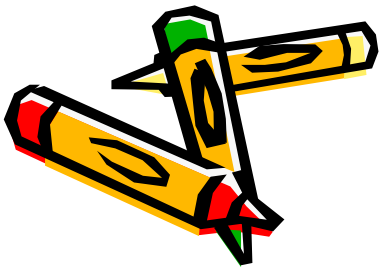
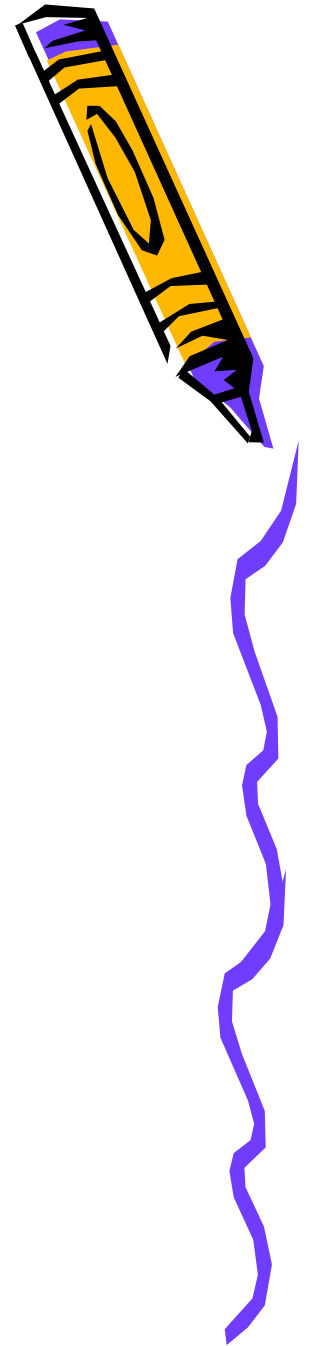
# Deficits in Teacher Knowledge

- Inability to analyze and/or interpret data
- Difficulty in matching interventions to student needs
- Need for professional development in delivery of instruction



Leadership is communicating to people their worth and potential so clearly that they come to see it in themselves.

Stephen Covey



Success happens when we all pull together.



Creative thinking inspires ideas....  
Ideas inspire change....  
Change transforms the future.

Margaret Katter



# Contact Information

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