K - 2 Longitudinal Data Center, Moreau Hall, Parkview
Kindergarten Data
Letter Naming Fluency

District: Easton Public Schools  •  (Spring 14 - Spring 16) School Year
Longitudinal Analysis - Norm Referenced Comparison
Kindergarten: Letter Naming Fluency
• All Students

Note: The Low Average Normative Category did not exist until the 2010-2011 school year.
Note: The value within each bar signifies the number of students.
**Nonsense Word Fluency**

District: Easton Public Schools • (Winter 14 - Winter 16) School Year
Longitudinal Analysis - Norm Referenced Comparison
Kindergarten: Nonsense Word Fluency
- All Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Well Above Avg. &gt;= 47</th>
<th>Above Avg. 35-46</th>
<th>Avg. 22-34</th>
<th>Low Avg. 16-21</th>
<th>Below Avg. 9-15</th>
<th>Well Below Avg. 0-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>11%</td>
<td>27</td>
<td>31</td>
<td>35</td>
<td>47</td>
<td>16</td>
</tr>
<tr>
<td>2015</td>
<td>12%</td>
<td>31</td>
<td>36</td>
<td>45</td>
<td>29</td>
<td>16</td>
</tr>
<tr>
<td>2016</td>
<td>15%</td>
<td>36</td>
<td>45</td>
<td>53</td>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td>2014</td>
<td>15%</td>
<td>23</td>
<td>35</td>
<td>36</td>
<td>94</td>
<td>13</td>
</tr>
<tr>
<td>2015</td>
<td>17%</td>
<td>36</td>
<td>36</td>
<td>35</td>
<td>94</td>
<td>12</td>
</tr>
<tr>
<td>2016</td>
<td>23%</td>
<td>37</td>
<td>36</td>
<td>36</td>
<td>89</td>
<td>9</td>
</tr>
<tr>
<td>2014</td>
<td>35%</td>
<td>20%</td>
<td>83</td>
<td>20%</td>
<td>52</td>
<td>29</td>
</tr>
<tr>
<td>2015</td>
<td>36%</td>
<td>20%</td>
<td>94</td>
<td>9%</td>
<td>31</td>
<td>23</td>
</tr>
<tr>
<td>2016</td>
<td>37%</td>
<td>20%</td>
<td>89</td>
<td>9%</td>
<td>31</td>
<td>20</td>
</tr>
</tbody>
</table>

**Notes:**
- The Low Average Normative Category did not exist until the 2010-2011 school year.
- The value within each bar signifies the number of students.
Grade One Data
District: Easton Public Schools  •  (Winter 14 - Winter 16) School Year
Longitudinal Analysis - Norm Referenced Comparison
Grade 1: Phoneme Segmentation Fluency
  •  All Students

Note: The Low Average Normative Category did not exist until the 2010-2011 school year.
Note: The value within each bar signifies the number of students.
District: Easton Public Schools • (Spring 14 - Spring 16) School Year

Longitudinal Analysis - Norm Referenced Comparison

Grade 1: Nonsense Word Fluency
* All Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Well Above Avg. &gt;= 141</th>
<th>Above Avg. 120-140</th>
<th>Avg. 73-119</th>
<th>Low Avg. 58-72</th>
<th>Below Avg. 44-57</th>
<th>Well Below Avg. 0-43</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>43</td>
<td>16%</td>
<td>13%</td>
<td>11%</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>2015</td>
<td>47</td>
<td>19%</td>
<td>21%</td>
<td>11%</td>
<td>17%</td>
<td>5%</td>
</tr>
<tr>
<td>2016</td>
<td>44</td>
<td>17%</td>
<td>18%</td>
<td>11%</td>
<td>7%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Note: The Low Average Normative Category did not exist until the 2010-2011 school year.

Note: The value within each bar signifies the number of students.
Oral Reading Fluency

District: Easton Public Schools • (Spring 14 - Spring 16) School Year
Longitudinal Analysis - Norm Referenced Comparison
Grade 1: Oral Reading Fluency
• All Students

Well Above Avg. >= 132  Above Avg. 104-131  Avg. 65-103  Low Avg. 50-64  Below Avg. 30-49  Well Below Avg. 0-29

Note: The Low Average Normative Category did not exist until the 2010-2011 school year.
Note: The value within each bar signifies the number of students.
Oral Reading Fluency

District: Easton Public Schools • (Spring 14 - Spring 16) School Year
Longitudinal Analysis - Norm Referenced Comparison
Grade 2: Oral Reading Fluency
• All Students

Note: The Low Average Normative Category did not exist until the 2010-2011 school year.
Note: The value within each bar signifies the number of students.
Math Data
Concepts and Application
Monitoring Progress of Individual Students
RTI (Response To Intervention)

3 Tiers of Support

Tier 1: Core Classroom Instruction

Tier 2: Targeted Small Group Instruction

Tier 3: Intensive Individual Intervention
Gr. 2 Math Instruction

Teacher, para, learning specialist planning together, using data to differentiate instruction.

Who is not engaged in learning?

Who is the classroom teacher?

Who are the students on IEPs?
Small Group Instruction - Tier 1 for all students

Paraprofessionals used to LEAD interventions, with planning by teacher
Grade 1 Reading Group Time - See Teacher led group.

Tier 2 Dose By Reading Specialists - same classroom, same time.
Teachers determine instructional reading levels of each student using a variety of assessments.

Teachers select leveled texts from leveled library to make sure each student is reading at their independent level.

FEEE Grant Supporting Leveled Library
Progress Monitor Improvement Report for [Redacted] (Grade 1) from 09/25/2015 to 12/04/2015
Grade 1: Nonsense Word Fluency-CLS

<table>
<thead>
<tr>
<th>Date</th>
<th>09/25</th>
<th>10/15</th>
<th>10/22</th>
<th>11/12</th>
<th>11/24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrects</td>
<td>31</td>
<td>57</td>
<td>61</td>
<td>63</td>
<td>67</td>
</tr>
<tr>
<td>ROI</td>
<td>8.67</td>
<td>7.5</td>
<td>4.57</td>
<td>4.5</td>
<td></td>
</tr>
</tbody>
</table>
Intervention plan

Bi-weekly Progress monitor

Growth rate

Goal Statement

In 26 weeks, the student will achieve 21Letters Named Correctly from the Grade K Letter Naming Fluency sublist.

The rate of improvement (ROI) should be 0.845 Letters Named Correctly per week. The current rate of improvement (ROI) is 2.67 Letters Named Correctly per week.

Goal Change(s)

Previous Goal(s):

Start Date: End Date: Frequency: Goal Corrects: Goal Errors:
09/05/2011 10/05/2011 BiWeekly 21 0

Program Description

Tier I:

Instructional program is delivered using a multi-tier intervention model. Tier I instruction is delivered by null (none selected), (none selected) per instructional cycle (as determined by the school). The primary instructional package used within Tier I is (none selected) Materials.

Tier III:

Tier III instruction is delivered by Zaner-Bloser 15 min/day, 2 days per instructional cycle (as determined by the school). The primary instructional package used within Tier III is Auditory, Visual, Group, Skill Specific Instructional Materials.
Entering Grade 3
Richardson Olmsted School • (Fall 14 - Fall 16) School Year

Longitudinal Analysis - Norm Referenced Comparison
Grade 3: CBM Reading
• All Students
Richardson Olmsted School • (Fall 14 - Fall 16) School Year

Longitudinal Analysis - Norm
Referenced Comparison
Grade 3: aMath
• All Students