Walton
COUNTY SCHOOL DISTRICT

Secondary ELA Progress Monitoring Guide

Simplify efforts in order to amplify student learning

2018 - 2019

Table of Contents

Secondary ELA Progress Monitoring Guide Q & A

Q. **What is the Secondary ELA Progress Monitoring Guide?**

A. The Secondary ELA Progress Monitoring Guide is a school-wide plan for effective data use. Research supports the notion that the best intervention is effective instruction. Each of the components in this guide is intended to be used for making effective instructional changes to improve student performance.

Q. **What does the Secondary ELA Progress Monitoring Guide include?**

A. The guide includes an explanation of the Secondary ELA Tiered Approach, ELA Problem Solving Process Protocols, Progress Monitoring Protocols, ELA & Intensive Reading progress monitoring/data collection spreadsheets (referred to as ELA/Intensive Reading Progress Monitoring Forms), and end of quarter performance targets.

Q. **What is the ELA/Intensive Reading Progress Monitoring Form?**

A. The ELA/Intensive Reading Progress Monitoring Form is a class-wide data collection spreadsheet for ELA and Intensive Reading and includes individual student data report forms (note the tabs at the bottom of the spreadsheet). The class-wide and individual student forms provide a snapshot of the "whole student" and are a tool used for identifying and planning based on student need.

Q. **Why should we use the Secondary ELA Progress Monitoring Guide?**

A. A clear plan for effective school-wide data use is essential to develop a data-driven culture that ensures individual student success (U.S. Department of Education, 2009, *Using Student Achievement Data to Support Instructional Decision Making*). The Secondary ELA Progress Monitoring Guide supports schools in creating a framework for effectively using data to make instructional decisions. Effective data practices are interdependent among the classroom, school, and district. It is recommended that <u>data chats</u> occur quarterly to encourage school-wide data interpretation and collaborative discussion sessions between and among <u>ELA and Intensive Reading teachers.</u>

Q. **Why should Intensive Reading and ELA teachers use the Secondary ELA Progress Monitoring Guide?**

A. <u>Monthly data chats are highly recommended with teachers and Literacy Coaches to closely monitor student progress</u>. Armed with data and the means to use/apply the information, teachers can make instructional changes aimed at improving student achievement such as:

- prioritizing instructional time
- targeting additional individual instruction for students who are struggling with particular reading components (phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language)
- identifying individual students' strengths and instructional interventions more effectively to help students continue accelerated progress
- gauging the instructional effectiveness of classroom lessons
- refining instructional methods
- examining classroom data to consider how to adapt curriculum based on

information about students' strengths and weaknesses

Q. **How does using the Secondary ELA Progress Monitoring Guide correlate to the Teacher Evaluation Tool?**

A. The Secondary ELA Progress Monitoring Guide supports teachers in addressing the following domains:

- **1.4** Lesson plans are revised and / or differentiated based on student needs
- **1.6** Uses data prior to planning instruction
- **3.4** Monitor learning activities, provide feedback, and adjust instruction to meet student needs
- **3.5** Use a variety of instructional strategies and / or modifications / accommodations for all students including those with special needs or diverse backgrounds
- **3.8** Conduct progress monitoring through use of a variety of formative assessments to check comprehension and adjust instruction based on these assessments
- **3.9** Require student goal setting and assist in developing and monitoring their plan for academic improvement

Q. **What else do I need to know about the Secondary ELA Progress Monitoring Guide?**

A. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance. However, when it comes to improving instruction and learning, it is not the quantity of the data that counts, <u>but how the information is used</u> (Hamilton et al., 2009). The Secondary ELA Progress Monitoring Guide will help teachers, school administrators, and district support teams ***simplify efforts in order to amplify student learning*** through purposeful and relevant data interpretation and decision-making discussions.

Secondary ELA: A Tiered Approach

Tier	Descriptions
Core = **Tier 1** = Instruction every student receives in **ELA** Courses	Tier 1 instruction: • High quality core ELA instruction occurs daily and reaches all students using Springboard Curriculum • At least 80% of students are demonstrating proficiency on grade level standards by earning an average grade of C or higher on standards-based assignments associated with the ELA course code • All students are scoring an SGP of 40 or higher on STAR (Progress Monitoring Assessment) If these criteria are not met, teachers engage in the Problem Solving Process with school administrators to address the needs of the core.
Tier 2 = Intensive Reading **IF** instruction is differentiated for the student's needs and includes small group support at the student's Instructional Level (see Literacy Coach for more information)	Tier 1 instruction (quality ELA instruction) **PLUS** Intensive Reading instruction which includes: • High quality small group differentiated instruction at student's Instructional Level addressing student's reading needs aimed at accelerating student's ability to navigate increasingly complex text utilizing Teengagement, Achieve 3000, Read 180, Structures, Sound System or other district-approved resources • At least 80% of students are making adequate progress according to criteria included in this Secondary ELA Progress Monitoring Guide • All students are scoring an SGP of 40 or higher on STAR (Progress Monitoring Assessment) If these criteria are not met, teachers engage in the Problem Solving Process with administrators and Literacy Coach/Instructional Coach to address the needs of the Intensive Reading class. If more than 20% of a school's population is scheduled in Intensive Reading, the Problem Solving Process **must** occur with school administrators, the SIP Team and Literacy/Instructional Coach to address core (ELA) effectiveness.
Tier 3 = Students referred to MTSS team for specific interventions in addition to Intensive Reading	Tier 1 and Tier II instruction **PLUS** additional Intensive Interventions which include: • Targeted instruction to address reading component deficits • Weekly screenings to ensure accelerated progress If more than 5% of a school's population is considered Tier 3 because they are not making adequate progress, than the Problem Solving Process must occur with school administrators, the MTSS Team and Literacy/Instructional Coach to address Tier 3 (Intensive Reading) effectiveness.

Secondary ELA Problem Solving Process Protocols

Tier	If	Then	Next Steps
Tier 1	Less than 80% of ELA students are earning an average grade of C or Higher **OR** Some students are earning less than 40 SGP	Teacher and administrator engage in Problem Solving Process to ensure that: ✓ Teacher has had adequate Springboard training ✓ Teacher has all necessary resources ✓ Grades are consistent with standards related to the ELA course code ✓ Assessments are unpacked together with students ✓ Students are engaged in high quality instruction, bell-to-bell ✓ Students are regularly attending class	• If Springboard training is needed, administrator schedules training with Literacy Coach • If Springboard materials are needed, administrator will make arrangements for additional materials • If grades are not in alignment with course code standards, administrator schedules data training with Literacy Coach • If assessments are not unpacked with students, administrator will schedule time for literacy coaching cycle and will review FOCUS during following quarter • If students are not engaged, administrator schedules time for literacy coaching cycle with follow-up administrative walkthroughs during following quarter • If more than 20% of students are not regularly attending class, administrator will meet with MTSS Team to intervene
Tier 2	More than 20% of a school's overall student population is in Intensive Reading	Administrator problem solves Tier I with SIP Team and Literacy/Instructional Coach and conducts frequent ELA classroom walkthroughs to determine if : ✓ Students are engaged in high quality bell-to-bell ELA instruction ✓ Teachers are transferring Springboard training to classroom, including unpacking assessments with students ✓ Students are regularly attending class	• If training is needed, administrator schedules professional learning with Literacy Coach • If resources are needed, administrator makes arrangements to order resources • If classroom transfer of professional learning needs support, administrator supports coaching cycle with Literacy Coach and/or PLC focused on best practices with administrative walkthroughs and feedback to support • If attendance is an issue, administrator problem solves with MTSS Team
Tier 3	Less than 80% of **Intensive Reading** students are making adequate progress **OR** Some students are earning less than 40 SGP	Teacher, administrator and Literacy/Instructional Coach engage in Problem Solving Process to ensure that: ✓ Teacher has necessary resources ✓ Teacher has had adequate training on resources ✓ Students are engaged in high quality instruction bell-to-bell ✓ Students are regularly attending class	• If resource training is needed, administrator schedules training with Literacy Coach • If materials are needed, administrator will make arrangements for additional materials • Administrator schedules time for literacy coaching cycle with follow-up administrative walkthroughs during following quarter • If more than 20% of students are not regularly attending class, administrator will meet with MTSS Team to intervene

ELA/Intensive Reading Progress Monitoring Form Protocols

Accessing the Secondary ELA Progress Monitoring Guide
To access the Secondary ELA Progress Monitoring Guide and its contents, go to your school's Shared Drive. Open the folder titled 2018 - 2019 Progress Monitoring Forms. This guide and a master copy of the Secondary ELA/Intensive Reading Progress Monitoring Form for your school will be inside.

Creating individual ELA/Intensive Reading Progress Monitoring Forms
Open the above-mentioned folder.
Open the 'Master' Progress Monitoring Form.
Save the Master Form as 'Teacher Name.Class Period'. Do this prior to entering any data.

The ELA/Intensive Reading Progress Monitoring Form Format
The Intensive Reading Progress Monitoring Form (Excel spreadsheet) was designed to be printed on regular 8 x 11 paper. Enlarging and/or minimizing the form on your computer screen may skew the format. Please note: ***this is just a visual change***. The actual form is not changing. When the form is printed or scaled back on the screen, it will self-correct.

Entering Information

Teacher Name & School Name: Type your name in the 'Teacher' section of the spreadsheet and your school name in the 'School" section of the spreadsheet

Student Name: Enter each student's first and last name under 'Student Name'
   If a student enrolls after the beginning of the school year, enter the new student's name in the row under the last original student on your list.

Absences: Enter the number of days missed each quarter.
   If a student withdraws, leave the student on your list and enter "W" under Absences i n the quarter column in which he / she withdraws.

ESE/ESOL: Enter X in the box if the student is classified ESE (IEP or 504) and/or ESOL

Tier 3 (T3): At the end of each quarter, enter X if a student has been referred to the MTSS Team for additional intensive interventions based on student performance in Intensive Reading.

Entering Achievement Data

Enter achievement data on the Secondary Progress Monitoring Form quarterly.

Achievement data <u>must entered for each data source</u> on or before the dates listed in the chart below.

Quarter	**Data Entry Deadline** Data Entries must be completed by 3:00pm
1st Quarter	October 22, 2018
2nd Quarter	January 14, 2019
3rd Quarter	March 25, 2019
4th Quarter	May 30, 2019

Achievement Data Entry Protocols

Data Source	What to Enter on the Progress Monitoring Form
STAR Student PR	Enter the **Percentile Rank (PR)** for each assessment.
STAR Student SGP	Enter the **Student Growth Percentile (SGP)**. These scores are available after the second STAR assessment has been administered.
STAR Reading (Lexile Level)	Enter the **Lexile Level** for each assessment
Achieve3000 (Level Set), if applicable	Enter the **Lexile Level** for the Level Set (taken at the beginning, mid-year, and end of each year)
ELA Grades & Reading Grades (if applicable)	Enter quarterly average
Writing Score	If routine writing assessments are given, enter the scores in a #/#/# (4/4/2) format for each quarter an assessment is given.
2017 FSA ELA	Enter 2017 FSA ELA Scale Score (SS), Achievement Level (AL), & Writing Score (#/#/#)
2018 FSA ELA	Enter 2017 FSA ELA Scale Score (SS), Achievement Level (AL), & Writing Score (#/#/#)

Re-Takes	Enter score (if applicable)	
ACT / SAT	Enter score (if applicable)	

Secondary ELA Performance Targets

Use the appropriate following grade level charts as a reference guide for interpreting student data, conducting data discussions with colleagues and / or parents, and making instructional decisions.

Lexile Levels (Achieve3000 and STAR Reading)

Sixth – Twelfth Grade

	Below Grade Level	Approaching Grade Level (Tier 2)	**On Grade Level**	Above Grade Level
6th Grade Lexile Band	Below 830	830 – 920	**925 – 1070**	Above 1070
7th Grade Lexile Band	Below 925	925 – 965	**970 – 1120**	Above 1120
8th Grade Lexile Band	Below 970	970 – 1005	**1010 – 1185**	Above 1185
9th Grade Lexile Band	Below 1010	1010 – 1045	**1050 – 1260**	Above 1260
10th Grade Lexile Band	Below 1050	1050 – 1075	**1080 – 1335**	Above 1335
11th -12th Grade Lexile Band	Below 1080	1080-1180	**1185-1385**	Above 1385

Secondary ELA Decision Tree

WCSD Secondary ELA Decision Tree			
Progress Monitoring Assessments	**If**	**Then**	**Programs/Materials/Strategies**
FSA Reading Administer STAR to all students in grades 6-10 Administer STAR to all students who have not passed FSA in grades 11 and 12 Dates: FSA Reading - April 2018 STAR - Assessment #1 Early Fall 2018 Assessment #2 Winter 2019 Assessment #3 Spring 2019	FSA Level 1 or 2	Use STAR to place into the appropriate reading intervention (see next column). School-based MTSS team must meet to review the progress of all Level 1 students. The MTSS team will use the WCSD Secondary Progress Monitoring Guide to determine if the student is on course to demonstrate proficiency on FSA; if students are not on proficiency trajectory, the MTSS team will problem-solve in order to increase support	**Urgent Intervention**: FSA Level 1 and STAR/Running Records indicating Lexile ≥ 3 years below grade level - Intensive Reading 90 minutes daily with intensive small group instruction using Great Leaps, Language, Read 180, Structures/Phonics First or other district-approved intervention materials **Intensive Intervention**: FSA Level 1 and STAR/Running Records indicating Lexile indicating 2-3 years below grade level- Intensive Reading or Reading for College Success 50 minutes daily with intensive small group instruction using Great Leaps, Teengagement, Achieve3000, Structures/Phonics First or other district approved intervention materials matched to student need **Intensive Support:** FSA Level 1 or 2 and STAR/Running Records indicating Lexile Level indicating 1-2 years below grade level - Intensive Reading or Reading for College Success at least 45 minutes daily using Teengagement, Achieve 3000, Structures/Phonics First, and/or other district approved support materials **Content Support:** FSA Level 2 and STAR/Running Records indicating Lexile Level less than 1 year below grade can be supported in Science or Social Studies with a CARP-PD/NG-CARPD, Reading Endorsed or Reading Certified Science or Social Studies teacher who has a demonstrated history of using instructional and learning strategies to support students in navigating increasingly complex text. If no such teacher is available, then the student is placed in an Intensive Reading Class.
	FSA Level 3 or above	Needs met in ELA course	**SpringBoard**