



# Secondary Progress Monitoring Guide

*Simplify efforts in order to amplify student learning.*

2015 – 2016

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## Progress Monitoring Guide Q & A

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

**A.** 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 Progress Monitoring Guide include?**

**A.** The guide includes progress monitoring protocols, progress monitoring / data collection spreadsheets (referred to as Progress Monitoring Forms), and end of quarter performance targets.

**Q. What is the Secondary Progress Monitoring Form?**

**A.** The Secondary Progress Monitoring Form is a class wide data collection spreadsheet for 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 is a tool used for identifying and planning based on student need.

**Q. Why does my school want to use the Progress Monitoring Guide?**

**A.** A clear plan for effective school wide data use is essential to developing 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 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 [Data Chats](#) occur quarterly to encourage school wide data interpretation and collaborative discussion sessions among [Intensive Reading teachers](#).

**Q. Why do Intensive Reading (and ELA) teachers want to use the Progress Monitoring Guide?**

**A.** Armed with data and the means to use / apply the information data can provide; Intensive Reading 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 school wide data to consider how to adapt curriculum based on information about students' strengths and weaknesses

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

**A.** The 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 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, but how the information is used (Hamilton et al., 2009). The Progress Monitoring Guide will help teachers, school administrators, and district support teams *simplify their efforts in order to amplify student learning* through purposeful and relevant data interpretation and decision making discussions.

# Progress Monitoring Form Protocols

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## Accessing the Progress Monitoring Guide

To access this Progress Monitoring Guide and its contents, go to your school's Share Drive. Open the folder titled, 2015 - 2016 Progress Monitoring Forms. This guide and a Master Copy of the Progress Monitoring Form for your school will be inside.

## Creating individual Progress Monitoring Forms within the Master Folder

Open the above-mentioned folder.  
Open the 'Master' Progress Monitoring Form.  
Save the Master Form as 'Teacher Name.Class Period'.

## The Progress Monitoring Form Format

The Secondary Progress Monitoring Form (Excel spreadsheet) was designed to be printed on regular 8 x 10 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.

## Individual Student Pages

The Progress Monitoring Form generates individual student pages (student tabs at the bottom of the spreadsheet). These sheets may be printed and used during MTSS meetings, data discussions, parent conferences, planning sessions, etc.

**\* Do NOT type on the data portion of the individual student tabs.\***

## Entering Student Information

**Teacher Name:** Type your name in the 'Teacher' section of the spreadsheet

**Student Name:** First and Last

*\*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.*

**Retention Yr / Gr:** Enter the year the student was retained and the grade level in which the student was retained (if applicable).

**Absences:** Enter the number of days missed each quarter.

*\*If a student withdraws, leave the student on your list and enter "W" under Absences in 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

**RtI (Response to Intervention) Tier:** At the end of each quarter, enter the current RtI Tier status for each student using the codes on the next page.

## All secondary students in Intensive Reading are on at least Tier II

RtI Tier	Description of Tiers (WCSD District Reading Plan, 2015)	Code to Enter on PM Form
Tier 1	<ul style="list-style-type: none"> <li>• High Quality Core Instruction: whole group, small group, with independent reading practice</li> <li>• Quarterly screenings: Progress Monitoring Form (to ensure adequate progress)</li> <li>• Expectation: <u>80% of students class-wide</u> are making adequate progress and proficient on grade level standards.  <b>*Example of healthy Tier 1 in a class of 20 students:</b>            16 students are making adequate progress and performing on grade level (Tier 1)</li> </ul>	T1
Tier 2	<p>Tier 1 instruction and screenings <b>plus:</b></p> <ul style="list-style-type: none"> <li>• <i>iii</i>: 30 minutes <i>daily</i> group interventions focusing on <u>reading components</u> (phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language)</li> <li>• Bi-weekly screenings (to provide increasingly intensive instruction to match student needs based on level of performance and rate of progress) using the <i>iii</i> form</li> <li>• Expectation: <u>20% or fewer students class-wide</u>  <b>*Note: 80% of Tier 2 students are expected to make <u>accelerated</u> progress. If not, then the teacher will problem-solve with their literacy coach. If an individual student is not making <u>accelerated</u> progress, the teacher will create a Student Statement of Concerns.</b>  <b>*Example of healthy Tier 2 in a class of 20 students:</b>            4 students are receiving Tier 2 interventions (<i>iii</i>); 3 out of the 4 are making <b>accelerated</b> progress</li> </ul>	T2
Tier 3	<p>Tier 1 instruction and screenings, <b>and</b> Tier 2 interventions, <b>plus:</b></p> <ul style="list-style-type: none"> <li>• Intensive interventions (to target students' reading component deficits for the remediation of existing challenges and the prevention of more severe academic gaps)</li> <li>• Weekly screenings (to ensure fidelity and problem-solving when necessary)</li> <li>• Expectation: <u>Fewer than 5% of students class-wide</u>  <b>*Example of Tier 3 in a class of 20 students:</b> 1 student</li> </ul>	T3

Note: **Through extensive research, Fountas & Pinnell, (2014) have found that approximately 16 weeks of intensive and effective Tier 2 intervention should promote students from Tier 2 performance to Tier 1 (grade level) status.**

### Entering Achievement Data

Entering achievement data on the Progress Monitoring Form is expected quarterly.

Achievement data must be accurately entered for each data source on or before the dates listed in the chart below.

<b>Quarter</b>	<b>Data Entry Deadline</b> Data Entries must be completed by 3:00pm
1st Quarter	October 16, 2015
2nd Quarter	January 8, 2016
3rd Quarter	March 18, 2016
4th Quarter	May 24, 2016

### Achievement Data Entry Protocols

Achievement data protocols vary slightly between high school and middle school forms. Please refer to the appropriate chart for specific details.

#### **Middle School Progress Monitoring Forms**

<b>Data Source</b>	<b>What to Enter on the Progress Monitoring Form</b>
DFA	Enter the quarterly District Formative Assessment (DFA) score English Language Arts (ELA) teachers should administer the DFA each quarter just prior to interim reports
STAR Reading (Lexile Level)	Enter the Lexile Level for each quarterly assessment
Achieve3000 (Level Set)	Enter the Lexile Level for the Level Set (taken at the beginning, mid-year, and end of each year)
Reading Grades	Enter quarterly average
Pre-Test	Enter the DFA Pre-Test score (ELA teachers should administer this during the first three weeks of school)
Post-Test	Enter the DFA Post-Test score (ELA teachers should administer this during the last three weeks of school)
2014 FCAT Reading Score	Enter score
2015 FSA ELA	Enter score

## High School Progress Monitoring Forms

Data Source	What to Enter on the Progress Monitoring Form
DFA	Enter the quarterly District Formative Assessment (DFA) score English Language Arts (ELA) teachers should administer the DFA each quarter just prior to interim reports
STAR Reading (Lexile Level)	Enter the Lexile Level for each quarterly assessment
Achieve3000 (Level Set)	Enter the Lexile Level for the Level Set (taken at the beginning, mid-year, and end of each year)
Reading Grades	Enter quarterly average
Pre-Test	Enter the DFA Pre-Test score (ELA teachers should administer this during the first three weeks of school)
Post-Test	Enter the DFA Post-Test score (ELA teachers should administer this during the last three weeks of school)
2015 FSA ELA	Enter score
Re-Takes	Enter score (if applicable)
ACT / SAT	Enter score (if applicable)



# Progress Monitoring Forms

See images below of the Middle and High School Progress Monitoring forms.

High School

## Progress Monitoring Form

2015 - 2016

TEACHER'S NAME:

Student Name	Retention		Absences				Mark "X" if		DFA				STAR Reading Lexile				Achieve3000 Level Set			Reading Grades				Pre Test	Post Test	2015 FSA ELA	Re-Takes	ACT / SAT	Notes and Comments
	Yr.	Gr.	1	2	3	4	ESSE	ESOL	2	3	1	2	3	4	1	2	3	4	1	2	3	4							

Classwide Progress Student 1 Student 2 Student 3 Student 4 Student 5 Student 6 Student 7 Student 8 Student 9 Student 10 Student 11 Student 12 Student 13 Student 14 Student 15 Student 16 Student 17 Student 18 Student 19 Student 20 Student ...

Middle School

## Progress Monitoring Form

2015 - 2016

TEACHER'S NAME:

Student Name	Retention		Absences				Mark "X" if		DFA				Reading STAR Lexile				Achieve 3000 Level Set			Reading Grades				Pretest	Post Test	2014 FCAT Reading	2015 FSA Reading	Notes and Comments	
	Yr.	Gr.	1	2	3	4	ESSE	ESOL	2	3	1	2	3	4	1	2	3	4	1	2	3	4							

Classwide Progress Student 1 Student 2 Student 3 Student 4 Student 5 Student 6 Student 7 Student 8 Student 9 Student 10 Student 11 Student 12 Student 13 Student 14 Student 15 Student 16 Student 17 Student 18 Student 19 Student 20 Student ...

# 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.

## Middle School

### Sixth Grade

#### DFA

	Below Grade Level	Approaching Grade Level	<b>On Grade Level</b>	Above Grade Level
Each Quarter	Below 60%	60 – 70%	70 – 90%	Above 90%

#### Achieve3000 and STAR Reading (Lexile Levels)

6<sup>th</sup> Grade Level Band 925 – 1070

	More Than One Year Below Grade Level	One Year Below Grade Level (Tier II)	<b>On Grade Level</b>	Above Grade Level
Quarter 1	825 and Below	830 – 920	925 – 960	965 and Above
Quarter 2	870 and Below	875 – 960	965 – 1000	1005 and Above
Quarter 3	915 and Below	920 – 1000	1005 – 1040	1045 and Above
Quarter 4	960 and Below	965 – 1010	1045 – 1070	1075 and Above

## Seventh Grade

### DFA

	Below Grade Level	Approaching Grade Level	<b>On Grade Level</b>	Above Grade Level
Each Quarter	Below 60%	60 – 70%	70 – 90%	Above 90%

### Achieve3000 and STAR Reading (Lexile Levels)

7<sup>th</sup> Grade Level Band 970 – 1120

	More Than One Year Below Grade Level	One Year Below Grade Level (Tier II)	<b>On Grade Level</b>	Above Grade Level
Quarter 1	920 and Below	925 – 960	970 – 1005	1010 and Above
Quarter 2	960 and Below	965 – 1000	1010 – 1045	1050 and Above
Quarter 3	1000 and Below	1005 – 1040	1050 – 1085	1090 and Above
Quarter 4	1040 and Below	1045 – 1070	1090 – 1120	1125 and Above

## Eighth Grade

### DFA

	Below Grade Level	Approaching Grade Level	<b>On Grade Level</b>	Above Grade Level
Each Quarter	Below 60%	60 – 70%	70 – 90%	Above 90%

### Achieve3000 and STAR Reading (Lexile Levels)

8<sup>th</sup> Grade Level Band 1010 – 1185

	More Than One Year Below Grade Level	One Year Below Grade Level (Tier II)	<b>On Grade Level</b>	Above Grade Level
Quarter 1	965 and Below	970 – 1005	1010 – 1045	1050 and Above
Quarter 2	1005 and Below	1010 – 1045	1050 – 1085	1090 and Above
Quarter 3	1045 and Below	1050 – 1085	1090 – 1125	1130 and Above
Quarter 4	1085 and Below	1090 – 1120	1130 – 1185	1190 and Above

## High School

### Ninth Grade

#### DFA

	Below Grade Level	Approaching Grade Level	<b>On Grade Level</b>	Above Grade Level
Each Quarter	Below 60%	60 – 70%	70 – 90%	Above 90%

#### Achieve3000 and STAR Reading (Lexile Levels)

9<sup>th</sup> Grade Level Band 1050 – 1260

	More Than One Year Below Grade Level	One Year Below Grade Level (Tier II)	<b>On Grade Level</b>	Above Grade Level
Quarter 1	1005 and Below	1010 – 1045	1050 – 1095	1100 and Above
Quarter 2	1045 and Below	1050 – 1085	1100 – 1145	1150 and Above
Quarter 3	1085 and Below	1090 – 1125	1150 – 1195	1200 and Above
Quarter 4	1125 and Below	1130 – 1185	1200 – 1260	1265 and Above

### Tenth Grade

#### DFA

	Below Grade Level	Approaching Grade Level	<b>On Grade Level</b>	Above Grade Level
Each Quarter	Below 60%	60 – 70%	70 – 90%	Above 90%

#### Achieve3000 and STAR Reading (Lexile Levels)

10<sup>th</sup> Grade Level Band 1080 – 1335

	More Than One Year Below Grade Level	One Year Below Grade Level (Tier II)	<b>On Grade Level</b>	Above Grade Level
Quarter 1	1045 and Below	1050 – 1095	1080 – 1135	1140 and Above
Quarter 2	1095 and Below	1100 – 1145	1140 – 1195	1200 and Above
Quarter 3	1145 and Below	1150 – 1195	1200 – 1255	1260 and Above
Quarter 4	1195 and Below	1200 – 1260	1260 – 1335	1340 and Above

## Eleventh Grade

### DFA

	Below Grade Level	Approaching Grade Level	<b>On Grade Level</b>	Above Grade Level
Each Quarter	Below 60%	60 – 70%	70 – 90%	Above 90%

### Achieve3000 and STAR Reading (Lexile Levels) 11<sup>th</sup> and 12<sup>th</sup> Grade Level Band 1185 – 1385

	More Than One Year Below Grade Level	One Year Below Grade Level (Tier II)	<b>On Grade Level</b>	Above Grade Level
Quarter 1	1075 and Below	1080 – 1135	1185 – 1205	1210 and Above
Quarter 2	1135 and Below	1140 – 1195	1210 – 1230	1235 and Above
Quarter 3	1195 and Below	1200 – 1255	1235 – 1255	1260 and Above
Quarter 4	1255 and Below	1260 – 1335	1260 – 1385	1390 and Above

## Twelfth Grade

### Achieve3000 and STAR Reading (Lexile Levels) 11<sup>th</sup> and 12<sup>th</sup> Grade Level Band 1185 – 1385

	More Than One Year Below Grade Level	One Year Below Grade Level (Tier II)	<b>On Grade Level</b>	Above Grade Level
Quarter 1	1180 and Below	1185 – 1205	1285 – 1305	1310 and Above
Quarter 2	1205 and Below	1210 – 1230	1310 – 1330	1335 and Above
Quarter 3	1230 and Below	1235 – 1255	1335 – 1355	1360 and Above
Quarter 4	1255 and Below	1260 – 1385	1360 – 1385	1390 and Above