Determining Adequate Progress

FALL

High Risk K-1
- Y - Grade Level
- Y - Some Risk
- N - High Risk

High Risk 2-3
- Y - Grade Level
- Y - Some Risk
- N - High Risk

Some Risk
- Y - Grade Level
- Y - Some Risk
- N - High Risk

At or Above Grade Level
- Y - Grade Level
- N - Some Risk
- N - High Risk

WINTER

Y - Grade Level
- N - Some Risk
- N - High Risk

N - High Risk

SPRING

Y - Grade Level
- N - Some Risk
- N - High Risk

N - High Risk

N - High Risk
### Summary of School Data

**Adequate Progress Data – Progress Monitoring**

From Date: Fall 2007  
To Date: Winter 2008

<table>
<thead>
<tr>
<th>Grade</th>
<th>From High Risk (1) to Grade Level (3) or Some Risk (2)</th>
<th>From High Risk (1) to Grade Level (3)</th>
<th>From Some Risk (2) to Grade Level (3)</th>
<th>From At or Above Grade Level (3) to At or Above Grade Level 3</th>
<th>% and # Moved</th>
<th>% and # Stayed</th>
<th>Total % and # Students Proficient for IRI</th>
<th>Total % and # Students Proficient for ITBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>%  #</td>
<td>%  #</td>
<td>%  #</td>
<td>%  #</td>
<td>50% 11/22</td>
<td>71% 20/28</td>
<td>95% 55/58</td>
<td>78 91</td>
</tr>
<tr>
<td>1</td>
<td>%  #</td>
<td>%  #</td>
<td>%  #</td>
<td>%  #</td>
<td>33% 3/9</td>
<td>70% 42/60</td>
<td>69% 59/86</td>
<td>75% 90</td>
</tr>
<tr>
<td>2</td>
<td>%  #</td>
<td>%  #</td>
<td>%  #</td>
<td>%  #</td>
<td>28% 4/14</td>
<td>19% 8/42</td>
<td>96% 80/83</td>
<td>63% 92</td>
</tr>
<tr>
<td>3</td>
<td>%  #</td>
<td>%  #</td>
<td>%  #</td>
<td>%  #</td>
<td>18% 3/17</td>
<td>32% 10/31</td>
<td>94% 72/77</td>
<td>66% 86</td>
</tr>
</tbody>
</table>
### Groups for Which an Action Plan is Needed
*(place a check to indicate plan is needed)*

<table>
<thead>
<tr>
<th></th>
<th>High Risk Students</th>
<th>Some Risk Students</th>
<th>At Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td>☑</td>
<td></td>
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<tr>
<td>First Grade</td>
<td></td>
<td></td>
<td>☑</td>
</tr>
<tr>
<td>Second Grade</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Grade</td>
<td>☑</td>
<td></td>
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</tbody>
</table>
Create Action Plans

Define the Problem
What is the problem?

Conduct Problem Analysis
Why is it happening?

Determine the Goal
How well do we want our students to perform?

Create a Plan
What will we do about it?

Implement the Plan
How will we ensure all steps in the Action Plan have been implemented?

Evaluate
How well did the Action Plan work?
Define the problem.

“90% of first graders who started the 2007-08 school year at Grade Level status were expected to remain at Grade Level status at the end of the year. Only 60% of these students remained at Grade Level. The difference between performance and expectation is 30 percentage points.”
Conduct Problem Analysis

1. Materials and Instruction
2. Time and Grouping
3. Assessment
4. Data Utilization
5. Professional Development
6. Schoolwide Organization and Support
7. School Leadership
8. Reading First Coach

Define the Problem
What is the problem?

Evaluate
How well did the Action Plan work?

Implement the Plan
How will we ensure all steps in the Action Plan have been implemented?

Create a Plan
What will we do about it?

Conduct Problem Analysis
Why is it happening?

Determine the Goal
How well do we want our students to perform?
Tools for Action Planning – Conduct Problem Analysis

Grade Level Implementation Questions

• These are sets of accompanying documents to the Practices Handbook for grades K, 1, and 2/3.
• Each of these documents contains questions that a leadership team should consider when conducting a problem analysis at a specific grade level.
• All questions are related to implementation of a school’s Reading First plan in each of the eight critical components mentioned above.
Summary of Problem Analysis:

“Time and Grouping Practices: Grade 2 Some Risk students receive only 15 minutes of extra reading instruction per day. This is not enough time to meet these students’ instructional needs for annual and “catch-up” growth. This instructional time needs to be increased.
**Determine a Goal**

**Goal of Action Plan:** “By the end of the 2008-08 school year, 90% of our first grade students who began the year at Grade Level status will remain at Grade Level status.”
Create a Plan

Tools for Action Planning – Create Action Plan

• Practices Handbook.

The Practices Handbook includes descriptions of practices at schools that have produced significant gains in student reading performance with high-risk populations. Members of the school leadership team ideally will become familiar with this Handbook before beginning the Action Planning Process and can use the Handbook as a resource during the Action Planning process.
## Implement the Plan

<table>
<thead>
<tr>
<th>Area for Action Plan</th>
<th>New Summer</th>
<th>New Mid Yr</th>
<th>Action to Be Taken</th>
<th>Person Responsible</th>
<th>Report on Progress of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials and Instructional Practices</td>
<td></td>
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<td>(be specific enough so that it is possible to determine when the action has been implemented)</td>
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<tr>
<td>Time/Coverage/ Mastery and Grouping Practices</td>
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<tr>
<td>Assessment Practices</td>
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<td>Data Utilization Practices</td>
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<td>Schoolwide Organization and Support</td>
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<tr>
<td>Professional Development</td>
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<td>Principal and District Leadership</td>
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<td>Reading First Coach</td>
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**Evaluate the Plan**

- The goal was met. The changes reflected in the Action Plan met a high number of students’ needs and should become part of the school’s overall Reading First plan.
- The goal was not met, but achievement of the targeted group improved. Make additional changes as needed to the targeted group’s Reading First plan and/or implementation of that plan.
- Data indicate little progress was made with the targeted group of students. Reanalyze the problem to determine other changes that might better address the problem.
Grade Level Implementation Questions

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• Each of these documents contains questions that a leadership team should consider when conducting a problem analysis at a specific grade level.
• All questions are related to implementation of a school’s Reading First plan in each of the eight critical components mentioned above.
Materials and Instructional Practices
Principal and District Leadership
Reading First Coach
Professional Development
Student Achievement
Schoolwide Organization and Support
Assessment Practices
Data Utilization
Time Coverage Mastery & Grouping Practices
Thank you