



Evidence of Progress Monitoring

School District of Indian River County

#SDIRCStrongerTogether

Date: 10/5/2020

School/Department: Alternative Center for Education

Action Step # and Description: 1.15_ACE_Improving Mastery of Standards - HCO, C&I, High Schools
(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)

Explanation of Evidence: Standards where African American students have performed low in are identified during team data chats. This information is pulled from diagnostics and unit assessments, then used to develop interventions and remediate. The first data chat for September has already taken place and a leadership progress monitoring form has been developed to identify challenging standards in all subject areas.

Results of Action Taken: Teachers are now aware of the most challenging standards. They are planning to include them in lessons where they may not be the target standards, but can still be incorporated.

Reflection: Student achievement should reflect growth on the targeted standards by the next data check.

Grade Level: 6 th -12 th	School Leadership Progress Monitoring Meeting To be held before meeting with each grade level <u>10/1/2020</u> date
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Item Analysis Report by grade level

- Look at the grade level percentage for this assessment.
- Reading: Within the **item analysis report** look at the percentage of students selecting incorrect answers for each question. Identify questions that have a large percentage (40-50%) of incorrect answers.
- *Math: Look at the percentage of students selecting incorrect answers for each question. If fewer than 50% of the students answered a question correctly AND the question was of “Low” or “Moderate” complexity (see chart sent by Sharon or Bob) it should be re-taught. There is no need to re-teach questions with “High” cognitive complexity.*
- Within the **item analysis report** look at each standard in the bar graph. Look for red benchmarks or the lowest benchmarks for this grade level.

Questions the leadership team consider about this grade level:

Reading/ELA/US History/Civics	Math/Science
What are the obvious strengths? ELA 8th and 10th grade: - 20% met threshold for Unit 1 Assessment, 80% below threshold US History: N/A Civics: N/A Reading 8th grade (i-Ready): 10% on grade level, 90% below grade level Reading 9th and 10th grade (Achieve 3000): 30% lexile growth, 562L to 734L Reading 11th grade: N/A	What are the obvious strengths? Pre-algebra 8th grade: 60% passing rate for Unit 1 Algebra: 100% passing rate for Unit 1 Geometry: 50% passing rate for Unit 1 Biology I: 73% passing rate for Unit 1 Math 8th grade (i-Ready): 0% passing rate
Weaknesses? ELA 8th: Vocabulary LAFS.8.L.3.4a, LAFS.8.L.3.5b, RI/RL.2.4 ELA 10th: Main Idea RI.1.1, RI.1.2 US History: N/A Civics: N/A Reading 8th grade (i-Ready): Citing text evidence LAFS.8.RI.1.1, Main Idea LAFS.8.RI.1.2, Vocabulary LAFS.8.RI.2.4 Reading 9th and 10th grade (Achieve 3000): N/A Reading 11th grade: N/A	Weaknesses? Pre-algebra: 8.ee.3.7 (equations with decimals, variables on both sides) Algebra: apr.1.1 (multiplying polynomials) Geometry: gpe.2.6 (end point) Biology I: comprehension Math 8th grade (i-Ready): all
What was the overall grade level percentage on this assessment? ELA 8th: 35% ELA 10th: 41% US History: N/A Civics: N/A Reading 8th grade (i-Ready): 566 average (5 th grade) Reading 9th and 10th grade (Achieve 3000): 77% Reading 11th grade: N/A	What was the overall grade level percentage on this assessment? Pre-algebra: 48% Algebra: 61% Geometry: 64% Biology I: 73% Math 8th grade (i-Ready): 453

<p>Which questions did a large percentage of students answer incorrectly?</p> <p>ELA 8th: questions #1, 5, 6, 8</p> <p>ELA 10th: questions #8, 9</p> <p>US History: N/A</p> <p>Civics: N/A</p> <p>Reading 8th grade (i-Ready): Citing text evidence, main idea, vocabulary</p> <p>Reading 9th and 10th grade: N/A</p> <p>Reading 11th grade: N/A</p>	<p>Which questions did a large percentage of students answer incorrectly?</p> <p>Pre-algebra: questions # 8, 12, 3, 10</p> <p>Algebra: questions #10, 11, 12</p> <p>Geometry: question #4</p> <p>Biology I: questions #4, 3, 12</p> <p>Math 8th grade (i-Ready): all</p>																																
<p>Which state standard totals were below 60%?</p> <p>ELA 8th: Vocabulary LAFS.8.L.3.4a, LAFS.8.L.3.5b, RI/RL.2.4</p> <p>ELA 10th: Main Idea RI.1.1, RI.1.2</p> <p>US History: N/A</p> <p>Civics: N/A</p> <p>Reading 8th grade (i-Ready): Citing text evidence LAFS.8.RI.1.1, Main Idea LAFS.8.RI.1.2</p> <p>Reading 9th and 10th grade: N/A</p> <p>Reading 11th grade: N/A</p>	<p>Which benchmark totals were red?</p> <p>Pre-algebra: Equations, 8.ee.3.7(a)</p> <p>Algebra: Adding polynomials, apr.1.1</p> <p>Geometry: End point of a line, gpe.2.6</p> <p>Biology I: Aquatic Systems, sc.912.L.17.2</p> <p>Math 8th grade (i-Ready): all</p>																																
	<p>Which state standards contain high cognitive complexity questions?</p> <p>Pre-algebra, Algebra, Geometry: None</p> <p>Biology I: Biogeochemical cycles, flsc.912.e.7.1; Define a problem based on specific body of knowledge, flsc.912.n.1.1</p> <p>Math 8th grade (i-Ready): Pythagorean Theorem MAFS.8.G.2.7, Scatter Plots MAFS.8.SP.1.1,</p>																																
<p>What is the most important thing for us to emphasize to this grade level?</p> <p>ELA 8th: vocabulary building strategies</p> <p>ELA: 10th:reading comprehension for informational text</p> <p>US History: N/A</p> <p>Civics: N/A</p> <p>Reading 8th grade (i-Ready): reading comprehension for informational text and vocabulary building strategies</p> <p>Reading 9th and 10th grade: informational and literary comprehension</p> <p>Reading 11th grade: N/A</p>	<p>What is the most important thing for us to emphasize to this grade level?</p> <p>Pre-algebra: solving equations</p> <p>Algebra: polynomials</p> <p>Geometry: parallel and perpendicular lines</p> <p>Biology I: renewable and non-renewable resources</p> <p>Math 8th grade (i-Ready): solving equations</p>																																
<p>What are the subgroup scores for ELA 8th?</p> <table><tr><td>Subgroup</td><td>Percentage</td><td>Subgroup</td><td>Percentage</td></tr><tr><td>AA</td><td>28</td><td>SWD</td><td>26</td></tr><tr><td>H</td><td>N/A</td><td>ED</td><td>35</td></tr><tr><td>W</td><td>46</td><td>ELL</td><td>N/A</td></tr></table>	Subgroup	Percentage	Subgroup	Percentage	AA	28	SWD	26	H	N/A	ED	35	W	46	ELL	N/A	<p>What are the subgroup scores ELA 10th?</p> <table><tr><td>Subgroup</td><td>Percentage</td><td>Subgroup</td><td>Percentage</td></tr><tr><td>AA</td><td>33</td><td>SWD</td><td>30</td></tr><tr><td>H</td><td>40</td><td>ED</td><td>37</td></tr><tr><td>W</td><td>44</td><td>ELL</td><td>N/A</td></tr></table>	Subgroup	Percentage	Subgroup	Percentage	AA	33	SWD	30	H	40	ED	37	W	44	ELL	N/A
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What are the subgroup scores Biology?				What are the subgroup scores Pre-Algebra?			
Subgroup	Percentage	Subgroup	Percentage	Subgroup	Percentage	Subgroup	Percentage
AA	In Progress	SWD	46	AA	36	SWD	48
H	86	ED	73	H	In Progress	ED	48
W	66	LEP	N/A	W	67	LEP	N/A
What are the subgroup scores Algebra?				What are the subgroup scores Geometry?			
Subgroup	Percentage	Subgroup	Percentage	Subgroup	Percentage	Subgroup	Percentage
AA	50	SWD	61	AA	In Progress	SWD	N/A
H	In Progress	ED	61	H	86	ED	86
W	72	LEP	N/A	W	43	LEP	N/A
What are the subgroup scores 8 th Grade Reading i-Ready?				What are the subgroup scores 9 th and 10 th Grade Reading Achieve 3000?			
Subgroup	Scale Score	Subgroup	Percentage	Subgroup	Percentage	Subgroup	Percentage
AA	528	SWD	N/A	AA	2	SWD	4
H	N/A	ED	N/A	H	2	ED	N/A
W	n/a	LEP	N/A	W	5	LEP	N/A
What are the subgroup scores 8 th Grade Math i-Ready?							
Subgroup	Scale Score	Subgroup	Percentage				
AA	453	SWD	N/A				
H	N/A	ED	N/A				
W	n/a	LEP	N/A				

side 2

Format for meeting with each grade level:

When meeting with the grade level show them the grade level results. Ask them to identify obvious strengths & weaknesses at their grade level.



Ask each teacher to reflect on how their own class scored in comparison to the grade level in general.

Have each teacher discuss the instructional plans they have made after they reviewed the data from their own class (teacher data monitoring form side 1).

How can the grade level support each other?

What specific support can Principal provide?

Our leadership team goal for this grade level for the next progress monitoring assessment:

Reading:

ELA: Eighth grade students will score at least 45% on the Unit 2 assessment. Tenth grade students will score at least 50% on the Unit 2 assessment.

Reading: At least 50% of eighth grade students will be one grade level by the next growth check. By December, at least 50% of ninth and tenth grade students will be on grade level.

Math: Students will score at least 55% on the pre-algebra Unit 2 assessment, 65% on the algebra Unit 2 assessment and 65% on the geometry Unit 2 assessment.

Am History/Civics: Students will score at least 70% on the Unit 2 assessment.

Biology: Students will score at least 70% on the Unit 2 assessment.

Format for subsequent Data Monitoring Meeting:

Leadership Meeting

Begin by reviewing goals set at last meeting.

Was the goal met in Reading?

Was the goal met in ELA? No

Was the goal met in Math? No

Was the goal met in Am History/Civics? N/A

Was the goal met in Biology? No


Hypothesize why or why not? Deficits in reading comprehension, attendance, maladaptive behavior and vocabulary present challenges for students.

Ask yourselves the questions on side 1 regarding the current progress monitoring results.

Grade Level Meeting

Before the GL meeting, give each teacher a copy of the grade level results for the most recent progress monitoring (reading & math)

Look at results for current assessment and ask teachers to analyze if the grade level goal was met.

Return to  step at the top of the page.

Student:	ID	Race	Academic Improvement Plan
Anderson, M		Black	
Brown, I.		Black	Yes
Brown, L.		White	
Dorsette, S.		Black	

Evans, C.		Black	
Gonzalez, J.		Hispanic	
Grant, I.		Multi	Yes
Harbin, K.		Black	
Harvey, B.		Black	Yes
Jones, C.		Black	Yes
Kastoriano, M.		White	
Lubin, J.		Black	Yes
Mallamaci, J.		White	
Mcbride, C.		Black	
McCullough, A.		White	Yes
McGarth, A.		White	
Student:	ID	Race	Academic Improvement Plan
Meeks, S.		White	
Monroe, T.		White	
Parham, T.		White	Yes
Parker, S.		Black	
Pippen, C.		White	
Quiroz, I.		Hispanic	Yes
Rivera, J.		Hispanic	
Semsey, D.		White	
Smithson, J.		White	
Stork, N.		White	
Trusty, E.		Black	Yes
Trusty, J.		Black	
Wesley, M.		White	
Williams, J.		Black	