



**Evidence of Progress Monitoring**  
**School District of Indian River County**  
**#SDIRCStrongerTogether**

**Date:** 10/16/2020

**School/Department:** Alternative Center for Education

**Action Step # and Description:** 1.15\_ACE\_ Improving Mastery of Standards - High Schools \_101620  
(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)

**Explanation of Evidence:** Due to the size of the Alternative Center for Education, common planning amongst subject area teachers is difficult. We only have one teacher per subject for all grade levels. Therefore, common planning and data analysis for all subject areas and grade levels takes place during monthly team leadership meetings. Instructional coaches come as needed when requested. Data is placed in a form where subgroups, including African American students, are identified.

**Results of Action Taken:** Teachers are able to adjust their instructional practices and plan for more effective strategies based on the reviewed data. Since all subject area teachers meet together, they are able to support each other when possible to improve standards mastery. Standards that present challenges to African American students are identified and addressed in the classroom.

**Reflection:** Monthly team leadership meetings will continue to serve as common planning and data analysis to drive instruction.

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

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

<p>Which questions did a large percentage of students answer incorrectly?</p> <p><b>ELA 8<sup>th</sup>:</b> questions #1, 5, 6, 8</p> <p><b>ELA 10<sup>th</sup>:</b> questions #8, 9</p> <p><b>US History:</b> N/A</p> <p><b>Civics:</b> N/A</p> <p><b>Reading 8<sup>th</sup> grade (i-Ready):</b> Citing text evidence, main idea, vocabulary</p> <p><b>Reading 9<sup>th</sup> and 10<sup>th</sup> grade:</b> N/A</p> <p><b>Reading 11<sup>th</sup> grade:</b> N/A</p>	<p>Which questions did a large percentage of students answer incorrectly?</p> <p><b>Pre-algebra:</b> questions # 8, 12, 3, 10</p> <p><b>Algebra:</b> questions #10, 11, 12</p> <p><b>Geometry:</b> question #4</p> <p><b>Biology I:</b> questions #4, 3, 12</p> <p><b>Math 8<sup>th</sup> grade (i-Ready):</b> all</p>																																
<p>Which state standard totals were below 60%?</p> <p><b>ELA 8<sup>th</sup>:</b> Vocabulary LAFS.8.L.3.4a, LAFS.8.L.3.5b, RI/RL.2.4</p> <p><b>ELA 10<sup>th</sup>:</b> Main Idea RI.1.1, RI.1.2</p> <p><b>US History:</b> N/A</p> <p><b>Civics:</b> N/A</p> <p><b>Reading 8<sup>th</sup> grade (i-Ready):</b> Citing text evidence LAFS.8.RI.1.1, Main Idea LAFS.8.RI.1.2</p> <p><b>Reading 9<sup>th</sup> and 10<sup>th</sup> grade:</b> N/A</p> <p><b>Reading 11<sup>th</sup> grade:</b> N/A</p>	<p>Which benchmark totals were red?</p> <p><b>Pre-algebra:</b> Equations, 8.ee.3.7(a)</p> <p><b>Algebra:</b> Adding polynomials, apr.1.1</p> <p><b>Geometry:</b> End point of a line, gpe.2.6</p> <p><b>Biology I:</b> Aquatic Systems, sc.912.L.17.2</p> <p><b>Math 8<sup>th</sup> grade (i-Ready):</b> all</p>																																
	<p>Which state standards contain high cognitive complexity questions?</p> <p><b>Pre-algebra, Algebra, Geometry:</b> None</p> <p><b>Biology I:</b> Biogeochemical cycles, flsc.912.e.7.1; Define a problem based on specific body of knowledge, flsc.912.n.1.1</p> <p><b>Math 8<sup>th</sup> grade (i-Ready):</b> 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><b>ELA 8<sup>th</sup>:</b> vocabulary building strategies</p> <p><b>ELA: 10<sup>th</sup>:</b>reading comprehension for informational text</p> <p><b>US History:</b> N/A</p> <p><b>Civics:</b> N/A</p> <p><b>Reading 8<sup>th</sup> grade (i-Ready):</b> reading comprehension for informational text and vocabulary building strategies</p> <p><b>Reading 9<sup>th</sup> and 10<sup>th</sup> grade:</b> informational and literary comprehension</p> <p><b>Reading 11<sup>th</sup> grade:</b> N/A</p>	<p>What is the most important thing for us to emphasize to this grade level?</p> <p><b>Pre-algebra:</b> solving equations</p> <p><b>Algebra:</b> polynomials</p> <p><b>Geometry:</b> parallel and perpendicular lines</p> <p><b>Biology I:</b> renewable and non-renewable resources</p> <p><b>Math 8<sup>th</sup> grade (i-Ready):</b> solving equations</p>																																
<p>What are the subgroup scores for ELA 8<sup>th</sup>?</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 10<sup>th</sup>?</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 <sup>th</sup> Grade Reading i-Ready?				What are the subgroup scores 9 <sup>th</sup> and 10 <sup>th</sup> 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 <sup>th</sup> 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.