MONITORING STUDENT PROGRESS
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Monitoring of Student Progress

English Learners are monitored for language proficiency and academic progress on an on-going basis. A set of District-adopted and State-mandated assessments are used to monitor student progress (See Tables 4.1 and Table 4.2). The results of these assessments are maintained in the district electronic database (SMART) for ease of use. District administrators, site administrators, and teachers can rapidly access student information to monitor current student achievement, progress toward recategorization, and identify students in need of intervention. Through the monitoring of student assessment data, early interventions are provided to English Learners to ensure they receive support.

Both the district and school sites use data for instructional planning and for a review of the instructional program for English learners. The review of data occurs through a variety of ways, but not limited to: District Support Team (DST) visits; School Site Visits for English Language Arts, English Language Development, and Mathematics; Curriculum and Instruction Staff Development Committee; Leadership Team, Dual Language Immersion Steering Committee; Professional Development; Program Improvement Site Visits, and the District Advisory Council/District English Learner Advisory Committee.

At the school sites, the review of data occurs through several ways, but not limited to: the Single Plan for Student Achievement (SPSA) process, School Site Council (SSC)/English Learner Advisory Committee (ELAC), Professional Learning Community (PLC), professional development, grade level collaboration and planning, classroom assessments, Student Success Team, and student goal setting.
Response to ELD Instruction

As part of the district’s English Language Development (ELD) program, English Learners are monitored on a six-week cycle in order to determine mastery of skills and concepts taught. Teachers of ELD play an integral role in identifying students who may not be passing the Language for All (SRA) assessments and planning support strategies. The district has identified strategies for classroom use to ensure that students’ progress at the appropriate rate (See Table 4.4 – Response to ELD Instruction). Site administrators also play a key role in monitoring the Language for All (SRA) assessments in order to determine if English Learners need intervention support.

Commitment to Instruction

The monitoring of student progress also includes a strong commitment to effective first instruction. Anaheim City School District believes that all students should have access to the core curriculum through instructional strategies that promote critical thinking and life-long learning. English learners have access to the curriculum through Specially Designed Academic Instruction in English (SDAIE) (See Chapter 2). There also exists a strong commitment to instruction through Explicit Direct Instruction (EDI) strategies that engage students in learning, checking for student understanding of concepts, and providing them with effective corrective feedback. In cases where instruction only works for less than 80% of the class, reteaching of concepts should occur with the whole class. In instances where the majority of the class attains the lesson objective (at least 80% of the class), reteaching should occur in small groups.

Table 4.1 ELD Assessments

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Grade Level</th>
<th>Description</th>
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</thead>
</table>
| California English Language Development    | TK-6        | • Annually assesses student’s listening, speaking, reading, and writing in English  
| Test (CELDT)                               |             | • Required by state law  
|                                            |             | • Measures EL progress per Adequate Yearly Progress (AYP) per Title III No Child Left Behind                                             |
| Language for All (SRA)                     | TK-6        | • Periodic curriculum embedded assessments which measure student progress in area specific to the program (listening, speaking, reading, and writing) |

Students who have an IEP may be given an alternative assessment

Table 4.2 Academic Assessments

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Grade Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| California Standards Test (CST)            | 2-6         | • Annually assesses students in English Language Arts, Mathematics, writing (4th grade), Science (5th grade)  
|                                            |             | • Required by state law  
|                                            |             | • Measures student achievement based on grade level standards  
|                                            |             | • Used to measure state and federal progress (API/AYP)                                                                                  |
| District Common Assessment (DCA)           | TK-6        | • Periodic standards-based assessment used to monitor and inform instruction in English Language Arts (literacy, writing) and Mathematics  
|                                            |             | • Used to adjust instruction to ensure student mastery of the standards                                                                   |

Students who have an IEP may be given an alternative assessment

If reteaching of the concepts does not yield positive results, Response to Instruction and Intervention (RtI²) process should begin. English Learners that need additional support beyond RtI² may initiate the Student Success Team meeting process.

Response to Instruction and Intervention (RtI²)

- Commitment to Instruction
- Intervention Support - Academic and Behavior
- SST Process Using the Problem Solving Approach

Anaheim City School District

Master Plan for English Learners

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Student Success Team

The Student Success Team (SST) is a multidisciplinary school-based team with expertise in teaching and learning, problem solving, and interventions. It is a formal and more intensive level of problem solving (Tier 3) used when interventions provided for a student were not successful in grade-level collaboration / Professional Learning Community (PLC) meetings. The team meets regularly and acts as a resource to all school staff members regarding students who are not meeting academic or behavioral expectations based on documentation. The purpose of the SST is to ensure that all general education resources are utilized and that targeted and coordinated interventions help students achieve. Team members use their expertise to analyze student performance data and recommend classroom accommodations and interventions to increase academic achievement and participation, as well as to positively impact social and behavioral growth. The SST may also recommend consideration of special education services after all general education resources have been exhausted. Moreover, English Learner students who are referred through the SST process will have a close review of their language and literacy development in relation to ACSD Expected English Learner Progression’s chart (See Table 6.3). English Learners in the Dual Language Immersion program can also be referred through the SST process with similar considerations.

Collaborative Problem Solving

Collaborative problem solving promotes the success of all students and, therefore, all schools are expected to implement a problem-solving process within the general education setting. This process supports the Common Core Standards and it assists schools in meeting federal mandates such as the No Child Left Behind Act. Collaborative problem solving also addresses the California Department of Education expectations related to monitoring a student’s Response to Instruction and Interventions (RtI²). Additionally, when a student is referred to the SST, previous problem solving and early interventions must be evident. Problem solving in the general education setting helps to reduce the disproportionate identification of students for special education services. It also helps reduce the number of English learners that could be referred to special education. It also addresses the issues that can result in the disproportionate suspension of students. Collaborative problem-solving processes promote shared ownership for student, school, and system success.

Essential Steps in Problem Solving and Guiding Questions

Each school will use a collaborative problem-solving process within the general education setting that functions effectively within the school’s organization and structure. To bring consistency among schools, all problem-solving processes used will be documented on the SST Intervention Plan, and will include the essential steps described below that are aligned with the California Department of Education RtI² Core Component 4: Problem-Solving Systems Approach.

Table 4.3 Problem-Solving Process

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1.</td>
<td>Is there a problem and what is it?</td>
<td>Problem Identification</td>
</tr>
<tr>
<td>Step 2.</td>
<td>Why is it happening?</td>
<td>Problem Analysis</td>
</tr>
<tr>
<td>Step 3.</td>
<td>What are we going to do about it?</td>
<td>Plan Implementation</td>
</tr>
<tr>
<td>Step 4.</td>
<td>Did the intervention work?</td>
<td>Plan Evaluation</td>
</tr>
</tbody>
</table>

Tier 1 Intervention

Tier 1 occurs within the general education classroom and incorporates core programs and strategies that all students receive. Classroom teachers problem solve throughout their entire teaching day. Examples include altering a lesson plan that does not seem to be working well; changing the seat of a talkative or
inattentive student; and reteaching a skill based on a review of student work. These types of informal problem solving are routine and may not need to be documented. Tier 1 programs that include curriculum embedded assessments should be utilized. When informal problem solving does not resolve the issue and the teacher wants to document classroom interventions, then a collaborative problem-solving process is appropriate. Examples might include helping a student to increase the number of known sight words; helping a student to improve reading fluency; helping a student remain on task; and improving attendance. In these instances, the teacher will contact the parent. The teacher then might collaborate with a grade-level colleague, SST facilitator, school psychologist, other support staff, and the student, if appropriate. Typically, the general instructional program provided at this tier meets the needs of 80–90 percent of students.

**Tier 2 Intervention**

Tier 2 adds supplemental services to the core instructional program delivered within Tier 1. At Tier 2, school staff uses the resources and skills available within the school building to determine which supplemental services are most appropriate. Examples of supplemental services at this tier might include programs such as Read 180, Read Naturally, Corrective Reading, and Number Worlds. Other supplemental services might involve counseling groups, social skills groups, and behavior intervention forms (BIFs). In these instances, the teacher collaborates with a team that may include grade-level colleagues or school-based specialists/support staff (i.e. intervention TOSA, literacy coach, staff development teacher, mental health provider, school psychologist, speech-language pathologist, special education teacher), as appropriate. Typically, this tier of service is required to meet the needs of 5–10 percent of students.

**Tier 3 Intervention**

Tier 3 adds intensive services in addition to the core instructional program delivered within Tier 1 and the supplemental services delivered in Tier 2. Again, school staff uses the resources and skills available within the school building to determine which intensive services are most appropriate. Examples of Tier 3 intensive intervention services might include many of the supplemental services provided in Tier 2 but with increased frequency and/or duration and a more individualized implementation strategy. Interventions may also include state approved core replacement programs. Additional Tier 3 intensive services might include short term individualized counseling services, a Functional Behavioral Assessment/Behavior Support Plan, and coordination with service providers outside of ACSD such as Western Youth Services, Child Guidance Center, Cops 4 Kids, etc. In these instances, the teacher collaborates with the SST. These more individualized and intensive services are required to meet the needs of 1–5 percent of students.

**Problem Solving Within an RtI² Framework**

Anaheim City School District uses a problem solving model within the SST process. Problem solving works most efficiently within the multiple tiers of an RtI² service delivery system. The tiered system incorporates increasing intensities of instruction or interventions that are provided to students in direct proportion to their individual needs as depicted in the graphic below (See Appendix C for ACSD RtI² model).

The problem-solving process takes place within each tier of the service delivery model and applies to grades TK through 6.
The purposes of the first level (Tier 1) of problem solving are as follows:
- Identify the issue or concern, using specific and observable terms.
- Ensure parents and teachers have a common understanding of the issue or concern.
- Implement an intervention strategy to address and resolve the issue or concern.
- Document the results of the intervention strategy.
- Monitor fidelity of the intervention.

The purposes of the second level (Tier 2) of problem solving are as follows:
- Involve additional staff in the analysis of the issue or concern.
- Develop and monitor additional intervention strategies to address the issue or concern.
- Monitor and collect data on the impact of the intervention strategy.
- Document the results of the intervention strategy.
- Monitor fidelity of the intervention.
- Resolve the issue or concern or seek more formal problem-solving assistance.

The third level (Tier 3) of problem solving moves to the SST. The purposes of Tier 3 problem solving are as follows:
- Provide in-depth problem analysis.
- Document the intervention plan and assist with ongoing data collection.
- Monitor effectiveness and fidelity of the intervention.
- Assist with decision making for instructional changes.
- Determine the need for additional resources.

Response to Instruction and Intervention (RtI²) through the SST

Data Gathering (Assessment)
It is expected that the SST will conduct a thorough review of the referred student’s strengths and weaknesses. The review should consider a spectrum of formal and informal information that is available from the student’s educational record (cumulative school file), discipline record (AERIES, SWIS), work samples, results of prior interventions implemented through collaborative problem solving, and anecdotal data and information from school staff and the parent.

For English Learners, data gathering would include a review of the California English Language Development Test (CELDT) and SRA assessments (Please see Table 4.1 ELD Assessments). If the team determines that additional information is needed for the purpose of planning an intervention in the general education classroom setting, the team may request that the classroom teacher, intervention TOSA or other general education staff provide that information. In general, additional information gathered does not include individual standardized assessment, as might occur during referral for special education services.

Intervention Planning & Implementation (Evidence-Based Interventions)
The SST builds upon intervention planning and implementation that started during previous collaborative problem solving. The purpose of intervention planning is to design an appropriate intervention that is directly linked to the review and analysis of the data gathered. The intervention must be specific to the needs of the referred student. The intervention must also be research-based and proven effective for the intended population (i.e. Evidence-Based). The SST may consider a wide range of interventions before deciding on specific interventions to be implemented. In many cases, the SST will recommend that a combination of interventions be implemented. The interventions that are recommended must address the identified problem, be targeted toward the area of need, and build on the student’s strengths. Successful intervention plans link to structures and strategies already in place in the classroom such as Thinking Maps, cooperative learning activities, Explicit Direct Instruction (EDI) strategies, English Learner language scaffolds, small
group during independent practice, etc. In addition, motivational strategies may need to be included in the intervention plan to encourage behavior change. These strategies may include on-task incentives, student point cards, celebrations of student behavior, and positive reports (phone calls or notes) to parents. For English Learners, the SST team should also consider whether the student needs a language or literacy intervention to meet their needs.

The SST can identify an intervention through consultation with the referring teacher. **Interventions can be developed in the following areas:**

- Academic
- Behavioral
- Social/emotional skills

**The following additional information may be gathered as needed:**

- Analysis of work samples
- Performance on district and state assessments
- Observation by SST member(s)
- Review of data by school-based expert (staff development teacher, literacy coach, intervention TOSA, school psychologist, mental health provider, or other support staff)

**The intervention plan must address the following questions:**

- What are the specific interventions to be used?
- What materials are needed to implement the interventions?
- When will the interventions be implemented?
- Who will implement the interventions?
- What is the duration and frequency of intervention?
- What data will be collected to determine the success of the intervention?
- How frequently will data be collected?
- What supports does the teacher require in order to implement the intervention?
- Is the teacher comfortable with and able to implement the intervention?

**Implementation of an intervention should ensure the following:**

- The intervention is implemented as documented.
- The student receives positive reinforcement and frequent feedback.
- The parent is kept informed as the intervention plan is implemented.

**Progress Monitoring**

Progress monitoring is the process of collecting and analyzing data at set intervals to determine student progress and evaluate the effectiveness of the intervention plan. It examines student progress toward the identified goal. The process begins by setting goals for the student, based on the student’s present level of performance and his/her expected rate of skill acquisition, and ends with a decision to continue, modify, or end the intervention, based on the data collected.

The SST must ensure that SMARTER (Specific and Strategic, Measurable, Actionable and Attainable, Results-Oriented, Time-Bound, Evaluate, and Recognition) goals are written. The team must also establish data collection tools and data collection schedule for 4-6 weeks. The team must also ensure that the interventions are implemented with fidelity. When sharing the progress of students, data is often represented graphically (i.e., log or chart) or in writing. The team must also evaluate and analyze the data to determine if sufficient progress toward the goal is being made. (1) If yes, continue the intervention. (2) If no, modify the intervention or change the intervention.

**Data-Based Decision Making**

The SST also determines how well the student is responding to an intervention by analyzing student performance data. If data indicate that an intervention was successful, the SST can recommend incorporating the intervention into the general education program or discontinuing the intervention if it is no longer needed. If data show the intervention has resulted in partial progress toward the established goal, SST can recommend continuing the intervention.
or modifying it to strengthen the intensity of the intervention. If data indicate that the intervention is not resulting in progress toward the identified goal, the SST can recommend either a substantially modified intervention or an alternate intervention.

Parents should be informed about the student’s response to all interventions. Progress may be communicated via written notes, progress reports, phone calls, or during parent conferences. Based on what the data reveal, the following instructional adjustments should be considered:

- Continue intervention
- Increase number or length of intervention sessions
- Provide more intensive interventions
- Discontinue intervention
- Request a review by the special education team

Therefore, English Learners could be referred and monitored through the Student Success Team process as well as through the aforementioned district and state assessments.

**Student Goal Setting**

**Background**

English Learner students can also monitor their progress toward proficiency through goal setting. Recent research studies have shown that when students set goals, they are more likely to accomplish them (Hattie, 2012). The idea of goal setting lies within the area of self-efficacy. Self-efficacy refers to the confidence or strength of belief that we have in ourselves that we can make our learning happen. Students with high self-efficacy see difficult tasks as challenges rather than try to avoid them. They also have high commitment to the goals they set. It is important for English Learners to know their level of English proficiency and academic levels and what they can do to achieve at high levels using goal setting. Students must know what they must do to reach their goals. In contrast, in Reparable Harm, a large-scale longitudinal statewide study of the progress of English learners in California, Dr. Laurie Olsen found that the majority of Long-Term English Learners (LTELs) were unaware that their academic skills, record and courses were not preparing them to reach their goal of attending college. Having students become aware of what pathways lead to college and careers of the 21st Century begins in elementary school. ACSD believes that building student’s self-efficacy coupled with goal setting is one major way that students can help accelerate their language and academic proficiency to meet their personal and life goals.

**Goal Setting**

Students play a key role in setting their goals to develop language proficiency and academic achievement. The following are recommended activities for student goal setting:

1. Set realistic language proficiency and academic SMART goals at the beginning of the year and after each District Common Assessment (DCA) period.
2. Monitor goals after each DCA period to evaluate how well the students are doing in relation to the language proficiency and academic goals. Encourage written reflection by the students for each goal.
3. Inform parents of student goals and academic progress.

Goal setting is best accomplished when the students receive direct instruction by the teacher on how to set their goals and monitor them. Developing a positive learning environment to foster goals is important.

Parents are also equal partners with goal setting as well. A review of their children’s goals and progress is highly encouraged. Parents are also encouraged to write goals for their children during parent conferences or Back to School Night. Moreover, when instances arise when the students do not make satisfactory progress toward a goal, a parent-teacher conference is recommended to ensure that students progress at an appropriate pace (See Table 6.3 EL Expected Progression and Growth Targets).
Table 4.4: Response to ELD Instruction

**RESPONSE TO ELD INSTRUCTION**

**Language for Learning (L4L only) Consider using Fast Cycle**

**FOR A L4L GROUP, IF MORE THAN 90% OF A GROUP ACHIEVES 90% OR BETTER ON THE RECENT MASTERY TESTS. . .**

- (L4L only) Discontinue Fast Cycle
- Plan out lessons incorporating the strategies from the ELD Delivery of Instruction Circle Map.
- Preplan who to check for understanding with for each skill based on the Item Analysis Report.
- Reteach skills based on the Item Analysis Report.
- Adjust list of target students.
- Participate in a SMART Pages ELD professional development class.

**IF LESS THAN 90% OF A GROUP PASSES THE RECENT MASTERY TESTS, CHOOSE ONE OR MORE OF THE FOLLOWING RESPONSES.**

- Administrator to increase frequency of informal classroom visits with feedback during ELD instruction.
- Coaching by curriculum coach.
- Data conference with coach or administrator.
- Preplan scaffolding for lessons with the support of a coach or curriculum specialist (e.g., visual support, sentence frames, Thinking Maps, etc.).
- Increase frequency of assessment.
- Request an on-site ELD professional development class by curriculum specialist.

- Videotaped observation of students during ELD lesson, then debrief with coach
- Coaching by curriculum specialist

- Increase instructional minutes of ELD.
- Reduce group size
- Reevaluate program placement of students.

Increase effort and use of resources