

Preparation

Universal Screening
FallData Meeting
FallProgress Monitoring
Tier 1Problem-Solving
Meetings
Tier 2 or Tier 3

SIXTH GRADE READING DATA MEETING—MID-YEAR

Background

Pine Hill Middle is a Title I school that upgraded to Accelerated Reader (AR) Enterprise Real Time last year. In addition, all staff attended Accelerated Reader Best Practices professional development that fall, which prompted the principal to set two school-wide reading goals: 1) 30 minutes of daily independent reading practice, and 2) all students should maintain an average of 85% correct on AR quizzes.

STAR Reading is administered three times per year for universal screening. The sixth-grade team, led by the principal, met in late January to compare fall-to-winter screening results.

Problem Identification & Analysis

The team looked at the sixth grade's progress as a whole on the STAR Reading Screening Report (Figure 23) and observed 24 students were now "At/Above Benchmark," compared to 20 students in fall. Because this improvement was so modest, the team acknowledged the principal's push to "fix Tier 1" (core instruction) as the best way to significantly increase the number of students that reach benchmark.

At the same time, they noted the percentage of students in the "Urgent Intervention" category had decreased to only 4 students, which they attributed to the Tier 2 intervention implemented since fall with the lowest performing students.

To further dissect the effectiveness of the core reading instruction and reading practice time, teachers pulled out their Accelerated Reader Diagnostic Reports. Because the principal had identified 85% correct as the most important AR variable, several were concerned that their class's average percent correct was below 85%.

So the team could examine the reading-practice patterns of the lowest performing students, the reading coach presented an Accelerated Reader Diagnostic Report (Figure 24) showing scores for just these students. Predictably, their average percent correct was below 85%.

Goal Setting

The team set a goal to double the number of students scoring at benchmark by the spring screening, and to continue providing intensive intervention to the 15 lowest scoring students with the goal of having zero students at Urgent Intervention. The team also committed to striving for high comprehension during independent book reading—at least 85 % correct on AR quizzes.

Intervention Plan

The team will focus on improving Tier 1 by providing a "class-wide intervention" to all students. Carving out an additional 20 minutes per day, they planned to use supplemental materials from the reading series to provide explicit instruction in targeted areas to all students.

In addition, the sixth-grade team agreed to be more vigilant about protecting their 30 minutes of daily, guided independent reading practice time and to focus on high comprehension (i.e., 85% correct or higher on AR quizzes). Additional Accelerated Reader Best Practices will also be implemented, including 15 minutes of paired reading three times per week.

Finally, to better support the lowest performing students' independent book reading, the reading coach agreed to visit classrooms during daily reading time to help ensure students select books at appropriate reading levels, complete the books they begin reading, and receive support transferring skills learned during Tier 2 intervention to their independent reading.

Assessment Plan

The team agreed to review AR diagnostic reports several times per week to ensure early intervention with students not making progress, and to administer STAR Reading monthly to students below benchmark to make sure overall comprehension scores are moving toward goal at sufficient speed.

Progress Monitoring
Tier 2 or Tier 3

Universal Screening
Mid-Year

Data Meeting
Mid-Year

Universal Screening
End of Year

Preparation for
Next Year

Figure 24

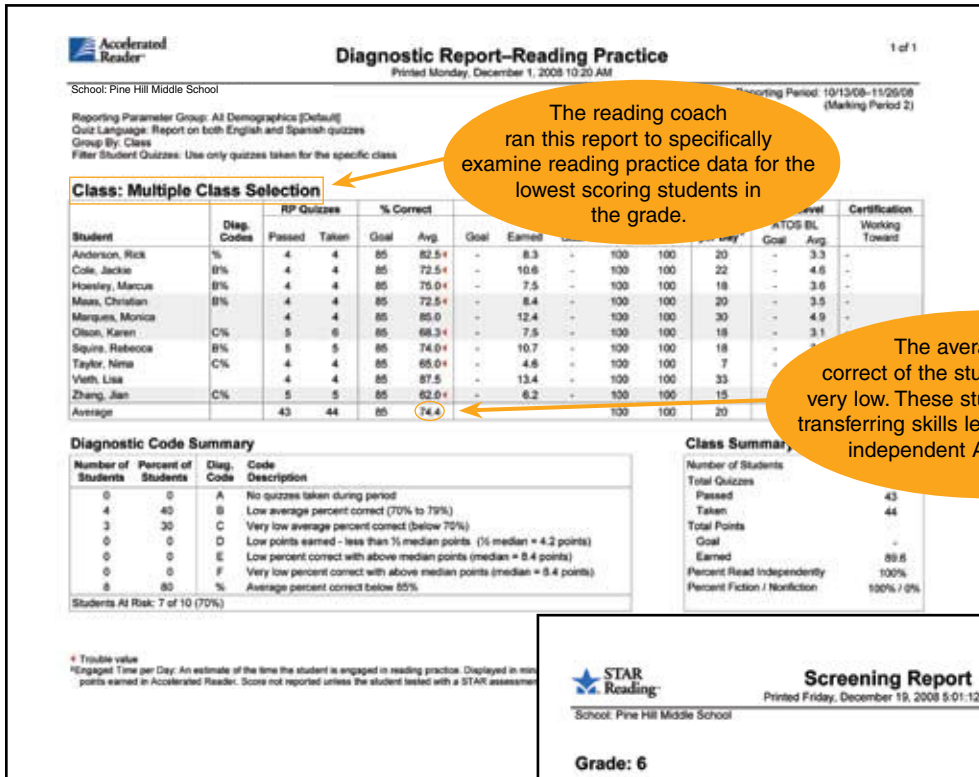


Figure 23

