**Orange Township
Public Schools**
English Language Arts & Testing
Karen F. Harris, Director

**Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools**

Revised 7.24.19

SY 2019-2020

BULLETIN #24

READABILITY INDICATORS & INTERVENTIONS

SRI(FRA&FRC)/SPI Dates
Grades 1-7 & R180

	ADMINISTER	COMPLETION
#1	Week of September 16, 2019	September 27, 2019
#2	Week of December 9, 2019	December 13, 2019
#3	Week of March 9, 2020	March 20, 2020
#4	Week of June 8, 2020	June 12, 2020

Reading Plus INSIGHT
Grades 8-12

ADMINISTER	COMPLETION
# 1 Week of September 16, 2019	September 27, 2019
#2 Week of March 9, 2020	March 20, 2020
#3 Week of June 8, 2020	June 12, 2019

<p style="text-align:center">**SAM – STUDENT ACHIEVEMENT MANAGER**</p>

<p style="text-align:center">==(HMHISG student database system for iRead, R180, System 44, SRI, & SPI)==</p>

Designated Building Administrator –assigns teacher user names and passwords

<p style="text-align:center">==**SRI, R180, System 44 NAMING CONVENTIONS & Programs**==</p>

Use the following format to enter teachers' names into SAM**:**

First Initial Last Name Block **(must be filled in if teacher has more than one class**). R180_18 (represents the current school year)
==**Example: ARMateenBlock_R180 _18**==

In the 45 minute model of instruction, students must have a minimum of 15 minutes on the instructional software **EVERY DAY.**

<p style="text-align:center">**45 Minute Rotations**</p>

Day A   **Day B**

20 minutes – Whole Group Instruction   **20 minutes – Instructional Technology (software)**

20 minutes – Instructional Technology (software)   **20 minutes – Small Group**

5 minutes – Wrap up   **5 minutes – Wrap up**

Folders or binders for all student reports will be monitored and maintained twice a month on the 2nd and 4th Friday of the month beginning in **October.** Descriptions of the following reports are in the **Placement, Assessment & Reporting Guide (silver book).**

1. Initial SRI(**Teacher copy of entire class)**

2. SRC p. 127 (**administer at end of each workshop every 27-35 days)**

3. Grading Report p 144 (**software and rSkills)**

4. Reading Progress (2 separate reports –Refer to pages 150 (print and post this report) and 230

5. Student Diagnostic p 156 **(re-reaching, error analysis – print attend of MP)**

6. Projected Growth p. 162 **(SGO Option)**

7. Student Segment p. 162 **(print monthly as segments are completed**)

8. Student Skills p. 184 (**share with students to help them establish goals)**

9. Student Growth p. 190 **(SGO Option) post after every SRI**

10. Intervention Grouping p. 194

11. Student Progress p.208

Reports for Conferencing

- **READ180** Student Diagnostic, Student Reading, and Student Segment Status

- **rSkills Tests** Student Skills, Student Progress, and Student Test Printout

- **SRI** Student Progress, Read For Life, and Student Test Printout

- **Scholastic Reading Counts**! Student Reading, and Recommended Reading

<mark>iRead</mark>

All K-2 students <u>must</u> be enrolled in iRead. Daily rotations on the software are designed to enhance early literacy skills. Students who complete the program are to move to Reading Plus.

Weekly goal charts using the system reports must be posted and maintained in each classroom. *<mark>Class Analytics Growth Charts</mark> must be downloaded after the 1st week in September. PDFs of the Class Analytics Growth Chart is to be sent to the ELA K-2 Supervisor.*

To access/print graph

1. Log onto iRead

https://h100002020.education.scholastic.com/ScholasticCentral

2. Click on Class Analytics located on the left side of the page under the Circle Graph

3. Click on Growth. You can organize the Graph by level, or alphabetically. 4. The print icon is on the top right side of the page

The Screener Data can also be printed.

Follow the first 2 steps, and then click on Screener.

I think the Screener can be given at the beginning of the year and then again at the end.

Areas to be addressed

SYSTEM 44

Students who tested into Systems 44 will fall under the following guidelines with the exception of **New Comers and *approved special education classes**

- *The students will be placed in a Read 180 literacy class following all components with the exception of the Independent Reading.*

- *During the Independent Reading they will utilize the Systems 44 Audio Books. They will identify vocabulary from the book, use the graphic organizers, and do the 3 re-reads. Teachers' review of this process will occur during Systems 44 classes.*

- *Students identified as Systems 44 will have a separate System 44 class which can occur during the following times as a designated reading class:*

    1. *During an elective, i.e. library, world language etc. (This elective cannot be a Core Academic Class nor P.E)*

    2. *Before School Program*

    3. *After School Program*

- ***Approved Special Education Class will be determined by Mrs. Harper, Director of Special Education. (APA Students Only**

Once the form below is complete and student performance evidence is attached (test scores, reports and written responses), teachers will:

1. **Meet with the designated building administrator or supervisor and guidance office.**

2. **Use the form as evidence to exit the student.**

Building administrators or their designee will make the final determination and submit an electronic copy of the form to the Director of Language Arts.

Read 180 Exit Criteria Evaluation Form

Standardized tests: PARCC	(0)	(2)	(4)	(6)
SRI Lexile Growth (based on grade level (Elem=140L, MS=70L, HS=50L)	Little or no growth: Little or no change (0)	Moderate growth: Half a grade level (2)	Significant growth: One grade level (4)	Exceptional growth: More than one grade level (6)
Read 180 Instructional Software level (Level 4 is closest to grade level.)	The Student performs at level 1. (0)	The student performs at level 2. (2)	The student performs at level 3. (4)	The student performs at level 4. (6)
Context Passage score (Success Zone) and/or rSkills score (Student Progress Report)	The student achieves below 60% accuracy at their current level. (0)	The student achieves between 60-79% accuracy at their current level. (2)	The student achieves between 80-89% accuracy at their current level. (4)	The student achieves 90% or higher at their current level. (6)
Independent reading	Reading Counts quiz average of less than 70%; poor print work accountability; has read 0 to 1 books per quarter; demonstrates poor self – direction. (0)	Reading Counts quiz average of 70-80%; fair print work accountability; has read 1 or fewer books per quarter; demonstrates fair self-direction. (2)	Reading Counts quiz average of 80% or higher; good print work accountability; has read at least 2 books per quarter; demonstrates good self-direction (4)	Reading Counts quiz average of 90% or higher; high print work accountability; has read at least 2-3 books per quarter; demonstrates strong self-direction. (6)

Participation in structured engagement routines	Poor participation; makes connections to the topic that are unrelated; does not use complete sentences. (0)	Infrequent participation; has difficulty making connections to the topic; has difficulty using complete sentences. (2)	Frequent participation; makes connections to the topic; generally uses complete sentences. (4)	Regular participation; makes connections beyond the topic; always uses complete sentences. (6)
Written responses (rSkills Open-ended Response)	Insufficient writing; poor topic response; uses no or few writing conventions. (0)	Partially sufficient writing; fair topic response; uses few writing conventions. (2)	Sufficient writing; adequate topic responses; uses most writing conventions. (4)	Exemplary writing; thoughtful on-topic responses; uses all or most writing conventions. (6)

Student name:_____   Date: _____

Student ID:_____   School: _____

Most recent Lexile (SRI):_____ Date:_____   Block/Per._____

Year End Proficiency Lexile ranges

GRADE BANDS	COMMON CORE LEXILE LEVELS
2-3	450-790
4-5	770-980
6-8	995-1115
9-10	1080-1305
11-College and Career Readiness	1215-1355

Teacher written recommendation/informal observation   (no weight)
[can include QRI data, student reflection, or other data as suggested below]

- Applies reading and writing strategies in both Read 180 and other classes

- Participates and shares appropriately in discussions

- Needs little or no prompting or support with independent work

- Need little or no scaffolding to produce coherent writing

- Other (use back of sheet for anecdotal support)

Student Score _____ /42____

Please check one of the following:
- ☐ **Continue Read 180** (Below Basic/Basic)
- ☐ **Exit Read 180** (Proficient/Advanced)
- ☐ **Exit Read 180, with reservations**

Rubric Score	
Advanced: 42-36	**Basic:** 26-18
Proficient: 35-27	**Below Basic:** 17 and below