



The Progress Monitoring Wall

**Commitment to
monitoring learning of
EVERY STUDENT**

Celebrate

Reflect

Drive
Interventions

Ensure
Growth

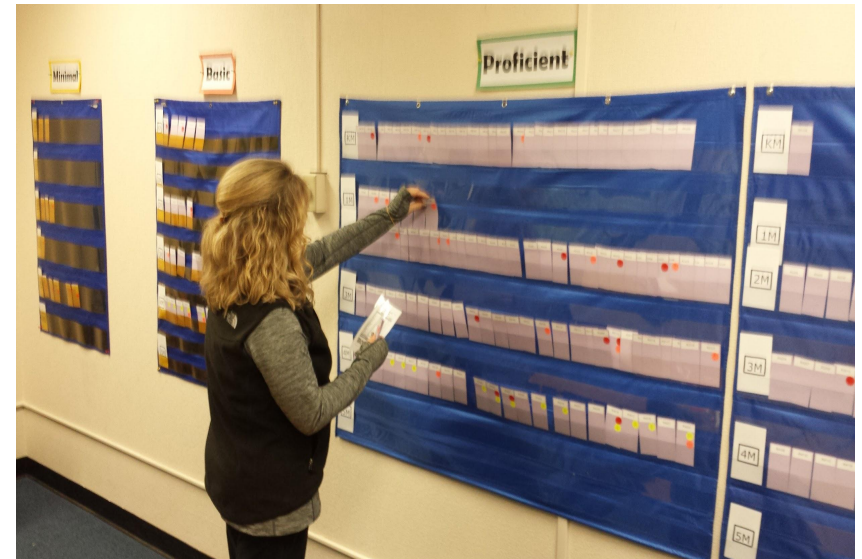
Board of Education Spotlight

January 28, 2016



What is a Progress Monitoring Wall?

- A Progress Monitoring Wall is a visual representation of the building's student achievement.
- Each student is represented on a confidential card.
- The teacher places the student's card in a proficiency category (advanced, proficient, basic and minimal) in the area of reading, writing and math.
- The wall is updated incrementally throughout the year.





Data on the progress monitoring wall ensures ***EVERY child is monitored on his/her progress throughout the year*** and ***struggling students are receiving appropriate interventions***





A Progress Monitoring Wall provides staff ...



- a ***visual display*** of the school's ability to meet the needs of ALL students
- a tool for assessing the ***impact/effectiveness of the core curriculum and intervention services***
- a focal point for ***strategic planning and problem-solving discussions***
- a tool to ***ensure and promote collaboration*** in monitoring student progress across programs
- a tool to facilitate and ***support the Response to Intervention process***
- a tool to ***monitor demographic categories and gap group areas***



Purpose of the Assessment Wall



- **Celebrate** our success and accomplishments in learning
- **Reflect** and determine implications for instruction and/or program design
- Identify **Intervention** needs (individual & small group) and drive future intervention placements



What a Progress Monitoring Wall **LOOKS LIKE**

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Barrie & Luther Progress Monitoring Wall



Barrie
Elementary

Luther
Elementary



Rockwell & Purdy Progress Monitoring Wall



← Rockwell
Elementary

Purdy
Elementary →



Fort Atkinson Middle School

Progress Monitoring Wall



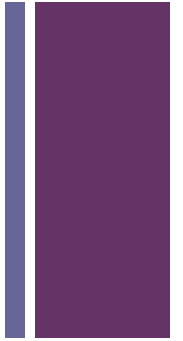


How a Progress Monitoring Wall **WORKS**



Progress Monitoring Wall

Student Cards



Every student has a card for each subject the building is monitoring









- reading (green) - K through 8
- writing (blue) - K through 8
- math (purple) - K through 5 (MS coming soon!)

Each student / card is assigned a code to maintain anonymity of confidential information

Cards are labeled with dots to represent different student information



FORT ATKINSON MIDDLE SCHOOL - PROGRESS MONITORING WALL CODES October 2015

INTERVENTIONS			DEMOGRAPHICS		
	Core Plus Classroom Intervention	BI = PBIS Tier 1 Intervention (Behavior Chart and/or Check-In/Out) CS = Additional Core Support (grade level content) RI = Remedial Instruction (previous grade level content)		English Language Learner	Language Level: 1 = Beginning / Preproduction (Entering) 2 = Beginning / Production (Beginning) 3 = Intermediate (Developing) 4 = Advanced Intermediate (Expanding) 5 = Advanced (Bridging) 6 = Formerly Limited English Proficient (Now Fully-English Proficient) 7 = Fully - English Proficient
	Selected Level Small Group Intervention with Interventionist	BI = PBIS Tier 2 Intervention AW = Assisted Writing GR+ = Guided Reading Plus CFG = Comp. Focus Group LLI = Leveled Literacy Intervention RS = Rewards Secondary RSSS = Rewards Secondary Science/SS M = Math Intervention GT = GATE Intervention		Low State Testing (Badger Exam for ELA and Math Grades 6, 7, & 8)	BB = Below Basic B = Basic
	Targeted Level Intensive Intervention with Interventionist	BI = PBIS Tier 3 Intervention BIP = Behavior Intervention Plan RR=Reading Recovery AW = Assisted Writing GR+ = Guided Reading Plus CFG = Comp. Focus Group LLI = Leveled Literacy Intervention M = Math Intervention GT = GATE Intervention		New Student / Transfer	
	Special Education Intervention as part of Special Education Programming	B = Special Education Behavioral Intervention <i>Special Education Interventions:</i> AW = Assisted Writing GR+ = Guided Reading Plus CFG = Comp. Focus Group LLI = Leveled Literacy Intervention M = Special Education Math Intervention		Special Education	LD = Learning Disability EBD = Emotional Disability CD = Cognitive Disability SL = Speech/Language A = Autism VI = Visually Impaired OHI = Other Health Impaired HI = Hearing Impaired SDD = Significant Dev. Delay

Progress Monitoring Wall Student Cards

Intervention Information

(left column)

This student is receiving a small group reading intervention (**green dot**) with an interventionist.

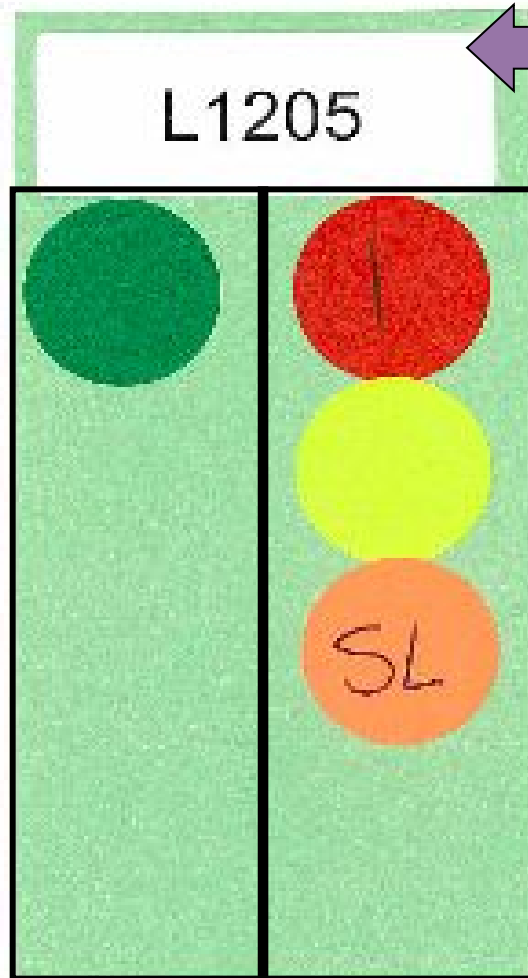
L1205

Student Number

Demographic Information

(right column)

This student is an **ELL student** (**red dot**) who had **low State testing** the prior year (**yellow dot**). The student is also a student identified as **Special Education** (**orange dot**) for Speech and Language.



Progress Monitoring Wall Placement Guides

2015-2016 - PROGRESS MONITORING WALL PLACEMENT GUIDE - READING

SCHOOL DISTRICT OF FORT ATKINSON – FORT ATKINSON MIDDLE SCHOOL – GRADES 6-8

GRADE LEVEL	Proficiency Level	OCTOBER End of Q1		JANUARY End of Q2			MAY End of Q4		
		SRI Cut Score	Badger Exam Scale Score	SRI Cut Score	Instructional Text Level*	Thoughtful Log Rubric: Writing About Reading	SRI Cut Score	Instructional Text Level*	Thoughtful Log Rubric: Writing About Reading
GRADE 6	MINIMAL	729L or below	Below Basic 2201 - 2441	729L or below	Level U or below	MINIMAL	729L or below	Level V or below	MINIMAL
	BASIC	730L – 924L	Basic 2442 - 2501	730L – 924L	Level V	BASIC	730L – 924L	Level W	BASIC
	PROFICIENT	925L – 1070L	Proficient 2502 - 2581	925L – 1070L	Level W	PROFICIENT	925L – 1070L	Level X or Y	PROFICIENT
	ADVANCED	1071L or higher	Advanced 2582 - 2701	1071L or higher	Level X or higher	ADVANCED	1071L or higher	Level Z	ADVANCED
GRADE 7	MINIMAL	769L or below	Below Basic 2210 - 2456	769L or below	Level W or below	MINIMAL	769L or below	Level W	MINIMAL
	BASIC	770L – 969L	Basic 2457 - 2530	770L – 969L	Level X	BASIC	770L – 969L	Level Y	BASIC
	PROFICIENT	970L – 1120L	Proficient 2531 - 2617	970L – 1120L	Level Y	PROFICIENT	970L – 1120L	Level Z	PROFICIENT
	ADVANCED	1121L or higher	Advanced 2618 - 2724	1121L or higher	Level Z	ADVANCED	1121L or higher	Level Z	ADVANCED
GRADE 8	MINIMAL	789L or below	Below Basic 2258 - 2478	789L or below	Level X or below	MINIMAL	789L or below	Level X or below	MINIMAL
	BASIC	790L – 1009L	Basic 2479 - 2551	790L – 1009L	Level Y	BASIC	790L – 1009L	Level Y	BASIC
	PROFICIENT	1010L – 1185L	Proficient 2552 - 2648	1010L – 1185L	Level Z	PROFICIENT	1010L – 1185L	Level Z	PROFICIENT
	ADVANCED	1186L or higher	Advanced 2649 - 2745	1186L or higher	Level Z	ADVANCED	1186L or higher	Level Z	ADVANCED

PLACEMENT GUIDELINES

IF THERE IS A DISCREPANCY BETWEEN PROFICIENCY SCORES WITH EACH DATA SOURCE, PLACEMENT SHOULD BE DRIVEN BY:

- the highest score - Q1
- the mode (most frequent if more than one is the same) or median (if the scores are equally distributed across 3 levels) – Q2 & Q4

***TO VERIFY AN INSTRUCTIONAL TEXT LEVEL, AT LEAST ONE OF THE FOLLOWING INDICATORS MUST BE PRESENT:**

- at least 4 weeks of small group instruction at that text level (minimum of 2 guided reading cycles (phase 1 & 2) with other 6 sessions an LDG at that text level OR all LDG at text level)
- a Fountas & Pinnell Benchmark Assessment verifying instructional level
- a running record on a cold read with Fountas & Pinnell leveled text or short passage

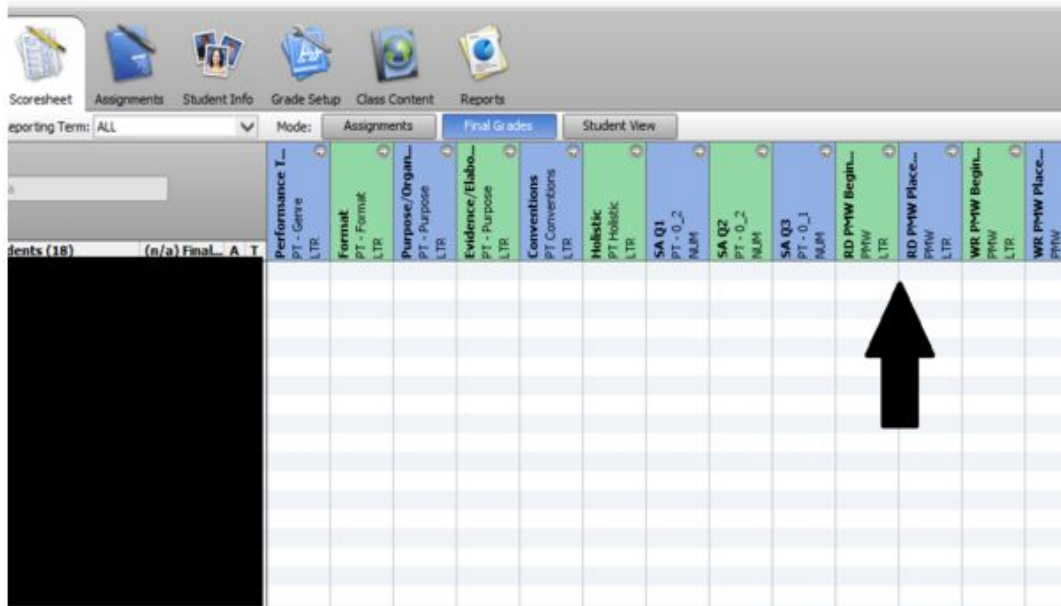
In the absence of at least ONE of these indicators, do not use Instructional Text Level as criteria for wall placement.

Entering PMW Placement in Gradebook

1. Open your Gradebook
2. Select the Class Period that you want to enter scores for
3. Choose the "Final Grades" Tab



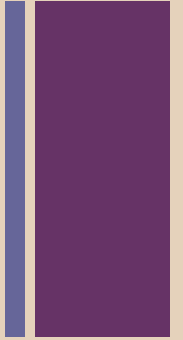
4. You will see your normal gradebook lines, with one line at the end called "PMW Placement". During Q1, you will also see a line called "PMW Beginning of Year". This should be filled in for the September Placement.



PMW Data Collection in PowerSchool Gradebook



Professional Collaboration to Lift Student Achievement



After wall placement, teams gather throughout the year to:

- review the data from the wall
- celebrate successes in learning
- reflect on academic progress for different groups of learners (grade levels, demographic groups, etc.) since last wall placement
- reflect on strategies used and whether or not they impacted learning as shown in the data
- collaborate on strategies to increase learning
- set plans for how the team plans to increase achievement

Questions?

