

Student Performance Data

- STAAR
- Local Benchmarks (CBAs, DAs)
- NWEA MAP
- NWEA MAP Skills
- TPRI
- myON Lexile Growth
- NoRedInk Topic Mastery

How is Data Used?

- Shared Accountability: Teacher, Interventionist, Dean of Academics (administrator)
- Quarterly “Data Meetings”: to identify students in each tier (led by Dean of Academics)
- Tracking Tool: aggregates recent assessment information to provide actionable view of relevant data

Support for Literacy Development

- Teachers
 - Professional Learning Communities (PLCs)
 - Campus and district-wide professional development
 - Coaching cycles with content-area instructional coaches
- Intervention Model + Custom Day Initiative
 - [Additional 5-hour “lab” course for ELA and math \(6th-10th grades\)](#)
 - 20 minutes per day - Independent Reading
 - Blended Learning
 - Software Programs: myON (reading) + NoRedInk (writing)
 - Response to Intervention (RtI model)
 - Teacher + Interventionists (Tiers I and II); Interventionist + ESL/SPED teacher (Tier III)
 - Standards-based grouping (Tiers I and II); Skills-based grouping (Tier III)
 - Explicit reteach/extension; Push-ins + Pull-outs
- Parents
 - [HPS Parent website](#)
 - Access to learning software after school hours
- Curriculum documents
 - [Balanced Assessment System](#)
 - [ELA Curriculum Guidebook](#)
 - Lesson preparation
 - Building background knowledge
 - Instructional strategies
 - [Vocabulary strategies + Word study](#)
 - [Comprehension strategies](#)
 - [Grammar in context](#)
- School-based Reading Initiatives
 - [Before, During After Reading \(BDA\)](#)
 - [Reading Ladders](#)
 - [Book Clubs](#)
 - [Independent Reading Extension Activity](#)

Needs

- Literacy support in content areas other than English/Language Arts (i.e. incorporation of and support for vocabulary and comprehension strategies + word study across content areas)