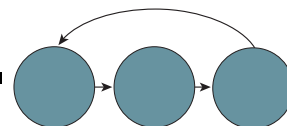


SECTION 13c: DATA ACTIVITIES



**Administrator Leadership Institute
Kurt Engelmann/Tara Davis**



Group Reading Data

Use for completion of Lesson Progress Chart, Student Test Summary Form and Mastery Test Summary Sheet

Information to record:

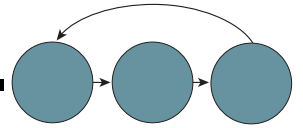
1. Ms. Bramwell/Madison Middle School/K. Engelmann - Coach
2. Subject/level: Decoding, Level A
3. Grade: Ninth and Tenth – 5 ninth graders, 3 tenth graders
4. Number in group: use information listed in #3
5. Performance level: L
6. Dates: September 14-18
7. Lessons 1-10 completed this week (2 lessons per day)
8. No holidays, field trips, etc., during this week.
9. Check out #9 & MT 3 completed after lesson 10:

Check out data: (0-1 errors)

MT data: (2 errors)

• John Brown	1 error	4 errors (A=3; C=1)
• Maria Valdez	1 error	1 error (A)
• Sue Johnson	1 errors	0 errors
• Bob Thompson	0 errors	0 errors
• Tammy Jones	0 errors	0 errors
• Terry Smith	0 errors	0 errors
• Rock Hudson	1 error	3 errors (A=2; C=1)
• Neil Diamond	Absent on testing day	1 error (A=1)

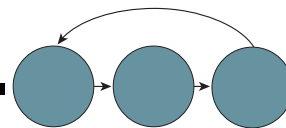
Use the information above to complete the remainder of the information on the lesson progress chart, the Student Checkout Summary & the Mastery Test Summary Sheet.



Expected Lesson Progress

Expected lesson progress is projected according to the entry performance level of the students and according to the program being taught:

- In **lower** levels of the programs:
 - High groups achieve 8 to 9 lessons a week at mastery.
 - Middle groups achieve 7 to 8 lessons a week at mastery.
 - Low groups achieve 5 to 7 lessons a week at mastery.
- In **higher** levels of the programs:
 - Because of complexity, lessons take longer.
 - Students complete at least a lesson a day at mastery.



Lesson Progress Report Form

Elementary

All groups began Reading Mastery Signature 1 at Lesson 1. Each group has had reading instruction for 8 full weeks (40 instructional days).

Classroom A

Group	Mon.	Tues.	Wed.	Thurs.	Fri.
High	68	69-70	71-72	73-74	75-76
Medium	58	59-60	61-62	63-64	65
Low	47	48	48	49	50

Classroom B

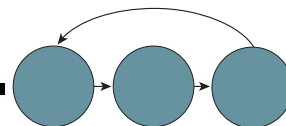
Group	Mon.	Tues.	Wed.	Thurs.	Fri.
High	76-77	78-79	80-81	82-83	84-85
Medium	55-56	57-58	59-60	61-62	63-64
Low	44	44	45	46	46

Classroom C

Group	Mon.	Tues.	Wed.	Thurs.	Fri.
High	63-64	65-66	67-68	69-70	71-72
Medium	63-64	65-66	67-68	69-70	71-72
Low	63-64	65-66	67-68	69-70	71-72

Classroom D

Group	Mon.	Tues.	Wed.	Thurs.	Fri.
High	101-102	103-104	105-106	107-108	109-110
Medium	101-102	103-104	105-106	107-108	109-110
Low	68	69-70	71-72	73	74

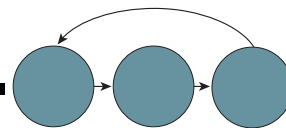


Lesson Progress Report Form

Elementary

As with the previous exercise, all groups began Reading Mastery Signature 1 at Lesson 1 and have had reading instruction for 8 full weeks (40 instructional days). In this exercise, the percentages in the last column indicate the average percent for the group on mastery tests for the eighth week.

	Mon.	Tues.	Wed.	Thurs.	Fri.	Data
Classroom A						
High	68	69-70	71-72	73-74	75-76	75%
Medium	58	59-60	61-62	63-64	65	60%
Low	47	48	48	49	50	91%
Classroom B						
High	76-77	78-79	80-81	82-83	84-85	95%
Medium	55-56	57-58	59-60	61-62	63-64	89%
Low	44	44	45	46	46	46%
Classroom C						
High	63-64	65-66	67-68	69-70	71-72	92%
Medium	63-64	65-66	67-68	69-70	71-72	80%
Low	63-64	65-66	67-68	69-70	71-72	34%
Classroom D						
High	101-102	103-104	105-106	107-108	109-110	100%
Medium	101-102	103-104	105-106	107-108	109-110	83%
Low	68	69-70	71-72	73	74	73%



Lesson Progress Examples

Middle School

Hypothetical: Eight weeks (40 instructional days) have elapsed. All schools had all their materials before school started. All groups began on Lesson 1 on the same day at the beginning of the school year.

Sixth Grade Groups in Reading Mastery Signature 4

Group	Mon.	Tues.	Wed.	Thurs.	Fri.
Watson	43	44-45	46	47	48
Jackson	32	33	34	35	36
Washington	25	26	27	27	28
Johnson	78-79	80-81	82-83	84-85	86-87

Sixth Grade Groups in Reading Mastery Signature 5

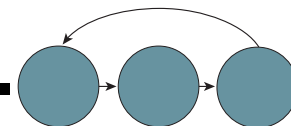
Group	Mon.	Tues.	Wed.	Thurs.	Fri.
Madison	19	19	20	20	21
Adams	26	26	27	28	29
Carter	31	32	33	34	35
Tyler	37	38	39	40	41

Sixth Grade Groups in Decoding A

Group	Mon.	Tues.	Wed.	Thurs.	Fri.
Wilson	15	15	15	16	17
Smith	22	23	24	25	26
Jones	48	49-50	51	52-53	54
Thomas	56	57-58	59-60	61-62	63

Sixth Grade Groups in Decoding B2

Group	Mon.	Tues.	Wed.	Thurs.	Fri.
Tyler	21	21	22	22	23
Adams	35	36	37	38	39
Carter	45	46	47	48-49	50
Monroe	1-2	3-4	5-6	7-8	9



Lesson Progress Examples

Middle School

Hypothetical: Eight weeks (40 instructional days) have elapsed. All schools had all their materials before school started. All groups began on Lesson 1 on the same day at the beginning of the school year.

Groups in RM Signature 4

Limit: 1:00 / 0-2

Group	Mon.	Tues.	Wed.	Thurs.	Fri.	
Watson	43	44-45	46	47	48	1:02/6
Jackson	32	33	34	35	36	:54/1
Washington	25	26	27	27	28	1:10/4
Johnson	78-79	80-81	82-83	84-85	86-87	1:30/2

Groups in RM Signature 5

85%=passing
average independent work percentages

Group	Mon.	Tues.	Wed.	Thurs.	Fri.	
Madison	19	19	20	20	21	70%
Adams	26	26	27	28	29	92%
Carter	31	32	33	34	35	75%
Tyler	37	38	39	40	41	70%

Groups in Decoding A

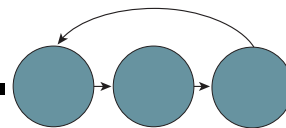
90%= passing
average mastery test percentages

Group	Mon.	Tues.	Wed.	Thurs.	Fri.	
Wilson	15	15	15	16	17	73%
Smith	22	23	24	25	26	93%
Jones	48	49-50	51	52-53	54	100%
Thomas	56	57-58	59-60	61-62	63	78%

Groups in Decoding B2

average WPM (expected 90-110)

Group	Mon.	Tues.	Wed.	Thurs.	Fri.	
Tyler	21	21	22	22	23	120 wpm
Adams	35	36	37	38	39	110 wpm
Carter	45	46	47	48-49	50	88 wpm
Monroe	1-2	3-4	5-6	7-8	9	100 wpm



Rubric for Examining Written Records

Grouping

Ask these questions:

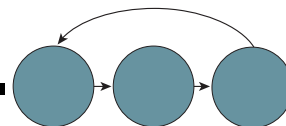
1. Is the number of students in each small group appropriate (no more than 12 students in K-2 groups; no more than 6 students in a very low group)?
2. Is someone available to teach each group?
3. Does the number of groups match the number of personnel available to teach (one classroom has no more than 3 groups per subject)?
4. According to written records, are all groups homogeneous?

Mastery and Lesson Progress

Lesson Progress Charts

When looking at LPCs and accompanying written records, personnel look for answers to these questions related to **COMPLETION** of forms:

5. Are written records current?
6. Does the LPC report the total number of lessons taught per week for each program over the total number of school days for that week?
7. For each day of the week, does the LPC indicate what lesson was taught or an alternative when a lesson was not taught?
8. Did the teacher use an "R" to indicate a repeated lesson and explain repeated lessons in the Comments section?
9. Did the teacher miss an opportunity to give a mastery test?
10. Did the teacher indicate how many students passed mastery tests?
11. Did the teacher name students and tasks for failed mastery tests?
12. Did the teacher indicate a retest for students who failed the test on the first try?
13. Did the teacher test students who were absent?
14. For checkouts, is time indicated over errors and not the other way around?



When looking at LPCs and accompanying written records, personnel look for answers to these questions related to **INTERPRETATION** of forms:

15. Are high, medium, and low groups completing lessons at optimum rates (and not at the same rates?)
16. Are some lessons being repeated too many times without a good reason?
17. Is lesson gain being achieved at the expense of mastery?
18. For failed mastery tests, is it easy to understand the specific errors indicated and can remedies be assigned as a result of the information?
19. DO the LPCs indicate problems across time? (examine at least the past three LPCs)

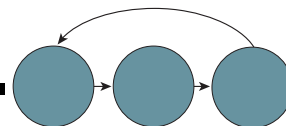
Student Test Summary Charts

When looking at Student Test Summary Charts, personnel look for answers to these questions related to **COMPLETION** of forms:

20. Is a record kept of each student's performance on mastery tests and checkouts?
21. Did the teacher indicate not only test failure but also remedies and retesting and that the student finally passed the test (e.g. circling the score)?

When looking at Student Test Summary Charts, personnel look for answers to these questions related to **INTERPRETATION** of forms:

22. Do the forms show which students have failed one test, more than one test, two consecutive tests?
23. Has the teacher brought to the attention of the coordinator or coach those students who have failed two or more tests or students who have not passed a retest?



Successful Independent Work

Group Summary Charts and Thermometer Charts

To access the mastery level of independent work from written records, personnel look for answers to these questions:

24. Is the teacher following workcheck procedures for monitoring student performance? For example, have reliability checks been done on a consistent basis? (See Appendix E)
25. Does the record of each student's performance on independent work show the percentage of correct answers?
26. On independent work, is every student at or above 85% most of the time?
27. Does the independent work record allow you to name the students who have a pattern of being below 85% that is of concern (e.g. three or more consecutive days; three times within ten days).
28. Are the thermometer charts posted?
29. Have intermediate goals been indicated?
30. Is student achievement of independent work at 90% or better celebrated by using the thermometer charts?

All Written Records Combined

31. Do you see anything in the data that makes you question reliability?
32. Do data indicate a possible need for regrouping or change of placement?
33. Do data indicate the possible need for acceleration for some students?
34. Will projections be met if current rate of lesson progress is continued?
35. If projections will not be met, do justifiable reasons exist for not meeting them?
36. Do the projections need to be changed?