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Technical Assistance Paper

Monitoring and Reporting Student Progress for Supplemental Educational Services

Summary:

The purpose of this document is to provide technical assistance regarding the progress monitoring of all students participating in Supplemental Educational Services (SES) pursuant to the requirements in 20 United State Code (U.S.C.) Section 6316 of the No Child Left Behind (NCLB) Act. No Child Left Behind requires state-approved SES providers to monitor a student's progress toward meeting the measurable goals on his or her Student Learning Plan (SLP). In addition, the provider must regularly inform the student's parents and teacher(s) of the student's progress. Through progress monitoring, a student's progression of achievement is monitored and instructional techniques are adjusted to more effectively meet the student's learning needs.

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- ☒ New Technical Assistance Paper
- ☐ Revises and Replaces Existing Technical Assistance

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Monitoring and Reporting Student Progress for Supplemental Educational Services

INTRODUCTION

This guidance outlines the requirements regarding the monitoring of progress of all students participating in supplemental educational services pursuant to the requirements in 20 U.S.C. Section 6316 of the No Child Left Behind Act. No Child Left Behind requires state-approved SES providers to monitor a student's progress toward meeting the measurable goals on his or her SLP.

This guidance is non-binding, but compliance with it will be deemed by the Florida Department of Education (FDOE) as compliance with applicable regulations and State Board Rule 6A-1.039. Although this document outlines specific requirements for progress monitoring and reporting, the examples provided should not be regarded as exhaustive or limiting. Providers may develop alternative approaches to monitoring and reporting student progress that are consistent with the regulations.

Summary of New and Revised Items

The following questions have clarifying language that was not in the November 6, 2008, guidance: B-5 and B-7. The examples of Progress Reports have been changed to reflect the updated guidance.

PROGRESS MONITORING

A-1. What is progress monitoring?

Progress monitoring is a method to assess the student's academic performance and evaluate the effectiveness of instruction. The student's academic performance is measured regularly (i.e. weekly or monthly) by comparing expected rates of learning to actual rates of learning. Based on these results, instruction is adjusted as needed. Through this process, student's progression of achievement is monitored and instructional techniques are adjusted to meet the student's learning needs.

A-2. What is the purpose of progress monitoring?

The purpose of progress monitoring is to inform parents and teachers of the student's progress and to suggest techniques and strategies to keep the student engaged in the tutoring sessions.

The most effective way to keep parents and teachers regularly informed of the student's progress is to continuously assess and monitor students as part of instruction. While annual data from state assessments provide a snapshot of the student's academic performance at a single point in time, daily instruction continues between the time the tests are taken and the time the results are returned to the students. Instructors need to know how students are doing in relation to the student's goals in order to make adjustments in curriculum and instruction to more effectively meet the needs of the student.

When used in conjunction with quality controls built into program monitoring, progress monitoring is the primary assessment tool for determining the progress of students on individual goals. Results are communicated to the parents and teachers. Progress monitoring is used to:

- determine whether students are benefiting from the instructional program
- track progress toward mastering the goals specified in the SLP
- communicate effectively with the students, parents, and LEA/classroom teacher regarding the student's progress
- provide opportunities to develop and enhance the communication between the parent and the tutor
- make necessary program or curricular adjustments to meet the individual needs of students

A-3. What are the benefits of progress monitoring?

Progress monitoring results in more targeted instructional techniques, which help all students attain their academic goals and improve academic performance. Effectively monitoring a student's progress:

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- allows tutors and teachers to make more informed instructional decisions to meet the individual needs of the student
- accelerates learning because students are receiving more appropriate instruction
- provides a means of documenting student progress for accountability purposes
- facilitates efficient communication with parents and LEA staff regarding the student's progress

A-4. Is progress monitoring a required component of SES?

Yes. The NCLB Act requires LEAs to develop an agreement in consultation with parents of students participating in SES and the provider that includes [20 U.S.C. Section 6316(e)(3)(A)(B)]:

- a statement of specific achievement goals for the student
- how the student's progress will be measured
- timetable for improving the student's academic performance
- how the student's parents and teachers will be regularly informed of the student's progress

This agreement must be developed by the LEA in consultation with the parents, LEA staff, and the SES provider as part of the SLP. Progress monitoring is the tool used to track the student's progress toward meeting the academic goals, and report the results to the parents and teachers. This enables the tutors to adjust curriculum and instruction to more effectively meet the needs of the student. Progress monitoring and reporting requirements are included in the contract between the SES provider and the LEA.

A-5. Can a provider invoice a school district for the time spent to conduct assessments to determine and report a student's progress towards mastery of the goals in the SLP?

No. A provider cannot bill the school district for conducting pre-assessments, post-assessments, and progress monitoring assessments of a student. A provider shall only invoice for the actual time spent tutoring the student.

A-6. How often should a student's progress be monitored and reported?

It is recommended that a student's progress be monitored and reported at regular intervals, but at a minimum of once each month. Progress must be reported as often as described in the state-approved SES application and according to the specific timeline identified in the SLP and the contract with the LEA.

Regular monitoring and reporting will enable the SES provider, parent, and teacher to determine if the academic intervention and support is effective; and if not, revise or make accommodations to the instruction to reflect a more effective intervention.

REPORTING STUDENT PROGRESS

B-1. Are SES providers required to report progress based on the individual goals identified in the SLP?

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Yes. Student progress should be monitored and reported at least monthly based on each of the individual goals of the SLP. The individual goals of the SLP include a clear description of what the student is expected to learn and the criterion or measure that will be used to show if the goal has been achieved. Therefore reporting student progress based on the individual goals provides a clear indicator of how the student is performing in reaching the goals of the SLP.

B-2. What is the purpose of reporting progress to parents and the local educational agency/school?

Regular reporting to parents provides a mechanism to monitor students' progress toward the goals of the SLP and to evaluate the effectiveness of the tutoring the student is receiving. The process of assessing, evaluating, and reporting student progress enables the school and the parents to monitor student learning and identify what action, if any, is needed to help a student succeed.

B-3. What should be included in the progress report?

The student progress report must, at a minimum, inform parents of the progress the student is making toward meeting the goals on the SLP and whether this progress is sufficient to achieve the goals by the end of the tutoring sessions. Establishing goals that are measurable is important so that progress can be adequately assessed. The SLP provides the criteria, timeline, and method for evaluating the student's progress.

To determine student progress, the tutor must gather evidence to support what each student has accomplished with regard to the goals of the SLP. Progress should be based on specific assessment results, such as quizzes, tests, and any additional scored student work. Establishing a systematic data collection system is the first step to effective progress reporting to parents.

Effective progress reports may include comments on the level of student engagement and information on how parents can support the child's learning at home. It is also recommended that the tutor list the goals and objectives to be taught in the next tutoring reporting period. The report should focus on the goals on which the student is showing the greatest weakness. The report should also emphasize the student's strengths, by stating the goals on which the student has successfully mastered or indicate progress towards mastery. Contact information should also be included to facilitate communication between the parent and the tutor or the tutoring coordinator.

B-4. Are there recommended components for the progress report?

Yes. It is recommended that the progress report provide a visual guide that reflects the student's progress towards meeting the goals of the SLP. Progress reports should include the following components.

S=Support for the student's learning at home and at school.

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M=Monitoring results of the student's progress in meeting the goals identified on the SLP. The comments should describe the child's improvements, growth, and successes in observable terms.

A=Affirm what the child can do by indicating the student's strengths.

R=Relate current and past instructional growth with future plans. The progress reports should identify the progress the student has made and what the tutor will focus on next.

T=Timely and frequent reports to parents, tutors, and teachers are necessary so adjustments in the instructional program may be made, if necessary.

B-5. How should progress be reported?

The method(s) to inform parents of their child's progress must be described in the SLP. Many LEAs also outline specific information in the contract with SES providers related to reporting student progress. Based on the unique needs of the students, the manner selected to inform parents might vary from student to student. As with all communication between parents, SES providers, and LEAs, results should be reported in a format which is easily understandable, including alternate formats upon request, and to the extent practicable, in a language the parents can understand.

Keeping records of progress monitoring activities will assist providers in reporting progress. Record keeping procedures may include anecdotal records, observation notes, running records, comments and descriptions, time sampling, tracking sheets, checklists, portfolios, rating scales, or student profiles.

Providers may inform a parent of their child's progress in many ways, including, but not limited to periodic parent-tutor conferences and written progress reports. Reports to the parent do not need to be lengthy or burdensome, but they do need to be informative. For example, the report to parents may include a statement of the goals with a written report of the level on which the student is currently functioning in that goal area and a rating of progress to indicate whether the student's progress to date will likely result in the student reaching the goal by the end of the tutoring sessions.

The following chart from a progress report is an example of how to document a student's progress towards meeting a goal on the SLP.

Subject Area: <input type="checkbox"/> Reading/LA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science			
Benchmark:			
Objective:			
Beginning Level of Mastery _____%	1st Reporting period Ending October _____%	2nd Reporting Period Ending November _____%	Projected Level of Mastery _____%

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The following statements suggest ways parents can assist their child.

Parents may provide additional help at home by:			
Practicing with the flashcards each night.	Thank you for your help at home. Bobby can recognize 15 sight words. Enclosed with this report is the next set of flashcards to use at home.	Bobby is beginning to read words in groups. Please continue to practice with the flashcards. It will also help Bobby if you listen to him read aloud each night.	Thank you for the support you provided during the tutoring process. Please continue to practice during the summer. Enclosed are flashcards for the words Bobby will need to know next year. Keep listening to Bobby read aloud each night. Attached to this report is a flyer for the summer programs at the public library. I believe Bobby will enjoy these programs. They will also help him with his reading.

Providers should include specific comments regarding the student's progress or inform parents of what the student will work on in future tutoring sessions. The following statements demonstrate effective and ineffective methods for reporting student progress.

Progress Report Statements	
Ineffective	Effective
Juan is reading better.	Juan is now able to break words with four sounds into the individual parts. For example, he is able to break the word <i>cards</i> into the four sounds: /c/, /ar/, /d/, and /s/. Please continue to read with Juan and practice rhyming words and words with the same beginning and ending sounds.
Desiree is getting better with adding and subtracting two digit numbers.	Desiree is able to add two digit numbers with carrying with 80% accuracy. She is also able to subtract two digit numbers without borrowing with 70% accuracy. We will continue to work on subtraction with and without borrowing. Please continue to practice the basic subtraction facts with Desiree.
Ramon's writing is much better.	Ramon's writing is improving. He is now able to write a main idea and three supporting sentences on a given topic. We will continue to work on his ability to write the concluding sentence and then expand these to supporting paragraphs. Please help him develop the ideas and supporting details in his writing.

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B-6. How can SES providers determine if progress reports adequately describe the student's progress?

Answering the following questions will help SES providers and LEAs determine if the information provided is adequately describing the student's progress:

- Is the progress reported based on the specific goals of the SLP?
- Is the report in an understandable format for parents?
- Is progress reported positively or negatively?
- Does the progress report provide the next steps for tutoring?
- Does the report suggest ways the parents can assist their child?

B-7. How can SES providers measure and document a child's progress on the goals identified in the SLP?

State-approved assessments should be used to measure a student's progress towards meeting the goals of the SLP. The provider administered pre-assessment data should be documented on the progress report as the beginning level of mastery. The progress towards meeting the individual goals should be clearly documented each reporting period. Frequent progress monitoring assessments should be administered to identify the progress toward the projected level of mastery as outlined and documented in the SLP.

B-8. Are SES providers allowed to comment on student's behavior on the progress report?

Yes. However, if a provider wishes to include comments regarding a student's behavior, the comments should be limited to a description of how the behavior impacts student learning.

B-9. Is there a progress report template SES providers are required to use?

The FDOE has not created a uniform progress report that must be used by all SES providers. However, many LEAs have progress report templates that must be used by all providers serving students within that LEA. A sample progress report can be found in Appendix A.

B-10. How should an SES provider document that progress reports have been given to parents and teachers?

Many SES providers use a progress report created on carbonless copy paper with one copy to the parent, one copy to the school, one copy to the LEA submitted with the invoice, and one copy for the provider's files. Other providers make photocopies of the report and send them to each of the above entities. Some providers require a parent's signature acknowledging receipt of progress reports. It is important for providers to maintain documentation that indicates the date and manner in which progress reports are delivered to parents.

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B-11. Are SES providers allowed to report student progress verbally with the parents?

Yes. However, the provider must also report the information to the LEA and teacher. The provider must be able to clearly document that progress has been reported to the parents. This clear documentation may be difficult if it is only reported verbally. It is suggested that documentation of progress be provided in a formal written report at least monthly or as specified in the LEA contract. Supplemental educational services providers may use translators to report student progress verbally to non-English speaking parents to ensure that they understand the information in the report.

B-12. Are there other considerations for SES providers for reporting progress?

Yes. While the purpose of the progress report is to provide information to parents and teachers, SES providers and tutors should be sensitive to the impact the reports have on the child. Some children experience severe punishment based on progress reports. The comments on the progress reports should encourage the child to make future progress. A list of sample words and phrases is located in Appendix B to assist tutors in preparing the progress reports.

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RESOURCES

The *National Center on Student Progress Monitoring (NCSPM)* has conducted an extensive review of available progress monitoring tools. They use a standard process to evaluate the scientific rigor of thirteen commercially available tools to monitor student's progress. More information about the review and the available tools can be found at:

<http://www.rti4success.org/chart/progressMonitoring/progressmonitoringtoolschart.htm>.

The *NCSPM* has exciting downloadable articles, PowerPoint presentations, FAQs, and additional resources about student progress monitoring, Curriculum-Based Measurement, applying decision making to Individual Educational Plans and other researched based topics at:

<http://www.studentprogress.org/library/articles.asp>.

The Progress Monitor is the National Center on Student Progress Monitoring monthly newsletter, http://www.studentprogress.org/news/spmnews_feb_06_vol5.htm.

The National Center on Student Progress Monitoring has an extensive compilation of questions on progress monitoring for mathematics at:

http://www.studentprogress.org/progressmonitoring_math_faq.asp.

Mazes are composed of a variety of passages with mixed genres and styles. The passages begin with a complete sentence. For every remaining sentence, the seventh word is replaced with a word choice. The word choice is composed of three words: one correct and two distracters. There are two passages administered at each of the assessment periods and they are averaged to obtain a score. As with the Florida Oral Reading Fluency, a risk level chart is used to determine the level of instruction indicated by performance on the maze measure. Mazes measure fluency, comprehension and vocabulary, and are group administered. For more information see the Florida Center for Reading Research (FCRR) web site at:

<http://www.fcrr.org/assessmentMiddleHighSchool.htm>.

The FCRR has compiled a **list of assessments** commonly used in Florida schools to assess reading development and reading difficulties in students in late elementary, middle, and high school. Presence on this list does not constitute an endorsement by FCRR or the Florida Department of Education. This list is provided to facilitate the search of schools and LEAs for tests that might be used to provide information to help guide reading instruction for older students. The list may be accessed at: <http://www.fcrr.org/assessmentMiddleHighSchool.htm>.

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Appendix A: Sample Progress Report (Example 1)

Student Progress in Meeting the Goals of the Student Learning Plan		
Student	School Name & School Number	Grade
Provider	Contact Person	Telephone Area/No.
Subject Area: <input type="checkbox"/> Reading/LA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science		
Benchmark:		
Objective:		
Current Level of Mastery _____ %	Progress to date _____ %	Projected Level of Mastery _____ %
Have the goals been met? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Comments/Next steps for tutoring:		
Subject Area: <input type="checkbox"/> Reading/LA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science		
Benchmark:		
Objective:		
Current Level of Mastery _____ %	Progress to date _____ %	Projected Level of Mastery _____ %
Have the goals been met? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Comments/Next steps for tutoring:		
Subject Area: <input type="checkbox"/> Reading/LA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science		
Benchmark:		
Objective:		
Current Level of Mastery _____ %	Progress to date _____ %	Projected Level of Mastery _____ %
Have the goals been met? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Comments/Next steps for tutoring:		
Ways parents can support the learning:		
If you need additional information, please feel free to contact the tutor at:		
Parent Comments:		
Teacher Comments:		

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Student Progress in Meeting the Goals of the Student Learning Plan (Example 2)			
Student	School Name & School Number	Grade	
Provider	Contact Person	Telephone Area/No.	
Subject Area: <input type="checkbox"/> Reading/LA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science			
Benchmark:			
Objective:			
Current Level of Mastery _____%	1st Reporting period Ending (date) _____%	2nd Reporting Period Ending (date) _____%	Projected Level of Mastery _____%
Have the goals been met? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Comments/Next steps for tutoring:			
Subject Area: <input type="checkbox"/> Reading/LA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science			
Benchmark:			
Objective:			
Current Level of Mastery _____%	1st Reporting period Ending (date) _____%	2nd Reporting Period Ending (date) _____%	Projected Level of Mastery _____%
Have the goals been met? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Comments/Next steps for tutoring:			
Subject Area: <input type="checkbox"/> Reading/LA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science			
Benchmark:			
Objective:			
Current Level of Mastery _____%	1st Reporting period Ending (date) _____%	2nd Reporting Period Ending (date) _____%	Projected Level of Mastery _____%
Have the goals been met? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Comments/Next steps for tutoring:			
Ways parents can support the learning:			
If you need more information, please feel free to contact the tutor at:			
Parent Comments:			
Teacher Comments:			

Appendix B: Words and Phrases for Progress Reports

Encouraging Words:

- Energetic
- Consistent
- Hard worker
- Problem-solver
- Risk-taker
- Potential
- Engaging
- Preserving
- Creative
- Interacts well
- Positive attitude
- Cooperative
- Enthusiastic
- Eager
- Special talent for
- Is skilled in
- Shows compassion
- Does a great job
- Has a good grasp of
- Is strong in
- Cooperative
- Caring
- Excels at

Action Words

- Can
- Remembers
- Associates
- Applies
- Expresses
- Recognizes
- Uses
- Selects
- Creates
- Relates
- Solves
- Identifies
- Compares
- Appreciates

Words to encourage help from home:

- Thanks for your help
- I am trying to help with
- I have been excited to see growth in
- _____
- _____ has improved in
- Your continued support

Words to use when a child needs additional help:

- Finds it difficult at times to
- Is challenged by
- Needs help with
- Has difficulty with
- Will benefit from
- Has trouble with making progress
- It is helpful to
- Shows a need for
- Works best when
- Needs encouragement in
- Usually
- Has a tendency to

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