

# Progress Plan Guidelines

---

January 1, 2013

## **Progress Plan (L-6-1.0 Definitions, p. 3-4)**

*A documented academic support program required for students who do not meet the Regents-defined minimum level of achievement on the state assessment. Progress Plans must include the types and durations of academic and educational supports and academic performance targets necessary for graduation. Progress plans may be incorporated into the ILP and may address academic weakness in the areas of course performance and/or performance-based diploma assessments.*

Regents' regulations require LEAs to develop and implement a Progress Plan for all students who do not meet the minimum level of achievement required for graduation on the state assessment. Currently, that applies to all students not performing at the *Partially Proficient* level or above on the NECAP Reading and Mathematics tests administered in the fall of the eleventh grade.

## **Part of a system of personalization and supports**

- a) Individual Learning Plans - beginning no later than entry into the sixth grade
- b) Early Warning System - beginning in the sixth grade
- c) Notification of graduation requirements – at the sixth and ninth grade
- d) Progress Plans – beginning in the eleventh grade
- e) Regular communication with students and families; frequent monitoring of student progress; and timely implementation of appropriate supports are the foundation of all components of the system.

Progress Plans are the final piece in a system that has been designed to ensure that students, families, and educators are playing an active role in guiding a student toward the level of proficiency required for graduation beginning no later than the sixth grade. Regulations L-6-3.7 (LEA notification of graduation requirements) and L-6-3.8 (Supports to Students) provide the scaffolding for a proactive learning environment in which students are making regular progress toward the level of proficiency required for graduation, and appropriate actions are taken in a timely manner when such progress is not being made. Within that learning environment, Progress Plans place a sharpened focus and sense of urgency around what must occur over the remaining 18 months to ensure that the student has attained the level of proficiency required for graduation.

## **In an ideal world...**

- f) The ultimate goal is that there is no need for Progress Plans because all students meet the required level of achievement on the state assessment on their initial attempt. At this time we are much closer to achieving that goal in Reading than in Mathematics.

# Progress Plan Guidelines

---

January 1, 2013

- g) But even now, if the system is working properly, implementation of the Progress Plan should simply be a review and affirmation of planned coursework, notifications, supports, and interventions that are already in place through the student's ILP.

One of the most frequently asked questions since the revised regulations were adopted in spring 2011 is whether there is a difference between the ILP and the Progress Plan. The short answer is there really should not be a difference in terms of supports and implementations in LEAs where there is a well-developed and implemented ILP. Students, families, and educators should all be well aware of the student's level of mathematics and reading proficiency long before grade 11 NECAP results are returned, and appropriate supports and interventions should be in place. The Progress Plan will, however, provide an opportunity to review the timeline and specific steps needed to meet the state assessment portion of the graduation requirement.

## **Why is the state assessment the trigger for the Progress Plan?**

- It is expected that the LEA will already have an appropriate process in place through the ILP for ongoing monitoring of student progress on locally administered graduation requirements such as coursework and performance-based diploma assessments.
- The return of the state assessment results represents the first time that information is available on all three graduation requirements identified in L-6-3.0: coursework, performance-based diploma assessments, and the state assessment.
- Failing to meet the level of minimum achievement on the state assessment on the initial attempt triggers a new process for meeting the state assessment requirement with specific steps and timelines that must be reviewed and understood.

The Progress Plan should not be interpreted as a plan for meeting the state assessment requirement for graduation. Rather, it should be designed as a plan to ensure that the student has the level of proficiency required to meet all three of the state graduation requirements, any additional local graduation requirements, and fulfill the goals of his or her ILP. Supports and interventions should be directed toward increasing content knowledge and skills in reading and/or mathematics and not targeted simply at test-taking skills or strategies.

## **Short term and Long term planning and solutions**

- It is easy to think of the Progress Plan as a "short term" solution to provide remediation over the last 18 months of high school to those students who are not prepared to meet the graduation requirements. Particularly in mathematics, many LEA will have to establish nearly school-wide systems of supports and interventions to meet those remediation needs.
- It is absolutely critical, however, to also be planning toward long term solutions that will significantly reduce, and ultimately eliminate, the need for such large-scale remedial efforts.

Facing an immediate problem and limited capacity, the inclination is to devote all available resources to solving the immediate problem - for example, a majority of students not meeting the mathematics

# Progress Plan Guidelines

---

January 1, 2013

graduation requirement. And it is likely that LEA will identify or develop and implement remedial programs that provide the supports needed to move those 11<sup>th</sup> and 12<sup>th</sup> grade students to graduation. And they will be applauded for those efforts. However, the long-term goal is to implement a comprehensive solution across grades K-10 that eliminates the need for massive remediation in the 11<sup>th</sup> and 12<sup>th</sup> grade. Even while there is intense focus on remediation for students in the classes of 2014 and 2015, some capacity district-wide must be devoted to solving the long-term problem.

## **The Progress Plan is not...**

- A replacement for the ILP
- A one size fits all solution
- An automatic placement into a particular program or intervention
- A sufficient support or intervention by itself.

A Progress Plan *process* that includes regular communication, supports, interventions, and performance targets is required and will be consistent across students who do not meet the state assessment requirement. Like the ILP, however, it is not the case that the specifics of the Progress Plan such as supports, interventions, or even frequency/format of communications will be the same for each student. Personalization is still a critical component. Some situations may require more frequent communication or updates with students and families. A student failing to meet the state assessment requirement in reading and mathematics may need different supports and interventions than the majority of students who have met the reading requirement, but not the mathematics requirement. Every student's performance on the state assessment should be evaluated in the context of overall academic achievement when deciding on the appropriate academic intervention, including those students who meet the state assessment requirement. A student barely meeting the state assessment requirement in the eleventh grade may not require a Progress Plan, but a careful review of that student's progress on coursework and performance-based diploma assessments through their ILP would probably be appropriate.

Without diminishing the importance of personalization, it must be acknowledged that there are many LEAs in which a large majority of students are currently not meeting the state assessment requirement in mathematics. Although there is likely to be some improvement when the requirement is in place beginning with the graduating class of 2014, there will still be LEA and individual schools in which a school-wide mathematics intervention will be the most appropriate course of action. One example of such a situation might be a school in which a group of students has been enrolled in a sequence of mathematics courses such as Pre-algebra, Algebra I, and Geometry in which proficiency on the grade 9/10 GSE would not be expected until completion of the eleventh grade. The Progress Plans for those students might feature supports needed to ensure successful completion of the grade 11 Geometry course for all students supplemented by short-term remediation in Algebra for particular students.

The act and process of developing and implementing a Progress Plan is itself a support and intervention that is likely to benefit students in danger of not meeting graduation requirements. To be effective,

# Progress Plan Guidelines

---

January 1, 2013

however, the Progress Plan must identify the specific academic, content-based interventions and performance targets that will be implemented to improve student proficiency. Again, these may be courses or programs in which the student is already enrolled through his or her ILP, but it must be clearly established how success in these courses and programs will lead to meeting graduation requirements.

## **Selecting and Evaluating Supports and Interventions**

- Have a clear rationale for selecting a particular intervention based on evidence that it designed to produce the desired outcome and is appropriate for the particular student(s) for whom it is being considered.
- Performance targets should be ambitious, but realistic.
- Document implementation of the intervention by teachers, tutors, etc. (if applicable) and participation/engagement by students to allow for a fair evaluation of the program.
- Determine in advance how the success of the program will be determined

As with the development or selection of any curriculum, textbook, or instructional program there should be solid evidence that the program is aligned with the appropriate standards and designed to produce the expected outcomes. This may include evidence provided by a publisher, evidence based on successful implementation in other LEA, and evidence compiled within the LEA.

In determining the types and durations of supports and interventions necessary for graduation, educators, students, and families must take account of the student's current level of achievement, academic program and ILP. In determining performance targets necessary for graduation and timelines for achievement of intermediate and final targets, it is not appropriate to simply indicate that the targets must be met in the 18 months remaining until graduation.

Ultimately, the success of the supports and intervention will be reflected in students achieving the level of proficiency required for graduation. A complete evaluation of the program, however, must also consider the efficiency of the program, its fit within the overall school program, and any unintended consequences related to its implementation.

## **Why is the Focus of these Sessions on Mathematics Interventions?**

- Based on current NECAP test data, four times as many students would fail to meet the state assessment requirement in mathematics as in reading.
- Mathematics performance has been a persistent concern.
- All LEA are impacted, with at least 10% of students failing to meet the requirement in all districts and more than 20% in most districts.

Although the focus of these sessions is on supports and interventions in mathematics, LEA will also be developing Progress Plans for reading. Based on a review of NECAP performance over the last several years, however, it is clear that virtually all students failing to meet the state assessment requirement in

# Progress Plan Guidelines

---

January 1, 2013

reading also failed to meet the requirement in mathematics. That is, there will be very few students who require a Progress Plan for reading alone. LEA must determine the best approach to developing Progress Plans for students needing supports in both reading and mathematics.

## **What do we know about the mathematics requirement and the students not meeting it?**

- The state assessment measures performance on the grade 9-10 GSE which include standards in Algebra I and Geometry.
- In Fall 2011, 30% of students completing the grade 11 NECAP tests indicated that they were currently enrolled in a pre-Algebra, Algebra I, or Geometry course – not yet completing the material included on the grade 9-10 GSE.
- An additional 17% of students indicated that although currently enrolled in Algebra II, they earned a grade of C or lower in their last mathematics class.
- All of these students are unlikely to demonstrate the level of proficiency needed to meet the state requirement.

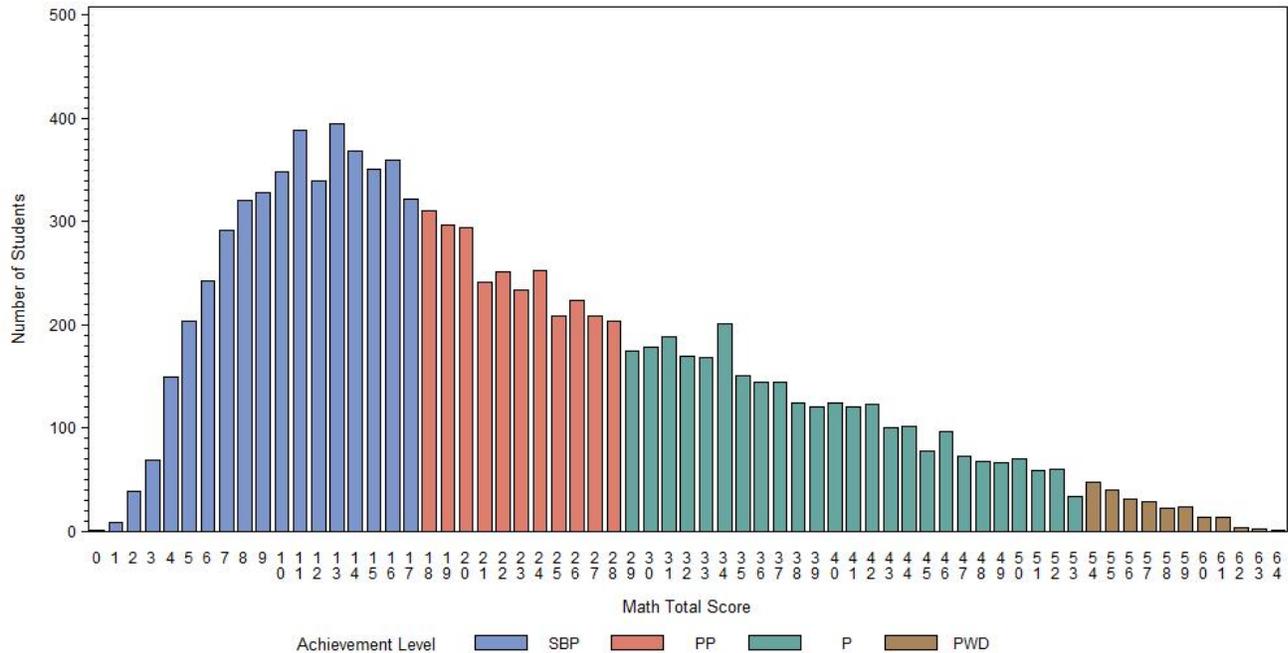
## **What do we know about performance on the NECAP mathematics test?**

- The test contains 46 items producing a total of 64 points.
- Across the years, a score of 18-20 of the 64 points has been needed to perform at the Partially Proficient level and meet the state requirement.
- Only 24 of the 64 points (37.5%) are derived from multiple-choice items. The remaining points come from 1-point short answer (12), 2-point short-answer (12), and 4-point constructed-response items (16).
- Students not meeting the requirement average 11 points total, and only 4 of a possible 40 points available on short-answer and constructed-response items.

# Progress Plan Guidelines

January 1, 2013

## NECAP Fall 2011 - Grade 11: Distribution of Mathematics Scores



Statewide distribution of total raw scores on the Fall 2011 grade 11 NECAP Mathematics test. On the Fall 2011 test, a minimum of 18 of 64 points were required to score in the Partially Proficient achievement level and meet the state assessment requirement. The minimum number of raw score points required may vary slightly from year to year as the tests are equated to account for small differences in difficulty, but is generally in the 18-20 point range.

# Progress Plan Guidelines

---

January 1, 2013

## Progress Plans Guidelines – Team Planning Worksheet

*You may use the following worksheet as a starting point to help guide your discussion of current and future plans for implementing the Progress Plan requirement.*

1. Based on recent NECAP results, how many students have failed to meet the state assessment requirement in recent years?

Mathematics only:

Reading only:

Mathematics and Reading:

2. Who are those students? In what course sequences were they enrolled and how did they perform?
3. Is there any reason to believe that the number of students in the class of 2014 failing to meet the state assessment requirement on the Fall 2012 NECAP tests will be significantly different than in previous years? Explain your response.
4. Who are the students in the class of 2014 in the greatest danger of not meeting the state assessment requirement? What courses are they enrolled in this year? What courses were they enrolled in ninth grade?
5. In advance of the Progress Plan requirement, what steps could you take between now and next fall (including over the summer) to increase student proficiency to the point that they will meet the requirement?
6. Who are the people responsible for coordinating the Progress Plans in your LEA and school(s)?
7. How will the Progress Plans be integrated with the ILP?
8. What supports and interventions are currently available? What evidence are you compiling regarding the appropriateness of those programs or approaches (where and with whom have they been used, how difficult are they to implement, have they been successful)?
9. What processes are in place for identifying other possible supports and interventions?
10. How will you set performance targets for individual students or groups of students, as appropriate?
11. How will you monitor implementation and student participation/engagement in the process?
12. How will you evaluate successful completion of the programs by students?
13. How will you evaluate the ultimate success of the supports and interventions?
14. What long-term steps are you taking to improve performance and reduce the need for Progress Plans? Who are the people in the LEA central office, high school(s), and middle school(s) who are participating in that process?

## Progress Plan Guidelines

---

January 1, 2013

15. Looking beyond the Progress Plan, who are the people responsible for coordinating the “state assessment requirement” process in your LEA and school(s)? That process includes tasks such as, reminding students and families of the requirements and alternatives; monitoring and coordinating student participation in the grade 12 retake opportunities; reviewing alternative test scores; evaluating waiver requests.