

SWEPT-MS & HS Item Snapshot

SWEPT Subscale (Items)	Actionable Steps
<p><u>Goals and Objectives:</u></p> <p>1. Are clearly <u>defined</u> and <u>quantifiable</u> at each grade level and are realistic in terms of total number.</p>	<ul style="list-style-type: none"> ➤ Identify existing documents or review new sources to determine goals, priorities, and objectives to guide reading instruction. ➤ Review each goal/objective to determine what it looks like in practice
<p>2. Are articulated across grade levels and support within content areas are detailed.</p>	<ul style="list-style-type: none"> ➤ Identify gaps in cross-grade level goals and objectives. ➤ Determine whether objectives and goals build across grade levels. ➤ Establish clarity and consensus across grade levels about who is responsible for which goals. ➤ Agree on a common curriculum map to communicate and guide cross-grade level goals and instruction.
<p>3. Are prioritized and dedicated to the essential elements (i.e., fluency, content knowledge, and vocabulary, higher order thinking skills, comprehension, and motivation) in reading and across content areas (x 2).</p>	<ul style="list-style-type: none"> ➤ Use research-based tools and reports to help prioritize those that are essential. ➤ Develop process for teachers and staff to gain understanding of most essential items and why they are essential.
<p>4. Guide instructional and curricular decisions (e.g., time allocations, curriculum program adoptions) (x 2).</p>	<ul style="list-style-type: none"> ➤ Review alignment of essential objectives and how they are addressed in the core instructional program. ➤ Determine whether time and instruction are allocated to the most essential elements of secondary literacy instruction ➤ Determine if adjustments need to be made to ensure sufficient instruction on essential elements
<p>5. Are commonly understood and consistently used by teachers and administrators within and between grades to evaluate and communicate student learning and improve practice.</p>	<ul style="list-style-type: none"> ➤ Review goals/objectives/standards to assess teacher understanding ➤ Assess degree to which teachers are aware of priority goals and objectives and use them to guide instruction.

II. Assessment:

<p>1. A school wide assessment system and database are established and maintained for documenting student performance and monitoring progress (x 2).</p>	<ul style="list-style-type: none"> ➤ Determine whether a system for documenting and monitoring student performance data is available at the school or district level. ➤ Is there ready and easy access to information necessary to make instructional decisions? ➤ If not, determine process for establishing a system and identify individuals responsible for maintaining.
<p>2. Measures assess student performance on prioritized goals and objectives.</p>	<ul style="list-style-type: none"> ➤ Review measures currently used to assess their alignment with essential goals and objectives ➤ Determine whether current measures provide adequate information and whether to add or delete particular measures from school battery.
<p>3. Measures are technically adequate (i.e., have high reliability and validity) as documented by research.</p>	<ul style="list-style-type: none"> ➤ Become familiar with the validity and reliability of measures. ➤ Ensure that all individuals who administer and score measures are adequately trained and that measures are administered reliably
<p>4. All users receive training and follow-up on measurement administration, scoring, and data interpretation.</p>	<ul style="list-style-type: none"> ➤ Designate at least one individual to become the expert in specific measures. ➤ Provide training prior to data collection to ensure reliable administration and scoring. ➤ Cross-check at least 20% of data at the scoring and data entry stages.
<p>5. At the beginning of the year, screening measures identify students' level of performance and are used to determine instructional needs.</p>	<ul style="list-style-type: none"> ➤ Determine which measures to use for screening. ➤ Determine process used to identify students who require additional instructional support.
<p>6. Progress monitoring measures are administered formatively throughout the year to document and monitor student reading performance</p>	<ul style="list-style-type: none"> ➤ Identify schedule to monitor student progress. ➤ Determine whether schedule is sufficient to gain information for timely instructional decisions. ➤ Identify whether some students require more frequent assessments. ➤ Identify measures available to monitor progress and provide professional development to those responsible. ➤ Determine who will collect progress monitoring information and how data will be disseminated

II. Assessment (continued)

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
7. Student performance data are analyzed and summarized in meaningful formats and routinely used by grade-level or content area teams to evaluate and adjust instruction (x 2).	<ul style="list-style-type: none"> ➤ Designate personnel to prepare and print reports and provide follow-up sessions with teachers on how to use information. ➤ Schedule student performance feedback sessions at least quarterly ➤ Check teacher use of, satisfaction, and comfort level with the information they receive
8. The building has a “resident” expert or experts to maintain the assessment system and ensure measures are collected reliably, data are scored and entered accurately, and feedback is provided in a timely fashion.	<ul style="list-style-type: none"> ➤ Dedicate adequate FTE for the assessment expert in your school. ➤ Outline assessment related activities that range from preparing measures to providing feedback

SUBSCALE	ACTIONABLE STEPS
<p><u>Instructional Programs and Materials.</u></p> <p>1. A core reading program and a plan for content area reading applications with documented research-based efficacy is adopted for use school wide (x 3).</p>	<ul style="list-style-type: none"> ➤ Prior to selection of a core/comprehensive program, establish a process to review for alignment with evidence based practices ➤ Or, review current program to identify areas that need to be supplemented or strengthened.
2. The core instructional program and materials provide explicit and systematic instruction on critical reading priorities (i.e., fluency, content knowledge, vocabulary, higher order thinking skills, comprehension, and motivation) (x 2).	<ul style="list-style-type: none"> ➤ Review program under consideration for adoption or the program currently used to assess level of explicitness. ➤ Determine if program is explicit and systematic in all elements or whether there are particular elements that need improvement.
3. Content area reading application strategies are systematically and explicitly taught by all teachers.	<ul style="list-style-type: none"> ➤ Assess comfort level of teachers on critical strategies to support generalization of important reading skills, and strategies to enhance learning of content subject matter through explicit instructional strategies
4. Content area text and instructional materials are selected to promote good content area reading practices and strategies (e.g. pre-teaching of vocabulary, clear headings and subheadings, completing graphic organizers, writing summaries).	<ul style="list-style-type: none"> ➤ Review instructional activities in content areas to determine level of need for professional development, and support materials for teachers

<p>5. Student's instructional levels are matched to text level in the content areas.</p>	<ul style="list-style-type: none"> ➤ Review instructional activities in content areas to determine level of need for support materials, and books at varying levels of reading difficulty.
<p>6. The instructional materials and program align with and support state standards/scientifically based practices and provides sufficient instruction in essential elements to allow the majority of students to reach learning goals.</p>	<ul style="list-style-type: none"> ➤ Review programs currently used to assess their alignment with state standards and current research. ➤ Determine whether the program will “get students to the learning goals” if implemented with high quality ➤ Identify areas in which skills/strategies need to be supplemented.
<p>7. Supplemental and intervention programs of documented efficacy are in place to support students who do not benefit adequately from the core program (x 2).</p>	<ul style="list-style-type: none"> ➤ Review current gaps in core literacy program to identify areas to supplement. ➤ Develop a “program map” to outline what programs are being used where, by whom, for which periods of time. ➤ Use student performance data to identify students who will require intervention programs. ➤ Observe programs being used in other schools or pilot test the program if there is not available evidence to support its adoption. ➤ Use student performance data to evaluate the efficiency of the supplemental/intervention. ➤ Determine the alignment of the supplemental and intervention programs with the core. Use program map to increase coherence and consistency of instruction. ➤ Avoid “layering” different programs that may not provide consistent instruction
<p>8. Programs and materials are implemented with a high level of fidelity (x 3).</p>	<ul style="list-style-type: none"> ➤ Determine a process to assess fidelity of implementation. ➤ Determine and schedule the amount of professional development needed to optimize fidelity of implementation. ➤ Dedicate FTE to individuals to support implementation.

SUBSCALE	ACTIONABLE STEPS
Instructional Time	
<p>1. A school wide plan is established to allocate time for consistent agreed upon strategies and to coordinate resources to ensure optimal use of time across the content areas.</p>	<ul style="list-style-type: none"> ➤ Review current time allocations per grade to determine sufficiency. ➤ Review student performance to determine whether adjustments need to be made to increase time for reading instruction and practice. ➤ Distribute final schedule for reading instruction to all teachers/staff
<p>2. All students receive at least one hour of literacy/reading instruction daily. Practices most highly correlated with success are emphasized (i.e., explicit vocabulary instruction, enhancing background knowledge, fluency and comprehension).</p>	<ul style="list-style-type: none"> ➤ Review current instructional program to determine where time is being spent and on which activities? ➤ Determine how much emphasis and time are dedicated to essential elements of reading. ➤ Review student performance data to determine whether instructional time and emphasis needs to be adjusted.
<p>3. Additional instructional time is allocated to students who are struggling readers</p>	<ul style="list-style-type: none"> ➤ Review supplemental/intervention program map and student performance data to schedule additional instructional time for students who are not making adequate progress. ➤ Try to schedule additional instructional time (e.g., a double dose) daily and in small groups.
Differentiated Instruction/Grouping/Scheduling	
<p>1. Student performance is used to determine the level of instructional materials and to select research-based instructional programs.</p>	<ul style="list-style-type: none"> ➤ Review performance data to identify students who are not making adequate progress. ➤ Use the placement test or reading inventories from programs to identify appropriate instructional placement.
<p>2. Instruction is provided through a variety of strategies which maximize student performance and opportunities to respond. (e.g. active participation: choral, partner, written responses)</p>	<ul style="list-style-type: none"> ➤ Schedule instruction for students who are at greatest risk in the smallest groups available. ➤ Review student performance data at least every two weeks to adjust instructional groups.

<p>3. Tutoring (1-1) or small group instruction (< 6) is used to support teacher-directed large group or whole class instruction for students who require additional and substantial instructional support</p>	<ul style="list-style-type: none"> ➤ Use Core/Comprehensive Program Map/Schedule that specifies grouping structures.
<p>4. Group size, instructional time, and instructional programs are determined by and adjusted according to learner performance (i.e., students with greatest needs are in groups that allow more frequent monitoring and opportunities to respond and receive feedback).</p>	<ul style="list-style-type: none"> ➤ Schedule instruction for students who are at greatest risk in the smallest groups available and a minimum of two reading periods daily (double dose). ➤ Review student performance data at least monthly to adjust instructional groups
<p>5. Cross-class and cross-grade grouping for reading instruction is used when appropriate to maximize learning opportunities for struggling readers.</p>	<ul style="list-style-type: none"> ➤ Review student performance data in grade level or cross-grade level teams to identify students who could be grouped for instruction.

Administration/Organization/Communication

<p>1. Administrators and the leadership team are knowledgeable of state standards, priority reading skills and strategies, assessment measures and practices, and instructional programs and materials.</p>	<ul style="list-style-type: none"> ➤ Identify areas in which further understanding is needed. ➤ Develop strategy to fill in knowledge/understanding gaps.
<p>2. Administrators and the leadership team work with staff to create a coherent plan for reading instruction and implement practices to attain school reading goals.</p>	<ul style="list-style-type: none"> ➤ Schedule time prior to school year to develop a Core/Supplemental/Intervention Map. CSI Map should include the following components: time, programs, instructional groupings, instructor, and assessment schedule.
<p>3. Administrators and the leadership team maximize and protect instructional time. They organize resources and personnel to support reading instruction, practice and assessment in the content areas, and supplemental reading instruction for struggling readers.</p>	<ul style="list-style-type: none"> ➤ Prior to school start, establish schedule that maximizes reading instruction. ➤ Coordinate use of paraprofessionals for use in core, supplemental, and intervention delivery. ➤ Plan for midcourse reallocations of time and personnel.
<p>4. Grade-level or content area teams are established and supported to analyze reading performance in the content areas, and plan instruction.</p>	<ul style="list-style-type: none"> ➤ Schedule time in Master professional development schedule for grade-level content area teachers to meet and review student performance. ➤ Schedule a minimum of 3-4 opportunities per year that coordinate with data reports.

<p>5. Concurrent instruction (e.g., Title, special education) is coordinated with and complementary to reading instruction.</p>	<ul style="list-style-type: none"> ➤ Build in planning and coordination time for all individuals responsible for providing reading instruction. ➤ Complete and revise Core/Supplemental/Intervention Map.
<p>6. A communication plan for reporting and sharing student performance with teachers, parents, and school, district, and state administrators is in place.</p>	<ul style="list-style-type: none"> ➤ Build in planning and coordination time for all individuals responsible for providing reading instruction to review and act on reports. ➤ Complete and revise CSI Map
<p>Professional Development</p>	
<p>1. Teachers and instructional staff have thorough understanding and working knowledge of grade-level instructional/reading priorities and effective practices.</p>	<p>Build in professional development to increase understanding and use of</p> <ul style="list-style-type: none"> ➤ assessment measures and reports ➤ core reading program ➤ explicit instructional practices ➤ supplemental/intervention programs
<p>2. Ongoing professional development is established to support all teachers and instructional staff in the assessment and instruction of reading priorities and application strategies.</p>	<p>Implement professional development schedule to increase understanding and use of</p> <ul style="list-style-type: none"> ➤ assessment measures and reports ➤ core reading program ➤ explicit instructional practices ➤ supplemental/intervention programs
<p>3. Learned strategies are supported and embedded in daily practices within the classroom.</p>	<p>Master Professional Development Schedule includes the training and coaching to support the use of research based instructional strategies</p>
<p>4. Time is systematically allocated for educators to analyze, plan, and refine instruction.</p>	<p>Schedule a minimum of 3 planning sessions yearly for all individuals responsible for reading instruction to review student performance data and modify CSI Map.</p>
<p>5. Professional development efforts are explicitly linked to practices and programs that have been shown to be effective through documented research.</p>	<p>Establish committee to review professional development requests and evaluate evidence of efficacy prior to time and resource allocations. Determine if there is evidence that the PD opportunity or program meet research-based criteria?</p>