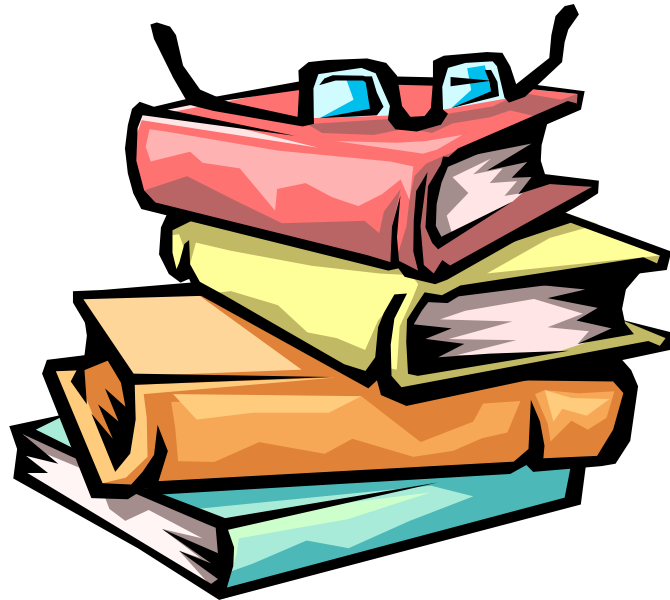


Colorado Springs School District 11



Individualized Literacy Plan Handbook



2005-2006

ILP Q & A Handbook

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2005 CBLA ASSESSMENT GUIDELINES

In reference to assessments, CBLA directs the State Board of Education to approve and identify instruments for assessing the reading readiness, basic reading skills, and reading comprehension of each pupil in kindergarten, first, second and third grades.

The State Board of Education Rules for Administration were revised May 2004 to align with scientific research on reading development. The revised rules indicate the following about assessments:

Body of Evidence for District Use

School districts are responsible for assessing students grades K-3 annually in order to 1) inform reading instruction, 2) provide information about student growth and 3) yield information about students' reading proficiency levels.

School districts are responsible for selecting assessments in accordance with the criteria outlined in the rules. Assessments must:

- Align with state and local standards
- Align with the five components of reading, as defined in May 2004 Rules
- Include multiple measures over time
- Include a variety of text structures, response formats, and administrative procedures
- Be supported by adequately validated accepted scientific standards

The state does not collect this diagnostic information from districts.

State Required Outcome Measures

School districts are required to participate in the Colorado Statewide Assessment Program. The 3rd grade CSAP is a State Board Approved outcome measuring of 3rd grade reading proficiency. The 4th - 10th grade CSAP's are the outcome measures used to determine reading proficiency in those grades.

State Required Reporting

School districts are required to tally and report on their end of year automated data report (1) Who is on an ILP K-3? Who is on both an ILP and IEP? Who is ILP and CSAP A eligible? (2) Who has demonstrated two or more year's growth in one year? (3) Who continues to be on an ILP in any of the 4th - 10th grades?

<http://www.cde.state.co.us/action/CBLA/>





QUESTIONS AND ANSWERS ABOUT THE COLORADO BASIC LITERACY ACT (CBLA)

What is CBLA and why was it necessary?

The Colorado Basic Literacy Act was enacted in 1997 by the Colorado general assembly in order to ensure that by third grade all students have the literacy skills essential for success in school and life. The Act calls for local districts to identify students who are reading below grade level and provide them with necessary reading interventions.

How has it been working?

Colorado school districts have annually assessed kindergarten, 1st grade, 2nd grade, and 3rd grade students using their choice of assessments that meet the criteria set forth by the State Board of Education's Rules for Administration of CBLA. Each district annually reports to CDE the number and percentage of: 1) students in third grade who read at or above grade level, 2) students who have an individual literacy plan or are enrolled in an intensive literacy program, and 3) students who have increased their reading levels by two or more grades during one year of instruction. Despite this data collection, student reading proficiency remains flat.

What are the reasons for the increased expectations?

The Colorado Basic Literacy task force convened to review the CBLA rules for congruence with scientifically based reading research as outlined in the findings of the National Reading Panel. The task force was composed of individuals from Colorado schools and districts, Colorado colleges and universities, and CDE personnel. Based on the recommendations of the CBLA task force, the State Board revised the CBLA rules in May 2004 to include: proficiency levels in each of the five essential components of reading, more rigor at the kindergarten level, and reading assessments including screening, progress monitoring and end of year proficiency at each grade. These increased proficiency levels have been identified by the most recent scientific research on reading to be necessary accomplishments for students to become successful readers.

What is the relationship of the 3rd grade reading CSAP to CBLA?

The 3rd grade CSAP is a State Board approved outcome measure for the 3rd grade reading.

What plans are there to make the 3rd grade reading test and CBLA align with each other and all of the Colorado Model Content Standards?

The Colorado Department of Education's technical advisory committee for CSAP authorized a review of the Grade 3 CSAP test.

What should we expect to see about students in grades 4-10? How does CBLA support adolescent basic literacy?

CBLA requires that students who are not proficient as of third grade be placed on an individual literacy plan and be provided with interventions until they are proficient at grade level. Proficiency levels for 4th-10th grade students are measured by proficiency on the CSAP. CSAP assessment frameworks serve as the list of grade level proficiencies for 4th-10th grade. Note: a proficient score on CSAP generally reflects that regular classroom instruction and assessment included literal, critical and interpretive skill levels for each of the frameworks. For those students who are not proficient, diagnostic assessment in the five components of reading should be done in order to determine appropriate intervention strategies. A list of foundational reading skills may be used to guide teachers in their assessment. A sample list of foundational reading skills and additional information on appropriate assessments of the five essential elements of reading for older students can be found on the CBLA website.

Which tests are districts required to give and how often?

Districts are required to participate in the third grade CSAP as the outcomes measure which determines reading comprehension proficiency. Districts are additionally responsible for assessing students grades K-3, as often as determined necessary by the school district, to 1) inform reading instruction, 2) provide information about student growth, and 3) yield information about students' reading proficiency levels.

Can you clarify the interpretations behind the rules on showing a Body of Evidence?

The CBLA Rules require that school districts develop a body of evidence (BOE) that includes multiple measures of student performance over time including a variety of text structures, response formats, and administrative procedures. The BOE is intended to document a student's proficiency in each of the five essential components of reading and provide teachers with adequate information to guide reading instruction and interventions and to monitor student growth toward grade level proficiencies.

How do I work with non-English students and CBLA?

English language learners who are reading below grade level proficiency need an individual literacy plan (ILP) that contains all of the components of the ILP of any struggling reader, delineating the student's assessed reading abilities and indicating the instructional plan for addressing the student's reading needs.

For specific strategies for teaching reading to English language learners please contact the English Language Acquisition unit within the Colorado Department of Education at 303.866.6753. http://www.cde.state.co.us/index_english.htm

How do I work with Special Needs students and CBLA?

Students identified as needing special education in the area of reading receive reading instruction and interventions from both general and special educators. These students need an individual literacy plan (ILP) that contains all of the components of the ILP of any struggling reader, delineating the student's assessed reading abilities and indicating the instructional plan for addressing the student's reading needs. In addition, these students are required to have an Individual Education Plan (IEP) identifying each student's present level of functioning, measurable annual goals, how progress will be monitored and what special education and related services will be provided. A district may choose to combine the ILP and IEP into one document providing that the document complies with the requirements of both CBLA and IDEA and is used by both general and special education teachers.

What are some ways I can access information about research proven interventions and instruction so that I can reach more of my students in daily reading instruction?

The CBLA website currently contains links to national reviews and information about assessments, instruction and interventions. Additional resources will continue to be posted to this website including Colorado schools who are using research-based practices, and video clips of how effective reading instruction and progress monitoring looks.

Are there any CBLA presentations that give me time to learn more about this?

A schedule of presentations will be e-mailed to school districts and available on the CBLA page of the CDE website on February 2, 2005. (<http://www.cde.state.co.us/action/CBLA/>)

<http://www.cde.state.co.us/action/CBLA/>



BACKGROUND AND INFORMATION

Why do we do literacy assessments?

As outlined in the guidelines and Question/Answer documents from the Colorado Department of Education on the previous pages, the Colorado Basic Literacy Act of 1996 mandates that third grade students will be reading on the third grade level or above by the end of grade 3. The Act requires that the reading growth of all students be monitored on an on-going basis from kindergarten through third grade and that those students at **any** grade level who fail to meet the precise proficiencies (5 components of reading) are to be placed on an Individualized Literacy Plan (ILP) for remediation of reading skills. These five components include:

- **Comprehension**-“intentional thinking during which meaning constructed through interactions between text and reader” (Durkin, 1993). “Therefore, comprehension is the reason for reading” (NRP, 2000). Comprehension integrates all five components of reading. The foundation of comprehension is the access to text provided by the other four components.
- **Fluency**-reading text meaningfully with appropriate speed, accuracy, and expression.
- **Phonemic Awareness**-the ability to hear, discriminate, and manipulate the sounds of language.
- **Phonics**-the ability to 1) learn the alphabetic system known as letter-sound or grapheme-phoneme correspondence 2) apply this code knowledge during reading by blending the sound into words (decoding) and 3) apply this code knowledge during writing by spelling words (encoding).
- **Vocabulary**-describes all of the words we know and use to meaningfully communicate concepts and ideas. Receptive vocabulary is recognized and acquired through listening and reading. Expressive vocabulary is produced through speaking and writing. Our receptive vocabulary is typically larger than our expressive vocabulary. Stephen Krashen's (2003) research shows that our exposure to new words is far more critical in acquiring new vocabulary than our expression of those words.

(Pikes Peak Literacy Strategies Project, February 2005, <http://www.wpsdk12.org/pplsp/>)

The District Eleven Board of Education policy “Literacy and Reading Comprehension Assessments” specifies that **all** students reading below grade level must be assessed and placed on ILPs. The literacy assessments identify the strengths and weaknesses of students so that teachers can plan appropriate instruction.

Why do we need to do this extensive type of assessment of students?

Effective instruction is based upon multiple and ongoing student assessment information. Understanding what knowledge and skills our students have and do not have allows us to address their needs and increase student achievement.

Does every student need a literacy assessment?

Yes, in K-3 every student must be assessed. It is a building-level decision to assess students above 3rd grade not on an ILP. In 4-10, only those students on ILP must be assessed to comply with CBLA. These assessments must include an initial screening test (pre-test), monitoring, and end-of-year (post-test) for students on ILP. Again, it is a building-level decision to assess students above 3rd grade not on an ILP.

The Colorado Basic Literacy Act requires that schools use standards-based assessment measures to diagnose student-learning needs related to reading. The assessments used by District Eleven are approved by CDE as measures that may be utilized for this purpose. All assessments approved for the Colorado Basic Literacy Act are extensive measures of a student's ability to read.

Who needs an ILP?

Any student who has not met the state proficiencies in reading comprehension for his/her grade level needs an ILP. In grades 3-10, students who score PP or U on the CSAP reading need an ILP. The classroom teacher must monitor student mastery of the ILP proficiencies regularly, for a semester, using a classroom evidence sheet. The teacher must also progress monitor each student on an ILP.

What does "standardize" mean and why do we need to be concerned about it?

To "standardize" means to give an assessment in the same manner with the same guidelines and fidelity of treatment to all students. This practice enables the district to gain information in order to compare a student's performance over time. As faculty become more familiar with the instruments and have ongoing training and support, a higher level of standardization will occur.

GETTING STARTED ON THE ILP PROCESS

Since kindergarten students are just starting school, do they need ILPs?

Yes, Kindergarten students must have ILPs if eligible, and counted as part of the Colorado Basic Literacy Act. Kindergarten students will be assessed in the fall assessment window with the DIBELS assessment. ILPs, for those students who are not benchmark/proficient by December of their entry year, must be written before the end of the first semester. ILPs are written **immediately** for Kindergarten students who are "intensive" according to DIBELS.

If a Kindergarten student is "strategic" according to DIBELS, the teacher **must monitor** the student and write an ILP by the end of first semester, if progress monitoring data indicates that one is needed.

Teachers must enter the initial assessment data (Benchmark Pre-test) and the ILP in the IMS system immediately upon completion of assessment or ILP writing. Kindergarten teachers will update their assessment and write ILPs as needed.

Who writes the ILP?

The student's primary literacy teacher writes the document, including ESL and IEP students. This is the person who is primarily responsible for the student's educational instruction during the recommended 90-minute literacy block. **If the student works with a team of adults such as the SPED or ESL teachers, the primary literacy teacher should consult with the team, (see ESL & SPED section).** At the middle school and high school level, a team of teachers will write the ILPs.

Are retained students on ILPs?

Yes.

What happens if we do not give these tests?

The assessments are given in compliance with the Colorado Basic Literacy Act-CBLA.

Are parents supposed to sign the ILP in the spring?

The ILP needs to be reviewed twice a year and signed in spring and fall or initialed in the spring. The parent must sign the **completed** ILP in the fall. In the spring, with principal permission, teachers may contact the parent(s) by phone and make note of the contact on the ILP. The parent must give permission to do so without a signature. Teachers must attempt contact with parent(s) a minimum of three times in both spring and fall. If no contact is made, the three attempts must be noted on the ILP.

Are principals supposed to sign the ILP in the spring?

Principals review the spring data, INITIAL the ILP and check the appropriateness of the chosen "reading level" and "proficiency". For example, if a 5th grade student is reading on a 3rd grade reading level, then targeting proficiencies above 3rd grade would likely be inappropriate according to the Colorado Basic Literacy Act.

How do I know which proficiency/indicator areas to include on the ILP?

After assessing, look carefully at the available evidence (assessment and classroom evidence) to determine which proficiency/indicator areas are in need of extra assistance. Choose up to three proficiency areas to target on the ILP. When using the electronic ILP, target proficiencies are

mastered, and new proficiencies are added as needed for a student to become proficient in reading.

How do I know if a student needs to be on an ILP or not?

A student who is Partially Proficient or Unsatisfactory on CSAP from the previous spring for students entering 4th-10th grades, will automatically be placed on an ILP. An ILP must be written immediately and a plan to progress monitor must be in place.

Use the flowchart appendix to help you determine the course of action you need to take with regard to individual students in your classroom.

What is the classroom evidence sheet and why use it?

The purpose of the classroom evidence sheet is to track student progress on the proficiencies/indicators. The classroom evidence sheet becomes the final page of the ILP and is required. It is helpful to keep a Classroom Evidence Sheet on every student throughout the year. Responses from teachers have been:

- It is a timesaving way to track progress of all students.
- It aids in the differentiation of instruction.
- It informs parents and students of strengths and weaknesses.
- It easily identifies the proficiencies/indicators needed to fill out the ILP, if needed.

Why do we report "unsatisfactory" when a student is proficient in all proficiency areas but one?

Students need to know and be able to demonstrate **ALL** of the proficiencies, consistently and independently, over time.

ADMINISTRATION

What time/date is the window of opportunity?

A week after school begins testing is usually scheduled for a 30-day period. In the spring, testing is usually scheduled for 30 days prior to the last two weeks of school. See the District Eleven Assessment Calendar. Students new to the district must be tested with the appropriate assessment within two weeks of enrolling.

Testing in the fall provides the initial benchmark, or baseline, assessment. It is to determine the student's strengths and weaknesses in reading ability, and should be used to inform instruction, guide the development of learning tasks for the student, and determine proficiencies and interventions on the ILP. Based on the results of the initial benchmark test, additional on-going assessment for progress monitoring purposes must be implemented, especially if the student needs intensive or strategic help, is performing below grade level, or is not proficient.

A mid-year benchmark assessment must be given as part of the Response to Intervention (RtI), as well as adhering to best instructional practices.

An end-of-year assessment must be given to determine learning growth, as well as to assist in determining ILP status. CBLA also requires the district to report growth, specifically students who have made two or more years' growth in a year's time.

What can I do with the rest of my class while I am giving the assessment?

The DIBELS, TOWRE, and SRI assessments should be completed in a single session with the student within the Literacy Assessment window. Teachers may have aides, parents, or teacher-specialists help with classroom management while assessing. Learning Centers may be set up so students can rotate through various activities. During the spring testing window, specialists or other certified professionals **trained** in test administration) **may assist teachers** in administering the assessments. See below for clarification.

Who can give the DIBELS assessment?

The trained classroom teacher should give the DIBELS Benchmark (BM) assessment. Under certain circumstances, however, a team of **trained** assessors (including instructional ESP) may give the benchmark assessment. This is a building-level decision. **The trained classroom teacher MUST give the DIBELS Progress Monitoring (PM) assessment.**

Who can give the TOWRE assessment?

A **certified** and **trained** teacher, preferably the classroom or lead teacher, must give the TOWRE assessment to students.

Who can give the SRI assessment?

A **trained** staff member must monitor the administration of the SRI assessment and the students taking the assessment.

What can teacher assistants do to help with this effort?

Teacher assistants may help with the data entry, materials, logistical arrangements, and activity center/classroom management. It is important that the teacher administer the assessments because the results provide information to teachers about the processes a student uses to learn. The score, in and of itself, is not the only, or even the most important, element; consequently, teachers must be intimately involved in the assessment process. **Remember, tests do not diagnose, people do.**

Can a teacher's aide, who is also a parent, administer parts of the test?

Yes. Employees can assist as appropriate (see above), must maintain privacy and confidentiality. They **cannot** assist in his/her child's room.

Can assessments be done in August before students arrive? Will compensation be available for teachers?

If teachers choose to do so, they may assess students before the actual school year begins. This is not expected, however, and compensation is not available.

Can substitutes be used to manage the classroom while teachers are assessing?

Yes, assuming the building pays the cost and the teacher does the instructional planning.

Should the same person administer the test in the fall and in the spring?

As long as a **trained**, certified staff member gives the assessment in a standardized manner, it does not have to be the same person.

May we pull students out of PE and music to assess them?

It is a building-level decision on how to set up the assessment schedule.

May a tape recorder be used during assessments?

Yes, if this helps to learn the assessment and how to interpret the answers given.

What do we do about the logistics of administering the assessments when we do not have parents or specialists to help us?

Buildings will determine how to best facilitate the allocation of resources to administer the assessments. For example, for DIBELS at the elementary levels, it has been suggested that buildings develop an assessment team to incorporate the assessment times and support into a school's calendar for benchmark assessments.

MATERIALS AND TRAINING

What is the DIBELS? What happened to the Adams 50, Clay and QRI II?

The DIBELS Assessment is a measure of the 5 dimensions of reading-phonemic awareness, phonics, fluency, comprehension, and vocabulary administered individually to students in grades K-5. The assessment is approved by the Colorado Department of Education and has been used throughout the state for the last several years. The Clay, QRI II, and Adams 50 can be used at teacher discretion between testing windows in addition to the DIBELS. These are optional.

What is the TOWRE (Test of Word Reading Efficiency)? What happened to the BRI (Basic Reading Inventory)?

The TOWRE Assessment is a measure of phonics, phonemic awareness, sight vocabulary and word fluency administered individually to students in grades 6-8. It does not assess comprehension. Comprehension information can be obtained from the TerraNova, classroom evidence, or the BRI. The BRI can be used at teacher discretion between testing windows in addition to the TOWRE. Use of the BRI is optional.

What is the SRI (Scholastic Reading Inventory)?

The SRI is a computer based, group administered reading assessment. It is an assessment that is also used with Scholastic's Read 180 program. It measures comprehension and vocabulary. This tool may be used for the following purposes: progress monitoring, diagnostic, instructional and intervention planning. It does not assess phonics, phonemic awareness or fluency. Therefore, information on these components of reading can be obtained from the TOWRE, TerraNova, classroom evidence, or the BRI. The BRI can be used at teacher discretion between testing windows in addition to the TOWRE. Use of these assessments is optional.

How do we obtain the assessment materials?

DIBELS-The central administration office will pay for assessment materials, which will be delivered prior to the opening of school once a year.

TOWRE-Materials have been purchased per secondary building and have arrived at each site.

What if I change grade levels this fall?

Assessment training will be ongoing in the district. Please see your LRT.

In order for a teacher to administer the optional Clay, QRI, Adams 50 and BRI assessment, does he/she need to be officially trained by the district?

LRTs are trained to give the aforementioned assessments. New teachers who would like to use these assessments to get additional student information need to contact the LRT. Official training is necessary.

OUTSIDE OF THE TESTING WINDOW

Do all new students enrolling throughout the academic year have to be tested?

New students need to be assessed within two weeks of their arrival. Elementary schools will use the DIBELS, middle schools will use the TOWRE, and high schools will use the SRI.

INSTRUCTION

If the assessments are being administered to drive instruction, then why give all the students the tests in May when they are leaving? We are already administering the CSAP, Terra Nova, and Quarterly Assessments in the spring.

May testing is partly a compliance issue to meet state requirements about reporting, particularly to meet the requirement of showing a year's growth in a year's time. It also provides an opportunity to think about summer options for the student. Spring is the time to formulate classes for the fall, reflect on the strengths/weaknesses of the instruction, and identify specific interventions that have been successful for that student for the next school year that can be communicated to the next teacher.

I would like to see a measure that would help us to determine the reading group or flexible group for a student.

Assessment tools can be hooked to formulating reading groups. Flexible guided reading groups need to be formed based on ongoing assessment data. DIBELS, TOWRE, and SRI assessments, as well as TerraNova and Quarterly Assessments will address areas of student needs.

REPORTING

How will assessment results be reported to parents?

Assessment results can be shared with parents during parent/teacher conferences, or at any other time. The standards-based reporting system is established (K-5) so that parents are contacted four times a year.

How are assessment results tied to retention issues and parent wishes?

Assessment results inform instruction and give information about the literacy development of a student. Retention decisions remain, as always, an individual decision that follows the District Eleven retention policy. Retained students automatically need an ILP.

SPECIAL EDUCATION AND ESL ISSUES

How will the ILP impact IEPs?

Literacy assessment data should inform the IEP process as well as the ILP process if a student is below grade level in reading. It is recommended that all parties involved in instruction **collaborate** in the writing of the ILP and delivery of literacy services, since literacy applies to all subjects. The ILP and IEP are separate documents with different intents and different legal requirements.

- If student is nonverbal, check "not tested, SPED" on the ILP form.
- If the literacy portion of the IEP specifies mastery of literacy proficiencies, the assessment portion of the ILP document should be completed.
- If the IEP does not specifically address the CBLA proficiencies, the ILP must be completed in full.

What about students with IEPs and 504s? Do we give the assessments to students with special needs?

Yes, when appropriate for the ability of the student. The Colorado Basic Literacy Act refers to ALL students. The student's IEP needs to state if a student cannot be tested.

Will all ESL/LEP students be tested?

All level 2 and level 3 ESL students need to be tested. Use the appropriate instrument, DIBELS, TOWRE, or SRI on the basis of their grade level and proficiency of English.

Can an ESL/LEP student exit the ESL program and still be on an ILP?

Students are released from ESL on the basis of the IPT (eligibility assessment for ESL), but may still qualify for the ILP on the basis of the District and State Assessments (DIBELS, TOWRE, SRI, Terra Nova, and CSAP)

How and when do the Special Education and ESL teachers get tests and test booklets?

Assessments materials are sent in sufficient quantities to all schools. Check with your LRT.

Who writes the ILP and provides the documentation for the Classroom Evidence for ESL and IEP students?

The student's primary literacy teacher (elementary) and/or instructional team (middle school) write the document. In high school, the lead teachers will collaborate/consult with core teachers of ILP students in both the writing of the ILP and the monitoring of student progress. All parties involved in instruction should be documenting student progress, collaborating in the writing of the ILP and in the delivery of literacy services. Specifically, if the ESL/SPED student is assigned to the ESL/SPED teacher for 45 minutes or less during the instructional day, the classroom teacher and the ESL/SPED teacher should collaborate in writing the ILP and the task should not be designated only to the ESL/SPED/Classroom teacher.

TIMELINES

All Teachers-Fall

- Get burgundy folders/Learning Synergy electronic records for all students in your class. Review the previous year's assessment data and active ILPs for all students during the first two weeks of school.
- The CSAP is the gate keeper for determining if a student is on an ILP or not. If a student scores Partially Proficient or Unsatisfactory on the CSAP an ILP **must** be written.
- See flow charts
- Using district literacy assessment materials, assess all new students, ILP students and those suspected of being below grade level during the fall testing window.
- New students entering outside the testing windows must be assessed **within 2 weeks** of arrival. The assessment is completed with district literacy assessment materials.
- Retained students should stay on an ILP for at least the entire school year.
- Keep an updated Classroom Evidence Sheet for each student. Be certain you are monitoring BOTH grade level expectations AND proficiencies targeted at the student's reading level on the ILP. While assessing each student and during direct observations, record proficiencies that are mastered and those that need to be targeted.
- All students K-3 and all incoming 4th and 5th graders on an ILP or PP-U on CSAP are assessed in the fall using the district literacy assessment materials and data is entered in to the electronic ILP system.
- Enter fall assessment data, add a recommended minimum of two additional target proficiencies (for a recommended total of three), Interventions, and Responsibility areas on ILPs.

- Review interventions with principal and/or LRT before or during parent conferences and acquire appropriate signatures.
- Review ILPs with parents before or during fall conferences: review assessment data, target proficiency areas, and select classroom and home interventions. Obtain signatures.
- Give the parents a copy of the ILP.

Mid-Year DIBELS, TOWRE, and SRI

A mid-year benchmark assessment will be given in compliance with CBLA's requirement to monitor students on ILPs.

All Teachers-Spring

- During the spring testing window, formally assess all students in grades K-3 and all students with ILPs grades 4 and higher using district literacy assessments.
- Update your Classroom Evidence sheet for each student. (While assessing each student and during direct observations, record proficiencies that are mastered and proficiencies that need to be targeted). Provide electronic documentation of the mastery of proficiencies.
- Electronically record assessment results in the ILP electronic system, noting mastery or non-mastery of targeted proficiencies, closing the current ILP, and creating a new ILP (with one target proficiency), if needed, based on the results of the body of evidence for student performance.
- Review initial ILP information with principal and/or LRT before contacting the parent.
- Conference with parents before the end of the school year to inform them of the target proficiency areas, the need for an ILP, recommendation for summer school, and to provide ideas for family support (i.e., parent brochure). Please see your LRT. If a parent signature is not obtained, document, sign, and date the parent contact and place information in the burgundy literacy folder.
- Put a copy of the ILP in the student's burgundy literacy folder and place in a building designated location for the summer. The folders will be forwarded to a new school if the student moves.

When a Student Masters the Proficiencies on the ILP...

- Review the student's assessment data to determine if additional areas need to be targeted. If so, the ILP should be updated.
- If documented evidence about the student indicates that the student has mastered the proficiencies for their grade level, **and** the student has scored A or P on the CSAP

reading ,the ILP may be discontinued -OR- the student may stay on the ILP until the end of the school year to monitor long-term mastery.

- When a student has met all proficiencies, scores A or P on the CSAP reading and no longer requires an ILP, a parent conference and principal signature are required.
- Show mastery of proficiencies and close the electronic ILP.

Principal-Fall

- Assure all burgundy folders are passed on to the next grade level or to the teachers. All teachers must be trained on how to access the electronic information and be trained on the current District Eleven literacy assessment.
- **Enforce the district timeline** and establish building procedures for consistent application of the ILP process in the building and fidelity of treatment for giving assessments and selecting appropriate interventions.
- Review ILPs from the previous year. Discuss with teachers ways to improve the ILP process at your school.
- Review updated information on ILPs, and Classroom evidence sheets before fall conferences.
- Sign the ILPs and return to teachers.

Principal-Spring

- Review current ILPs and classroom evidence sheets.
- Ensure that the data for your school are entered in the electronic ILP system in a **timely** and correct manner. (See electronic ILP exception reports for completeness.)
- Review and sign new ILPs in the spring before parents are contacted.
- Review ILP folders prior to classroom assignment for summer school and the coming school year, ensuring movement to the next building if necessary.

BURGUNDY FOLDERS

What do we do with the hard copies of assessment results when a student moves?

Hard copies of the assessment results need to be kept in the burgundy/literacy folder and sent on to the student's next school.

What do we do with the student's individualized DIBELS Benchmark (BM) and Progress Monitoring (PM) booklets?

This is a building decision. These booklets, however, do NOT belong in the burgundy folder. Only the DIBELS summary sheet and ILPs are filed in the burgundy literacy folder.

Can we put portfolio items in the burgundy folder?

No, the burgundy folder is meant for critical literacy assessment data only.

How do I get more burgundy folders?

If you need more burgundy folders, please call AERO or contact your LRT. Classroom Evidence Sheets may be downloaded from the Intranet and copied as needed.

CONTENTS OF THE BURGUNDY FOLDER:

Elementary Schools

- **K-5th grade (paper clipped in this order)**
 1. New ILP/classroom evidence sheet
 2. ILPs (for the past 3 years) in reverse chronological order (this is a change from previous years)
 3. DIBELS summary sheet

Middle Schools

- **6-8th grade (paper clipped in this order)**
 1. New ILP/classroom evidence sheet
 2. ILPs (for the past 3 years) in reverse chronological order (this is a change from previous years)
 3. TOWRE summary sheet

High Schools

- 9th -10th grade (paper clipped in this order)
 1. New ILP/classroom evidence sheet
 2. ILPs (for the past 3 years) in reverse chronological order (this is a change from previous years)
 3. SRI summary sheet

****Remember:**

1. The classroom evidence sheet is the last page of the ILP and **MUST** be attached for those students on ILPs.
2. Only the DIBELS/TOWRE/SRI summary sheets, classroom evidence sheets, and ILPs are filed in the burgundy literacy folder.