

Pasco County Assessment Decision Tree and Placement Chart for High Schools
2014-2015 School Year

Due to recent legislative changes (SB 1076), we are recommending the following flexibility for scheduling students who have not shown proficiency on the 2014 FCAT 2.0 Reading assessment. The document was created to outline the differences between previous expectations and new options for supporting these students. The **“If”** statement **has changed**; this is due to using Discovery Education Assessment Data. In addition, the **“then”** statement **has changed** as shown below. Curriculum options for Reading and Intensive Reading classes are fully defined below with each course code. **NOTE: The intensive reading waiver is no longer an option for students moving from middle school to high school (cohort 2013/2014 and 2014/2015).**

Grade 9

Screening Assessments	2014-2015 If	2014-2015 (ESE and ESOL) Then	2014-2015 Then
FCAT 2.0; DE data	Student scores in Achievement Level 2 on FCAT 2.0 with a developmental scale score of 222 or higher AND has DE data as follows: Level 2 or higher in all areas of ELA (informational, literature, writing, and language).	<p>Student should be scheduled into:</p> <ul style="list-style-type: none"> • Students who receive speech/language or support facilitation should receive push-in services during content area reading intervention or intensive reading. • ESOL students should receive supplemental English instruction, ESL instructional strategies, and lesson modifications at the appropriate level of English proficiency by the ELA and/or reading teacher. • ESOL Students scoring at the beginning level in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA) should receive push-in support from the ESOL IA under the direction of the content area reading intervention or intensive reading teacher. 	<p>Student should be scheduled into:</p> <ul style="list-style-type: none"> • Single period of content area reading intervention (Teacher with CAR-PD or NGCAR-PD completion flagged on S166 and coded on S602). <p>OR</p> <ul style="list-style-type: none"> • Single period of Intensive Reading (50 minutes) - 1000410Z utilizing Achieve 3000 and supplemental resources available on Canvas with guided small group differentiated instruction. Suggested class size 19-22 students.
FCAT 2.0	Student scores in Achievement Level 2 on FCAT 2.0.	<p>Student should be scheduled into:</p> <ul style="list-style-type: none"> • Students who receive speech/language or support facilitation should receive push-in services during intensive reading. • ESOL students should receive supplemental English instruction, ESL instructional strategies, and lesson modifications at the appropriate level of English proficiency by the ELA and/or reading teacher. • ESOL Students scoring at the beginning level in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA) should receive push-in support from the ESOL IA under the direction of the content area reading intervention or intensive reading teacher • Foundational skills should be assessed to determine needs for differentiated instruction. 	<p>Student should be scheduled into:</p> <ul style="list-style-type: none"> • Single period of Intensive Reading (50 minutes) - 1000410Z utilizing Achieve 3000 and supplemental resources available on Canvas with guided small group differentiated instruction. Suggested class size 19-22 students.

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<p>FCAT 2.0</p>	<p>Student scores in Achievement Level 1 on FCAT 2.0.</p>	<p>Student should be scheduled into:</p> <ul style="list-style-type: none"> • ESOL students should receive supplemental English instruction, ESL instructional strategies, and lesson modifications at the appropriate level of English proficiency by the ELA and/or reading teacher. • ESOL Students scoring at the beginning level in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA) should receive push-in support from the ESOL IA under the direction of the content area reading intervention or intensive reading teacher. 	<p>Student should be scheduled into:</p> <ul style="list-style-type: none"> • Single period of Intensive Reading (50 minutes) - 10004101 utilizing recommended instructional materials as well as supplemental resources available on Canvas with guided small group differentiated instruction with a focus on foundational skills. Suggested class size 15-18 students. AND • Single period of Social Studies, English or Science with support facilitation for reading push-in where the RC/RE teacher plans with the content area teacher and works together to increase access to complex text, academic vocabulary (tier 2), comprehension skills, and disciplinary literacy strategies. OR • Single period of content area reading intervention (Teacher with CAR-PD or NGCAR-PD completion flagged on S166 and coded on S602). OR • ESOL Developmental Language Arts (DLA 1002380) utilizing Longman Keystone Text, Hello-Hello online English Program and other supplemental resources available on Canvas; (only for students scoring beginning to low intermediate in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA).) <p style="text-align: right;"><i>This does not need to be back-to-back</i></p>
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By law, any student who scores in Achievement Level 1 must take Intensive Reading (6A-6.054). The interventions described above have intentional overlaps in placement criteria in order to give school-based professionals the opportunity to exercise professional judgment as to what is in any particular student's best interest (i.e., consider grades, attendance, behavior, teacher recommendation).

Progress monitoring must occur 4 times a year (beginning, middle and end) using Discovery Education (informational, literature, writing, and language) for all 9th grade students with achievement levels 1-5.

ESOL resources for teaching, learning and assessment are available on Canvas.

Do not mix grade levels bands 9-10 and 11-12 into one class, with the exception of ESOL DLA, because they are working on mastering a different set of ELA standards.

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Grade 10			
Screening Assessments	2014-2015 If	2014-2015 (ESE and ESOL) Then	2014-2015 Then
FCAT 2.0; DE data	Student scores in Achievement Level 2 on FCAT 2.0 with a developmental scale score of 228 or higher AND has DE data as follows: Level 2 or higher in all areas of ELA (informational, literature, writing, and language).	Student should be scheduled into: <ul style="list-style-type: none"> • Students who receive speech/language or support facilitation should receive push-in services during intensive reading. • ESOL students should receive supplemental English instruction, ESL instructional strategies, and lesson modifications at the appropriate level of English proficiency by the ELA and/or reading teacher. • ESOL Students scoring at the beginning level in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA) should receive push-in support from the ESOL IA under the direction of the content area reading intervention or intensive reading teacher 	Student should be scheduled into: <ul style="list-style-type: none"> • Single period of content area reading intervention (Teacher with CAR-PD or NGCAR-PD completion flagged on S166 and coded on S602). <p>OR</p> <ul style="list-style-type: none"> • Single period of Intensive Reading (50 minutes) - 1000410Z utilizing Achieve 3000 and supplemental resources available on Canvas with guided small group differentiated instruction. Suggested class size 19-22 students.
FCAT 2.0	Student scores in Achievement Level 2 on FCAT 2.0.	Student should be scheduled into: <ul style="list-style-type: none"> • Students who receive speech/language or support facilitation should receive push-in services during intensive reading. • ESOL students should receive supplemental English instruction, ESL instructional strategies, and lesson modifications at the appropriate level of English proficiency by the ELA and/or reading teacher. • ESOL Students scoring at the beginning level in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA) should receive push-in support from the ESOL IA under the direction of the content area reading intervention or intensive reading teacher • Foundational skills should be assessed to determine needs for differentiated instruction. 	Student should be scheduled into: <ul style="list-style-type: none"> • Single period of Intensive Reading (50 minutes) - 1000410Z utilizing Achieve 3000 and supplemental resources available on Canvas with guided small group differentiated instruction. Suggested class size 19-22 students.

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FCAT 2.0	Student scores in Achievement Level 1 on FCAT 2.0.	<p>Student should be scheduled into:</p> <ul style="list-style-type: none"> ESOL students should receive supplemental English instruction, ESL instructional strategies, and lesson modifications at the appropriate level of English proficiency by the ELA and/or reading teacher. ESOL Students scoring at the beginning level in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA) should receive push-in support from the ESOL IA under the direction of the content area reading intervention or intensive reading teacher. 	<p>Student should be scheduled into:</p> <ul style="list-style-type: none"> Single period of Intensive Reading (50 minutes) - 10004101 utilizing recommended instructional materials as well as supplemental resources available on Canvas with guided small group differentiated instruction with a focus on foundational skills. Suggested class size 15-18 students. <p>AND</p> <ul style="list-style-type: none"> Single period of Social Studies, English or Science with support facilitation for reading push-in where the RC/RE teacher plans with the content area teacher and works together to increase access to complex text, academic vocabulary (tier 2), comprehension skills, and disciplinary literacy strategies. <p>OR</p> <ul style="list-style-type: none"> Single period of content area reading intervention (Teacher with CAR-PD or NGCAR-PD completion flagged on S166 and coded on S602). <p>OR</p> <ul style="list-style-type: none"> ESOL Developmental Language Arts (DLA 1002380) utilizing Longman Keystone Text, Hello-Hello online English Program and other supplemental resources available on Canvas; (only for students scoring beginning to low intermediate in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA).) <p style="text-align: right;"><i>This does not need to be back-to-back</i></p>
<p>By law, any student who scores in Achievement Level 1 must take Intensive Reading (6A-6.054). The interventions described above have intentional overlaps in placement criteria in order to give school-based professionals the opportunity to exercise professional judgment as to what is in any particular student's best interest (i.e., consider grades, attendance, behavior, teacher recommendation).</p> <p>Progress monitoring must occur 4 times a year (beginning, middle and end) using Discovery Education (informational, literature, writing, and language) for all 10th grade students with achievement levels 1-5.</p> <p>ESOL resources for teaching, learning and assessment are available on Canvas.</p> <p style="text-align: center;">Do not mix grade levels bands 9-10 and 11-12 into one class, with the exception of ESOL DLA, because they are working on mastering a different set of ELA standards.</p>			

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Grades 11 and 12

Screening Assessments	2014-2015 If	2014-2015 (ESE and ESOL) Then	2014-2015 Then
FCAT 2.0; DE data; SAT/ACT	Student scores in Achievement Level 1 or 2 on FCAT 2.0 AND has DE data as follows: Level 2 or high in all areas of ELA (informational, literature, writing, and language) AND has concordant score of 19 for the reading portion of the ACT OR 430 for the verbal of the SAT.	<p>Student should be scheduled into:</p> <p>Students who receive speech/language or support facilitation should receive push-in services during content area reading intervention or English IV CCR.</p> <ul style="list-style-type: none"> ESOL students should receive supplemental English instruction, ESL instructional strategies, and lesson modifications at the appropriate level of English proficiency by the English IV CCR and/or reading teacher. ESOL Students scoring at the beginning level in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA) should receive push-in support from the ESOL IA under the direction of the reading intervention or English IV CCR teacher. 	<p>Student should be scheduled into:</p> <ul style="list-style-type: none"> 11th grade: Single period of content area reading intervention (Teacher with CAR-PD or NGCAR-PD completion flagged on S166 and coded on S602). 12th grade: English IV College and Career Readiness with progress monitoring – 1001405.
FCAT 2.0; DE data	Student scores in Achievement Level 2 on FCAT 2.0 with a developmental scale score of 228 or higher AND has DE data as follows: Level 2 or higher in all areas of ELA (informational, literature, writing, and language).	<p>Student should be scheduled into:</p> <ul style="list-style-type: none"> Students who receive speech/language or support facilitation should receive push-in services during content area reading intervention or English IV CCR or intensive reading. ESOL students should receive supplemental English instruction, ESL instructional strategies, and lesson modifications at the appropriate level of English proficiency by the English IV CCR and/or reading teacher. ESOL Students scoring at the beginning level in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA) should receive push-in support from the ESOL IA under the direction of the English IV CCR and/or reading teacher. 	<p>Student should be scheduled into:</p> <ul style="list-style-type: none"> 11th grade: Single period of content area reading intervention (Teacher with CAR-PD or NGCAR-PD completion flagged on S166 and coded on S602). 12th grade: English IV College and Career Readiness with progress monitoring – 1001405 AND Single period of content area reading intervention (Teacher with CAR-PD or NGCAR-PD completion flagged on S166 and coded on S602). <p>OR</p> <ul style="list-style-type: none"> 11th & 12th grade: Single period of Reading for College Success (50 minutes) - 1008350Z utilizing recommended instructional materials and supplemental resources available on Canvas with guided small group differentiated instruction. Suggested class size 20-24 students.
FCAT 2.0	Student scores in Achievement Level 2 on FCAT 2.0.	<p>Student should be scheduled into:</p> <ul style="list-style-type: none"> Students who receive speech/language or support facilitation should receive push-in services during content area reading intervention or English IV CCR or intensive reading. ESOL students should receive supplemental English instruction, ESL instructional strategies, and lesson modifications at the appropriate level of English proficiency by the English IV CCR and/or reading teacher. ESOL Students scoring at the beginning level in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA) should receive push-in support from the ESOL IA under the direction of the English IV CCR and/or reading teacher. 	<p>Student should be scheduled into:</p> <ul style="list-style-type: none"> 11th & 12th grade: Single period of Reading for College Success (50 minutes) - 1008350Z utilizing recommended instructional materials and supplemental resources available on Canvas with guided small group differentiated instruction. Suggested class size 20-24 students.

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<p>FCAT 2.0</p>	<p>Student scores in Achievement Level 1 on FCAT 2.0.</p>	<ul style="list-style-type: none"> • Foundational skills should be assessed to determine needs for differentiated instruction. <p>Student should be scheduled into:</p> <ul style="list-style-type: none"> • Students who receive speech/language or support facilitation should receive push-in services during content area reading intervention or English IV CCR or intensive reading. • ESOL students should receive supplemental English instruction, ESL instructional strategies, and lesson modifications at the appropriate level of English proficiency by the English IV CCR and/or reading teacher. • ESOL Students scoring at the beginning level in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA) should receive push-in support from the ESOL IA under the direction of the English IV CCR and/or reading teacher. • Foundational skills should be assessed to determine needs for differentiated instruction. 	<p>Student should be scheduled into:</p> <ul style="list-style-type: none"> • 11th & 12th grade: Single period of Reading for College Success (50 minutes) - 10083501 utilizing recommended instructional materials as well as supplemental resources available on Canvas with guided small group differentiated instruction with a focus on foundational skills. Suggested class size 20-24 students. <p>AND</p> <ul style="list-style-type: none"> • 11th grade: Single period of content area reading intervention (Teacher with CAR-PD or NGCAR-PD completion flagged on S166 and coded on S602). • 12th grade: English IV College and Career Readiness with progress monitoring – 1001405 that focuses on foundational skills with guided small group differentiated instruction. <p>OR</p> <ul style="list-style-type: none"> • 11th/12th: Single period of Social Studies, English or Science with support facilitation for reading push-in where the RC/RE teacher plans with the content area teacher and works together to increase access to complex text, domain specific vocabulary, comprehension skills, and disciplinary literacy strategies. <p>OR</p> <ul style="list-style-type: none"> • ESOL Developmental Language Arts (DLA 1002380) utilizing Longman Keystone Text, Hello-Hello online English Program and other supplemental resources available on Canvas; (only for students scoring beginning to low intermediate in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA).) <p style="text-align: right;"><i>This does not need to be back-to-back</i></p>
<p>By law, any student who scores in Achievement Level 1 must take Intensive Reading (6A-6.054). The interventions described above have intentional overlaps in placement criteria in order to give school-based professionals the opportunity to exercise professional judgment as to what is in any particular student’s best interest (i.e., consider grades, attendance, behavior, teacher recommendation).</p> <p>Progress monitoring must occur 4 times a year (beginning, middle and end) using Discovery Education (informational, literature, writing, and language) for all 11th and 12th grade students with achievement levels 1 and 2 even if they have a concordant score on ACT/SAT.</p> <p>A student who scores in Achievement Level 1 or 2 on FCAT Reading but who did not score below Level 3 in the previous 3 years may be granted a 1-year exemption from the reading remediation requirement; however, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student’s parent, for the year for which the exemption is granted.</p> <p>ESOL resources for teaching, learning and assessment are available on Canvas.</p> <p>Do not mix grade levels bands 9-10 and 11-12 into one class, with the exception of ESOL DLA, because they are working on mastering a different set of ELA standards.</p>			