



Technology and Learning Connections

Increasing student achievement through the systemic alignment of technology, policies, and curriculum in a multi-tiered system of supports.

**AEM-BPC Levy Cohort
(Bronson/Chiefland)
November 16, 2017
12:30pm-2:30pm**

12:30 – Welcome, introductions, UPAR observations

- Julie Gerhard, Gary Percy, Michelle Walker-Crawford, Lisa Yount, Christy McElroy, Dr. Rosalind Hall, Dave Butler
- Assessments were pretty easy to setup. Students' independent reading levels were based on current iReady and Lexile data. Assessments took 30-60 minutes. Some students finished more quickly and some students required more than one class period to complete.
- Teachers talked to students about purpose of uPAR prior to administration.
- Teachers reviewed the results of the assessment with each student.
- Great story – a twice retained 16 year old student in the 8th grade (peers are 10th) was able to see that with supports he could read at the 10th grade level. He was so happy and wanted to take a copy of the report home to his mom to show what he was capable of!

1:00 – Data Walk with Dave Butler (via conference call)

- Reviewed class summary data and discussed what overall results indicate. Discussed independent reading levels vs grade level and how these related to "Silent Read", "Human Audio", and "Text Reader" quartile scores. Data walk was very beneficial in understanding setup, progression, and scoring.
- Especially for students whose results indicated no comprehension improvement with Human Audio or Text Reader, Dave recommends that the uPAR be re-administered at the end of the year.



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System of Supports*





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- For students who performed better with Human Audio, Dave recommends using Text Reader (when Human Audio is not available) since research is indicating that using an audio support will likely increase students' comprehension performance.

1:45 – Planning for AEM support across content areas

- Many students have Chromebooks and have been using Snap & Read within their reading classes. Additional Chromebooks have been delivered to the school and within 2 weeks most, if not all, students should have Chromebooks. They are being delivered to students with Snap & Read already on them.
- Dr. Hall is working with Ashley Gargulak (FDLRS-Springs) to setup a Chromebook/Snap & Read training for content area teachers. The purpose is to make sure content area teachers know how to provide materials that are accessible to students using their Chromebooks and Snap & Read or other Chromebook accessibility apps. Specific instruction on how to format paper pencil tests so that Snap & Read can accurately read multiple choice responses should be included.
- Training is confirmed for January 9, 2017 3:00-4:30pm at CMHS.

2:15 – Student survey and wrap-up activities

- Students will take a brief survey to determine their feelings towards school and their access/use of supports. The survey can be taken/viewed at either of these links:
 - <https://www.surveymonkey.com/r/N8VX9Y9>
 - <http://bit.ly/Chiefland>
- Teachers will be sending the survey link to students starting November 17, 2017.
- The student survey will be administered again towards the end of the year.

Next meeting is scheduled for February 5, 2017 12:30-2:30 at Chiefland Middle/High. The agenda will be developed in mid-January



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