

Monitoring and Supporting Student Academic Growth

This document provides an overview of the way that Ignite Reading discusses student growth and predicts the amount of support students may need to achieve transformational outcomes.

- This year, we created **Student Support Groups**, to predict the amount of support a student may need throughout our program.
- Formerly known as Tiers, our **Instructional Support Levels** provide an on-going status update of student performance based on unit assessments.

What's New: Student Support Groups

Our experience with thousands of students has shown us that we can often predict which students will benefit most from different pathways to success. We're now able to match students to optimal learning routes from the very beginning of their journey with us.

This is where Student Support Groups come into play.

Predicting Progress: Student Support Groups Overview

Student Support Groups help us determine the **intensity of support** each student will likely need to progress successfully through our reading program. These groups are based on what we've learned from supporting thousands of students like yours.

Groups	Definition	Description
Group 1	Students who typically move successfully through our program	These students generally progress steadily with our regular instructional approach
Group 2	Students with strong potential who benefit from moderate support	These students have great potential and respond well to reteaches and occasional targeted support and may need additional time to master certain skills
Group 3	Students who benefit most from our highest level of support and attention	These students will make meaningful progress with consistent, intensive support and may require more time to demonstrate growth

What You're Used To: Our Tier System

Previously, we used a 3-tier system that communicated how students were progressing through our program based on their performance on unit assessments. Based on feedback from schools, we're updating our language around tiers to avoid confusion with how schools use their own tier terminology. This system is now called **Instructional Support Levels**. These levels are fluid and change throughout the year as students make progress. These levels help us identify students who might need more explicit instruction, additional practice opportunities, varied application opportunities, or targeted support at different skill levels based on their assessments and in-lesson data.

What's Changing with Tiers

Based on feedback from schools, we're updating our language around tiers to avoid confusion with how schools use tier terminology. Our previous tier system is now called **Instructional Support Levels**:

Instructional Support Levels		
Previous Language	Updated Language	Rationale/Details
Tier 1	Standard	Students who will learn how to read when taught using the structured literacy approach. <i>This student is progressing successfully through our standard instructional sequence without needing additional support.</i>
Tier 2	Reteach	Students who need structured literacy and additional support and practice to learn to read. <i>This student has received a reteach lesson(s) on content they just learned or is consistently at-risk to be re-taught content on their current unit of instruction.</i>
Tier 3	Specialized	Students who need a more differentiated approach to learning to read. <i>This student may be receiving intensive, individualized interventions beyond our standard reteach approach to master the content.</i>

These levels continue to be fluid and change throughout the year as students make progress. They still reflect performance on unit assessments and help us identify which students need more or different support.

The current student data sheet will identify the instructional support level that each student is currently working in.

Why We're Keeping Both: The Power of Two Data Systems

Student Support Groups and **Instructional Support Levels** serve different but complementary purposes. They ensure 1) all students receive high-quality, individualized instruction, 2) that we allocate the right resources and attention to support our students, 3) can provide our partners with predictions and updates on student performance. **We do not recommend using these groups to form instructional groups in the classroom, as they indicate level of support intensity rather than instructional content or skill level.**

System	Student Support Groups	Instructional Support Levels
Key Question	What level of support would this student likely need as they progress throughout the program?	How is this student responding <i>right now</i> ?
Status determined	Determined early in the program (around day 30)	Updated continuously based on unit assessment performance
Purpose	Proactively match students to optimal support intensity	Show real-time responsiveness to instruction
Data Source	Varied baseline measures and early program indicators	Current performance on unit assessments
Example 1	Erin is in Support Group 2, meaning she is predicted to need moderate support. But great news! She is currently at Standard Instructional Level, responding well to instruction without failing her unit assessments. This tells us our standard curriculum is working for her at the regular pace.	
Example 2	Oscar is in Support Group 1, meaning he is predicted to succeed without requiring support. He moves to Reteach Instructional Level, which may indicate he needs more time or a different approach than initially predicted.	

Questions?

Your Literacy Success Partner will discuss your students' support groups during regular meetings and can answer any questions about how this approach benefits your students.

This approach allows us to be more intentional about matching support intensity to student needs, helping ensure every student gets exactly what they need to succeed in our program, at their own pace.