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vizzle®



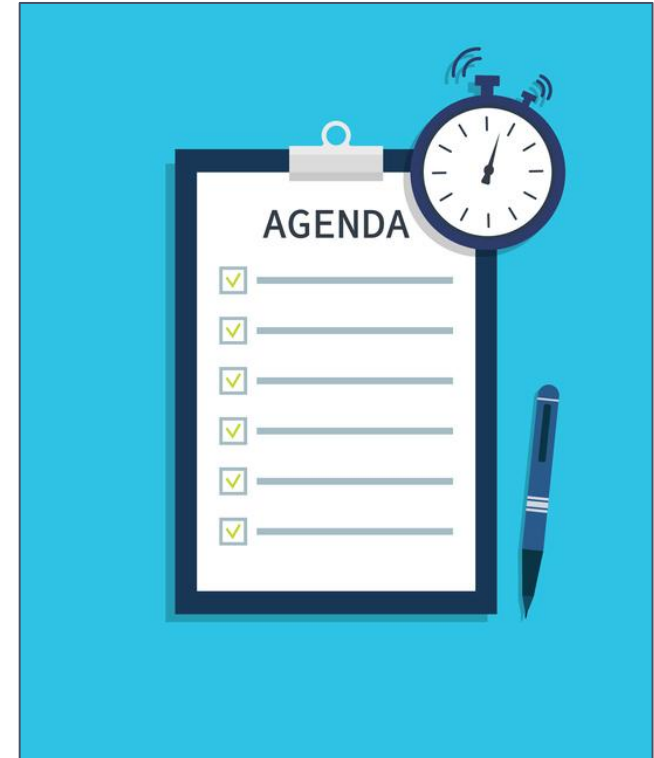
Successful Tactics for Progress Monitoring Across the Curriculum

October 12, 2022



What are some of the **biggest challenges** facing educators and administrators in special education today?

What do you want our audience to walk away with from this session?



TODAY'S PROBLEM



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Are you overwhelmed with an overabundance of **tools** and the **process** for monitoring student progress?



PROBLEMS



- All students deserve access to grade-level content and curriculum
- Special educators are challenged to find differentiated resources and track data efficiently and effectively
- Administrators need to show compliance for IEP & state mandated requirements including data collection and progress monitoring

Simple **tactics** for easy IEP progress monitoring that includes standards-based, grade-level, multi-tiered materials across the four core subjects.



- Multi-tiered Support
- Reducing the gap in achievement
- Interactive Engaging Content
- Accessibility
- Aligned to state standards and extended/
assessment standards
- IEP tracking and reporting



QUESTIONS AND ANSWERS FROM THE FIELD



How do you collect data to be used in a special education referral?

Role: General Education

Problem: I'm concerned about a student in my classroom and think they may need special services. Is my data helpful, can it be used in a referral process?

Solution: Data is always helpful in telling a student's story. Understanding the referral process, to know what is expected and provide valuable information about the student through formative, summative, standardized, or observational testing.

- Initial Referral for Special Education
- Evaluation Process
- Determining Eligibility for Special Education
- Developing the Student's Individualized Education Plan (IEP)
- Implementation of Services and Annual Review.



How can I use data with my special education students not on track for graduation or continuing education?

Role: Special Education Administration / Special Educators

Problem: Compliance requires educators to handle both IEP goals and objectives while still having access to state standards. How do I meet both needs in a way that is meaningful for my students?

Solution:

Shifting focus to an ongoing two-fold approach. You can access grade level standards at a level that is academic and age appropriate, with tiered learning and solutions. Support IEP goals and objectives by tagging the areas of support. Love the leveled lessons, and tiered lesson plans to target goals and objectives, where all students have access, opportunity, and equity in learning.





How do I plan, modify, and track data for my students and still leave time for teaching?

Role: Resource/Inclusion/Special Education/General Education

Problem: Time to plan effectively, modify content, and track data for large caseloads of students across multiple grade levels and multiple subject areas.

Solution: Differentiated leveled lessons, aligned to standards, with access to K-12 for support across all subject areas and all students. A few clicks and data is collected in resource or in the inclusion classroom. Making more time to teach, and less time prepping and chasing down data. Lesson plans provide goals and leveled student learning objectives for easy reference and implementation.



My student(s) are struggling and need to improve their understanding of core concepts to pass a grade/state testing requirements, how do I provide extra support?

Role: Teacher providing support for HS Course Credit

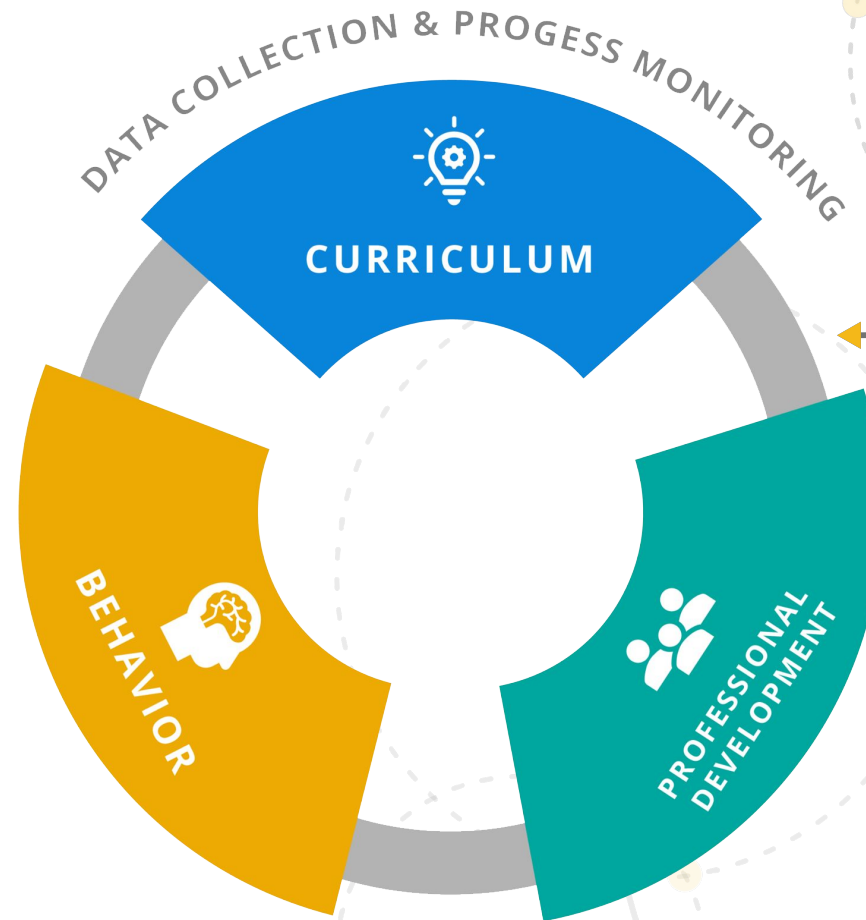
Problem: Student who has failed core coursework, needing remediation for passing grade.

Solution: Able to easily assign leveled content, and monitor student progress, closing the gap and helping the student pass the course/improve scores on required state testing.



Curriculum Solutions

- Foundational Skills
- Academic Supports (**vizzle**)
- Social Emotional Learning

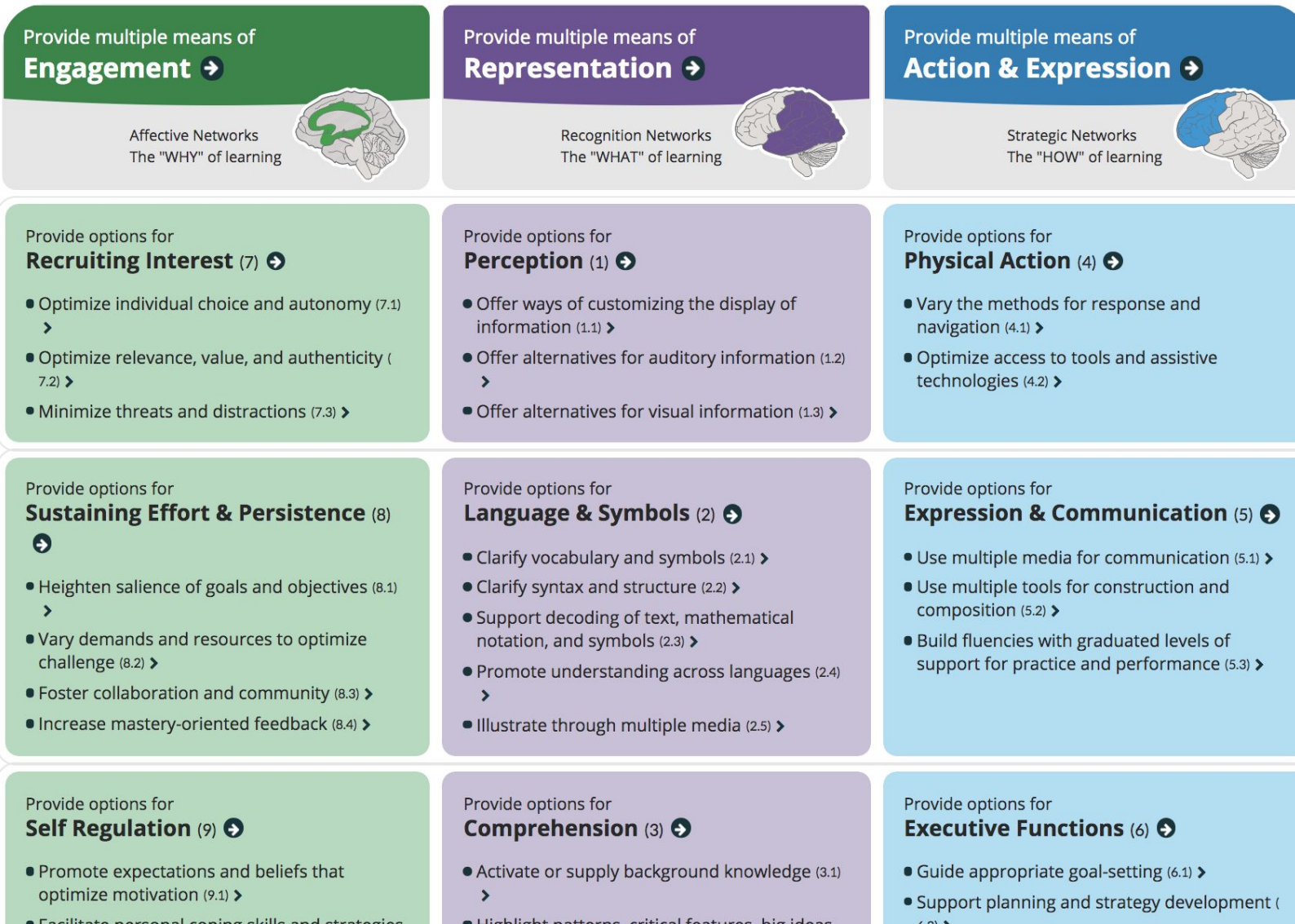


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UNIVERSAL DESIGN FOR LEARNING



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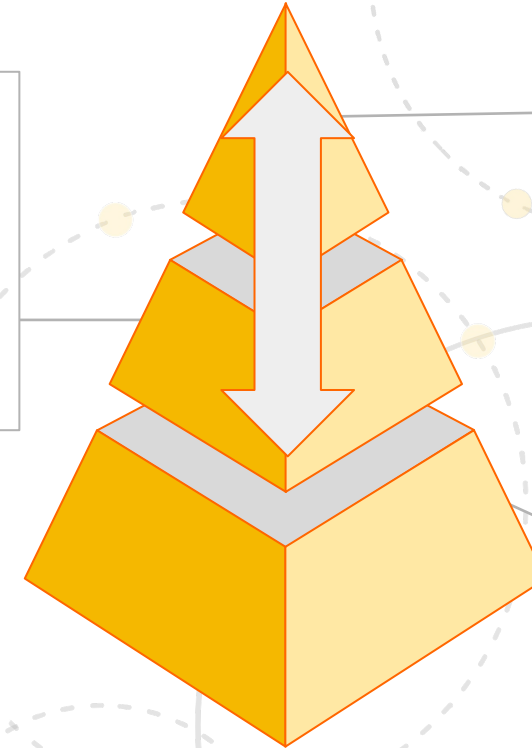
WHO WE SERVE



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- Self-Contained Classrooms
- Resource Rooms
- Inclusion Settings
- Alternative Education Track

TIER 2
5%-15%
Targeted supports
for students at
risk



TIER 3
1%-5%
For the few
students with
persistent
challenges

Tier 1
80%
Universal
support and
screening for all
students

K-12 CURRICULUM



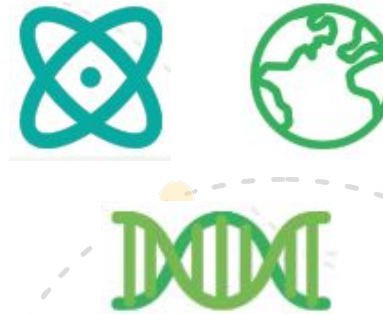
ELA

High School
English 1
English 2
English 3
K-8 ELA



MATH

High School
Algebra 1
Geometry
Algebra 2
K-8 Math



SCIENCE

High School
Biology
Earth Science
Chemistry
K-8 Science



SOCIAL STUDIES

High School
Civics
US History
World History
K-8 Social Studies

STRUCTURED COURSE MATERIALS



- ELA, Math, Science & Social Studies
- Scope & Sequence
- Standards-Aligned Unit Guides
- Lesson Plans
- 36-weeks of leveled activities
- Pre & Post Topic Assessments
- Automatic data collection IEP goals/curriculum

The screenshot displays the vizzle COURSES interface. The top navigation bar includes 'MY CLASSROOM', 'MY LESSONS', 'MY SETTINGS', 'SEARCH LIBRARY', 'AUTHORING', 'COURSES', and 'MY STUDENTS'. The main content area shows a course selection path: 'US History' > '1 - Civil War' > '1 - Civil War: Cultural a...' > '3'. A search bar is present. Below the navigation, there are radio buttons for 'Plan 1' through 'Plan 5'. The 'Lessons' section is active, showing three lesson cards for 'Civil War: Cultural and Econom...'. A sidebar on the left lists 'Unit Guide', 'Standards', 'Lesson Plans', and 'Lessons'. Two detailed course cards are overlaid on the interface:

Course 1: U.S. HISTORY
UNIT: CIVIL WAR
TOPIC: Cultural and Economic Differences in the North and South
Activity: Topic 1, Activity 1
RESOURCES:

- Pre-Assessment: Civil War: Cultural Differences Between the North and South - Pre-Assessment
- Vocabulary Text: Civil War - Cultural and Economic Differences in the North and South Vocabulary Activity (Levels 3-2-1)
- Story/Match Text: Civil War - Cultural and Economic Differences in the North and South - Story/Match (Levels 3-2-1)
- KWL Chart

LEARNING GOAL: ...the North and the South. ...orth and the South. ...the growing divide between the North and South

Course 2: MATH ~ 6TH
STRAND: RATIOS & PROPORTIONAL RELATIONSHIPS
TOPIC 1: RATIOS
TOPIC 2: REAL-WORLD & MATHEMATICAL PROBLEMS

TOPIC 1 - Ratios
Standards
6. RP.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities (e.g., "The ratio of wings to beaks in the birdhouse at the zoo was 2:1 because for every 2 wings there was 1 beak:").
6. RP.2: Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship (e.g., "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar:").

KEY VOCABULARY

• Ratio	• Quotient	• Antecedent
• Unit rate	• Fraction	• Consequent
• Proportion	• Constituting numbers	• Term

Level 1: Engage

- Recognize characteristics of life during the Civil War.
- Recognize the benefit of an invention.

PROGRESS MONITORING AND REPORTING



TEACHER & STUDENTS Middle Student

MIDDLE'S IEP TRACKING MIDDLE'S LESSONS MIDDLE'S SETTINGS SEARCH LIBRARY

GOALS/OBJECTIV... Clear Filters DETAILED REPORT

IN PROGRESS

ELA Goal 1: Word work
3 Lessons

100% Target score for **5** Consecutive lessons

Last Played on 02/01/2018

Multiplication
11 Lessons

80% Target score for **3** Consecutive lessons

Last Played on 04/19/2018

Counting Money
3 Lessons

80% Target score for **3** Consecutive lessons

Last Played on 04/20/2018

Matthew Seaport
Lesson Results for: Numbers to set (1-5...)

Mastery set for 3 consecutive lessons at 80%

Mastery achievement is recalculated after every lesson play

Print Goal/Obj Archive Goal/Obj

played to completion on 8/1/2017 or later are displayed and counted toward Mastery progress

Archived Lessons

Correspondence 1-5: Matching	100%
Average for last 5 plays	
Total 3: Multi-Activity	83%
Average for last 1 plays	
What is Equals/Total? 1: Multi-Activity	100%
Average for last 1 plays	

Report for Matthew Seaport

Obj %	Questions	Correct	Incorrect	Start time	Minutes	Logged-in User	Notes		
N/A	0	N/A	N/A	08/03/17 12:09 PM	0.9	matthewseaport	was tired		
N/A	0	N/A	N/A	08/03/17 12:10 PM	0.2	matthewseaport			
N/A	0	N/A	N/A	08/07/17 12:17 PM	0.8	matthewseaport	left for nurse was feeling sick		
N/A	0	N/A	N/A	08/07/17 12:18 PM	0.1	matthewseaport			
Budget, Want or Need?: Sorting	Y	N/A	0	N/A	N/A	08/08/17 12:29 PM	0.4	matthewseaport	
Texas Founding Fathers 2: Multi-Activity	Y	100	1	1	0	08/09/17 03:59 PM	0.9	matthewseaport	did a very good job
Empty or Full	Y	100	1	1	0	08/10/17 02:52 PM	0.2	matthewseaport	
Sensory Language 2: Multi-Activity	Y	N/A	0	N/A	N/A	08/17/17 03:19 PM	0.3	matthewseaport	
Dollar Amount 1: Multi-Activity	Y	N/A	0	N/A	N/A	08/18/17 12:46 PM	0.2	matthewseaport	Great job worked errorlessly, moving to level 2.
Weather and Climate 3: Multi-Activity	Y	50	2	1	1	08/31/17 04:39 PM	1.3	matthewseaport	
The Great Depression 2: Multi-Activity	Y	N/A	0	N/A	N/A	09/14/17 01:23 PM	0.0	matthewseaport	
Time- a.m. and p.m. 2: Multi-Activity	Y	N/A	0	N/A	N/A	09/22/17 12:54 PM	0.0	matthewseaport	
Thermal energy 1: multi-activity	Y	100	1	1	0	09/28/17 02:50 PM	0.4	matthewseaport	





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Questions and Answers