n2y

Program Evaluation

Department of Assessment and Evaluation
Clear Creek Independent School District

DRAFT: April 25, 2022

n2y Program Evaluation

Presented to Board of Trustees on May 9, 2022

2021-2022 Board of Trustees	Program Summary Team
Jay Cunningham, *President*	Robert Bayard, Ed.D., *Deputy Superintendent, Curriculum & Instruction*
Arturo Sanchez, *Vice President*	Michele Staley, Ed. D., *Executive Director, Special Services*
Laura DuPont, Ph.D. *Secretary*	
Scott Bowen, *Trustee*	
Jonathan Cottrell, *Trustee*	
Michelle Davis, *Trustee*	Sheridan Henley, Ed. D., *Executive Director, Assessment and Evaluation*
Jeff Larson, *Trustee*	Laura Gaffey, *Data Analyst, Assessment and Evaluation*
Eric Williams, Ed.D., *Superintendent*	Coney DeHart, *Data Analyst, Assessment and Evaluation*

Contents

Background Information: n2y and Alternative Academics/Structured Learning Lab – Learning to Learn 6

n2y Program Background 6

Alternative Academics and Structured Learning Lab – Learning to Learn Student Background 7

Alternative Academics and Structured Learning Lab – Learning to Learn Staffing Background 9

Financial Background 10

Teacher Survey Participant Background 11

Evaluation Question 1: How appropriately does n2y content connect to Texas curricular standards? 15

Descriptions of Associated Curricular Standards 15

Analysis of Curricular Alignment 16

Analysis of Geographic Appropriateness of n2y 19

Evaluation Question 2: In what ways do CCISD teachers utilize n2y and its various components? 21

Description of Staff Roles who Utilize n2y Components 21

Analysis of Teacher Use of the n2y Program 21

Analysis of n2y as a Curricular Resource rather than a Curriculum 24

Evaluation Question 3: To what extent does n2y empower CCISD alternative academics teachers? 26

Analysis of the Extent to which n2y Empowers Teachers 26

Analysis of the Extent to which n2y Integrates with CCISD Technologies 27

Evaluation Question 4: To what extent has n2y affected student performance? 29

Analysis of the Effect of n2y on Student Outcomes 29

Conclusions and Summary 32

Superintendent Recommendations 34

Resources 35

Glossary of Acronyms 36

Appendix A: Elementary Learning Standard Crosswalk 37

Appendix B: n2y Training PowerPoint for Secondary Teachers 38

Program Evaluations

The purpose of program evaluations, gauges, and summaries in the Clear Creek Independent School District (CCISD) is multi-faceted and shall result in findings, conclusions, and recommendations that:

- Ensure program alignment with District goals and vision;
- Assess strengths and weaknesses of the program;
- Measure the success of the program in meeting its expressed goals; and/or
- Result in improvements in, revisions to, or discontinuation of the program.

Alignment to Community-based Accountability Pillars

The following program evaluation aligns with the following pillars of the Community-based Accountability System:

- Student Learning and Progress – the program aims to provide lessons, learning activities, and assessments to increase student mastery of required learning standards.
- Professional Learning and Quality Staff – the program aims to offer on-demand professional learning and support to teachers, and the District has led training courses to teachers on best practices of using the program.

Alignment to the CCISD Strategic Plan 2020-2025

- Inspire Student Achievement, Agency and Growth
    1. Expanded learning opportunities to foster growth for each learner – the program aims to accommodate for students' need by providing necessary scaffolding for students with disabilities.
    3. Learning opportunities to ensure each student achieves high levels of learning – the program aims to provide lessons appropriate to multiple learning levels of students with learning disabilities.
    4. Educational tools and learning spaces to improve the student learning experience – the program aims to be a resource for students to access the curriculum at their current level of understanding to promote student engagement.
- Expand the Organization's Capacity
    1. Professional learning supports and resources to enhance employee capacity – the program aims to be supported by training resources produced by the program's company and developed by district staff and instructional specialists.

Alignment to 2021-22 Superintendent Targets

- Resources have been created, revised, and promoted and teams have been established – this evaluation aims to equip stakeholders to identify opportunities to promote the program in areas in which it is effective and to revise it in areas of potential growth.

Background Information: n2y and Alternative Academics/Structured Learning Lab – Learning to Learn

n2y Program Background

According to the company website (www.n2y.com/who-w-are), the stated mission of n2y is that it "provides technology-forward, age-appropriate solutions that enrich the lives of individuals with unique learning needs and those who support them." This mission began in 1997 when a speech language pathologist created News2You™, a monthly newspaper of current events presented at different reading levels for different students. As the company transformed from a print to a digital platform, it also expanded it offerings to include, first, Unique Learning System®, a standards-based program to increase student access to the general curriculum, and SymbolStix PRIME®, an online repository of symbol sets for creating tools to support communication. While n2y does offer additional educational programs, including classroom management and IEP tools, the three primary components used by CCISD are News2You™, Unique Learning System®, and SymbolStix PRIME®.

News2You™ has morphed from a monthly, print newspaper to a weekly, digital newspaper that contains articles and activities to engage learners in current events. The articles are available in four different reading levels with SymbolStix PRIME® integrated support plus one text-only version. The articles are accessible online or can be printed. The software also supports text to speech.

Unique Learning System® is a resource repository of lessons and activities that are differentiated to allow diverse learners to access the standards-based curriculum. New lessons and activities are released monthly on a three-year cycle with each month presenting a new topic, alternating between science and social studies themes, that is applied across all reading and math content. The lessons, all of which are aligned to state standards, are subdivided into six grade bands: Pre-K, Elementary (K-2), Intermediate (3-5), Middle School (6-8), High School (9-12), and Transition. Each lesson is differentiated to address the learning needs for students of varying ability levels. Between the grade bands and the differentiation, Unique Learning System® provides multiple options to meet the needs of diverse learners. In addition to the lessons and activities, Unique Learning System® allows teachers and team leads the ability to track student progress and monitor IEP goals and objectives.

SymbolStix PRIME® is a comprehensive symbol library with over 60,000 symbols referenced to English, Spanish, and ten other languages. SymbolStix PRIME® provides continuity of symbol use across grade levels and campuses and is integrated in all aspects of n2y such as News2You™ and Unique Learning System®. Additionally, SymbolStix PRIME® allows users to create custom materials that are easily shared digitally or in print.

Alternative Academics and Structured Learning Lab – Learning to Learn Student Background

The CCISD website describes Alternative Academics (AA) as a program within the Department of Special Services in which "[s]tudents…receive modified academic instruction in a structured, consistent, small group setting, accessing the TEKS through pre-requisite skills. Alternative Academic services are designed to provide students with cognitive disabilities a curriculum that encompasses functional and academic skills for communication, social, vocational and independent living skills to support post-secondary school goals" (*Special education*). AA services are administered in a self-contained setting, described as "an instructional arrangement for providing special education instruction and related services for 50 percent or more of the school day on a regular school campus" (Department of Special Services, 12) but not in a general education classroom. In addition to AA, the Department of Special Services also provides support through Structured Learning Lab (SLL) – Learning to Learn (LtoL). The CCISD website describes SLL – LtoL as such: "The purpose of SLL-LtoL is to provide a highly structured, predictable environment for early elementary students with disabilities who require a more restrictive setting to meet their specific communication, social and behavioral needs. Students in SLL-LtoL require intensive instruction to increase functional communication and social skills while working to address problematic behavior interfering in the learning of the student and/or others" (*Special education).*

Alternative Academics and Structured Learning Labs present multiple opportunities and challenges for educating students. First, since alternative academics educates students with intellectual disabilities, educators must balance academic objectives with functional objectives (Sparks, et al, 331). Second, the disabilities manifested among students vary widely and can include any or a combination of the following: intellectual, physical, regulatory, speech/verbal, sensory, health-related, and more. Third, mental, emotional, and physical development among students in alternative academics are highly individualized and do not progress as predictably as neurotypical students. Despite these challenges, however, research studies consistently indicate that, given the proper environment and educational supports and practices, students with intellectual disabilities do exhibit academic and functional growth (Lee, et al, 245; Ryan, et al, 433; Smith, et al, 18; Sparks, et al, 341).

Over the last five years, the percentage of students in CCISD who received alternative academic services averaged 1.36% with a low end of 1.26% in 2017-18 and a high end of 1.48% in 2020-21.[1] The table (Table 1) below displays the student participation counts for alternative academics by school level.

[1] Unless otherwise indicated, student participation numbers will reference Snapshot records, which are collected on the last Friday of October in each academic year.

Table 1: Five-year Alternative Academics/SLL - LtoL Student Participation Counts

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Students in Alternative Academics/SLL - LtoL	533	554	578	602	574
% of Total Enrollment	1.26%	1.31%	1.36%	1.48%	1.41%
High School Students in Alternative Academics	147	149	148	154	146
Intermediate School Students in Alternative Academics	124	129	142	128	110
Elementary School Students in Alternative Academics/SLL - LtoL	262	276	288	320	318
Number of Campuses Housing Alternative Academics/SLL - LtoL Programs	29	29	32	34	33

While the participation counts of students in AA/SLL - LtoL have remained consistent in number and relative percent of the District's total enrollment, further demographic analysis reveals other trends that indicate changes in the composition of students in AA/SLL - LtoL. First, our current year AA/SLL - LtoL students represent a 56% increase in students identified as economically disadvantaged as compared to the AA/SLL - LtoL students in 2017-18. The 56% increase (19.6% absolute increase) in AA/SLL - LtoL students identified as economically disadvantaged is compared to a 22% increase (6.5% absolute increase) in students identified as economically disadvantaged among the total enrollment of the district for the same period of time. Furthermore, the trend of an increasing percentage of economically disadvantaged AA/SLL - LtoL students is consistent overall from 2017-18 to 2021-22 with greater increases during the two most recent years. See the table below for further details.

Table 2: Five-year Alternative Academics/Structured Learning Lab - Learning to Learn Student Participation, Percent Economically Disadvantaged

	2017-18	2018-19	2019-20	2020-21	2021-22
High School	18.7%	25.5%	35.6%	40.4%	45.9%
Intermediate School	33.7%	38.0%	44.8%	47.3%	60.0%
Elementary School	41.2%	37.7%	42.9%	48.8%	57.2%
District Total	35.3%	34.5%	41.5%	46.3%	54.9%

Along racial and ethnic identification, relative percentages of the student population among AA/SLL - LtoL students fluctuated slightly year-to-year. The consistent trend is the increasing representation of Hispanic students among AA/SLL – LtoL students. The table below shows the demographic percentages for race/ethnicity for the five highest populated groups for the last five years.

Table 3: Five-year Alternative Academics/Structured Learning Lab - Learning to Learn Student Participation, Percent by Race/Ethnicity

	2017-18	2018-19	2019-20	2020-21	2021-22
Asian	9.8%	10.1%	8.7%	9.5%	11.0%
Black or African American	13.7%	13.9%	14.4%	12.5%	12.2%
Hispanic	37.5%	37.5%	41.0%	40.7%	43.2%
Two or more races	3.4%	4.0%	3.6%	4.5%	4.4%
White	35.1%	33.9%	32.2%	32.6%	28.6%

Alternative Academics and Structured Learning Lab – Learning to Learn Staffing Background

Thirty-four campuses have supported Alternative Academics/Structured Learning Lab - Learning to Learn programs for at least one of the five years evaluated in this report. These thirty-four campuses include all five comprehensive high schools, all ten intermediate schools, and nineteen elementary schools. During this same period Falcon Pass Elementary has supported both AA and SLL - LtoL. The schools are included in the table below, and the years in which the campus housed a program are indicated.

Table 4: Five-year Alternative Academics SLL - LtoL Campus List

Campus	Years with an AA/SLL - LtoL program
Clear Brook High School	2017-18 through 2021-22
Clear Creek High School	2017-18 through 2021-22
Clear Falls High School	2017-18 through 2021-22
Clear Lake High School	2017-18 through 2021-22
Clear Springs High School	2017-18 through 2021-22
Bayside Intermediate School	2017-18 through 2021-22
Brookside Intermediate School	2017-18 through 2021-22
Clear Creek Intermediate School	2017-18 through 2021-22
Clear Lake Intermediate School	2017-18 through 2021-22
Creekside Intermediate School	2017-18 through 2021-22
League City Intermediate School	2017-18 through 2020-21
Seabrook Intermediate School	2017-18 through 2021-22
Space Center Intermediate School	2017-18 through 2021-22
Victory Lakes Intermediate School	2017-18 through 2021-22
Westbrook Intermediate School	2017-18 through 2021-22
Armand Bayou Elementary School	2019-20 through 2021-22
Bauerschlag Elementary School	2017-18 through 2021-22
Bay Elementary School	2017-18 through 2018-19; 2020-21 through 2021-22
Brookwood Elementary School	2017-18 through 2021-22
Campbell Elementary School	2019-20 through 2021-22
Falcon Pass Elementary School	2017-18 through 2021-22
Goforth Elementary School	2017-18 through 2021-22
Greene Elementary School	2017-18 through 2021-22
Hyde Elementary School	2020-21 through 2021-22
League City Elementary School	2017-18 through 2021-22
McWhirter Elementary School	2017-18 through 2021-22

Campus	Years with an AA/SLL - LtoL program
Mossman Elementary School	2017-18 through 2021-22
North Pointe Elementary School	2019-20 through 2021-22
Parr Elementary School	2017-18 through 2021-22
Robinson Elementary School	2019-20 through 2021-22
Ross Elementary School	2017-18 through 2021-22
Weber Elementary School	2017-18 through 2021-22
Wedgewood Elementary School	2017-18 through 2021-22
Whitcomb Elementary School	2017-18 through 2021-22

Staffing trends have largely mirrored student enrollment trends, with one exception being at intermediate schools during the 2021-22 school year. The table below details the number of AA and SLL – LtoL teachers at each school level and the student to teacher ratio for each school year from 2017-18 to 2020-21.

Table 5: Five-year Alternative Academics/SLL - LtoL Teacher Counts and Student to Teacher Ratios

	2017-18	2018-19	2019-20	2020-21	2021-22
High School Teachers for Alternative Academics	12	14	14	15	14
High School Student to Teacher Ratio	12 : 1	11 : 1	11 : 1	10 : 1	10 : 1
Intermediate Teachers for Alternative Academics	15	16	17	18	17
Intermediate School Student to Teacher Ratio	8 : 1	8 : 1	8 : 1	7 : 1	6 : 1
Elementary Teachers for Alternative Academics/SLL - LtoL	36	38	38	44	46
Elementary School Student to Teacher Ratio	7 : 1	7 : 1	8 : 1	7 : 1	7 : 1
Total Teachers for Alternative Academics/SLL – LtoL	63	68	69	77	77
Total Student to Teacher Ratio	8 : 1	8 : 1	8 : 1	8 : 1	7 : 1

The total student to teacher ratio has remained consistent at 8 : 1 until this current school year During this school year, intermediate school AA enrollment decreased by eighteen students and the teacher count reduced by one. Staffing counts are further complicated, though, with the steady increase in student enrollment at the elementary level that will presumably extend to the intermediate schools in the coming years.

Financial Background

The Department of Special Services first purchased n2y for the 2016-17 school year. Initially, fifty licenses were purchased for both ULS and News2You™. According to the purchase order, the fifty ULS licenses cost $19,980.00, and the fifty News2You™ licenses cost $6,930.00 for a total of $26,910.00. The unit costs for each component calculates to $399.60 per ULS license and $138.60 per News2You™ license.

For the 2021-22 school year, the Department of Special Services purchased ninety-eight licenses of ULS at $582.24 per license, ninety-eight licenses of News2You™ at $199.68 per license, and one hundred fifty-three licenses of SymbolStix PRIME® at $129.00 per license. The

totals for each component is $57,059.52 for ULS, $19,568.64 for News2You™, and $19,737.00 for SymbolStix PRIME®, for a total program cost of $96,365.16. Per student cost for each of these components calculates to $99.41 per student for ULS, $34.09 per student for News2You™, $34.39 per student for SymbolStix PRIME®, and a total for all of n2y of $167.88 per student.

The unit cost of n2y has increased since 2016-17. For the components which we can compare unit costs, ULS units costs increased 46%, and News2You™ costs increased 44%. Total program cost has also increased over the years as the total number of licenses purchased has increased, from one hundred licenses in 2016-17 to three hundred forty-nine licenses in 2021-22.

Teacher Survey Participant Background

A survey was sent to representative teachers to collect data on their use and opinions regarding n2y and its components. The survey also collected data referencing teacher experience. The tables and graphs below demonstrate the experiential breakdown of teachers across the district and by school level.

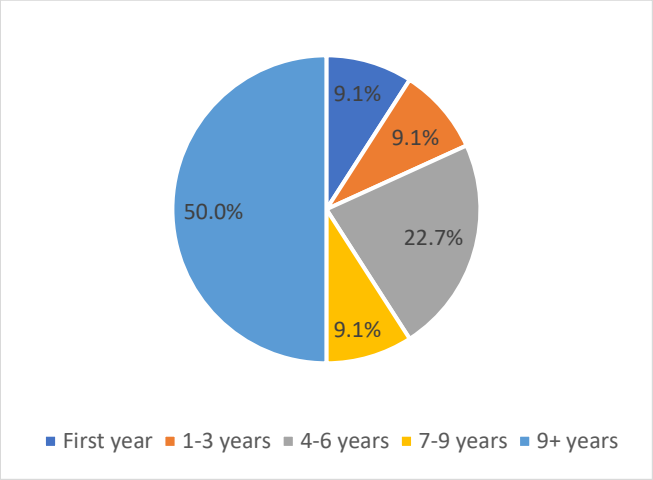
First, Table 6 shows the teacher participation breakdown.

Table 6: Spring 2022 n2y Program Evaluation Survey Teacher Participation

Teacher Level	# Participated	% of Total Participants
Elementary	26	59%
Secondary	18	41%
Total	44	100%

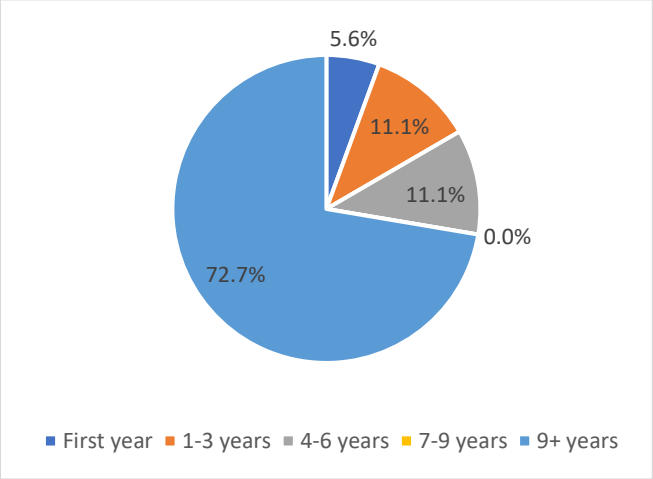
n = 44

Figure 1: Total Years as a Teacher – District



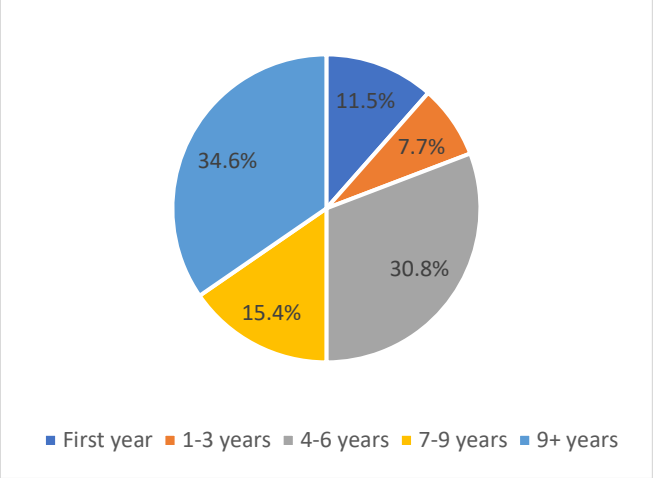
n = 44

Figure 2: Total Years as a Teacher – Secondary



n = 18

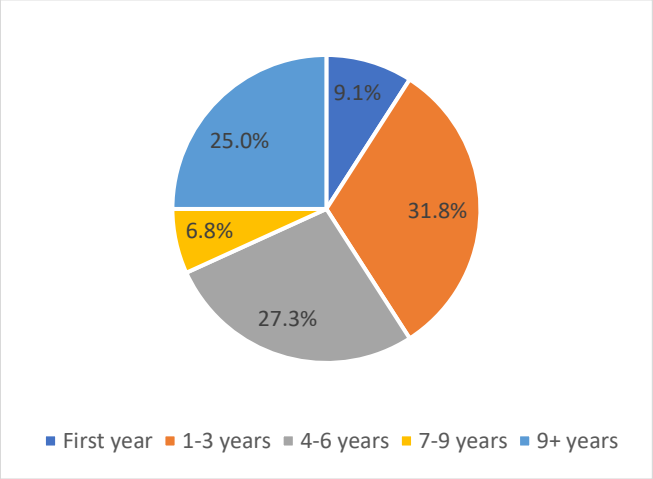
Figure 3: Total Years as a Teacher – Elementary



n = 26

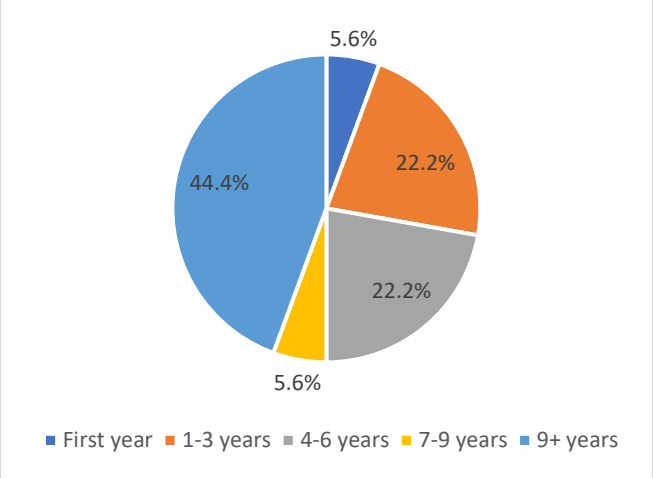
Based on teachers' self-reports on the survey, secondary teachers have more experience than elementary teachers, but both groups have more experienced teachers (four or more years) than new teachers (three years or less). The comparison of new teachers is 16.7% for secondary and 19.2% for elementary. The secondary/elementary gap widens some when experience is compared as years teaching Alternative Academics/Structured Learning Lab – LtoL specifically in CCISD, in which 27.8% of secondary teachers report one to three years of experience, and 50% of elementary teachers report one to three years of experience.

Figure 4: Years as an AA/SLL – LtoL Teacher in CCISD



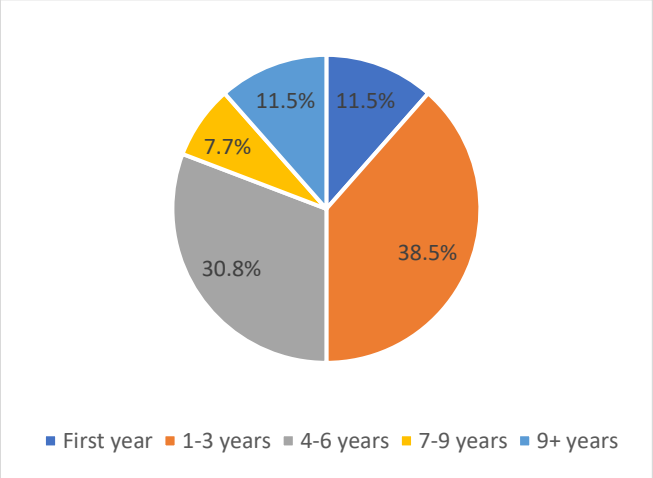
n = 44

Figure 5: Years as an AA Secondary Teacher in CCISD



n = 18

Figure 6: Years as an AA/SLL – LtoL in CCISD



n = 26

Given the unique challenges in education brought on by the pandemic a couple of years ago, and the educational disruption and learning loss experienced by students across the country, the Department of Assessment and Evaluation, with the Department of Special Services, identified n2y for a program evaluation to 1) determine how teachers use the program to benefit students, 2) determine how the program supports teachers in addressing the multiple learning styles of the students in Alternative Academics and Structured Learning Labs – Learning to Learn, and 3) identify educator practices in connection with n2y that promote student success, as well as educator practices that may hinder student success.

In order to meet the aims of this program evaluation, the evaluation committee identified these four questions to be researched:

1. **How appropriately does n2y content connect to Texas curricular standards?**
2. **In what ways do CCISD teachers utilize n2y and its various components?**
3. **To what extent does n2y empower CCISD alternative academics teachers?**
4. **To what extent has n2y affected student performance?**

Evaluation Question 1: How appropriately does n2y content connect to Texas curricular standards?

Descriptions of Associated Curricular Standards

According to the Texas Education Agency (TEA), Texas Essential Knowledge and Skills, or TEKS, delineate the state standards describing what students should know and be able to do during each year of their K-12 academic journeys. The TEKS broadly define student expectations, allowing local education agencies (LEAs) or school districts flexibility in developing curricula that specify the sequence of knowledge and skills that will culminate in a mastery of the TEKS by the end of each academic year. CCISD uses two different tools to sequence the district curriculum: learning progressions for elementary courses and Years-at-a-Glance for secondary courses. These tools do not represent the curricula in their entirety, but rather, they provide a sequence and pacing for teachers and students to use to guide the learning throughout the year.

Defining curriculum and determining sequencing is even more difficult for students receiving AA or SLL - LtoL services, as these students are often learning to master prerequisite skills for their current grade level's TEKS. Prerequisite skills are the knowledge and skills that need to be mastered before a student is ready to master current grade level knowledge and skills (ESC 20, 28). For students in AA or SLL - LtoL in CCISD, these prerequisite skills will be documented in the student's Individualized Education Program (IEP) as academic goals, and the need for the prerequisite skill with be described in the student's Present Levels of Academic Achievement and Functional Performance, or PLAAFP (ESC 20, 28). While these academic goals do not define the curricula for students with an IEP, goal statements should be aligned with the general education curriculum and "bridge the gap" between the student's current academic level and that of the grade level standards (ESC 20, 4).

The Department of Special Services of CCISD supports students and teachers with identifying and sequencing prerequisite skills by issuing frameworks that correlate grade level expectations both to prerequisite skills and district curricula scopes and sequences. District scopes and sequences differ between elementary and secondary courses. For elementary courses, the scopes and sequences follow yearly learning progressions assessed through a standards-based grading system. For secondary courses, the scopes and sequences follow year-at-a-glance pacing guides delineated by units of study with a suggested length of time for each unit. See Appendix A for an example of the elementary framework.

In order to account for grade level expectations and prerequisite skills for an alternative academics class, a teacher must balance multiple degrees of mastery within each learning progression or unit of study. In addition to the district provided curricula and prerequisite frameworks, district Special Services staff also correlate these resources with lessons available through the various components of the n2y suite of programs. As previously mentioned, ULS lessons update monthly, alternating between science and social studies topics. English

Language Arts and math lessons are embedded in each monthly topic. Since ULS subdivides its lessons among six grade bands, teachers can plan for the multiple levels of prerequisite skills. News2You™, too, supports teachers with planning for multiple levels of prerequisite skills by leveling reading passages and providing a wide array of learning activities across multiple subjects. Beyond designing n2y programs to support learners with disabilities in accessing the general curriculum through prerequisite skills, n2y, through ULS and News2You™, also loosely correlates its lessons to the Texas state curriculum and the TEKS.

Even though n2y has publicly aligned its lessons to the TEKS, this evaluation is tasked with analyzing how closely it is aligned both with the TEKS and with other district curricular sources. The evaluation committee proposed two methods to evaluate the curricular alignment: 1) a teacher survey to gauge the professional users' perspective of the accuracy and comprehensiveness of the TEKS alignment; and 2) focus groups of Special Services instructional specialists to elicit their perspective of the accuracy and comprehensiveness of the TEKS alignment.

Analysis of Curricular Alignment

Survey Analysis of Curricular Alignment

The pertinent questions from the teacher survey to this part of the evaluation are as follows:

> 18. Rate your level of agreement with each statement below regarding curricular alignment of n2y programs. (Each statement below was rated on a Likert scale: Strongly agree, Agree, Neutral, Disagree, or Strongly disagree.)
> - News2You™ resources are aligned with state curricular standards.
> - News2You™ resources are aligned with district learning progression (elementary) or years-at-a-glance (secondary).
> - Unique Learning System® resources are aligned with state curricular standards in Reading Language Arts.
> - Unique Learning System® resources are aligned with district learning progression (elementary) or years-at-a-glance (secondary) in Reading Language Arts.
> - Unique Learning System® resources are aligned with state curricular standards in Mathematics.
> - Unique Learning System® resources are aligned with district learning progression (elementary) or years-at-a-glance (secondary) in Mathematics.
> - Unique Learning System® resources are aligned with state curricular standards in Science.
> - Unique Learning System® resources are aligned with district learning progression (elementary) or years-at-a-glance (secondary) in Science.
> - Unique Learning System® resources are aligned with state curricular standards in Social Studies.
> - Unique Learning System® resources are aligned with district learning progression (elementary) or years-at-a-glance (secondary) in Social Studies.

- SymbolStix PRIME® resources are aligned with state curricular standards.
- SymbolStix PRIME® resources are aligned with district learning progression (elementary) or years-at-a-glance (secondary).
- Overall, n2y aligns well with state and district curricula and is geographically appropriate for students living along the Texas Gulf Coast.

The results of the survey below will include the total respondent percentage for each identified component on a Likert scale, and it will disaggregate the total to show the percentages for elementary teachers and secondary teachers. Table 6 (above, page 10) shows the teacher participation breakdown.

Table 7 reveals the teacher response to the final alignment survey question regarding their overall perception of n2y and its alignment to state and district curricula.

Table 7: Overall, n2y aligns well with state and district curricula…

Teacher Level	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No response
Elementary	11.5%	38.5%	26.9%	15.4%	7.7%	0.0%
Secondary	22.2%	27.8%	27.8%	11.1%	5.6%	5.6%
Total	15.9%	34.1%	27.3%	13.6%	6.8%	2.3%

n = 44

In total, half of the survey respondents (at all levels: elementary, secondary, and total) agreed that n2y elements aligned with state and district curricula while about 20% disagreed that they are aligned. Discrepancies in teacher perception arise, however, when analyzed by the program within n2y, the core content area, district or state curricula, and teacher level. For example, compare Table 8 and Table 9 below. Table 8 indicates the percentage of teachers who agree or disagree with the idea that News2You™ content, specifically aligns with the *state* curriculum. Table 9 shows the percentage of teachers who agree or disagree with the idea that News2You™ content, specifically, aligns with the *district* curriculum.

Table 8: News2You™ resources are aligned with state curricular standards

Teacher Level	Strongly Agree + Agree	Strongly Disagree + Disagree
Elementary	61.5%	11.5%
Secondary	61.1%	5.6%
Total	61.3%	9.0%

n = 44

Table 9: News2You™ resources are aligned with district learning progressions (elementary) or years-at-a-glance (secondary)

Teacher Level	Strongly Agree + Agree	Strongly Disagree + Disagree
Elementary	57.7%	11.5%
Secondary	38.9%	22.3%
Total	50.0%	15.9%

n = 44

At the secondary level in particular, teachers note a significant difference of opinion regarding the alignment of News2You™ resources with state curriculum compared to district curriculum. In this case, both the percent that agree they are aligned to district standards decreased (by 22.2%) and the percent that disagreed that they are aligned increased (by 16.7%). The survey data show a pattern among secondary teachers that they believe n2y resources are better aligned to state standards than district curriculum.

Table 10: Secondary teachers who agree or disagree that n2y resources are aligned to state or district curricula

Program and Alignment	Strongly Agree + Agree	Strongly Disagree + Disagree
News2You™ - state	61.1%	5.6%
News2You™ – district	38.9%	22.3%
Unique Learning - state	45.8%	18.1%
Unique Learning - district	41.6%	23.9%

n = 44

The disparity of state to district alignment is not as great for Unique Learning as it is for News2You™. Still, fewer than half the teachers who responded to the survey agree that ULS resources are aligned to the district curriculum, and almost one out of five actively disagree that they are aligned.

The disparities between elementary and secondary teachers continues when analyzed by content area. As a point of reference, the lowest total agreement rate (strongly agree plus agree) for any elementary content area for Unique Learning resources is 57.7% for district alignment in science and social studies. The highest total disagreement rate (strongly disagree + disagree) for elementary is 26.9% for state alignment in math and district alignment in social studies. Table 11, below, reveals comparable measures for secondary teachers.

Table 11: Secondary teachers who agree or disagree that ULS resources are aligned to state or district curricula

Content Area and Alignment	Strongly Agree + Agree	Strongly Disagree + Disagree
ELA – state	44.4%	11.1%
ELA – district	33.4%	27.8%
Math – state	61.1%	11.2%
Math – district	38.9%	27.8%
Science – state	38.9%	27.8%
Science – district	27.8%	33.4%
Social Studies – state	38.9%	22.3%
Social Studies – district	33.3%	27.8%

n = 44

Except for math alignment to state standards, fewer than half of the teachers who responded agree that ULS resources are aligned to any standards, with district standards scoring substantively lower than state standards in every content area. Science alignment to

district standards ranks the lowest on the agree percentage and highest of the disagree percentages, in which more teachers actively disagree that they are aligned than agree they are aligned.

While the survey results identify the disparity between elementary and secondary teacher perceptions of the alignment of n2y resources to both state and district curricula, it does not indicate a cause for the disparity. Further investigation is needed to determine why the different levels of teacher responded differently and what actions would effectively address these differences.

Focus Group Analysis of Curricular Alignment

A focus group conducted with Alternative Academics/SLL Instructional Specialists reveals some insight into the Likert ratings for, particularly, secondary teachers. According to focus group participants, secondary teachers generally view Unique Learning math lessons as "deficient." The math lessons are "not progressive," according to one participant. The lessons "repeat monthly, just with different topics." Participants also state that teachers often supplement their math lessons with other resources. Additionally, the monthly rotation of science and social studies topics typically do not coincide with the district's years-at-a-glance for intermediate grades nor the course specific requirements of high school. One final misalignment of curriculum concerns ELA and the lack of any poetry or reading across genre lessons, both of which are included in state and district curricula and are assessed by the STAAR Alt 2.

Analysis of Geographic Appropriateness of n2y

Another concern raised by the focus group is the geographic appropriateness of content for students living along the Texas Gulf Coast. For example, sledding down a hill of snow, watching leaves change color in the fall, or riding trains or subways are not common experiences for any student in this region. Therefore, the survey asked teachers to rate their perception of the geographic appropriateness of n2y resources in relation to a student living along the Texas Gulf Coast.

> 18. Rate your level of agreement with each statement below regarding curricular alignment of n2y programs. (Each statement below was rated on a Likert scale: Strongly agree, Agree, Neutral, Disagree, or Strongly disagree.)
> - News2You™ resources are geographically appropriate for students living on the Texas Gulf Coast.
> - Unique Learning System® resources are geographically appropriate for students living on the Texas Gulf Coast.
> - SymbolStix PRIME® resources are geographically appropriate for students living on the Texas Gulf Coast.
> - Overall, n2y aligns well with state and district curricula and is geographically appropriate for students living along the Texas Gulf Coast.

Survey data disagree with the perception of the instructional specialists. Over half the respondents strongly agree or agree that the n2y components are geographically appropriate for students living along the Texas Gulf Coast.

Table 12: n2y resources are geographically appropriate

Teacher Level	Strongly Agree + Agree	Strongly Disagree + Disagree
News2You™	52.3%	22.7%
Unique Learning System®	50.0%	18.2%
SymbolStix PRIME®	52.3%	6.8%
n2y	50.0%	20.4%

n = 44

Evaluation Question 2: In what ways do CCISD teachers utilize n2y and its various components?

Description of Staff Roles who Utilize n2y Components

Based on information from the Alternative Academics/SLL Instructional Specialists focus group, AA and SLL – LtoL teachers are the primary users of n2y and its resources, but not the only users. Below is a list of other users of n2y, which components they primarily use, and the reason for using n2y.

Speech Language Pathologists, Occupational Therapists, Physical Therapists, and other related service providers often use SymbolStix PRIME® to assist them in supporting students in meeting IEP goals.

Behavior specialists also use SymbolStix PRIME®. They create behavior charts and visual schedules to support student decision making tasks.

Alternative Academics paraprofessionals sometimes use News2You™ or ULS resources for reteach or extra skill lessons.

Teachers of other Special Services programs such as resource teachers sometimes access n2y resources from each of the components for resources related to prerequisite skill lessons.

While substitute teachers do not access n2y resources, teachers often leave n2y lesson resources when a substitute is required because it provides consistent learning expectations for students even when the teacher is absent.

Analysis of Teacher Use of the n2y Program

As Alternative Academics and SLL teachers are the primary users of the program, the Spring 2022 n2y Program Evaluation survey did ask them several questions regarding how they used the program. Below are the relevant questions from the survey.

10. How often do you access information (lesson supports or student data) from the n2y program, or any of its components? [Daily, A few times a week, Once a week, A few times a month, Seldom, Never]

11. Check which components of n2y you have ever used. (check all that apply) [News2You™, SymbolStix PRIME®, Unique Learning System® (ULS)]

12. Check which components of n2y you use regularly. (check all that apply) [News2You™, SymbolStix PRIME®, Unique Learning System® (ULS)]

13. What types of resources from n2y and its components have you ever used? (check all that apply) [Digital student assessments, Non-digital student assessments, Digital learning activities for students, Non-digital learning activities for students, Lesson

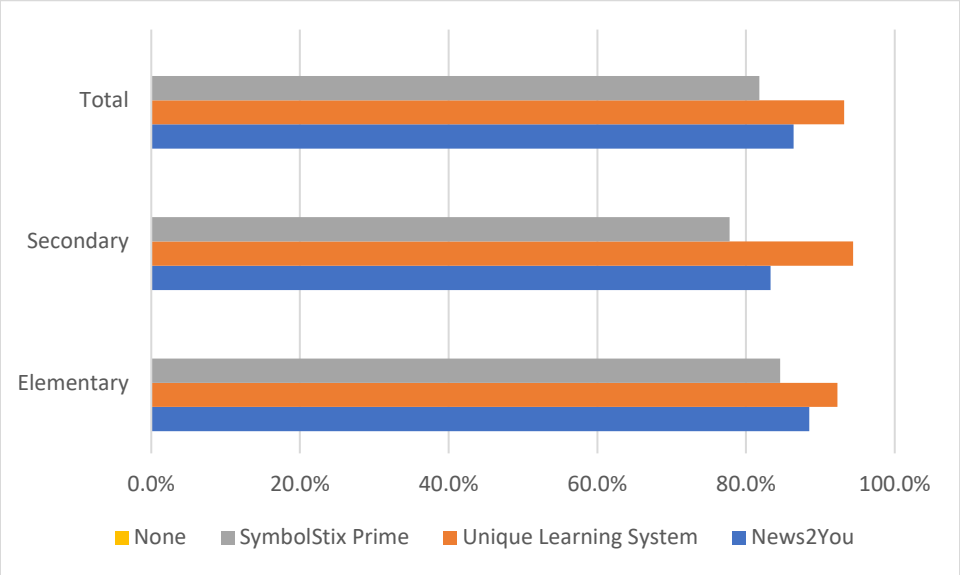
planning resources for teachers, Accommodation supports for students (e.g., symbol stories, directions, or communication aids), Modification supports for students (e.g., leveled reading passages or skill practices)]

14. What types of resources from n2y and its components do you use regularly? (check all that apply) [Digital student assessments, Non-digital student assessments, Digital learning activities for students, Non-digital learning activities for students, Lesson planning resources for teachers, Accommodation supports for students (e.g., symbol stories, directions, or communication aids), Modification supports for students (e.g., leveled reading passages or skill practices)]

15. What information sources do you consider when planning lessons throughout the year? Rank the following information sources in order from most influential (top) to least influential (bottom). [CCISD learning progressions (elementary) or years-at-a-glance (secondary), IEP goals, Lessons from past experiences and prior years, Resources from Unique Learning, State curriculum, Student performance data]

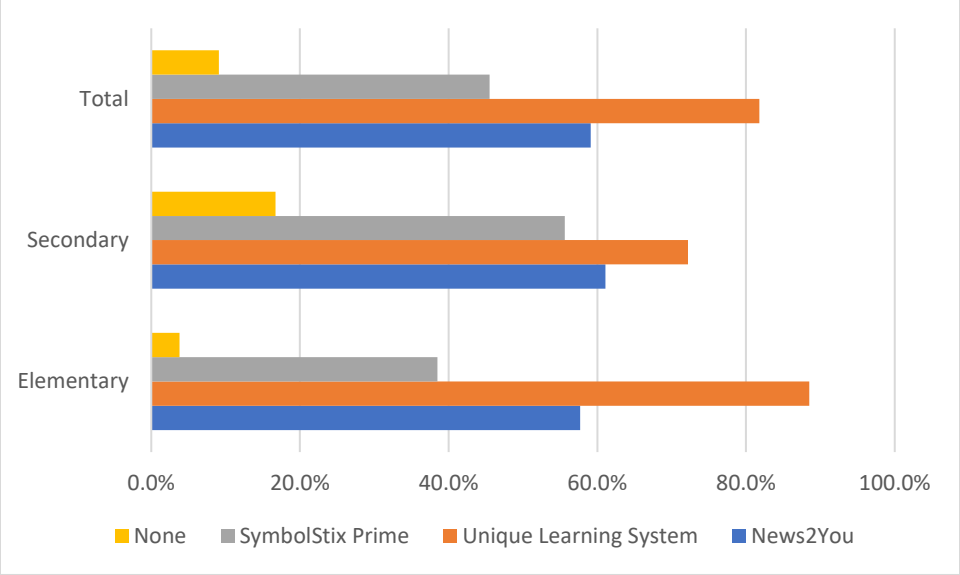
The figures below depict the response rates for teacher use of the different components of n2y: News2You™, Unique Learning, and SymbolStix PRIME®. Figure 7 displays the percentages of teachers who used any of the components at least once; Figure 8 displays the percentages of teachers who use any of the components regularly. The term "regularly" was intentionally undefined to measure the personal perceptions of each respondent.

Figure 7: Percentages of teachers who have ever accessed components of n2y



n = 44

Figure 8: Percentages of teachers who regularly access components of n2y

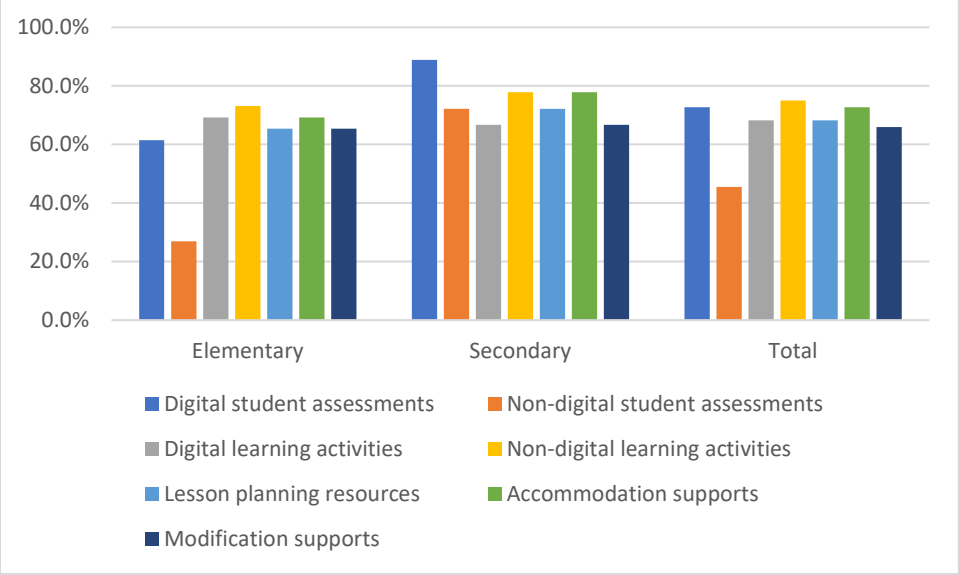


n = 44

The graphs above indicate that approximately four out of five teachers have accessed each of the n2y components at some point in their careers. However, regular use and access declines by at least 20% for all components at all levels except ULS use at the elementary and total group levels. SymbolStix PRIME® exhibits the largest decline in "regular" use by teachers at all levels. Interestingly, 16.7% of secondary respondents indicated they regularly access none of the n2y components.

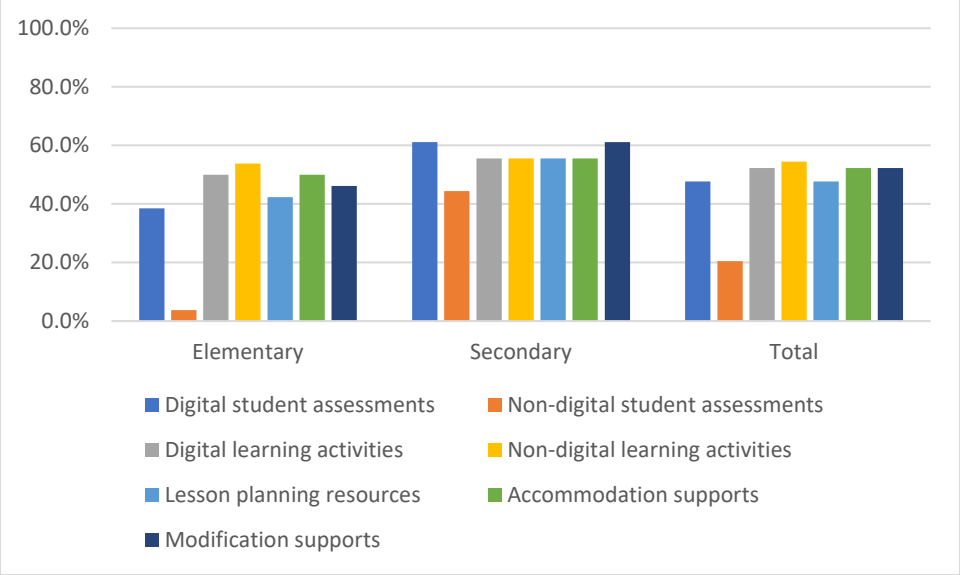
Beyond which components teachers are using regularly is why and how the teachers are using the resources. The following figures detail the response percentages of the types of resources teacher have ever used and regularly use from n2y.

Figure 9: Types of n2y resources ever accessed by teachers



n = 44

Figure 10: Types of n2y resources regularly accessed by teachers



n = 44

Among elementary teachers, learning activities and accommodation/modification supports are the most used resources. Secondary teachers indicated they have a more even use of the various resources available in n2y. The variability of use among elementary teachers suggests that further training could help equip teachers to utilize the various resources more fully. While the relatively flat shape of the secondary teacher data coupled with the 16.7% of teachers who responded they regularly use none of the components of n2y suggests that roughly half the teachers are using n2y comprehensively while the other half uses it very little.

Further analysis supports the observation that elementary teachers use n2y less broadly than secondary teachers. The survey which the teachers completed included seven different types of resources available to teachers. 65.4% of elementary teachers indicated they used between zero and three types of resources, while only 33.4% of secondary teachers reported using between zero and three types of resources. To be clear, the number of types of resources used, does not indicate the frequency nor mastery of resource use. It may suggest, though, more familiarity with the full breadth of the program by secondary teachers than by elementary teachers.

Analysis of n2y as a Curricular Resource rather than a Curriculum

The last survey item related to teacher utilization of n2y asked respondents to rank sources of information in order of influence as they pertain to planning lessons. Those information sources include IEP goals, CCISD district curricular resources (learning progressions and years-at-a-glance), lesson resources form Unique Learning, student performance data, TEKS and the state curriculum standards, and lessons from past experiences or prior years. The purpose of this survey item was to measure teacher perception of n2y resources, generally, and Unique Learning resources, specifically, as either the curriculum or as supplementary to the curriculum. The overall results of the ranking among all survey respondents are as follows:

1. IEP goals
2. CCISD district curricular resources
3. Resources from Unique Learning
4. Student performance data
5. State curriculum
6. Lessons from past experiences or prior years

In all, 9.3% of respondents selected “Resources from Unique Learning” as the *most* important resource, but an overwhelming 41.9% of respondents chose IEP goals most important, followed by 30.1% choosing CCISD curricular resources as the most important resource. The state curriculum, which ranked second to last most important, provided an interesting data breakdown, in which 11.6% of respondents ranked the state curriculum as most important (third highest resource), but 37.2% of respondents ranked the state curriculum as the least important resource, which was the highest percentage for the lowest ranked resource. Relevant to this evaluation, the 9.3% of respondents who ranked ULS resources as most important is contrasted with 23.3% of respondents who ranked it as least important. That 23.3% of respondents who ranked ULS as the least important curricular resource is consistent with the 18.2% of respondents who indicated they do not use Unique Learning regularly.

Evaluation Question 3: To what extent does n2y empower CCISD alternative academics teachers?

Analysis of the Extent to which n2y Empowers Teachers

One of the purported reasons for using n2y is to increase teacher efficiency in planning lessons for diverse learners, teaching lessons incorporating a variety of accommodations and modifications, and analyzing student data. The teacher survey gathered the perceptions of teachers on the effectiveness of n2y in increasing their efficiency in each of these three areas.

> 19. Rate your level of agreement with each statement below regarding time management and n2y programs. (Each statement below was rated on a Likert scale: Strongly agree, Agree, Neutral, Disagree, or Strongly disagree.)
> - News2You™ resources enable me to be more efficient with time when planning lessons.
> - News2You™ resources enable me to be more efficient with time when teaching lessons.
> - News2You™ resources enable me to be more efficient with time when analyzing student data.
> - Unique Learning System® resources enable me to be more efficient with time when planning lessons.
> - Unique Learning System® resources enable me to be more efficient with time when teaching lessons.
> - Unique Learning System® resources enable me to be more efficient with time when analyzing student data.
> - SymbolStix PRIME® resources enable me to be more efficient with time when planning lessons.
> - SymbolStix PRIME® resources enable me to be more efficient with time when teaching lessons.
> - SymbolStix PRIME® resources enable me to be more efficient with time when analyzing student data.
> - Overall, n2y resources improve my time management during planning, teaching, and analyzing.

Tables 13 and 14 below display overall efficiency ratings for News2You™ and ULS for all elementary teachers, secondary teachers, and all teachers together.

Table 13: Overall News2You™ efficiency rating among teachers

Teacher Level	Strongly Agree + Agree	Strongly Disagree + Disagree
Elementary	43.6%	23.1%
Secondary	55.5%	24.1%
Total	48.5%	23.5%

n = 44

Table 14: Overall Unique Learning System® efficiency rating among teachers

Teacher Level	Strongly Agree + Agree	Strongly Disagree + Disagree
Elementary	61.5%	17.9%
Secondary	57.4%	24.1%
Total	59.9%	20.5%

n = 44

Secondary teachers rated efficiency consistently across both components. Elementary teachers rated the efficiency of ULS significantly higher than that of News2You™. Both levels rated the efficiency of SymbolStix PRIME® lower than either News2You™ or ULS.

Another disparity between secondary and elementary is the rating of the efficiency of analyzing student data in the ULS platform. This disparity is more clearly discerned when looking at the ratio of Strongly Agree + Agree to Strongly Disagree + Disagree. For elementary teachers that ratio is 4.3 to 1, and for secondary teachers the ratio is 1.8 to 1.

Table 15: Unique Learning System® analysis efficiency rating among teachers

Teacher Level	Strongly Agree + Agree	Strongly Disagree + Disagree
Elementary	65.3%	15.3%
Secondary	50.0%	27.8%
Total	59.1%	20.4%

n = 44

Analysis of the Extent to which n2y Integrates with CCISD Technologies

As CCISD continues to prioritize the use of technology and technological innovation in teaching and learning, the survey sought the perceptions from teachers regarding the integration of n2y components with available classroom technology. The survey categorized technology three ways: adaptive technology – specialized technology designed to accommodate for specific disabilities, student technology – devices to which students have access and use to engage in learning, e.g., laptops, tablets, mobile phones, and classroom technology – devices the teacher uses during classroom instruction, e.g., district-issued laptops, projectors, and interactive white boards. The survey statements are listed below.

> 21. Rate your level of agreement with each statement below regarding classroom technology and n2y programs. (Each statement below was rated on a Likert scale: Strongly agree, Agree, Neutral, Disagree, or Strongly disagree.)
> - News2You™ resources are easily integrated with adaptive devices.
> - News2You™ resources are easily integrated with personal student devices, e.g., laptops, mobile phones, tablets.
> - News2You™ resources are easily integrated with classroom technology, e.g., projectors, document cameras.
> - Unique Learning System® resources are easily integrated with adaptive devices.
> - Unique Learning System® resources are easily integrated with personal student devices, e.g., laptops, mobile phones, tablets.

- Unique Learning System® resources are easily integrated with classroom technology, e.g., projectors, document cameras.
- SymbolStix PRIME® resources are easily integrated with adaptive devices.
- SymbolStix PRIME® resources are easily integrated with personal student devices, e.g., laptops, mobile phones, tablets.
- SymbolStix PRIME® resources are easily integrated with classroom technology, e.g., projectors, document cameras.
- Overall, n2y resources easily integrate with technology currently in my classroom.

Overall, technology integration with n2y resources scored high.

Table 16: n2y technology integration rating among teachers (all programs, all devices)

Teacher Level	Strongly Agree + Agree	Strongly Disagree + Disagree
Elementary	65.4%	11.5%
Secondary	66.7%	5.6%
Total	65.9%	9.1%

n = 44

Elementary teachers rated ULS integration with student devices lower than secondary teachers.

Table 17: ULS technology integration with student devices rating among teachers

Teacher Level	Strongly Agree + Agree	Strongly Disagree + Disagree
Elementary	46.2%	26.9%
Secondary	66.7%	5.6%
Total	54.6%	18.2%

n = 44

Although the percentages of integration of n2y resources with adaptive devices and SymbolStix PRIME® do not lean toward disagreement, the lower agree percentages suggest that additional support for teachers on integrating adaptive devices might be useful.

Table 18: ULS technology integration with adaptive devices (data indicative of other components, also)

Teacher Level	Strongly Agree + Agree	Strongly Disagree + Disagree
Elementary	46.2%	19.2%
Secondary	50.0%	22.3%
Total	47.7%	20.4%

n = 44

Table 19: SymbolStix PRIME® technology integration rating (all devices)

Teacher Level	Strongly Agree + Agree	Strongly Disagree + Disagree
Elementary	34.6%	21.7%
Secondary	50.0%	3.7%
Total	40.9%	14.4%

n = 44

Evaluation Question 4: To what extent has n2y affected student performance?

Analysis of the Effect of n2y on Student Outcomes

Ultimately, the success of a program that purports to impact student outcomes must also be evaluated on its effect on student performance. To answer this research question, teachers were surveyed, performance on the state assessment STAAR Alt2 was analyzed, and student IEP goal progress was analyzed.

Survey Analysis of Effect of n2y on Student Outcomes

Teacher survey data regarding n2y effectiveness in promoting student progress toward IEP goals, district curricular standards, and development of life skills varies greatly between elementary and secondary teachers. Elementary teachers have a more favorable perception that n2y supports student academic progress than secondary teachers. The statements from the survey and data summary are below:

> 20. Rate your level of agreement with each statement below regarding student success and n2y programs. (Each statement below was rated on a Likert scale: Strongly agree, Agree, Neutral, Disagree, or Strongly disagree.)
>
> - News2You™ resources assist students in making progress toward IEP goals.
>
> - News2You™ resources assist students in making progress along district learning progressions (elementary) and years-at-a-glance (secondary).
>
> - News2You™ resources assist students in making progress in functional life skills.
>
> - Unique Learning System® resources assist students in making progress toward IEP goals.
>
> - Unique Learning System® resources assist students in making progress along district learning progressions (elementary) and years-at-a-glance (secondary).
>
> - Unique Learning System® resources assist students in making progress in functional life skills.
>
> - SymbolStix PRIME® resources assist students in making progress toward IEP goals.
>
> - SymbolStix PRIME® resources assist students in making progress along district learning progressions (elementary) and years-at-a-glance (secondary).
>
> - SymbolStix PRIME® resources assist students in making progress in functional life skills.
>
> - Overall, n2y resources assist student in making academic and functional progress.

Table 20: n2y supports student academic and functional progress

Teacher Level	Strongly Agree + Agree	Strongly Disagree + Disagree
Elementary	65.4%	23.0%
Secondary	27.8%	50.0%
Total	50.0%	34.1%

n = 44

Focus Group Analysis of n2y Effect on Student Outcomes

Anecdotal evidence from the focus groups with instructional specialists reveals that secondary teachers often feel less supported by n2y resources in the subjects of math, science, and social studies, and must supplement their instruction with other resources. In particular, the rigor of math skills presented by n2y do not increase as students enter intermediate and high school. Also, the monthly schedule of topics that alternate between science topics and social studies topics mostly do not align with the subject specific courses in which secondary students are enrolled.

Elementary instructional specialists appreciate the repetition of skills in reading and math, as these skills are very appropriate for the levels at which they are currently learning. Because the skills align so well, elementary teachers are further able to corroborate IEP goal progress with the student's progress through the n2y lessons.

Standardized Test Analysis of n2y Effect on Student Outcomes

Data from student STAAR Alt 2 performance probably indicate more the effect of COVID-19 on student performance than the effect of any curricular resources. Furthermore, since the District has been using n2y since 2016-17, the current analysis does not compare student performance before n2y versus since n2y. When looking at all test results, 2021 results show a performance decline in both reading and science. When looking at high school results, the largest decline was in math, which may be in line with teacher perception that n2y is not as effective for math instruction at the secondary level. Tables 21 through 24 show the number of tests and percentage of students who Did Not Meet or Meet qualifying standards.

Table 21: STAAR Alt 2 Performance, 2018-2021, All Levels

	2018			2019			2021			3 Year Average		
	# Tests	Level 1	Level 2	# Tests	Level 1	Level 2	# Tests	Level 1	Level 2	# Tests	Level 1	Level 2
RLA	412	10%	90%	400	9%	91%	338	12%	88%	383	10%	90%
Math	286	7%	93%	294	9%	91%	223	9%	91%	268	8%	92%
Science	108	5%	95%	136	7%	93%	94	13%	87%	113	8%	92%
Social Studies	65	5%	95%	68	3%	97%	51	4%	96%	61	4%	96%

Table 22: STAAR Alt 2 Performance, 2018-2021, Elementary

	2018			2019			2021			3 Year Average		
	# Tests	Level 1	Level 2	# Tests	Level 1	Level 2	# Tests	Level 1	Level 2	# Tests	Level 1	Level 2
RLA	189	11%	89%	185	10%	90%	144	15%	85%	173	12%	88%
Math	134	9%	91%	148	10%	90%	105	13%	87%	129	11%	89%
Science	44	7%	93%	62	11%	89%	37	24%	76%	48	14%	86%

Table 23: STAAR Alt 2 Performance, 2018-2021, Intermediate

	2018			2019			2021			3 Year Average		
	# Tests	Level 1	Level 2	# Tests	Level 1	Level 2	# Tests	Level 1	Level 2	# Tests	Level 1	Level 2
RLA	153	10%	90%	151	10%	90%	132	10%	90%	145	10%	90%
Math	111	5%	95%	118	6%	94%	92	1%	99%	107	4%	96%
Science	35	0%	100%	40	3%	98%	29	7%	93%	35	3%	97%
Social Studies	35	6%	94%	40	5%	95%	29	7%	93%	35	6%	94%

Table 24: STAAR Alt 2 Performance, 2018-2021, Intermediate

	2018			2019			2021			3 Year Average		
	# Tests	Level 1	Level 2	# Tests	Level 1	Level 2	# Tests	Level 1	Level 2	# Tests	Level 1	Level 2
RLA	70	6%	94%	64	6%	94%	62	10%	90%	65.3	7%	93%
Math	41	7%	93%	28	11%	89%	26	19%	81%	31.7	12%	88%
Science	29	7%	93%	34	6%	94%	28	4%	96%	30.3	6%	94%
Social Studies	30	3%	97%	28	0%	100%	22	0%	100%	26.7	1%	99%

Conclusions and Summary

1. Secondary teachers question the alignment of n2y resources to the state or district curricula, especially science and social studies, and district math standards.

An unusually high percentage of secondary teachers responded they do not use n2y regularly (as compared to the overall percentage); plus, half the secondary respondents reported they disagree that n2y supports student academic and functional progress. Furthermore, secondary instructional specialists report that math lessons are not advanced enough to support student progress, and science and social studies lessons are sporadic and often misaligned with course requirements.

2. Secondary teachers who use n2y use the breadth of the resources available (See training materials for secondary teachers in Appendix B). However, a significant group of secondary teachers self-report not using the program regularly at all.

The appearance is that some secondary teachers have not had success aligning n2y resources to student outcomes and have seemingly stopped using it altogether, while other teachers found success integrating the resources, or at least supplementing lessons with resources. Unfortunately, the survey was anonymous, so additional analysis cannot be conducted that might correlate proximity of teachers who use n2y with fidelity and those teachers who seldom use it at all.

3. Elementary teachers who use n2y resources appear to use specific resources, such as lessons, assessments, or accommodation/modification supports and do not appear to use the full breadth of its content.

Focus group responses described how n2y training was disrupted by the COVID-19 pandemic. This disruption could account for the tendency of elementary teachers to use resources with which they are more familiar. A larger percentage of elementary AA/SLL – LtoL teachers are newer to the profession and to CCISD than that of secondary teachers. Implicitly, then, a larger group of teachers will have had less time in the program than others. Less experience and interrupted training opportunities can account for the disparate use of resources.

4. Teachers at all levels report significant agreement that News2You™ and ULS resources integrate well with student and classroom devices, with the exception of elementary student devices.

As the district has continued to emphasize one-to-one devices for students, especially for upper elementary through high school, the integration of the newer models of technology with n2y is generally successful. Elementary teachers reported both lower agreement and higher disagreement than secondary teachers that ULS and SymbolStix PRIME® resources integrate well with student devices.

5. Analysis of student actual performance data is hindered by the lack of data due to the closure of in-person school in the Spring of 2020.

The analysis of student performance is hindered both by the pandemic disruption, including the lack of data for Spring 2020 and the learning loss resulting from the disruption. Additionally, the district has been using n2y for as long as the current metrics have been in place. For example, grade tracking in Skyward began the same year n2y was adopted, in 2016-17. STAAR Alt 2 in its current form was instituted since the district adopted n2y. Therefore, data comparison from before the adoption of n2y is difficult.

6. Secondary and elementary teachers disagree on how well n2y resources support student academic achievement. Elementary teachers are more optimistic of its efficacy than secondary teachers.

Elementary instructional specialists have provided documents to teachers that align state and district curricula to specific n2y lessons and resources. Secondary teachers reported struggling to connect n2y resources to the performance levels or topics most relevant to their students.

Superintendent Recommendations

1. Conduct a TEKS-District Curriculum-n2y learning standards crosswalk for secondary core courses.

In response to the low agreement rates of secondary teachers to n2y resources alignment with state and district standards, invite instructional and curricular specialists and a group of teachers to correlate current state and district standards with available n2y lessons and resources. This document can serve as a reference for all teachers when developing lessons for specific student outcomes.

2. Professional Learning for all teachers.

Using the data from the teacher survey and this evaluation, structure n2y training to address some noted needs of teachers, such as the breadth of resources available for elementary teachers and aligning n2y resources to curriculum for secondary teachers.

3. Research comparable programs with teacher input.

With such a high percentage of secondary teachers believing that n2y does not align with state, district, and IEP outcomes, the district can research other available supports or programs to see if another product better suits the needs of the students.

Resources

Department of Special Services. “CCISD Special Education Parent Handbook.” Clear Creek ISD, 9 Nov. 2021.

ESC 20. “Question and Answer Document Individualized Education ...” *Question and Answer Document Individualized Education Program (IEP) Measurable Annual Goals* , Texas Education Agency, June 2021, https://childfindtx.tea.texas.gov/documents/QA_IEP_Measurable_Annual_Goals.pdf.

Lee, Suk-Hyang, et al. “Effect of Instruction with the Self-Determined Learning Model of Instruction on Students with Disabilities: A Meta-Analysis.” *Education and Training in Autism and Developmental Disabilities*, vol. 50, no. 2, June 2015, pp. 237–247.

Ryan, Joanna, et al. “Inclusive Social Studies Content Instruction for Students with Significant Intellectual Disability Using Structured Inquiry-Based Instruction.” *Education and Training in Autism and Developmental Disabilities*, vol. 54, no. 4, Dec. 2019, pp. 420–436.

Smith, Bethany R., et al. “Using an Early Science Curriculum to Teach Science Vocabulary and Concepts to Students with Severe Developmental Disabilities.” *Education and Treatment of Children*, vol. 36, no. 1, Feb. 2013, pp. 1–31., https://doi.org/10.1353/etc.2013.0002.

Sparks, Shannon Lynn, et al. “Increasing Choice Making in Students with Intellectual Disability.” *Education and Training in Autism and Developmental Disabilities*, vol. 51, no. 4, Dec. 2016, pp. 331–343.

“Special Education.” *Clear Creek Independent School District*, https://ccisdnet-22-us-central1-01.preview.finalsitecdn.com/special-education.

Texas Education Agency. “Texas Essential Knowledge and Skills.” *Texas Education Agency*, Texas Education Agency, 9 Mar. 2022, https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills.

Glossary of Acronyms

Acronym	Definition
AA	Alternative Academics
CCISD	Clear Creek Independent School District
ELA	English Language Arts
IEP	Individualized Education Program
K	Kindergarten
LEA	Local Education Agency
n	Number (count of the population)
n2y	Program comprised of News2You™, Unique Learning System®, and SymbolStix PRIME®
PLAAFP	Present Level of Academic Achievement and Functional Performance
Pre-K	Pre-Kindergarten
SLL – LtoL	Structured Learning Lab – Learning to Learn
STAAR Alt2	State of Texas Assessments of Academic Readiness Alternate 2 assessment
TEA	Texas Education Agency
TEKS	Texas Essential Knowledge and Skills
ULS	Unique Learning System®

Appendix A: Elementary Learning Standard Crosswalk

CCISD Special Programs Elementary Learning Progressions
K-5 Framework 2021-2022

Understanding Your Students Progress Report and Report Card

This report is designed to inform you about your student's progress towards achieving skills required to access the Texas Essential Knowledge and Skills (TEKS). The Learning Progressions along with the IEP expectations individualized for your student establishes high and challenging expectations for their school year. They will serve as a basis for curriculum, instruction, and assessment for the Elementary Special Programs in the Clear Creek Independent School District. The curriculum for each content is based on the TEKS aligned to the prerequisite skills needed in each area. This report should be considered with other information you receive from your student's teacher (ie: your student's IEPs, work, and conferences throughout the school year). Ongoing communication between the family and school staff is highly encouraged. If you have any questions or concerns, please contact you student's teacher.

Please refer to the CCISD Special Programs Elementary Learning Progression packet for further explanation of where your student is performing within each learning progression. All accommodations and modifications have been implemented during instruction for this reporting period.

ESL Correlations for Reading and Writing are addressed in the academic sections of the Learning Progressions.

These learning progressions are designed for elementary students participating in the Alternative Academics program and the SLL: Learning to Learn program.

CCISD Special Programs K-5 Learning Progressions

Reading Objectives

1. Students will demonstrate knowledge of the alphabet
   a. Students will identify and name letters
   b. Students will demonstrate letter-sound knowledge
2. Students will demonstrate phonological awareness
   a. Students will identify smaller units of sound
   b. Students will identify alliteration
   c. Students will identify rhyme
3. Students will demonstrate knowledge and comprehension of print
   a. Students will use, interact, and appreciate books
   b. Students will use print concepts to demonstrate emergent reading skills
   c. Students will comprehend a text read aloud
4. Students will demonstrate an understanding of new vocabulary words using a variety of strategies
5. Students will read and comprehend environmental print in schools and the community
6. Students will demonstrate an understanding of the elements of independently read leveled text

Writing Objectives

1. Students will demonstrate emergent writing skills
   a. Students will write their own name
   b. Students will use phonetic patterns to create/write new words
2. Students will write a simple sentence
   a. Students will write a simple sentence
   b. Students will create a brief composition

Mathematics Objective

1. Students recognizes, describes & names attributes of shapes
2. Students will use number concepts and operations
   a. Students will demonstrate basic counting skills
   b. Students will connect numerals with their quantities
   c. Students will demonstrate an understanding of quantifying numbers and objects
   d. Students will demonstrate an understanding of place value
   e. Student will demonstrate an understanding of multiplication process
   f. Student will demonstrate an understanding of division process
   g. Student will demonstrate and model part to whole (fractions)
3. Students will compare and measure
   a. Students will demonstrate an understanding of proportional relationships through measurement
   b. Students will demonstrate and measure time
   c. Students will use graphs and interpret data
   d. Students will identify and use Money

Science Objectives

1. Students will utilize basic classification skills
2. Students will implement scientific inquiry skills
3. Students will demonstrate an understanding of the characteristics and life cycles of living things
4. Students will learn about earth and space

Social Studies Objectives

1. Students will demonstrate a knowledge of self and community
    a. Students will demonstrate a knowledge of self
    b. Students will show a basic understanding of people and how they live
    c. Students will show a basic understating of peers, leaders and community helpers
    d. Students will demonstrate an understanding of simple geographical knowledge and symbols

Character Values

1. Follows limits and expectations
2. Balances needs and rights of self and others

ELS Correlations

1. Students will demonstrate growth in listening to and understanding English
2. Students will demonstrate growth in speaking English

Students will work towards mastery of each learning progression using their typical response mode.
Please make notation of the response mode used during assessment.

Targets 0.5, 1.5, 2.5, etc. are partial understandings of the proceeding progression
"*" indicates that these targets' pre-requisite skills have not been mastered to address this target

Reading Objectives 1: Students will demonstrate knowledge of the alphabet

**Learning progression level achieved using the accommodations and modifications stated in the students ARD*

a. Students will identify and name letters

Learning Progression	1	2	3	4	5	6	7
Target	**Recognizing and identify all letters in their first name**	**Identifies as many as 10 letters (differ from the letters of their first name)**	**Identifies 11–20 upper and 11–20 lowercase letters when presented in random order**	**Identifies all upper and lowercase letters when presented in random order**	**Matches all lower-case letters to their matching upper-case letter**	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K.1, K.3, 1.1, 1.3, 2.2
Aligned UL: pk8, pk15, elm.11, Int.10

b. Students demonstrate letter-sound knowledge

Learning Progression	1	2	3	4	5	6	7	8
Target	**Identifies the sounds of at least 10 letters**	**Identifies the sounds of at least 15 letters**	**Produces the correct sounds for all letters**	**Shows understanding that a sequence of letters represents a sequence of spoken sounds** EX: "How do you spell cat?"	**Applies letter-sound correspondence when attempting to decode simple CVC words** EX: Sees the word cat; begins to sound out the word: /k/ /a/ /t/	**Applies letter-sound correspondence when attempting to decode closed CVC words** EX: pic-nic, hot-dog	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K.1, K.3, 1.1, 1.3, 2.2
Aligned UL: pk8, pk15, elm.11, Int.8, 9, 10

Reading Objective 2: Students will demonstrate phonological awareness

**Learning progression level achieved using the accommodations and modifications stated in the students ARD*

a. Students will identify smaller units of sound

Learning Progression	1	2	3	4	5	6	7	8	9
Target	**Hears and shows awareness of separate words in sentences** EX: Joins in clapping each word while chanting, "I like ice cream." EX: Jumps upon hearing a specified word in a story	**Hears and shows awareness of separate syllables in words** EX: Claps each syllable of name, Tri-na EX: Puts together pen and cil to say pencil EX: Puts together foot and ball to say football	**Separates and blends individual phonemes in words** EX: Claps each phoneme of the word hat: /h/ /a/ /t/ EX: Says, "Hat," after hearing /h/ /a/ /t/	**Separates and blends onset and rime** EX: Says, "Hat," after hearing /h/…/at/ EX: Points to Jonathan when teacher plays game and asks, "Where's Jonathan?"	**Identify at least 5 common beginning blends** EX: th, sh, ch, bl, fl, st, str, fr, etc.	**Identify at least 5 common ending blends** EX: -ing, -ock, -ould, -ight, igh, ell, er, or, ed, es, etc.	**Decode words with a silent "e"** EX: like, cake, came, home, flute,	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K.2,1.2, 2.2, 3.2, 4.2, 5.2

Aligned UL: pk7, elm.8, Int.10

b. Students will identify alliteration

Learning Progression	1	2	3	4
Target	**Matches beginning sounds of some words** EX: Groups objects or pictures that begin with the same sound EX: Picks up a toy bear when asked, "What begins the same way as box, baby, and bike?" EX: Says, "Max and Maya…our names start the same!"	**Isolates and identifies the beginning sound of a word** EX: Says, "/m-m-m/," when asked "What is the first sound of the word milk?" EX: Responds, "/t/," after being asked, "What's the beginning sound of toy, toe, teeth?"	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K.2, 1.2, 2.2
Aligned UL: pk8, elm.11, Int.10

c. Students will identify rhyme

Learning Progression	1	2	3	4	5	6
Target	**Joins in rhyming songs and games** EX: Hums along and joins in random words in rhyme EX: Sings with a group, "One, two, buckle my shoe…"	**Decides whether two words rhyme** EX: "Do bear and chair rhyme? What about bear and goat?" EX: Matches rhyming picture cards	**Fills in the missing rhyming word; generates rhyming words spontaneously** EX: Completes the rhyme in the phrase, "The fat cat sat on the ____ (mat)." EX: Chants spontaneously, "Me, fee, kee, tee, lee, bee."	**Generates a group of rhyming words when given a word** EX: Says, "Bat, sat, lat," when asked, "What words rhyme with cat?"	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K.2, 1.2, 2.2
Aligned UL: pk6, elm.8, 9, 10

Reading Objective 3: Students will demonstrate knowledge and comprehension of print

**Learning progression level achieved using the accommodations and modifications stated in the students ARD*

a. Students will use, interact, and appreciate books

Learning Progression	1	2	3	4	5	6	7	8
Target	**Shows interest in books** EX: Gazes at the pages of a book EX: Brings book to adult to read	**Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers** EX: Hands teacher book and says, "Let's read Corduroy!"	**Participates in a listening activity** EX: shares relevant comment or ask a relevant question, participates in books discussion	**Knows some features of a book (title, author, illustrator); connects specific books to authors** EX: Says, "I want to read this Dr. Seuss book today." EX: Says, "Eric Carle wrote this book. He is the author."	**Identify various types of books and authors purposes** EX: Selects the book about insects to identify the butterfly seen on the playground; real vs fantasy; reading for info vs enjoyment	**Identify print/graphics in a text to answer questions about the text** EX: charts, bolded or highlighted words; illustrations	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K.1, 1.1, 2.1, 3.11, 3.13, 4.3, 4.9, 4.10, 4.11, 4.12, 4.13, 4.27, 4.29, 5.7

Aligned UL: pk1, 3, 5, 11; elm.1, 3, 14, 15, 16; Int. 1, 3

b. Students will use print concepts to demonstrate emergent reading skills

Learning Progression	1	2	3	4	5	6	7
Target	**Pretends to read a familiar book, treating each page as a separate unit; names and**	**Indicates where to start reading and the direction to follow** EX: Points to beginning of text	**Shows awareness of various features of print: letters, words, spaces, upper- and lowercase**	**Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a**	**Matches oral language to words on page; points to words as reads; uses different strategies**	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

	describes what is on each page, using pictures as cues EX: See's the pictures and says a word/phrase related to the picture	on the page when pretending to read and moves finger left to right as she continues down the page	**letters, some punctuation** **EX:** Points to the word hippopotamus and says, "That's a long word." EX: Says, "That means stop reading," as he points to a period at the end of a sentence.	**line of text to the beginning of the next line** EX: Touches each word on the page while reciting the words from Brown Bear, Brown Bear, What Do You See? EX: Picks up finger and returns it to the beginning of the next line when pretend reading	EX: sounding out words, known words, and patterns in text) to make meaning from print		

Aligned TEKS: K.1, K.6, 1.1, 1.7, 1.12, 1.16, 2.1, 2.6, 2.12, 2.1
Aligned UL: pk1, 3, 11; elm.1, 3, 15, 4, 15, 16; Int. 1, 3, 5, 6

c. Students will comprehend a text read aloud

Learning Progression	**1**	**2**	**3**	**4**	**5**	**6**
Target	**Sit and attend to a read aloud** EX: Contributes particular language from the book at the appropriate time (Brown Bear, Brown Bear, what do you ____) EX: Says, "You're not big enough," when teacher pauses in The Grouchy Ladybug	**Asks and answers questions using simple "WH" questions about the text; refers to pictures** EX: "how did he feel? Student responds, "He was mad"	**Identifies story-related problems, events, and resolutions during conversations with an adult** EX: When prompted says, "George got put in jail. He ran out the open door and got out."	**Reconstructs story using pictures, text, and props to tell the beginning, middle, and ending of a story**	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K.6, 1.7, 1.12, 1.16, 2.1, 2.6, 2.12, 2.16, 3.13, 3.29, 4.1, 4.7, 4.27, 5.7
Aligned UL: pk 1, 3; elem. 1, 2, 3, 4, 14, 15, 16; Int. 1, 3, 5, 6

Reading Objective 4: Students will demonstrate an understanding of new vocabulary words using a variety of strategies
**Learning progression level achieved using the accommodations and modifications stated in the students ARD*

Learning Progression	1	2	3	4	5	6	7	8
Target	**Observes new vocabulary visuals from a story**	**Matches new vocabulary visuals from a story**	**Sort new vocabulary visuals into categories**	**Identifies/ locates new vocabulary words within a read-aloud**	**Complete a sentences stem using new vocabulary words paired with visuals**	**Demonstrates an understanding of the functions of objects** EX: asked "what do we use a chair for"? or when shown 2-3 pictures of objects, asked, "what do we sit in"?	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: 1.6, 1.14, 2.5, 3.4, 4.2, 5.3, 5.7
Aligned UL: pk2, 4, 9; elm. 12, 18; Int. 11

Reading Objective 5: Students will demonstrate an understanding of environmental print in school and community

**Learning progression level achieved using the accommodations and modifications stated in the students ARD*

Learning Progression	1	2	3	4	5	6	7
Target	**Identify the meaning of specific signs around school and community** EX: Classroom signs, School signs, Traffic signs, bathroom signs	**Use graphic features from a text to assist with understanding** EX: Reading a menu, Dates and times of events, Costs of items	**Locate information on a calendar** EX: Days of the week, Specific dates, Holidays, Numbers of days in a month	**Students will follow pictorial directions** EX: Recipes, Science experiments	**Follow written step directions with picture cues to assist with understanding** EX: Recipes, Science experiments, Building directions	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K.11, 1.15, 2.14, 2.15, 3.15, 3.16, 4.13, 4.14, 5.14

Aligned UL: see monthly lessons

Reading Objective 6: Students will demonstrate an understanding of the elements of independently read leveled text
**Learning progression level achieved using the accommodations and modifications stated in the students ARD*

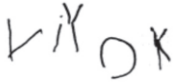
Learning Progression	1	2	3	4	5	6	7	8	9
Target	**Identify characters in a story** EX: answer "who" questions	**Identify the setting in a story** EX: answer "where" questions	**Identify the main idea of a story** EX: answer "what" questions	**Put events of the story in sequential order** Ex: pictures or words with pictures	**Compare and contrast two texts representing the same or similar genres** EX: the three little pigs vs the true story of the three little pigs; if you give a mouse a cookie vs if you give a moose a muffin vs if you give a pig a pancake	**Identify a problem in a story** EX: answer "what" questions	**Identify a solution in a story** EX: answer "what" questions	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K.6, K.8, 1.9, 2.9, 3.8, 3.9, 4.8, 5.4, 5.5
Aligned UL: pk1, 3; elm. 15; Int. 2, 4

Writing Objective 1: Students will demonstrate emergent writing skills

**Learning progression level achieved using the accommodations and modifications stated in the students ARD*

a. Students will write their own name

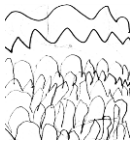
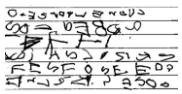
Learning Progression	1	2	3	4	5
Targets:	**Scribbles or marks** EX: Scribble writes deliberately on paper EX: Makes marks that appear to adults to be in random order Carolyn	**Controlled linear scribbles** EX: Scribbles lines, circle, or zigzags in rows. Often repeats actions and forms Lilly	**Mock letters or letter like forms** EX: Writes segments of letter forms, e.g., lines, curves EX: May use too many segments to create a letter EX: May not orient letter segments correctly Paula	**Letter Strings** EX: Writes some letters correctly EX: Writes letters in unconventional order Emma	**Partially Accurate Name** EX: Writes all the letters of own name, although some may not be sequenced correctly EX: Writes all the letters of own name, but some of the letters are not formed or oriented correctly  Vicky

6	7	8	9	10	11
Accurate first name EX: Writes all the letters of own name in correct sequence, form and orientation EX: Uses upper and lowercase letters (or a combination of both) when writing name Brooke	**Accurate full name** EX: Writes all the letters of first and last name with proper spacing in correct sequence, form and orientation EX: Uses upper and lowercase letters (or a combination of both) when writing first and last name	**Spacing of full name** EX: Can write first and last name within a space provided maintaining legibility**.**	**Develops a cursive signature**	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K.14, K.15, K.17, 1.18, 1.19, 1.21, 2.18, 2.19, 2.22, 2.23, 3.22, 3.23, 3.24, 4.21, 5.21
Aligned UL: pk 14, 15, 21; elm. 17; Int. 8, 9, 10

Visual Examples for the Writing Learning Progressions:
Objectives for Development and Learning: Birth through Kindergarten. (n.d.). Retrieved February 20, 2017, from https://gold.teachingstrategies.com/content/GOLD/helpitems/GOLD_Progressions_EN.pdf

b. Students will use phonetic patterns to create/write new words

Learning Progression	1	2	3	4	5	6	7	8	9	10
Targets	**Scribbles or marks** EX: Scribbles writes deliberately EX: Makes marks that appear to adults to be in random order *Layla says, "Here mommy, read this"*	**Controlled linear scribbles** EX: Scribbles, lines, circle, or zigzags in rows. Often repeats action and forms  *April says, "Here is my phone number, now you can call me"*	**Mock letters or letter-like forms** EX: Writes segments of letter forms, e.g., lines, curves EX: May use too many segments to create a letter, e.g., five horizontal lines on the letter E EX: May not orient letter segments correctly  *Preston says, "look I am writing my ABCs just like you!"*	**Letter Strings** EX: Writes strings of letters. Writes some letters correctly. EX: Writes letters in unconventional order. EX: Begins to separate groups of letters with spaces. May copy environmental print. *Raymond says, "this is my Christmas list, now you know what I want"*	**Early invented spelling** EX: Uses first letter of work to represent the whole word Writes initial and or final sounds of a word to represent the whole word ** Note: In Spanish, early invented spelling may consist primarily of vowels. *Aiden wrote "uncle Max I love you"*	**Late invented spelling** EX: Begins to include beginning, middle, and ending sounds heard in words in the correct order EX: Represents most of the sounds heard in words in the correct order *Jena says, "I need to buy some blackberries at the store"*	**Late invented spelling and spacing between words** EX: Includes beginning, middle, and ending sounds heard in multiple words in the correct order with spacing between two or more words EX: written with left to right progression.	**Use letter/sound patterns.** EX: Correctly spell most CVC words including those with simple blends and diagraphs**.**	**Use letter sound patterns.** EX: Correctly spell most CVCE words including those with simple blends and diagraphs.	**Add inflectional endings to simple base words.** EX: s, es, d, ed, ing

Aligned TEKS: K.14, K.15, K.17, 1.18, 1.19, 1.21, 2.18, 2.19, 2.22, 2.23, 3.22, 3.23, 3.24, 4.2, 5.2,
Aligned UL: pk 5, 15, 21; elm. 6, 7, 8, 9, 30; Int. 14, 15, 30

Visual Examples for the Writing Learning Progressions:
Objectives for Development and Learning: Birth through Kindergarten. (n.d.). Retrieved February 20, 2017, from https://gold.teachingstrategies.com/content/GOLD/helpitems/GOLD_Progressions_EN.pdf

Writing Objective 2: Students will write a simple sentence

**Learning progression level achieved using the accommodations and modifications stated in the students ARD*

a. Students will write a simple sentence.

Learning Progression	1	2	3	4	5	6	7	8	9
Targets:	**Form all upper/lower case letters legibility with correct spacing within multiple words with left to right progression.**	**Write/copy high frequency words using resources from word walls or personal dictionary using correct spacing.**	**Put 3-5 words together containing a noun and a verb that makes a complete thought.**	**Capitalize the first letter of names, pronoun I, and first letter of the beginning of a sentence.**	**Use/place correct punctuation mark at the end of a sentence. (. ! ?)**	**Generate a complete sentence with appropriate beginning and ending punctuation and**	**Add details to a sentence to lengthen and give the sentence more meaning.**	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K.16, K.17, 1.18, 1.19, 1.21, 1.22, 2.22, 2.23, 3.22, 3.23, 3.24, 4.3, 4.11, 5.3, 5.11
Aligned UL: pk5, 15; elm. 6, 7, 8, 9; Int. 14, 15, 30

b. Students will create a brief composition.

Learning Progression	1	2	3	4	5
Targets:	**Draw or color a picture and label the drawing or picture.**	**Complete a patterned/predictable sentence with an original idea or an idea from a word bank or picture bank presented.**	**Create a plan to write a composition about a self-selected topic of interest by writing or orally stating a list of 2-3 ideas or facts about a topic.**	**Build or write a topic sentence about a self-selected or given topic or idea.**	**Build or write 2-3 sentences containing details/facts about a self-selected topic.**

6	7	8	9	10
Build or write a concluding sentence about a self-selected topic.	**Include pictures or illustrations to support the meaning of words on the page of written composition.**	**Use an appropriate mode of delivery, whether written, oral, or multimodal, to present to an audience**	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K.13, K.14, K.15, K.22, 1.17, 1.18, 1.19, 2.17, 2.19, 3.17, 3.19, 3.20, 4.11, 4.12, 4.13, 5.11, 5.12, 5.13
Aligned UL: pk 5, 15; elm. 6, 7, 8, 9, 30; Int. 14, 15, 30

Mathematics Objective 1: Students recognize, describes & names attributes of shapes

**Learning progression level achieved using the accommodations and modifications stated in the students ARD*

Learning Progression	1	2	3	4	5	6	7	8	9
Target	**Matches two identical shapes** EX: Puts a circular puzzle piece in the circular space EX: Places shapes in a shape sorting box	**Identifies a few basic shapes (circle, triangle, square)** Extension: Identifies complex shapes such as rhombus, trapezoid, and hexagon	**Identify basic shapes in any orientation** EX: recognizes that a triangle is triangle regardless which direction it is presented	**breaks apart or combines shapes to create different shapes and sizes** EX: Cuts apart a rectangle to make two squares	**Describes basic two-dimensional shapes** EX: Sorting shapes according to attributes such as sides & vertices	**Identify and/or classify three dimensional shapes by attributes** EX: Match shapes according to attributes such as: faces, edges, and vertices *Extension*: Identifies complex shapes such as: cube, sphere, rectangular prism, triangular prism, cone,	**Describe three dimensional shapes by attributes** Ex: a cube has 6 faces	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K.6, 1.6, 2.8, (K.7 & K.8 sci.), 3.6, 4.3, 4.6, 5.5,
Aligned UL: pk 16; elm. 24; Int. 23

Mathematics Objective 2: Students will use number concepts and operations

**Learning progression level achieved using the accommodations and modifications stated in the students ARD*

a. Students will demonstrate basic counting skills

Learning Progression	1	2	3	4	5	6	7	8	9
Target	**Rote counts (not always in the correct order)** EX: Says, "one, two, ten," as she pretends to count	**Rote counts to 10 accurately**	**Rote counts to 20 accurately**	**Counts five objects accurately, using one number name for each object** EX: Counts to ten when playing "hide and Seek" EX: Counts out four scissors and puts them at the table	**Counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting** EX: Counts to twenty while walking across the room EX: Counts then plastic worms and says," I have ten worms" When asked, "What comes after six?" says, "One, two, three, four, five, six, seven…seven"	**Counts 30 objects accurately; tells what number comes before and after a specified number up to 20** EX: Counts twenty-eight steps to the cafeteria When asked what comes after fifteen, says "Sixteen	**Uses number names while counting to 100; 250** EX: Counts a hundred beads for 100th Day of School EX: Will skip count by two, fives, and tens, to 250	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K.2, 1.2, 1.5, 2.2, 3.2, 4.2
Aligned UL: pk 17; elm. 19; Int. 16a

b. Students will connect numerals with their quantities

Learning Progression	1	2	3	4	5	6	7	8	9
Target	**Recognizes and names a few numerals** EX: points to the 1 when the teacher says" Where is the numeral 1?" EX: Notices numerals around the room and calls some of them by name	**Identifies numerals to 5 by name and connects each to counted objects** EX: Says, "Five" as she attaches five clothespins to the 5 cards EX: Tell her friend, "that's a 3, and there are three puppies on this page."	**Identifies numerals to 10 by name and connects each to counted objects** EX: Shouts' "Seven," and jumps seven time when the teacher holds up the number 7 card EX: Says," I put nine buttons in the 9 boxes."	**Identifies numerals to 20 by name and connects each to counted objects** EX: Says, "Bob put the 12 cars and twelve beads on his necklace." EX: Says, "I drew fifteen flowers to go on page 15 of our number book."	**Identifies numerals to 32 by name and connects each to counted objects** EX: Places 30 cotton balls on a monthly calendar to represent 30 days in a month	**Identifies numerals to 50 by name and connects each to counted objects** EX: Counts out 50 beads to make a necklace when asked to make a necklace with 50 beads	**Identifies ordinal numbers to 5** EX: 1st, 2nd, 3rd, 4th, 5th; first, middle, last	**Generalizes this skill utilizing a calculator** **EX: typing in numbers to 50**	**Maintains generalized skill independently**

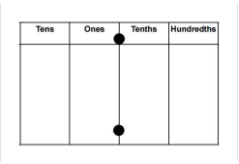
Aligned TEKS: K.2, 1.2, 2.2, 3.2, 4.2
Aligned UL: pk17; elm. 19; Int. 16a

c. Students will demonstrate an understanding of quantifying number and objects

Learning Progression	1	2	3	4	5	6	7	8	9
Target	**Demonstrates understanding of the concepts of zero, one, two, and more** EX: Says, "More apple," to indicate he wants more pieces than given EX: Takes two crackers when prompted, "Take two crackers"	**Makes sets of objects up to 10** EX: Looks at the sand table and says instantly, without counting, "There are three children at the table." EX: Says, "I have four cubes. Two are red and two are blue." EX: Puts three bunnies in the box with the two bears. Counts and says, "Now I have five."	**Makes sets of objects up to 20** EX: Says' "I have eight big buttons. We have the same." EX: Tosses ten puff balls at the hoop. When three lands outside She says, "More went inside." EX: Puts two dominoes together, says, "five dots" and counts on "six, seven, eight. Eight dots all together."	**Identifies which number or group of objects is more, less, and same**	**Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to find the sum of single-digit problems** EX: Says, "I have five cars. Mom gave two more. I now have seven cars." EX: Uses two-sided counters to determine different number combinations to ten	**Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to find the difference to single-digit problems** EX: Uses ladybug counters to solve the problem, "You had eight ladybugs. Two flew away. How many ladybugs are left?"	**Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to find the sum or difference to solve word problems**	**Generalizes this skill utilizing a calculator**	**Maintains generalized skill independently**

Aligned TEKS: K.2, 1.2, 1.5, 2.4, 3.4, 4.3, 4.4
Aligned UL: pk 17, elm. 19, Int. 16a

d. Students will demonstrate an understanding of place value

Learning Progression	1	2	3	4	5
Target	**Use concrete or pictorial models to represent whole numbers in the <u>ones and tens</u> place** **Ex:** using base ten blocks to build their working number Draw pictorial representations of their working number	**Use standard, word, and/or expanded form to represent their working number up to the tens place** **EX:** writing out the number 27 as twenty-seven and/or 20+7	**Use concrete or pictorial models to represent whole numbers to the <u>hundreds</u> place** **Ex:** using base ten blocks to build their working number Draw pictorial representations of their working number	**Use standard, word, and/or expanded form to represent their working number up to the <u>hundreds</u> place** **EX:** writing out the number 127 as one hundred twenty-seven and/or 100+20+7	**Use visual representation to illustrate or compare decimals to the tenths place** **Ex:** 

Aligned TEKS: 1.2, 2.2, 3.2, 4.2,
Aligned UL: elm. 19; Int. 16a

e. Student will demonstrate an understanding of multiplication process

Learning Progression	1	2	3	4	5	6	7	8
Target	**Count sets of objects in a given array**	**Sort a given number of objects into an equal group (arrays)**	**Identify that "x" is the multiplication symbol**	**Demonstrate an understand of the mathematical relationship between addition and multiplication** **EX: 3+3+3 = 9 is the same as 3x3 =9**	**Model one-digit by one-digit multiplication problems using manipulatives** **EX: see lesson 16d UL**	**Solve one-digit by one-digit multiplication problems using manipulatives** **EX: see lesson 16d UL**	**Generalize this skill utilizing a calculator or multiplication chart**	**Maintains generalized skill independently**

Aligned TEKS: 2.6, 3.4, 3.5, 4.3, 5.3, 5.4
Aligned UL: elm. 25; Int. 16d

f. Student will demonstrate an understanding of division process

Learning Progression	1	2	3	4	5	6
Target	**Divide sets of objects into equal groups**	**Acting out division stories using real objects**	**Identify that ÷ is the division symbol**	**Recording the division experience by writing a number sentence and/or utilizing a calculator**	**Generalize this skill utilizing a calculator or multiplication chart**	**Maintains generalized skill independently**

Aligned TEKS: 2.6, 3.4, 3.5, 4.4, 5.3
Aligned UL: elm. 25; Int. 16d

g. Student will demonstrate and model part to whole (fractions)

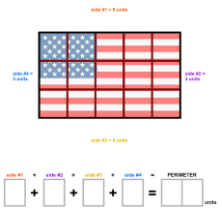
Learning Progression	1	2	3	4	5	6	7
Target	**Make a selection of smaller shapes to group together to build a larger shape** EX: UL PreK L16 and Elem. UL L24	**Partition a shape into two equal parts (halves)** EX: UL PreK L16 and Elem. UL L24	**Partition a shape into three equal parts (thirds)** EX: UL PreK L16 and Elem. UL L24	**Partition a shape into four equal parts (fourths)** EX: UL PreK L16 and Elem. UL L24	**Describe the parts of the fraction halves, thirds and fourths** EX: UL PreK L16 and Elem. UL L24	**Generalize this skill**	**Maintains generalized skill independently**

Aligned TEKS: 1.6, 2.6, 3.6, 4.3, 5.3
Aligned UL: pk16, 25; elm. 24, 26; Int. 20

Mathematics Objective 3: Students will compare and measure

**Learning progression level achieved using the accommodations and modifications stated in the students ARD*

a. Students demonstrate an understanding of proportional relationships through measurement

Learning Progression	1	2	3	4	5	6	7
Target	**Makes simple comparisons between two objects** EX: Pours sand or water from one container to another EX: Indicates which ball is bigger when shown a tennis ball and beach ball	**Compares and orders a small set of objects as appropriate according to size, length, weight** EX: Puts blocks side by side in order of length EX: Lays two short blocks on top of a long block to see if it's the same length	**Uses non-standard units to measure objects and report your measurement** EX: Measures by using paper clips, cubes, string, hands, feet, or other objects and share that your "pen was 6 paperclips long" EX: Measures block tower with linking cubes and says, "I made mine fifteen cubes high!!!"	**Uses standard units to measure objects and report your measurement** EX: Measures a book using a ruler and shares "my book is 6 inches long"	**Determine the perimeter** **EX:** P = the sum of all the sides 	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K.7, 1.7, 2.9, 3.3, 3.6, 3.7, 4.4, 4.5, 4.8, 5.2, 5.5,

Aligned UL: pk 18, 20; elm. 21; Int. 21, 23

b. Students will demonstrate and measure time

Learning Progression	1	2	3	4	5	6	7	8	9	9
Target	**Participates in a daily schedule** (visual, object, or written)	**Sequences daily events** EX: 1. Breakfast 2. Lunch 3. Dinner Get dressed before going to school	**Identifies an analog and digital clock as a tool to tell time**	**Manipulate the hands on a clock to tell time to the hour**	**Manipulate the hands on a clock to tell time to the half-hour**	**Manipulate the hands on a clock to tell time to the quarter-hour**	**Match a digital time to an analog time (or vice versa)**	**Demonstrates an understanding of elapsed time forwards and backwards** EX: your lunch break starts at 12pm, you have 1 hour. What time do you return? Cooking time in the oven	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K.1, K.7, 1.5, 1.7, 2.9, 3.7, 4.8, 5.1
Aligned UL: pk 19; elm. 23, 29; Int. 19, 29

c. Students will use graphs and interpret data

Learning Progression	1	2	3	4	5	6	7
Target	**Gather simple data** EX: have a class vote; conduct a simple survey	**Sort the data** EX: classify the data into categories and count and compare the numbers in each category	**Analyze the data** EX: Display the data on a picture or bar graph	**Use and analyze the graph to answer "wh" questions pertaining to information presented on the graph.** EX: which has more, which has less, are any the same	**Provide student with blank graphing chart, objects or picture cards and they create a graph.**	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K. 8, 1.8, 2.10, 3.8, 4.9, 5.9
Aligned UL: pk 18; elm. 20; Int. 17

d. Students will identify and use Money

Learning Progression	1	2	3	4	5	6	7	8	9	10
Target	**Identify the penny, nickel, dime and quarter**	**Identify value penny, nickel, dime and quarter**	**Identify dollar bills: one, five, ten and twenty**	**Recognize the need for monetary transaction** EX: on CBI's; class stores; classroom token economy; school store	**Count by 1 and 5 using a group the same coins to equal $1.00 or paper currency**	**Count by 10 and 25 using a group the same coins to equal $1.00 or paper currency**	**Exchange a small number of mixed coins for an equivalent value in less coins** EX: 2 dimes and a nickel for a quarter; 4 quarters for a dollar; 5 or 10 pennies for a nickel or dime	**Counting an array of coins and bills** EX: one dollar and 5 pennies; a group of different bills and coins	**Generalizes this skill utilizing a calculator**	**Maintains generalized skill independently**

Aligned TEKS: K.1, K.4, 1.1, 1.4, 2.1, 2.5, 3.1, 4.1, 5.10
Aligned UL: elm. 22; Int. 18

Science Objectives 1: Students will utilize basic classification skills

**Learning progression level achieved using the accommodations and modifications stated in the students ARD*

Learning Progression	1	2	3	4	5	6
Target	**Matches two identical colors** EX: Puts a red puff ball on the red spot EX: Places a yellow bear on a yellow bear	**Sort objects in two or more groups based on in a single characteristic** **EX: color, size, or shape** **Extension: using non-traditional items, sort items by similar attributes (ie: soft, rough, shiny, squishy, etc.)**	**Sort objects by more than one characteristic at the same time** EX: red circles and blue square	**Explain the attributes** Ex: by matter (solid, liquid, and gas); by color, by shape, by size, by living/non-living, by 5 senses, etc. EX: switches sorting rules when asked, and explains the reasons	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K.5, 1.5, 2.5, 3.5, 4.5, 5.5

Aligned UL: pk2, 9; elm. 18; Int. 11

Science Objectives 2: Students will implement scientific inquiry skills

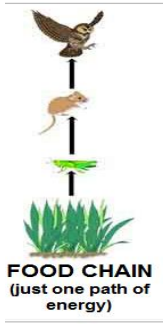
**Learning progression level achieved using the accommodations and modifications stated in the students ARD*

Learning Progression	1	2	3	4	5	6	6	7
Target	**Actively participate in a scientific process by demonstrating safe practices during classroom and outdoor investigations** EX: hot vs. cold & wet vs. dry; understands safe practices of hot vs. cold	**Select appropriate equipment or technology for cooking or an experiment** EX: Selects measuring cup to measure 1 cup of sugar	**Make a supported observation using simple equipment such as hand lenses, primary balances, and nonstandard measurement tools**	**Make predictions (guess/hypothesis) based upon experimental or cooking activities**	**Gather and record observations**	**Interpret and record conclusion**	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K.1 K.2, 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4

Aligned UL: pk 23; elm. 28; Int. 28

Science Objectives 3: Students will demonstrate an understanding of the characteristics and life cycles of living things
**Learning progression level achieved using the accommodations and modifications stated in the students ARD*

Learning Progression	1	2	3	4	5	6	7	8
Target	**Explores and observes the stage of the life cycle of an organism such as a baby, dog, cat, and chicken**	**Match the animals to their habitat** Ex: A shark to the ocean	**Describes a variety of common characteristics of living things using correct terms and vocabulary** EX: A cat has fur. A bird has feathers. A fish has fins.	**Order or records the stage of a life cycle** Extension: use sequential vocabulary to describe stages of the life cycle	**Describes the characteristics of a physical environment** Ex: An ocean has coral	**Describes or illustrates a simple food chain**  FOOD CHAIN (just one path of energy)	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K.9, 1.9, 2.9, 3.9, 4.2, 4.4, 4.9, 4.10, 5.9, 5.10
Aligned UL: see monthly

Science Objectives 4: Students will learn about earth and space

**Learning progression level achieved using the accommodations and modifications stated in the students ARD*

Learning Progression	1	2	3	4	5	6	7	8	9
Target	**Identify characteristics of day and night** EX: you can see the sun and clouds in the day and moon and starts at night *Extension*: sort activities by day, night or both; Moon phases	**Observe & describe weather changes daily**	**Identify the four seasons**	**Use weather and seasonal information to make choices for appropriate clothing & activities** EX: what do you wear when you go swimming?	**Sequence the water cycle and identify that it is a continuous process**	**Identify & describe the earth materials of: Rock, Soil, & Water** EX: sort rocks by color, shape, size, texture EX: explore different types of soil EX: identify oceans, rivers, lakes, and streams EX: identify land vs water on a world map	**Identify and construct a model of the plants in the solar system and communicate observations** EX: identifies the number of planets; name some of the planets; label or place planets in order from the sun	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K.2, K.3, K.8, 1.4, 1.7, 1.8, 2.7, 2.8, 3.8, 3.3, 3.4, 4.8, 5.7, 5.8

Aligned UL: See monthly

Social Studies Objectives 1: Students will demonstrate a knowledge of self and community
**Learning progression level achieved using the accommodations and modifications stated in the students ARD*

a. Students will demonstrate a knowledge of self

Learning Progression	1	2	3	4	5	6	7	8
Target	**Identifies first name (verbally, pointing, gesturing)**	**Identifies last name (verbally, pointing, gesturing)**	**Identifies name of caregiver(s) and gives one attribute** EX: name and hair color	**Shares 2 more simple pieces of personal information** Ex: age or birthday	**Shares more than 2 pieces of personal information** EX: Address, phone number, siblings name *Extension*: shares information about their extended family	**Identifies traditional family & community customs and traditions** Ex: seasonal holidays, cultural events like Houston rodeo, and holidays; Cinco de Mayo, Strawberry Festival	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K.11, K.12; 1.15, 2.16, 3.13, 4.16, 4.19, 5.17, 5.22
Aligned UL: see monthly lessons

b. Students will show a basic understanding of people and how they live

Learning Progression	1	2	3	4	5	6	7	8
Target	**Indicates needs and wants; participates as adult attends to needs** EX: self-awareness;	**Seeks to do things for self** EX: Attempts to clean up manipulatives, communicates own needs	**Demonstrates confidence in meeting own needs** EX: Attends to task for an established	**Determine differences between needs and wants** EX: Identify basic human needs of food, clothing,	**Takes responsibility of service in school and local community** EX: class jobs,	**Demonstrates the purpose of exchanging of good and services in school and community**	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

	Pulls off own external clothes; Reaching for supplies or food;	verbally, pointing, or gesturing	period of time, volunteers to complete a classroom job	and shelter and job home	participates in CBIs	Ex. Going to the class store to give money for items, paying for items during CBIs		

Aligned TEKS: K.7, K.11, K.12; 1.15, 1.7, 1.9, 2.10, 2.16, 3.6, 3.13, 4.13
Aligned UL: pk 29; elm. 29; Int. 29

c. Students will show a basic understanding of peers, leaders and community helpers

Learning Progression	1	2	3	4	5	6	7
Target	**Sustains interest in working with familiar people in their environment** EX: Continues play with another child or adult for an established period, plays near another child playing	**Maintains relationships with familiar people in their environment for an extended period** EX: a school semester or more of friendships	**Identifies four or more familiar people in their school environment by name** EX: - teachers - peers - school - leaders	**Identifies community helpers** EX: names 5 different community helpers, describes their job, and names at least 1 tool	**Identifies community leaders** EX: identifies - - City Mayor (identifies they are in charge of the city) - governor (identifies they are in charge of the state) - President (identifies they are in charge of the US, not of Texas) **doesn't need to know the name of the actual person in office just the role and their job*	**Generalizes this skill across multiple settings**	**Maintains generalized skill independently**

Aligned TEKS: K.11, K.12; 1.15, 2.16, 3.13, 4.15, 4.18, 5.19
Aligned UL: see monthly lessons

d. Students will demonstrate an understanding of simple geographic knowledge and symbols

Learning Progression	1	2	3	4	5	6
Target	**Recognizes people, objects, animals, and places in pictures** EX: Points to a requested object in a photo,	**Locate the key on a map** Ex: points to/ Locates	**Identify the symbols on the map key and find them on the map**	**Locate the compass rose on a map**	**Name the cardinal directions: North, South, East, and West**. Ex. Touch the tree go north. The student will look at the compass rose and touch north of the tree or slide finger north of the tree. *Extension*: Use the compass rose to show relationship between two symbols on the map key	**Identify land and water on a Texas map, world map and globe**

6	7	8	9	10
Locates community, Texas and United States on a map or globe (verbally or pointing) EX: locates Austin as the state capital; Identifies & locates Houston and Galveston and close major cities	**Draw or illustrates a shape and identifies it as a familiar symbol in their environment**	**Identify the Texas and US symbols:** **- Texas Flag** **- US Flag** **- Texas State Bird** **- Texas State Flower** **- US President** *Extension: all state symbols*	**Generalizes this skill across multiple settings**	**Maintains skill independently**

Aligned TEKS: K.4, 1.4, 1.5, 2.5,3.5, 4.6, 4.8, 4.16, 4.18, 4.21, 4.26, 5.6, 5.7, 5.8, 5.17
Aligned UL: see monthly lessons

CCISD Special Programs K-2 Character Values

District Character Values Expectations

Responsibility	Trustworthiness	Respect	Citizenship	Fairness	Caring
• Do what you are supposed to do • Persevere: Keep on trying! • Always do your best • Use Self- control • Be self-disciplined • Think before you act- consider the consequences • Be accountable for your choices	• Be honest • Don't deceive, cheat, or steal • Be reliable- do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal- stand by your family, friends, and country	• Treat others with respect • Follow the Golden rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults, and disagreements	• Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment	• Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly	• Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

E – Excellent
S – Satisfactory
N – Needs Support

CCISD Special Programs K-2 Character Values
(Classroom, Art, Music, and Wellness)

Follows limits and expectations

Learning Progression	Responds to changes in an adult's tone of voice and expression	Accepts redirection from adults	Manages classroom rules, routines, and transitions with occasional reminders	Applies rules in new but similar situations
Target	• Looks when adult speaks in a soothing voice • Appears anxious if voices are loud or unfamiliar • Touches the puddle of water when adult smiles encouragingly	• Moves to the sand table at suggestion of adult when there are too many at the art table • Initially refuses to go inside but complies when the teacher restates the request	• Indicates that only four people may play at the water table. • Cleans up when music is played • Goes to rest area when lights are dimmed	• Walks and uses a quiet voice in the library • Runs and shouts when in a field trip to the park • Listens attentively to a guest speaker

Balances needs and rights of self and others

Learning Progression	Responds appropriately to others' expressions of wants	Takes Turns	Imitates the sharing of materials in the classroom and outdoors	Cooperates and shares ideas and materials in socially acceptable ways
Target	• Gives another child a ball when asked • Makes room on the sofa for a child who wants to look at the book with him	• Waits behind another child at the water fountain • Says," It's your turn now; the timer is up."	• Gives another child the gold marker to use but asks to use it again when the other is done • Invites another child to pull the wagon with her	• Leaves enough space for someone else to work at the table • Pays attention to group discussions, values the ideas of others, and contributes own ideas in a respectful manner.

E – Excellent
S – Satisfactory
N – Needs Support

CCISD Special Education Learning Progressions ESL Correlations

TELPAS Alternate Proficiency Level Descriptors

Grades 2–12 Listening

Awareness	Imitation	Early Independence	Developing Independence	Basic Fluency
ELs at this level have little or no functional ability to understand spoken English even when interacting with concrete symbols that are combined with highly familiar spoken words.	**ELs at this level participate in routine listening activities in English when interacting with concrete symbols that are combined with highly familiar spoken words.**	**ELs at this level participate in listening activities in English when working with spoken short, simple messages.**	**ELs at this level demonstrate understanding of longer spoken messages of multiple sentences during listening activities in English.**	**ELs at this level are able to understand detailed and complex spoken messages in English.**
These students may: • require full second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine • know too little English to understand or react to routine directions and simple conversations even when the topics are familiar and the speaker uses linguistic supports • alert to or show reaction to spoken English, but do not demonstrate understanding	**These students may:** • require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine • understand simple familiar spoken words when paired with concrete symbols • follow single-word directions when paired with concrete symbols	**These students may:** • require moderate second language acquisition (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine • understand simple familiar spoken words, but not how they fit into a larger language context • follow single-word directions	**These students may:** • require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine • understand short simple conversations as well as short simple discussions on familiar topics • follow single-step directions consisting of a few words • often identify and distinguish key words and phrases necessary to understand the general meaning during social and academic interactions	**These students may:** • require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine across settings • understand longer and more elaborated directions, conversations, and discussions on familiar and unfamiliar topics, but sometimes need processing time • follow multi-step directions • understand most main points, most important details, and some implicit information during social and academic interactions

*** CCISD Special Programs Learning Progressions report card will reflect your child's level (if applicable) : A, I, EI, DI, BF**

TELPAS Alternate Proficiency Level Descriptors

Grades 2–12 Speaking

Awareness	Imitation	Early Independence	Developing Independence	Basic Fluency
ELs at this level have little or no functional use of spoken English or augmentative and alternative communication even when interacting with highly familiar words.	**ELs at this level approximate speaking or augmentative and alternative communication activities in English when interacting with highly familiar words.**	**ELs at this level participate in speaking or augmentative and alternative communication activities when working with familiar words.**	**ELs at this level produce short, simple messages in English or with augmentative and alternative communication.**	**ELs at this level produce detailed spoken messages in English or with augmentative and alternative communication.**
These students may: • require full second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine • know too little English to communicate simple ideas even when topics are highly familiar • alert to or show reaction to stimuli, but do not demonstrate ability to clearly communicate thoughts • not initiate spoken communication in English	**These students may:** • require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine • imitate or attempt to imitate use of spoken English words after modeling • rarely initiate spoken communication in English independently	**These students may:** • require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine • communicate with a very limited vocabulary of high-frequency, high-need, concrete one- or two-word responses • not understand how words fit into a larger language context • hesitate to speak in English and often give up in their attempts to communicate	**These students may:** • require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine • combine spoken words to create simple original messages • pause to find words to restate or clarify meaning	**These students may:** • require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine across settings • be able to express detailed ideas through spoken words in social and academic English • occasionally pause to search for words and phrases to clarify meaning

*** CCISD Special Programs Learning Progressions report card will reflect your child's level (if applicable): A, I, EI, DI, BF**

Unique Learning Correlating Lessons to CCISD Learning Progressions

Progression: Reading	Pre-K Lesson	Elem. Lessons	Int. Lessons
1a. Students will identify and name letters	8, 15	11	10
1b. Students will demonstrate letter-sound knowledge	8, 15	11	8, 9, 10
2a. Students will identify smaller units of sound	7	8	10
2b. Students will identify alliteration	8	11	10
2c. Students will identify rhyme	6	8, 9, 10	See monthly lessons
3a. Students will use, interact, and appreciate books	1, 3, 5, 11	1, 3, 14, 15, 16	1, 3,
3b. Students will use print concepts to demonstrate emergent reading skills	1, 3, 11	1, 3, 14, 15, 16	1, 3, 5, 6
3c. Students will comprehend a text read aloud	1, 3	1, 2, 3, 4, 14, 15, 16	1, 3, 5, 6
4. Students will demonstrate an understanding of new vocabulary words using a variety of strategies	2, 4, 9,	12, 18	11
5. Students will read and comprehend environmental print in schools and community	See monthly lessons	See monthly lessons	See monthly lessons
6. Students will demonstrate an understanding of the elements of independently read leveled text	1, 3	15	2, 4
Progression: Writing	**Pre-K Lesson**	**Elem. Lessons**	**Int. Lessons**
1a. Students will write their own name	15, 21	17	8, 9, 10
1b. Students will use phonetic patterns to create/write new words	5, 15	6, 7, 8, 9, 30	14, 15, 30
2a. Students will write a simple sentence	5, 15	6, 7, 8, 9, 13, 30	14, 15, 30
2b. Students will create a brief composition	5, 15	6, 7, 8, 9, 30	14, 15, 30

Progression: Mathematics	Pre-K Lesson	Elem. Lessons	Int. Lessons
1. Students recognizes, describes & names attributes of shapes	16	24	23
2a. Students will demonstrate basic counting skills	17	19	16a
2b. Students will connect numerals with their quantities	17	19, 20	16a
2c. Students will demonstrate an understanding of quantifying numbers and objects	17	19, 20	16a
2d. Students will demonstrate an understanding of place value	n/a	19a, 19b	16a
2e. Student will demonstrate an understanding of multiplication process	n/a	25	16d
2f. Student will demonstrate an understanding of division process	n/a	25	16d
2g. Student will demonstrate and model part to whole (fractions)	16, 25	24, 26	n/a
3a. Students will demonstrate an understanding of proportional relationships through measurement	18, 20	21	23
3b. Students will demonstrate and measure time	19	23, 29	19, 29
3c. Students will use graphs and interpret data	18	20	17
3d. Students will identify and use money	n/a	22	18

Progression: Science	Pre-K Lesson	Elem. Lessons	Int. Lessons
1. Students will utilize basic classification skills	2, 9	18	11
2. Students will implement scientific inquiry skills	23	28	28
3. Students will demonstrate an understanding of the characteristics and life cycles of living things	See monthly lessons	See monthly lessons	See monthly lessons
4. Students will learn about earth and space	n/a	n/a	n/a

Progression: Social Studies	Pre-K Lesson	Elem. Lessons	Int. Lessons
1a. Students will demonstrate a knowledge of self	See monthly lessons	See monthly lessons	See monthly lessons
1b. Students will show a basic understanding of familiar people and how they live	29	29	29
1c. Students will show a basic understanding of peers, leaders and community helpers	See monthly lessons	See monthly lessons	See monthly lessons
1d. Students will demonstrate an understanding of simple geographic knowledge and symbols	See monthly lessons	See monthly lessons	See monthly lessons

**** News 2 U and its extension activities are related to the social studies Learning Progressions & math LP 3b, 3c***

Appendix B: n2y Training PowerPoint for Secondary Teachers

UNIQUE LEARNING (ULS) 101

PRESENTED BY BRENDA CLIFT AND LEAH BOSSI

THE PROGRAM

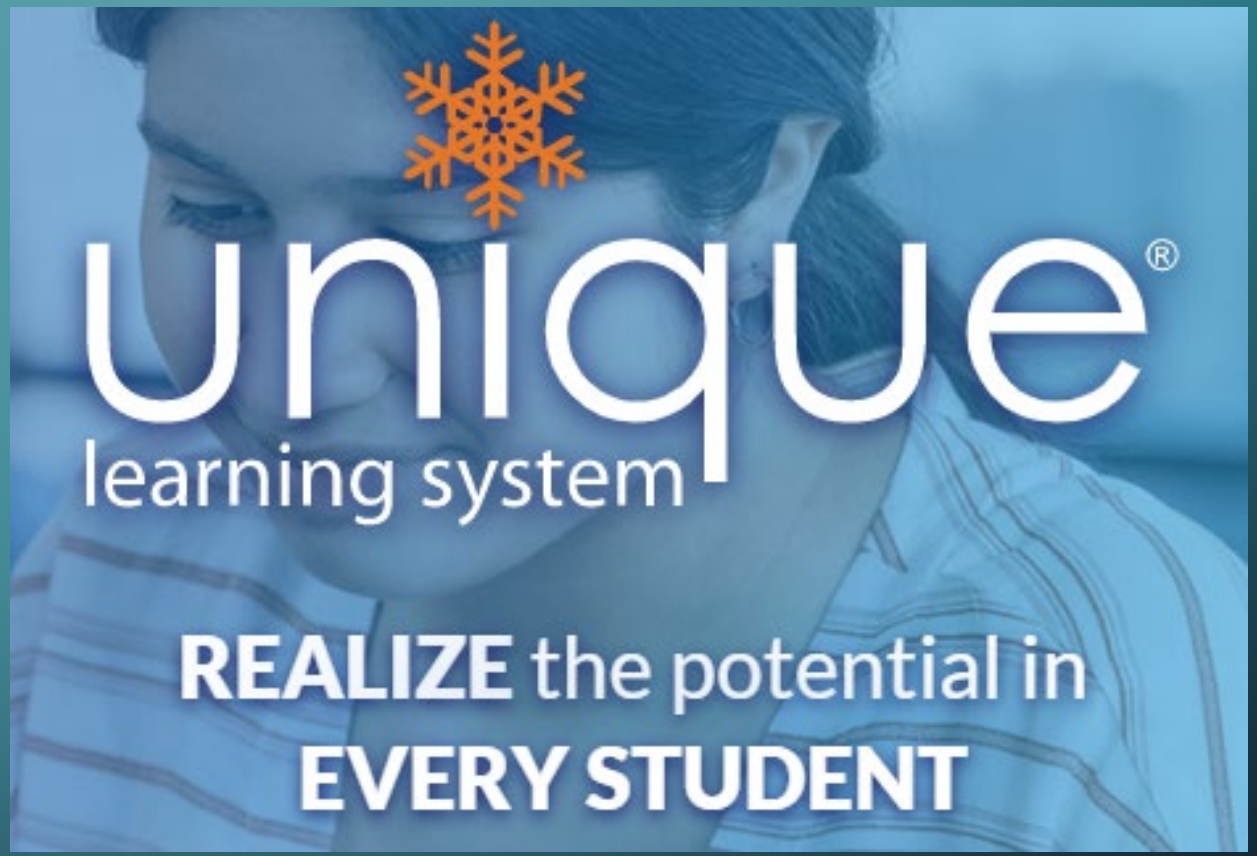
n2y.com

An online standards-based set of interactive tools specifically designed for students with special needs to access the general curriculum

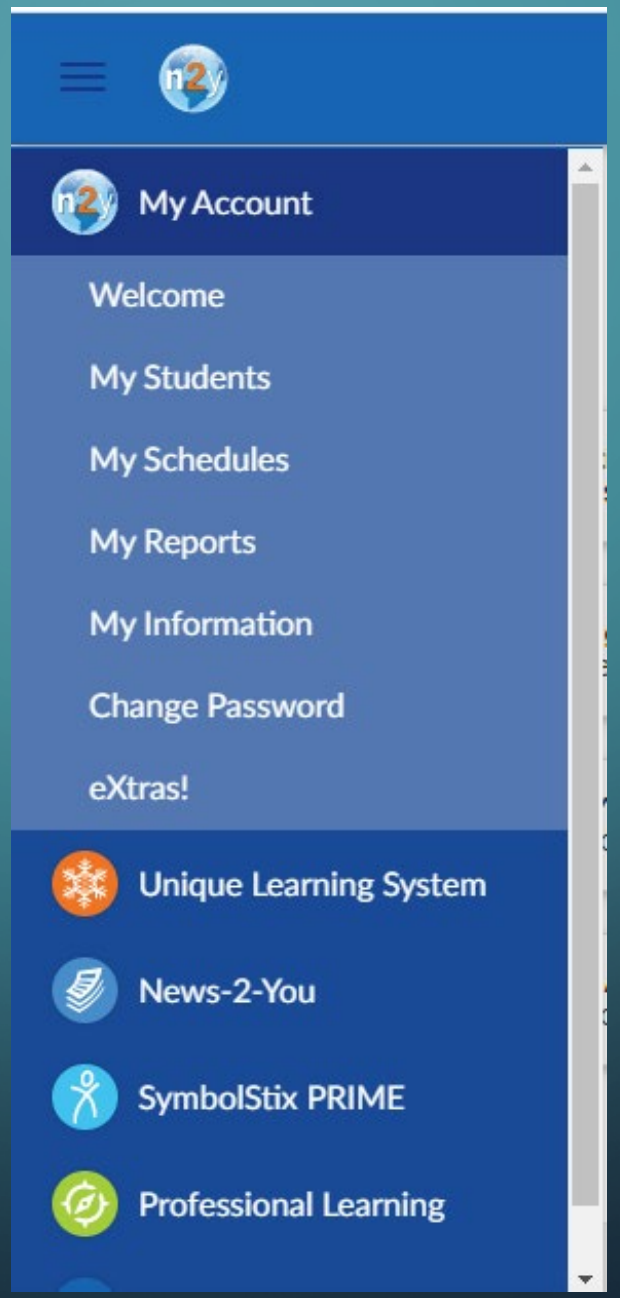
Create a consistent, engaging learning environment

For students in preschool through transition

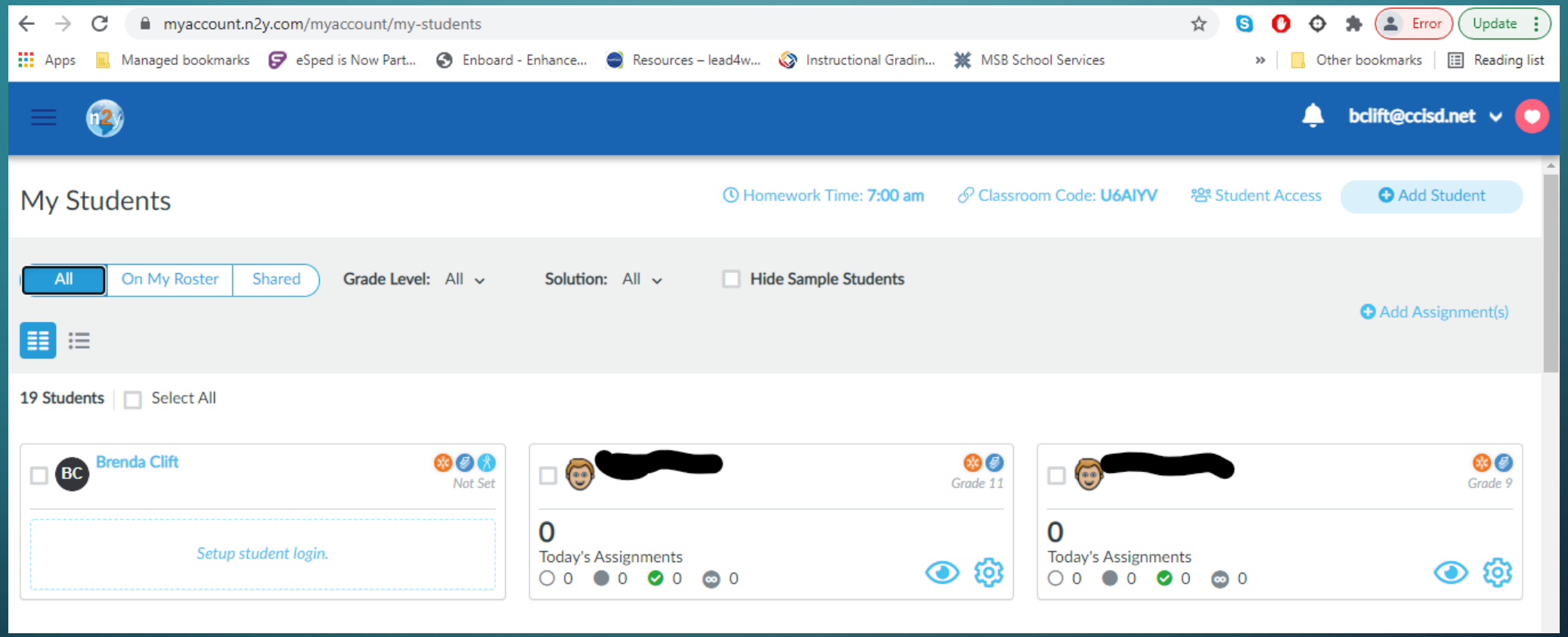
Use standard lesson plans or individualize content



HOME PAGE

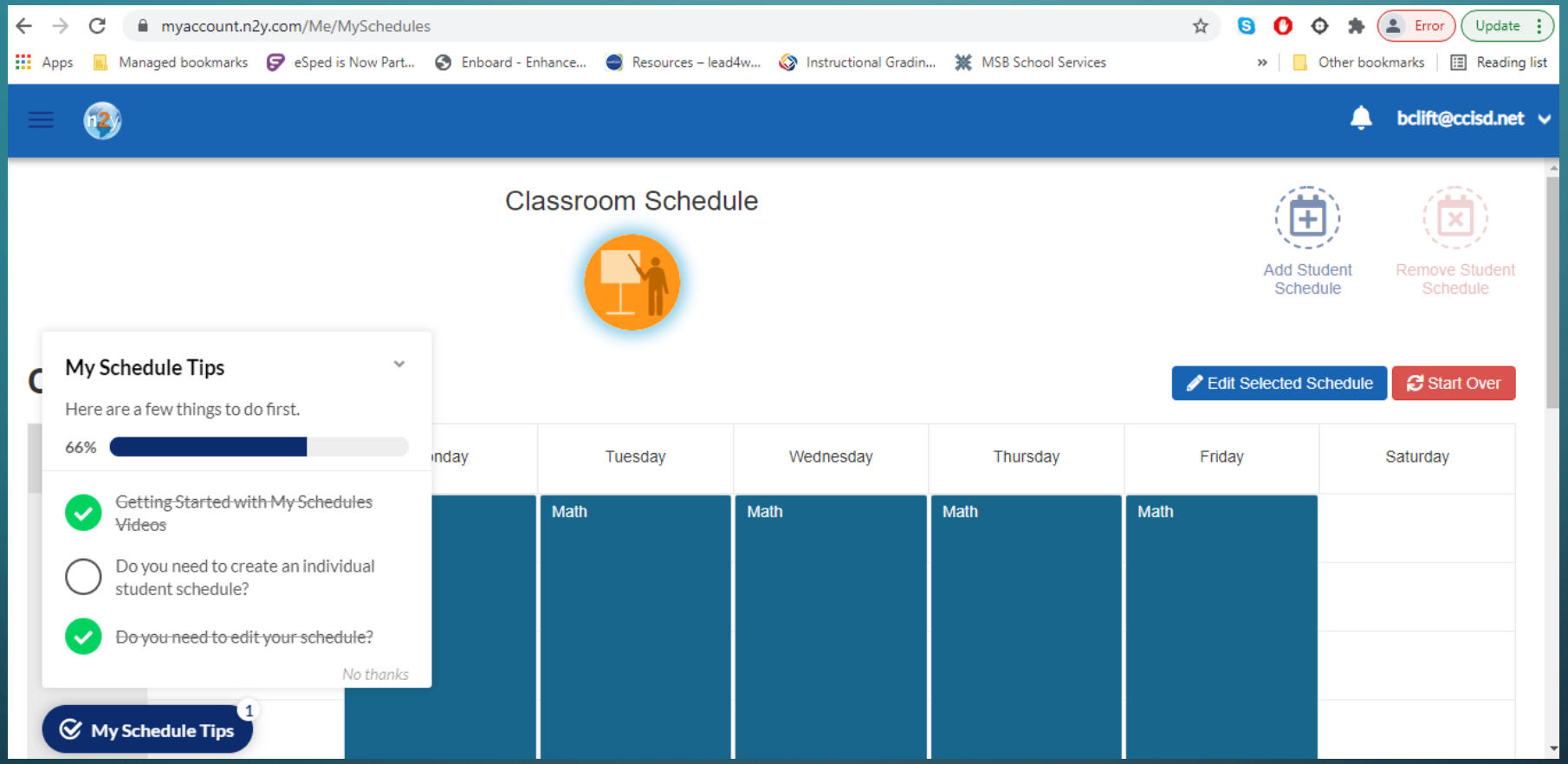

My Account
Welcome
My Students
My Schedules
My Reports
My Information
Change Password
eXtras!
Unique Learning System
News-2-You
SymbolStix PRIME
Professional Learning

MY STUDENTS



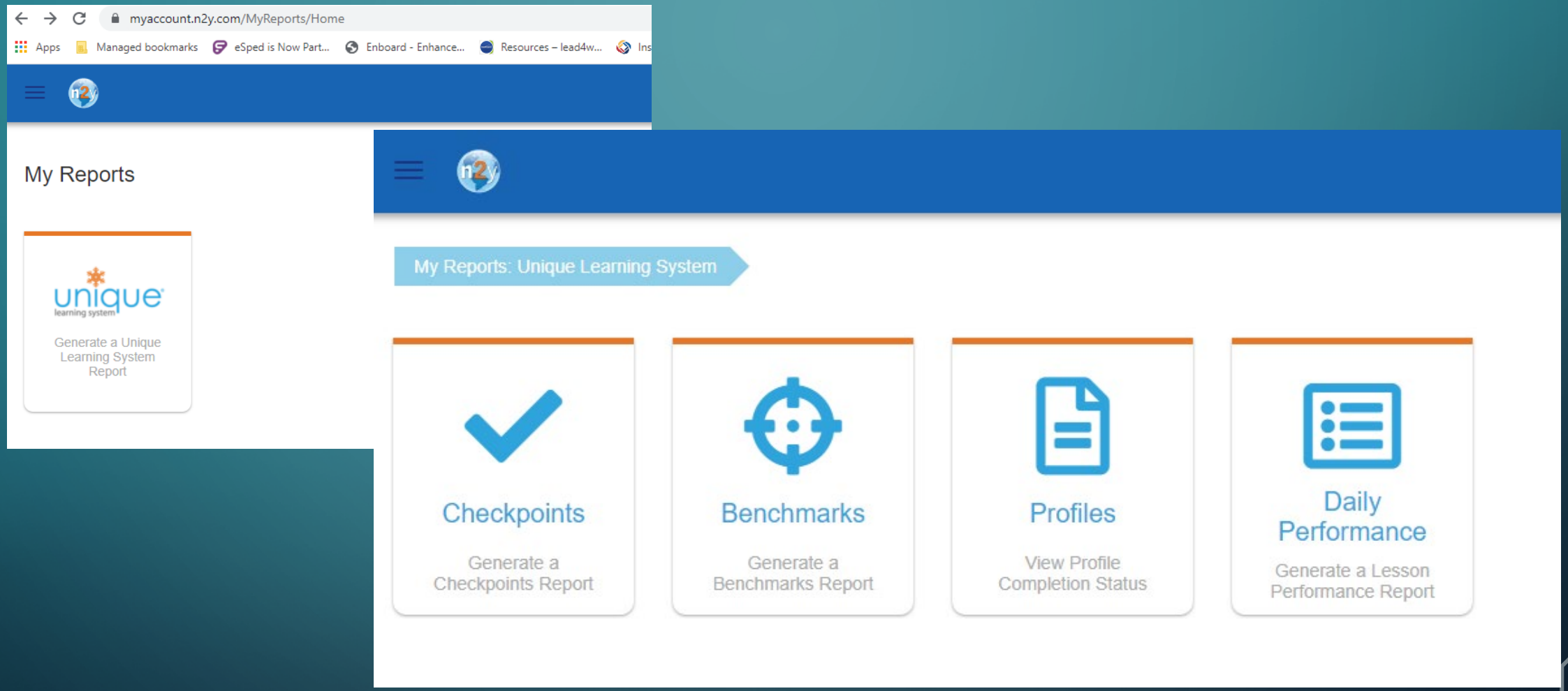
Here is where you add new students and set up student profiles. Students may be shared at a campus. If you have trouble adding a student they may be on another teacher's roster.

CLASSROOM SCHEDULE



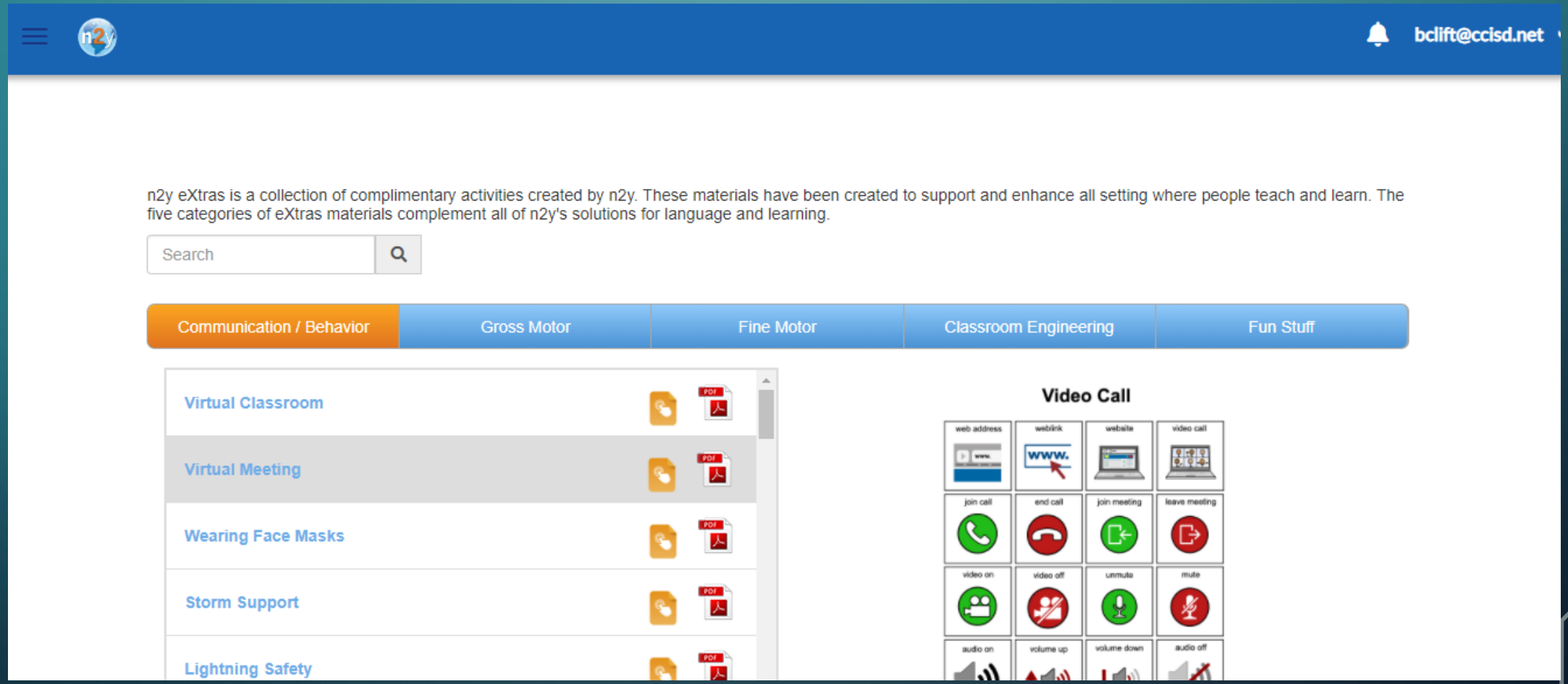
There are supports for setting up your schedule.

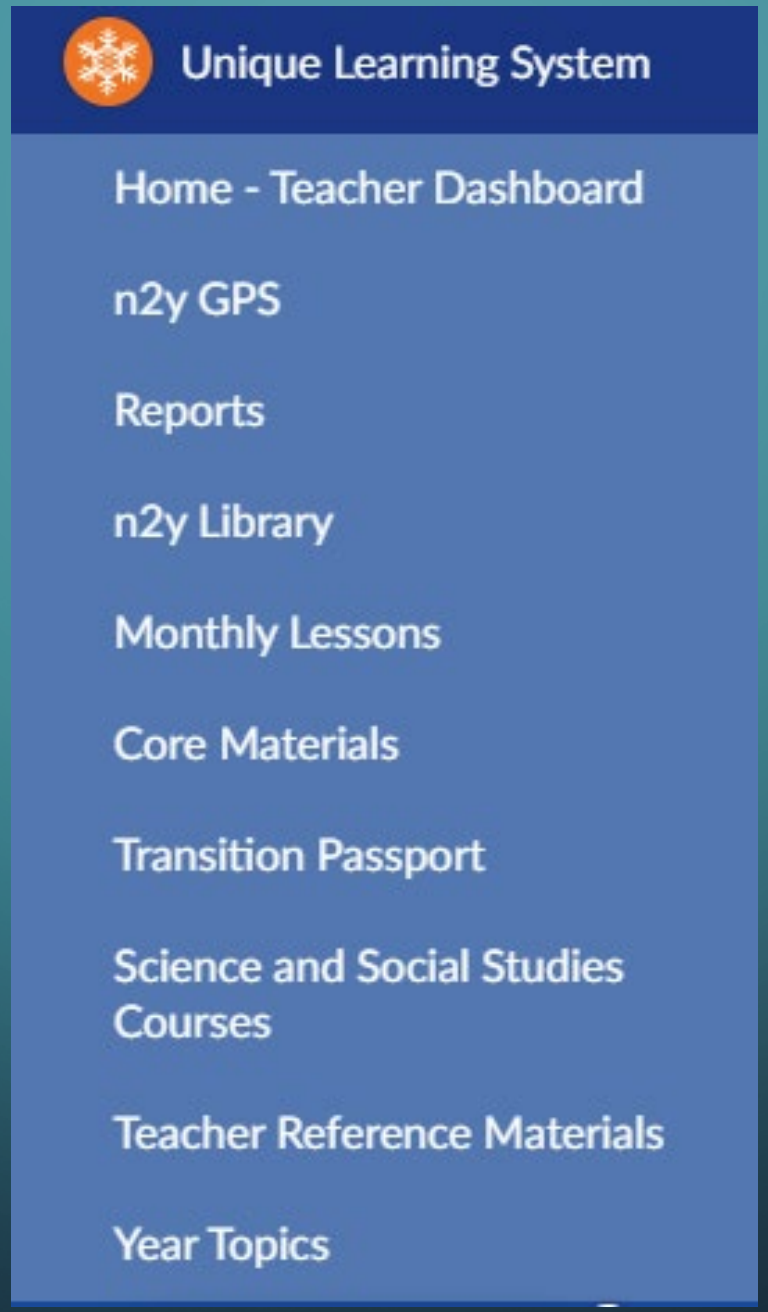
MY REPORTS

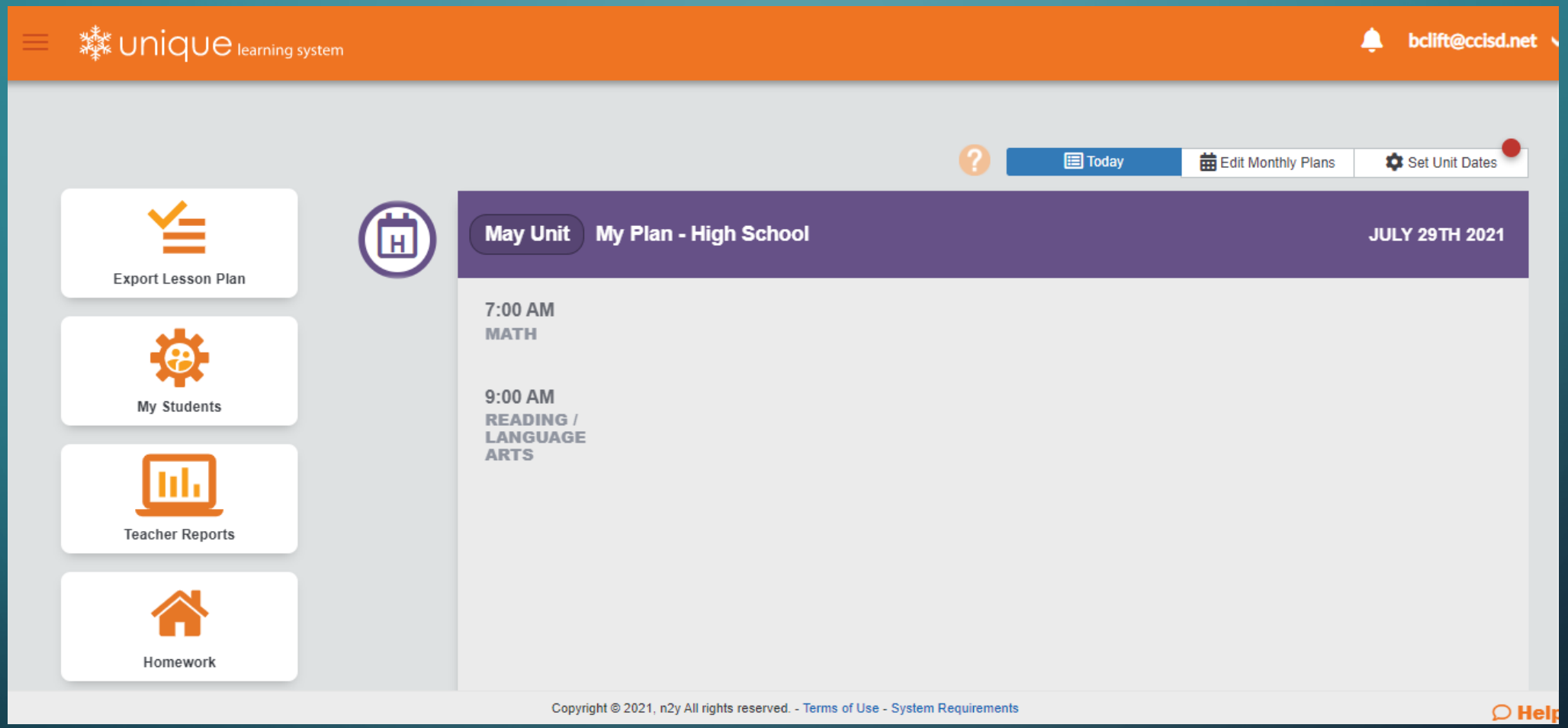


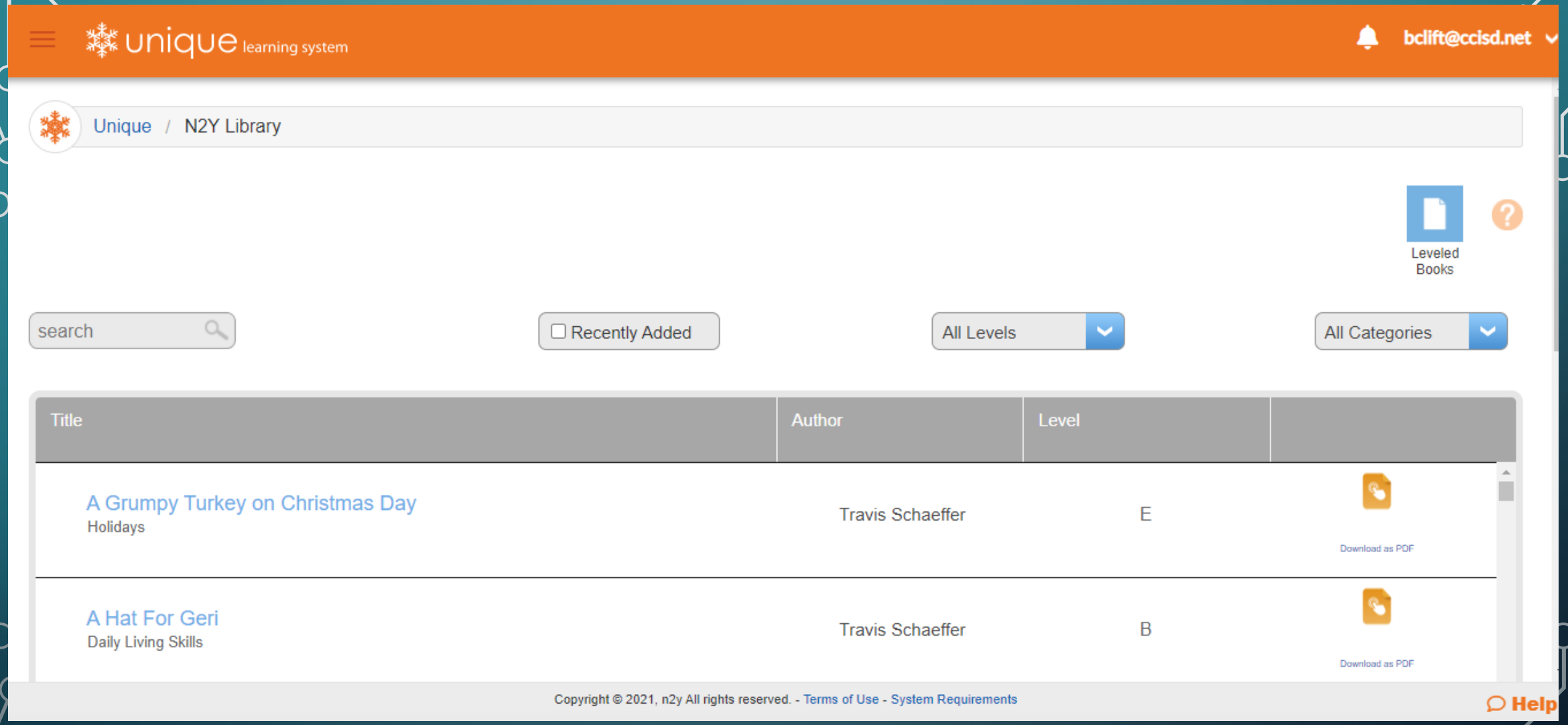
Continue through the tree for the information

EXTRAS


bclift@ccisd.net
n2y eXtras is a collection of complimentary activities created by n2y. These materials have been created to support and enhance all setting where people teach and learn. The five categories of eXtras materials complement all of n2y's solutions for language and learning.
Search
Communication / Behavior
Gross Motor
Fine Motor
Classroom Engineering
Fun Stuff
Virtual Classroom
Virtual Meeting
Wearing Face Masks
Storm Support
Lightning Safety
Video Call
web address
weblink
website
video call
join call
end call
join meeting
leave meeting
video on
video off
unmute
mute
audio on
volume up
volume down
audio off


Unique Learning System
Home - Teacher Dashboard
n2y GPS
Reports
n2y Library
Monthly Lessons
Core Materials
Transition Passport
Science and Social Studies Courses
Teacher Reference Materials
Year Topics

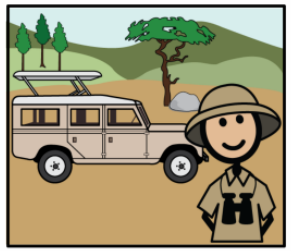

unique learning system
bclift@ccisd.net
Today
Edit Monthly Plans
Set Unit Dates
Export Lesson Plan
My Students
Teacher Reports
Homework
May Unit
My Plan - High School
JULY 29TH 2021
7:00 AM
MATH
9:00 AM
READING / LANGUAGE ARTS
Copyright © 2021, n2y All rights reserved. - Terms of Use - System Requirements
Help



The library is searchable by topic and by reading level

African Safari

Level A



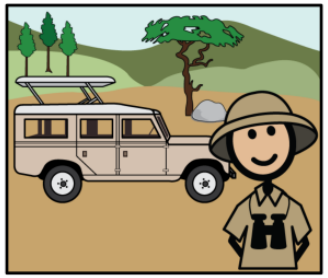
by Mary Molique

Illustrated by April Black

© Copyright 2015 n2y, LLC
All Rights Reserved

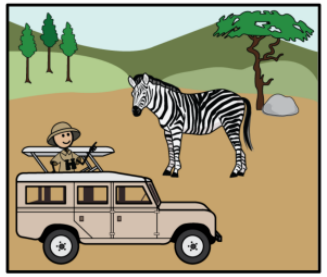
Bind This End

1



It is a safari.

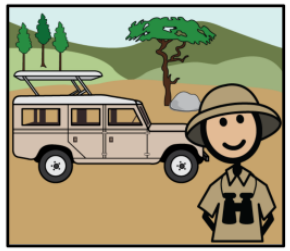
2



I see a zebra.

African Safari

Level C



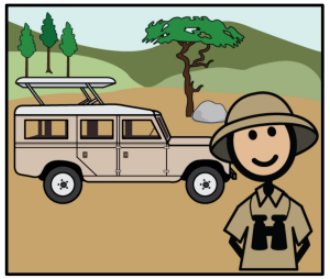
by Mary Molique

Illustrated by April Black

© Copyright 2015 n2y, LLC
All Rights Reserved

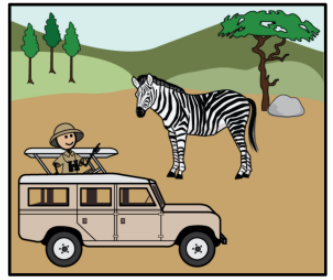
Bind This End

1

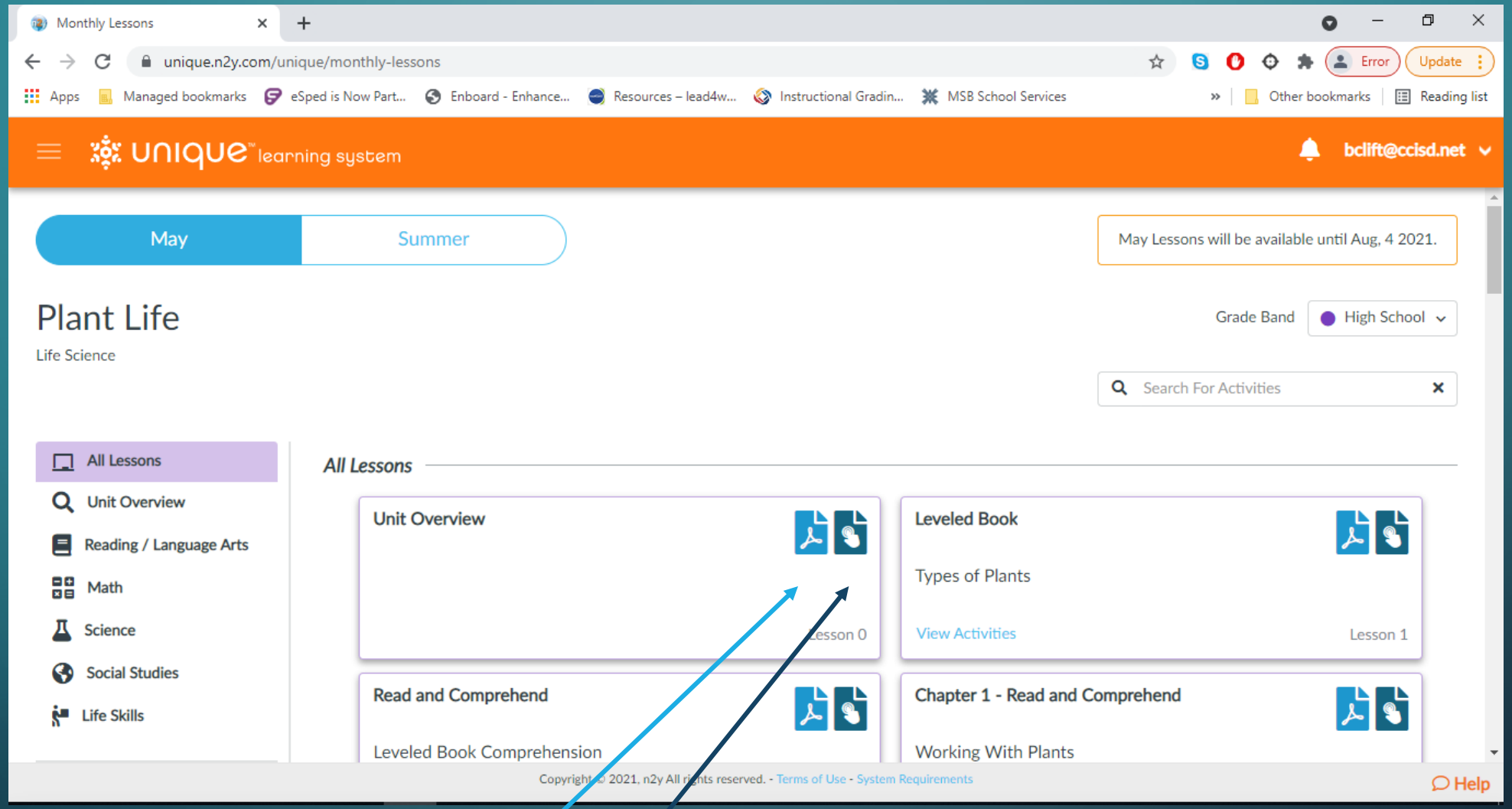


Let's go on a safari.
We will see many animals.

2



I see a zebra.
The zebra has stripes.



Lessons can be accessed in pdf or online interactive format

Lessons are done on a three-year cycle though there is more flexibility available for individual scheduling – we will see this on the "Science and Social Studies Courses" page.

Months alternate science and social studies topics.

Unique Learning System - Core

unique.n2y.com/Unique/CoreMaterials

Apps | Managed bookmarks | eSped is Now Part... | Enboard - Enhance... | Resources – lead4w... | Other bookmarks | Reading list

Error | Update

unique learning system

bclift@ccisd.net

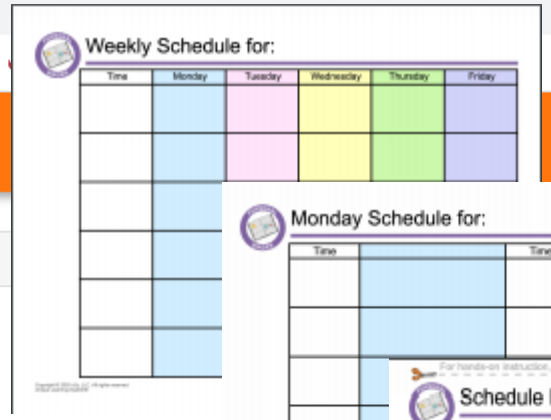
Unique Home / Core Materials

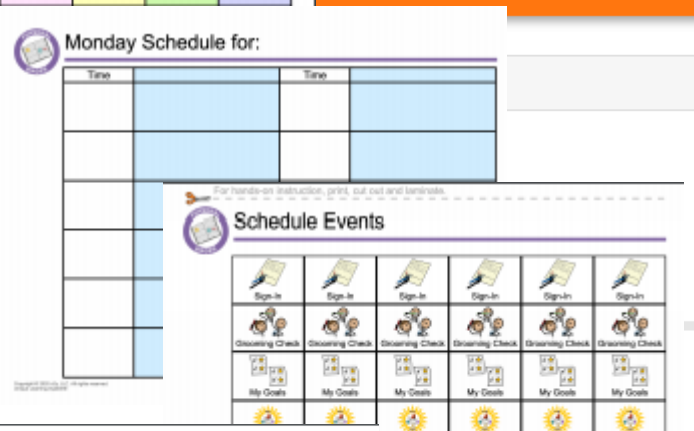
Search:

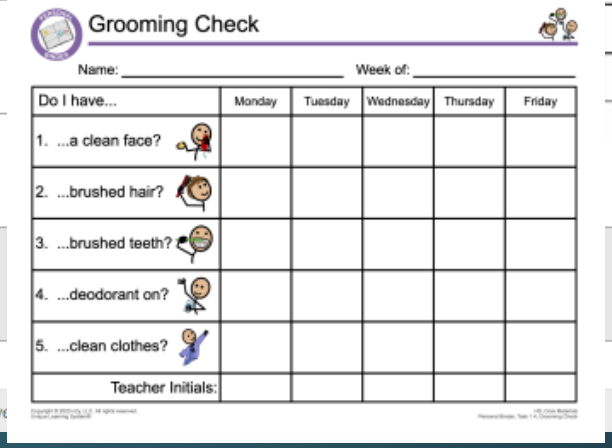
Task Lesson Plans	Core Lesson Plans
Task Prep	Preparing Core Materials
Task 1.0 Personal Binder	Instructions
Task 1.1 Personal Binder	Daily Schedules
Task 1.2	Monthly Calendars

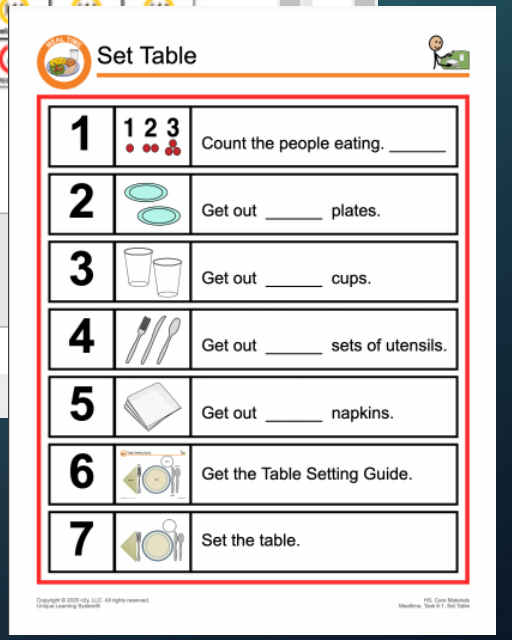
Copyright © 2021, n2y All rights reserve

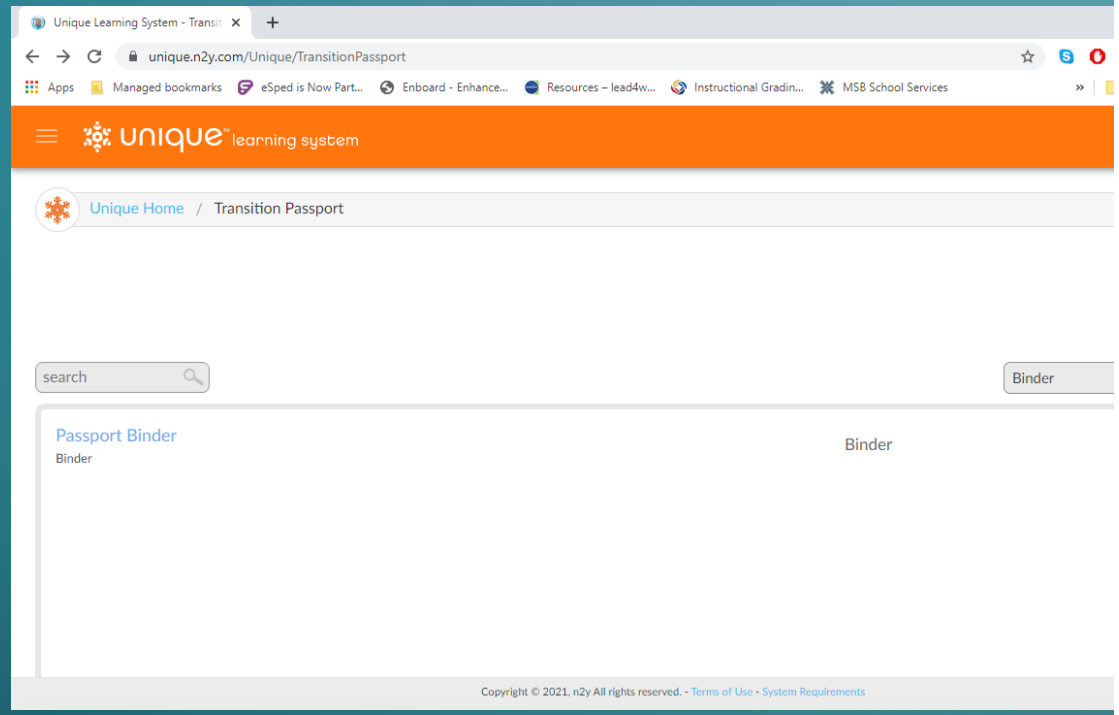
https://unique.n2y.com/DocumentUsage/DownloadPDF?documentType=4&targe











Transition Passport Instructions

How to create and use the Transition Passport Binder

Transition Passport Structure

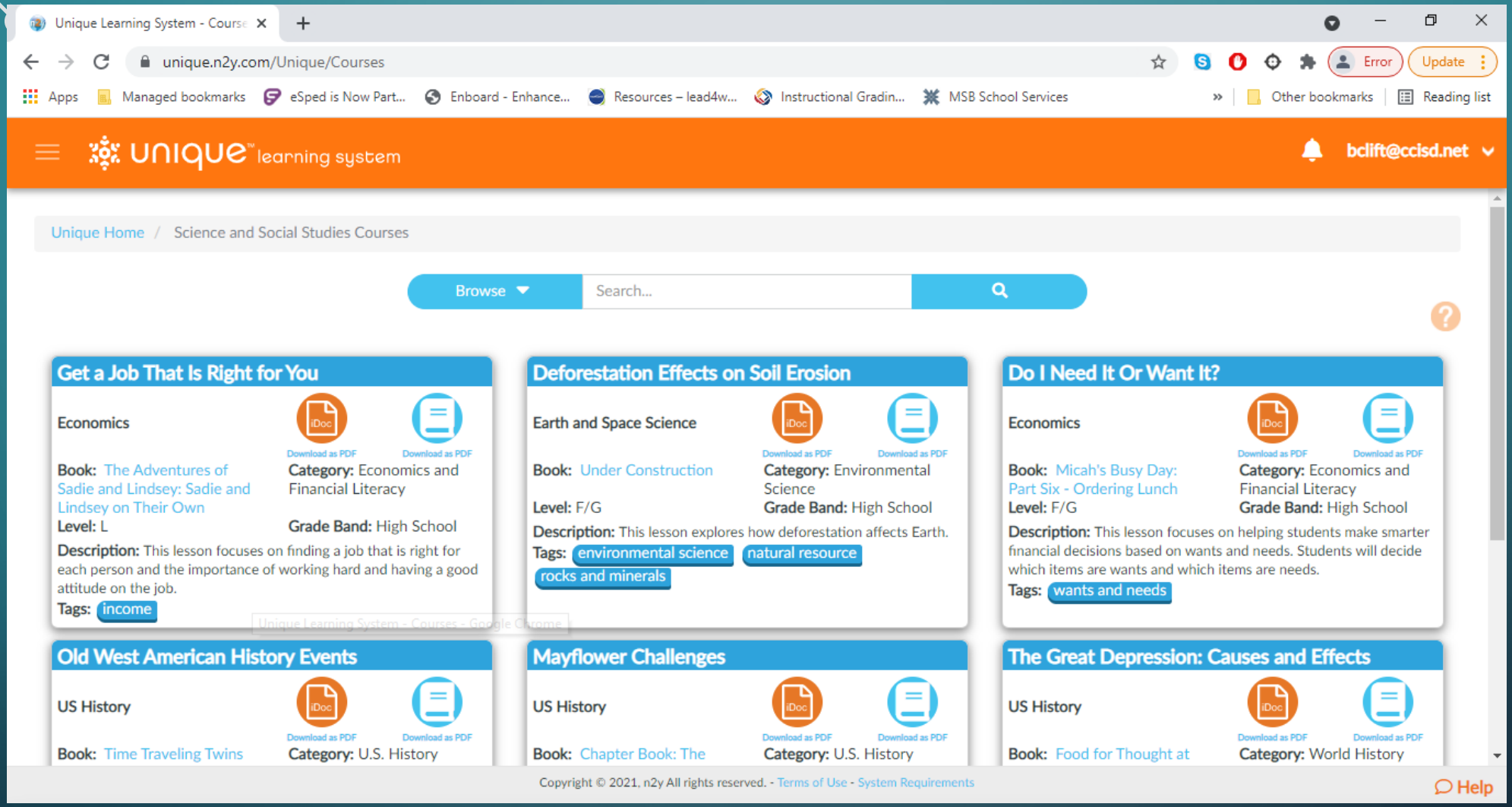
1) **Vocational**
   - Résumé
   - Classroom Vocational Activities
   - Volunteering
   - Job Interest Surveys
   - Community Job Training
   - Job Tours
   - Interviewing
   - Evaluation Tools
   - Adaptive Tools

2) **Daily Living**
   - Using the Phone
   - Clothing
   - At Home
   - Safety
   - Health
   - At Work
   - Evaluation Tools

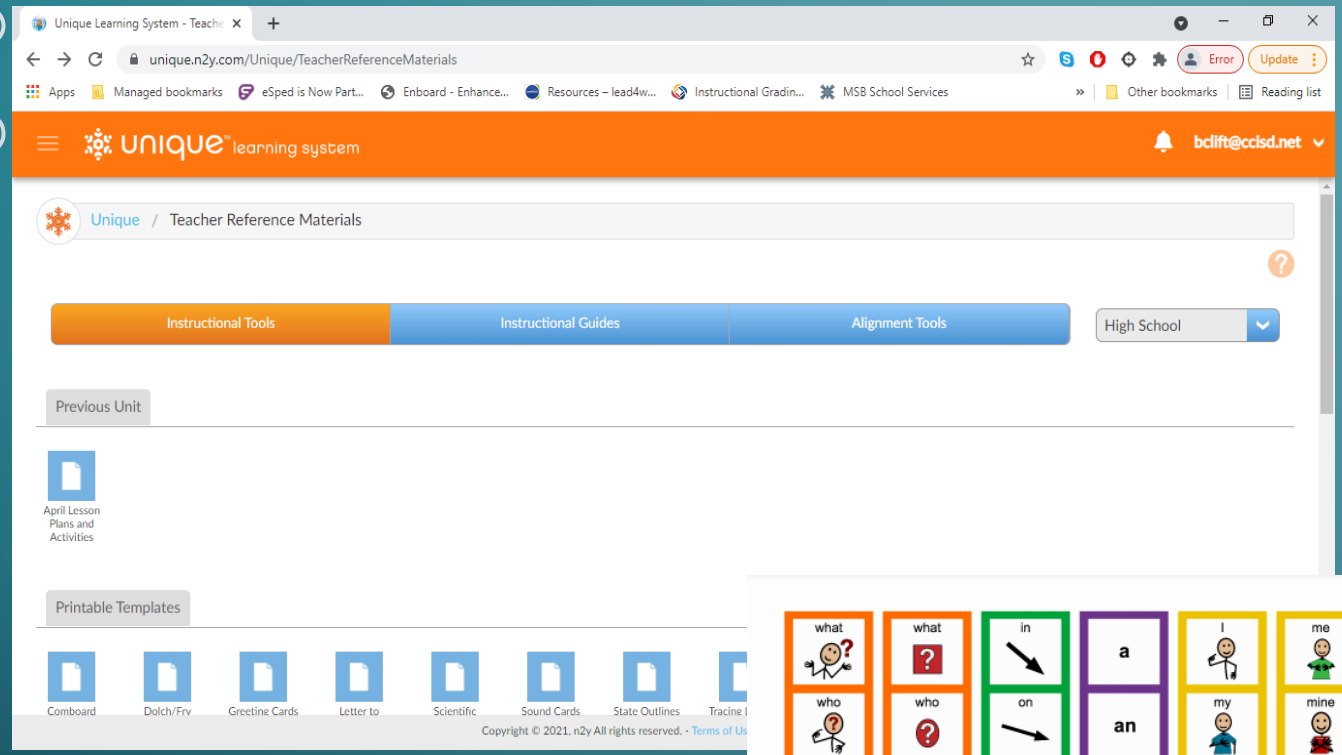
3) **Personal Life**
   - Relationships
   - Personal Care
   - Everyday Communication
   - Feelings and Emotions
   - Rights and Responsibilities
   - Making Decisions
   - Evaluation Tools

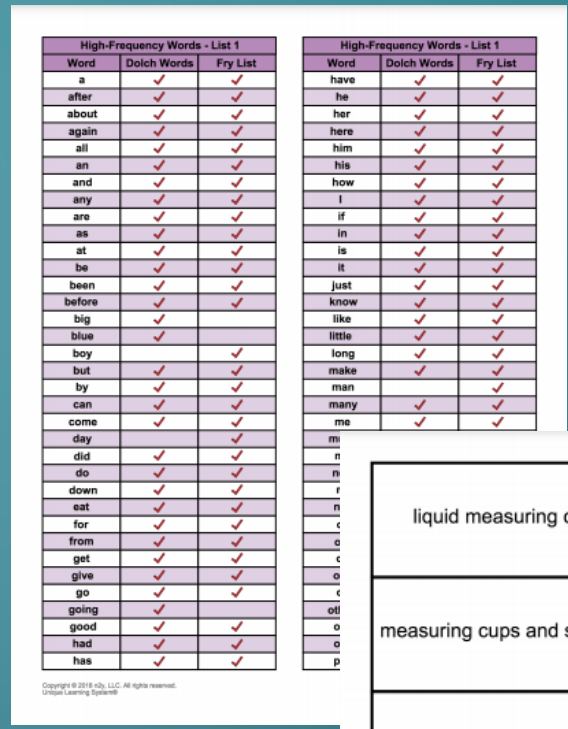
4) **Community**
   - Shopping
   - Eating Out
   - Recreation and Leisure
   - Evaluation Tools

© 2017 n2y
Unique Learning System®



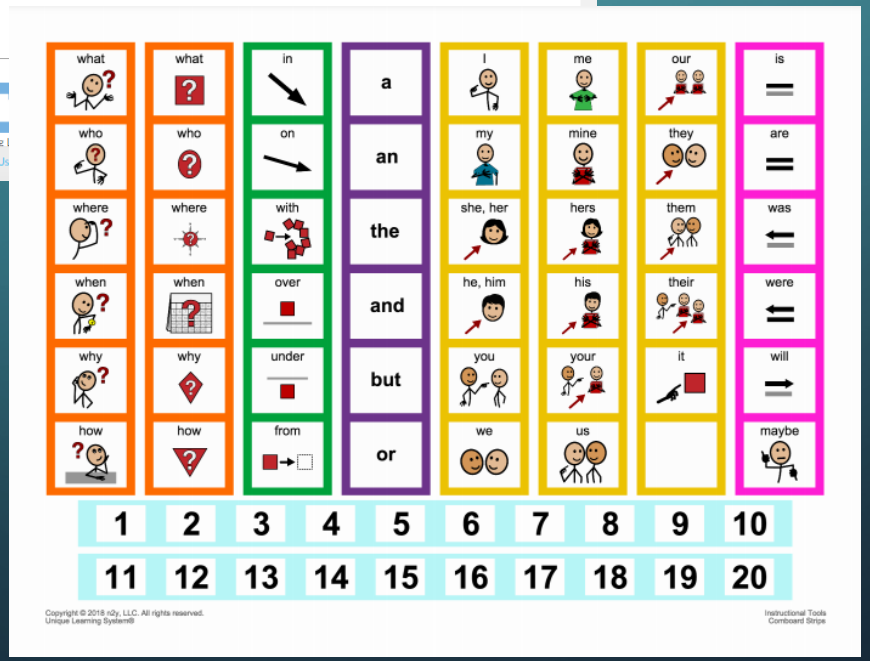
This is a new feature for Unique. You will note that some of the lessons are under construction and not currently available but this searchable index gives you more flexibility in creating your own Year At A Glance.

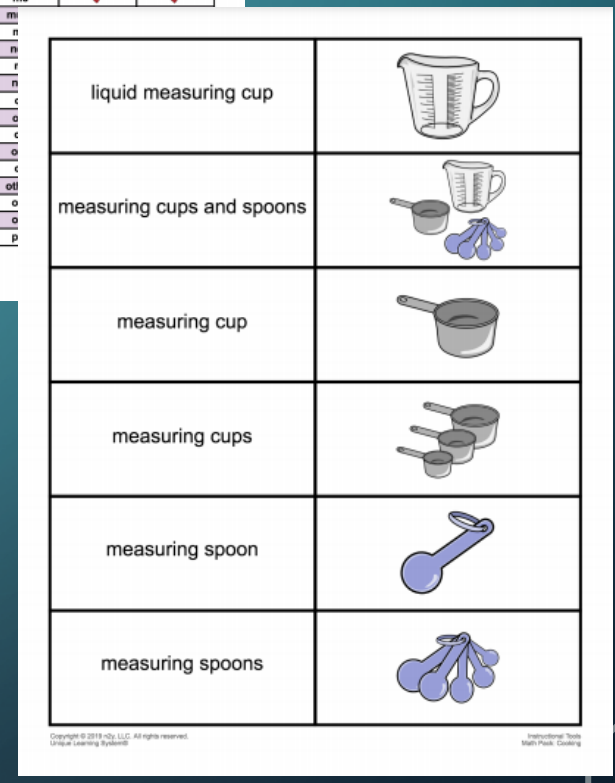


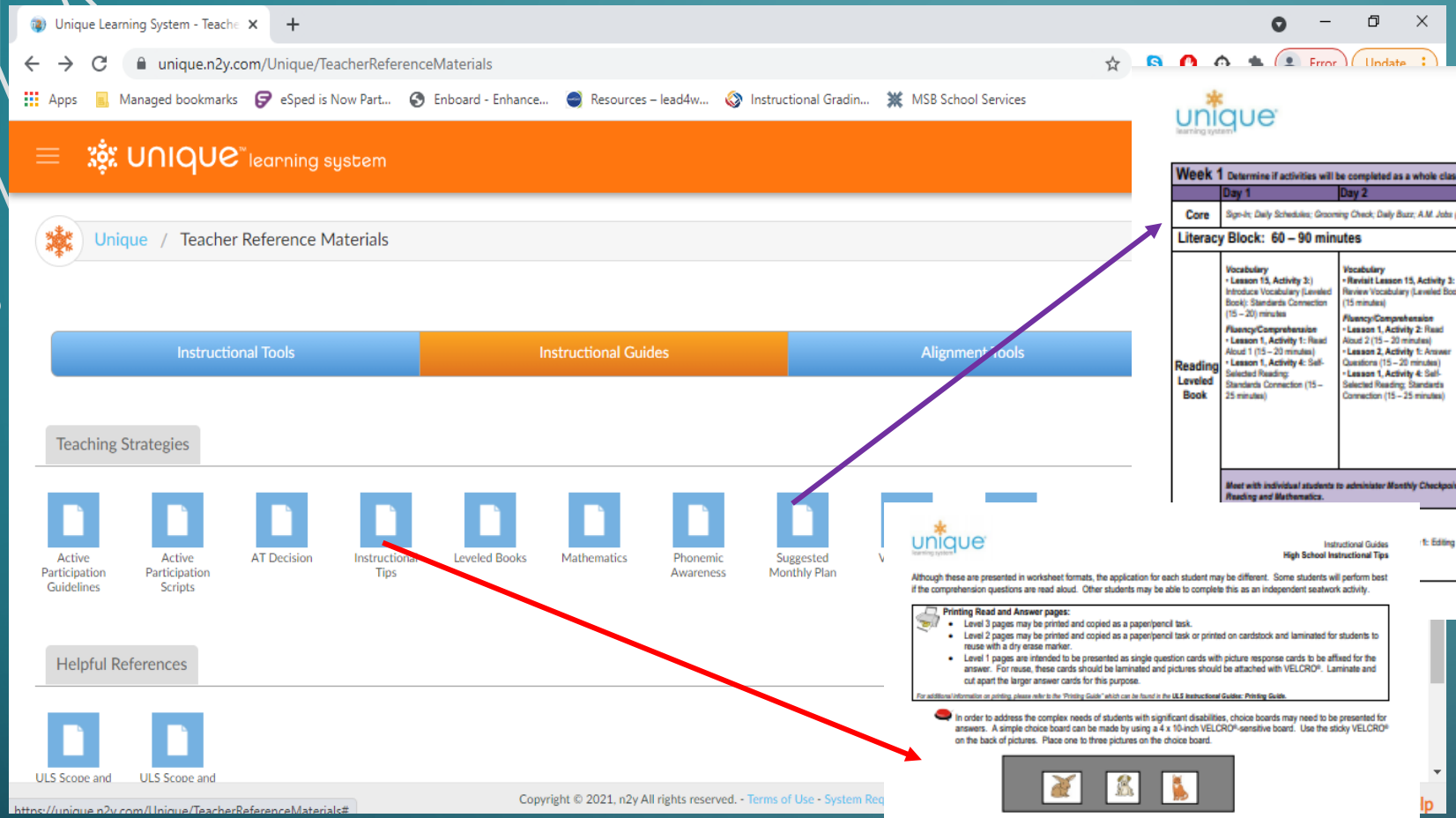


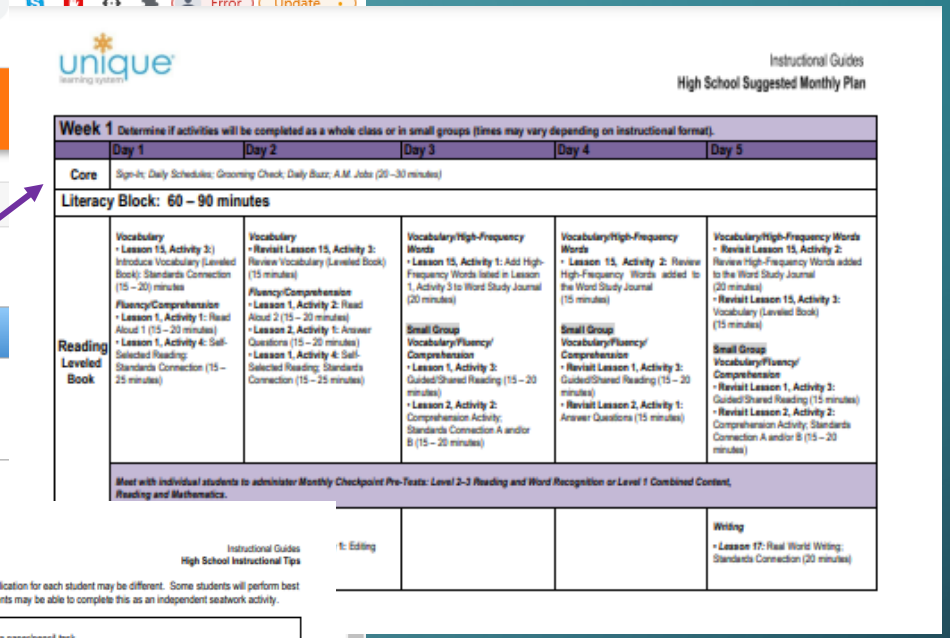
High-Frequency Words - List 1		
Word	Dolch Words	Fry List
a	✓	✓
after	✓	✓
about	✓	✓
again	✓	✓
all	✓	✓
an	✓	✓
and	✓	✓
any	✓	✓
are	✓	✓
as	✓	✓
at	✓	✓
be	✓	✓
been	✓	✓
before	✓	✓
big	✓	
blue	✓	
boy		✓
but	✓	✓
by	✓	✓
can	✓	✓
come	✓	✓
day		✓
did	✓	✓
do	✓	✓
down	✓	✓
eat	✓	✓
for	✓	✓
from	✓	✓
get	✓	✓
give	✓	✓
go	✓	✓
going	✓	
good	✓	✓
had	✓	✓
has	✓	✓

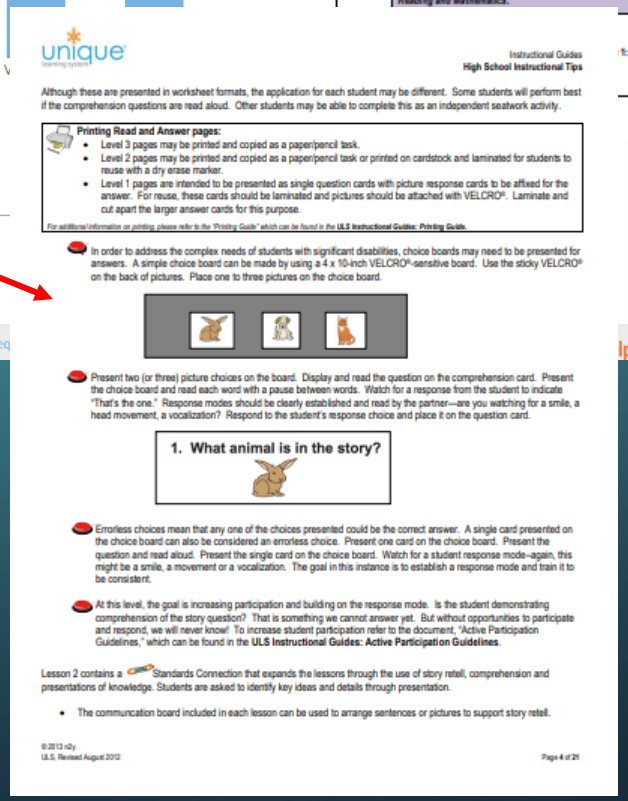
High-Frequency Words - List 1		
Word	Dolch Words	Fry List
have	✓	✓
he	✓	✓
her	✓	✓
here	✓	✓
him	✓	✓
his	✓	✓
how	✓	✓
I	✓	✓
if	✓	✓
in	✓	✓
is	✓	✓
it	✓	✓
just	✓	✓
know	✓	✓
like	✓	✓
little	✓	✓
long	✓	✓
make	✓	✓
man		✓
many	✓	✓
me	✓	✓






Unique Learning System - Teache
unique.n2y.com/Unique/TeacherReferenceMaterials
Apps
Managed bookmarks
eSped is Now Part...
Enboard - Enhance...
Resources – lead4w...
Instructional Gradin...
MSB School Services
unique learning system
Unique / Teacher Reference Materials
Instructional Tools
Instructional Guides
Alignment Tools
Teaching Strategies
Active Participation Guidelines
Active Participation Scripts
AT Decision
Instructional Tips
Leveled Books
Mathematics
Phonemic Awareness
Suggested Monthly Plan
Helpful References
ULS Scope and
ULS Scope and
Copyright © 2021, n2y All rights reserved. - Terms of Use - System Req


unique
Instructional Guides
High School Suggested Monthly Plan
Week 1 Determine if activities will be completed as a whole class or in small groups (times may vary depending on instructional format).
Day 1
Day 2
Day 3
Day 4
Day 5
Core
Sign-In; Daily Schedules; Grooming Check; Daily Buzz; A.M. Jobs (20 –30 minutes)
Literacy Block: 60 – 90 minutes
Reading Leveled Book
Vocabulary
• Lesson 15, Activity 3: Introduce Vocabulary (Leveled Book); Standards Connection (15 – 20) minutes
Fluency/Comprehension
• Lesson 1, Activity 1: Read Aloud 1 (15 – 20 minutes)
• Lesson 1, Activity 4: Self-Selected Reading; Standards Connection (15 – 25 minutes)
Vocabulary
• Revisit Lesson 15, Activity 3: Review Vocabulary (Leveled Book) (15 minutes)
Fluency/Comprehension
• Lesson 1, Activity 2: Read Aloud 2 (15 – 20 minutes)
• Lesson 2, Activity 1: Answer Questions (15 – 20 minutes)
• Lesson 1, Activity 4: Self-Selected Reading; Standards Connection (15 – 25 minutes)
Vocabulary/High-Frequency Words
• Lesson 15, Activity 1: Add High-Frequency Words listed in Lesson 1, Activity 3 to Word Study Journal (20 minutes)
Small Group
Vocabulary/Fluency/Comprehension
• Lesson 1, Activity 3: Guided/Shared Reading (15 – 20 minutes)
• Lesson 2, Activity 2: Comprehension Activity; Standards Connection A and/or B (15 – 20 minutes)
Vocabulary/High-Frequency Words
• Lesson 15, Activity 2: Review High-Frequency Words added to the Word Study Journal (15 minutes)
Small Group
Vocabulary/Fluency/Comprehension
• Revisit Lesson 1, Activity 3: Guided/Shared Reading (15 – 20 minutes)
• Revisit Lesson 2, Activity 1: Answer Questions (15 minutes)
Vocabulary/High-Frequency Words
• Revisit Lesson 15, Activity 2: Review High-Frequency Words added to the Word Study Journal (20 minutes)
• Revisit Lesson 15, Activity 3: Vocabulary (Leveled Book) (15 minutes)
Small Group
Vocabulary/Fluency/Comprehension
• Revisit Lesson 1, Activity 3: Guided/Shared Reading (15 minutes)
• Revisit Lesson 2, Activity 2: Comprehension Activity; Standards Connection A and/or B (15 – 20 minutes)
Meet with individual students to administer Monthly Checkpoint Pre-Tests: Level 2–3 Reading and Word Recognition or Level 1 Combined Content, Reading and Mathematics.
Writing
• Lesson 17: Real World Writing; Standards Connection (20 minutes)


unique
Instructional Guides
High School Instructional Tips
Although these are presented in worksheet formats, the application for each student may be different. Some students will perform best if the comprehension questions are read aloud. Other students may be able to complete this as an independent seatwork activity.
Printing Read and Answer pages:
• Level 3 pages may be printed and copied as a paper/pencil task.
• Level 2 pages may be printed and copied as a paper/pencil task or printed on cardstock and laminated for students to reuse with a dry erase marker.
• Level 1 pages are intended to be presented as single question cards with picture response cards to be affixed for the answer. For reuse, these cards should be laminated and pictures should be attached with VELCRO®. Laminate and cut apart the larger answer cards for this purpose.
For additional information on printing, please refer to the "Printing Guide" which can be found in the ULS Instructional Guides: Printing Guide.
In order to address the complex needs of students with significant disabilities, choice boards may need to be presented for answers. A simple choice board can be made by using a 4 x 10-inch VELCRO®-sensitive board. Use the sticky VELCRO® on the back of pictures. Place one to three pictures on the choice board.
Present two (or three) picture choices on the board. Display and read the question on the comprehension card. Present the choice board and read each word with a pause between words. Watch for a response from the student to indicate "That's the one." Response modes should be clearly established and read by the partner—are you watching for a smile, a head movement, a vocalization? Respond to the student's response choice and place it on the question card.
1. What animal is in the story?
Errorless choices mean that any one of the choices presented could be the correct answer. A single card presented on the choice board can also be considered an errorless choice. Present one card on the choice board. Present the question and read aloud. Present the single card on the choice board. Watch for a student response mode–again, this might be a smile, a movement or a vocalization. The goal in this instance is to establish a response mode and train it to be consistent.
At this level, the goal is increasing participation and building on the response mode. Is the student demonstrating comprehension of the story question? That is something we cannot answer yet. But without opportunities to participate and respond, we will never know! To increase student participation refer to the document, "Active Participation Guidelines," which can be found in the ULS Instructional Guides: Active Participation Guidelines.
Lesson 2 contains a Standards Connection that expands the lessons through the use of story retell, comprehension and presentations of knowledge. Students are asked to identify key ideas and details through presentation.
• The communcation board included in each lesson can be used to arrange sentences or pictures to support story retell.
©2013 n2y
ULS, Revised August 2012
Page 4 of 21

Unique Learning System - Teache

unique.n2y.com/Unique/TeacherReferenceMaterials

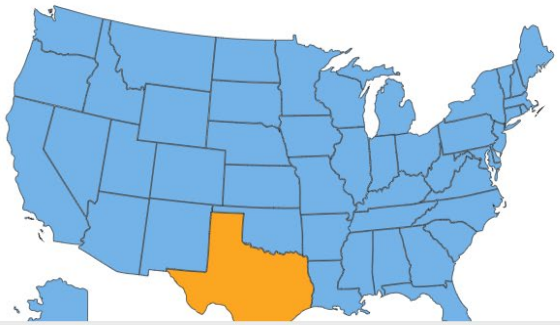
Apps | Managed bookmarks | eSped is Now Part... | Enboard - Enhance... | Resources – lead4w... | Instructional Gradin... | MSB School Services | Other bookmarks | Reading list

unique learning system

bclift@ccisd.net

Unique / Teacher Reference Materials

Instructional Tools | Instructional Guides | Alignment Tools



Copyright © 2021, n2y All rights reserved. - Terms of Use - System Requirements

Scroll down for state specific information

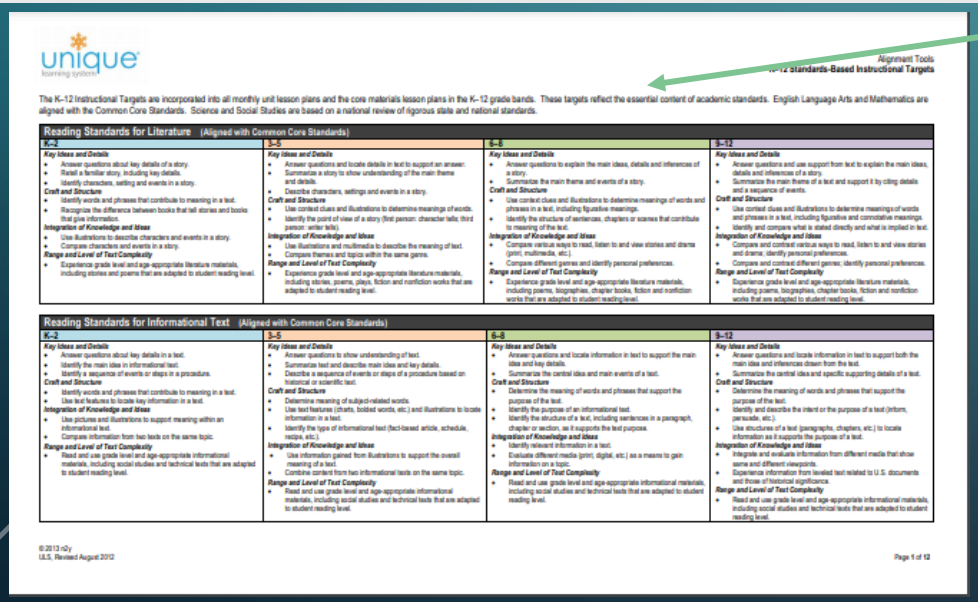
Alignment Documents for Texas

Alignment Documents

- Transition Alignment Document
- Texas ELA Content Standards Alignment
- Texas Preschool Alignment
- Texas Science Content Standards Alignment
- Texas Math Content Standards Alignment
- Texas Social Studies Content Standards Alignment

Instructional Targets

- Preschool Instructional Targets
- K-12 Instructional Targets
- Transition Instructional Targets



unique learning system

Alignment Tools

The K–12 Instructional Targets are incorporated into all monthly unit lesson plans and the core materials lesson plans in the K–12 grade bands. These targets reflect the essential content of academic standards. English Language Arts and Mathematics are aligned with the Common Core Standards. Science and Social Studies are based on a national review of rigorous state and national standards.

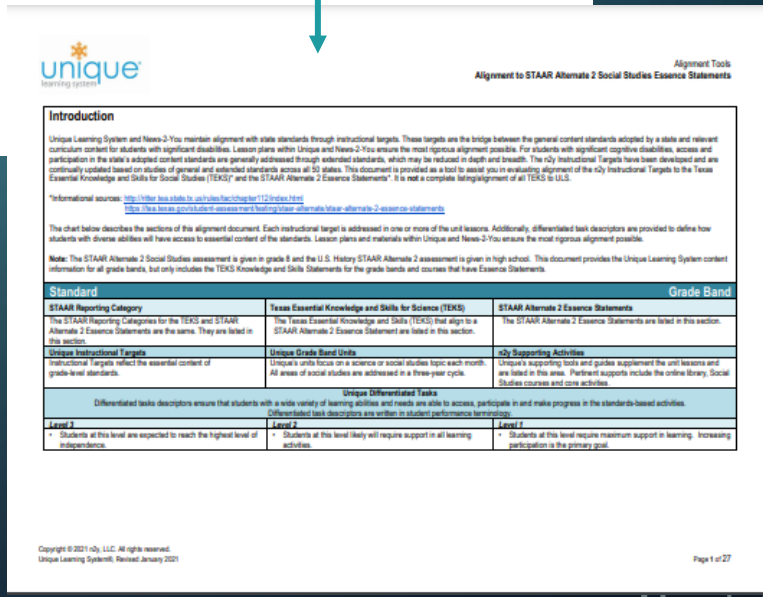
Reading Standards for Literature (Aligned with Common Core Standards)

K–2	3–5	6–8	9–12
Key Ideas and Details • Answer questions about key details of a story. • Retell a familiar story, including key details. • Identify characters, setting and events in a story. **Craft and Structure** • Identify words and phrases that contribute to meaning in a text. • Recognize the difference between books that tell stories and books that give information. **Integration of Knowledge and Ideas** • Use illustrations to describe characters and events in a story. • Compare characters and events in a story. **Range and Level of Text Complexity** • Experience grade level and age-appropriate literature materials, including stories and poems that are adapted to student reading level.	**Key Ideas and Details** • Answer questions and locate details in text to support an answer. • Summarize a story to show understanding of the main theme and details. • Describe characters, settings and events in a story. **Craft and Structure** • Use context clues and illustrations to determine meanings of words. • Identify the point of view of a story (first person: character tells; third person: writer tells). **Integration of Knowledge and Ideas** • Use illustrations and multimedia to describe the meaning of text. • Compare themes and topics within the same genre. **Range and Level of Text Complexity** • Experience grade level and age-appropriate literature materials, including stories, poems, plays, fiction and nonfiction works that are adapted to student reading level.	**Key Ideas and Details** • Answer questions to explain the main ideas, details and inferences of a story. • Summarize the main theme and events of a story. **Craft and Structure** • Use context clues and illustrations to determine meanings of words and phrases in a text, including figurative meanings. • Identify the structure of sentences, chapters or scenes that contribute to meaning of the text. **Integration of Knowledge and Ideas** • Compare various ways to read, listen to and view stories and drama (print, multimedia, etc.) • Compare different genres and identify personal preferences. **Range and Level of Text Complexity** • Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.	**Key Ideas and Details** • Answer questions and use support from text to explain the main ideas, details and inferences of a story. • Summarize the main theme of a text and support it by citing details and a sequence of events. **Craft and Structure** • Use context clues and illustrations to determine meanings of words and phrases in a text, including figurative and connotative meanings. • Identify and compare what is stated directly and what is implied in text. **Integration of Knowledge and Ideas** • Compare and contrast various ways to read, listen to and view stories and drama; identify personal preferences. • Compare and contrast different genres; identify personal preferences. **Range and Level of Text Complexity** • Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.

Reading Standards for Informational Text (Aligned with Common Core Standards)

K–2	3–5	6–8	9–12
Key Ideas and Details • Answer questions about key details in a text. • Identify the main idea in informational text. • Identify a sequence of events or steps in a procedure. **Craft and Structure** • Identify words and phrases that contribute to meaning in a text. • Use text features to locate key information in a text. **Integration of Knowledge and Ideas** • Use pictures and illustrations to support meaning within an informational text. • Compare information from two texts on the same topic. **Range and Level of Text Complexity** • Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.	**Key Ideas and Details** • Answer questions to show understanding of text. • Summarize text and describe main idea and key details. • Describe a sequence of events or steps of a procedure based on historical or scientific text. **Craft and Structure** • Determine meaning of subject-related words. • Use text features (charts, bolded words, etc.) and illustrations to locate information in a text. • Identify the type of informational text (fact-based article, schedule, recipe, etc.). **Integration of Knowledge and Ideas** • Use information gained from illustrations to support the overall meaning of a text. • Combine content from two informational texts on the same topic. **Range and Level of Text Complexity** • Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.	**Key Ideas and Details** • Answer questions and locate information in text to support the main idea and key details. • Summarize the central idea and main events of a text. **Craft and Structure** • Determine the meaning of words and phrases that support the purpose of the text. • Identify the purpose of an informational text. • Identify the structure of a text, including sentences in a paragraph, chapter or section, as it supports the text purpose. **Integration of Knowledge and Ideas** • Identify relevant information in a text. • Evaluate different media (print, digital, etc.) as a means to gain information on a topic. **Range and Level of Text Complexity** • Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.	**Key Ideas and Details** • Answer questions and locate information in text to support both the main idea and inferences drawn from the text. • Summarize the central idea and specific supporting details of a text. **Craft and Structure** • Determine the meaning of words and phrases that support the purpose of the text. • Identify and describe the intent or the purpose of a text (inform, persuade, etc.). • Use structures of a text (paragraphs, chapters, etc.) to locate information as it supports the purpose of a text. **Integration of Knowledge and Ideas** • Integrate and evaluate information from different media that show same and different viewpoints. • Experience information from leveled text related to U.S. documents and those of historical significance. **Range and Level of Text Complexity** • Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.

©2013 n2y
ULS, Revised August 2012



unique learning system

Alignment Tools

Alignment to STAAR Alternate 2 Social Studies Essence Statements

Introduction

Unique Learning System and News-2-You maintain alignment with state standards through instructional targets. These targets are the bridge between the general content standards adopted by a state and relevant curriculum content for students with significant disabilities. Lesson plans within Unique and News-2-You ensure the most rigorous alignment possible. For students with significant cognitive disabilities, access and participation in the state's adopted content standards are generally addressed through extended standards, which may be reduced in depth and breadth. The n2y Instructional Targets have been developed and are continually updated based on studies of general and extended standards across all 50 states. This document is provided as a tool to assist you in evaluating alignment of the n2y Instructional Targets to the Texas Essential Knowledge and Skills for Social Studies (TEKS)* and the STAAR Alternate 2 Essence Statements*. It is **not** a complete listing/alignment of all TEKS to ULS.

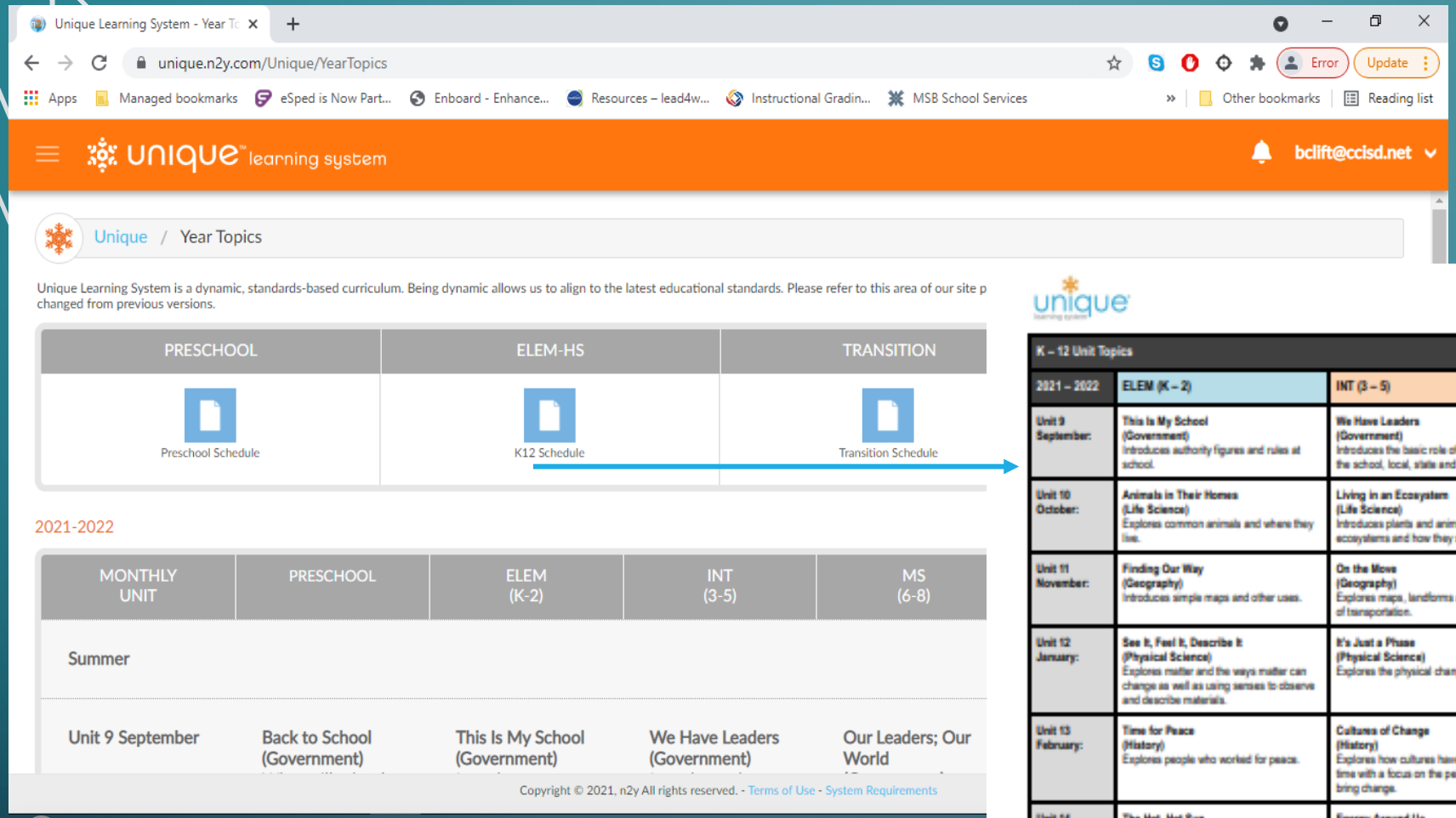
*Informational sources: http://ritter.tea.state.tx.us/rules/tac/chapter112/index.html
https://tea.texas.gov/student-assessment/testing/staar-alternate/staar-alternate-2-essence-statements

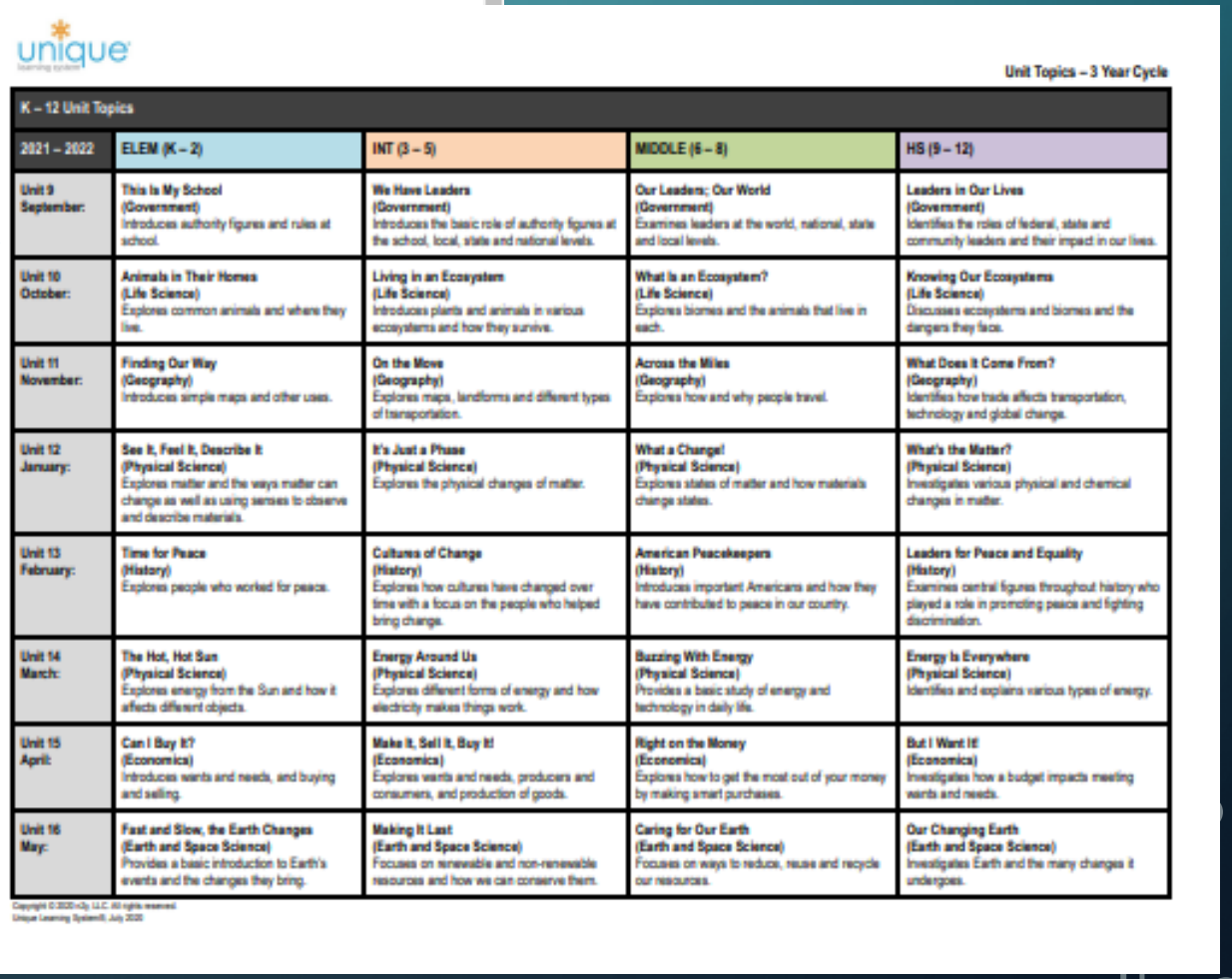
The chart below describes the sections of this alignment document. Each instructional target is addressed in one or more of the unit lessons. Additionally, differentiated task descriptors are provided to define how students with diverse abilities will have access to essential content of the standards. Lesson plans and materials within Unique and News-2-You ensure the most rigorous alignment possible.

Note: The STAAR Alternate 2 Social Studies assessment is given in grade 8 and the U.S. History STAAR Alternate 2 assessment is given in high school. This document provides the Unique Learning System content information for all grade bands, but only includes the TEKS Knowledge and Skills Statements for the grade bands and courses that have Essence Statements.

Standard		Grade Band
STAAR Reporting Category	**Texas Essential Knowledge and Skills for Science (TEKS)**	**STAAR Alternate 2 Essence Statements**
The STAAR Reporting Categories for the TEKS and STAAR Alternate 2 Essence Statements are the same. They are listed in this section.	The Texas Essential Knowledge and Skills (TEKS) that align to a STAAR Alternate 2 Essence Statement are listed in this section.	The STAAR Alternate 2 Essence Statements are listed in this section.
Unique Instructional Targets	**Unique Grade Band Units**	**n2y Supporting Activities**
Instructional Targets reflect the essential content of grade-level standards.	Unique's units focus on a science or social studies topic each month. All areas of social studies are addressed in a three-year cycle.	Unique's supporting tools and guides supplement the unit lessons and are listed in this area. Pertinent supports include the online library, Social Studies courses and core activities.
Unique Differentiated Tasks Differentiated tasks descriptors ensure that students with a wide variety of learning abilities and needs are able to access, participate in and make progress in the standards-based activities. Differentiated task descriptors are written in student performance terminology.		
Level 3	**Level 2**	**Level 1**
• Students at this level are expected to reach the highest level of independence.	• Students at this level likely will require support in all learning activities.	• Students at this level require maximum support in learning. Increasing participation is the primary goal.

Copyright © 2021 n2y, LLC. All rights reserved.
Unique Learning System®, Revised January 2021





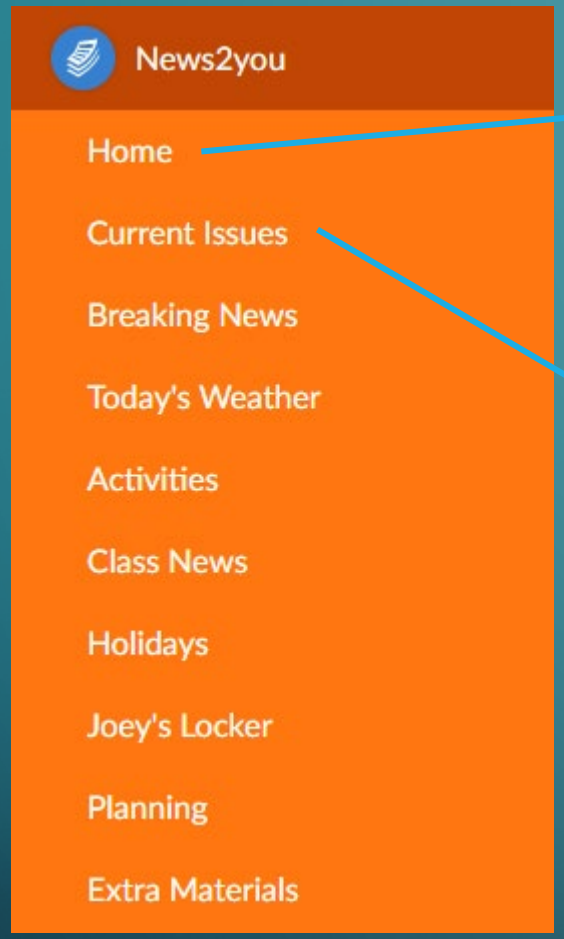
unique

Unit Topics – 3 Year Cycle

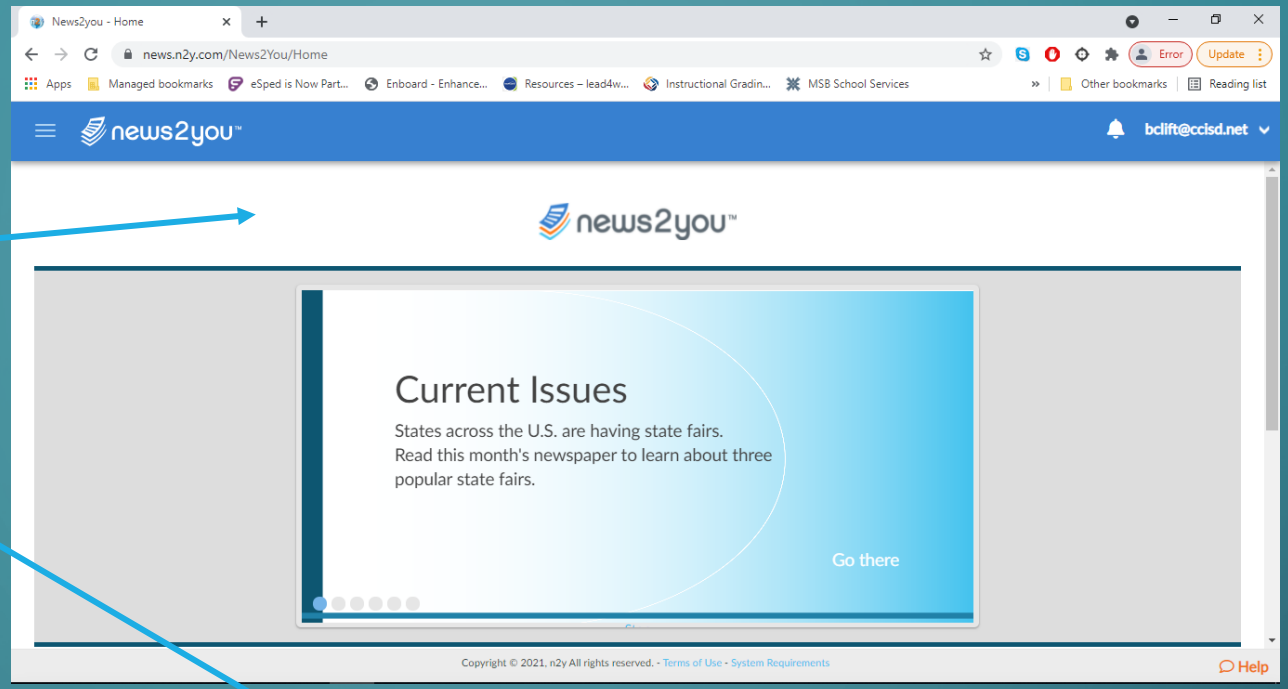
K – 12 Unit Topics

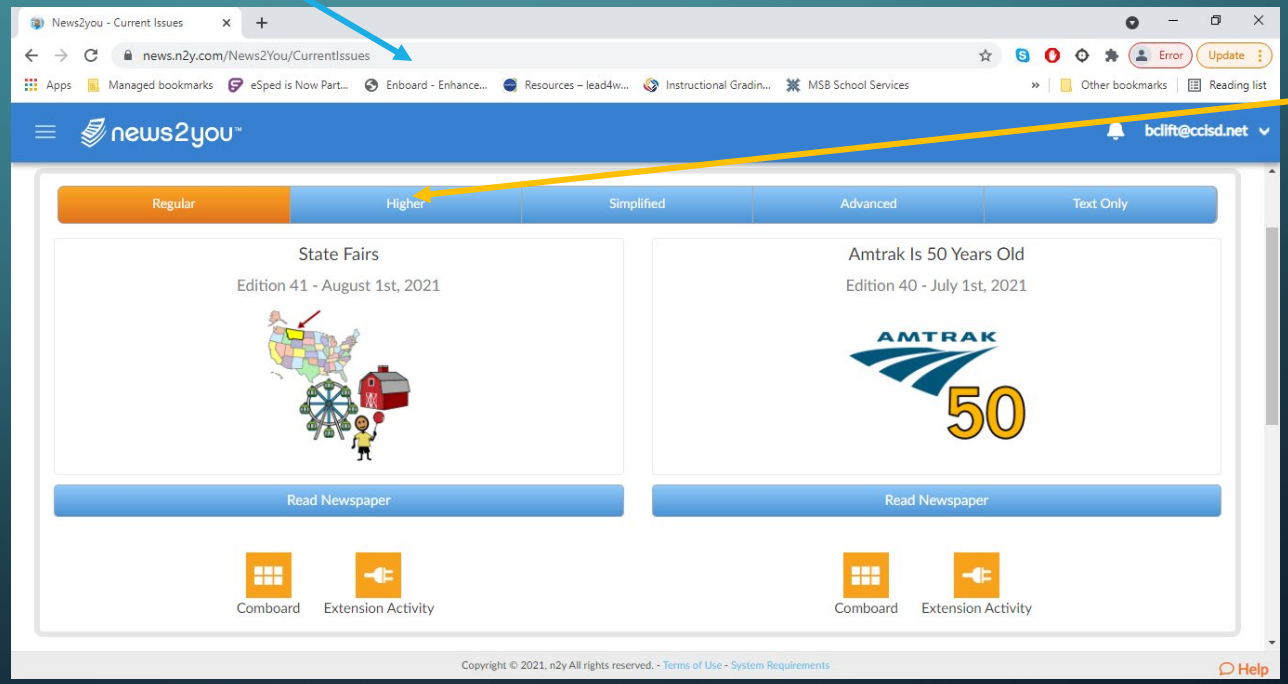
2021 – 2022	ELEM (K – 2)	INT (3 – 5)	MIDDLE (6 – 8)	HS (9 – 12)
Unit 9 September:	This Is My School (Government) Introduces authority figures and rules at school.	We Have Leaders (Government) Introduces the basic role of authority figures at the school, local, state and national levels.	Our Leaders; Our World (Government) Examines leaders at the world, national, state and local levels.	Leaders in Our Lives (Government) Identifies the roles of federal, state and community leaders and their impact in our lives.
Unit 10 October:	Animals in Their Homes (Life Science) Explores common animals and where they live.	Living in an Ecosystem (Life Science) Introduces plants and animals in various ecosystems and how they survive.	What is an Ecosystem? (Life Science) Explores biomes and the animals that live in each.	Knowing Our Ecosystems (Life Science) Discusses ecosystems and biomes and the dangers they face.
Unit 11 November:	Finding Our Way (Geography) Introduces simple maps and other uses.	On the Move (Geography) Explores maps, landforms and different types of transportation.	Across the Miles (Geography) Explores how and why people travel.	What Does It Come From? (Geography) Identifies how trade affects transportation, technology and global change.
Unit 12 January:	See It, Feel It, Describe It (Physical Science) Explores matter and the ways matter can change as well as using senses to observe and describe materials.	It's Just a Phase (Physical Science) Explores the physical changes of matter.	What a Change! (Physical Science) Explores states of matter and how materials change states.	What's the Matter? (Physical Science) Investigates various physical and chemical changes in matter.
Unit 13 February:	Time for Peace (History) Explores people who worked for peace.	Cultures of Change (History) Explores how cultures have changed over time with a focus on the people who helped bring change.	American Peacekeepers (History) Introduces important Americans and how they have contributed to peace in our country.	Leaders for Peace and Equality (History) Examines central figures throughout history who played a role in promoting peace and fighting discrimination.
Unit 14 March:	The Hot, Hot Sun (Physical Science) Explores energy from the Sun and how it affects different objects.	Energy Around Us (Physical Science) Explores different forms of energy and how electricity makes things work.	Buzzing With Energy (Physical Science) Provides a basic study of energy and technology in daily life.	Energy Is Everywhere (Physical Science) Identifies and explains various types of energy.
Unit 15 April:	Can I Buy It? (Economics) Introduces wants and needs, and buying and selling.	Make It, Sell It, Buy It! (Economics) Explores wants and needs, producers and consumers, and production of goods.	Right on the Money (Economics) Explores how to get the most out of your money by making smart purchases.	But I Want It! (Economics) Investigates how a budget impacts meeting wants and needs.
Unit 16 May:	Fast and Slow, the Earth Changes (Earth and Space Science) Provides a basic introduction to Earth's events and the changes they bring.	Making It Last (Earth and Space Science) Focuses on renewable and non-renewable resources and how we can conserve them.	Caring for Our Earth (Earth and Space Science) Focuses on ways to reduce, reuse and recycle our resources.	Our Changing Earth (Earth and Space Science) Investigates Earth and the many changes it undergoes.

Here is where you can find the 3 year cycle with the schedule of monthly lessons.



During a school year there are new issues each week and always 2 available – current week and last week.

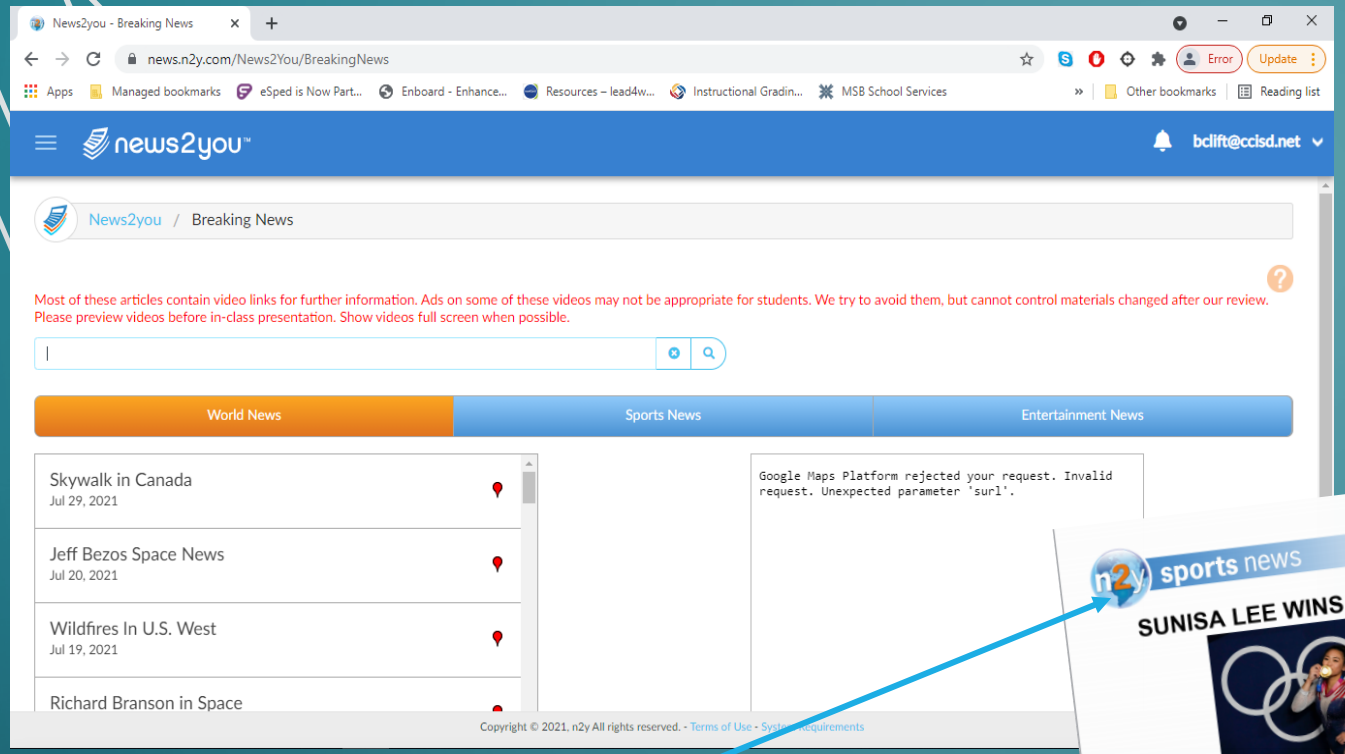


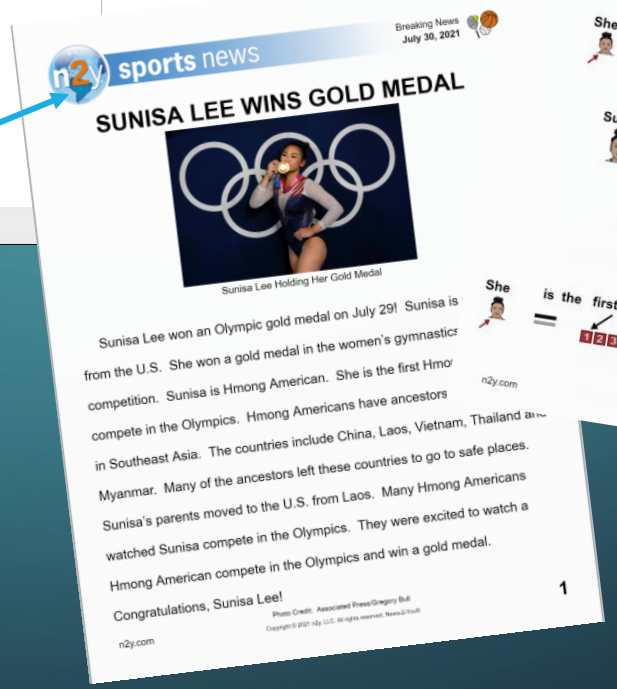


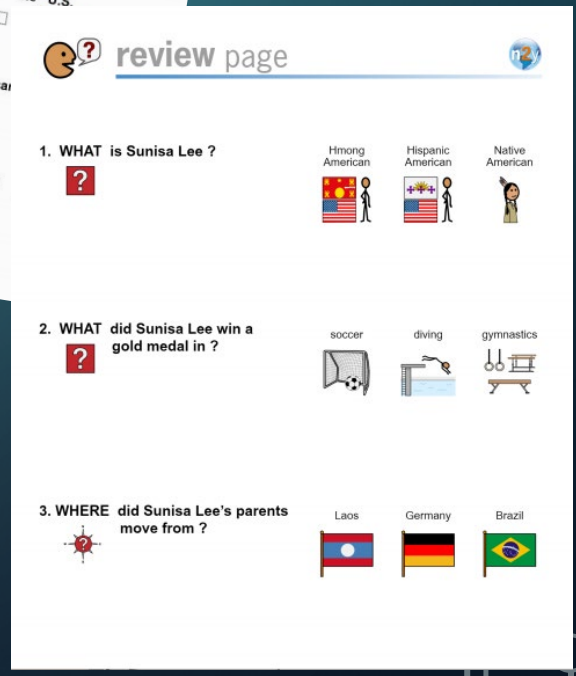
These are 10-11 page stories with visual supports and related activates, including comprehension questions.

Differentiated levels of text are available and these are also available as pdf or as interactive documents.

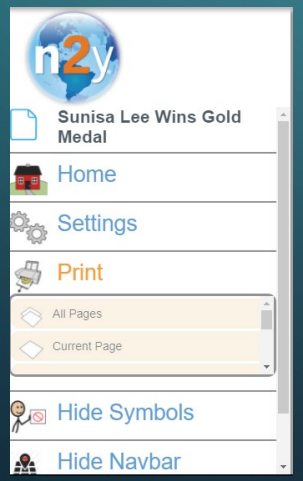
These are shorter current event stories, 3 pages with visuals, with a page of comprehension questions. They can be selected for content area – world news, sprots news, and entertainment news - to align with student inte

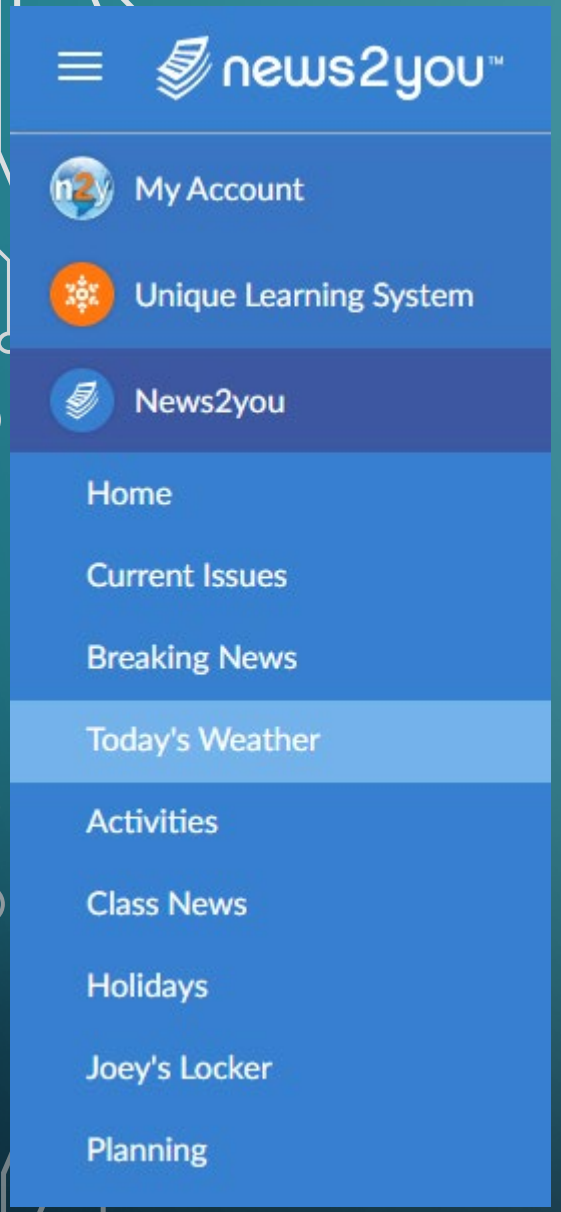


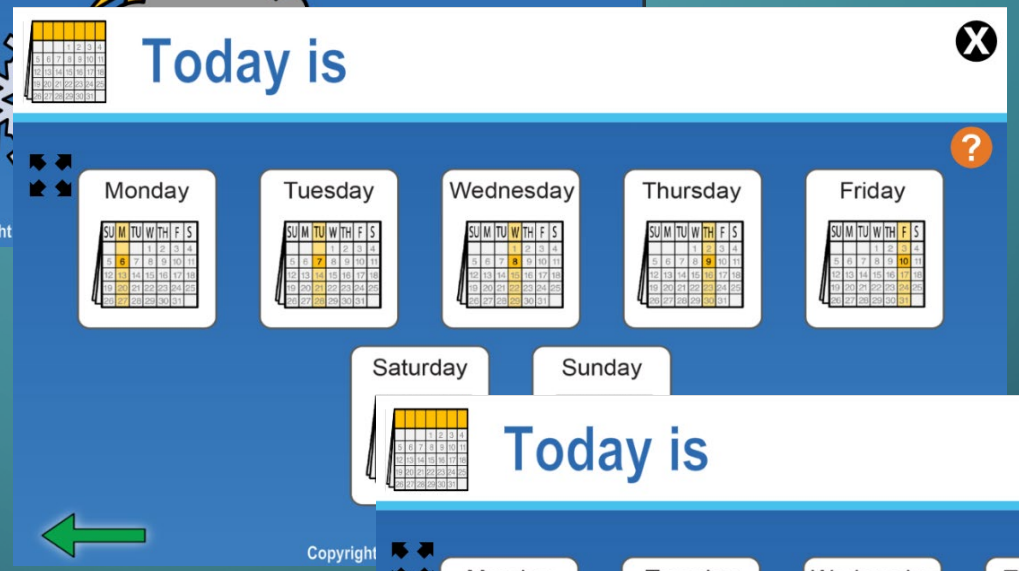


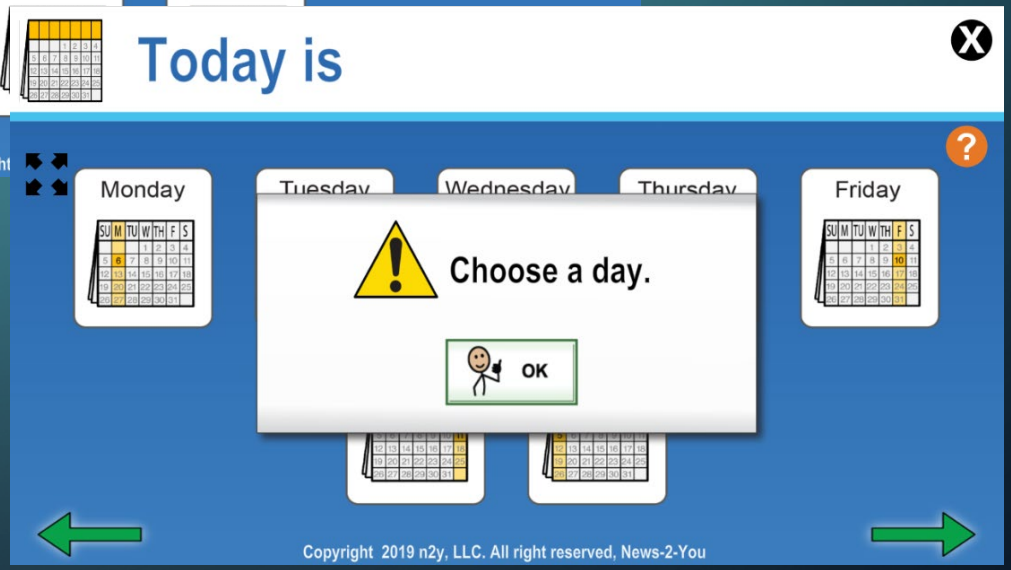


Click on the symbol to bring up the menu to print, etc.

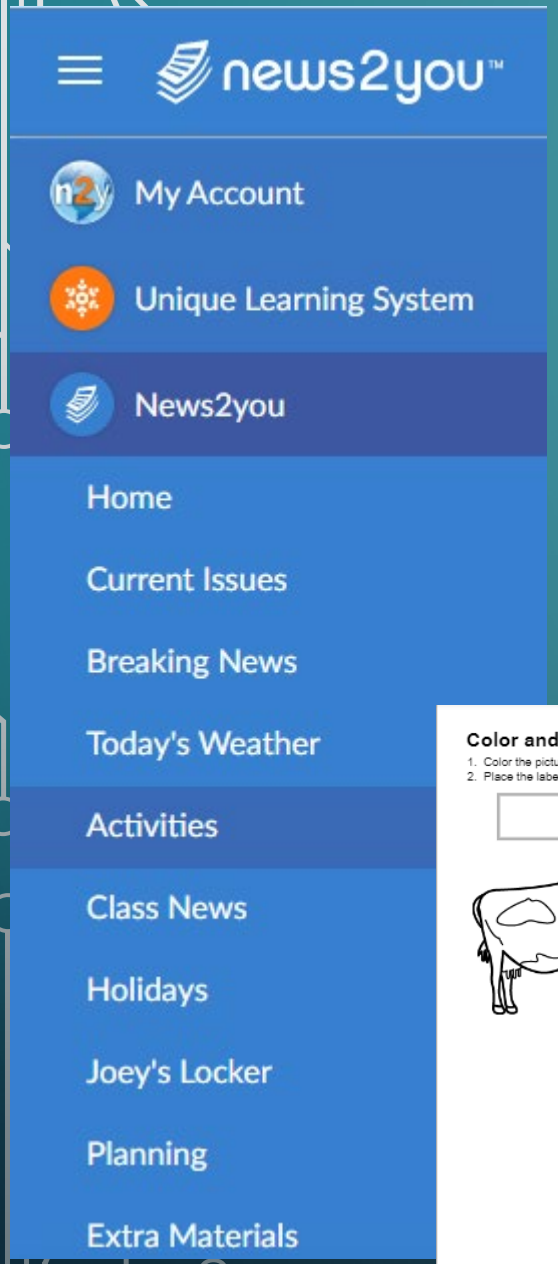


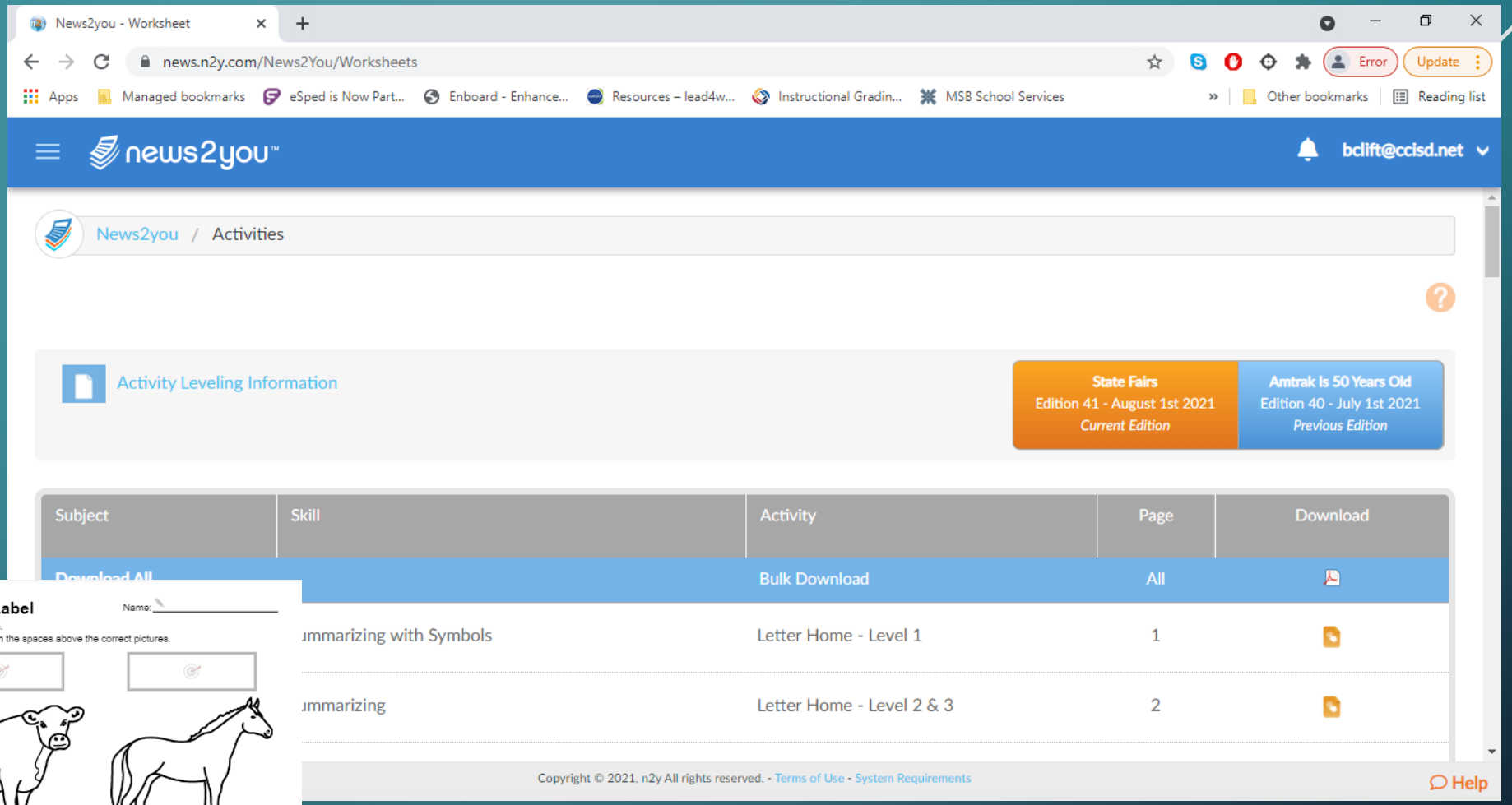


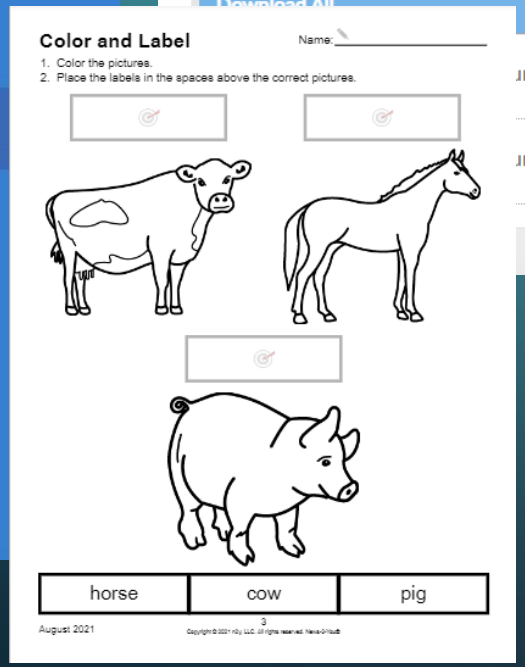




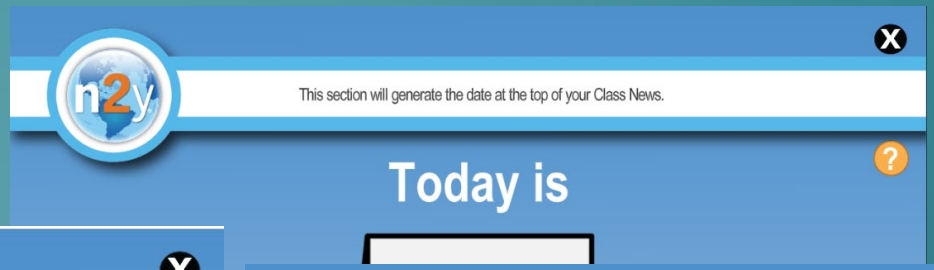
Interactive format. If no selection is made there is a visual and auditory prompt to make a selection

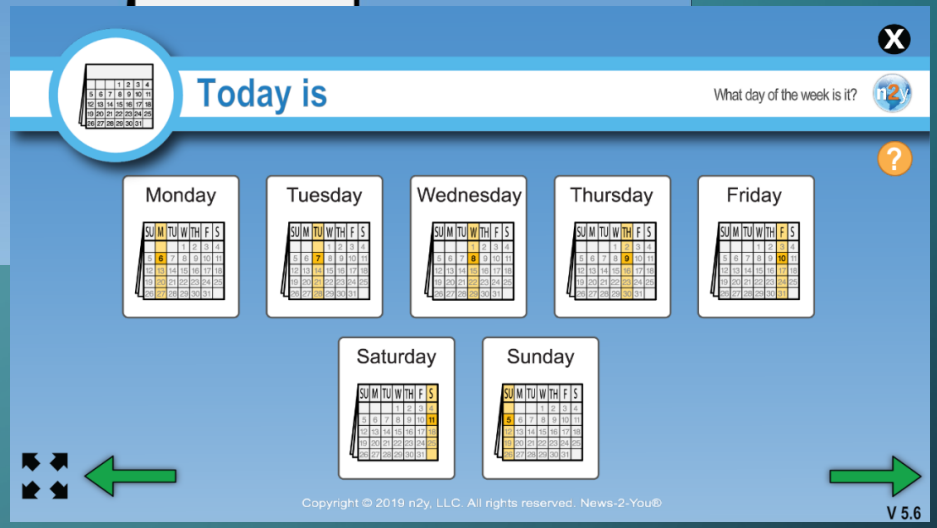


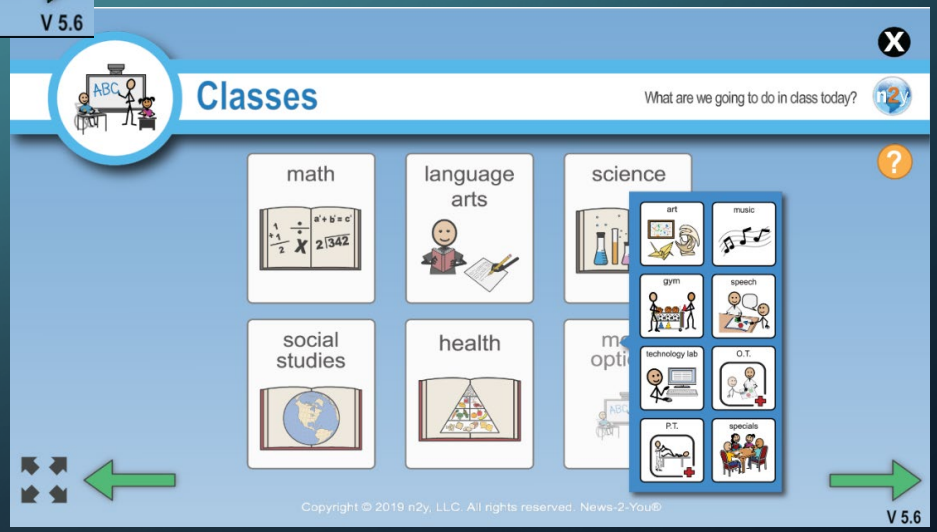




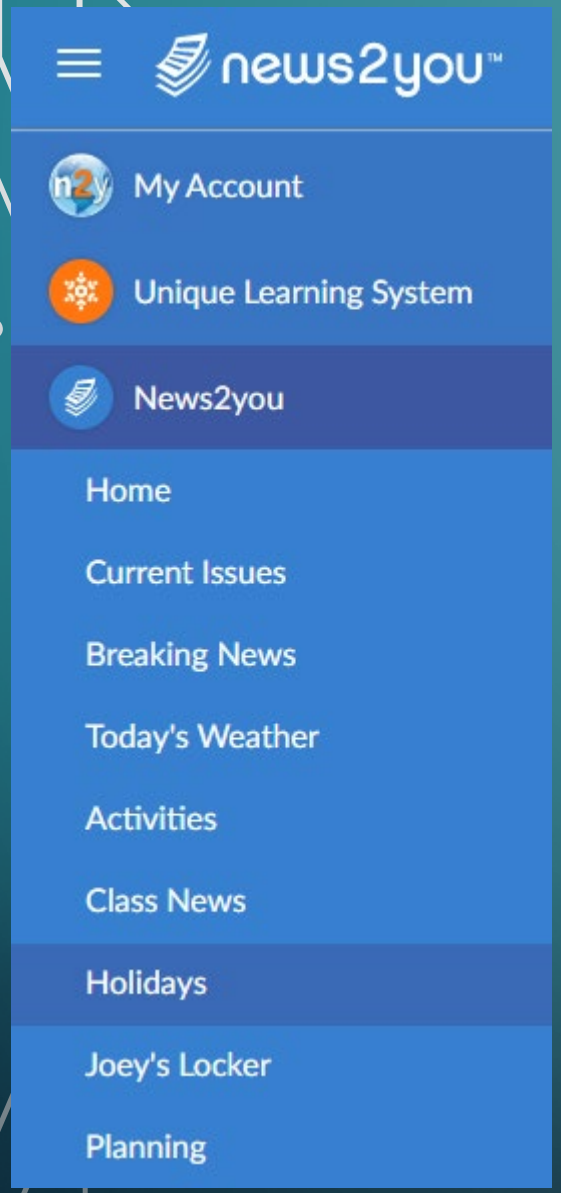
These activities are from the current issues and will be included in material on the current issues page and extension activities. This page makes them searchable for specific skills.

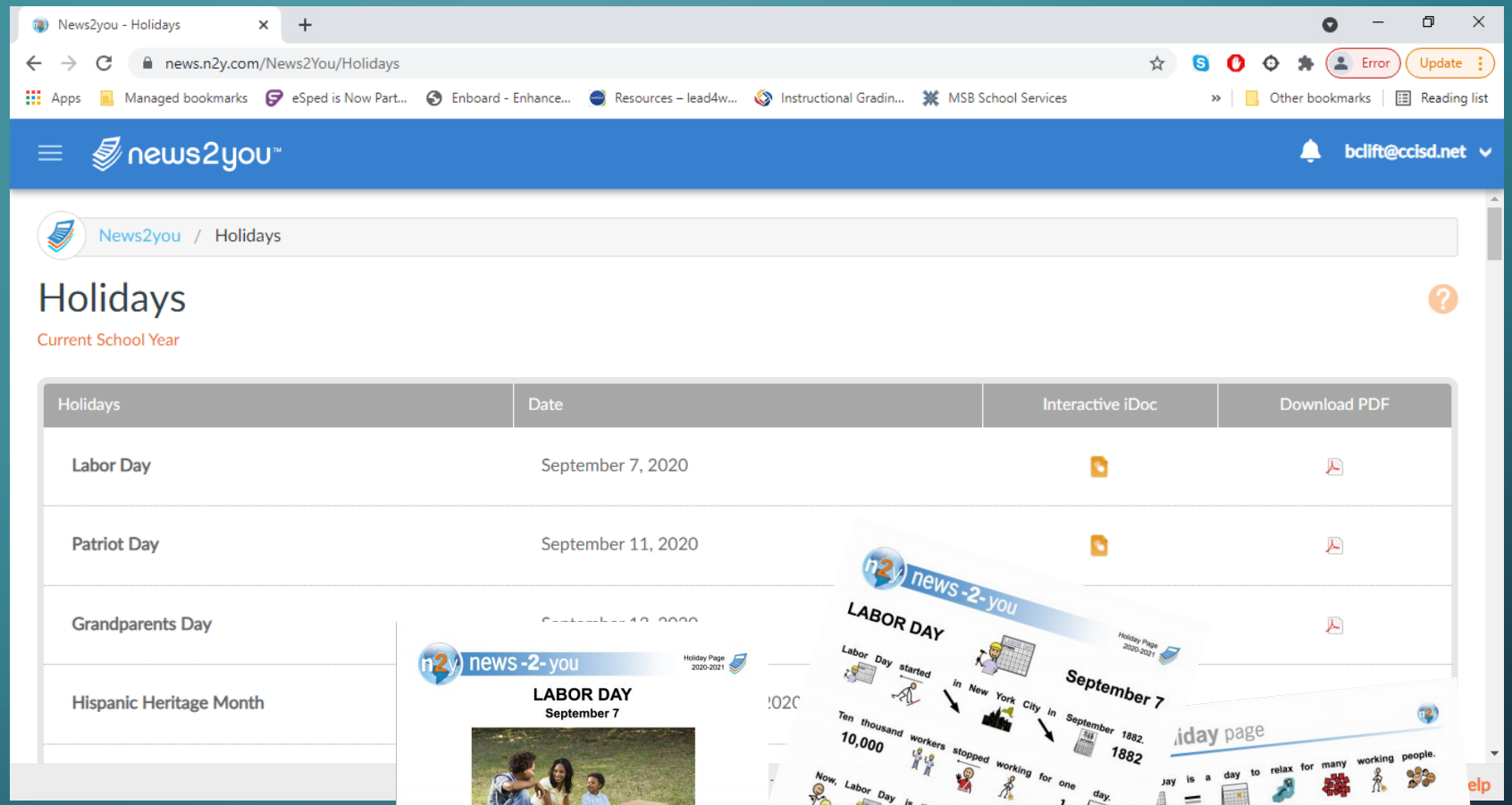


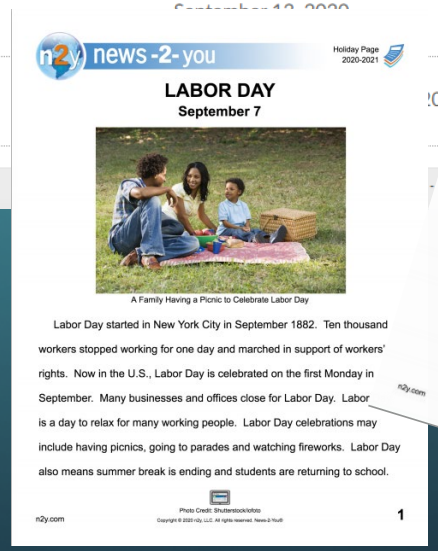


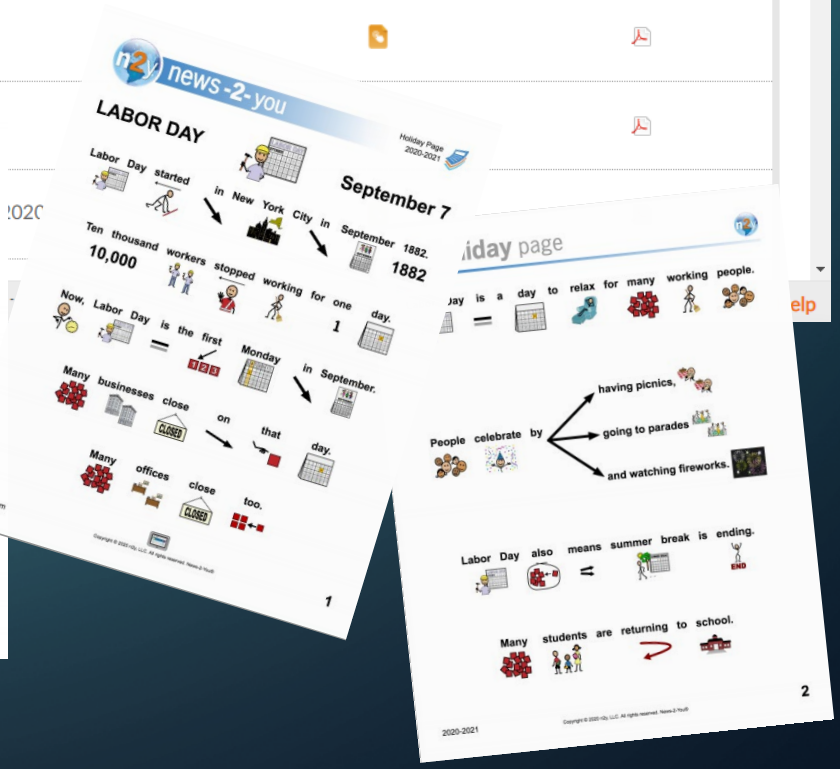


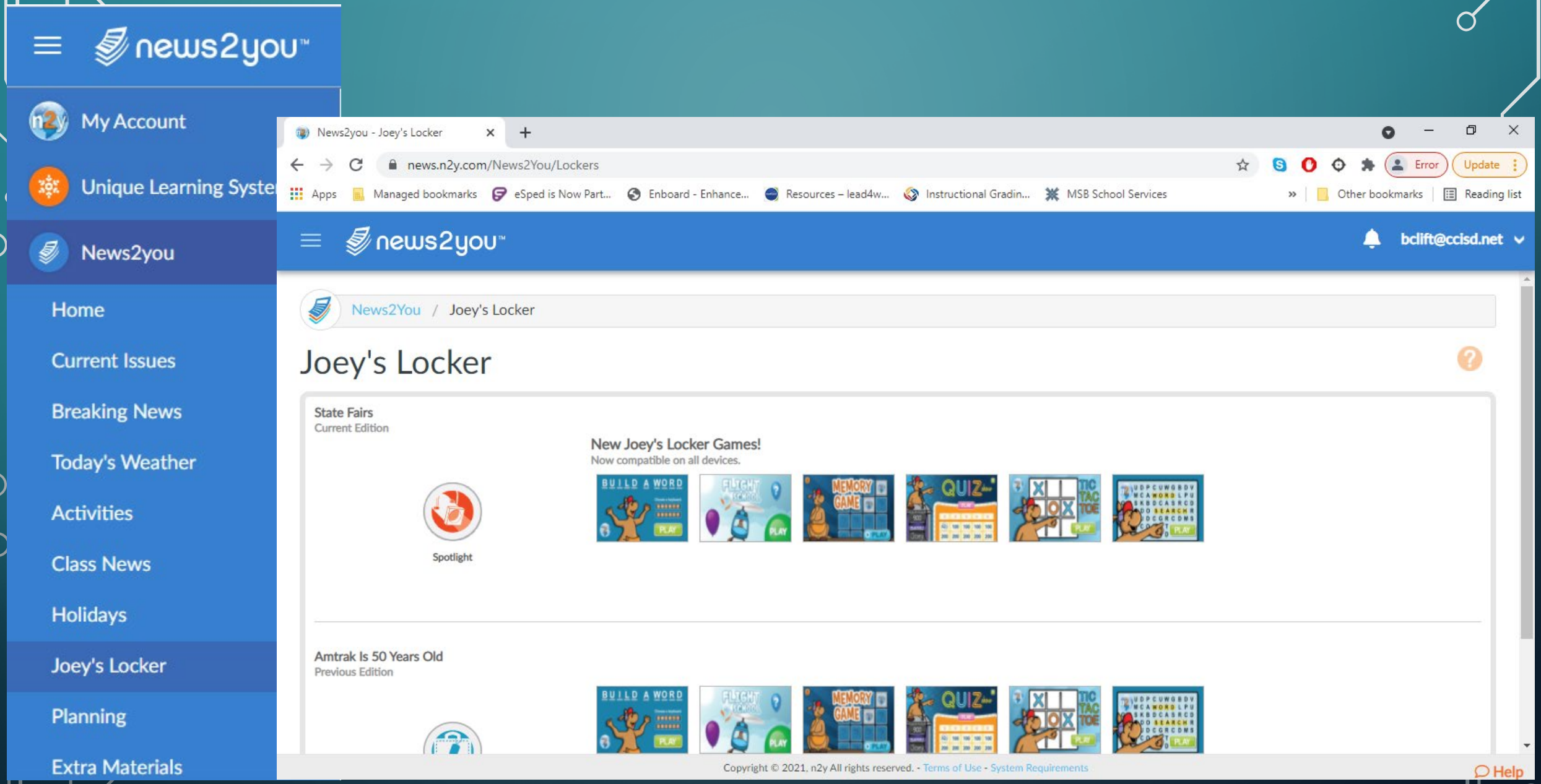
This allows you, and the students, to use interactive pages to format the news for the day. It could be used as a tool to support morning meetings and scheduling. A great way to prime students when there is an event like CBI or a pep rally coming up, either in days before or on the day of the event.

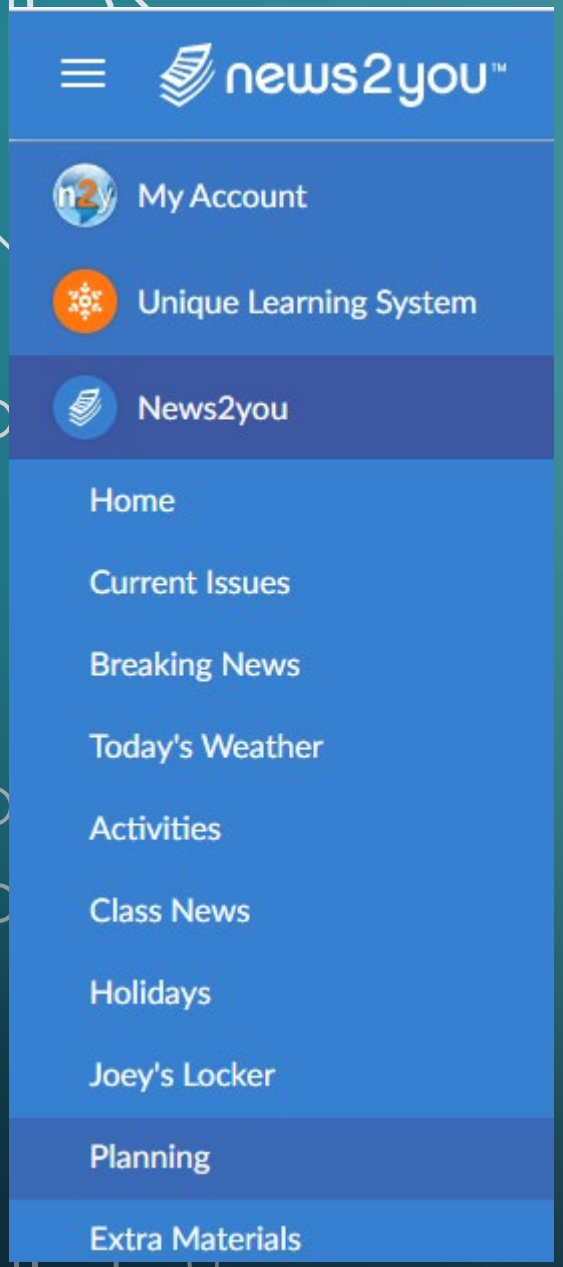

news2you™
My Account
Unique Learning System
News2you
Home
Current Issues
Breaking News
Today's Weather
Activities
Class News
Holidays
Joey's Locker
Planning

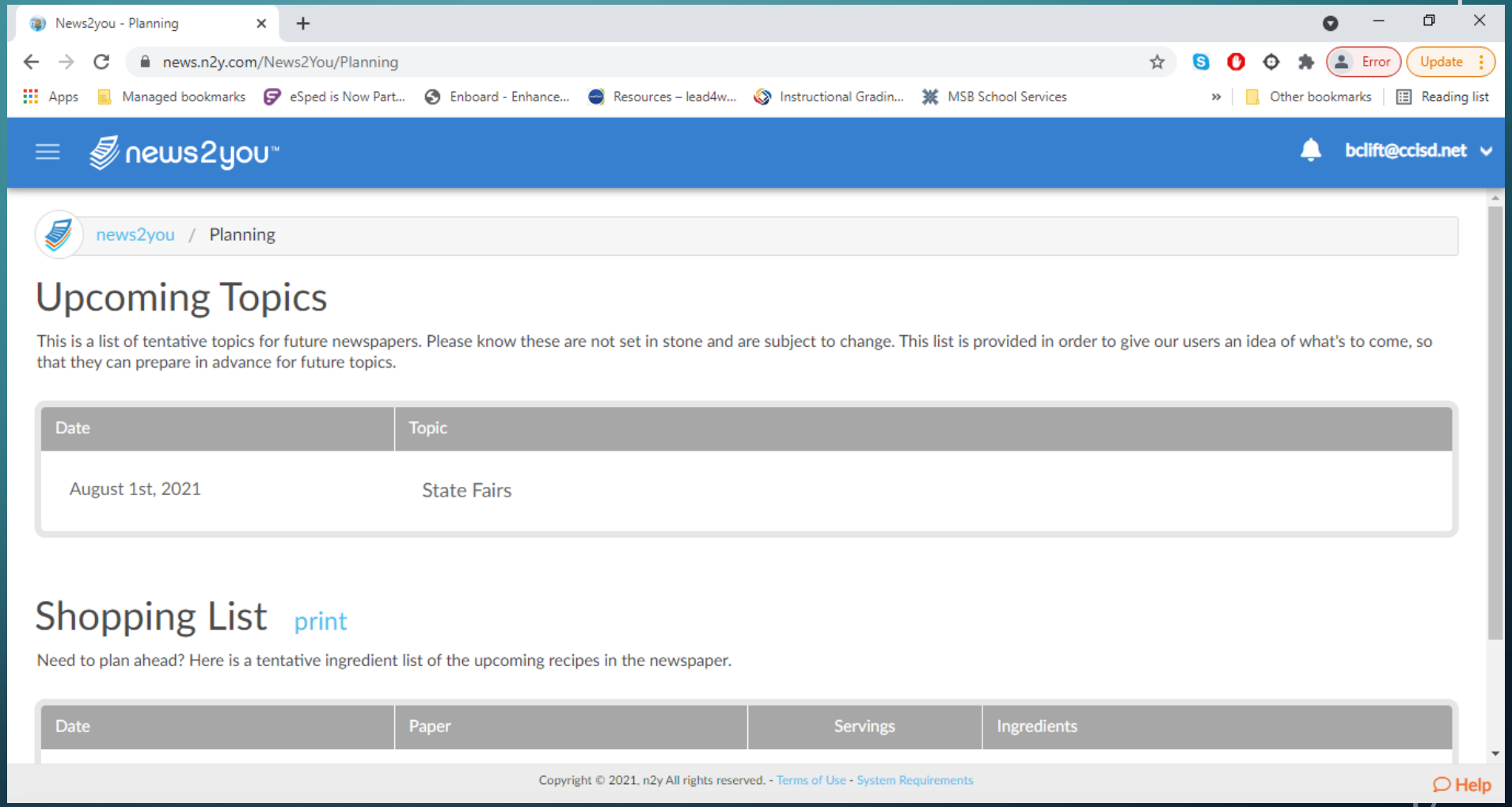

News2you - Holidays
news.n2y.com/News2You/Holidays
Apps
Managed bookmarks
eSped is Now Part...
Enboard - Enhance...
Resources – lead4w...
Instructional Gradin...
MSB School Services
Other bookmarks
Reading list
Error
Update
news2you™
bclift@ccisd.net
News2you / Holidays
Holidays
Current School Year
Holidays
Date
Interactive iDoc
Download PDF
Labor Day
September 7, 2020
Patriot Day
September 11, 2020
Grandparents Day
Hispanic Heritage Month


news-2-you
LABOR DAY
September 7
A Family Having a Picnic to Celebrate Labor Day
Labor Day started in New York City in September 1882. Ten thousand workers stopped working for one day and marched in support of workers' rights. Now in the U.S., Labor Day is celebrated on the first Monday in September. Many businesses and offices close for Labor Day. Labor is a day to relax for many working people. Labor Day celebrations may include having picnics, going to parades and watching fireworks. Labor Day also means summer break is ending and students are returning to school.
n2y.com
1


news-2-you
LABOR DAY
Labor Day started in New York City in September 1882.
September 7
1882
Ten thousand workers stopped working for one day.
10,000
1
Now, Labor Day is the first Monday in September.
Many businesses close on that day.
Many offices close too.
1
Holiday page
People celebrate by having picnics, going to parades and watching fireworks.
Labor Day also means summer break is ending.
Many students are returning to school.
2
2020-2021


news2you™
My Account
Unique Learning Syste
News2you
Home
Current Issues
Breaking News
Today's Weather
Activities
Class News
Holidays
Joey's Locker
Planning
Extra Materials
News2you - Joey's Locker
news.n2y.com/News2You/Lockers
Error
Update
Apps
Managed bookmarks
eSped is Now Part...
Enboard - Enhance...
Resources – lead4w...
Instructional Gradin...
MSB School Services
Other bookmarks
Reading list
news2you™
bclift@ccisd.net
News2You / Joey's Locker
Joey's Locker
State Fairs
Current Edition
Spotlight
New Joey's Locker Games!
Now compatible on all devices.
BUILD A WORD
FLIGHT SCHOOL
MEMORY GAME
QUIZ
TIC TAC TOE
Amtrak Is 50 Years Old
Previous Edition
Copyright © 2021, n2y All rights reserved. - Terms of Use - System Requirements
Help


news2you™
My Account
Unique Learning System
News2you
Home
Current Issues
Breaking News
Today's Weather
Activities
Class News
Holidays
Joey's Locker
Planning
Extra Materials


News2you - Planning
news.n2y.com/News2You/Planning
Error
Update
Apps
Managed bookmarks
eSped is Now Part...
Enboard - Enhance...
Resources – lead4w...
Instructional Gradin...
MSB School Services
Other bookmarks
Reading list
news2you™
bclift@ccisd.net
news2you / Planning
Upcoming Topics
This is a list of tentative topics for future newspapers. Please know these are not set in stone and are subject to change. This list is provided in order to give our users an idea of what's to come, so that they can prepare in advance for future topics.
Date
Topic
August 1st, 2021
State Fairs
Shopping List
print
Need to plan ahead? Here is a tentative ingredient list of the upcoming recipes in the newspaper.
Date
Paper
Servings
Ingredients
Copyright © 2021, n2y All rights reserved. - Terms of Use - System Requirements
Help

news2you™

- My Account
- Unique Learning System
- News2you
  - Home
  - Current Issues
  - Breaking News
  - Today's Weather
  - Activities
  - Class News
  - Holidays
  - Joey's Locker
  - Planning
  - Extra Materials

News2you - Extra Materials

news.n2y.com/News2You/ExtraMaterials

Apps | Managed bookmarks | eSped is Now Part... | Enboard - Enhance... | Resources – lead4w... | Instructional Gradin... | MSB School Services | Other bookmarks | Reading list

news2you™ bclift@ccisd.net

News2you / Extra Materials

Blank Templates

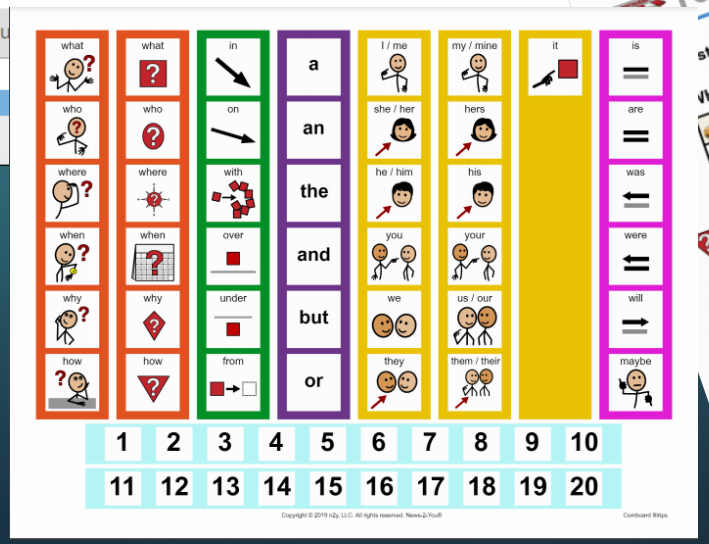
Book Review | Movie Review | Recipe Review | Restaurant Review | Birthday Worksheet | Sports Worksheet | Weather Worksheet | Horoscope Worksheet | Glad to Meet You Worksheet

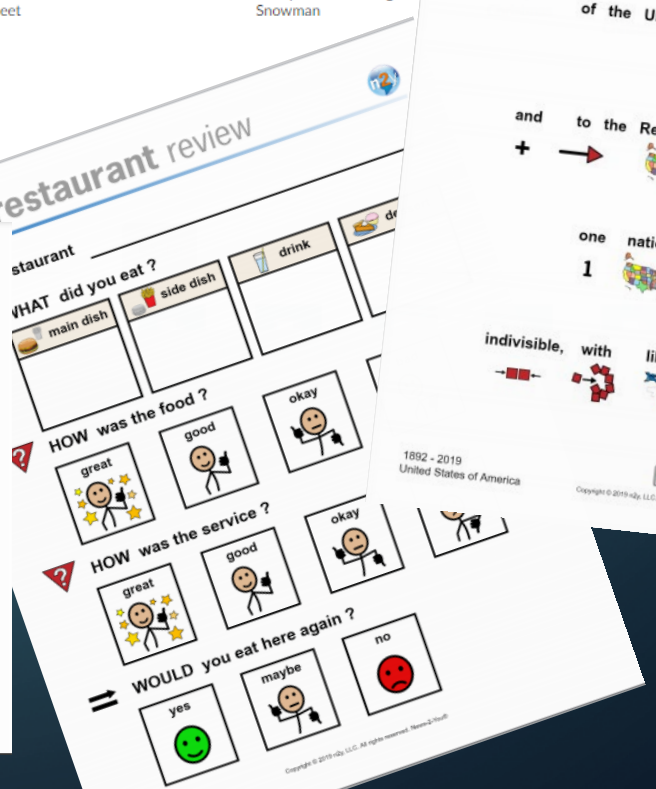
Holiday Songs

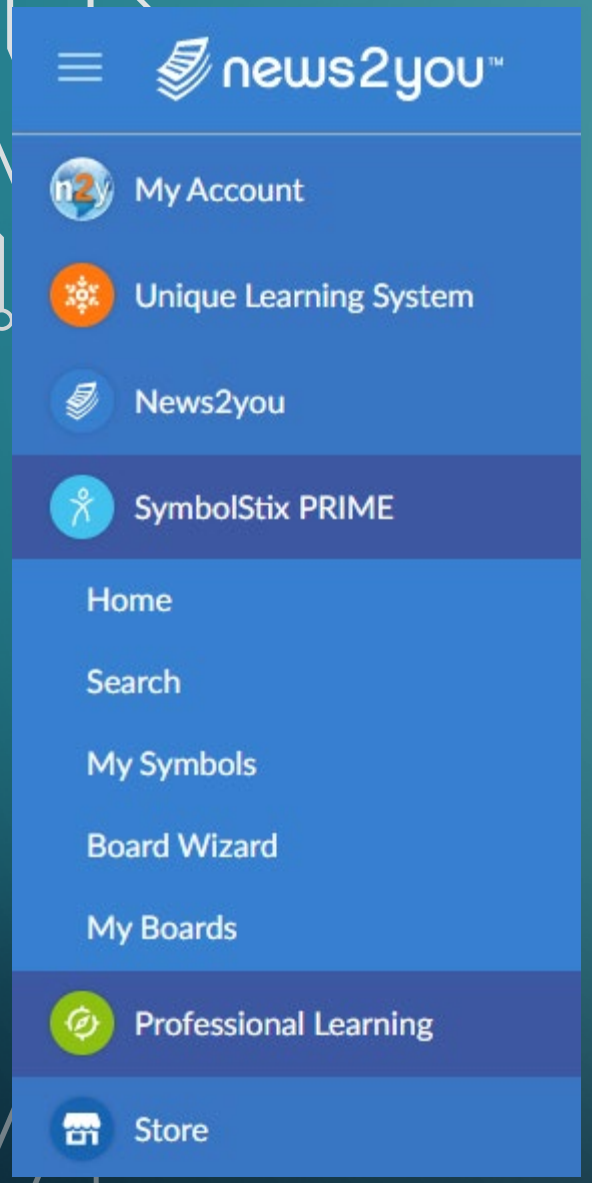
Deck the Halls | Frosty the Snowman | Jingle B

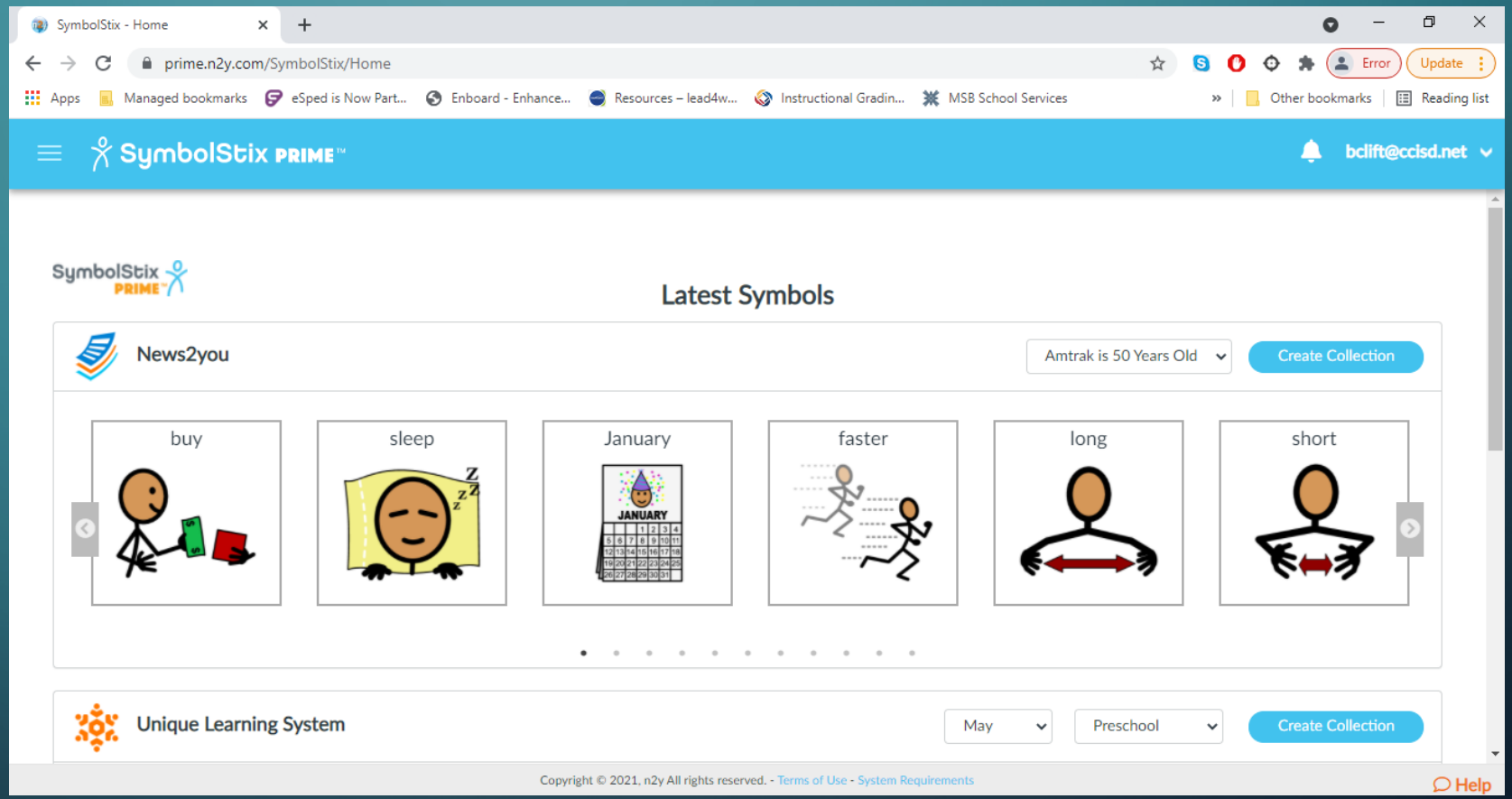
Commu

Help

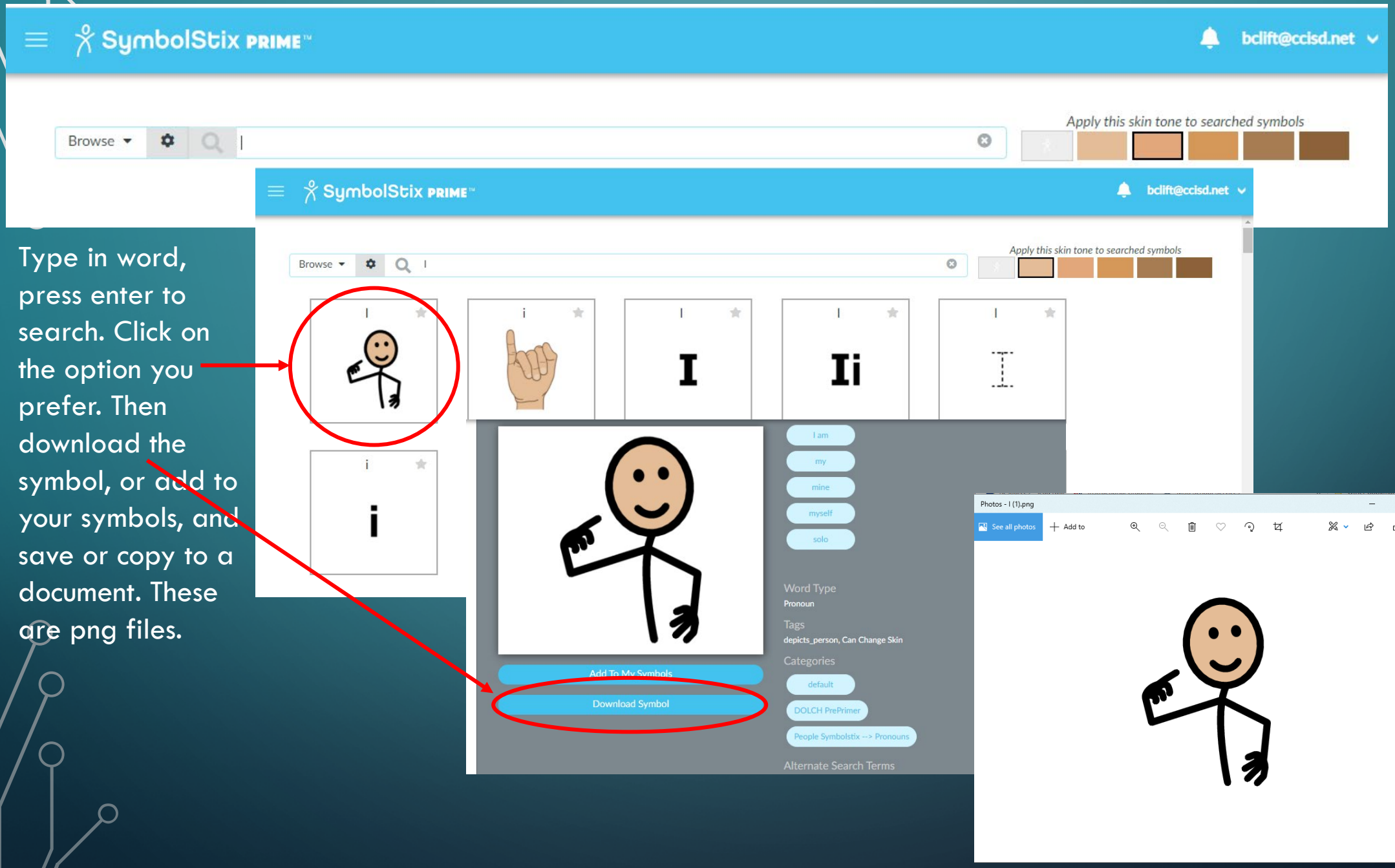


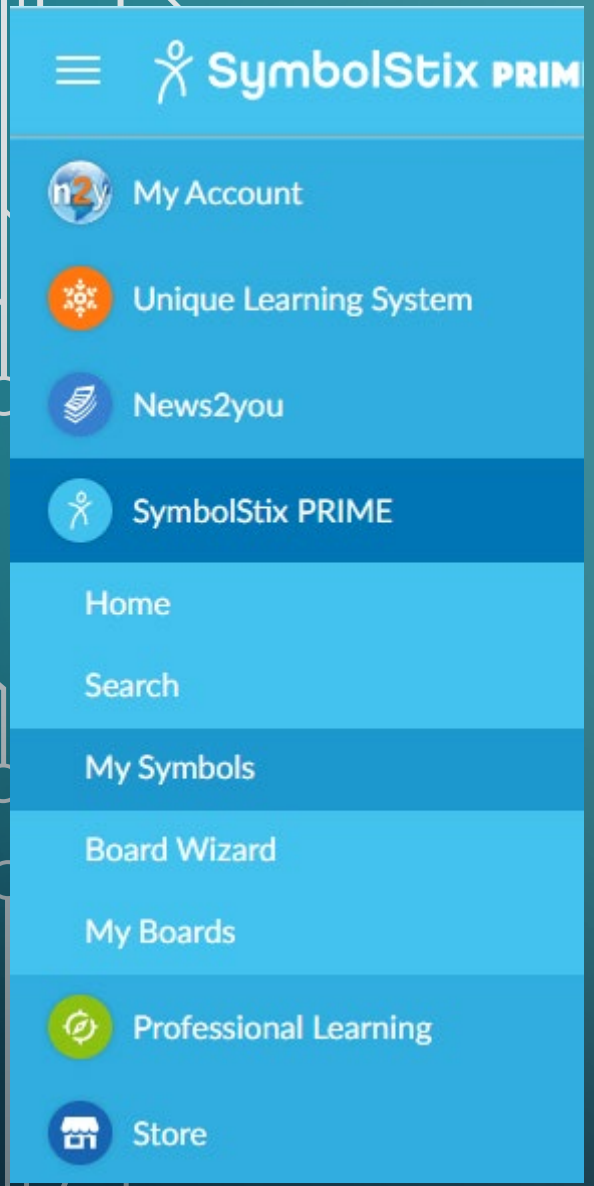


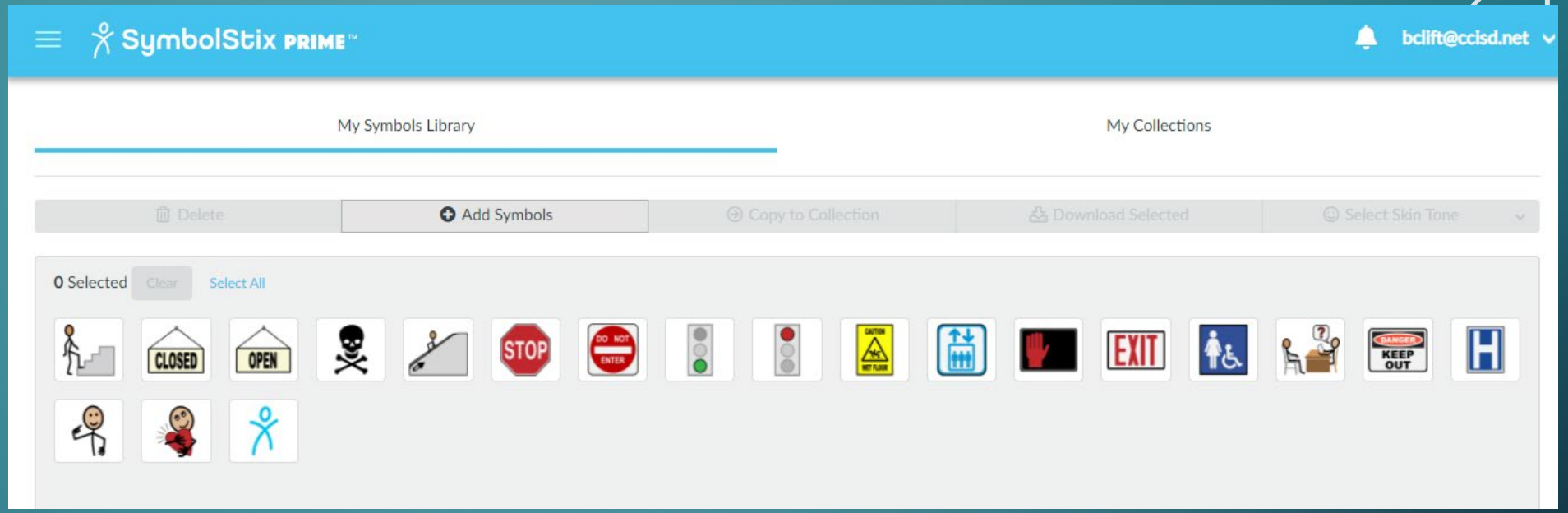

news2you™
My Account
Unique Learning System
News2you
SymbolStix PRIME
Home
Search
My Symbols
Board Wizard
My Boards
Professional Learning
Store

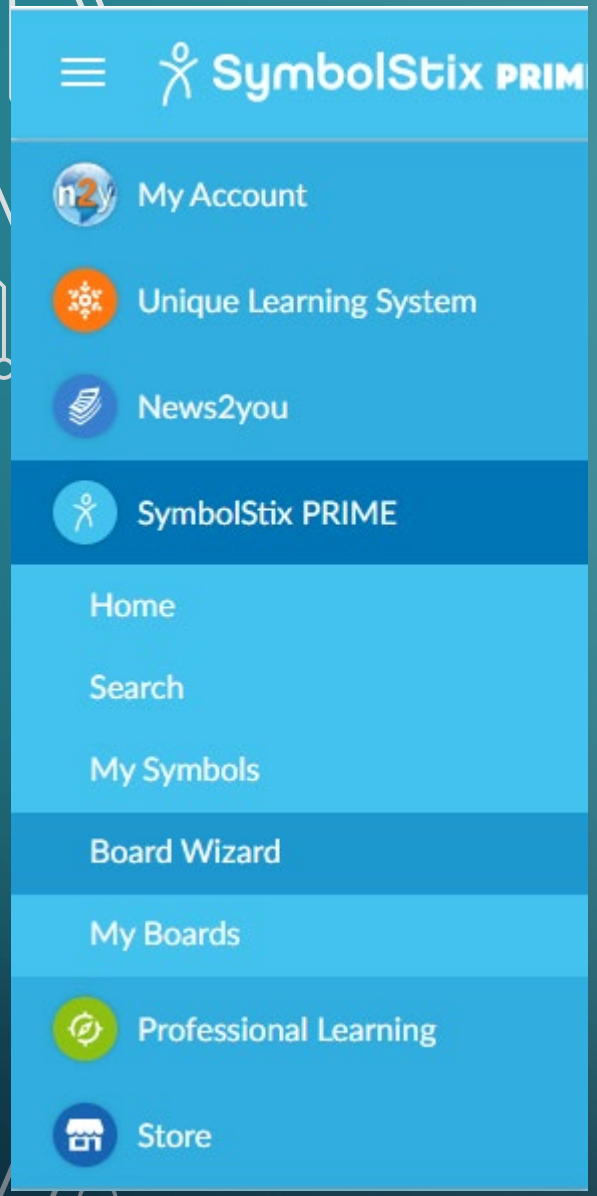

SymbolStix - Home
prime.n2y.com/SymbolStix/Home
Apps
Managed bookmarks
eSped is Now Part...
Enboard - Enhance...
Resources – lead4w...
Instructional Gradin...
MSB School Services
Other bookmarks
Reading list
Error
Update
SymbolStix PRIME™
bclift@ccisd.net
SymbolStix PRIME
Latest Symbols
News2you
Amtrak is 50 Years Old
Create Collection
buy
sleep
January
faster
long
short
Unique Learning System
May
Preschool
Create Collection
Copyright © 2021, n2y All rights reserved. - Terms of Use - System Requirements
Help

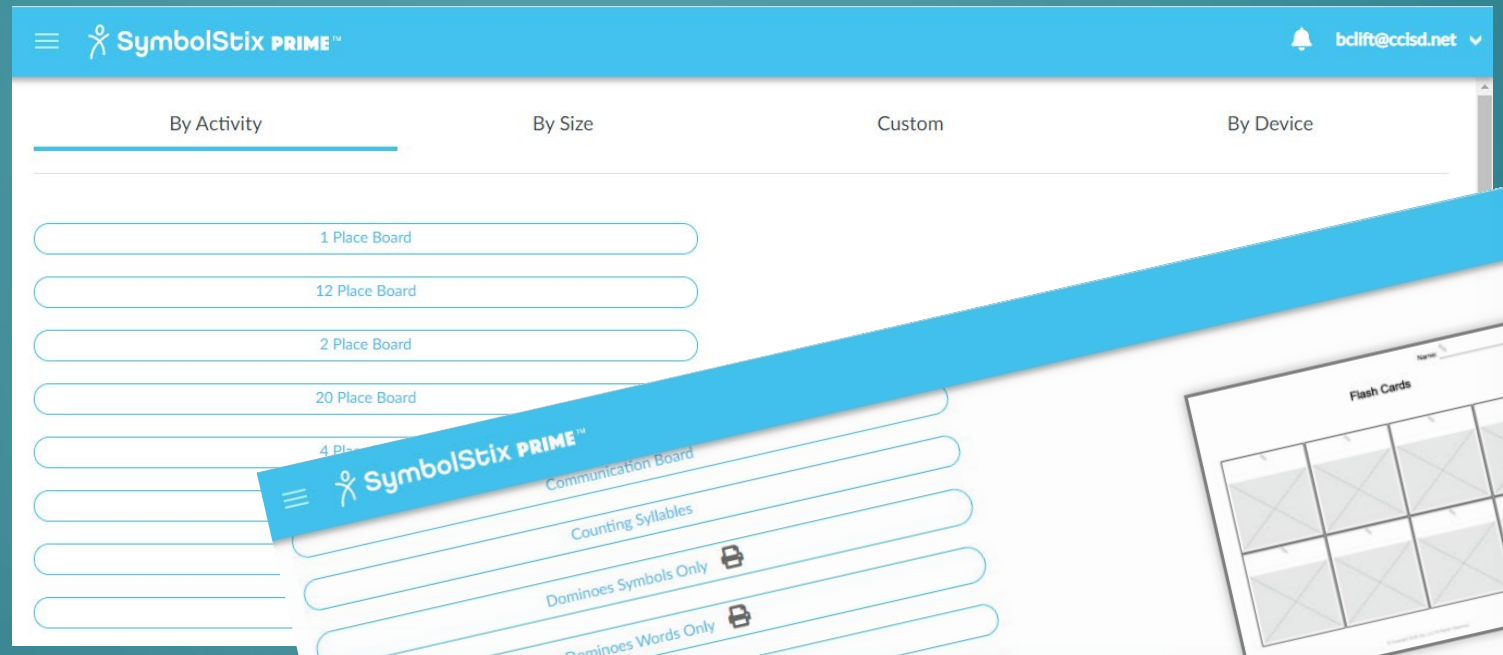
Type in word, press enter to search. Click on the option you prefer. Then download the symbol, or add to your symbols, and save or copy to a document. These are png files.

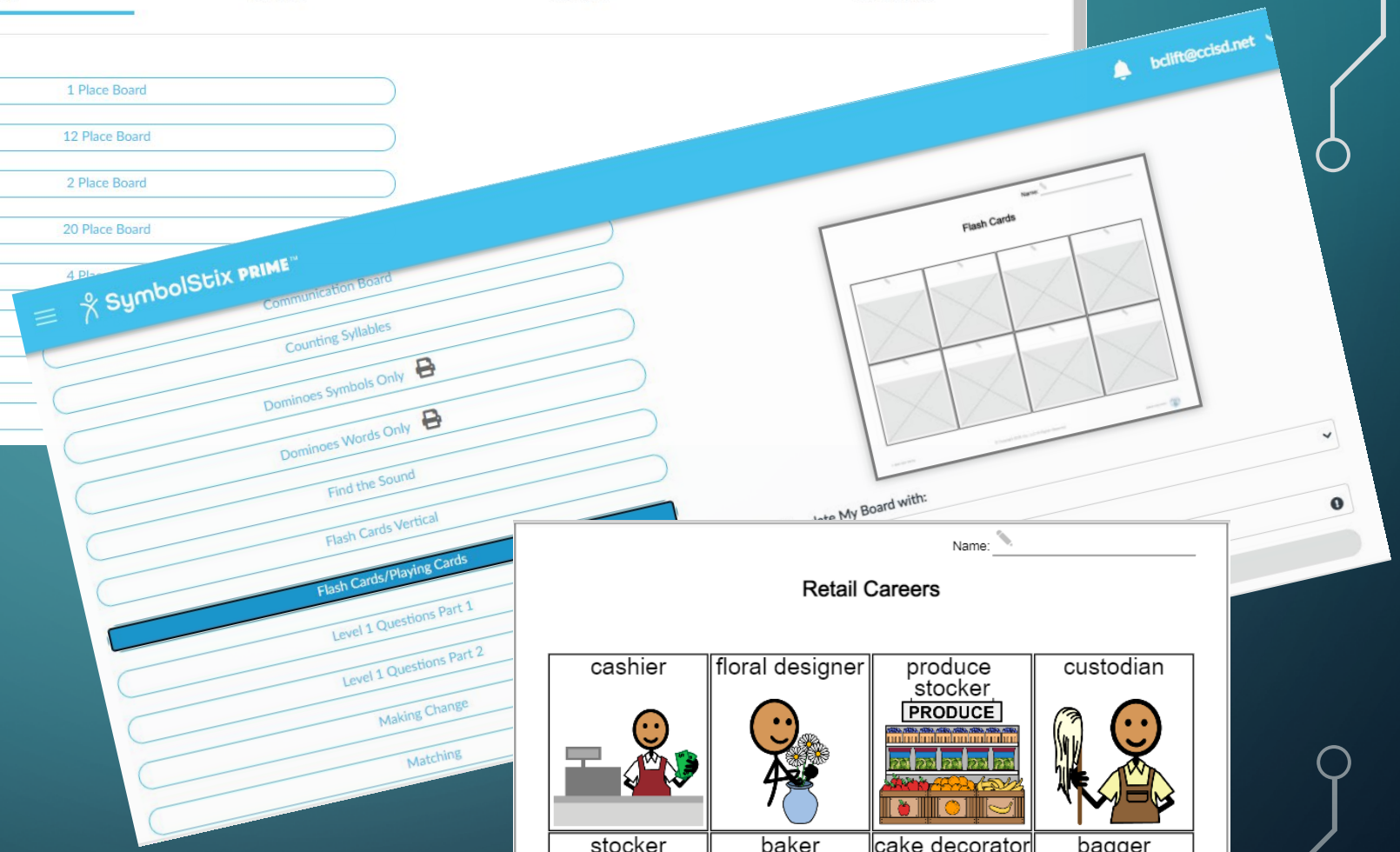



SymbolStix PRIM
My Account
Unique Learning System
News2you
SymbolStix PRIME
Home
Search
My Symbols
Board Wizard
My Boards
Professional Learning
Store

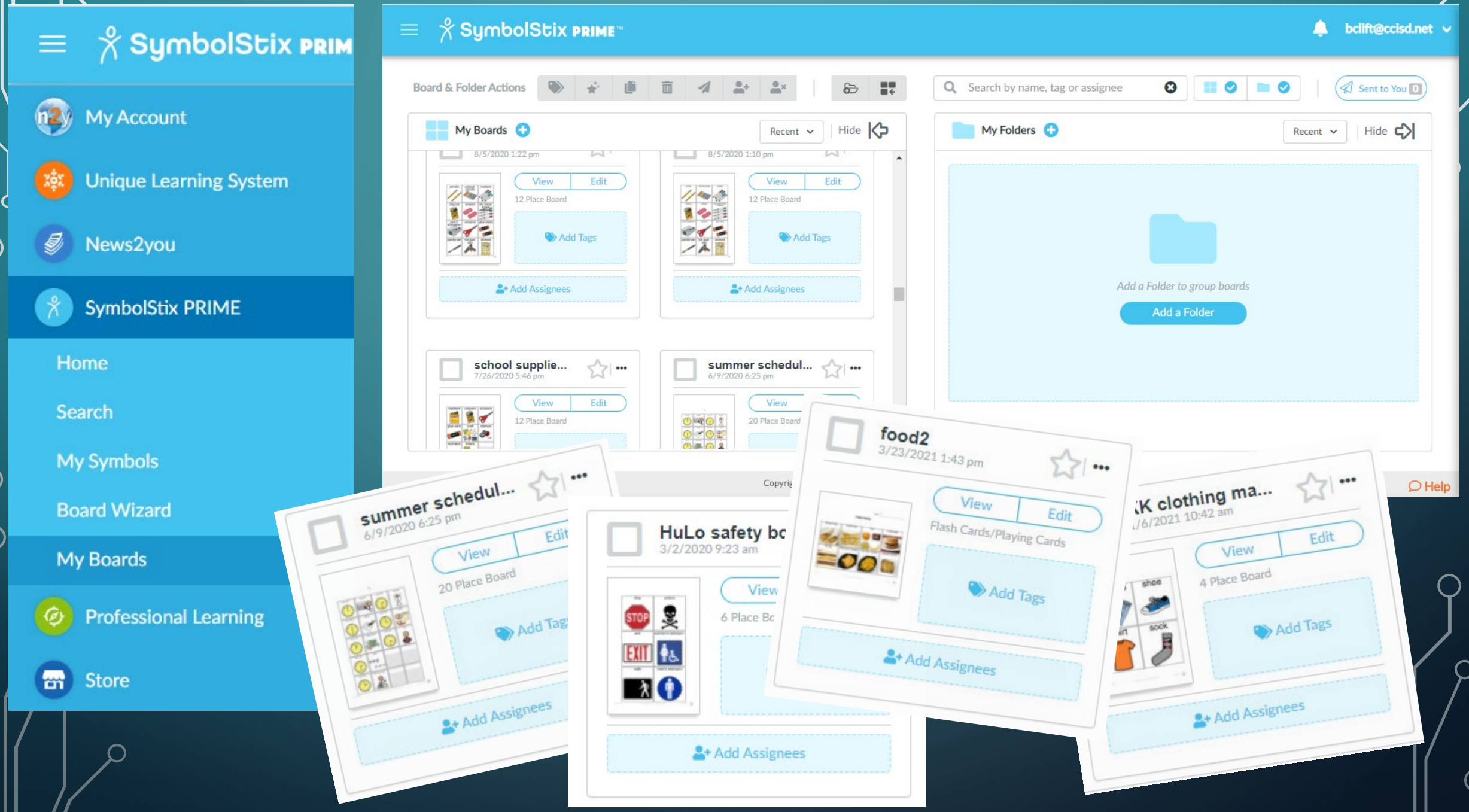

SymbolStix PRIME™
bclift@ccisd.net
My Symbols Library
My Collections
Delete
Add Symbols
Copy to Collection
Download Selected
Select Skin Tone
0 Selected
Clear
Select All
CLOSED
OPEN
STOP
DO NOT ENTER
EXIT
DANGER
KEEP OUT

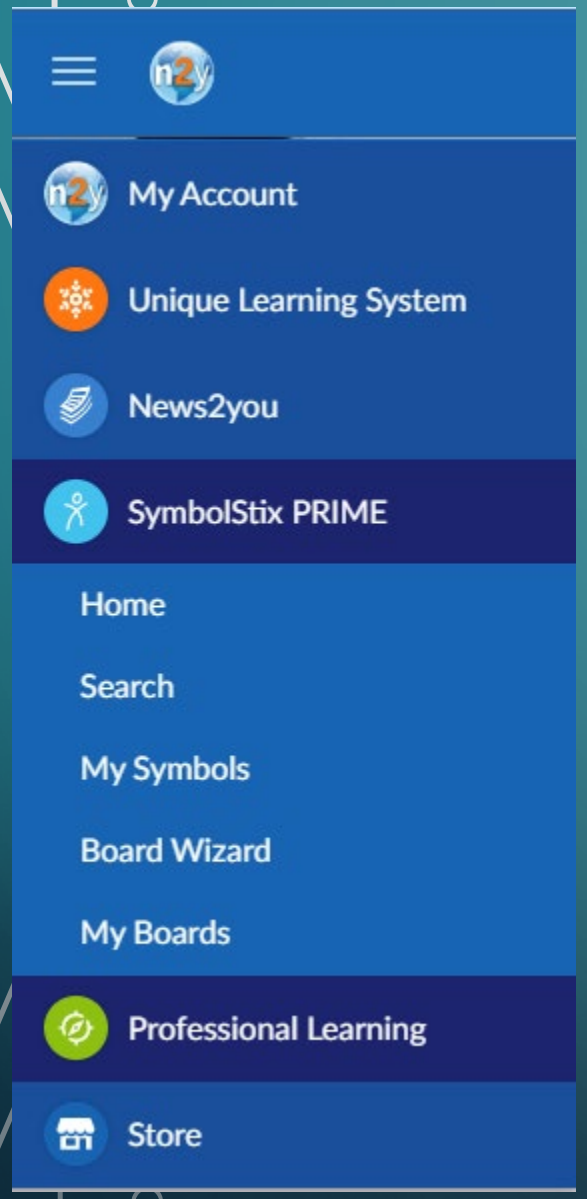

SymbolStix PRIM
My Account
Unique Learning System
News2you
SymbolStix PRIME
Home
Search
My Symbols
Board Wizard
My Boards
Professional Learning
Store

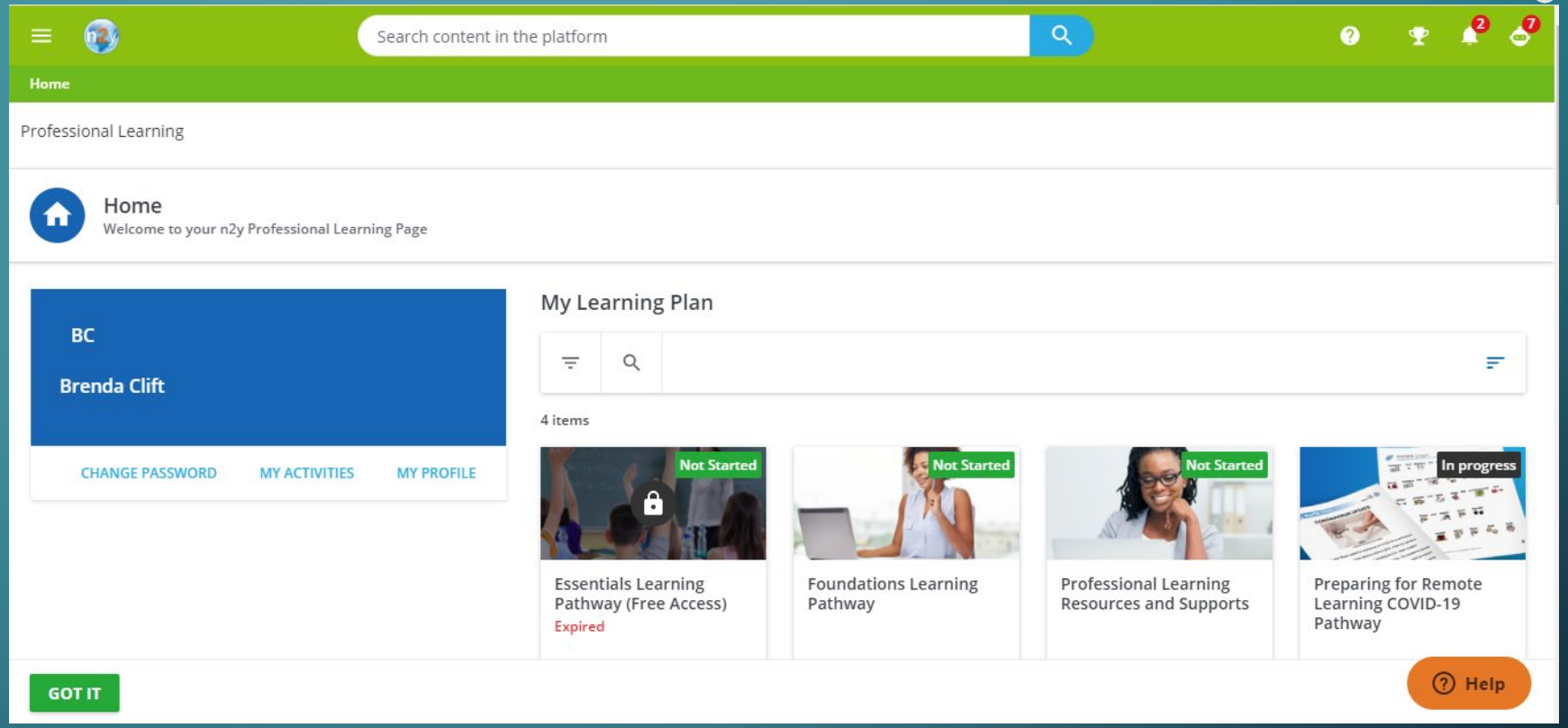

SymbolStix PRIME
bclift@ccisd.net
By Activity
By Size
Custom
By Device
1 Place Board
12 Place Board
2 Place Board
20 Place Board


SymbolStix PRIME
bclift@ccisd.net
Communication Board
Counting Syllables
Dominoes Symbols Only
Dominoes Words Only
Find the Sound
Flash Cards Vertical
Flash Cards/Playing Cards
Level 1 Questions Part 1
Level 1 Questions Part 2
Making Change
Matching
Flash Cards

Name:
Retail Careers
cashier
floral designer
produce stocker
PRODUCE
custodian
stocker
baker
cake decorator
bagger


SymbolStix PRIME
My Account
Unique Learning System
News2you
SymbolStix PRIME
Home
Search
My Symbols
Board Wizard
My Boards
Professional Learning
Store
SymbolStix PRIME™
bclift@ccisd.net
Board & Folder Actions
Search by name, tag or assignee
Sent to You 0
My Boards
Recent
Hide
My Folders
Add a Folder to group boards
Add a Folder
View
Edit
12 Place Board
Add Tags
Add Assignees
school supplie...
summer schedul...
food2
3/23/2021 1:43 pm
Flash Cards/Playing Cards
HuLo safety bc
3/2/2020 9:23 am
Help


My Account
Unique Learning System
News2you
SymbolStix PRIME
Home
Search
My Symbols
Board Wizard
My Boards
Professional Learning
Store


Search content in the platform
Home
Professional Learning
Home
Welcome to your n2y Professional Learning Page
BC
Brenda Clift
CHANGE PASSWORD
MY ACTIVITIES
MY PROFILE
My Learning Plan
4 items
Not Started
Essentials Learning Pathway (Free Access)
Expired
Not Started
Foundations Learning Pathway
Not Started
Professional Learning Resources and Supports
In progress
Preparing for Remote Learning COVID-19 Pathway
GOT IT
Help

FINISH

2425 East Main Street
League City, Texas 77573 (281) 284-0000
www.ccisd.net

Clear Creek Independent School District Mission Statement

The mission of the Clear Creek Independent School District, the visionary leader igniting learning for all, is to ensure each student achieves, contributes, and leads with integrity in a safe and nurturing environment distinguished by authentic relationships, service before self and the spirit of exploration.