

Responding in the Red Zone: Five Simple Strategies to Meet the Needs of the Academically Misunderstood



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The Road Ahead

- We will focus on five “nitty gritty” RTI practices
 - » Screening
 - » Problem-solving using diagnostics
- Simple and efficient progress monitoring
 - » Fidelity
 - » Build Self-Regulation

Thinking Functionally

- **Escape/Avoidance**
 1. Does the kid have an academic skill deficit? (Can't Do)
 2. Does the kid have the skills to do the task, but is just not doing it? (Won't Do)

- **Ever see escape-motivated problem behaviors from students performing in the red zone academically?**

Strategy #1: Screening

Understanding Our Students with Universal Screening

Finding a baseline

Determining level of risk

Academic Screeners

National Center on Progress Monitoring (academic)

Behavior Screeners

Behavior

- Systematic Screening for Behavioral Disorders (SSBD)
- School discipline data

Screening in Math and Early Numeracy

Math CBM

- Make Probes Here:
<http://www.interventioncentral.org/>

- Administration Procedures
 - A. M-CBM (Mixed Math Problems) Probe grades 1-3
 - 2 Minutes
 - Done in groups or individually
 - B. M-CBM grades 4-6
 - 4 minutes
 - Done in groups or individually
 - C. Single-Skill Math Fact Probes (grades 1-6)
 - 2 minutes
 - Groups or individually
 - D. Math Fact Probes (grades 1-6)
 - 2 minutes
 - Groups or individually

An example of
M-CBM Answer
Key based on
CD in the
Answer only

$\begin{array}{r} 4 \\ 1 \overline{)4} \\ (1) \end{array}$	$\begin{array}{r} 7 \\ 5 \overline{)35} \\ (1) \end{array}$	$\begin{array}{r} 1 \\ 6 \overline{)6} \\ (1) \end{array}$	$\begin{array}{r} 0 \\ \times 3 \\ \hline 0 \\ (1) \end{array}$	$\begin{array}{r} 75 \\ \times 1 \\ \hline 75 \\ (2) \end{array}$	$\begin{array}{r} 4 \\ \times 5 \\ \hline 20 \\ (2) \end{array}$	8 (8)
$\begin{array}{r} 8775 \\ 1688 \\ + 3640 \\ \hline 14103 \\ (5) \end{array}$	$\begin{array}{r} 585 \\ 7899 \\ 9633 \\ + 6842 \\ \hline 24959 \\ (5) \end{array}$	$\begin{array}{r} 57 \\ \times 95 \\ \hline 5415 \\ (4) \end{array}$	$\begin{array}{r} 360 \\ \times 9 \\ \hline 3240 \\ (4) \end{array}$	$\begin{array}{r} 69 \\ + 14 \\ \hline 83 \\ (2) \end{array}$	$\begin{array}{r} 24 \text{ r } 3 \\ 9 \overline{)219} \\ (3) \end{array}$	23 (31)

An example of
M-CBM Answer
Key based on
CD in the
Answer &
Critical
Processes

$$\begin{array}{r} 4 \\ 1 \overline{)4} \\ \hline \end{array} \quad (1)$$

$$\begin{array}{r} 7 \\ 5 \overline{)35} \\ \hline \end{array} \quad (1)$$

$$\begin{array}{r} 1 \\ 6 \overline{)6} \\ \hline \end{array} \quad (1)$$

$$\begin{array}{r} 0 \\ \times 3 \\ \hline 0 \end{array} \quad (1)$$

$$\begin{array}{r} 75 \\ \times 1 \\ \hline 75 \end{array} \quad (2)$$

$$\begin{array}{r} 4 \\ \times 5 \\ \hline 20 \end{array} \quad (2)$$

8 (8)

$$\begin{array}{r} 8775 \\ 1688 \\ + 3640 \\ \hline 14103 \end{array} \quad (5)$$

$$\begin{array}{r} 585 \\ 7899 \\ 9633 \\ + 6842 \\ \hline 24959 \end{array} \quad (5)$$

$$\begin{array}{r} 57 \\ \times 95 \\ \hline 285 \\ 513 \\ \hline 5415 \end{array} \quad (10)$$

$$\begin{array}{r} 360 \\ \times 9 \\ \hline 3240 \end{array} \quad (4)$$

$$\begin{array}{r} 69 \\ + 14 \\ \hline 83 \end{array} \quad (2)$$

$$\begin{array}{r} 24 \text{ r } 3 \\ 9 \overline{)219} \\ \underline{18} \\ 39 \\ \underline{36} \\ 3 \end{array} \quad (10)$$

38 (44)

Early Number Sense

- Measures
 1. Oral Counting
 2. Number Identification
 3. Missing Number
 4. Quantity Discrimination

- Probes:
 1. <http://www.interventioncentral.org/htmldocs/interventions/cbmwarehouse.php>
 2. <http://www.interventioncentral.org/php/numberfly/numberfly.php>

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Class Diagnostic Report

Printed Monday, September 22, 2008 9:12:15 AM

School: Whitelawn Elementary School

Grade: 2

Phonemic Awareness

Skills	Skill Score Range	Number of Students	Student
Bending word parts	0-25	22	Baker, Charles; Boyd, Isabella; Chant, Erickson; Carie, Espinosa; Hilary, O'Flanagan; Ryan, Gathrey; Sean, Ho; Min-Hae; Howard, Connor; Martin, L. Reyes; Duncan; Seymour, Robin; St. Davis, Anna; Hagen, Tracy; Kinder, St. Dean; Turner, Patrick
	26-50	8	Apple, Joan; Klipp, Ryan; Wallace, Tom
	51-75	3	Albertson, Kathryn
	76-100	41	Rafael, Dale; Rob, Dominguez; Eric, Kevin; Hanson, Mary; Helfenbrand, Olivia; Karlette, Jessica; Kohn, Heidi; Billy, Mil; Tonya; Mylie; Lucas, Neil; Matthew; Farwell, Jeffrey; Poletto, R. Reynolds; Dominique; Rickard, Paul; Schultz, Kane; Swanson, Brian; Snel, Emily; Tyson, Karl; Votter, Lee; Wis
Bending phonemes	0-25	25	Baker, Charles; Boyd, Isabella; Chant, Erickson; Carie, Espinosa; Hilary, O'Flanagan; Ryan, Gathrey; Sean, Ho; Min-Hae; Howard, Connor; Larry, Qualey; Sally; Peck, Andrea; Seymour, Robin; Stoddard, Kelly; St. Hagen, Tracy; Klipp, Ryan; Lilley, Jack
	26-50	4	Apple, Joan; Steberg, Julie; Tiller, Joel
	51-75	4	Albertson, Kathryn; Andrews, Emma; Rafael, Dale; Rob, Dominguez; Eric, Kevin; Hanson, Mary; Helfenbrand, Olivia; Karlette, Jessica; Kohn, Heidi; Billy, Mil; Tonya; Mylie; Lucas, Neil; Matthew; Farwell, Jeffrey; Poletto, R. Reynolds; Dominique; Rickard, Paul; Schultz, Kane; Swanson, Brian; Snel, Emily; Tyson, Karl; Votter, Lee; Wis
	76-100	39	Albertson, Kathryn; Andrews, Emma; Rafael, Dale; Rob, Dominguez; Eric, Kevin; Hanson, Mary; Helfenbrand, Olivia; Karlette, Jessica; Kohn, Heidi; Billy, Mil; Tonya; Mylie; Lucas, Neil; Matthew; Farwell, Jeffrey; Poletto, R. Reynolds; Dominique; Rickard, Paul; Schultz, Kane; Swanson, Brian; Snel, Emily; Tyson, Karl; Votter, Lee; Wis

Several students identified for Urgent Intervention and Intervention were struggling with these skills.



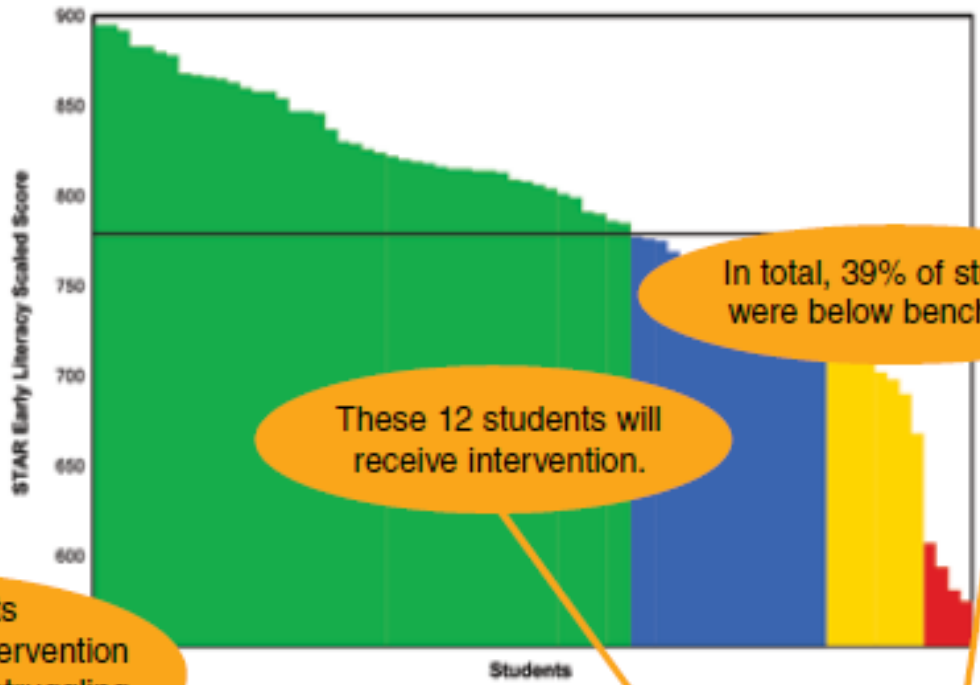
Screening Report

Printed Thursday, September 18, 2008 5:01:12 PM

School: Whitelawn Elementary School

Reporting Period: 9/15/2008-9/18/2008 (Fall Screening)

Grade: 2



These 12 students will receive intervention.

In total, 39% of students were below benchmark.

Categories	Cut Scores		Totals	
	Percentile Rank	Scaled Score	Number	Percent
At/Above Benchmark	At/Above 40 PR	At/Above 779	44	61%
Categories Below Benchmark				
On Watch	Below 40 PR	Below 779	16	22%
Intervention	Below 25 PR	Below 738	8	11%
Urgent Intervention	Below 10 PR	Below 654	4	6%
Students Tested			72	

Key questions to ask based on this and other information:
 Are you satisfied with the number of students at or above benchmark (green)? Which students represented by blue are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students represented by yellow? Do all students represented by red need urgent intervention?

Strategy #2: Problem Solving to Understand Students with EBD

Diagnosis: Matching Need to Intervention

- In-depth information about students' skills and instructional needs
- help to pinpoint specific areas that are “at grade level”
- Begin with the most foundational skill in need of improvement.

DIAGNOSTIC MEASURES
Appropriate for Primary & Secondary Grades
 Revised 02-20-2007

NOTE: The following list of assessment instruments was generated through a review conducted by the Just Read, Florida! Office in consultation with the Florida Center for Reading Research (FCRR). * *This chart is not a statement of endorsement.* Rather, it serves as a resource to inform users of the growing pool of diagnostics appropriate for grades K-12 that meet psychometric standards. Each of the instruments listed below meet criteria for reliability and validity. This listing will be updated periodically to reflect new information about the technical qualities of these and other diagnostic measures of reading.

Diagnostic	Appropriate Grade Range		Test Design		Available in CD or Online	Administration			Major Components				
	Primary	4-12	Criterion	Norm Referenced		Individual	Group	Time	PA	Phonics	Fluency	Vocab.	Comp.
(CTOPP) Comprehensive Test of Phonological Processing	K-3	All		X		X		30 min.	X				
(DAR) Diagnostic Assessment of Reading, 2 nd ed.	K-3	All	X			X		20-30 min.	X	X	X	X	X
(ERDA) Early Reading Diagnostic Assessment	K-3			X		X		45-90 min.	X	X	X	X	X
(EVT) Expressive Vocabulary Test	K-3	All		X		X		15 min.				Oral	
Fox in a Box	K-2		X		E-reporting	X		30 min.	X	X	X	X	Listening
(GMRT) Gates-MacGinitie Reading Test, 3 rd ed.	PreK-3	All		X		X	X	55 - 105 min.	Level PR	Level BR		Reading	X
(GORT-4) Gray Oral Reading Test-4	1-3	All		X		X		20-30 min.			X		X
(GRADE) Group Reading Assessment & Diagnostic Evaluation	PreK-3	All		X	Scoring & Reporting	X	X	45- 90 min.	Levels P & K	Level K		Reading: Levels 1-A	Levels 1-A

Diagnostic	Appropriate Grade Range		Test Design		Available in CD or Online	Administration			Major Components				
	Primary	4-12	Criterion	Norm Referenced		Individual	Group	Time	PA	Phonics	Fluency	Vocab.	Comp.
(PPVT-III) Peabody Picture Vocabulary Test - III	PreK-3	All		X		X		12 min.				Oral	
(SDRT) Stanford Diagnostic Reading Test, 4 th ed.	1-3	All		X			X	100 min.		X		Reading	X
(TPRI) Texas Primary Reading Inventory	K-2		X		Palm Recording & Scoring	X			X	X		Listening K only	X
(WDRB) Woodcock Diagnostic Reading Battery	K-3	All		X		X		50-60 min.	X	X		Reading	X
(WRMT) Woodcock Reading Mastery Test	K-3	All		X		X		10-30 min.		X		Reading	X

The review of assessment instruments included examination of the following resources:

- 2002 Analysis of Reading Assessment Instruments for K-3 (National Assessment Committee)
- 2002 Commissioner's (Texas) List of Reading Instruments: Recommendation for Approval
- 2002 Florida Department of Education's list of approved diagnostic measures

School: Oakwood Elementary School

Test Date: December 9, 2010 10:28 AM

Stone, Lisa

ID: LSTONE


Class: Math 4A

Grade: 4

Teacher: Mrs. M. Adams

This report presents diagnostic information about the student's general skills in mathematics, based on the student's performance on a STAR Math test.

Score Summary

SS	GE	PR	PR Range	PR and PR Range			NCE	Recommended Accelerated Math™ Library
				Below Average 1	Average 50	Above Average 99		
646	4.5	57	38-75			53.7	Grade 4 or Grade 5	

This student's Grade Equivalent (GE) score is 4.5. Her test performance is therefore comparable to that of an average fourth grader after the fifth month of the school year. Lisa achieved a national Percentile Rank (PR) of 57. This score is in the average range and means that Lisa scored higher than 57% of students nationally in the same grade. The PR Range indicates that, if this student had taken the STAR Math test numerous times, most of her scores would likely have fallen between 38 and 75. It reflects the amount of statistical variability in a student's PR score.

These scores suggest that Lisa can complete basic math tasks with whole numbers. She knows numbers through the millions place. Lisa can add, subtract, multiply, and divide whole numbers. Lisa should continue working with fractions and begin learning decimals. She should continue reviewing math operations with whole numbers. Lisa should work with a variety of fractions, such as halves, thirds, fifths, and eighths. Then, she should learn to add and subtract fractions that have like denominators.

At this stage, Lisa needs to:

- Work with a variety of fractions, using physical models to enhance understanding
- Understand the relationship between fractions and decimals
- Learn to add and subtract fractions with like denominators
- Learn to use fractions with like denominators in word problems
- Learn to add and subtract numbers with the same number of decimal places

These are the next concepts Lisa should learn.

The bar charts below reflect Lisa's level of proficiency within the Numeration and Computation objectives in STAR Math. The solid black line is pointing to the math skills Lisa is currently developing.

Numeration Objectives

Numeration Objectives							
Ones	Tens	Hundreds	Thousands	Hundred Thousands	Fractions & Decimals	Advanced Concepts I	Advanced Concepts II

Computational Objectives

Computational Objectives								
Addition & Subtraction Basic Facts to 10	Addition & Subtraction Basic Facts to 18, No Regrouping	Addition & Subtraction with Regrouping	Multiplication & Division Basic Facts	Advanced Computation with Whole Numbers	Fractions & Decimals I	Fractions & Decimals II	Percents, Ratios & Proportions	Multiplication & Division of Mixed Numbers

If you are using the Accelerated Math management software system with Lisa, assign the Grade 4 library. If she is not challenged by the difficult objectives in the Grade 4 library, move her to the Grade 5 library.

These recommendations rely on analysis of the student's performance on one STAR Math test. Please combine this information with your own knowledge of the student, and use your professional judgment when designing an instructional program.

Lisa's Accelerated Math library recommendation.

Diagnostic Report

Printed Monday, October 13, 2008 3:30:09PM

School: Sunset Middle School

Reporting Period: 9/13/2008-10/13/2008

Report Options

Reporting Parameter Group: All Demographics [Default]
Group By: Class

Class: 8th Grade Math

Teacher: Delgado, Doug

Student	Diagnostic Codes	Objectives Mastered						Average Number Per Week	Regular Test	Diagnostic Test	Total Tests	Objective Level
		Practice	Lesson	Test	Review	Final	Level					
Barlow, Dawn		81	80	85	80	83	38	3.8	17	5	22	8.0
Cooper, Kevin		87	90	88	90	89	38	3.8	19	2	21	8.2
Derrick, Jenna	I, P, T, R, M	68	69	76+	75	76	18+	1.8	8	2	10+	7.3
Galvez, Mario		84	85	88	88	87	38	3.8	17	3	20	8.1
Gavens, Julie		78	81	85	85	85	38	3.8	17	4	21	7.9
Lee, Chin		81	78	85	86	85	38	3.8	15	6	21	7.9
MacDonald, Katie		82	85	84	85	85	40	4.0	24	2	26	8.4
Schaefer, Russell	I, P, T	74+	77	79+	82	81	30	3.0	15	4	19	7.9
Vizquez, Abigail		86	84	85	85	85	38	3.8	15	5	20	8.1
Wagner, Jason		90	95	92	95	94	43	4.3	21	3	24	8.3
Average		83	83	86	86	86	37	3.7	17	4	20	8.0

Jenna's percent correct on Accelerated Math practice assignments was below 75%, meaning she was likely having trouble learning new concepts.

Jenna was significantly behind pace in mastering objectives. Most of her classmates were mastering about four objectives per week, but Jenna was mastering only one or two.

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Student Progress Report for Jenna Derrick

Printed Monday, October 13, 2008 11:00:41AM

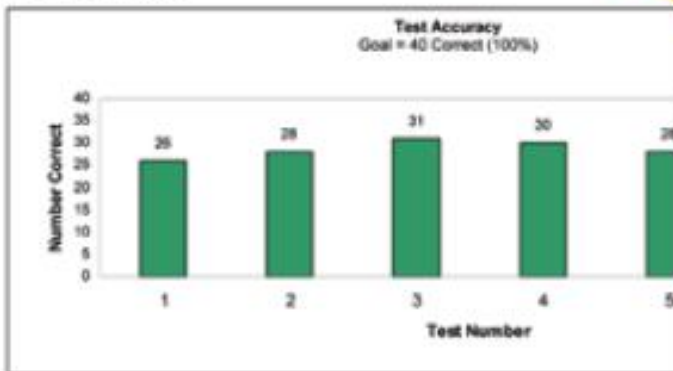
1 of 2

School: Sunset Middle School
Teacher: Mr. D. Delgado
Class: 8th Grade Math
Grade: 8

Working Level: 17. Subtraction of 6, 7

Time Goal: 120 Seconds

Last Test Date: 10/13/08



Jenna is having trouble with computational skills. MathFacts in a Flash shows she was unable to answer 40 problems correctly in two minutes in Level 17.

Class Summary

Objectives Mastered	Total
Regular Tests	168
Diagnostic Tests	36
All Tests	204
Students	
Completed	10
who did not take any Regular Tests	0

Figure 20

Student Progress Report for Jenna Derrick

Printed Monday, October 13, 2008 11:00:41AM

2 of 2

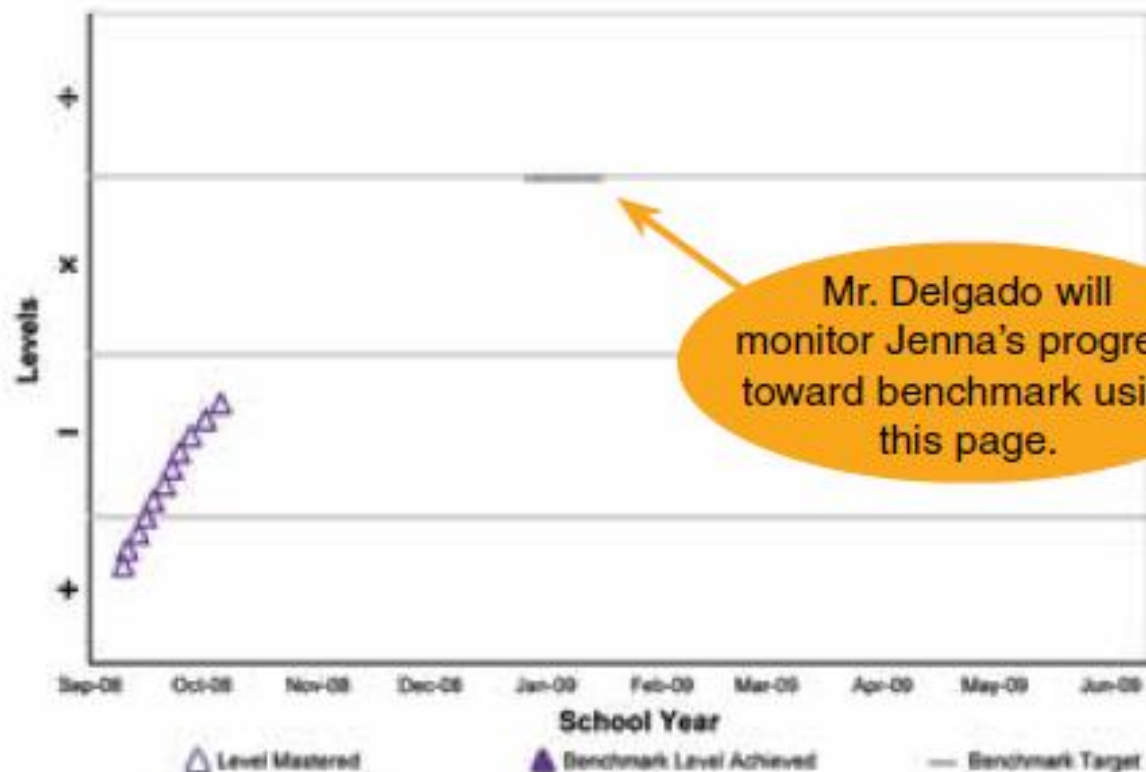
School: Sunset Middle School
Teacher: Mr. D. Delgado
Class: 8th Grade Math
Grade: 8

Reporting Period: 9/13/2008-10/13/2008
(1st Quarter)

Levels Mastered

+	
---	--

Levels Mastered



Jenna's Progress

ID: M234729

Benchmark Level: 30. Review: +, -, *

Benchmark Target Date: January 12 Mastered: No

Levels Mastered	Date Mastered	Mastery Time Goal	Best Time	Date of Best Time
6. Addition of 6, 7	09/11/08	2:00	1:58	09/12/08
7. Addition of 8, 9	09/12/08	2:00	1:51	09/17/08
8. Addition of 10	09/15/08	2:00	1:55	09/17/08
9. Alternate Forms: Addition of 6 to 10	09/17/08	2:00	1:47	09/19/08
10. Addition Review 1	09/19/08	2:00	1:42	09/24/08
11. Addition Review 2	09/22/08	2:00	1:50	09/24/08
12. Subtraction of 0, 1	09/24/08	2:00	1:58	09/25/08
13. Subtraction of 2, 3	09/26/08	2:00	1:55	09/25/08
14. Subtraction of 4, 5	09/29/08	2:00	1:47	09/28/08
15. Alternate Forms: Subtraction of 0 to 5	10/03/08	2:00	1:51	09/30/08
16. Review: Subtraction of 0 to 5	10/07/08	2:00	1:55	10/06/08

Placement Tests

- Provides a general picture on where to begin instruction.

Decoding Placement Test

Name _____ Class _____ Date _____

School _____ Tester _____

PART I

Errors _____ Time _____

PART II

Errors _____

PART III

Errors _____ Time _____

PART IV

Errors _____ Time _____

Placement _____

PART I

Kit made a boat. She made the boat of tin. The nose of the boat was very thin. Kit said, "I think that this boat is ready for me to take on the lake." So Kit went to the lake with her boat.

Her boat was a lot of fun. It went fast. But when she went to dock it at the boat ramp, she did not slow it down. And the thin nose of the boat cut a hole in the boat ramp.

The man who sold gas at the boat ramp got mad. He said, "That boat cuts like a blade. Do not take the boat on this lake any more."

PART II

Can she see if it is dim?
And it can fit in a hand.
Now the hat is on her pet pig.
I sent her a clock last week.
How will we get dinner on this ship?
The swimming class went well.
When they met, he felt happy.
Then she told me how happy she was.
The tracks led to a shack next to the hill.
They said, "We will plant the last of the seeds."
What will you get when you go to the store?
You left lots of things on her desk.

Decoding Placement Schedule

ERRORS	TIME	PLACEMENT OR NEXT TEST
PART I		
22 or more	—	Administer PART II Test
12 to 21	more than 2:00	Level A, Lesson 1
12 to 21	2:00 or less	Administer PART II Test
0 to 11	more than 2:00	Level B1, Lesson 1
0 to 11	2:00 or less	Administer PART III Test
PART II		
41 or more	—	No Corrective Reading placement; use a beginning reading program
8 to 40	—	Level A, Lesson 1
0 to 7	—	Level B1, Lesson 1
PART III		
16 or more	—	Level B1, Lesson 1
6 to 15	more than 2:30	Level B1, Lesson 1
6 to 15	2:30 or less	Level B2, Lesson 1
0 to 5	more than 2:30	Level B2, Lesson 1
0 to 5	2:30 or less	Administer PART IV Test
PART IV		
9 or more	—	Level B2, Lesson 1
4 to 8	more than 1:30	Level B2, Lesson 1
4 to 8	1:30 or less	Level C, Lesson 1
0 to 3	more than 1:20	Level C, Lesson 1
0 to 3	1:20 or less	Doesn't need Corrective Reading Decoding program

Strategy #3: Progress Monitoring

Mastery and General Outcome Progress Monitoring

Ongoing progress monitoring

1. General outcome
 - A. Measures skills being taught over the entire year
 - B. Relevant for short- and long-term goals
 - C. Provides a measure of growth over an extended period of time
 - I. Standardized administration and scoring

2. Specific skills (mastery measurement)
 - A. Measures a narrow band of skills being taught
 - B. Most relevant for short-term goals
 - I. Typically used with children with more significant learning problems
 - C. Provides a measure of growth over a short specified period of time

Group By: Class

Class: Math 4A

Teacher: Adams, Marcie

Points out who is struggling with new concepts. Goal is 75%.

Engaged Time goal is 40 minutes per day. This indicates that students are on pace and are mastering an average of four objectives per week.

Student	Diagnostic Codes	Average Percent Correct						Engaged Time ^a	Objectives Mastered				
		Practice	Exercise	Regular Test	Diagnostic Test	Total Tests	Review		Average Number Per Week	Regular Test	Diagnostic Test	Total Tests	Average Objective Level
Anderson, Marcus		92	94	93	94	94	95	40	4.0	27	5	32	4.5
Bell, Timothy		80	77	85	82	84	83	29	2.9	15	8	23	4.4
Bollig, Brandon	I, P,T,R	64◀	69	67◀	72	70	73◀	28	2.8	12	10	22	4.0
Chang, Michelle		85	87	88	87	88	90	33	3.3	19	7	26	4.3
Gonzales, Maria		91	88	91	89	90	91	38	3.8	23	7	30	4.4
Halden, Susan	I, P,T,R	70◀	67	74◀	75	75	77◀	28	2.8	11	11	22	4.1
O'Neil, Sarah		95	96	95	96	96	97	44	4.4	31	4	35	4.8
Richmond, Angela		83	86	86	84	85	84	30	3.0	15	9	24	4.4
Rodriguez, Carlos		84	81	87	85	86	88	34	3.4	17	10	27	4.6
Stone, Lisa		89	87	88	86	87	90	35	3.5	18	10	28	4.5
Tyler, Lawrence		81	76	85	84	85	80	31	3.1	19	6	25	4.3
White, Jacob		86	89	90	88	89	88	30	3.0	16	8	24	4.5
Average		83	83	86	85	86	86	33	3.3	19	8	27	4.4

Diagnostic Code Summary

Number of Students	% of Students	Diagnostic Code	Description
2	17	I	Teacher intervention needed (see Status of the Class Report)
2	17	P	Practice percentage lower than 75%
2	17	T	Regular Test percentage lower than 85%
2	17	R	Review percentage lower than 80%
0	0	M	Less than 1/2 of the median objectives mastered (1/2 the median = 13)

Students At Risk: 2 of 12 (17%)

Reveals whether students are retaining previously learned concepts. Goal is 80%.

Class Summary

Objectives Mastered	Total
Regular Tests	223
Diagnostic Tests	95
All Tests	318
Students	
Total	12
Number who did not take any Regular Tests	0

Students At Risk are those with at least one diagnostic code. Goal is to have 10% or fewer students At Risk.

◀ Trouble value

^a Engaged Time per Day: An estimate based on number of objectives mastered and an anticipated 40 minutes per day of math practice.

School: Oakwood Elementary School

Class: Math 4A

Teacher: Adams, Marcle

Action Needed column alerts teacher to students who need attention.

Assignment Status

Student	Action Needed	Objectives Ready to Test	Last Assignment Completed		Outstanding Assignments		
			Type	Date	Practice	Exercise	Test
Anderson, Marcus		2	Practice	03/12/10	03/12/10		
Bell, Timothy		1	Regular Test	03/15/10		03/15/10	
Bollig, Brandon	Intervene (2)	1	Practice	03/12/10	03/15/10	03/12/10	
Chang, Michelle		0	Practice	03/12/10	03/12/10		
Gonzales, Maria		3	Practice	03/15/10	03/15/10		
Halden, Susan	Intervene (2)	1	Regular Test	03/12/10		03/15/10	
O'Neill, Sarah	Assign Objs	0	Practice	03/15/10			03/15/10 ²
Richmond, Angela		0	Practice	03/15/10	03/15/10		
Rodriguez, Carlos		4	Practice	03/15/10	03/15/10		
Stone, Lisa		0	Practice	03/12/10	03/12/10		
Tyler, Lawrence	Print Assignment	3	Practice	03/12/10			
White, Jacob		0	Practice	03/15/10	03/15/10		

AM provides the data to differentiate practice to strengthen your core curriculum.

Intervention Needed

Provide targeted instruction to help students having problems with specific objectives.

Student	Assignment Type	Objectives	Library Objective Code	Overall Results
Bollig, Brandon	Practice	90. Multiply money expressions by whole numbers	BMG4-090	11 / 18 (61%)
	Practice	91. WP: Figure change	BMG4-091	12 / 18 (67%)
Halden, Susan	Regular Test	96. Measure customary length	BMG4-096	6 / 10 (60%)
	Regular Test	97. Convert customary units of length	BMG4-097	5 / 10 (50%)

Practice TOPS Report for Brandon Bollig

Printed Friday, March 12, 2010 10:45:20 AM

The AM TOPS Report prints after each assignment is scored, giving immediate feedback to students.

School: Oakwood Elementary School
Class: Math 4A

Teacher: Mrs. M. Adams
Grade: 4

Number Correct: 16 / 20 (80%)

Incorrect Responses (4)

Problems Brandon had difficulty with. Brandon will make corrections and share with his teacher before he moves on to prevent him from repeating mistakes.

Objective	Problem	Your Answer	Correct Answer
90. Multiply money expressions by whole numbers	7	A	D
90. Multiply money expressions by whole numbers	12	D	A
91. WP: Figure change	15	B	C
91. WP: Figure change	18	A	B

Objectives on this Practice (5)

Objective	Results		Overall	
89. Count money and figure change	6 / 6	100%	9 / 12	75%
90. Multiply money expressions by whole numbers	4 / 6	67%	9 / 18	50%
91. WP: Figure change	4 / 6	67%	9 / 18	50%
39. ^c Multiply by powers of ten (2-3 digits)	1 / 1	100%	4 / 4	100%
40. ^c Estimate products, round (1-4 digits)	1 / 1	100%	4 / 4	100%

Overall Progress

Average Percent Correct			Objective Summary
	Marking Period (79% Complete)	School Year (70% Complete)	
Practice %:	64	75	
Test %:	67	83	
Review %:	73	79	

Ready to Test: 1
Goal for Marking Period: 32
Total Mastered this Marking Period: 22 (69% of Goal)
Total Mastered this Year: 89

Teacher

Comments:

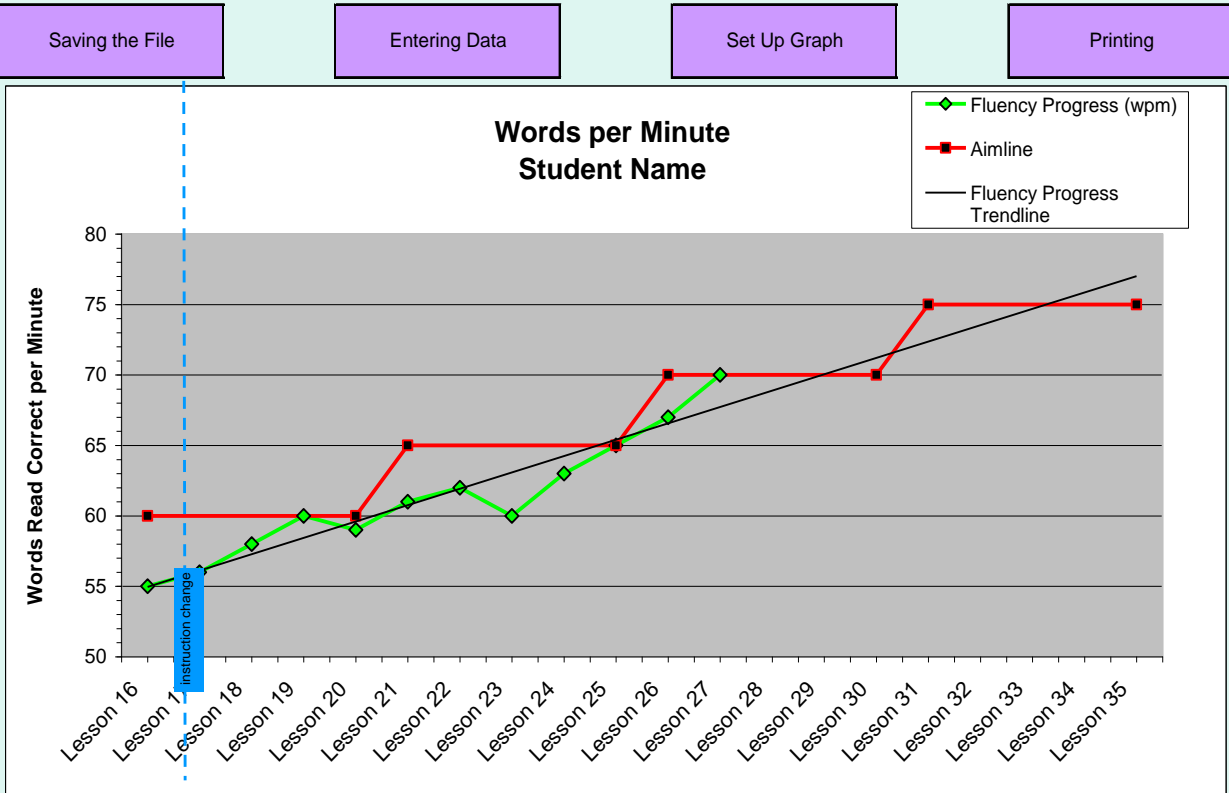
The goal for the Average % Correct on Review of learned concepts is 80% correct. Brandon's score suggests he may be having trouble retaining concepts.

Parent

The goal for the Average % Correct on Practice is 75% correct. Brandon is not meeting this goal; he may be having trouble with new concepts.

Decoding B1: Lessons 16-35

Lesson Number	Fluency Progress (wpm)	Errors	Aimline	Change Lines
Lesson 16	55	1	60	
Lesson 17	56	2		
Lesson 18	58	0		
Lesson 19	60	2		
Lesson 20	59	5	60	
Lesson 21	61	7	65	
Lesson 22	62	4		
Lesson 23	60	2		
Lesson 24	63	0		
Lesson 25	65	1	65	
Lesson 26	67	2	70	
Lesson 27	70	4		
Lesson 28				
Lesson 29				
Lesson 30			70	aimline change
Lesson 31			75	
Lesson 32				
Lesson 33				
Lesson 34				
Lesson 35			75	



R.O.I. 6.25

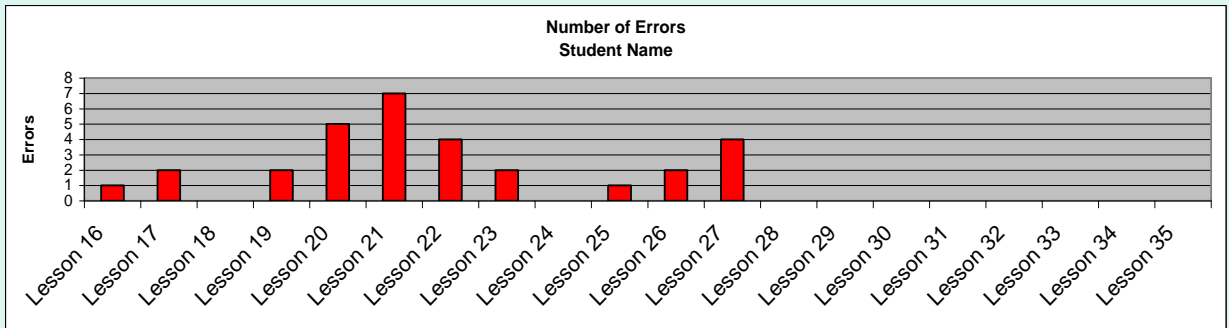


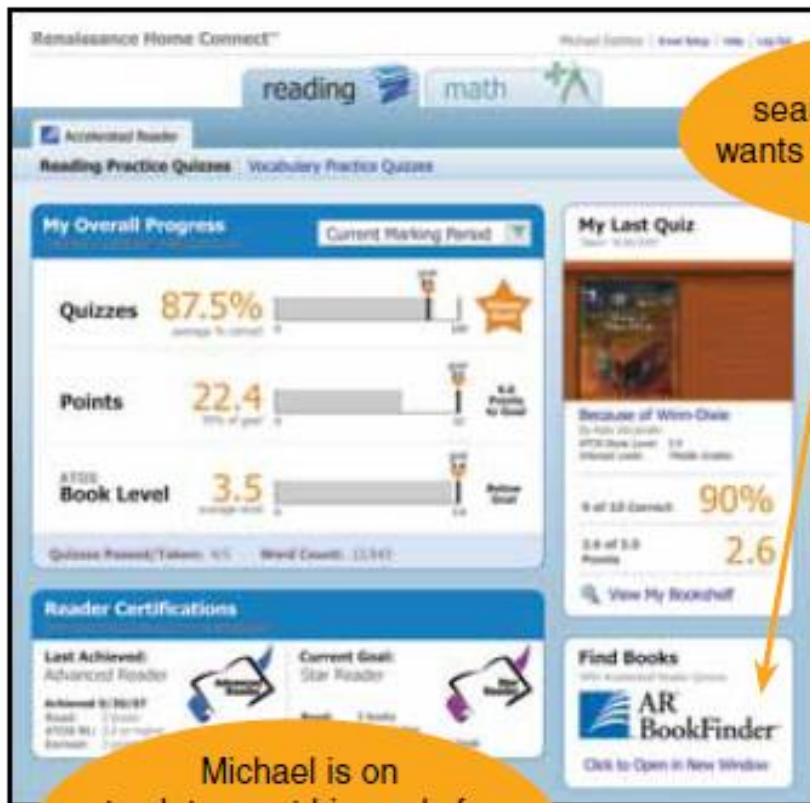
Figure 27: Renaissance Home Connect Accelerated Math Screen



Michael is on pace to approach benchmark by year end.

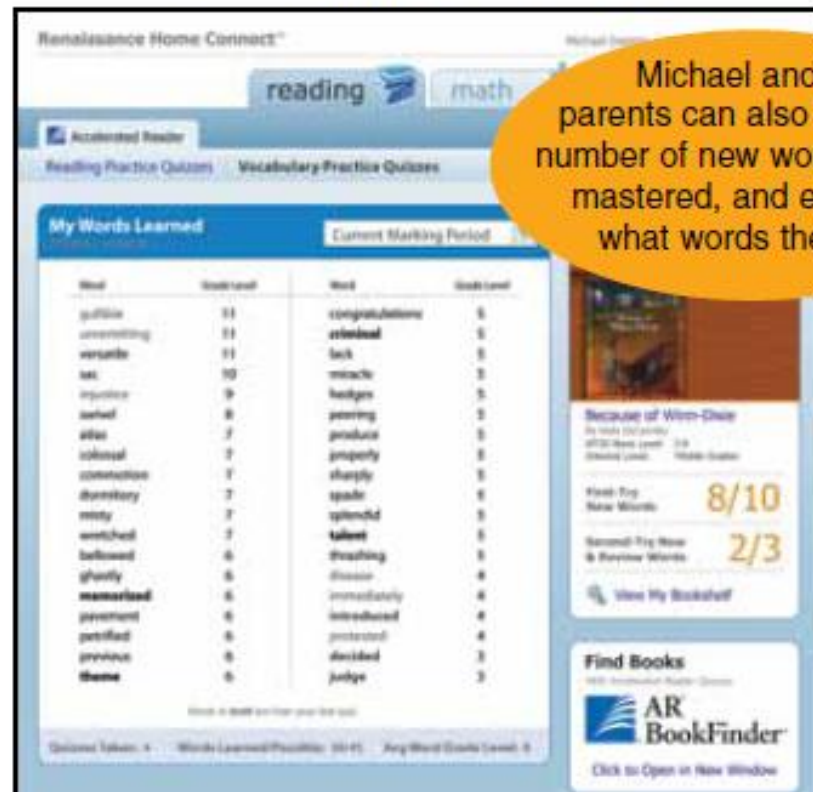
Worked Examples give Michael's family step-by-step guidance for each Accelerated Math objective.

Michael's parents can see details of his last test and request email notification when a test is completed.



Michael can search for the next book he wants to read, at his appropriate reading level.

Figure 29: Renaissance Home Connect AR Vocabulary Practice Screen



Michael and his parents can also track the number of new words he has mastered, and even see what words they are.

Michael is on track to meet his goals for average percent correct, points, and book level.

Strategy #4: Fidelity

How Do We Close the Achievement Gap?

- High quality supplemental instruction gives us the highest probability of closing the mathematics achievement gap.
- Supplemental instruction increases access to core instruction programs by teaching high priority skills and concepts



How Much Does Fidelity to Explicit Instruction Matter?

- 281 middle school students
 1. Screening criteria (conducted spring prior to intervention year)
 - A. Median DIBELS ORF score fell in the “at-risk” category participated: 5th (<103), 6th (<104), 7th (<125), and 8th (<125).
 - B. Corrective Reading Decoding Placement Test
 - I. Ensure that the Corrective Reading Decoding strand was appropriate for addressing their word reading skill problems
 - II. Establish homogenous groups and place students in the appropriate level (B1, B2, or C)

Reference: Benner, G. J., Nelson, J. R., Stage, S. A., & Ralston, N. C. (2008). *Fidelity of Implementation: Influence on the Effects of a Reading Intervention for Middle School Students Experiencing Reading Difficulties*. Manuscript in Progress.

PROJECT BERS READING PROGRAM FIDELITY CHECKLIST

Each of the following five points are emphasized in the reading programs used in Project BERS. Under each point is a more detailed explanation of what will be evaluated. Each blank will be used as a general guideline for program implementation during each lesson. The boxes to the right of each of the five points will be used to rate performance from 0-5 (0 = does not cover point at all during the lesson to 5 = covers point well during the lesson).

1. Teacher follows format outlined by reading program.

- Teacher follows the script and deviates when appropriate. _____
- Teacher uses individual and whole class (overt) responses at appropriate times during the lesson. _____
- Teacher uses pause/punch to emphasize new or important words, phrases, concepts, and/or directions. _____
- Teacher uses proper amount of think time (5-6 s) before requiring students to respond. _____

2. Teacher often uses specific praise statements and provides immediate feedback.

- Example: “Good job reading the directions as instructed, Sally.”

3. Teacher monitors student responses frequently during the lesson.

- Teacher walks around and monitors individual student answers while performing the lesson. _____

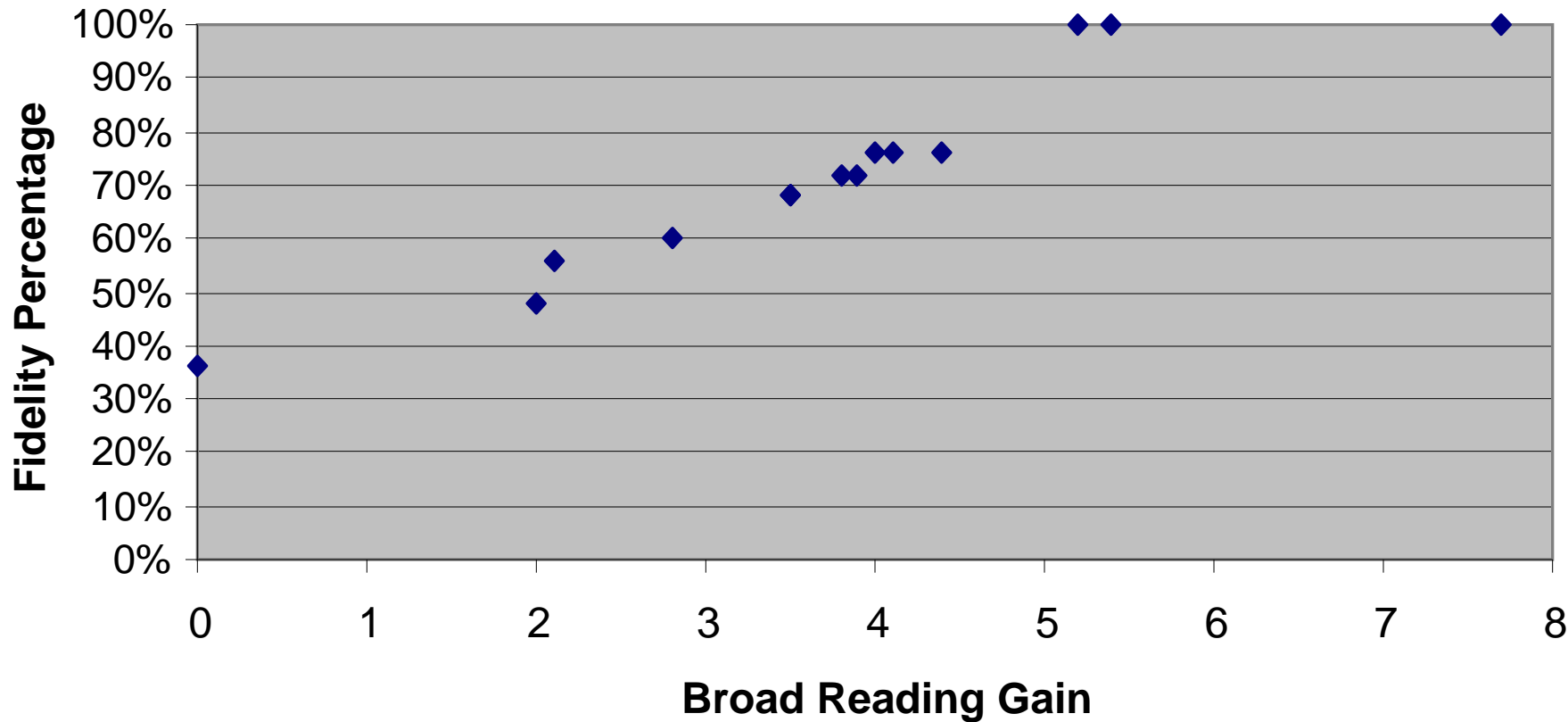
4. Teacher re-teaches either part or all of a lesson(s) when needed and provides alternative or additional explanation(s) when needed.

- Teacher uses modeling and guided practice to promote student understanding. _____
- Teacher re-teaches when students are not responding accurately or are having trouble understanding a skill/concept. _____

5. Teacher uses proper error correction procedures established by reading program.

- Teacher models correct response and has students repeat task when error correcting. _____

School 3 (14 Teachers) Fidelity and Gain



An Example of the Importance of Implementation

Implementation Area	Standard Score Effect
Follows the lesson format	3.34**
Uses specific praise statements and feedback	1.11
Monitors student responses	2.42**
Re-teaches when needed	2.48**
Uses established error correction procedures	2.69**
Overall	12.80**

Where do I find Effective Standard Protocol Interventions?

- [What Works Clearinghouse](#)
- [Promising Practices that Work](#)
- [Best Evidence Encyclopedia](#)

Strategy #5: Build Self-regulation

- Think Time and Administrative Interventions

Teacher

Students



15 pts.

30 pts.

Book & Contact Info

Nelson, J. R., Benner, G. J., & Mooney, P. (2008). *Instructional practices for students with behavioral disorders: Strategies for reading, writing, and math*. New York: Guilford Press.

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