

Classwide Screening Report

EDPS 515

Dr. Gischlar

Jennifer Aussicker, Melissa DeShaw, Darla Haas, and Genesis Walker

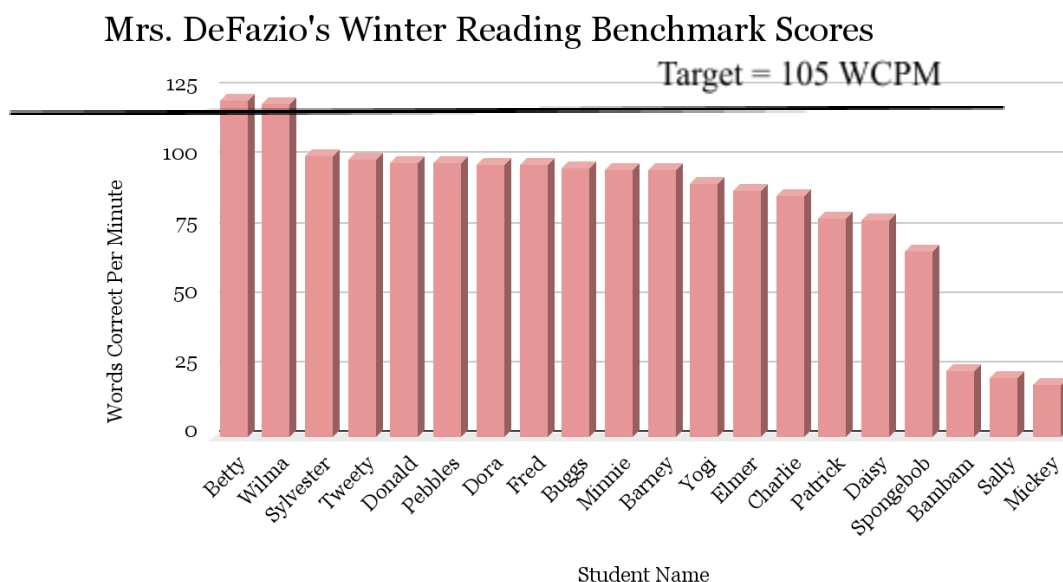
Description

Woodland Elementary School, in Pine School District, is located in a middle-class area of Pine Township, New Jersey. This district includes twelve elementary schools, six middle schools, and three high schools. The typical annual combined household income among Woodland Elementary School families is \$100,000. Woodland Elementary School has 300 students with a teacher-student ratio of 18:1. The school has 40% Caucasian students, 30% Hispanic students, 20% African American students, 5% Asian American students, and 5% students of two or more races. Woodland Elementary School has 58% female and 42% male students. Under a multi-tiered system of support, 223 students are receiving tier 1 services in the general curriculum, 60 children are receiving tier two level services, and 17 students are receiving more intensive tier three level academic support. In Pine School District, 51% of students are eligible to participate in the federal free and reduced price meal program and 10% of students are English language learners.

Pine School District promotes academic and personal growth for all students with a rigorous program that fosters individual strengths and instills a value of lifelong learning. In order to help children flourish and develop into their best selves, the Pine Township School District works to instill fundamental principles. The schools are dedicated to providing an environment where a diverse student body may achieve their maximum levels of academic, emotional, and social success.

Mrs. Laverne DeFazio's third grade class includes 20 students. She is the only teacher within the classroom, and her layout features individual desks for each student positioned in rows. There is a teacher table for small group instruction rotations in reading and mathematics.

Visual Display



Interpretation of Results

Based on the assessment results, the students in Tier 1 are Betty, Wilma, Sylvester, Tweety, Pebbles, Dora, Fred, Buggs, Minnie, Barney, and Yogi. Tier 1 refers to students that scored within the 25th to 100th percentile rankings. These students do not need additional accommodations in the classroom. They can continue to receive quarterly testing that is done for all students with progress monitoring three times a year. Included under Tier 2 are Patrick, Daisy, SpongeBob, Elmer, Charlie, and Donald. Tier 2 encompasses students that scored within the 16th to 25th percentile. These students require additional instructional support from a classroom teacher or an additional educational professional to make adequate progress. This is followed with increased progress monitoring. The students placed in Tier 3 are BamBam, Sally, and Mickey. Tier 3 refers to students that scored under the 16th percentile and would benefit from even more intensive and individualized instruction.

11/20 students, or roughly 55% of students, remained in Tier 1. 6/20 students, roughly 30% of students, were placed in Tier 2, and 3/20 students, or 15%, were placed in Tier 3. Visually, we see most students below the target score of 105 words correct per minute (WCPM). A few students are performing at the 100 WCPM mark and slightly differing below in a downward trend. The 3 students that have been recommended to be placed in Tier 3 support feature a significant difference visually on the graph comparing their scores to the remainder of the group, mostly scoring at the 25 WCPM mark and below. This shows the need for more intensive and individualized instruction. Additionally we see two students above the 105 WCPM target as well. This will allow an opportunity for those students to possibly be challenged in the area of reading instruction.

Instruction and Progress Monitoring

This three tiered system detects and supports students who are potentially at risk of falling behind. Each tier necessitates a different level of instruction and way of monitoring students progress. Instructional recommendations in each tier are made based on the performance of the students in Mrs. DeFazio's class. Progress monitoring is used to assess student progress in the areas they were identified as needing more help.

Tier 1 Instructional Recommendations

In tier 1, it is recommended that Mrs. DeFazio utilizes the Direct Instruction model. This model states that in order for all students to learn, materials and teacher presentation must be clear and unambiguous. This model contains seven basic principles that Mrs. DeFazio should be mindful of when instructing her class. These seven principles include using scripted presentations, small group instruction, unison responding, signals, pacing, corrections, and praise. Scripted presentations will allow Mrs. DeFazio to use a data-based teaching strategy when instructing her class. Small group instruction provides students with numerous benefits. Some of these include frequent student response and student modeling. Unison responding creates an atmosphere for active participation. The use of signals within the classroom can be

used to help pace students as to when responses should be given. Pacing is important for Mrs. DeFazio to consider when preparing her class. It is recommended that instruction is delivered at a fast-paced condition. Corrections and feedback should be given to students in this model. Lastly, praise is an important aspect of Direct Instruction as teacher attention has been shown to increase student attentiveness. It is recommended that Mrs. DeFazio utilizes Direct Instruction methods to instruct all of her students, regardless of the tier they are placed in.

Tier 1 Progress Monitoring

For tier 1, it is recommended that each student is assessed 3 times a year on their grade level. In Mrs. DeFazio's third grade class 11 students were placed in tier 1. These 11 students would be assessed in the fall, winter and spring on a third grade level.

Tier 2 Instructional Recommendations

It is recommended that the students placed in this tier, Patrick, Daisy, SpongeBob, Elmer, Charlie, and Donald receive additional instruction that occurs for 20-40 minutes at least three to four times per week. This additional instruction would occur supplemental to tier 1 instruction. These students will be placed in a small group setting to receive the tier 2 support. Prior to implementing any measures, it is important to gather the visual and auditory status from each student. An instructional recommendation at this level would be to utilize story grammar which provides students with a way to organize narrative text and improve their reading comprehension. Story grammar consists of the creation of a list that includes the setting, characters, problems, events and solutions while students are reading. This information can then be used to create a visual display of the flow of the story. This will help students comprehend what they are reading and increase this skill.

Tier 2 Progress Monitoring

Tier 2 consists of students who need more help than those in tier 1. It is recommended that the students placed in this tier be assessed at least once or twice a month. In Mrs. DeFazio's class, tier 2 consists of 6 students who would be progress monitored at a third grade level more consistently than their tier 1 peers. This ensures that the extra instruction they are receiving is successfully helping these students meet their goals.

Tier 3 Instructional Recommendations

Each student placed in this tier should be administered a brief reading assessment to determine their grade level. Through these assessments, it was determined that BamBam, Sally, and Mickey need more support with learning high-frequency words. It is recommended that each student be instructed on a daily basis individually in addition to class instruction. Each student would work one on one with a reading specialist utilizing dictation passages. Dictation passages increase a student's knowledge of high frequency words as they are provided with a piece of

writing with blank spaces. The students are asked to fill in the blank spaces with high frequency words. This allows them to recall common high frequency words and increase their skill level. At this level it is important to differentiate instruction for each student.

Tier 3 Progress Monitoring

For students in tier 3, it is recommended that they are assessed based on the grade level obtained from a survey assessment once a week. Mrs. DeFazio's third grade class consists of three students who are in tier 3. Progress monitoring should occur more frequently in this tier in order to ensure the instruction is effective. Data should be collected every week to ensure instruction is successful.