



Video

FULL DETAILS AND TRANSCRIPT

Data Team Meeting: Grade 5 Math Review

Tri-Community Elementary School, Pennsylvania • November 2009

Topic: Response to Intervention in Elementary-Middle Math
Practice: Screening and Monitoring

Highlights

- A fifth-grade data team is meeting to discuss data recently summarized by the team leader.
- They first look at overall results compared to school benchmarks and then review math results.
- The discussion centers around the low scores in measurement.
- The three teachers discuss the problem students have in choosing a unit of measurement.
- They brainstorm ways to bring more measurement practice into daily instruction.
- They set a goal of attainment for the next benchmark period.
- They then turn to specific students and review the progress of a student who has been struggling in both reading and math.

About the Interviewee

Tri-Community Elementary School
Steelton, PA

Demographics

38% Black

37% White

19% Hispanic

5% Asian

1% Other

53% Free or Reduced-Price Lunch

Response to Intervention and Instruction (RtII) was introduced at Tri-Community Elementary School six years ago. Since then, the school has moved from lowest performing in the district to successfully meeting Adequate Yearly Progress targets. Strong leadership and a partnership with a regional technical assistance network have helped to sustain:

- Data-driven differentiation of instruction in the core curriculum and tiered interventions;
- A teaming structure that manages data, assesses progress, and plans interventions;
- Collaboration between special education and teaching staff;
- Instructional planning that consistently integrates explicit teaching strategies, continuous progress monitoring, and a focus on teaching to mastery.

Full Transcript

Shamana Harris: We are here to, first, I guess, look at the data that we shared with each other in our last professional development meeting, and I just created a simple two-pager so we can have it all on one sheet. The first bit of information is the benchmarks that they took, our fifth graders took. And if you can see those numbers, we had 61 percent that were at low risk, so it was, like, 37 of our students that came in at a low risk. Twelve of our students were at some risk, 12 of our students were also at risk. The second piece of data is the math, and, again, no kiddos were advanced.

Wendy Kemberling: We do have quite a few below basic that we really need to move up.

Harris: Overall fifth graders score 50 percent or less on such items as magnitude estimates, prime numbers, time, and the one area that we noticed was measurement.

Kemberling: So we can set that as a goal then.

Dan Bonora: Some things we can do for measurement could be, like, morning work, just an open-ended question because it also shows that they were kind of low in the open-ended area, too, at 47 percent. So you can tie in a measurement question with an open-ended question for, like, a journal entry activity. A big part of it is getting them to understand when to use the right type of measurement. Like, would you use a mile to measure walking from here to Turkey Hill, or would you use a mile for walking from here to the

nurse's office? They need to comprehend that. I think the actual measuring itself, when they understand which unit to measure, I think they do okay. It's identifying which unit that they seem to struggle with.

Kemberling: And they seem to have trouble with the inches and what fraction of the line it is, and that's a real, so we can incorporate with a morning question.

Bonora: Right. There is a little side unit, I think, in our math workbook that kind of hit, addressed the rule—

Harris: Don't forget we can do explicit vocabulary instruction, and I love the formative assessments, just quick, thumbs up, thumbs down, agree/disagree cards. That would be perfect.

Kemberling: Whiteboards

Harris: Correct. We have tons of manipulatives. We just have to bring them out and just continue to remember to differentiate our instruction, not just with measurement, but with everything else.

And you know what, my students love graphic organizers. Like, I will make one up for whatever skill or concept, and it seems to work because they keep it in their folders and they always reference back to it. And I also use it as a study guide; take it home, study your graphic organizer.

Bonora: We'll keep adding to the vocabulary wall in the classroom, too. Make that grow, and then you can just periodically review or do like \$1,000 Pyramid type games to get them involved.

Kemberling: And then the quizzes we have been doing can keep them accountable that way, too.

Harris: Would you say that we should set our continuous improvement plan for measurement at 50 percent by midyear? Can we give ourselves that goal? Because right now they are at 39 percent. And then by the end of the year benchmark at 60 percent.

Kemberling: Be at the state benchmark then in that area.

Harris: Okay.

Kemberling: Looks like they are doing pretty well with our number operations and algebra, which is great.

Harris: Sixty-eight percent. All right, next up is, Wendy, you have an update on your student intervention?

Kemberling: I do. My student, we met at our last intervention meeting and we had some concerns in all areas. Mrs. Jones is pulling him for the math intervention, and she is starting that this week. Also he's being evaluated within his program in reading skills that you [Bonora] have him for.

Bonora: Yes, he's been part—the program that we are currently in is coming to an end. And we are getting, Mrs. Hoover, the reading coach, is having him evaluated and assessed to determine if he is going to stay with my group as we move into the next program or if she's going to kind of create another group for him. And that would probably end up being a one-on-one intervention in her one-on-one reading skills class.

Kemberling: We did have an intervention meeting for him, and Mr. Bonora was involved because he has him for reading skills. And one of the things we talked about was that throughout his time here at school, there have been many interventions attempted with him. And so we are kind of at a point now that we have to look broader for him, and perhaps something a little more individualized. So that's where we are; we are looking for some more, and in next meeting I will report back on how he's doing.

Harris: We have decided to set our goals at 50 percent for measurement, we have that written down, and really do focus on teaching that vocabulary explicitly. Use of visuals and manipulatives we said we would do, and really differentiate the instruction throughout across the board.

Kemberling: And we said we were going to try to integrate it into our morning work, perhaps into the mental math piece of our math lessons.

Harris: And share with reading skills teachers. It sounds good to me.