

## Sample Reports – Student Plans Systems

Alpine Student Plans can be designed for any number of topic areas. So far, we have predesigned and shared Plan designs for: RTI, ELL, Accommodations, Literacy, General Student Learning Plans, 504 Plans, Gifted, and Special Education. We will continue to share designs in the future as our clients suggest additional topics. We also assist our clients with their own custom designed Plans.

Details about plan designs can be found in the video and PowerPoint presentation posted on the Alpine Products and Services page. This packet of sample reports is designed to accompany those materials.

### Sample Reports Included in this Packet

The sample reports included here are for Response to Intervention (RTI), but the three types of reports described below apply across all Plans. The characteristics of each plan are unique, so specific reports are designed to meet the needs of each Plan.

- **Summary Reports**

The PDF for 2 summary reports are included here. The first report is an at-a-glance summary of the types of RTI plans currently in place. The second report shows which interventions are currently being used at various intensity levels. Graphs from these reports also can be generated as interactive clickable graphs.

- **Individual Student Report**

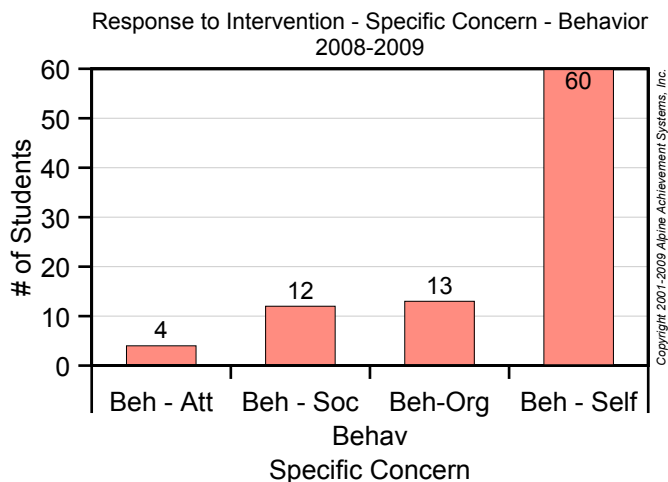
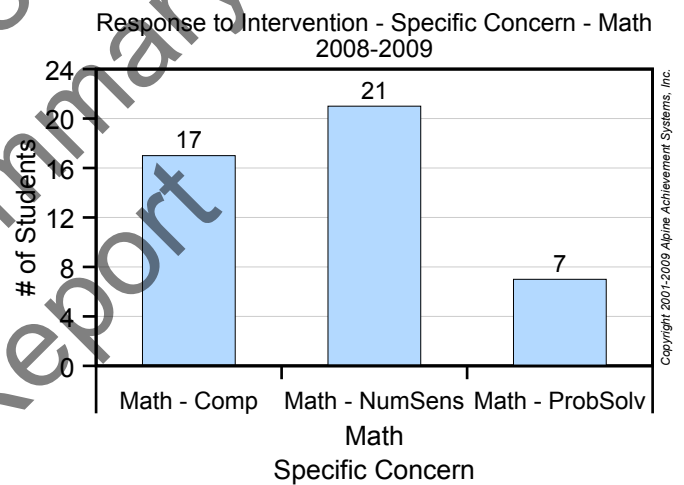
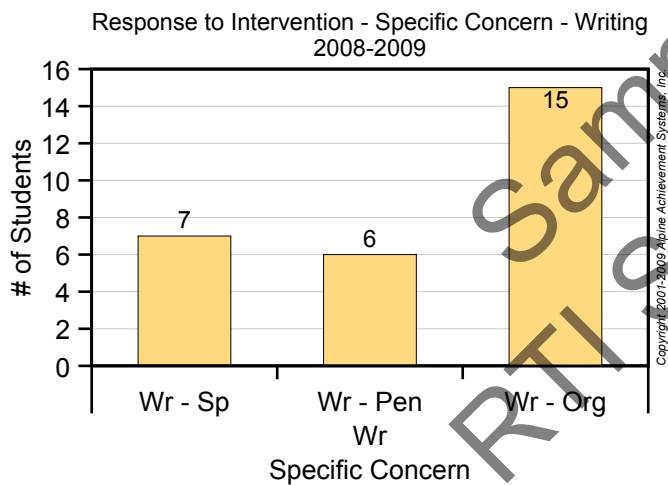
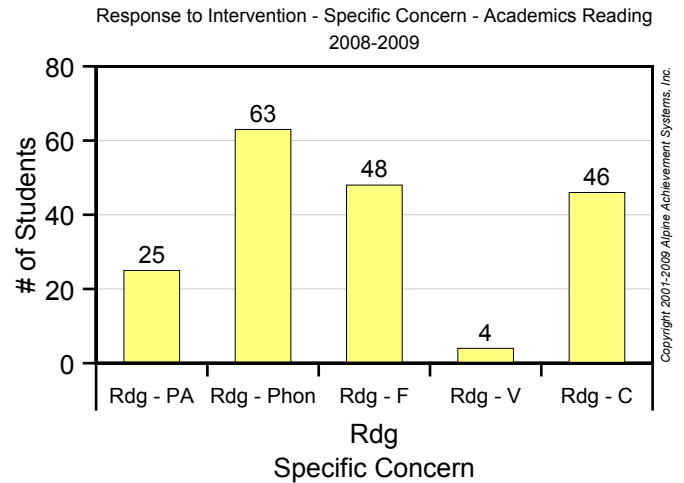
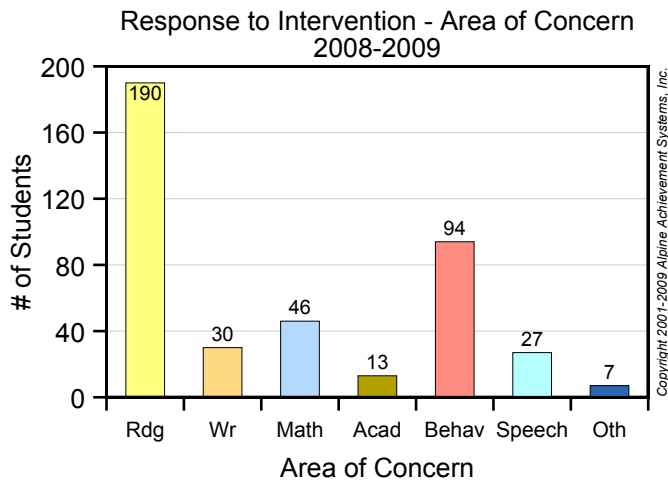
A separate report is generated showing details from each student record in PDF format. Clients can customize which fields they choose to include in their version of the Plan.

- **Progress Monitoring Graphs to accompany student report**

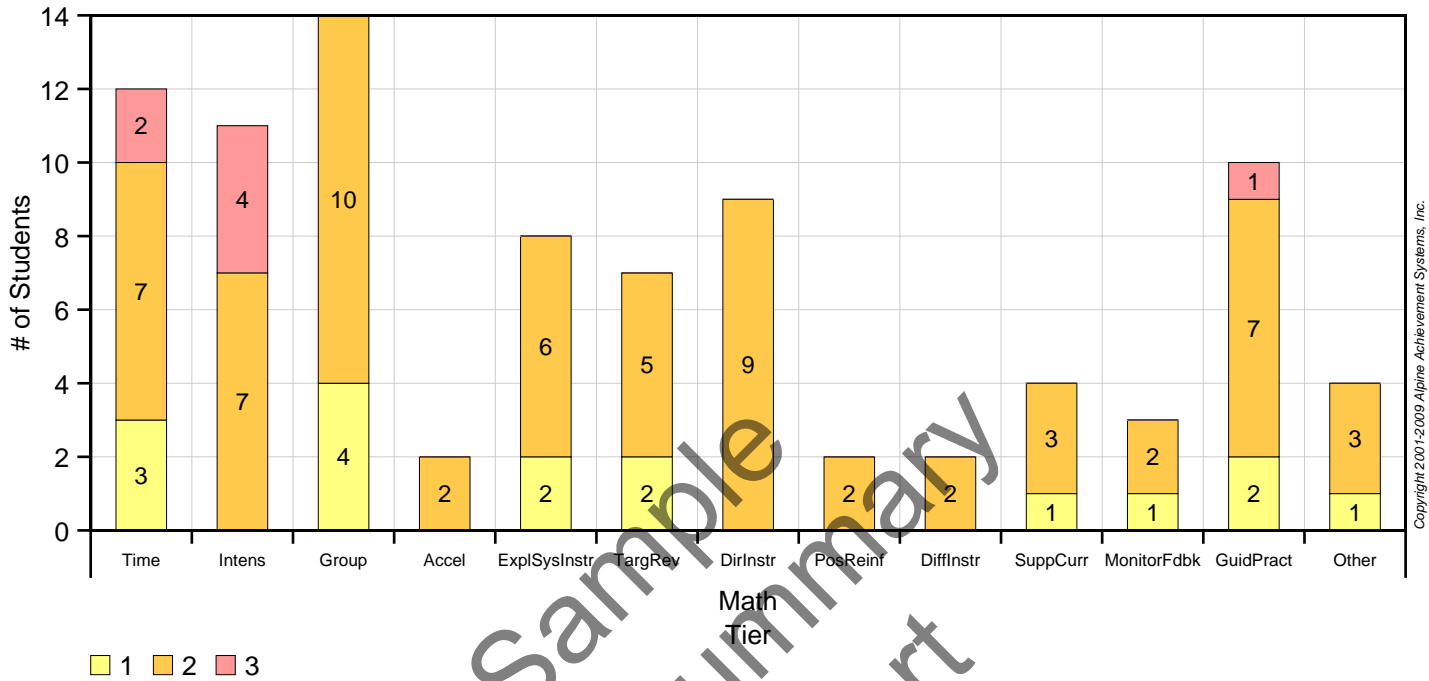
Not all plans include progress monitoring as a part of the plan design, but RTI shows a great illustration of what is possible.

# Sample Reports from Alpine Achievement Systems

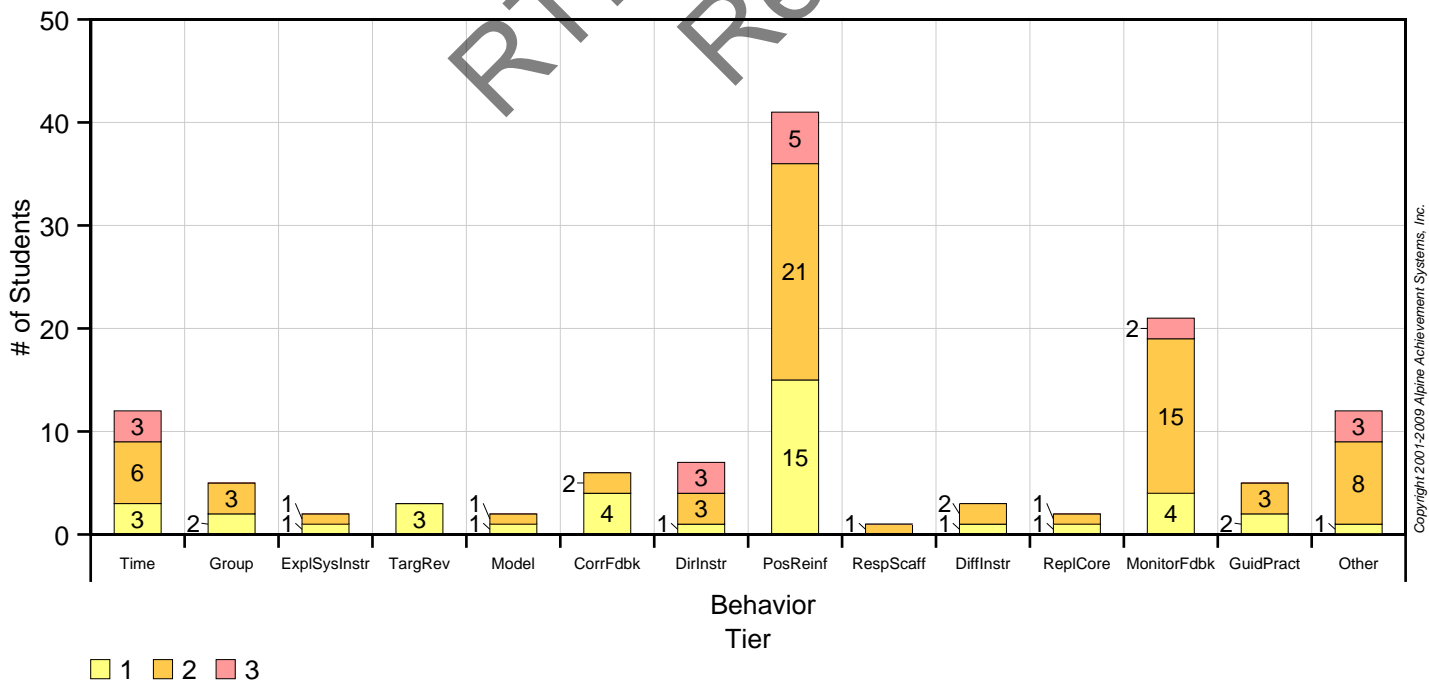
## Response to Intervention Area of Concern Summary



### Response to Intervention - Tier Report - Math



### Response to Intervention - Tier Report - Behavior



# Sample Reports from Alpine Achievement Systems

Response to Intervention - 2008-2009  
**Response to Intervention Plan for Bette Adams**

Student, School, and District Information	
<b>Name:</b> Bette Adams <b>Local ID:</b> 412353	<b>Grade:</b> 1 <b>State ID:</b> 1153134472
<b>District:</b> Maxfield District <b>School:</b> Andromeda Elem 123 Angstrom Street Denver, CO 80032 303-000-0000	
General Response to Intervention Plan Information	
<b>Date Plan was Initiated</b>	9/5/2008
<b>School</b>	Andromeda Elem
<b>Grade</b>	1
Need and Goal Identification	
<b>Area of Concern</b>	Academics-Reading
<b>Specific Type of Concern</b>	Rdg - Comprehension
<b>Statement of the Problem</b>	
Bette does not use metacognitive monitoring when reading, so she fails to pay attention when she miscues and not comprehend what she reads. This causes her to lose patience and read less frequently during independent reading time.	
<b>Goal</b>	
Through self-monitoring and self-correction, Bette will read more accurately and therefore will read more frequently and for longer periods of time without becoming frustrated. As a result, Bette will be able to read the books she is interested in about topics such as butterflies and ladybugs.	
<b>Evidence of Goal Attainment</b>	
Bette will independently self-monitor and self-correct on 90% of her oral reading errors using grade level appropriate text. She will read for at least 20 minutes during independent reading time on a daily basis.	
<b>Plan Contact Person</b>	Ms. Blackstone
<b>Parent Consent for Services</b>	yes
Background	
<b>Background Information Related To This Need</b>	
<b>Achievement Data</b>	DIBELS data
<b>Information from Other Plans</b>	None
<b>Synthesis of Background Information</b>	
<b>Assets and Concerns</b>	
<b>Assets</b>	Responds to classroom instruction Desires to learn from school and life Seeks new learning opportunities
<b>Concerns</b>	Excessive dependency on the teacher Low self-efficacy
Accommodations and Modifications	
<b>Instructional Accommodations</b>	Extra time; More frequent breaks
<b>Assessment Accommodations (Colo)</b>	Oral presentation when allowed. Spelling Words to Student
Interventions	
<b>Intervention 1 - Name of Intervention</b>	Direct Instruction

# Sample RTI Student Report



# Sample Reports from Alpine Achievement Systems

## Response to Intervention - 2008-2009 Response to Intervention Plan for Bette Adams

<b>Intervention 1 - Intervention Tier (Intensity)</b>	Tier 2
<b>Intervention 1 - Description of Intervention</b>	Bette will participate in the XYZ Oral Reading Skill Development Program. etc.
<b>Intervention 1 - Date Intervention Started</b>	9/10/2008
<b>Intervention 1 - Date Intervention Ended</b>	
<b>Intervention 1 - Reason for Ending Intervention</b>	Continue Intervention - Increase Tier
<b>Intervention 1 - Intervention Notes</b>	11/3/09 - Bette is doing a good job with this intervention, but we would like to increase her learning rate, so we are changing grouping to a smaller group setting.
<b>Intervention 2 - Name of Intervention</b>	Grouping
<b>Intervention 2 - Intervention Tier (Intensity)</b>	Tier 2
<b>Intervention 2 - Description of Intervention</b>	Small group of 4 for XYZ Oral Reading Skill Development Program for next 4 weeks.
<b>Intervention 2 - Date Intervention Started</b>	11/3/2008
<b>Intervention 2 - Date Intervention Ended</b>	
<b>Intervention 2 - Reason for Ending Intervention</b>	
<b>Intervention 2 - Intervention Notes</b>	
<b>Progress Monitoring</b>	
<b>Progress Monitoring Tool and Metric</b>	CBM - Words read correctly per minute
<b>Baseline - Progress Monitoring Date</b>	8/29/2008
<b>Baseline - Datapoint</b>	15.0
<b>Baseline - Target</b>	60.0
<b>Baseline - Does this datapoint represent a skill deficit?</b>	Yes
<b>Baseline - Number of data collection cycles remaining</b>	9
<b>Progress 1 - Progress Monitoring Date</b>	9/14/2008
<b>Progress 1 - Datapoint</b>	17.0
<b>Progress 1 - Target</b>	60.0
<b>Progress 1 - Does this datapoint represent a skill deficit?</b>	Yes
<b>Progress 1 - Number of data collection cycles remaining</b>	8
<b>Progress 2 - Progress Monitoring Date</b>	10/30/2008
<b>Progress 2 - Datapoint</b>	30.0
<b>Progress 2 - Target</b>	60.0
<b>Progress 2 - Does this datapoint represent a skill deficit?</b>	Yes
<b>Progress 2 - Number of data collection cycles remaining</b>	7
<b>Progress 3 - Progress Monitoring Date</b>	11/12/2008
<b>Progress 3 - Datapoint</b>	35.0
<b>Progress 3 - Target</b>	60.0
<b>Progress 3 - Does this datapoint represent a skill deficit?</b>	No
<b>Progress 3 - Number of data collection cycles remaining</b>	6
<b>Progress 4 - Progress Monitoring Date</b>	12/15/2008
<b>Progress 4 - Datapoint</b>	43.0

# Sample RTI Student Report



Sample Reports from  
Alpine Achievement Systems

Response to Intervention - 2008-2009  
Response to Intervention Plan for Bette Adams

Progress 4 - Target	60.0
Progress 4 - Does this datapoint represent a skill deficit?	No
Progress 4 - Number of data collection cycles remaining	5
Progress 5 - Progress Monitoring Date	1/26/2009
Progress 5 - Datapoint	54.0
Progress 5 - Target	60.0
Progress 5 - Does this datapoint represent a skill deficit?	No
Progress 5 - Number of data collection cycles remaining	4
<b>Review and Update of Overall RTI Status</b>	
Review #1 - Date of Review	11/5/2008
Review #1 - Type of Review	Review Meeting
Review #1 - Meeting Participants	Ms. Blackstone, Mr. Watson, Mrs. Adams
Review #1 - Overall RTI Status	Tier 2
Review #1 - Summary/Conclusion	Lack of adequate progress - Increase Tier
Review #1 - Notes	not much progress seen
Review #2 - Date of Review	2/3/2009
Review #2 - Type of Review	Review Meeting
Review #2 - Meeting Participants	Ms. Blackstone, Mr. Watson, Mrs. Adams
Review #2 - Overall RTI Status	Tier 3
Review #2 - Summary/Conclusion	Good Progress. Continue interventions/intensity
Review #2 - Notes	Small Group intervention with Oral reading program is proving effective for Bette.
Estimated Date of Next Review	4/2/2009

Meeting date      Student      Parent/Guardian      **Sample** Teacher      Principal/Designee

RTI Student Report



# Sample Reports from Alpine Achievement Systems

## Response to Intervention Progress Monitoring Maxfield District

