Two-Point Rate of Improvement (ROI) and Gap Analysis Worksheet
Directions

Two-Point ROI:
Subtract the first score from the last score and divide by the number of weeks that progress monitoring data were collected.

Modified Two-Point ROI:
Use the ***median*** of the first three scores obtained in the progress monitoring series for "Score on First Probe." Then utilize the ***median*** of the last three scores obtained in the progress monitoring series for "Score on Last Probe." After that, follow the directions for computing Two-Point ROI.

When deciding between the Two-Point Rate of Improvement (ROI) and the Modified Two-Point Rate of Improvement, it is important to consider any outliers present in the progress monitoring data. If the score on the initial or final probe, which is utilized in the Two-Point ROI approach, seems significantly different from the rest of the student's progress monitoring scores ***or*** if the score on the last probe is lower than the score on the first probe, then opting for the Modified Two-Point ROI method may be more appropriate.

Benchmark Expectation Scores:
Some programs, such as i-Ready, divide Fall, Winter, and Spring benchmark expectations into percentile bands. When choosing which score to use, it is recommended to use the score closest to the 25th percentile. Since the average range in a normal distribution can be interpreted as any score between the 25th to 75th percentile, using the 25th percentile allows a struggling student the opportunity to achieve a more realistic, appropriately ambitious goal during targeted and intensive intervention.

Two-Point Rate of Improvement (ROI) and Gap Analysis Worksheet

Student Name: _____ **School:** _____ **Grade:** _____ **Date:** _____

WVTSS Tier:
(Universal/Targeted/Intensive)

Current Assessment Expectation
(Nearest benchmark)

Assessment/Probe Used:

End of Year Expectation:
(Benchmark or Student Goal)

Score on First Probe:

Score on Last Probe:

Number of Weeks in School:

Fall Benchmark Expectation:

Weeks of School Remaining:

Spring Benchmark Expectation:

Two-Point or Modified:

Step 1: Determine Typical ROI

	(-)		÷	**36**	=	
Spring Benchmark		**Fall Benchmark**		**# of Weeks**		**Typical ROI (slope)**

Step 2: Determine Student ROI

	(-)		÷		=	
Score on Last Probe		**Score on First Probe**		**# of Weeks in School**		**Student ROI (slope)**

Step 3: Compare Student ROI to Typical ROI ⟶ Is the Student's ROI < Ambitious or Reasonable ROI?

	X	**2**	=	
Typical ROI				**Ambitious ROI**

	X	**1.5**	=	
Typical ROI				**Reasonable ROI**

Step 4: Determine Gap

	÷		=	
Current Assessment Expectation		**Current Assessment Performance**		**Current Gap** (≥ 2 is significant)

Step 5: Gap Analysis

	-		=	
End of Year Expectation		**Current Assessment Performance**		**Difference**

Step 6: Is this Reasonable? (Y / N)

Option A

	÷		=		VS	
Difference		**# of Weeks Remaining in School**		**Needed ROI**		**Student ROI**

Option B

	÷		=	
Difference		**Student ROI**		**# of Weeks Needed**

Recommendations:

EXAMPLE #1

WVTSS Tier: *(Universal/Targeted/Intensive)*	Targeted	**Current Assessment Expectation:** *(Nearest benchmark)*	78 (Winter)
Assessment/Probe Used:	DIBELS ORF	**End of Year Expectation:** *(Benchmark or Student Goal)*	94 (Spring BM)
Score on First Probe:	18		
Score on Last Probe:	67	**Number of Weeks in School:**	24
Fall Benchmark Expectation:	49	**Weeks of School Remaining:**	12
Spring Benchmark Expectation:	94	**Two-Point or Modified:**	Two-Point

Step 1: Determine Typical ROI

94	–	49	÷	36	=	1.25
Spring Benchmark		Fall Benchmark		# of Weeks		Typical ROI (slope)

Step 2: Determine Student ROI

67	–	18	÷	24	=	2.04
Score on Last Probe		Score on First Probe		# of Weeks in School		Student ROI (slope)

Step 3: Compare Student ROI to Typical ROI ⟶ Is the Student's ROI < Ambitious or Reasonable ROI?

1.25	X	2	=	2.50
Typical ROI				Ambitious ROI

1.35	X	1.5	=	1.88
Typical ROI				Reasonable ROI

Step 4: Determine Gap

78	÷	67	=	1.16
Current Assessment Expectation		Score on Last Probe		Current Gap (≥ 2 is significant)

Step 5: Gap Analysis

94	–	67	=	27
End of Year Expectation		Score on Last Probe		Difference

Step 6: Is this Reasonable? (**Y** / N)

Option A	27	÷	12	=	2.25	**vs**	2.04
	Difference		# of Weeks Remaining in School		Needed ROI		Student ROI

Option B	27	÷	2.04	=	13.2
	Difference		Student ROI		# of Weeks Needed

Recommendations: The student's current ROI is greater than the Reasonable ROI calculated. If we move this student to intensive intervention in a smaller group and provide additional time, feedback, and practice, the student may reach the Spring benchmark within the next 12 weeks of school.

EXAMPLE #2

WVTSS Tier: *(Universal/Targeted/Intensive)*	Intensive	**Current Assessment Expectation:** *(Nearest benchmark)*	525 (Winter)
Assessment/Probe Used:	STAR Math	**End of Year Expectation:** *(Benchmark or Student Goal)*	571 (Spring BM)
Score on First Probe:	211		
Score on Last Probe:	255	**Number of Weeks in School:**	14
Fall Benchmark Expectation:	479	**Weeks of School Remaining:**	22
Spring Benchmark Expectation:	571	**Two-Point or Modified:**	Mod. Two-point

Step 1: Determine Typical ROI

571	−	479	÷	**36**	=	2.56
Spring Benchmark		Fall Benchmark		# of Weeks		Typical ROI (slope)

Step 2: Determine Student ROI

255	−	211	÷	14	=	3.14
Score on Last Probe		Score on First Probe		# of Weeks in School		Student ROI (slope)

Step 3: Compare Student ROI to Typical ROI → Is the Student's ROI < Ambitious or Reasonable ROI?

2.56	X	2	=	5.11
Typical ROI				Ambitious ROI

2.56	X	1.5	=	3.83
Typical ROI				Reasonable ROI

Step 4: Determine Gap

525	÷	255	=	2.06
Current Assessment Expectation		Score on Last Probe		Current Gap (≥ 2 is significant)

Step 5: Gap Analysis

571	−	255	=	316
End of Year Expectation		Score on Last Probe		Difference

Step 6: Is this Reasonable? (Y **N**)

Option A	316	÷	22	=	14.36	**VS**	3.14
	Difference		# of Weeks Remaining in School		Needed ROI		Student ROI

Option B	316	÷	3.14	=	100.5
	Difference		Student ROI		# of Weeks Needed

Recommendations: Continue universal support, small group targeted instruction with the classroom teacher, and intensive intervention with the math interventionist. Because the student will likely not reach the goal by Spring even with all available general education supports, a referral for evaluation is warranted.