

E a g
E a /
I

CLASS

11111
A
111
11111111

Ta l

A a	4
I	4
Ba g	
S / g	
Pa a	9
T a l	9
C l l	
M a	
STAR Ea l / L a / (SEL)	
D / a I a Ba Ea l /	
L a / S ll (DIBELS N)	
F S Fl / (FSF)	
L Na g Fl / (LNF)	
P S g a Fl / (PSF)	4
N W Fl / (NWF)	4
DIBELS O a l R a g Fl / (DORF)	
Dz	
DIBELS C S	
D g (DEC)	
V a l a / (VOC)	
C S ll (CLASS I CS)	9
F l / l a	
R l	
Pa a	
P	
G a P - R l	
S G P l	
ANCOVA R l	
D	4
F l / l a	4
G a - l	4
N	
A l g	
R	9
F g a a l	

Bag

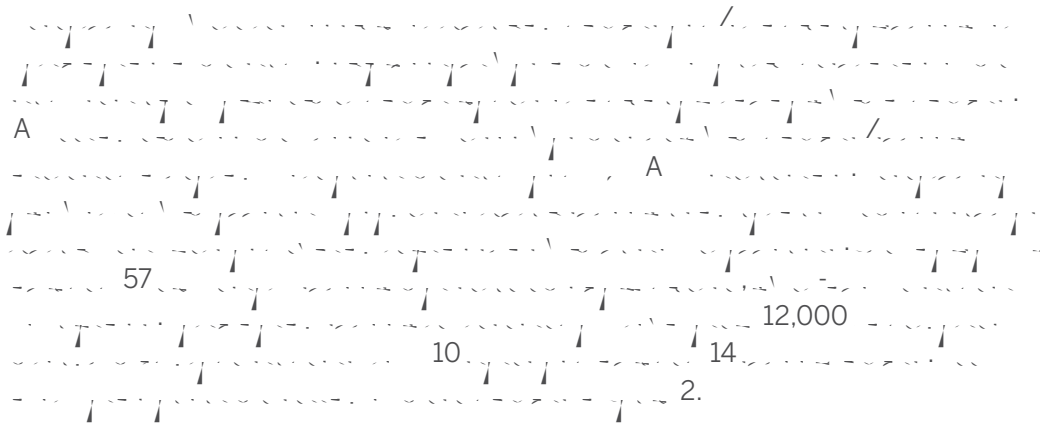
A ()
()
2013) A
A
A
()
A
() ()

BACKGROUND

Handwritten musical notation on a five-line staff. The notation includes various rhythmic values, accidentals, and dynamic markings. A measure number '12' is written above the staff. The letter 'A' is written above several notes. There are also parentheses around some notes.

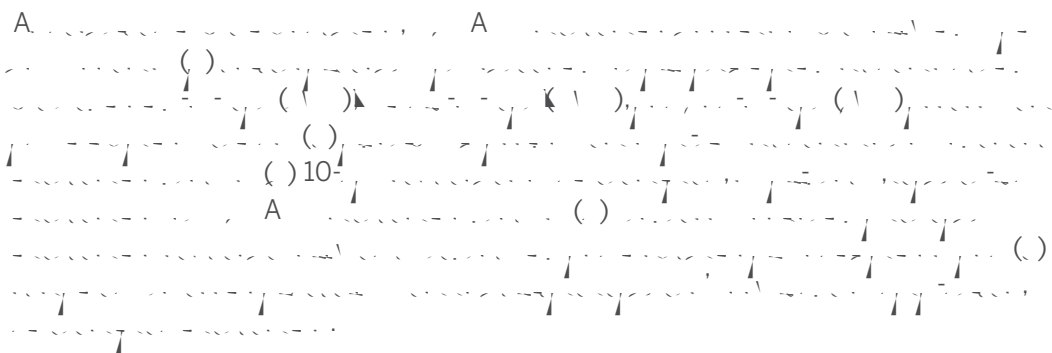
S / g

Participants

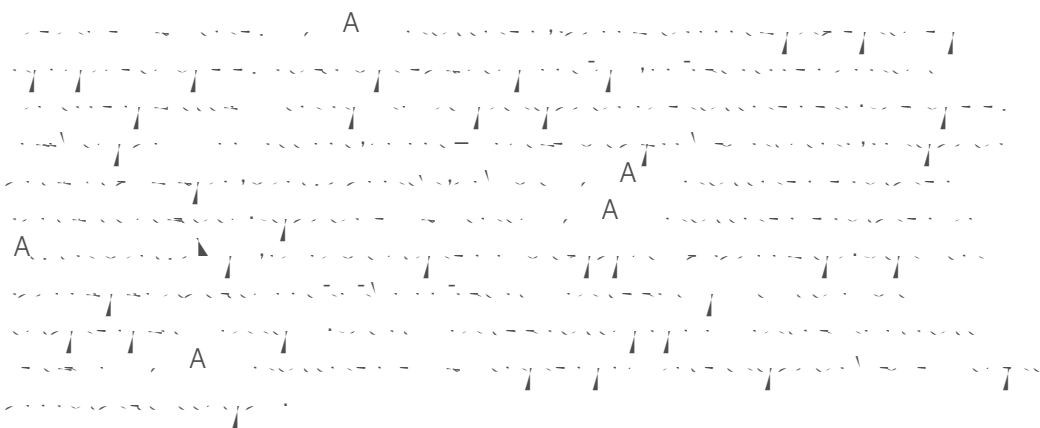


Treatment schools

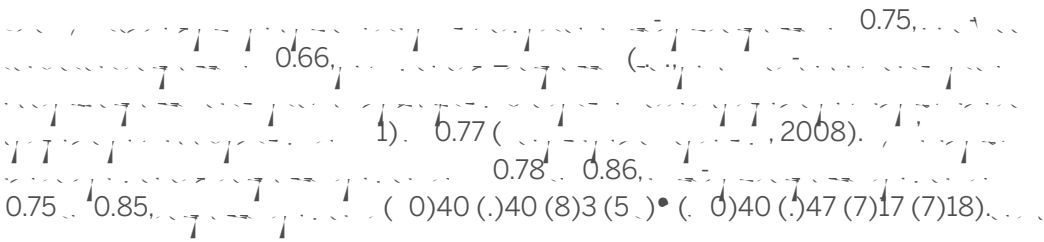
Intervention procedures



Training of school personnel

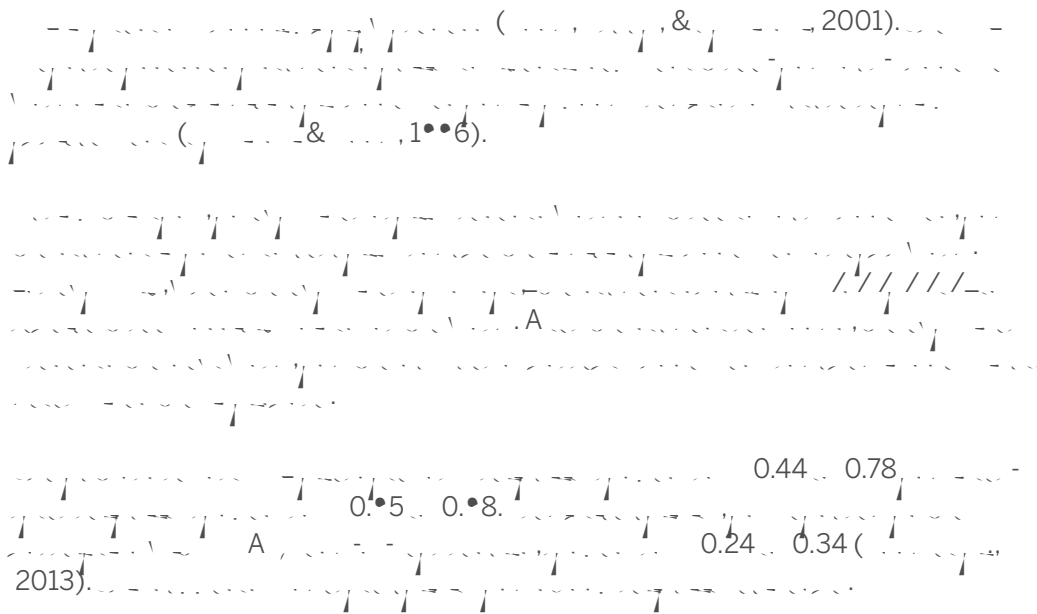


MEASURES

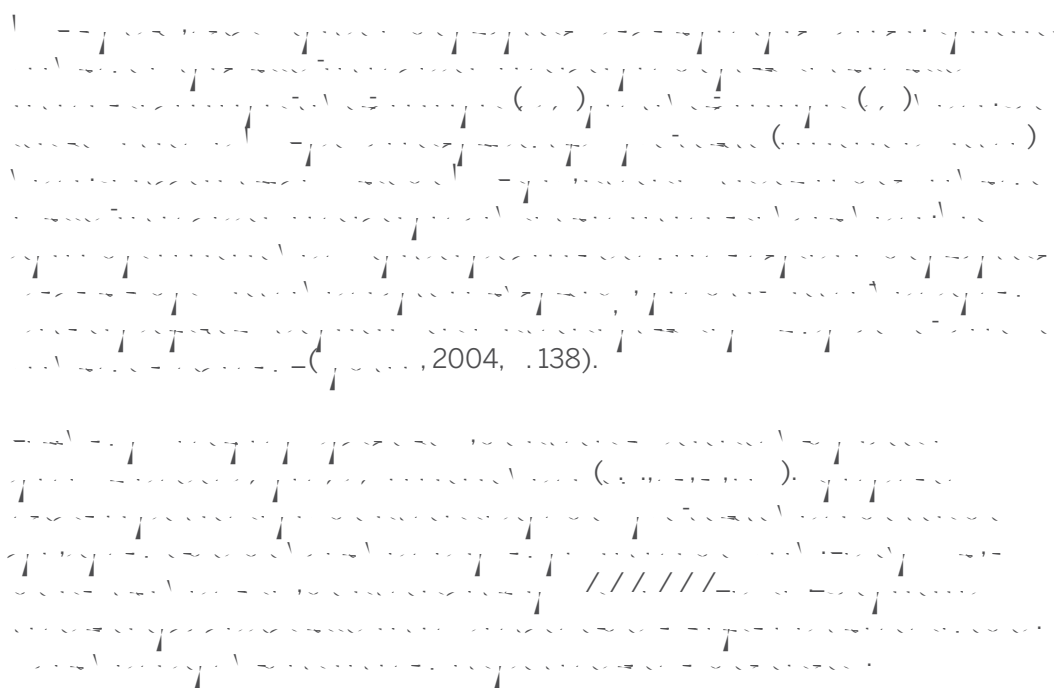


5.8()-70.1() / <</A < < -4 073□ (()) 3 56. • 810 (6 () 80, -23. 3)1)2.0() / 21□ 10 0

Phoneme Segmentation Fluency (PSF)



Nonsense Word Fluency (NWF)



Decoding (DEC)

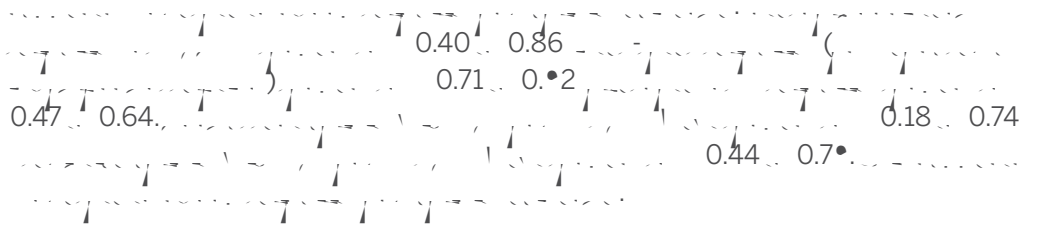
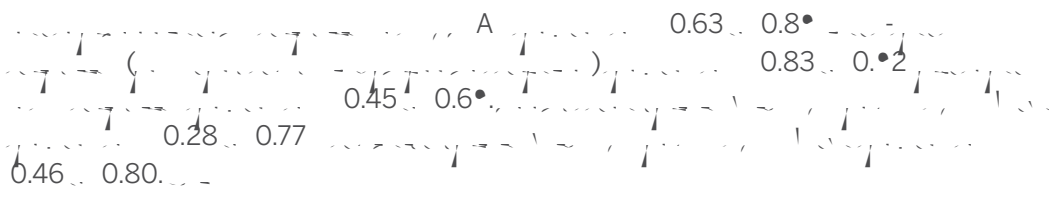
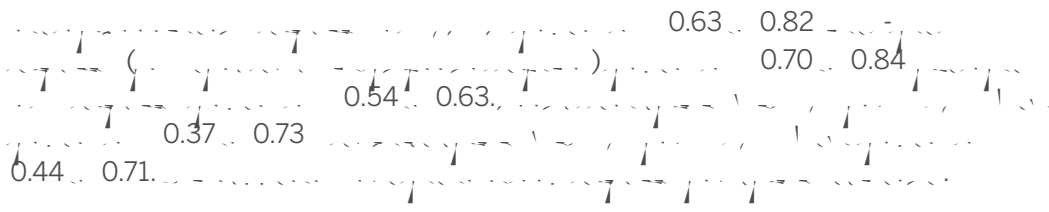
... A ... A ... 1 3.
... (... & ... 2004).

- ... ()
- ... ()
- A ... (A)
- ... ()

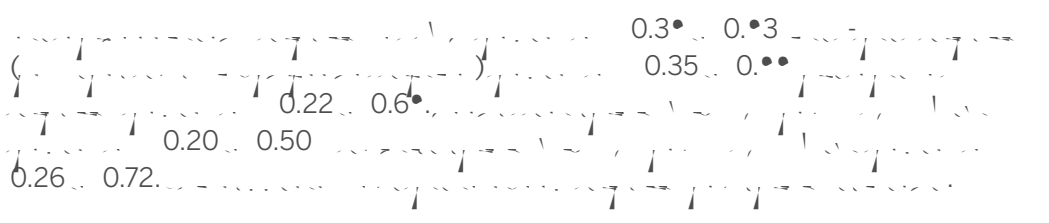
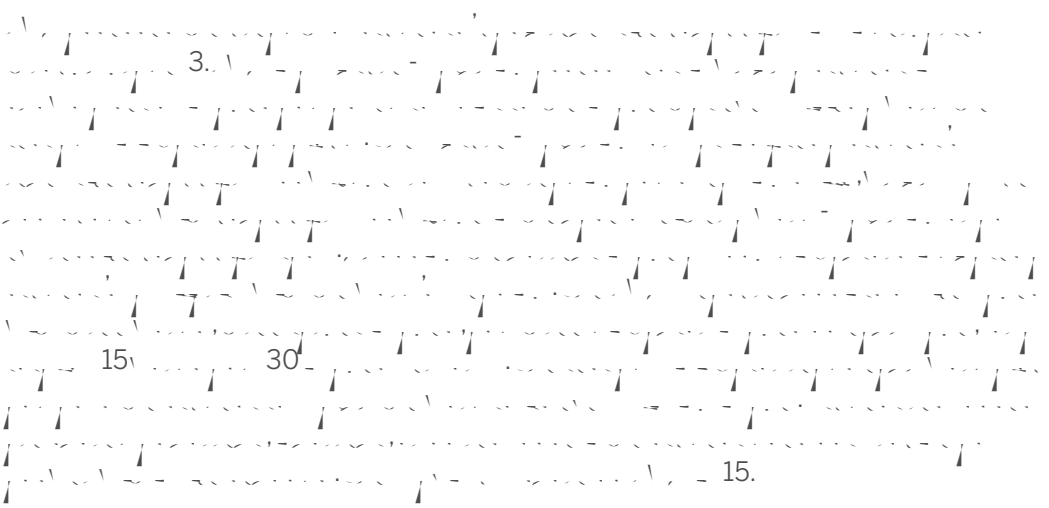
...

0.62 0.86
() 0.68 0.3
0.31 0.71 0.53 0.60 0.48
0.78

MEASURES



Vocabulary (VOC)



Comprehension skills (mCLASS Intervention CS)

A
A
1 3

A
() ()

A
A
14.
0.75 0.88
(
0.32 0.78
0.46 0.64
0.38 0.56
0.42 0.75

RESULT

DISCUSSION

Handwriting practice lines featuring musical notation (vertical stems) and letters 'A', '2', and '3' interspersed across the lines.

Handwriting practice lines featuring musical notation (vertical stems) and letters 'A', '3', '27', '15', and '1' interspersed across the lines.

DISCUSSION

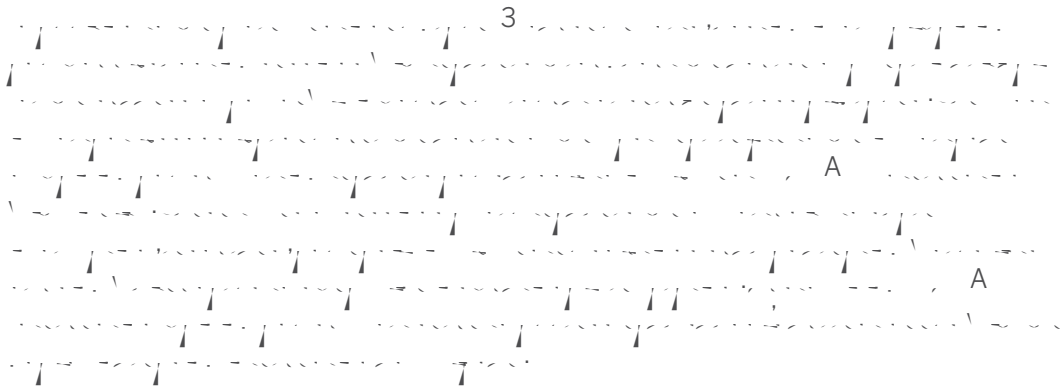
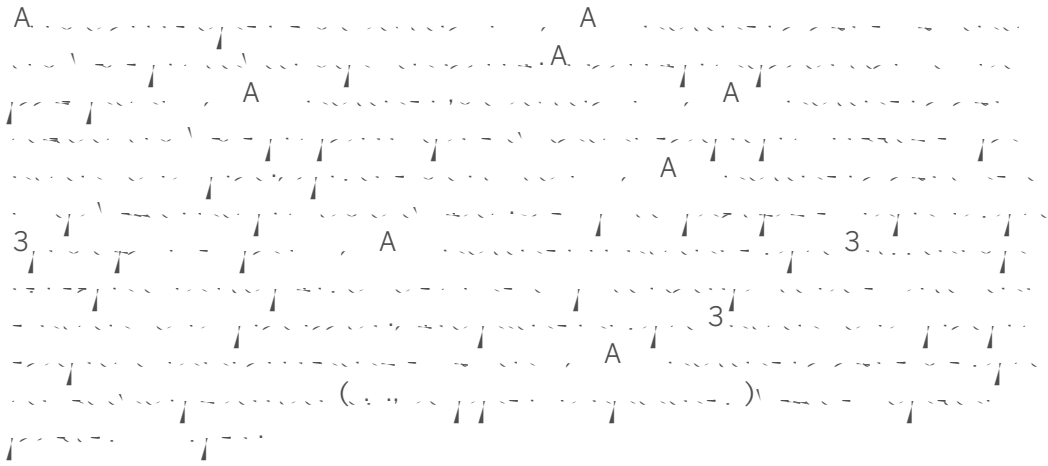


Figure 1

Figure 1. The mCLASS Intervention Skills-Based Model.

Table 1 | Alignment of Instructional Strands to Hexagons in the mCLASS Intervention Skills- Based Model.

Skill	Strand Abbrev.	Strand	Strand Goal
Identify A	A	A	Identify A
Identify B	B	B	Identify B
Identify C & D	C	C	Identify C & D
Identify E	E	E	Identify E
Identify F	F	F	Identify F

Table 5 | Percentage of students below national norm percentiles by experimental group and grade

Grade (DIBELS CS at Percentile)	Treatment	Control
XIII. 25th Percentile		
0 (10)	47.70%	46.64%
1 (4)	62.6%	55.68%
2 (125)	84.88%	83.30%
3 (1)	78.48%	78.3%
XIV. 30th Percentile		
0 (14)	62.46%	60.70%
1 (100)	71.01%	67.03%
2 (138)	72.2%	75.5%
3 (20)	1.14%	1.61%

Table 6 | DIBELS Next pretest composite scores by grade and condition.

Measures (Name)	Treatment			Control		
	n	Mean	Standard Deviation	n	Mean	Standard Deviation
VII. Grade Level						
Grade Level	666	10.34	8.08	654	10.8	8.36
Grade Level 1	621	7.11	26.4	643	83.2	

Table 7 | Student growth percentiles by grade, TOY, and condition.

Grade	N of Students (mCLASS Intervention Schools)	N of Students (Control Schools)	Median SGP (mCLASS Intervention Schools)	Median SGP (Control Schools)	Significance Test (Wilcox Z)
A...	2003	201*	53	48	3.83 (< 0.05)
.	588	567	5*	51	2.57 (< 0.05)
1	556	557	50	43	2.3* (< 0.05)
2	458	446	53.5	45.5	2.5* (< 0.05)
3	401	44*	50	51	0.11 (. . .)

Table 8 | Post-test results for DIBELS Next and SEL: full sample.

















Measure Name	Variables	Burst	Control	Significance Test
V ₁ - 1	— 	33.3	31.41	t(1110) = 3.38, < 0.05, d = 0.30
	A 	34.8	30.55	
	— 	24.1	22.74	
	— 	556	557	
V ₁ - 2	— 	54.1	46.63	t(847) = 4.15, < 0.05, d = 0.27
	A 	54.48	50.07	
	— 	24.3	23.4	
	— 	458	446	
V ₁ - 3	— 	70.63	71.1	t(847) = 1.1, n.s., d = 0.08
	A 	70.14	71.63	
	— 	28.56	28.47	
	— 	401	44	
A ₁ - 3	— 	12.43	12.08	t(847) = 0.41, n.s., d = 0.03
	A 	12.33	12.17	
	— 	6.8	7.2	
	— 	401	44	

Table 9 | Post-test results for DIBELS Next and SEL: Subgroup DIBELS CS BOY below 20th percentile.

Measure Name	Variables	Burst	Control	Significance Test
V - 2	...	46.24	41.2	t(636) = 2.5, p < 0.05, d = 0.21
	A ...	45.56	41.5	
	...	22.51	20.63	
	...	324	315	
V - 3	...	58.02	60.05	t(522) = 1.61, p = 0.10, d = 0.10
	A ...	57.8	60.27	
	...	27.44	26.54	
	...	244	281	
A - 3	...	5.85	5.67	t(522) = 0.33, p = 0.03, d = 0.03
	A ...	5.85	5.71	
	...	6.26	6.36	
	...	244	281	

FIGURES AND TABLES

Table 10 | Post-test Results for DIBELS Next and SEL: White students.

Measure Name	Variables	Burst	Control	Significance Test
Fluency in Reading	Fluency in Reading	121.25	120.06	t(642) = 0.75, p = 0.47
	Accuracy	121.78	119.37	
	Fluency in Reading	44.53	41.83	
	Accuracy	366	279	
Comprehension	Comprehension			t(642) = 0.07, p = 0.98
	Accuracy			
	Comprehension			
	Accuracy			
Social Skills	Social Skills			t(642) = 0.07, p = 0.98
	Accuracy			
	Social Skills			
	Accuracy			
SEL	SEL			t(642) = 0.07, p = 0.98
	Accuracy			
	SEL			
	Accuracy			

Table 10 | Post-test Results for DIBELS Next and SEL: White students.

Measure Name	Variables	Burst	Control	Significance Test
V - 1	Mean	34.34	32.02	t(50) = 3.38, < 0.05, d = 0.30
	A	35.2	30.22	
	SD	23.2	22.57	
	N	321	281	
V - 2	Mean	56.47	53.12	t(463) = 2.34, < 0.05, d = 0.15
	A	56.52	53.05	
	SD	25.31	24.72	
	N	271	15	
V - 3	Mean	70.66	76.3	t(457) = 2.34, < 0.05, d = 0.14
	A	71.42	75.2	
	SD	28.53	28	
	N	272	188	
A - 3	Mean	12.85	13.78	t(457) = 1.0*, < 0.05, d = 0.0*
	A	12.2	13.57	
	SD	7.17	6.2	
	N	272	188	

FIGURES AND TABLES

Table 12 | Post-test Results for DIBELS Next and SEL: Hispanic students.

Measure Name	Variables	Burst	Control	Significance Test
A		137.1	117.8	(151) 2.83, < 0.05, 0.27
	A	137.28	117.68	
		46.18	41.86	
		61	•3	
1		137.32	•3.14	(164) 4.75, < 0.05, 0.44
	A	141.17	•0.62	
		73.1	73.36	
		66	101	
2		1•0.05	150.78	(107) 0.•3, 0.06
	A	171.08	160.4	
		86	8•71	
		37	73	
3		263.3•	244.54	(87) 0.46, 0.03
	A	254.65	24•.13	
		•6.•8	•7.73	
		31	5•	
A		612.67	5•4.2	(144) 1.25, 0.12
	A	613.88	5•3.36	
		106.86	•8.31	
		60	87	
A		707.87	661.63	(157) 3.76, < 0.05, 0.34
	A	713.84	657.76	
		10•.23	••.53	
		63	•7	
A		76.8(0)40 (.34)...	-34.617 3.683 ... (A)1•(.)10 (.)•(.)•1(.)... -0.02•... 0.02•... 11.5	
	A			

Table 13 | Post-test Results for DIBELS Next and SEL: English as a second language students.

Measure Name	Variables	Burst	Control	Significance Test
A		116.67	118.02	(327) 0.01,
	A	117.1	117.05	
		45.3	46.5	
		22	101	
1		105.38	8.3	(325) 2.54,
	A	105.88	88.72	
		75.58	71.65	
		176	152	
2		15.51	132.08	(22) 0.58,
	A	150.36	146.53	
		86.2	83.04	
		142	0	
3		245.07	236.	(238) 1.46,
	A	237.04	248.1	
		11.1	104.76	
		144	7	
A		620.01	620.82	(304) 0.22,
	A	621.07	618.38	
		101.76	105.33	
		214	3	
1		666.65	654.86	(30) 1.30,
	A	667.72	653.68	
		110.85	105.3	
		164	148	
2		731.41	708.7	(211) 0.44,
	A	724.24	71.67	
		88.7	5.26	
		12	85	
3		784.6	777.16	(223) 0.37,
	A	77.7	783.53	
		81.12	80.57	
		131	5	

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