



Frequently Asked Questions

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What is Destination Math® (DM)?

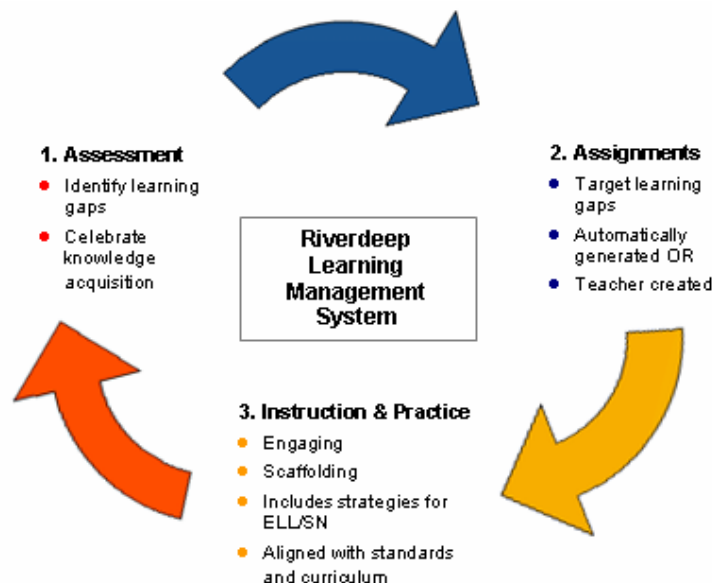
Destination Math is a complete (K–12), supplemental mathematics program that teaches basic skills, math reasoning, conceptual understanding, and problem solving. The seven comprehensive courses include assessments based on state standards as well as sequenced, prescriptive, step-by-step instruction in math skills. Students get the individualized skills instruction they need to master the math curriculum. Available in both English and Spanish, Destination Math is grounded in the most current math instructional methodology that provides a lasting, real-world connection for today's digital natives. Destination Math fully conforms to today's research-focused funding requirements, and carefully conducted studies have proven its value in the classroom.

What is the Riverdeep Learning Management System (RLMS)?

The Riverdeep Learning Management System addresses the mastery equation by bringing together instructional courseware, a powerful system of online assessment, and a detailed set of assignments that are aligned to state standards. Teachers can track and assess each child's progress throughout the program. By combining the teaching of content with the assessment of student learning, the RLMS focuses on student mastery of skills and concepts.

The RLMS includes Assessment Management, Instructional Management, and Analysis & Reporting. These components fit seamlessly together, helping teachers move students through the program in a flexible and responsive way. Information from one system is passed directly to the other; test results signal new assignments, and student progress on assignments produces appropriate new assessments. The RLMS allows teachers to:

- Assess student skill levels with tests aligned to state standards
- Automatically prescribe standard-based assignments and posttests
- Create custom assignments for students and classes
- See exactly how students are mastering specific standards and progressing in daily work



Assessment Management

The Assessment Management tool allows teachers to create assessments based on state specific math standards. Destination Math has 9,000 assessment questions available, assigned by skill and/or standard. The Assessment Management tools allow teachers to:

- Use formative assessments to proactively gauge student readiness and inform the teaching process
- Create custom diagnostic tests
- Use assessment results to prescribe lessons in Destination Math
- Use posttests to measure student improvement

A key component of the RLMS is the ability to assess students on specific learning objectives. Results of assessment lead teachers to the assignments and activities that are needed by the individual student. This system allows instructors to monitor the specific learning path of each student, saving educators' time and accommodating the needs of a broad spectrum of learners.

Ongoing informal assessments keep teachers abreast of each student's progress, as well as that of the class as a whole. As a result, a failure to progress is identified almost immediately and can be addressed before the problem becomes worse and the student falls further behind. This ongoing assessment identifies gaps in skills and concepts and then prescribes solutions to remedy them and help the student progress to proficiency.

Instructional Management

Instructional Management tools offer the teacher complete control over integrating an individualized instructional approach to math instruction. Instructional Management:

- Provides easy-to-use tools to manage student progress
- Allows teachers to quickly and easily assign instruction to individual students, small groups, or an entire class
- Contains curriculum management modules to create, print, save, and share customizable lesson plans
- Has state standards built in

Instructional Management is responsible for coordinating the wealth of online activities that Riverdeep teachers have at their disposal. And, of course, it is connected directly to Assessment Management.

With the instructional tool, teachers drill-down through the available lessons to select a specific activity or a cluster of activities for students. They can preview the activity itself and they can view the particular learning objectives associated with that activity. Then they assign their selection to an individual student, small group, entire class, or group of classes.

When teachers make this assignment, they also attach a due date and any special instructions to students.

These assignments immediately appear on each student's Riverdeep Web page as active links. By clicking the links on their assignment page, students launch the assigned activity at a

"I can easily program a week's worth of lessons in 10 minutes. I can do it for six different groups of students on six different levels. They have no idea that they're all getting something different, and I can meet their needs."

Susan Bohm, 1st Grade Teacher and Technology Coach, Battlefield Park Elementary School, Hanover, VA

precise starting point. As students work through the activity, the RLMS keeps track of their progress and the time they spend. Teachers can review student progress on any assignment at any time and they can produce summary reports for parents and administrators when needed.

Analysis & Reporting

The Analysis & Reporting tool enables administrators and teachers to generate real-time analysis of student, classroom, and school progress. Using the RLMS, instructors are able to track students and incorporate this information into their classroom grading. A variety of student progress reports is available to facilitate grading. The following reports are available from Destination Math.

Destination Math Reports LMS 4		
Title of Report	Purpose	Access Level
Student Activities Summary Report	Details a single student's performance on all instructional activities that have been assigned to that student. Includes percent of activity completed, time on task, start/due dates.	Teacher, Principal, District Administrators, Superintendent
Student Activity Progress Report	Details a student's performance on a single instructional activity. Includes percent of each component of activity completed, breakdown of time on task, start/due dates, and details on workout questions.	Teacher, Principal, District Administrators, Superintendent
Student Tests Summary Report	Details a single student's performance on all tests that have been assigned to that student. Includes percent score, number of correct answers, and dates the test was taken.	Teacher, Principal, District Administrators, Superintendent
Student Test Response Report	Details a single student's performance on a single test. Includes a record of correct or incorrect answers with details of the learning objective addressed as well as the details of the student's answer and the correct answer for that question.	Teacher, Principal, District Administrators, Superintendent
Student Mastery of Learning Objectives Student Mastery of Benchmarks Report	Details a single student's performance on a single test with respect to learning objectives/state benchmarks addressed by that test. Includes overall test score, details of how the student scored on each learning objective/benchmark, and the number of questions within the test that address each learning objective/benchmark.	Teacher, Principal, District Administrators, Superintendent
Class Activities Summary Report	Summarizes the details of the performance of a whole class on all instructional activities. Includes average percent completion of the activity by students, the average time on task, and the start/due date for each activity.	Teacher, Principal, District Administrators, Superintendent
Class List Activity Progress Report	Details the performance of each student in a class on a single instructional activity. Includes percent of activity completed for each student, time on task for each student, and start/due dates for each activity.	Teacher, Principal, District Administrators, Superintendent
Class Test Summary Report	Details the performance of a whole class on all tests that have been assigned to that class. Displays the average percent score for each test assigned to the class, the number of students who passed each test, number of students who took the test, and the date the test was taken.	Teacher, Principal, Superintendent

Class List Test Score Report	Details the performance of each student in a class on a single test. Includes the percent score on that test for each test, number of correct answers out of the total number of questions, and the date the test was taken.	Teacher, Principal, Superintendent
Class List Test Score Report	Details the performance of each student in a class on a single test. Includes the percent score on that test for each test, number of correct answers out of the total number of questions, and the date the test was taken.	Teacher, Principal, Superintendent
Class Mastery of Learning Objectives Report Class Mastery of Benchmark Report	Details performance with respect to learning objectives/benchmarks on a single test. Displays average percent score for each learning objective/benchmark addressed by test as well as number of questions on test that address each learning objective/benchmark.	Teacher, Principal, Superintendent
Grade Level Achievement Report	Details performance with respect to state standards/benchmarks on a single test that has been assigned across classes within a school or across schools within a district. Includes average percent score for each benchmark addressed by that test as well as the number of questions in the test that address each benchmark, plus details of when the test was taken as well as the number of students who took the test out of the number to whom it was assigned.	Principal, Superintendent
District Regional Achievement Report	Shows performance with respect to distribution of students' scores on all tests. Scores are spread over three intervals of achievement (0–50%, 51–75%, 76–100%). Results are grouped by schools or regions.	Superintendent
District Activities Usage Report	Shows number of activities created and assigned for all schools within the district and details the average time spent on an activity. The data can be filtered by date to narrow or broaden the scope.	Superintendent
Student Historical Activities/Test Reports	Shows the performance of a student on activities and tests previously assigned to that student while attending other schools within the region.	Teacher, Principal, Superintendent

What is the curriculum content in the Destination Math courses?

Destination Math is a comprehensive mathematics curriculum. Because of the nature of the medium, content comes alive in Destination Math. Audio and graphic animations are synchronized so that students are totally immersed in a full multimedia environment. Students can manipulate mathematical objects, such as geometric shapes and graphs, and investigate what properties change and what properties stay the same. They can see a visualization of the Pythagorean Theorem that vividly demonstrates why, in a right triangle, $a^2 + b^2 = c^2$.

Course	Curriculum at a Glance
Mastering Skills and Concepts, Course I: Pre-Primary Mathematics (K–1)	Designed specifically for nonreaders, this course teaches important mathematical concepts and skills that students will need to understand the world around them. Counting from 1 to 100; Addition and Subtraction; Identifying Shapes; Patterns;

	Graphing Data; Using Ordinal Numbers; Comparing and Ordering; Clock and Calendar Time; Money; Length and Weight
Mastering Skills and Concepts, Course II: Primary Mathematics (2–3)	<p>Building upon what they have learned in Mastering Skills & Concepts I, students extend their understanding of numbers and number sense, operations, graphing, patterns, geometry, and measurement. Practice areas in each session ensure that students have fully grasped the concepts</p> <p>Counting in 100s up to 1,000; Counting in 1,000s up to 10,000; Fractions as Numbers; Addition and Subtraction; Multiplication and Division; Patterns; Place Value; Comparing and Ordering; Rounding Numbers; Algebraic Thinking; Plane and Solid, Figures; Congruence and Symmetry; Measuring Time, Money, and Temperature</p>
Mastering Skills and Concepts, Course III: Basic Arithmetic (4–6)	<p>Students work through tutorials designed around 127 learning objectives in numbers and number sense, fractions, decimals, probability, statistics, and geometry.</p> <p>Large and Small Numbers; Numbers as Factors; Addition and Subtraction of Whole Numbers; The Integers; Multiplication and Division of Whole Numbers; Proper and Improper Fractions; Addition and Subtraction of Fractions; Multiplication and Division of Fractions; Addition and Subtraction of Decimals; Multiplication and Division of Decimals; Measurement; Coordinate Geometry and Algebra; Modeling and Displaying Events</p>
Mastering Skills and Concepts, Course IV: Basic Mathematics (6–8)	<p>Students investigate the properties of fractions, decimals, percents, and integers, and explore the rules that govern their operations.</p> <p>Essentials of Fractions; Equivalent Fractions; Multiplying Fractions; Dividing Fractions; Adding Fractions; Subtracting Fractions; Essentials of Decimals; Adding and Subtracting Decimals; Multiplying Decimals; Dividing Decimals; Essentials of Percents; Finding Percents of Quantities; Increasing and Decreasing Percents; Adding and Subtracting Signed Numbers; Multiplying and Dividing Signed Numbers; Order of Operations</p>
Mastering Skills and Concepts, Course V: Pre-Algebra (6–8)	<p>In preparation for high school mathematics, students explore ratios, proportions, and irrational numbers. They also begin a study of the fundamental skills and concepts of algebra, statistics, geometry, and probability.</p> <p>Algebra Fundamentals; Evaluating an Algebraic Expression; Simple Equations; Variables on Both Sides of the Equation; Solving Literal Equations; Geometry Fundamentals; Triangles; Volume and Surface Area; Introduction to Radicals and Pythagorean Theorem; Introduction to Scientific Notation; Ratio; Proportion; Direct and Inverse Variation; Similar Polygons; Interpreting and Constructing Graphs; The Mean, Median, and Mode; Frequency Distribution and Histograms; Simple Probability; Probability of Combined Events</p>
Mastering Algebra I, Course 1 (9–12)	<p>Students investigate the symbols and rules of algebra and how they are used to represent relationships. They learn how to solve linear equations, progress to graphing linear functions and systems, and study linear inequalities and absolute values.</p> <p>Variables, Expressions, and Equations; Linear Equations in One Variable; The Rectangular Coordinate Plane; Introduction to Functions; Graphing Solutions of Linear Systems; Algebraic Solutions of Linear Systems; Inequalities in One Variable; Inequalities in Two Variables</p>
Mastering Algebra I, Course 2 (9–12)	<p>Students continue to master algebra skills by learning polynomial expressions and operations, graphing parabolas, and identifying the relationships between graphs and equations. Students will also use a variety of techniques to solve quadratic equations and investigate radical and rational functions.</p> <p>Rational and Irrational Numbers; Polynomial Arithmetic; Factoring Polynomials; Graphing Quadratic Functions and Equations; Solving Quadratic Equations Using Algebra; Radical Equations and Functions; Rational Expressions, Equations, and Functions; Graphical Displays</p>

What is the research basis for Destination Math?

Destination Math was created based on the findings in the following resources and with guidance from noted professionals in the field:

Kilpatrick, J., Swafford, J., & Findell, B. (Eds). *Adding It Up: Helping Children Learn Mathematics*. Washington, DC: National Research Council Mathematics Learning Study Committee, 2001.

National Council of Teachers of Mathematics. *Curriculum Evaluation Standards for School Mathematics*. Reston, VA: National Council of Teachers of Mathematics, March 1989.

Davis, P., & Hersh, R. *Descartes' Dream: The World According to Mathematics*. Boston, MA: Houghton Mifflin, 1986.

Journal for Research in Mathematics Education Online 30, no. 1 (January 1999): 3–19. www.nctm.org/jrme.

Kaput, J. J., & Thompson, P. W. "Technology in Mathematics Education Research: The First 25 Years in the *JRME*," *Journal for Research in Mathematics Education* 25, no. 6 (1994).

NCTM. *Principles and Standards for School Mathematics: Discussion Draft*. October 1998. <http://standards-e.nctm.org/>.

U.S. Department of Education. "Putting a World-Class Education at the Fingertips of All Children." December 2000.

Schmidt, W. H., McKnight, C. C., & Raizen, S. A. (Summary) *A Splintered Vision: An Investigation of U.S. Science and Mathematics Education*. 1997. <http://USTIMSS.msu.edu>.

Valverde, G., member of advisory panel, TIMSS Study. Presentation at annual Conference of the Association of Math Teachers of the Rochester Area, Rochester, NY, May 5, 1999.

How does Destination Math motivate students?

The captivating graphics of Destination Math, along with its interactive activities, keep motivation high for children. Consistent praise and feedback help children learn and maintain that engagement. Activities that ask students to select a correct response include guided feedback that limits choices after incorrect responses; this leads all children eventually to the correct answer and prevents the frustration that naturally accompanies consistent wrong choices.

As well, each session is presented to students in the context of real-world examples they find engaging and relevant. For example, when learning about triangles, the lesson is taught by introducing the Bermuda Triangle, a subject students find exciting and fun. Studies show that by utilizing instructional techniques like this, students can fit the concepts they learn, which can sometimes seem theoretical, into a real-world framework they will remember.

What are the key instructional features of Destination Math?

Mathematics is all about solving problems. But learning mathematics requires that students not only acquire the skills necessary to solve problems, but more importantly recognize what skills they must use to solve problems. Each of the Destination Math courses explains in great detail not only the “how” of mathematics (its skills), but the “why” (its concepts). Some of the most robust features of Destination Math include the following:

- The substance of each tutorial lesson centers around one or more “powerful ideas,” such as what it means to count a set of objects (cardinality), and what place value means.
- The content is presented as a series of connected ideas that starts with the prerequisite knowledge that students should have and moves on in a systematic and coherent way to introduce new concepts and skills.
- Synchronized narratives and graphical animations reinforce the presentation of the content so that students study mathematics within a highly visual, dynamic, and auditory environment.
- The content has a coherent structure with new terminology introduced as needed, defined using clear language and reinforced in a consistent manner.
- The content is spiraled: ideas introduced in one lesson often reappear in a different context in subsequent lessons.
- The context of many lessons emphasizes the importance of mathematics, demonstrates its applications, and reflects highlights of its history.

Within the two Destination Math algebra courses, mathematics is presented in the form of animated short stories accompanied by an ongoing conversation between two curious adults who observe the world, ask each other questions, and search for explanations and meaning. The content of their conversations focuses on mathematics and its applications and is reinforced and supported by colorful animations, graphics, sound, and on-screen text.

The beginning of each story sets the stage for a context that poses a question or presents a problem to be solved. The narrators investigate the aspects of the context and build connections between what students know and what they are to learn. Students participate in the narrators’ observations by responding to questions the narrators pose and seeing and hearing their responses evaluated. Feedback after each interaction explains the reasoning behind the correct answer to a question. Like many good stories, each tutorial has an ending that includes a wrap-up of what the narrators (and the students) have learned and a summary of the important mathematical ideas presented within the tutorial. There is no ambiguity for the student. They can clearly see what it is they were to learn, and if they didn’t “get it,” they can go back and repeat any sequence within the tutorial.

Is Destination Math proven to be effective?

There have been numerous studies that correlate the use of Destination Math with improved student achievement. These two examples demonstrate the results.

Research shows that performance on one high-stakes test will often predict performance on another. Administrators in Marblehead, Massachusetts, were finding this pattern in the failure rates of students on the Massachusetts Comprehensive Assessment System (MCAS). In 1998, when Marblehead 8th graders (class of 2002) took the MCAS, 28 of them failed or barely passed in the “Needs Improvement” category. Two years later, when the same students took the 10th grade version, four out of five of the low-scoring students failed again.

During the 2000–01 school year, administrators focused on the 10th graders (class of 2003) who were to take the MCAS that year. At-risk students were identified as those who had previously failed or scored in the lower half of “Needs Improvement” on the 8th grade test.

These students then participated in a 14-week remedial program that focused on the skills covered on the test and used Riverdeep’s Destination Math as the primary mode of instruction. The class met twice a week in a study period in small groups with an experienced math teacher. Students focused on topics in arithmetic, pre-algebra, algebra, geometry, statistics, and probability.

In April 2001 all 10th graders in the high school took the MCAS. The pass rate for the at-risk students was 81%. Students who used Destination Math had a 64-point-higher pass rate than students who did not take part in the intervention program. These results demonstrate that Destination Math can produce dramatic test results in a short period of time.

Comparison of At-Risk Student Performance on 10th Grade MCAS				
	Passed in 10 th Grade	Failed in 10 th Grade	Pass Rate	Destination Math?
Class of 2002	5	23	17%	No
Class of 2003	29	7	81%	Yes

The experience of Northwestern Elementary School (Pre-K–2) in Zachary, Louisiana, provides more recent data. Northwestern instituted Destination Math in the 2004–05 school year because of low test scores. The school has two certified teachers in the computer lab who have been trained to use the Destination Math product. Kindergartners go for one 30-minute period each week. The 1st and 2nd graders go to the lab twice a week for 30 minutes each.

The Destination Math teachers work closely with classroom teachers so they know what skill is being addressed in the regular classroom in order to provide supplementary lessons. The Destination Math teachers create their lessons and assignments to develop an individualized learning path for each student.

In September 2004, they delivered a standards-based pretest to the children. In May 2005, they administered the posttest. The results are dramatic.

Northwestern Elementary School, Zachary, Louisiana	K	1	2
Average pretest scores (9/04)	47%	56%	56%
Average posttest scores (5/05)	92%	84%	89%

Average percentage point increase in scores	45	28	33
Percentage of students who showed at least a 20% increase in scores from pretest to posttest	99%	80%	91%
Comparison of comprehensive, curriculum-aligned math pre-tests given in September 2004 to post-tests given in May 2005.			

Is Destination Math correlated to my state's standards?

Destination Math is correlated to the standards of over 30 states and is immediately correlated to new states as they join the Riverdeep partnership. These correlations allow teachers to develop assessments and lessons by searching the DM resources on specific standards. State standards are loaded with the software during the initial installation.

Is a scope and sequence available for Destination Math?

Yes. For a copy of the complete scope and sequence please email Chevy Martin at cmartin@riverdeep.net. Please request specific courses.

How are schools using Destination Math?

Destination Math is used in a number of formats based on the teacher's goals for the class, individual students, and assigned lessons. The program can be used as a regular part of the curriculum integrated with the classroom math text; as an intervention program to provide struggling students with diagnostic-prescriptive instruction; and as an opportunity for advanced students to work at higher levels.

FORMAT	APPROACH
Whole Class	Teachers can complete Destination Math activities using a projector or LCD screen as part of their regular math program.
Small Groups	Destination Math can be used in the technology center of the classroom for small group work for children with similar needs.
Individualized Instruction	Destination Math provides the opportunity to create individual assignments for each learner aligned with the math curriculum acting as a personal tutor.
Math Lab	As a rotation in math instruction, Destination Math can be used to build and reinforce essential math skills and concepts.
Computer Lab	One-to-one computing provides the opportunity for sessions of highly individualized math instruction for each student.
Math Resource Center	Destination Math is easily used as an enhancement or enrichment of the regular classroom program in a resource center.

How is Destination Math integrated into the curriculum?

Destination Math is easily integrated into any standards-based curriculum. Teachers are able to search for lessons that support their classroom program by searching on

specific standards or topics. For example, if the classroom math program is studying single-digit addition, the teacher can easily assign lessons that reinforce those skills and concepts. In the classroom or in the computer lab, this highly tailored approach to integrating technology-based math instruction has proven successful in reinforcing the classroom program.

Destination Math can be integrated with the classroom math program through whole-class instruction using a white board or TV monitor, by including it as an activity center in the classroom during the regular math program, or for individual student access at various times during the day. In the computer lab coordinated lessons can be a focus on a weekly or twice-weekly basis.

Aligning lessons is easy with the RLMS. Teachers simply search on a topic or standard and Destination Math provides a list of the appropriate lessons, tutorials, and activities.

How is Destination Math used with special populations—e.g., English Language Learners, below-level students, special needs students, and advanced students?

The RLMS is at the center of serving every student no matter what their needs. Individual assessments lead to the prescriptive lessons for each student. In a portal installation, having the full range of math courses available allows teachers to identify gaps in each student's learning and get them the help they need, at any grade level.

Destination Math has been used as a teaching tool for English Language Learners through the Spanish version, Destino Matemáticas. This program:

- Promotes mathematics vocabulary acquisition in the student's cognitive language
- Builds skills in English and/or primary language
- Provides interactive screens that explore number concepts while reinforcing word meaning
- Provides print activities in Spanish
- Enables language to be acquired in a meaningful context
- Allows students to receive extra practice in the content area
- Incorporates integration training to provide teacher strategies for ELL students

Destination Math's assessment–prescriptive assignment–assessment model helps teachers work with below-level and special needs students by identifying specific needs and addressing them no matter where in the curriculum the child needs help.

Students who are advanced can work ahead of the group in this full range of courses to enhance and expand their mathematics skills.

How is Destination Math used as an intervention program?

The combination of the Riverdeep Learning Management System and the award-winning Destination Math curriculum is a powerful tool in assuring that students stay on track and make AYP. Destination Math is easily integrated into a teacher's classroom

work with students based on their assessed needs. A program for a single class might include:

- Regular classroom curriculum
- Destination Math available at least two times per week in the lab and at least two times per week in the classroom computer center
- Destination Math assessments either by subject, standard, or teacher selection to define student needs
- Destination Math assignments to meet the assessed needs of the individual student
- Student work on assignments, leading to new assessments tracking progress and identifying gaps
- Student reports that help define a learning path for each child

Using this basic strategy, Destination Math becomes the platform for a student-by-student tutorial program to assure that each one is achieving to the best of his or her potential.

What professional development is available with Destination Math?

Professional development is at the heart of the Destination Math approach. It includes best practice strategies that show teachers how to manage their classrooms and curriculum so all children get the help they need to meet state learning standards. The professional development doesn't just focus on technology; it provides a classroom-tested teaching model that meets the challenges faced by today's schools. Riverdeep professional development includes these features:

- Packages ranging from single-day hands-on workshop training to year-long Focused Consultant programs
- Implementation planning and leadership strategies
- Coaching and modeling
- Teaching strategies and best practices for integrating Riverdeep software into the class and school curriculum
- Lesson-planning and utilization strategies
- Test creation plus state and district correlation services
- Whole class, small group, and individual instructional strategies

A course of professional development for a successful implementation is designed as follows.

Implementation STAGE	PARTICIPANTS	HANDS-ON TRAINING	OUTCOMES—Participants will:
Implementation Level I Initial Training Workshops	Teachers Math Coaches Principals District Personnel	<ul style="list-style-type: none"> • Curriculum overview • Overview of the Learning Management System • Lesson planning and grouping strategies to provide intervention services to students who are struggling in math 	<ul style="list-style-type: none"> • Learn the most basic operational procedures of the software and get an overview of the learning management system • Demonstrate the use of features of the software and awareness of the support materials and correlations

Implementation Level II Coaching/ Modeling	Teachers Math Coaches Principals District Personnel	<ul style="list-style-type: none"> • Educational Consultant models best practices of intensive intervention strategies while teachers from other classrooms observe • In-class coaching/ modeling of four integration models: Direct Instruction, Whole Group, Small Group, and Management & Cooperative Learning Strategies • Teacher teams prepare and present units based on their curriculum and the Riverdeep program 	<ul style="list-style-type: none"> • Focus on “best practices”. • Learn and experience four models of integration • Create and share integrated units • Observe, discuss, and analyze demonstrated lessons including classroom management techniques • Become familiar with the scope and sequence structure of the various resources as they apply to state standards
Implementation Level III Additional Leadership/ Mentor Training	Teachers Math Coaches Principals Technology Leaders	Customized leadership choices may include: <ul style="list-style-type: none"> • Lab management • Integration strategies • “Best practices” • Mentoring and leadership • Using Web-based resources • In-depth utilization of the Riverdeep Learning Management System • Development of and/or preparation for local Summer Institute 	<ul style="list-style-type: none"> • Become school-based Riverdeep facilitators/ mentors

How are parents involved with Destination Math?

As an Internet- and software-based curriculum, Destination Math’s accessibility naturally facilitates and encourages the home-school connection. Students can log in from home or elsewhere in the community to complete activities or show their parents what they have been working on. Each unit in the program includes an activity that can be used away from the computer with a tie-in to the software. Students receive award certificates as they progress through the program that can be printed and taken home. The teacher is also prompted with tips for establishing a parent connection within example lesson plans

What methods of delivery are available for Destination Math?

Destination Math can be delivered through a stand-alone computer in the classroom, a local-area network within a school, or a district-wide portal that provides password-protected use for participating schools on all computers with online connectivity at school, at home, and in the community.

Delivery	Stand-alone	Site-based Network	Web-based Portal
Site	Classroom	School	District
	Stand-alone	LAN	WAN

Users	Student, Teacher	Student, Teacher, Technical Coordinator, Principal	Student, Teachers, Network Administrator, School Administrator(s)
Solution	Destination Reading, Destination Math, RLMS, Professional Development, Customer Support	Destination Reading, Destination Math, RLMS, Professional Development, Customer Support	Destination Reading, Destination Math, RLMS, Professional Development, Customer Support
Benefits	Suitable for small school without technology infrastructure Appropriate for classroom trial or pilot	Suitable for smaller to mid-sized districts without technology infrastructure Saved to the network, enhancing CPU performance Centrally managed and updated for school site Suitable for site-based reporting and performance analysis	Reducing total cost of ownership through centralized administration Web-enabled anywhere, anytime learning Faster access to new curriculum Instructional content centrally managed and updated at one location for the district Scalable solution that will grow with instructional content goals District-wide reporting and analysis

The most cost-effective and powerful delivery system is the district-wide portal. Every Internet-connected computer in every school in the district will have access to the same high-quality courseware and learning management system. Students and parents are able to go the child's Destination Math Web page from home or the local library to support the home-school connection. Having a single server, a single installation, and a single update and maintenance site reduces the total cost of ownership by cutting down on administration, hardware, and maintenance requirements.

The portal installation provides for reporting and analysis at every level from the individual student to district-wide analysis, helping districts track math performance among their students for AYP.

What kind of customer support is available?

Destination Math is supported by a team of curriculum and integration experts who provide numerous support services including curriculum development, technology integration, technical support, and training. These services have been designed with one goal in mind—to ensure teacher success.

As described above, implementation training focuses on curriculum and pedagogy. Riverdeep also provides technical support beyond the implementation. On-site packages range from one-day support to additional technical support days including “train the technician,” implementation planning and training, and cell phone and email access to designated field engineers.

As part of the Destination Math solution, Riverdeep provides ongoing customer support and maintenance services including the following:

- Riverdeep Schools Customer Support, available by phone at (800) 825-4420 8:00 a.m.– 6:00 p.m. CST, M–F, or by fax at (866) 627-1403
- Update protection, covering bug fixes and enhancements to existing product
- Annual health check

What are the technical specifications for Destination Math?

Riverdeep's RLMS 4 Technical Specifications

These are MINIMUM technical specifications and recommended for small Portal implementations (up to five typical school buildings). Please consult with Riverdeep's Support team regarding other feasible technical environments and larger district implementations.

RVDP RLMS 4 SERVER DATABASE/OS Combinations	
RLMS Server OS	<ul style="list-style-type: none"> • Windows Server 2000/2003 • RedHat Linux 9 or greater • RHEL 2.4 AS or ES or greater • Mac OS X Server 10.4 or greater
RLMS Application Server	<ul style="list-style-type: none"> • Apache Tomcat
RLMS Server DB	<ul style="list-style-type: none"> • Microsoft SQLServer 2000/2005 • Oracle 9i • MySQL 4.x or greater • HBSQL 1.8.x or greater

Supported Windows Browsers			
Browser and Version	Win 98 SE (Sp2)	Win 2000 (Sp4)	Win XP (SP 2) (inc. Home & Pro)
IE 5.5+	supported	supported	supported
Mozilla Firefox 1.5+	supported	supported	supported
Netscape 7.0+	supported	supported	supported

Minimum Windows Client Specifications	
CPU	Pentium III 733 MHz or better
Operating System	Windows 98 SE, Windows 2000, XP Home, XP Professional (with latest Service Packs)
RAM	Minimum 128 MB Memory
Hard Drive	100 MB free
Graphics Resolution	800 x 600 Hi Color 16-bit (thousands of colors) or higher

Network Card	10BaseT or better
Sound Card	SoundBlaster 16 or compatible (Headphones recommended)
Plug-ins	Macromedia Flash Player 8; Acrobat Reader 5, Java plug-in J2SE 5.0
Cookies	Enabled/allowed in browser
JavaScript	Enabled

Supported Macintosh Browsers			
Browser and Version	Mac OS X 10.2.8	Mac OS X 10.3.9	Mac OS X 10.4.x
Netscape 7.0+	supported	supported	supported
Mozilla Firefox 1.5	supported	supported	supported
Safari 2.0			supported

Minimum Macintosh Client Specifications	
CPU	iMac PPC 750—400 MHz PowerMac G4—350 MHz
Operating System	OS X 10.2, 10.3, 10.4 or higher
RAM	128 MB
Hard Drive	100 MB free
Graphics Resolution	800 x 600 Hi Color 16-bit (thousands of colors)
Network Card	10BaseT or better
Sound Card	Standard Macintosh Sound (headphones recommended)
Plug-ins	Macromedia Flash Player 8; Acrobat Reader 5.0
Cookies, Pop-ups	Enabled/allowed in browser

Minimum Network Specifications	
Bandwidth Requirements	250 KB per second /user
Internet Service	250 KB per second Internet service, 600 KB per second preferred
WAN Connectivity	T1 minimum; fiber, ATM, or gigabit backbone preferred
Building Network	Minimum 10/100 switched; 100 MB recommended

How does Destination Math meet the requirements of Title I?

The purpose of Title I, Part A, is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on challenging state academic achievement standards and assessments. Title I focuses on high-poverty, low-achieving students. This is an allotment program based on the census count of children living in poverty in the state. The states distribute the funds to districts and districts to schools on the same basis.

Title I Requirements	Destination Math Features
Increase student achievement in core subjects using reading and math programs that are proven effective by scientifically based research	Destination Math provides technology-based instruction that has been proven effective in numerous studies.
Purchase only instructional materials that are created on scientifically based research	Destination Math was created based on research into strategies and methodologies that are successful in teaching math and on the standards of the National Council of Teachers of Mathematics. The curriculum is correlated with state math standards.
Students must be taught only by highly qualified teachers	Professional development with Destination Math provides skills in math, technology, and classroom management. Districts have used the program to improve teacher and paraprofessional math understanding.
Use of extended-time programs and other strategies for raising student achievement in high-poverty schools is encouraged	The use of technology for teaching math is a strategy that holds high interest for students and provides another avenue for raising achievement in after-school and summer programs.
Testing of students annually in reading and math, plus a certain percentage of each subgroup (special needs, English Language Learners, minorities) within each school must meet or exceed the state-specified level of proficiency in each subject	The ongoing assessment features of the Riverdeep Learning Management System provide practice with the types of assessments students will see under NCLB and allow teachers to teach to specific standards that will be included in the testing.

How does Destination Math meet the requirements of Enhancing Education through Technology (EETT)?

The principal goal of Enhancing Education through Technology (EETT) is to improve student academic achievement through the use of technology in elementary and secondary schools. It is also designed to assist every student in becoming technologically literate by the end of 8th grade and to encourage the effective integration of technology resources and systems with teacher training and professional development to establish research-based instructional models. The program targets funds primarily to school districts that serve concentrations of poor students. The grant has both allotments and competitive funding. Allotments are based on the district's Title I funding. The district then redistributes the allotted funding to the various elementary and secondary schools.

Destination Math is the complete mathematics courseware for districts striving to integrate the power of technology into the math curriculum to raise student achievement.

EETT Requirements	Destination Math Features
To improve student academic achievement through the use of technology in elementary and secondary schools	Destination Math provides the technology-based courses that have been proven to raise student achievement.
To support hardware and software needs in technology integration	Destination Math is built on the latest scientifically based research and is eligible for EETT funding as a technology integration resource.
To integrate technology into the core curriculum	<p>Destination Math offers a Learning Management System that facilitates integration of technology into the math curriculum by providing standards-based activities that are easily aligned with regular classroom texts.</p> <p>Professional development for Destination Math focuses on technology integration.</p>
To set aside 25 percent of grants for professional development	Professional development with Destination Math focuses on classroom techniques for using and integrating this technology-based curriculum into the regular classroom program. The program is not sold without professional development.