NAESP Convention

RTI

April, 2009
Presenters

Richard Barbacane, Past President, NAESP and Chair, National Summit on RTI
Jackie Castleman, Principal, Derry Township Schools, Middletown, PA
Tom Komp, Principal, Gloversville School District, Gloversville, NY
Kathleen Whitmire, Director, RTI Action Network
Joanne Cashman, Director, IDEA Partnership
Presentation

- Richard Barbacane: General Comments on RTI
- Joanne Cashman: RTI: What It Is & Is Not
- Jackie Castleman: Getting on Board
- Tom Komp: The Principal’s Role
- Kathleen Whitmire and Joanne Cashman: Resources and Q & A
Focus on RtI

Making it work for

- Students
- Staff
- Families
RtI

- Not new
- Process - not a Product
- Academic and Behavioral
- Tiered Interventions
- Fidelity
- Commercialization
- Shared Leadership
What We Need...

Leadership Compass, Fall 2006, National Association of Elementary School Principals

- All students achieving to high standards
  - by being provided sufficient time and support
- All low performing students
  - being provided focused instruction
- All teachers teaching students to high standards
  - by being given the right conditions and assistance
- All teachers intervening in the learning process
  - when there is an indication of a failure to learn
- All teachers focusing early intervention resources
  - on the early years of schooling
- All good first instruction being provided by the classroom teacher
Leadership

☐ Shared

☐ Inclusive

☐ Respectful

☐ Student Outcome Driven
What RtI is...

An integrated system that ensures high quality instruction

An increasing intensity of interventions

Universal screening of academics and behavior

Continuous progress monitoring

Fidelity of implementation

Referral for a comprehensive evaluation made only when appropriate
VIRTUAL VISIT

Gloversville, NY
Joanne Cashman
Director
IDEA Partnership
Session Agenda

- Foundations of RTI
- Definition
- Core Principles of RTI
- An Example Tiered Model
- Problem-Solving in RTI
- Moving forward with implementation
All educators want children to learn.

All parents want children to learn.

All children want to learn.
Over the last 30 years, how we address the needs of students has evolved – we have changed our thinking on how we teach and how children learn.

These discoveries have resulted in changes in educational laws and practices.
Shifts in the Law…

- ESEA / NCLB
  - accountability
  - school improvement
  - adequate yearly progress (AYP)

- IDEA 2004
  - effective instruction
  - progress monitoring
  - early intervening services
ESEA/NCLB and IDEA 2004

- Companion laws that address closing the achievement gaps
- Underscore importance of high quality, scientifically-based instruction and interventions
- Hold schools accountable for the progress of all students in meeting grade level standards
Response to Intervention is...

the practice of providing high-quality instruction/intervention matched to student needs

and

using learning rate over time

and level of performance

to

inform educational decisions

Source: NASDSE. Response to Intervention: policy considerations and implementation
RTI within the
School Improvement Movement

- Student achievement and behavior improve as a result of early intervention
- May be thought of as a process that fits within school reform and school improvement efforts
- May help reduce disproportionate representation of minority students in special education
Core Principles of RTI

- Unifying Belief: “All kids can learn.”
- Problem-Solving and Problem-Analysis
- Universal screening of academic, behavioral and social emotional indicators of success
- Prevention Focused: academic, behavioral, social emotional
Core Principles of RTI (continued)

- Evidence-based interventions with fidelity of implementation
- Ongoing and sensitive progress monitoring of student response to interventions
- Data-based decision making
- Multi-tiered system with increasing levels of intensity
Research Elements of RTI

- Two or more tiers of increasingly intense scientific, research-based interventions
- Individual problem solving model or standardized intervention protocol for intervention tiers
- Explicit decision rules for assessing learners’ progress
- Implementation of a scientifically-based, differentiated curriculum with different instructional methods.

An Example Tiered RTI Model

**Tier 1:**
CORE ACADEMIC AND BEHAVIORAL INSTRUCTION; UNIVERSAL SUPPORTS; universal screening and INSTRUCTIONAL and BEHAVIORAL INTERVENTIONS

**Tier 2:**
TARGETED INTERVENTIONS and progress monitoring

**Tier 3:**
INTENSIVE INTERVENTIONS

- Significantly Low Underachievement
- Insufficient Response to Intervention

**Academic**

**Behavior**

*Tier 1:* CORE ACADEMIC AND BEHAVIORAL INSTRUCTION; UNIVERSAL SUPPORTS; universal screening and INSTRUCTIONAL and BEHAVIORAL INTERVENTIONS
RTI Steps

**Step I:** Universal Supports for all students

**Step II:** Data review by Problem Solving Team

**Step III:** Targeted interventions and progress monitoring for struggling learners

**Step IV:** Intense interventions and progress monitoring for struggling learners

**Step V:** Referral to special education when student demonstrates little or no response to both targeted and intense interventions

**Step VI:** General education and special education personnel collaboratively teach and monitor student progress; adjust IEP and services as needed for eligible students
Best Practices 

for Problem-Solving and Problem Analysis Teams

- Multidisciplinary team approach
- Systematic interventions embedded in general education curriculum and instruction
- Ongoing systems that address student needs
  - Intervention to address need
  - Progress monitoring using concrete observable data
  - Data analysis and adjustments to instruction
Recommended Composition of the RTI Problem Solving Team (PST)

- Student’s Classroom Teacher
- Administrator/ Designee
- General Educators (2-3 recognized by peers for their expertise)
- Parent
- Student (when appropriate)
Additional Resource Team Members

to be included as needed

- Behavior/Mental Health specialist (school psychologist, social worker, nurse and/or counselor)
- Special Education representative (learning specialist or speech pathologist)
- Other Specialists (OT, PT, Adaptive P.E., Vision/Hearing Specialists, Assistive Technology, Transition Coordinator, etc.)
Yesterday and Tomorrow

What will be the norm with effective implementation of a Response to Intervention process/model in our school?
Vision for Schools of Tomorrow

- Shared ownership, accountability, and leadership
- All struggling students referred to the RTI PST for support with a prevention focus on academics and social/emotional/behavioral issues
- Eligibility considered after intervention and ongoing progress monitoring of response to intervention
- Early intervening services are accessible to any student in need
- Authentic assessments and progress monitoring throughout the curriculum; less focus on standardized assessments to determine eligibility for special ed
- Flexible delivery of support services is the norm
Quality growth opportunities to increase knowledge and skills *must* be provided for all stakeholders

- Administrators
- Practitioners
- Families
- Higher Education
- Policy Makers
Beginning to Build Partnerships

- Who are the key stakeholders with whom we need to partner?

- What initiatives are in place that connect to RTI and need to connect more closely to one another?

- What do we need to do differently to move forward with RTI implementation?
Essential Questions:

1. What are the benefits of RtI?
2. What structures will support success of RtI?
3. How do I get my staff on board?
4. How can I get parents on board?
5. Is there a district using RtI?
RTI in Practice: Where Are You?

- Scientifically-Based Core – Literacy
- Tier 1 Universal Screening
- Seamless & Flexible Service Delivery System
- School-Wide Progress-Monitoring
- Web-Based Management System
- Continuum of Assessment and Intervention
- Communication with Parents
Continuous School Improvement

Best practices in curriculum and instruction

On-going data informed decision making

Leadership

Response to Intervention
Getting Teachers on board……

- Principles
- Practices
- Priorities
Domains that Influence Decisions

- **L**earner – Characteristics intrinsic to the individual in relation to the concern
- **I**nstruction – How we teach
- **C**urriculum – What is taught
- **E**nvironment – Where learning occurs

Randy Allison, HEA Iowa
Response to Intervention - Definition

- RTI is the practice of …
  - Providing high quality instruction and intervention matched to student need
  - Monitoring progress frequently to make decisions about change in instruction or goals
  - Applying child response data to important educational decisions

(NASDSE, 2005)
Why Response to Intervention?

- Brings together Regular, Remedial, and Special Education
- Documents effective education
- Aligns identification procedures with effective instruction
- AYP – RTI fits with NCLB – It is about maximizing results!
- Provides self correcting mechanisms for schools to take control of their outcomes, driven by student results
Core RTI Principles

- All students can learn
- Early intervention…prevention
- Multi-tier models of instruction and intervention (increasingly specific and intense)
- Use of problem-solving models
- Use of scientifically-validated instruction and assessment
- Progress monitoring to inform instruction
- Data-based decision making
- Assessment drives instruction –
  - Screening, diagnostic, progress monitoring
Common RTI Practices

- Scientifically-based curricula & practices
  - Explicit
  - Matched to student need
  - Designed to produce high rates of learning
- Multi-tier models of instruction and intervention
  - Seamless & Flexible Service Delivery System
- Progress monitoring and formative evaluation
  - Continuous, ongoing
- Data-based analysis and diagnosis
  - Considers growth over time in comparison to baseline
  - Compared to expected level of performance (self & peers)
- Functional behavioral & academic assessment
- Standard treatment protocols
- Web-based data management system
Priorities for Implementation

1. Designate one Site for RTI Pilot
2. Designate a Building-Level RTI Coordinator
3. Allocate Annual Funds for Assessment/Intervention Continuum
4. Determine the Focus of Supplemental Services
5. Design Building Schedule Around Student Needs
6. Establish a Web-Based Management System
7. Secure Time for Professional Development
8. Develop RTI Documents
9. Establish Formal Communication w/Stakeholders
Moving toward RtI ...........

- Search and find scientifically proven interventions that you can use at each Tier.
- Get teachers to work together in a time efficient way to look at the data and make good instructional decisions about use of interventions and Tier 2 specialist time.
- Select your interventions for Tier 2 and 3 and cross train all intervention specialists.
- Measure progress over the intervention period. Use the data generated to develop a plan for students.
- Adjust your interventions - flexible grouping and use of different interventions to target different needs.
Develop RTI Documents

- Parent Information
- Staff Letter
- Informed Consent...Implied consent
- Tier 2 Student Progress Forms
- Fidelity Checklists
- Report Card Modifications
  - Standards-based
  - Scope & Sequence-based
- District Special Ed. Plan
Establish Web-Based Management System

Examples:

✓ DIBELS
✓ AIMSWeb
✓ Performance Tracker
Professional Development

• Conceptual/Legal
• Underpinnings of RTI
• Systemic Reform/Change Process
• The Challenge of Learning to Read
• The Speech Sounds of English
• How English Spelling Works
• Building Vocabulary
• Developing Fluency

• Teaching Text Comprehension
• Teaching Phonics
• Word Study
• Assessment for Prevention/Intervention
• Teaching Beginning Spelling and Writing
• Writing: A Road to Reading Comprehension
• Progress-Monitoring

“Knowledge is the enemy of knowledge…”
Dr. Ken Howell
Using a Line Of Inquiry…….

- How does your data drive your interventions?
Assessment Nuts & Bolts

Assessments should be:

- Linked to standards and instruction
- Able to be administered efficiently
- Able to be administered repeatedly
- Able to be disaggregated by group and/or individual by each skill
- Sensitive to growth
- Able to be easily reported in a summary format
Data Collection in RTI

- **Replace Norm-referenced tests**
  - Not sensitive to change over time
  - Do not inform instruction
  - Measure individual differences, **not** growth
  - Cannot be administered frequently or quickly

- **CBM – Curriculum-Based Based Measurement**
  - Reliable and valid
  - Sensitive to change
  - Directly related to instruction
  - Allow for goal setting
  - Allow for prediction
  - Can be administered frequently and quickly
  - Measure individual differences **and** growth
    - DIBELS, AIMSWeb, CORE, etc.
Interventions vs. Accommodations

- Targeted assistance based on progress monitoring
- Additional instruction matched to instructional level
- Modified instructional time
- Increased task structure and relevant practice
- Mini-lessons on skill deficits
- Smaller group size
- Increased amount and type of cues and prompts
- Different curricula
- Different types and methods of corrective feedback – more specific and direct

- Preferential seating
- Shortened assignments
- Larger print
- Extended time
- Alternate testing location
- Parent contacts
- Classroom observations
- Suspension
- Doing more of the same
- Retention
Design Building Schedule Around Student Needs

If Number Serviced in Tier 2 Exceeds 10-15% of Student Population, consider:

1. Augmenting/Replacing Tier 1 (Core Curriculum)
   - Small Group
   - Scientifically-Based Reading Interventions
2. Homogeneous Grouping by skill (not ability!!)
3. Tier 2/120 Minutes (90 minutes core +30 minutes push in or pull out)
Benefits of RtI....................
Response to Intervention - Advantages

- Focus is on attainment of learning standards...on improving educational outcomes and learning abilities! *(student learning is the focus)*
- Regular classroom is 1st line of intervention
- Merges regular, remedial, and special education
- Promotes data-based decisions
- Lack of progress change in intervention
- Not just for special education or for determining eligibility
- Reduced paperwork load (different paperwork)
RTI Advantages - Continued

- Considers cause of learning deficits outside of the learner

- Identification process is embedded in the intervention process – removes “wait to fail”

- Independent of teacher referral

- Frequent and regularly scheduled assessment drives instruction

- Program and curriculum evaluation.

- Focus shift from eligibility to providing effective instruction
More advantages of RTI …

- Opportunity to learn exclusion is measured, not surmised!!
- Promotes unity of seamless educational system – no Reg. Ed vs. Special Ed.
- Promotes prevention and intervention
- Allows provision of more intensive intervention immediately vs. time-consuming, expensive, and often delayed eligibility evaluation
How can parents be involved in the RtI process?

- Communicate your process
- Describe interventions
- Share duration of interventions
- Communicate Progress monitoring data
- Explain the law under IDEIA
Process: 3 Tier Intervention Model

- Prevention Model
- Each Tier provides more intensive and supportive intervention
- Layers of intervention in response to student needs

Tier 1: School-wide
- 100% Regular Classroom

Tier 2: Strategic/Targeted
- 15% - Supplemental

Tier 3: Intensive
- <5% IEP

- Data +

100% Regular Classroom

<5% IEP

15% - Supplemental

Tier 3
Intensive

Tier 2
Strategic/Targeted

Tier 1
School-wide
3 Tier Intervention Model - Behavior

PBIS Model

- **Primary (ALL)**
  - Reduce new cases of problem behavior

- **Secondary (SOME)**
  - Reduce current cases of problem behavior

- **Tertiary (FEW)**
  - Reduce complications, intensity, severity of current cases

Tertiary = Individual
Secondary = Classroom
Primary = School-wide
Tier 1- Regular Classroom (ALL – School-wide)

- Is the comprehensive program scientifically-validated?
- Are supplemental programs and materials aligned with the comprehensive programs and scientifically-validated?
- Are teachers/staff adequately trained in comprehensive and supplemental programs?
Tier 1- Regular Classroom

- How are assessments used to inform instruction?
- Is there a data management system in place?
- Is adequate time allocated for instruction?
- Is instructional time protected?
- Is there time for Tier 1 to meet and assess RTI?
Tier 1- Important Goals

- Establish Scientifically-Validated core program
  
  Dr. Ken Howell’s Principle #3
  
  – “People working with students who have learning problems don’t get to have a favorite way to teach”

- Conduct benchmark assessments 3X per year with all students

- Flexible grouping

- 90 minutes a day or more of instruction in reading
Tier 2 - Standard Protocol
(SOME – strategic/targeted)

- Errorless teaching - assume nothing - clearly state everything
- Sequential scope and sequence - careful scaffolding
- In more difficult skills – “I do, we do, you do”
- Immediate corrective feedback
- Higher number of opportunities to respond (1:15 seconds)
- Built-in mastery through repeated practice (guided and independent)
Tier 2 – Important Goals

- Acquire Scientifically-Validated interventions that target beginning skills
- Homogeneous small group instruction (1:3, 1:4, or 1:5)
- Minimum of 30 minutes/day + 90 min of evidence-based core instruction
- Progress-monitoring at least twice per month
What should Tier 2 look like?

- Systematic, explicit instruction
- Pacing to match student needs
- Multiple opportunities to respond
- Providing students with corrective feedback
When should Tier 2 Start?

- Tier 2 should start as soon as possible after students are falling behind grade level expectations through benchmark assessment.

- ...or when behavior is interfering with learning of self or others.
How long is a round of Tier 2?

- Tier 2 lasts 10-12 weeks or at least 50 sessions of supplemental intervention.
- Exit Tier 2
- Continue with Tier 2
- Referral to/consultation with Tier 3 for more intensive intervention
Questions for Tier 2 and 3

- Who will provide Tier 2/3 intervention?
- Is additional time scheduled for Tier 2/3?
- Where will it be delivered?
- Is a system in place for progress-monitoring -
  - Every two weeks? Every week? What skills?
- How will progress-monitoring be used to regroup students? Change interventions? Target instruction?
- What are the criteria for entry and exit?
- Who will provide oversight of Tier 2/3?
5 Eligibility Questions

1. Was the student effectively taught?
2. After 3 tiers of intervention, is the student significantly deficient in relation to benchmarks? (deficiency in level)
3. During 3 tiers of intervention, was the student’s rate of progress (slope) significantly deficient in relation to peers? (deficiency in slope)
4. Does the student need specially designed instruction (special education) to make meaningful progress? (need)
5. Have other factors or conditions been ruled out? (rule out clause)
Is there a district using RtI?
Derry Township School District-Hershey, Pa

Assessment Informing Instruction in our Elementary Literacy Program
Who we are...

High School 9-12

Middle School 6-8

ECC K-1

Primary 2-3

Intermediate 4-5

3500 Students K-12
1450 Students K-5

• 8.1% Low income
• 10.4% Special Education
• 3 Elementary principals
• 2 psychologists, 2 F/T interns
• 2 Literacy Coaches (K-3, 4-6)
• 1 Math Coach
• 1 Math Intervention Specialist

• ECC (K-1) (24 Classroom Teachers)
  • 1 Early Intervention Specialist & Aide
  • 1 Intervention Specialist

• Primary (2-3) (23 Classroom Teachers)
  • 2 Intervention Specialists & 1 Aide

• Intermediate (4-5) (22 Classroom Teachers)
  • 2 Intervention Specialists
Derry Township School District

About the Community

- 15 miles east of Harrisburg, PA
- 27 square miles
- Over 21,000 residents
- Median Household Income-$52,290 (PA-$46,300)
- Median Home value-$142,700 (PA-$116,530)
- Home to the The Hershey Company (chocolate), Penn-State Milton S. Hershey Medical Center & Hershey Park
- Area thrives with local business, convention, and recreation centers
- 87% of revenue generated from local sources
Derry Township School District

About the School District:

- 3,533 students
- 99% graduation rate
- 92% attend post-secondary school
- 14 Advanced Placement Courses
- Average SAT Score-1682
  (State-1476, National-1518)
- 6 Merit Semifinalists in 2006
  (8 finalists in 2005)
Derry Township School District

About the School District:

- 10% Free/Reduced Lunches
- Demographics
  - 89% White (Non-Hispanic)
  - 7% Asian/Pacific Islander
  - 2% Black (Non-Hispanic)
  - 1% Hispanic
  - <1% American Indian/Alaskan Native
- 264 Professional staff, 200 Support staff, & 20 Administrators
- $45,993,831 budget (86.5% funded locally)
PSSA’s – 3rd Grade - Reading

![Bar chart showing the percentage of students in Basic/Below Basic and Advance/Proficient categories for 2004, 2005, and 2006.]

- Basic/Below Basic:
  - 2004: 36%
  - 2005: 21%
  - 2006: 19%

- Advance/Proficient:
  - 2004: 64%
  - 2005: 79%
  - 2006: 81%
PSSA’s – 4th Grade - Reading
PSSA’s – 5th Grade - Reading

![Bar chart showing the percentage of students performing in Basic/Below Basic and Advance/Proficient levels from 2002 to 2006.](chart.png)
PSSA’s continued

- **8th Grade - Reading**
  - 82% Advanced/Proficient
  - 18% Basic/Below Basic

- **11th Grade - Reading**
  - 86% Advanced/Proficient
  - 14% Basic/Below Basic
# Derry Township School District
## 2006 PSSA Results

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<th>Grade</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
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Where we were...

- Elementary classroom teachers are meeting collaboratively to plan instruction, based on data analysis.
- Students in need of additional supports are provided “boosting”
  - Intervention specialists
  - Flexible small groups
  - In addition to, not in place of...
- Proficiency plans are developed for all students deemed to be at some level of risk.
- Classroom teachers are providing students with focused instruction on their instructional levels.
Derry Township’s 3 Tier Intervention Model

- Prevention Model
- Each Tier provides more intensive and supportive intervention
- Layers of intervention in response to student needs

Tier 1
- 100% Regular Classroom

Tier 2
- 15% Double Dip/Boost

Tier 3
- ≤5% IEP
- Triple Dip/Boost

- Data +
What has changed...

- Teachers growing in the belief that they are the “first line of intervention”
- Teachers employing explicit instructional strategies
- More focus on phonics at the early grades
  - Systematically taught according to prescribed scope and sequence
- A deeper understanding of the role of phonemic awareness, phonics, fluency, and vocabulary
- A deeper understanding of the long term impact of problems in decoding
- An enhanced perspective on the importance of prevention, i.e., all kids can learn to read at proficient level or higher
Core Beliefs and Principles

- Effectively reaching all students requires:
  - Research based/evidence-based practices and interventions in regular education classrooms
  - Decisions informed by student performance data
  - Progress monitoring necessary to systematically determine if students are learning

- Intervention is preferable to remediation
  - Prevent rather than autopsy
  - Intervene early

- Intensity and frequency (through Response to Intervention tiered model) is more effective than random/eclectic responses
SOMETIMES I FEEL THAT I HAVE THE WORST JOB IN THE WORLD!

YA...RIGHT!
At the classroom level, RtI might look like this:

- Regular Education Teacher With Group 1
- Intervention Specialist With Group 2
- Paraprofessional
- Volunteer
- Group 3
- Independent Activities
- Group 4
Culture Change…
...was seen everywhere
How did we get there?

- Required involvement of all stakeholders
  - Not only a special education or regular education initiative, but a blended philosophy put into practice
- The merger of IDEIA and NCLB
  - RtI
  - Classroom as first line of intervention – *prevention* vs. *remediation*
- Heightened expectations and increased support to teachers
Data Driven Decisions

- Curriculum data aligned to standards
  - Written curriculum
  - Taught curriculum
- Assessment data aligned to standards
  - State and National
  - Local

Curriculum mapping

Analysis of results

Revised curriculum, instruction and assessment aligned to standards
Progress Monitoring: What It Looks Like at Derry Township

- All teachers, K-5 engage in progress monitoring in reading
  - Weekly, bi-weekly, every 3 week basis
  - Required for all students below benchmark
  - Some teachers have moved to progress monitoring all students
  - Used to inform instruction along the way
  - Used to make decisions about tiered levels of support
  - Used for special education eligibility decisions
What It Looks Like, continued..

- Bi-weekly data review meetings
  - Weekly at K/1 level
- Intervention Planning Meetings
  - K/1- monthly
  - 2-5 – quarterly
- Intervention Team meetings
  - Formerly Instructional Support Team meetings (PA’s pre-referral model)
    - Includes parents
    - Outgrowth of monitoring progress over time
    - Team vs. unilateral decision
Progress Monitoring Benefits

- More emphasis on prevention rather than remediation (especially at earlier ages when prevention has high success probability)
- Problem solving rather than problem admiration
- Shared ownership of all kids
  - (Now is “our” kids vs. “my” kids/”your” kids)
2002-2003 – The Beginning Stages

- Attended PaTTAN DIBELS training w Dr. Roland Good
- PaTTAN & IU 15 consultants – DIBELS and supplemental intervention ideas
- DIBELS pilot with Learning Support and IST
- DIBELS and kindergarten screening
- Nibbles w DIBELS trainings – K-1 and SWAT
- DIBELS, IST, and Ch. 14 evaluations
New Elementary Literacy Program Initiated

- District committee, K-8, adopted Balanced Literacy as instructional framework
- 2003/04: Three on-site consultants from Rigby provided training, in class modeling
  - Throughout the year - over 12 weeks of training
- Literacy committee established to develop deeper levels of understanding and consistent and pervasive practices
  - Met 1X/month as a K-8 team
- Consultant follow up in 2004/05 – external Rigby consultants provided in class coaching – 90 days
2003-2004 – DIBELS Unfolds

- DIBELS assessments
  - K screening then 1st then 2nd then 3rd
  - All staff trained in purpose and administration
  - SWAT team conducted benchmark assessments (School Workers Armed w Timers)
  - Learning Support, Psychologists, or IST conducted progress monitoring

- Baseline data collection
- DIBELS reported in ERs and IEPs
- Began using RtI language and progress monitoring graphs
- Teachers focused on balanced literacy training and learning to group students for instruction at their instructional levels
2003-2004 – Reading

Interventions Expand

- Special Education – Tier 3 – Outcome drove change at Tier 1 and Tier 2
  - Read Naturally
  - Project Read rebirth
  - Corrective Reading
  - REWARDS....

- Regular education
  - Phonemic Awareness for Young Children
  - Road to the Code
  - Reading to Read (repeated readings)
  - Read Naturally....Project Read
2003-2004 Preliminary Data Trends

- DIBELS Benchmark data – showed need for intervention in all grades
- Used data to investigate comprehensiveness of Rigby BL:
  - Letter names vs. Letter sounds
  - Sight word vs. Decoding skills
  - Low fluency rates
  - No RtI or decrease in skills as text difficulty increases
  - Lack of systematic, explicit instruction
Kindergarten – Derry Township School District

BEGINNING ISF  END ISF

BEGINNING PSF  END PSF

TREND
1st Grade – Derry Township School District

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3rd Grade – Derry Township School District

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4th Grade – Derry Township School Dis

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BEGINNING ORF

END ORF

2004-2005
2004-2005 – Rounding Out the Literacy Puzzle

- New Director of Curriculum & Instruction
- Curriculum Writing committee formed
  - Curriculum Mapper
  - Met throughout 2004/05 to design a written curriculum at each grade level
- Shared data trends based on DIBELS
- Administrative Literacy meetings – Literature Reviews to supplement BL training
  - Articles - Torgeson, Lyon, Moats, Shaywitz, Adams, Beck, Vaughan, Fletcher…
  - Books - Voice of Evidence (McCardle), Overcoming Dyslexia (Shaywitz), CORE materials
  - National Reading Panel
  - Websites – fcrr.org, Univ. of Oregon sites, etc.
  - NASP literature
2004-2005 – The Learning
Continued…

- **Trainings/Consultations** –
  - K-8 Literacy committee continued to meet monthly to study various aspects of literacy acquisition
    - Co-chaired by ECC Principal and Director of C & I
  - Principals as instructional leaders
  - IDA conferences – Philly and D.C.
  - Dr. Susan Hall @ IU 13
  - PDE Annual Conference - Hershey
  - Project Read K-5 – Joy Mackenzie
  - PaTTAN workshops and teleconferences on RTI, progress monitoring, and reading
  - Phone consults with RTI site
  - Assessment Focus Group – investigated DRA and discrete assessment – reviewed literature, developed map
  - DIBELS – expanded to 4th…then 5th…then 6th…
  - Susan Hall at DTSD – multiple days of training in preparation for 2005/06 school year
2004 -2005 - More Changes…

- Board presentations on DIBELS and Literacy
- 3 Tier Intervention model discussions
- Data-based decision making – **no more referrals** – students identified by a team for intervention based on data
- “IST” and “reading specialist” changed to “intervention specialist”
- Elementary schedule changes
  - Double Dipping model – more need = more time
  - Classroom is 1st line of intervention – huge **role** change!!
  - Designated time for reading instruction – diagonal schedule
## Schedule

### Past

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<thead>
<tr>
<th>Time</th>
<th>Rooms 1-4</th>
<th>Rooms 5-8</th>
<th>Rooms 9-12</th>
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### Present

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<th>Rooms 5-8</th>
<th>Room 9-12</th>
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<td>READING</td>
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2005-2006 – Assessment Informing Instruction

- Literacy Manual developed, shared with teachers
- Curriculum draft shared and revisions sought at grade level meetings
- Assessment Map
  - DIBELS, CORE Phonics, STAR, Project Read Tests, 4Sight
- BL to bl - 5 Big Ideas of Reading becomes bl
- Reading Interventions
  - Project Read and Read Naturally in regular education classroom, PAYC, Road to the Code, Corrective Reading, etc.
- Homogeneous flexible Grouping based on data (pod mtgs)
  - Benchmark vs. Strategic vs. Intensive
Flexible Groups
2005-2006 continued…

- Data-based decision making – Data Profiles
  - Data Review Mtgs., Pod Mtgs., Intervention Planning mtgs.
- 2 Literacy Coaches – K-3, 4-6
- RtI trainings – K-5 staff, Board, parents
- IST changed to Intervention Team – for inadequate-responders
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**Note:** DIBELS Progress Monitoring is on-going; CORE Phonics is repeated every 4-6 weeks; PISA is administered to students who are 15 years of age at time of testing (voluntary); Information on PSAT/SAT exam opportunities are available in the guidance office and on the district calendar.
## Derry Township School District
### K - 5 Literacy Assessment Map
#### Common Reading Assessments

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<tr>
<th>Assessment Tool</th>
<th>Frequency</th>
<th>Students</th>
<th>Who Administers</th>
<th>K</th>
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<th>2</th>
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<th>4</th>
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<td>3 x/yr.</td>
<td>All</td>
<td>CORE Team and Classroom Teacher</td>
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<td>1 x /3wks.</td>
<td>Strategic</td>
<td>Classroom Teacher</td>
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<td>Classroom Teacher</td>
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<tr>
<td>Core Phonics or Quick Phonics Survey</td>
<td>Every 4-6 wks (only sections not mastered)</td>
<td>Strategic &amp; Intensive</td>
<td>Classroom Teacher and/or Reading Specialist</td>
<td>X</td>
<td>ALL</td>
<td>ALL</td>
<td>X</td>
<td>S &amp; I</td>
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<tr>
<td>Concepts of Print</td>
<td>Continuous</td>
<td>All</td>
<td>Classroom Teacher</td>
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<td>STAR</td>
<td>Quarterly</td>
<td>All</td>
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<tr>
<td>Miscue Analysis (kid watching)</td>
<td>Daily</td>
<td>All</td>
<td>Classroom Teacher</td>
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<td>Observation Charts</td>
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<tr>
<td>Time</td>
<td>Assessment</td>
<td>Purpose</td>
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<tr>
<td>Prior to Week 1: (Aug)</td>
<td>DIBELS (Kdg. Classroom teacher)</td>
<td>Use for: (1) Baseline at entry (2) Grouping for instruction</td>
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<tr>
<td>Week 1 - 3</td>
<td>Letter Recognition - uppercase</td>
<td>Use for: (1) Baseline (follow directions for CORE Phonics: mark by color code &amp; date of administration; pass-on document)</td>
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<td>Letter Naming - uppercase</td>
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<td>Letter Recognition - lowercase</td>
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<td>Letter Naming - lowercase</td>
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<td>(*classroom coverage provided)</td>
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<td>Week 1 – 3</td>
<td>Phonological segmentation (Probe One)</td>
<td>For strategic and intensive students (on DIBELS ISF)</td>
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<td>Week 1 - 3</td>
<td>Concepts of Print Observation (continuous: checklist)</td>
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<tr>
<td>Week 4 – 9</td>
<td>Concepts of Print</td>
<td>For students who are not at mastery at end of week 3</td>
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<tr>
<td>Week 4 – every 3 weeks starting at week 4</td>
<td>DIBELS: Progress Monitoring (Strategic Students); Kdg. Classroom Teacher administers</td>
<td>To adjust instruction frequently</td>
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<tr>
<td>Week 4 – 1x/week starting at week 4</td>
<td>DIBELS: Progress Monitoring (Intensive Students); Kdg. Classroom Teacher administers</td>
<td>To adjust instruction continuously</td>
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<tr>
<td>Week 8 – 9 + every 6 weeks after to week 36</td>
<td>CORE Phonics Kdg. Classroom Teacher administers</td>
<td>Progress monitoring (measuring growth in phonology)</td>
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<tr>
<td>December – February</td>
<td>DIBELS - Benchmark #2 – SWAT team</td>
<td>To inform instruction and grouping</td>
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<tr>
<td>March – May</td>
<td>DIBELS – Benchmark #3 – SWAT team</td>
<td>To inform instruction and grouping</td>
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</table>
# Grade One: Literacy Assessment Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Assessment</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>DIBELS – Benchmark #1 – SWAT team</td>
<td>• Entry Baseline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use for forming guided groups</td>
</tr>
<tr>
<td>Week 1 - 4 (class completed by week 4)</td>
<td>CORE Phonics</td>
<td>• Continuation of Phonics Profile (from Kindergarten)</td>
</tr>
<tr>
<td>Every 3 weeks starting at week 5</td>
<td>DIBELS: Progress Monitoring with Strategic students; (1st grade classroom teacher administers)</td>
<td>To adjust instruction frequently; Progress Monitoring</td>
</tr>
<tr>
<td>Every week starting at week 5</td>
<td>DIBELS: Progress Monitoring with Intensive students; (1st grade classroom teacher administers)</td>
<td>To adjust instruction continuously based on demonstrated progress or lack of</td>
</tr>
<tr>
<td>At week 8 – 9 Then, every 6 weeks after to week 36</td>
<td>CORE Phonics (readminister) (1st grade classroom teacher administers)</td>
<td>Progress Monitoring – longitudinal tracking from one grade level to next</td>
</tr>
<tr>
<td>January/February</td>
<td>DIBELS - Benchmark #2 – SWAT team</td>
<td>• Use to inform instruction</td>
</tr>
<tr>
<td>April/May</td>
<td>DIBELS – Benchmark #3 – SWAT team</td>
<td>• Use to inform instruction</td>
</tr>
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</table>
## Grades 2 - 5: Literacy Assessment Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Assessment</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>DIBELS – Benchmark #1 – SWAT team</td>
<td>• Entry Baseline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use for forming guided groups</td>
</tr>
<tr>
<td>Week 1 - 4 (class completed by week 4)</td>
<td>CORE Phonics</td>
<td>• Continuation of Phonics Profile (from Kindergarten)</td>
</tr>
<tr>
<td>Every 3 weeks starting at week 5</td>
<td>DIBELS: Progress Monitoring with Strategic students; (classroom teacher administers)</td>
<td>To adjust instruction frequently; Progress Monitoring</td>
</tr>
<tr>
<td>Every week starting at week 5</td>
<td>DIBELS: Progress Monitoring with Intensive students; (classroom teacher administers)</td>
<td>To adjust instruction continuously based on demonstrated progress or lack of</td>
</tr>
<tr>
<td>At week 8 – 9 Then, every 6 weeks after to week 36</td>
<td>CORE Phonics (readminister) (classroom teacher administers)</td>
<td>Progress Monitoring – longitudinal tracking from one grade level to next</td>
</tr>
<tr>
<td>January/February</td>
<td>DIBELS - Benchmark #2 – SWAT team</td>
<td>• Use to inform instruction</td>
</tr>
<tr>
<td>April/May</td>
<td>DIBELS – Benchmark #3 – SWAT team</td>
<td>• Use to inform instruction</td>
</tr>
</tbody>
</table>
Team Meeting Structures

K - 1 Intervention and Support Structures
)initiated 2005-06)

- Gr. K – 1 (weekly)
  - Data Review Meetings
  - POD Meetings
  - Intervention Planning Meetings
  - Attendees:
    - Literacy Coach
    - Reading Support Teachers
    - Intervention Specialist
    - Counselor
    - Speech & Language Therapist
    - Principal
  - Teachers
    - Reading Support Teacher
    - Intervention Specialist
  - Proficiency Plans developed

Gr. K – 1 (monthly)
  - Refer

Intervention Team Meetings (formerly IST)
  - Referrals to ITM (IST) for reading issues stem from IPM team

2 - 5 Intervention and Support Structures
)initiated 2006-07)

- Gr. 2 - 5
  - Data Review Meetings
  - POD Meetings
  - Intervention Planning Meetings
  - Attendees:
    - Literacy Coach
    - Reading Support Teachers
    - Intervention Specialist
    - Psychologist
    - Principal
    - Classroom Teacher
  - Teachers
    - Reading Support Teacher
    - Intervention Specialist
    - Literacy Coach
  - Proficiency Plans developed

Gr. 2 – 5 (quarterly)
  - 2 x / month (Gr. 2 – 5) working lunch

Intervention Team Meetings (formerly IST)
  - Referrals to ITM (IST) for reading issues stem from IPM team
Proficiency Plan Process

- All students below proficient on PSSA are placed on proficiency plan
  - Moved from “problem admiration” to problem solving through changing the form
    
    *(Function Followed Form…)*

- Line of inquiry established
- Principal leadership (principals play key role)
- Scheduled monthly at grades K & 1
- Scheduled quarterly at grades 2-5
- Middle School, 3x year
- High School (under development)
### Proficiency Plan - Grades K-1

**Derry Township School District Student Data Profile Grades K-1**

**Student Name:**

**Grade/Homeroom:**

**School Year:**

**Present Achievement Levels:**

"The DTSD identifies a student as proficient when he/she achieves satisfactory academic performance indicating a solid understanding and adequate display of the skills included in Pennsylvania’s Academic Standards."

### Intervention Planning

#### Meeting Dates:

<table>
<thead>
<tr>
<th>Intervention Planning</th>
<th>First Quarter</th>
<th>Second Quarter</th>
<th>Third Quarter</th>
<th>Fourth Quarter</th>
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<tbody>
<tr>
<td>DIBELS Benchmark Assessments</td>
<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
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<tr>
<td>LNF (Letter Naming Fluency)</td>
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<td>PSF (Phon. Segmentation Fluency)</td>
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<td>NWF (Non-nonsense Word Fluency)</td>
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<tr>
<td>ORF (Oral Reading Fluency)</td>
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#### CORE Phonics - Revised

<table>
<thead>
<tr>
<th>Alphabet Skills</th>
<th>Date</th>
<th>Goal</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
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<tr>
<td>Letter Recognition-Uppercase</td>
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<td>26</td>
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<td>26</td>
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<td>Consonant Sounds</td>
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<td>Long Vowel Sounds</td>
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<td>Reading and Decoding Skills</td>
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<tr>
<td>Short Vowels in CVC Words</td>
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<td>Short Vowels, Digraphs, and Trigraph</td>
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<td>Short vowels and consonant blends</td>
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<td>Two Syllable Words</td>
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#### Concepts of Print

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<tr>
<td>out of 12 skills</td>
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#### Other Information:

**Mode of Intervention Attempted**

- Tier 1 - Classroom Teacher Intervention
- Tier 2 - Classroom Teacher & Specialist Intervention
- Tier 3 - Classroom Teacher & IEP Support

"Specific Intervention Planning Sheet attached."

### General Intervention

**Description (who & what)**
Proficiency Plan - Grades 2-5

Derry Township School District Student Data Profile Grades 2-5

Student Name: ___________________________  Grade: ___________  School Year: ________

Present Achievement Levels:

<table>
<thead>
<tr>
<th>Intervention Planning Meeting Dates:</th>
<th>First Quarter</th>
<th>Second Quarter</th>
<th>Third Quarter</th>
<th>Fourth Quarter</th>
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<tr>
<td>DIBELS Benchmark Assessments</td>
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<td>NIF (Narrative Writing Fluency)</td>
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<tr>
<td>CORE Oral Reading Review</td>
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<tr>
<td>DIBELS Progress Monitoring</td>
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CORE Reading and Decoding Skills

- Short Vowels
- Short Vowels, Digraphs, and TCH Trigraph
- Short Vowels and Consonant Blends
- Long Vowel Sounds
- Two Syllable Words

First Assessment | Second Assessment | Third Assessment | Fourth Assessment | Goal
Fifth Assessment | Sixth Assessment | Seventh Assessment | Eighth Assessment | Goal

CORE Alphabet Skills

- Letter Recognition - Uppercase
- Letter Recognition - Lowercase
- Letter Names - Uppercase
- Letter Names - Lowercase
- Consonant Sounds
- Long Vowel Sounds
- Short Vowel Sounds
- Short Vowels in CVC Words
- Short Vowels, Digraphs, and TCH Trigraph
- Short Vowels and Consonant Blends
- Long Vowel Words
- Two Syllable Words
- Three Syllable Words

First Assessment | Second Assessment | Third Assessment | Fourth Assessment | Goal
Fifth Assessment | Sixth Assessment | Seventh Assessment | Eighth Assessment | Goal

STAR Reading

BIL: ___________________________

J Sight

PSSA Reading

Grade: ___________  Level: ___________

OLSAT Total School Ability: ___________________________

Stanford Reading

*Reading Vocabulary: Date: ___________

AIMSWeb Maze

Date: ___________  Correct: ___________

Other Information:

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<thead>
<tr>
<th>Tier</th>
<th>Provider of Intervention</th>
<th>Date From</th>
<th>Date To</th>
<th>Minutes/Day</th>
<th>Days/Week</th>
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<td>C T I S L S S Other</td>
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</table>

**Specific Intervention Planning Sheet Attached**

General Intervention Description (who & what)
Trainings...

- Dr. Susan Hall – DIBELS data analysis and intervention
- Joy Mackenzie – Double Dipping, Project Read, structured multi-sensory language instruction
- Literacy Coaches – homogeneous grouping, small group individualized instruction, Project Read, PA training
- International Dyslexia Association – National Conference, Jack Fletcher
- IU 13 – Data Coach training (Wahlstrom process)
- PVAAS
- Psychologists – RtI, IDEIA – consulting w other districts
- Johns Hopkins University – 4Sight Assessments
Role Changes for School Psychologists

- Data coach
- Data integrator
- Intervention/learning/assessment facilitator
- Adventure-based education facilitator
- Increased Student Assistance presence
- Research dissemination
- Program evaluation
- Trend analyzer

“If you do more of what you’ve always done, you’ll get more of what you always got…”
Commitment District-Wide

- One voice heard!

- Support from District Office
  - Superintendent and Asst. Supt.
    - Attended faculty meetings
    - Met individually with small groups of teachers and individual teachers
    - “Proficient is not prepared”
    - “You don’t have to be sick to need to get better”

- Director of C & I and Principals
  - Meet frequently with staff, small groups, grade level teams, individual teachers
  - A constant focus on the change process – going to the next level
And, also….

- **The (Ch 14) Evaluation is the Intervention**
  
  Or…(if you prefer…)

  **The Intervention is the (Ch 14) Evaluation**…

- IQ only assessed when suspecting MR or Gifted
What’s Next?  
(2006-2007 and beyond)

- Developing skill and independence of teachers to analyze reading problems
  - From forming to storming to norming, and then performing!
- Written curriculum in reading for implementation in 2006/07
- Development of writing, spelling, vocabulary components of literacy program
- New Writing program – *Framing Your Thoughts, 6 Traits*
- New Handwriting Program – *Project Read*
- New Spelling Programs – *Spellography, Megawords*
- New emphasis on teaching Vocabulary
- Standards-based report cards
What’s Next, con’t.

- Middle School reading program
  - Strengthen and enhance
  - Goal = diagnostic and prescriptive model
  - AIMSweb MAZE & R-CBM…GRADE+…TOWRE
  - RtI at the middle school
  - Language! …REWARDS…

- Investigating RtI for math, writing, gifted, S&L…
What worked…

- Keeping the focus on good instruction
- Keeping the focus on formative assessment and progress monitoring as a means of designing instruction
- Keeping the focus on **PREVENTION**
- Keeping the focus on “all students can learn to read at proficient levels or higher by end of third grade”
Marriage of RtI and Good Instruction

- Principals focused teachers on “doing what works in their classrooms” as the impetus for the changes

- Demonstrating that the question of “what works” is answered through progress monitoring
- Minimalized RtI, yet showed connections over time
- Not about “keeping kids out of special education”, but about good instruction in the regular classroom
- **Emphasized the importance of teachers doing the progress monitoring**
- Let the data (student achievement) do the convincing
- Exceptional commitment by principals to support the sea of change
BEETLE BAILEY

WHAT TOOK YOU SO LONG?

I MUST HAVE MISSED THE "SPEED-UP-AGAIN" SIGN.
% of K students at Benchmark at the end of the year
% of 1st Grade students at Benchmark at the end of the year

- LNF
- PSF
- NWF
- ORF

2003/04: LNF 77, PSF 89, NWF 69, ORF 63
2004/05: LNF 72, PSF 85, NWF 69, ORF 67
2005/06: LNF 70, PSF 97, NWF 89, ORF 72
1st Grade – Derry Township School District

BEGINNING NWF END NWF

BEGINNING PSF END PSF

BEGINNING ORF END ORF
% of 2nd Grade students at Benchmark at the end of the year (2005-2006 - 76% after May PM)
2nd Grade – Derry Township School District

![Graph showing data for 2004-2005, 2005-2006, and 2006-2007 with points at 63, 65, and 73.]
2nd Grade – Derry Township School District

2005-2006 (end of year)
10% Some Risk
14% At Risk (N=30)
• 10 LS
• 1 ESL
• 19 no LS or ESL
% of 3rd Grade students at Benchmark at the end of the year (2005-2006 - 79% after May PM)
2003-2004
2004-2005
2005-2006 (end of year)
13% Some Risk
9% At Risk (N=24)
• 17 LS
• 2 ESL
• 5 no LS or ESL
% of 4th Grade students at Benchmark at the end of the year
4th Grade – Derry Township School District

BEGINNING ORF

2004-2005:
- 76

2005-2006:
- 56
- 63

2006-2007:
- 73
- 69

END ORF
% of 5th Grade students at Benchmark at the end of the year
Derry Township Contact Information

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Helpful Books

“I’ve DIBEL’d, Now What?”
Susan Hall (Sopris West)

“The Voice of Evidence in Reading Research”
Peggy McCardle & Vinita Chhabra

Bringing Words to Life - Beck

Response to Intervention – Guilford

Overcoming Dyslexia
Shaywitz

Overcoming Dyslexia
Shaywitz – Shaywitz
More Books…

Fluency Instruction – Research-Based Practices
Rasinski

Response to Intervention – NASDSE

Assessing Reading: Multiple Measures – CORE Learning

Vocabulary Instruction: Research to Practice – Baumann & Kame‘enui
...and More Books....

Phonemic Awareness for Young Children – Brookes

REWARDS – Sopris West

Spellography – Sopris West

Language! – Sopris West

Road to the Code - Brookes
Helpful Websites…

www.fcrr.org

www.projectread.com

www.aimsweb.com

www.sedl.org

www.aea11.k12.ia.us

www.progressmonitoring.org

www.sopriswest.com
More Websites…

- www.nationalreadingpanel.org
- www.dibels.uoregon.edu/
- www.interventioncentral.org
- http://reading.uoregon.edu/
- www.texasreading.org/utcrla/
- www.studentprogress.org
- www.hershey.k12.pa.us/56039310111408/site/default.asp
Yes...More Websites!!

www.fsdos.org

http://oregonreadingfirst.uoregon.edu/

www.interdys.org

http://www.nasponline.org/

http://iris.peabody.vanderbilt.edu/index.html
More?

www.grownetwork.com

http://www.pbis.org/main.htm

www.drc-web.com/reportdelivery

https://solutions1.emetric.net/pssa/
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Learn About RTI

RTI holds the promise of ensuring that all children have access to high quality instruction, and that struggling learners— including those with learning disabilities— are identified, supported, and served early and effectively.

What is RTI?
Learn more about how RTI helps students succeed.

More »

Why Adopt an RTI Model?
Discover the many reasons schools are adopting RTI.

More »

RTI Impact
Find out more about the broad range of research supporting RTI.

LD Identification
Find out why RTI can be a valuable component of a complete evaluation for LD.
Get Started

Features of an RTI model need to be responsive to each school community, resulting in customized approaches that individual schools and districts use to institute and implement the essential components of RTI. This section of the Web site focuses on the necessary steps for developing a building-level plan for successful implementation of RTI.

Build Support
Initiate discussions about the need for RTI and use the available resources here to secure buy-in from stakeholders before proceeding.

Develop a Plan
RTI requires fundamental changes in practice and resource allocation. Developing a viable plan is essential: outline a timeline, develop your infrastructure, and prepare your team.

More »
Self-Assessment of Problem Solving Implementation
Include Essential Components

In order for RTI to work, the essential components must be implemented rigorously and with integrity. Only then will parents and school staff know the type and intensity of intervention needed for each student to succeed.

High-Quality Classroom Instruction
Make sure all students receive high-quality, research-based instruction in the general education classroom.

More »

Tiered Instruction/Intervention
Find information here to help you ensure that students receive increasingly intensive, multi-tiered instruction and intervention matched to their individual needs.

More »
Connect With Others

Join our online community of educators and families to share information and gain insights on the effective implementation of RTI. Explore opportunities to connect with experts and colleagues nationwide.

RTI Blog
Return each week to read new posts from some of the field's top experts as they comment on key issues in RTI.

More »

Discussion Boards
Discuss the design, implementation, and effectiveness of RTI with other educators and parents.

More »

Voices from the Field
Learn from the experiences of others as they

Ask the Experts
Submit your questions on RTI-related topics
Professional Development

Develop the skills needed to implement RTI with fidelity. Choose from a wide range of formats and offerings designed to increase your knowledge and fit your busy schedule.

RTI Talk
Engage in online discussions with invited experts on key topics related to RTI. Click "More" for upcoming and archived RTI Talks.

National Online Forums
Stay up-to-date with RTI Action Network’s National Forum series. Our archives are available anytime that’s convenient to you.

Video and Podcasts
Access exclusive interviews with researchers

Webinars
Select from a list of webinars and training
RTI National Online Forum Series

Stay up-to-date with RTI Action Network’s National Forum webinar series. Listen, watch, and learn from top implementers who have expertise in Response to Intervention (RTI). Our webcasts are available anytime that’s convenient for you.

Recent Forum: "The Role of RTI in LD Identification"

On Wednesday, October 1, 2009, the RTI Action Network presented the second RTI National Online Forum, “The Role of RTI in LD Identification.”

In this webinar, three nationally recognized experts on RTI and learning disabilities provided guidance on how to identify children with learning disabilities when RTI models are in place.

About the Forums

Each Forum features a 30-minute video program that you view from the RTI Action Network Web site.
For More Information:
IDEA Partnership’s RTI Initiative

Website: www.ideapartnership.org

- A Partnership Collection on RTI
- Many Journals, Many Voices
- Results for Kids: Resources
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