



Implementing RTI: Successes and Lessons Learned

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Milford, NH*

*NEA NH Fall Conference
Bow High School, Bow, NH
October 9, 2009*



Workshop Outline

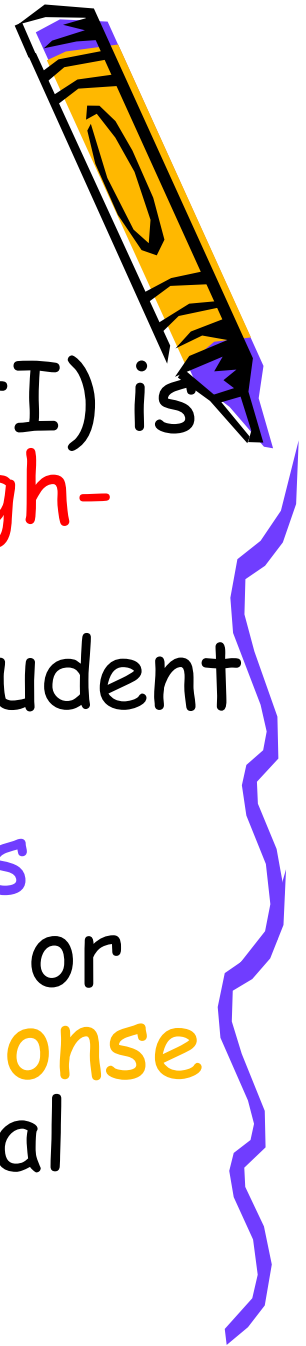
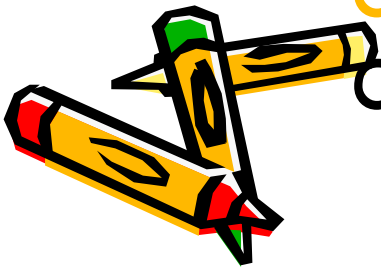


- RTI Overview (*Jonas and/or Johanna*) - 5 Minutes
- How Milford got started and where we are headed (*Johanna, John, Martha*) - 10 Minutes
 - Vision and Leadership
 - Start Small and Build
- Curriculum (*Martha, Johanna*) - 20 Minutes
 - Core Curriculum and the search for perfection
- Intervention (*Jenn, Chantal, Johanna*) - 20 Minutes
 - Targeted, Intensive, Research Based
- Data (*Martha, Jenn, Chantal, Jonas*) - 20 Minutes
 - Benchmark and Progress monitoring
 - Instructional Decision Making and the Data Team
 - Special Education - assessment and identification
- Training, Support and Communication (*John, Johanna, Martha*) - 15 Minutes
- Aligning Resources and Schedules (*John, Martha, Johanna, Chantal, Jenn*) - 15 Minutes
 - Title I, Special Ed., Paraprofessionals, Specialists
 - Recess, special events,
 - Summer
- Outcomes, lessons learned, changes made (*Martha, Johanna, John, Peter, Chantal, Jenn, Jonas*) - 15 Minutes
- Web Resources and Links; Milford School District



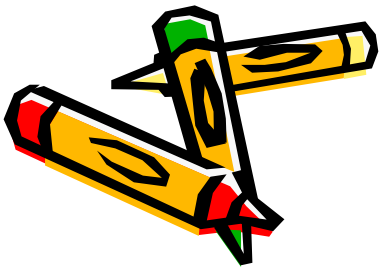
Response to Intervention (NASDSE, 2005)

"Response to Intervention (RtI) is the practice of providing high-quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions."



Heartland's Definition of RTI

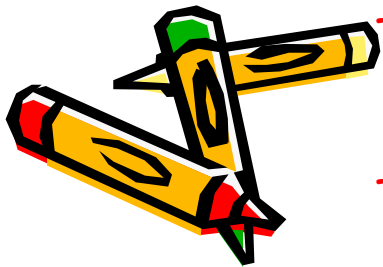
A set of **systems and strategies** designed to **increase the capacity of schools** to educate all students and increase student achievement and **behavioral success**.



Components of an RTI model



- **Core Curriculum**
 - Comprehensive - Everyone gets the Core
 - Differentiated Instruction and Accommodations
- **Scientific, research-based instruction and interventions**
 - High quality explicit instruction and interventions
- **Ongoing assessment - Data informed decision making**
 - Screening Progress Monitoring Outcomes Assessment
- **Problem Solving Team/Data Team/SST**
 - Looks at all children using instructionally relevant data
- **Early/rapid intervention**
 - Targeted
 - Outcome goals
 - Intensive Interventions

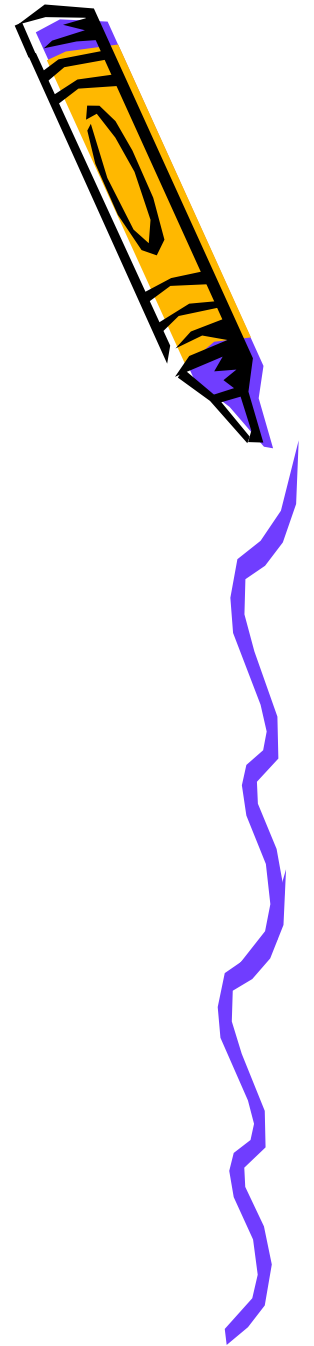
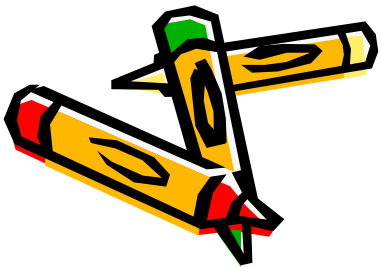


- **Allocation of resources based on instructional and intervention needs.**
- **Professional Development and Technical Assistance**

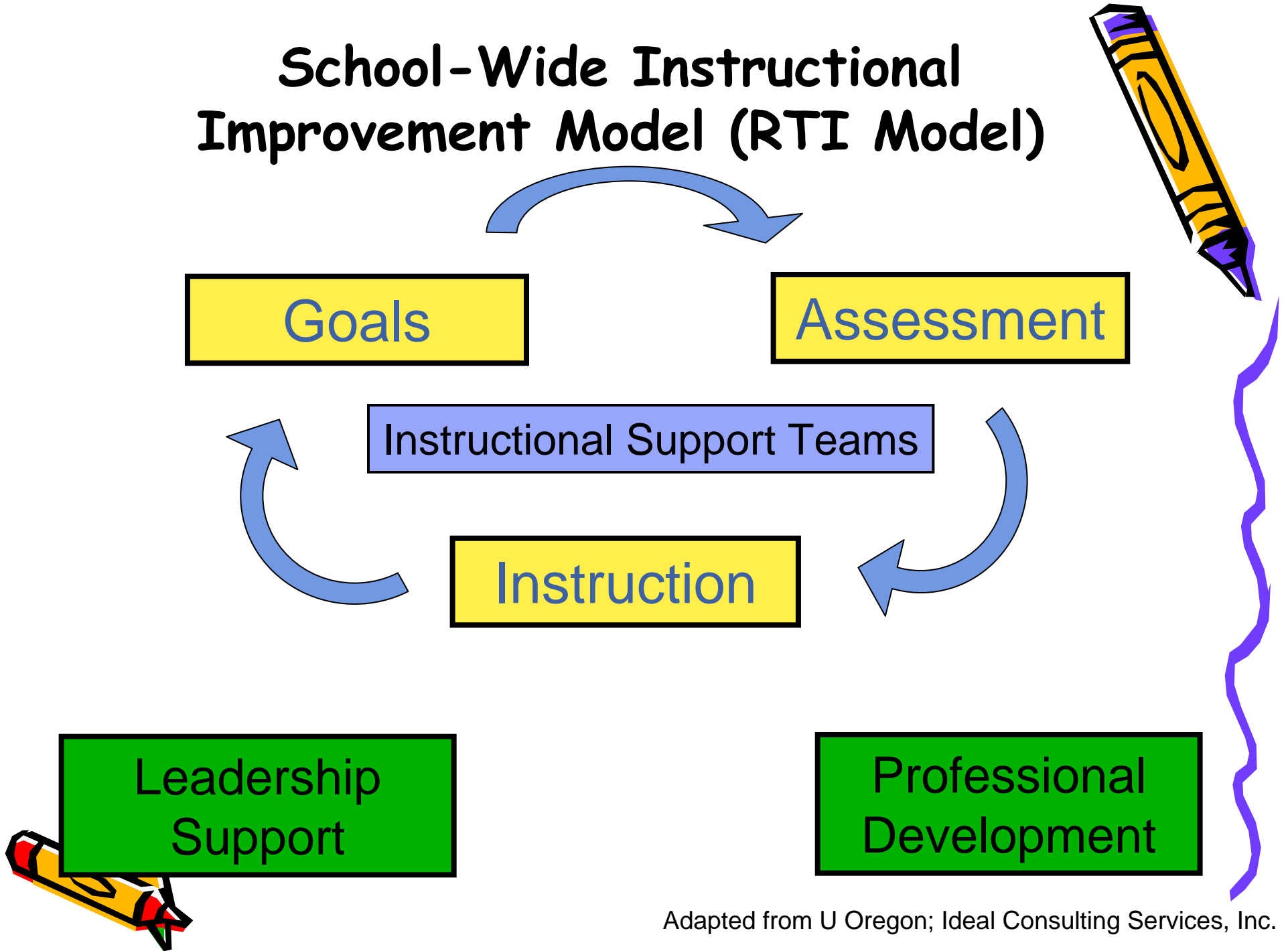


Other Components

- Vision
- Leadership Team
- Administrative Support
- Title I and Special Education
- Three Tier Model



School-Wide Instructional Improvement Model (RTI Model)



Adapted from U Oregon; Ideal Consulting Services, Inc.

RTI is built on the



3 Tiered Model

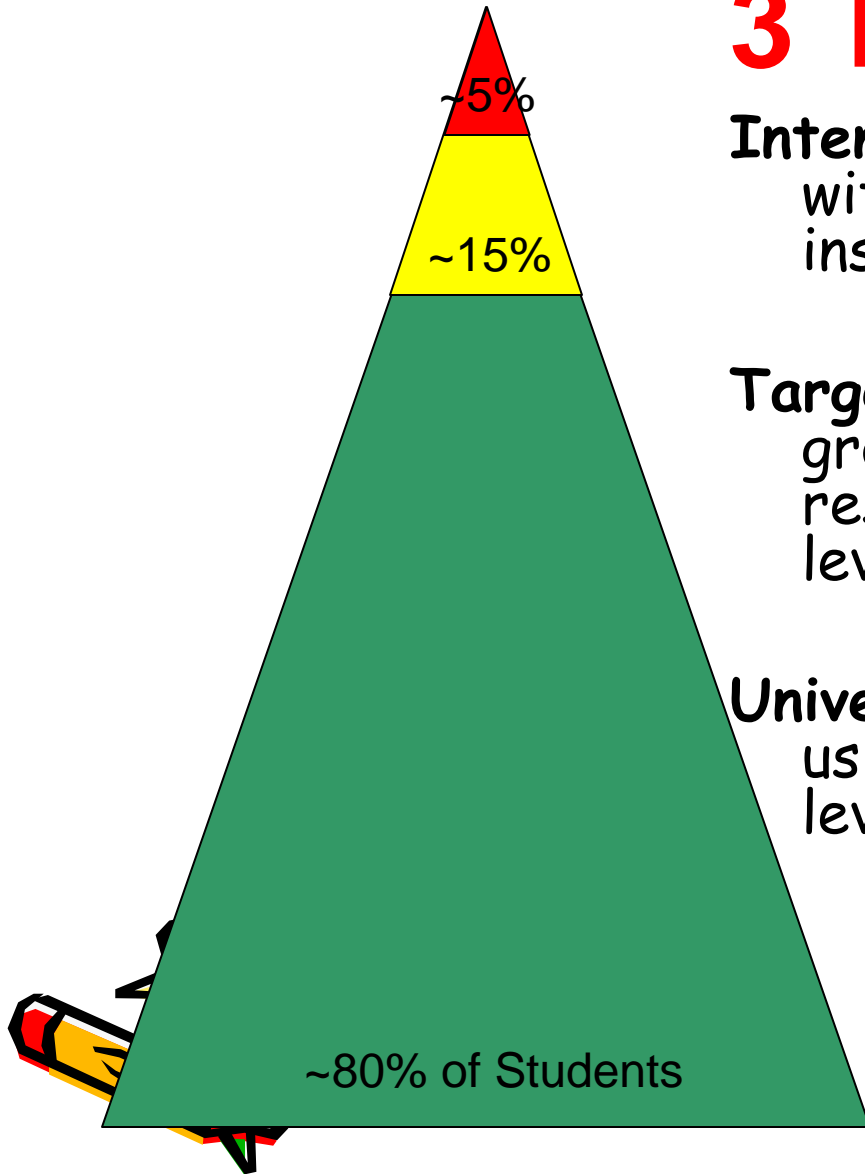
Intensive - Interventions for students with intensive and persistent instructional needs.

Targeted - Interventions for targeted groups of students to restore/maintain success at Universal level.

Universal - Instruction for all children using methods shown to have high levels of success.

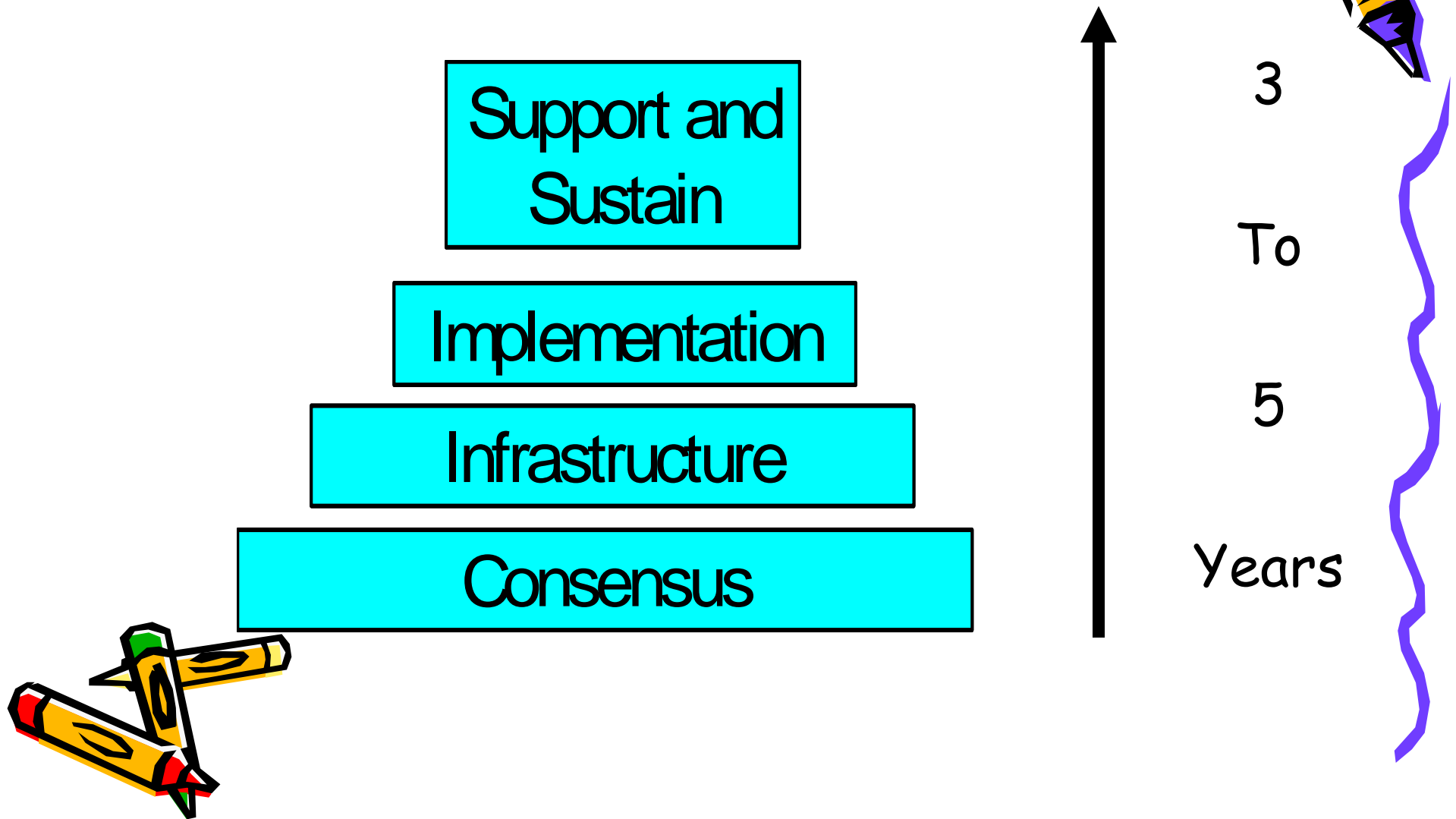
A balanced system to meet the range of needs.

Full Continuum of Support



RTI

A Process of System Change

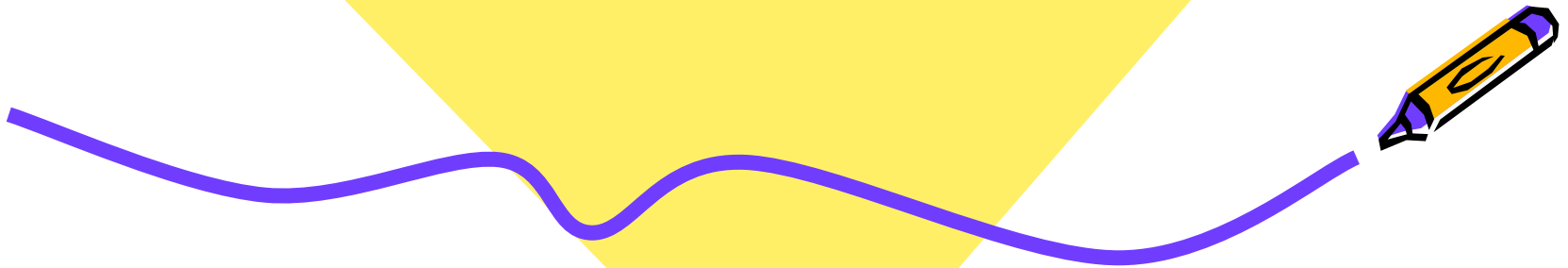


Managing Complex Change

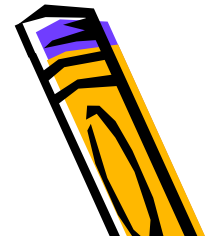




How We Got Started



Beginning the Discussion

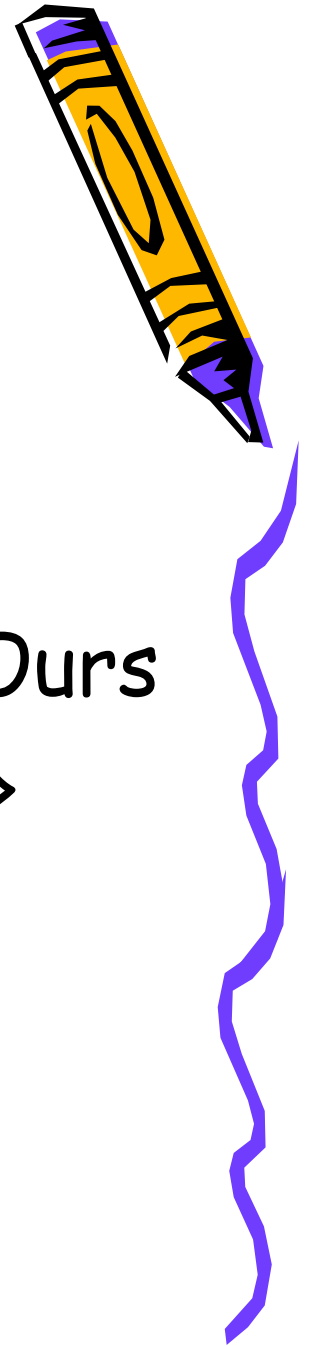


- Special Education Monitoring and Improvement Process (SPED-MIP) - 2005-06
- Began Discussion February, 2007
- Administrative Consensus/Struggles
- Big Change - very challenging
- Tough meetings
- Sept, 2007 - To Begin or not to Begin
 - Need for staff training, vs
 - Need to get started
- "Now that I know, I cannot wait another year."



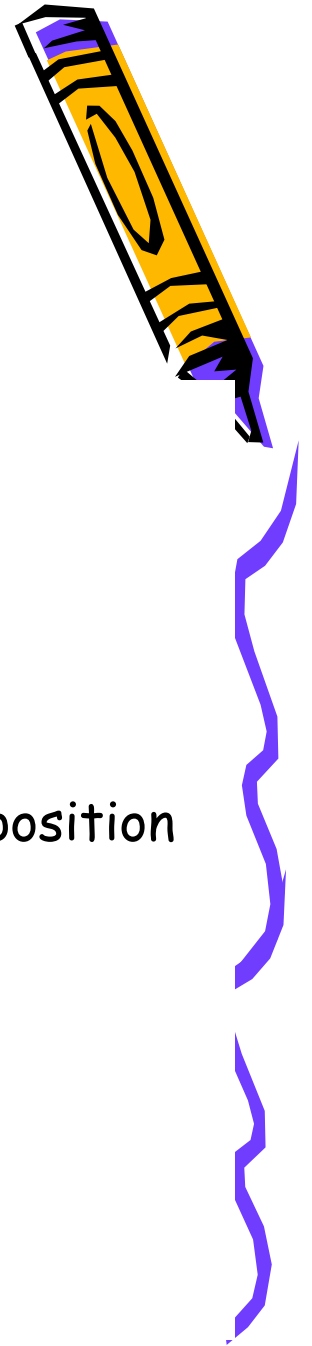
Concerns

- # of Identified students
- Needs across all levels
- Make the most of our resources
- Student ownership - Yours, Mine, Ours
- Intervention Sequence => Title I => Special Ed.
- Wait To Fail - Discrepancy
- Reading outcomes for all students



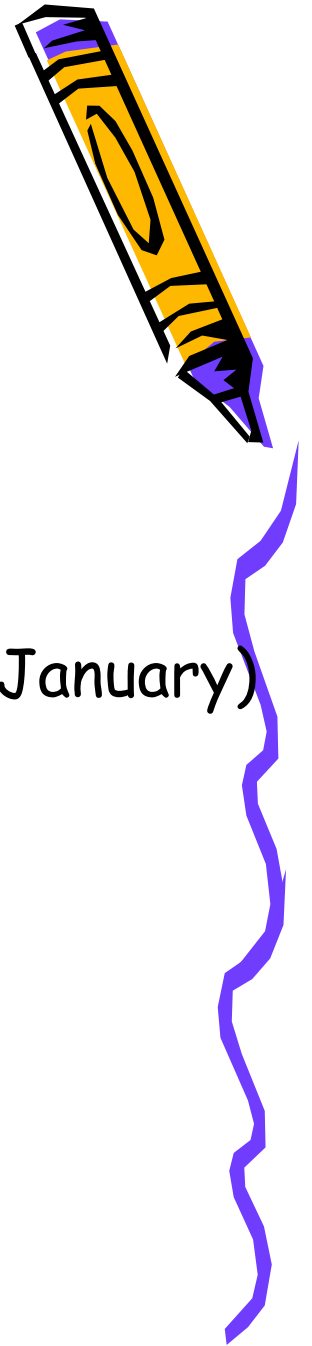
Initial Implementation 2006 - 2007

- DIBELS Training of Mentors - Summer 2006
- Began with KG - Private KGs
- DIBELS all KG kids (2006-07)
 - Fall, Winter, Spring
- Identified Needs of incoming students
 - Kindergarten Outreach - Restructured a Special Ed. position
 - Modeled instruction for KG
 - KG Summits; Newsletters
- Title I
 - DIBELS for all Grade 1 students
 - Connection of assessment to instruction
- Summer Program



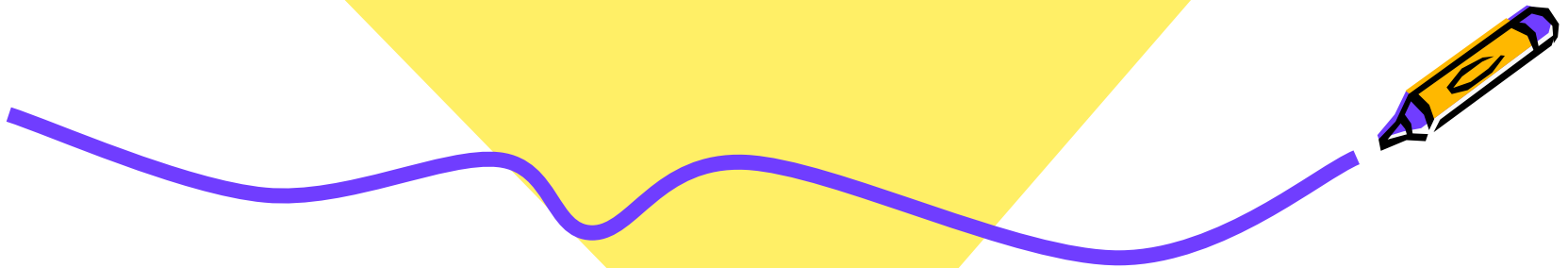
Rolling Out RTI

- 2007 - 2008
 - Jacques School - Grade 1
 - Milford High School - Exploratory
- 2008 - 2009
 - Heron Pond - Grade 2 (September) and 3 (January)
 - MHS - Grade 9
 - Benchmark Assessments
 - Read Naturally
 - Milford Middle School - Exploratory
- 2009 - 2010
 - Heron Pond - Grades 4 and 5 (January)
 - MMS Rollout





Curriculum
What We Teach and
How We Teach It



Big Ideas in Reading

- Can be grouped to show their interdependence

Phonemic Awareness

Phonics

Fluency

Vocabulary

Comprehension strategies

Accurate and
Fluent Word
Identification

Constructing
meaning
once words
are identified





STRANDS OF EARLY LITERACY DEVELOPMENT

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

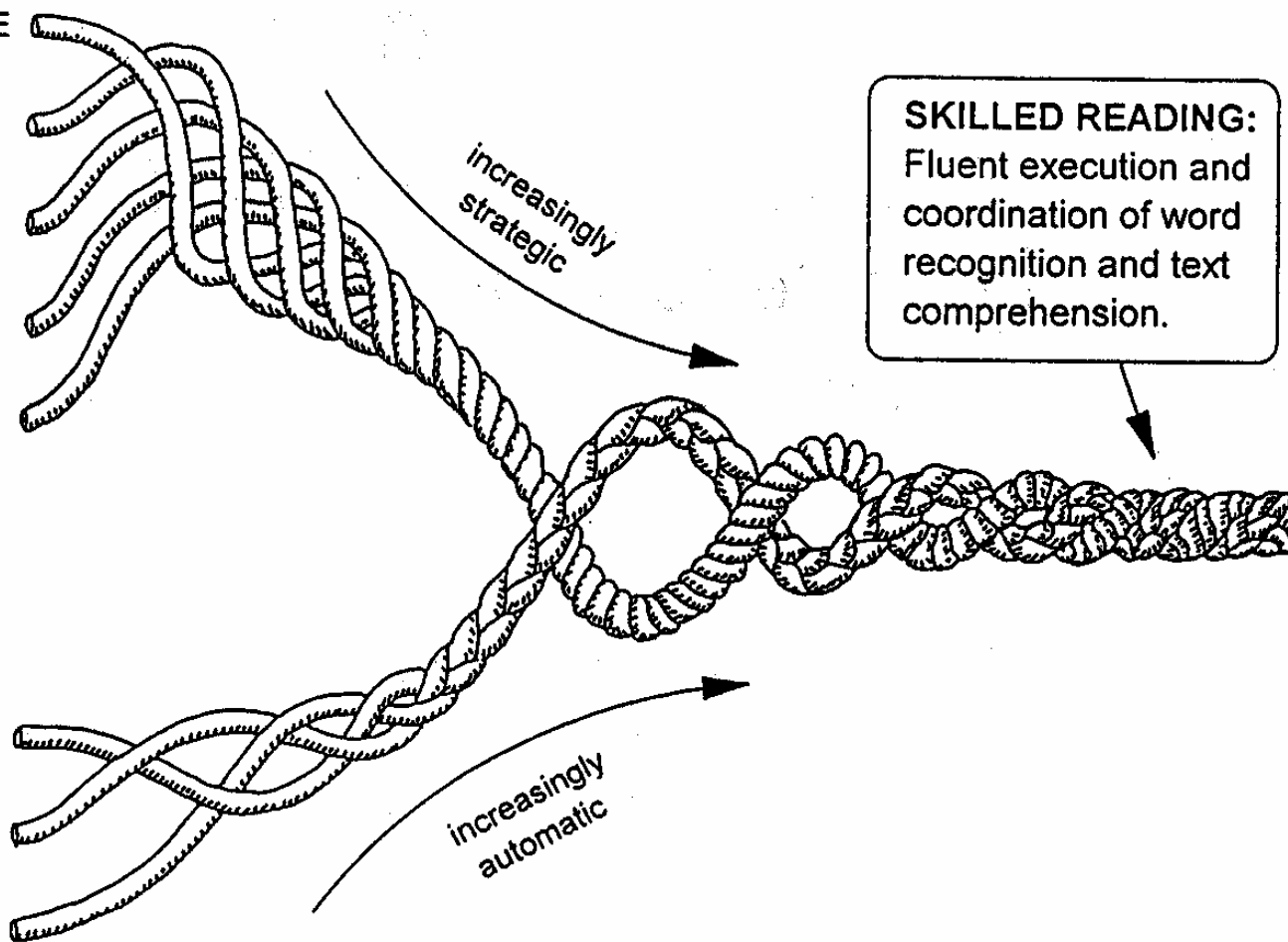
SKILLED READING:
Fluent execution and
coordination of word
recognition and text
comprehension.

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

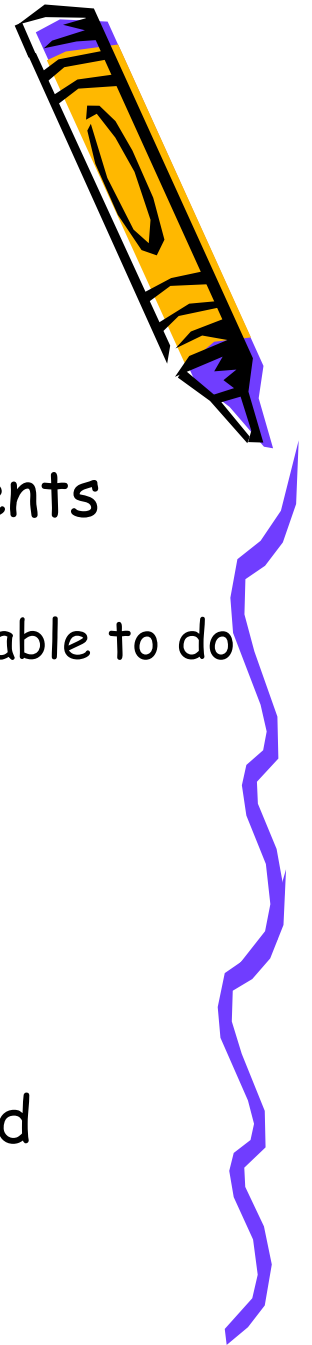
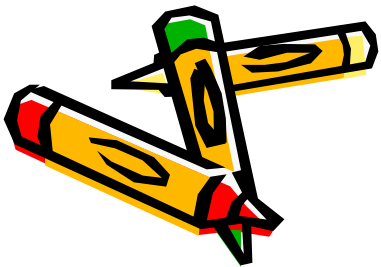
DECODING (alphabetic principle,
spelling-sound correspondences)

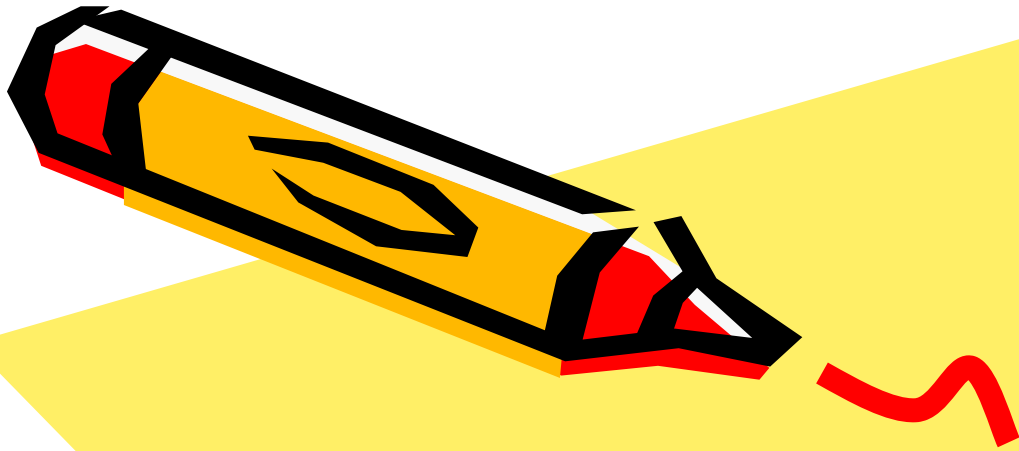
SIGHT RECOGNITION
(of familiar words)



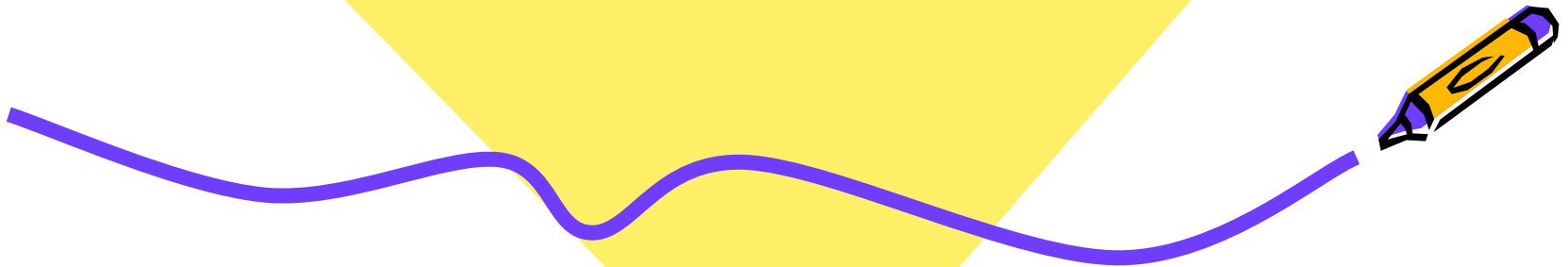
MES - Our Core Curriculum

- Fab Five - Big Ideas in Reading
- Existing Curriculum - Harcourt
 - Flow - Grade Level to Grade Level
 - Strengths/Weaknesses re: Key Components
 - Harcourt does not drive Curriculum
 - Curriculum is what kids need to know and be able to do
- Enhancing the Core
 - 2008 - 2009 Project Read Phonology
- Instructional Time
 - Whole group instruction
 - Small group Instruction/Centers
 - Differentiated small groups and targeted instruction
 - All available supports



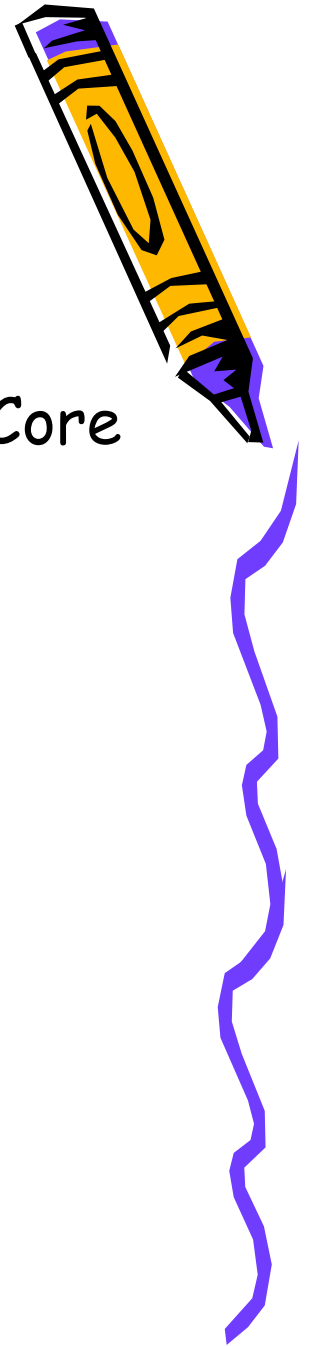
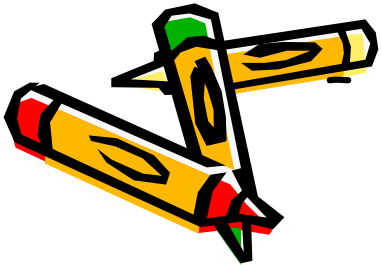


Intervention
For All Who Need It



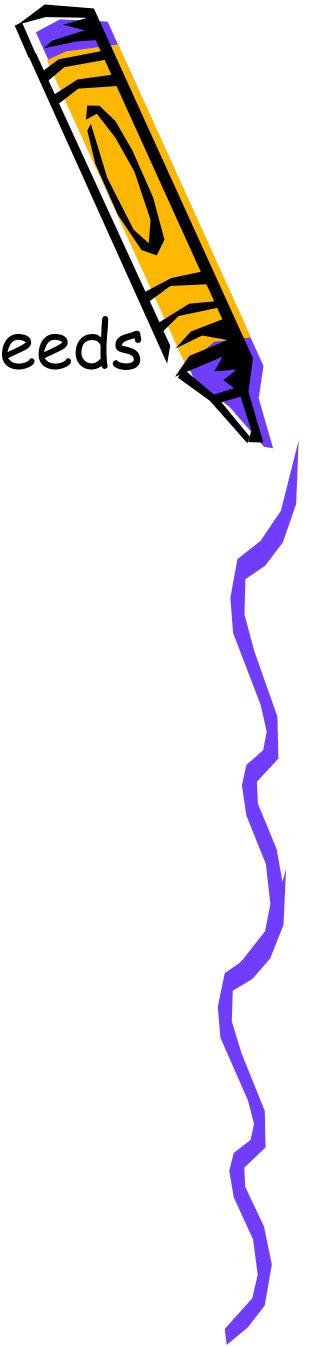
3 Tiers

- Tier I
 - Core Instruction and Differentiation of Core
 - By classroom teacher for all students
 - Tier II - Strategic
 - Targeted Interventions
 - In addition to Core
 - 25 to 30 minutes
 - Small Groups
 - Data Informed Instructional Groupings
- Instructional Focus => Materials => Interventionist



3 Tiers

- Tier III - Intensive
 - Children with most intensive intervention needs
 - In addition to Core - "Double Scoop"
 - Smallest Groups
 - Most skilled interventionists
 - Most intensive interventions
 - Data Informed Instructional Groupings
 - Instructional Focus => Materials => Interventionist
- Flexible Intervention Plans
 - All Tier II and Tier III students



Flexible Intervention Plan

Student _____ DOB _____ Grade _____

School: _____ Date of Plan Development _____

Participants in the development of the plan:

_____	_____
_____	_____
_____	_____
_____	_____

A. Classroom teacher input:

Core:

Frequency _____ Duration _____ Small Group _____

Differentiation needs:

B. Current Academic Functioning:

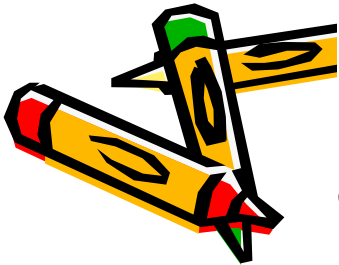
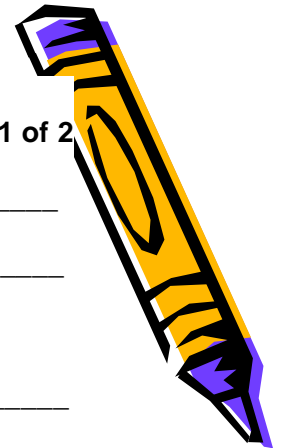
C. Assessment Performance:

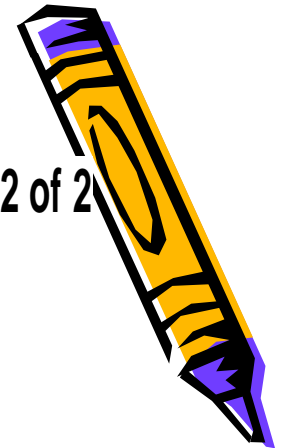
D: Identify the student's strengths:

E. Identify the area(s) of need based upon baseline data and observable behavior:

F. Identify potential causes for the area(s) of need:

G. Identify barriers to progress:





Intervention 1

Location Classroom ___ Title 1 ___ Other ___ **Start date** _____

Intervention:

Group size Individual ___ 2-5 ___ 6-14 ___ 15-30 ___ classroom ___

Frequency 1/wk ___ 2/wk ___ 3/wk ___ 4/wk ___ Daily ___

Duration 15 min ___ 20 min ___ 30 min ___ 45 min ___ 60 min ___ other _____

Progress Monitoring Tool _____ **Frequency** Weekly ___ Every Other week ___

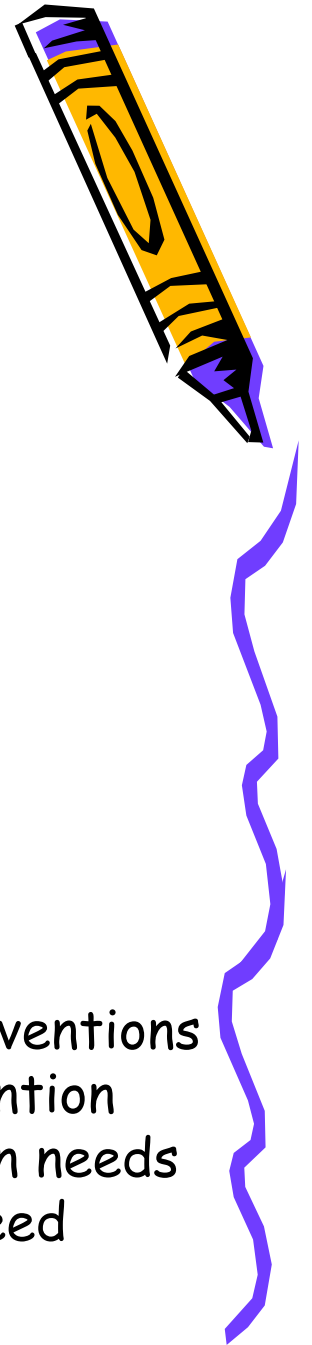
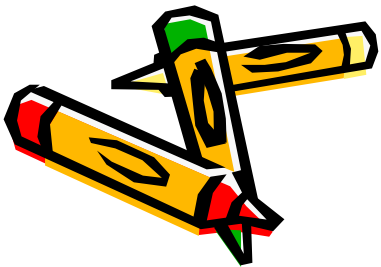
Interventionist _____ **End Date** _____

Goal:



Tiers Are Fluid

- Based on instructional need
- Tier is a level of intensity, not a place or category
- Re-adjust groupings
 - Progress monitoring data
 - Teacher observation
 - Guideline - Continue Intervention for 50 Lessons
- Special Education Referral and Tier III
 - Persistent lack of progress given robust interventions
 - Need for assessment to guide/inform intervention
 - Students with long term intensive intervention needs
 - All students receive the interventions they need
 - RTI does not replace Special Education

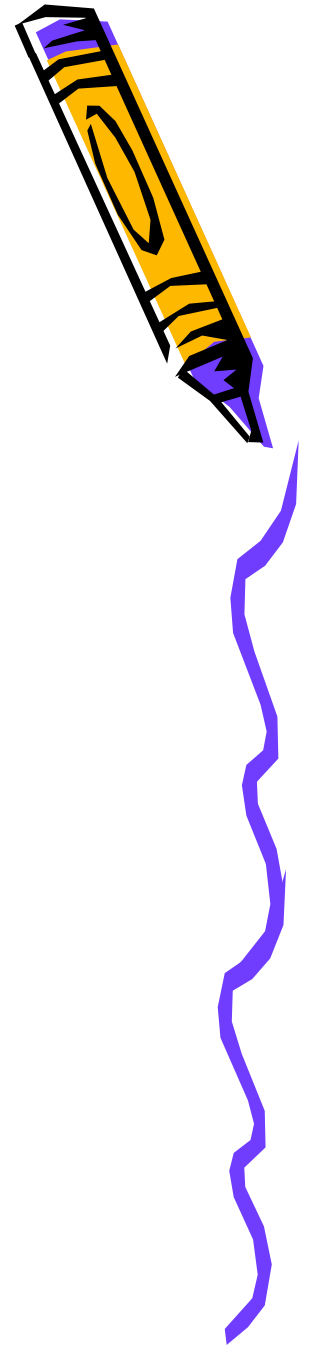


Interventions We Use

- Six Minute Solution
- Earobics
- Foundations
- Project Read
- Lexia
- Read Naturally
- Harcourt Intervention
- Early Reading Intervention (ERI)
- Great Leaps

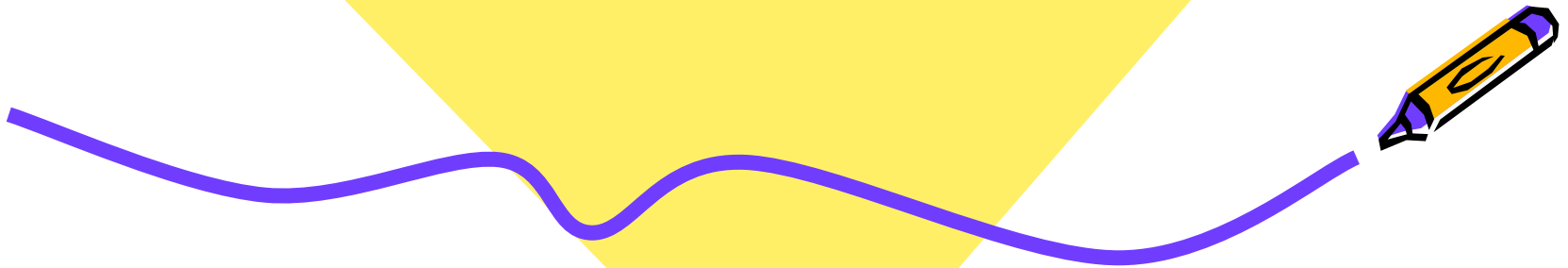
- Research Based Interventions

- Florida Center for Reading Research - fcrr.org

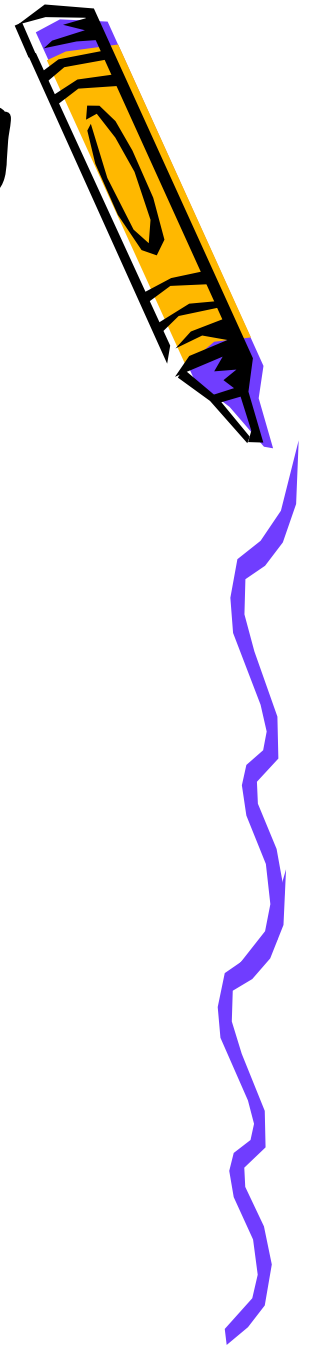




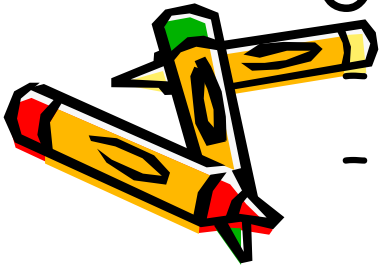
Data Based Decision Making



Data Based Decision Making

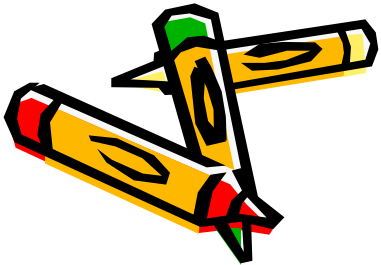


- Benchmark Testing
 - Gates - Fall Spring
 - DIBELS - Fall, Winter, Spring - Team
 - S/L, Vision/Hearing - Fall
- Progress Monitoring
 - Special Ed and Title I - Year One
 - Classroom Teachers - Year Two
 - DIBELS
 - Alternate weeks.
 - Occasionally weekly - per specific needs
- Other Assessments
 - NWEA
 - Quick Phonics Screen (QPS)



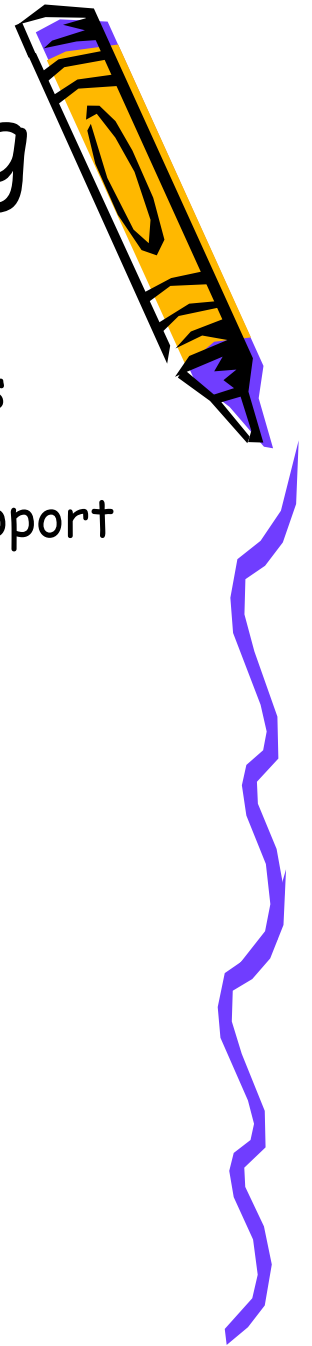
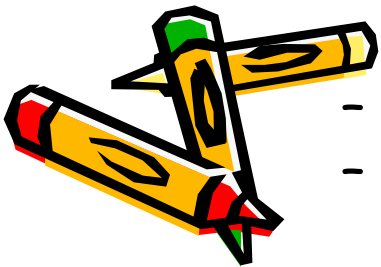
Data Based Decision Making

- Student Study Team
 - Leadership Team and Specialists (OT, SLP, Psych, SpEd)
 - Each Teacher or Team
 - Keep the data front and center
 - "What does the data tell us?"
 - Data is a plural word
- Discuss Instructional Groupings and Student Needs
 - Meet Weekly
 - Initially, teachers signed up if had concerns
 - Now: meet with each teacher team weekly
 - Discuss All Groupings
 - Students of Concern



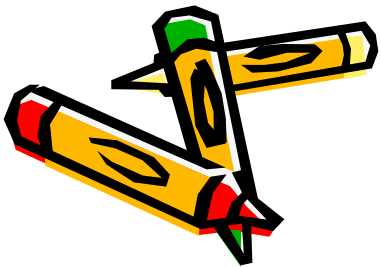
Data Based Decision Making

- Fall Data Meeting
 - All Instructional Staff
 - Initial presentation of data - school/grade/class
 - Setting Grade Level and Classroom Goals
 - Drives Instructional Grouping and amount of Support
- Winter Data Meeting
 - Progress toward End-of-year goals
 - Revisiting Instructional Groups
- Spring Data Meeting
 - All Instructional Staff
 - Review of outcomes
 - What have we accomplished
 - What challenges or shortfalls?
 - Celebrate Successes
 - Plans for improvement or change



Parent Involvement

- Weekly Parent meetings first summer.
- Monthly Parent meetings/"coffees" and newsletters.
- Letter sent home with Fall and Winter Benchmark re: support student receives
- Parents understand the need for summer supports, summer reading



Three Legged Stool
Child – Home - School

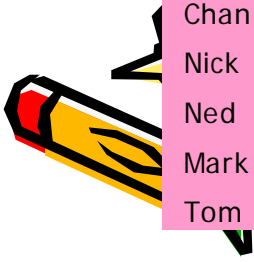
DIBELS Fall Benchmark Scores - Grade 1

Who needs Intervention? Groupings?

What intervention do they need; What would you recommend?

Whose needs can be addressed by the Core? Supplemental? Differentiation?

Student	LNF Score	LNF Status	PSF Score	PSF Status	NWF Score	NWF Status	Instructional Recommendation
Cal	41	Low Risk	42	Established	13	Some Risk	Benchmark – At Grade Level
Jeb	72	Low Risk	60	Established	69	Low Risk	Benchmark – At Grade Level
Mel	50	Low Risk	36	Established	64	Low Risk	Benchmark – At Grade Level
Jean	34	Some Risk	12	Emerging	24	Low Risk	Benchmark – At Grade Level
Meg	45	Low Risk	58	Established	16	Some Risk	Benchmark – At Grade Level
Em	63	Low Risk	22	Emerging	40	Low Risk	Benchmark – At Grade Level
Dez	34	Some Risk	8	Deficit	19	Some Risk	Strategic – Additional Intervention
Brit	21	At Risk	49	Established	17	Some Risk	Strategic – Additional Intervention
Kim	26	Some Risk	38	Established	13	Some Risk	Strategic – Additional Intervention
Nat	17	At Risk	32	Emerging	16	Some Risk	Strategic – Additional Intervention
Bert	57	Low Risk	7	Deficit	13	Some Risk	Strategic – Additional Intervention
Sue	30	Some Risk	10	Emerging	16	Some Risk	Strategic – Additional Intervention
Tod	23	At Risk	12	Emerging	14	Some Risk	Strategic – Additional Intervention
Jill	37	Low Risk	19	Emerging	6	At Risk	Strategic – Additional Intervention
Bill	16	At Risk	32	Emerging	24	Low Risk	Strategic – Additional Intervention
Chan	19	At Risk	19	Emerging	2	At Risk	Intensive – Needs Substantial Intervention
Nick	4	At Risk	41	Established	0	At Risk	Intensive – Needs Substantial Intervention
Ned	3	At Risk	10	Emerging	0	At Risk	Intensive – Needs Substantial Intervention
Mark	15	At Risk	26	Emerging	3	At Risk	Intensive – Needs Substantial Intervention
Tom	10	At Risk	22	Emerging	5	At Risk	Intensive – Needs Substantial Intervention





Dynamic Indicators of Basic Early Literacy Skills First Grade Class List Report

District: Milford School District
 School:
 Date:
 Class:

Note: Scores provide an indication of performance only. If there is any concern about the accuracy of scores for an individual student, performance should be verified by retesting to validate need for support.

Student	Letter Naming Fluency Goal: 37 letter names			Phoneme Segmentation Fluency Goal: 35 phonemes			Nonsense Word Fluency Goal: 24 letter sounds			Instructional Recommendations
	Score	Percentile	Status	Score	Percentile	Status	Score	Percentile	Status	
	3	2	At risk	10	14	Emerging	0	4	At Risk	Intensive - Needs Substantial Intervention
	4	4	At risk	41	78	Established	0	4	At Risk	Intensive - Needs Substantial Intervention
	19	17	At risk	19	25	Emerging	2	9	At Risk	Intensive - Needs Substantial Intervention
	15	11	At risk	26	36	Emerging	3	10	At Risk	Intensive - Needs Substantial Intervention
	10	7	At risk	22	29	Emerging	5	13	At Risk	Intensive - Needs Substantial Intervention
	37	54	Low risk	19	25	Emerging	6	15	At Risk	Strategic - Additional Intervention
	57	88	Low risk	7	10	Deficit	13	30	Some Risk	Strategic - Additional Intervention
	26	28	Some risk	38	71	Established	13	30	Some Risk	Strategic - Additional Intervention
	41	65	Low risk	42	81	Established	13	30	Some Risk	Benchmark - At Grade Level
	23	23	At risk	12	17	Emerging	14	34	Some Risk	Strategic - Additional Intervention
	30	38	Some risk	10	14	Emerging	16	39	Some Risk	Strategic - Additional Intervention
	17	15	At risk	32	50	Emerging	16	39	Some Risk	Strategic - Additional Intervention
	45	71	Low risk	58	98	Established	16	39	Some Risk	Benchmark - At Grade Level
	21	19	At risk	49	94	Established	17	41	Some Risk	Strategic - Additional Intervention
	34	47	Some risk	8	12	Deficit	19	46	Some Risk	Strategic - Additional Intervention
	34	47	Some risk	12	17	Emerging	24	60	Low Risk	Benchmark - At Grade Level
	16	14	At risk	32	50	Emerging	24	60	Low Risk	Strategic - Additional Intervention
	63	94	Low risk	22	29	Emerging	40	82	Low Risk	Benchmark - At Grade Level
	50	82	Low risk	36	63	Established	64	94	Low Risk	Benchmark - At Grade Level
	72	97	Low risk	60	>99	Established	69	95	Low Risk	Benchmark - At Grade Level
	30.9 Mean			27.8 Mean			18.7 Mean			



Rtl Instructional Planning Sheet

Teachers:

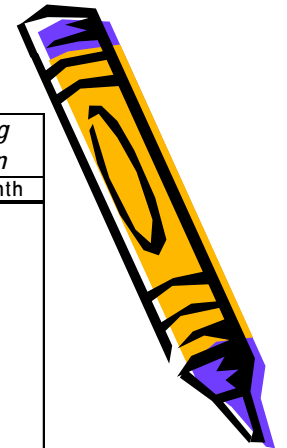
Grade:

Date:

<i>Tier-1 Core & Enrichment</i>					<i>Instructional Focus</i>	<i>Materials</i>	<i>Who</i>	<i>Prog Mon</i>
Student Name	LNF	PSF	NWF/WR	Gates %ile			Teacher	x/month

<i>Tier-2 Core & Supplemental</i>					<i>Instructional Focus</i>	<i>Materials</i>	<i>Who</i>	<i>Prog Mon</i>
Student Name	LNF	PSF	NWF/WR	Gates %ile			Teacher	x/month

<i>Tier-3 Core & Intervention</i>					<i>Instructional Focus</i>	<i>Materials</i>	<i>Who</i>	<i>Prog Mon</i>
Student Name	LNF	PSF	NWF/WR	Gates %ile			Teacher	x/month

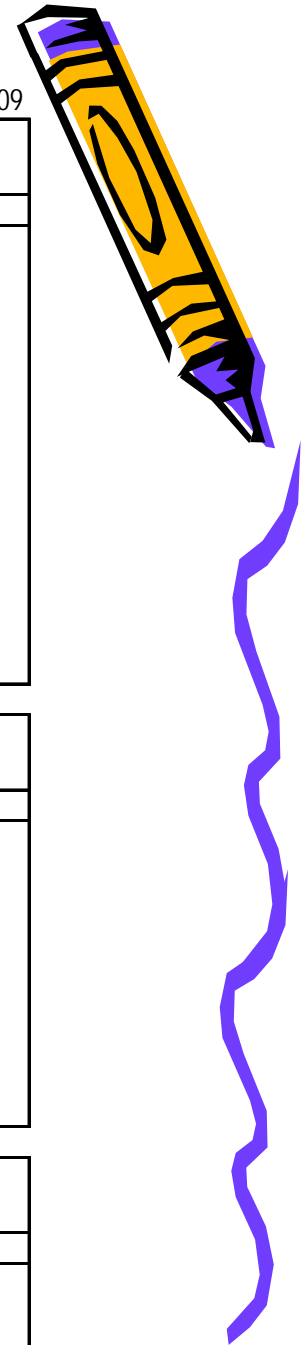


RtI Instructional Planning Sheet

Teacher: Barb

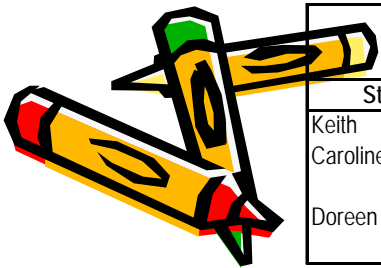
Grade: 1

Date: 9/25/2009



<i>Tier-1 Core & Enrichment</i>					<i>Instructional Focus</i>	<i>Materials</i>	<i>Who</i>	<i>Prog Mon</i>
Student Name	LNF	PSF	NWF/WR	Gates %ile			Teacher	0 to 4
Bonnie	30	46	136/46	90	Fluency	Harcourt leveled	Waris	2
Steve	54	38	94/21	66	Comprehension	readers-Advanced		2
Charlie	26	21	74/0	73	Blending for Ben	Decodables/cvc cards		2
Kim	31	19	51/15	35	Blending/Phonics	Harcourt leveled	Waris	2
Barbara	42	48	46/12	93	Fluency	readers-on/advanced		2
Katie	57	43	43/14	89	Comprehension	Decodables/cvc cards		2
Nadine	51	47	36/0	40				2
Derek	38	37	35/0	77				2
Isadora	54	57	31/0	66	Blending/Phonics	Harcourt leveled	Waris	2
Barry	44	47	29/0	63	Fluency	readers-on/advanced		2
Les	19	49	27/0	48	Comprehension	Decodables/cvc cards		2
Nigel	45	32	26/2	48				2
Kirk	26	49	26/1	70				2

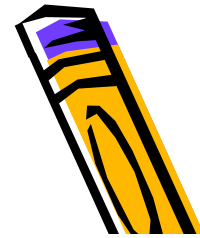
<i>Tier-2 Core & Supplemental</i>					<i>Instructional Focus</i>	<i>Materials</i>	<i>Who</i>	<i>Prog Mon</i>
Student Name	LNF	PSF	NWF/WR	Gates %ile			Teacher	0 to 4
Tammy	42	34	22/0	35	Blending/Phonics	Harcourt Intervent.	Title 1 25 minutes Waris 15 minutes	2
Pablo	25	26	16/0	10%	Phonemic Awareness	Harcourt Intervent.	Title 1 25 minutes	2
Terrence	39	28	14/0	57	Blending/Phonics	Earobics	Tutor 25 minutes	2
						Harcourt leveled readers	Waris 15 minutes	



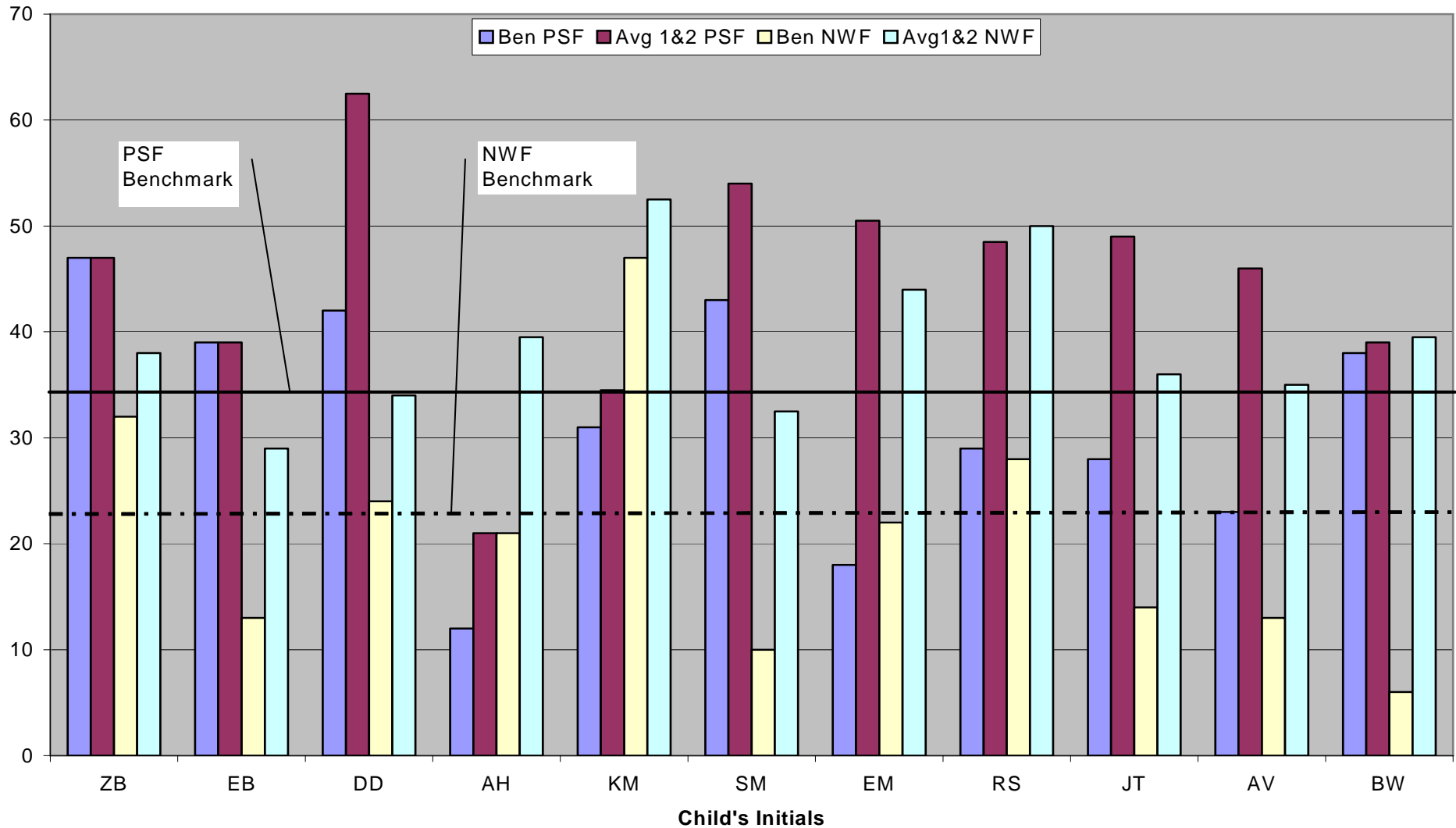
<i>Tier-3 Core & Intervention</i>					<i>Instructional Focus</i>	<i>Materials</i>	<i>Who</i>	<i>Prog Mon</i>
Student Name	LNF	PSF	NWF/WR	Gates %ile			Teacher	0 to 4
Keith	42	8	11	16	Phonemic Awareness	Earobics	SPED	2
Caroline	18	9	9	4	Phonics/Blending			2
Doreen	3	0	3	2				2

Benchmark Compared with Average of Two November Scores

- Have we been successful?
- Who has achieved Benchmark? Who has not?
- Continue Intervention? For whom?

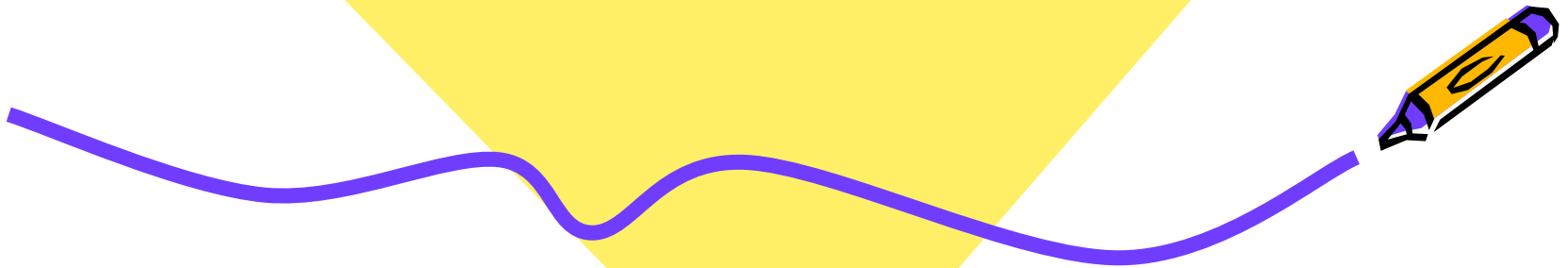


Mrs. Beddard Progress Monitoring Students



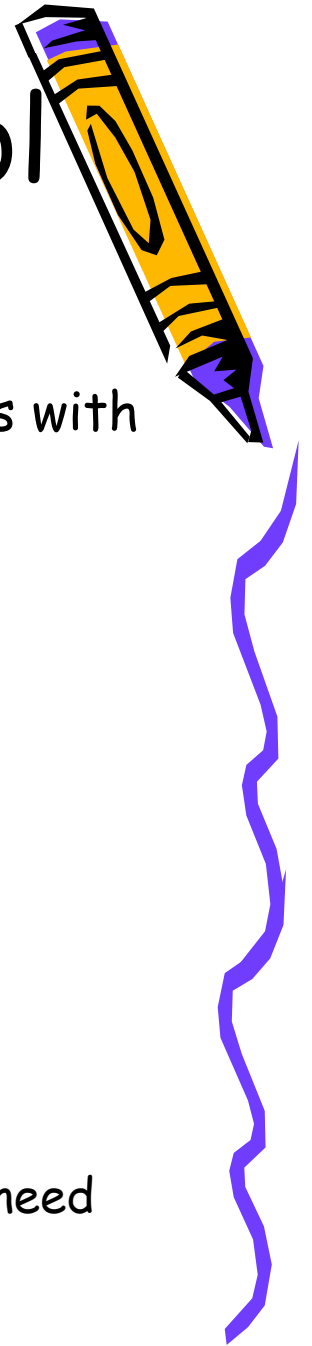
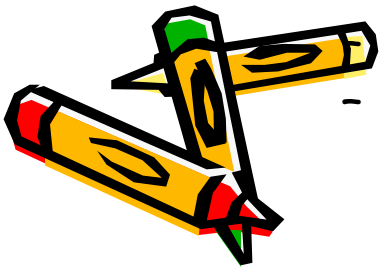


Aligning Resources and Schedules



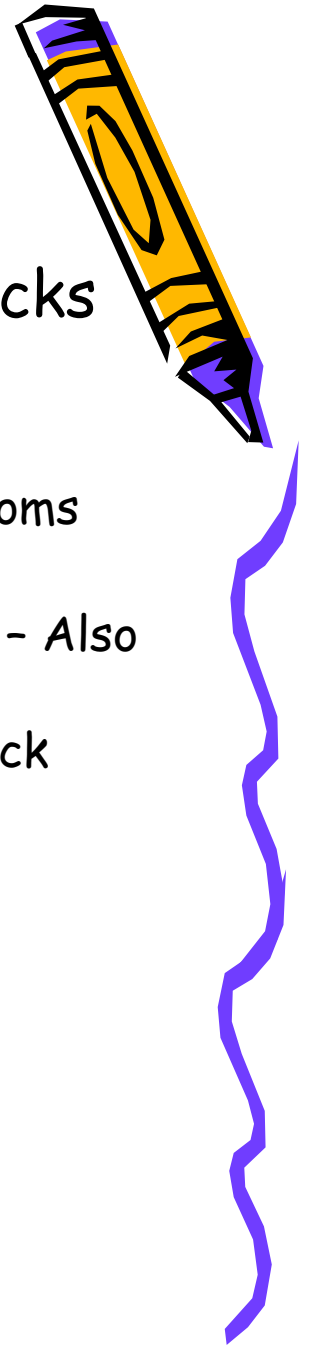
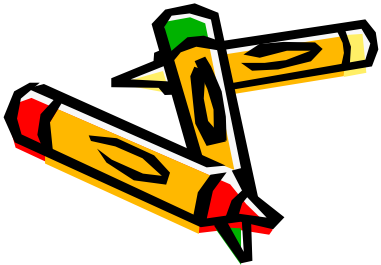
Resources at Jacques School

- Train people as Interventionists
- Most skilled interventionists work with the students with the greatest needs
 - Classroom Teacher
 - Special Education
 - Title I
 - Paraprofessionals/Tutors
- Title I - Regulations
- Special Education - Laws and Regs
- Specialists
 - Speech/Language, Occupational Therapy, Proactive intervention - Work with any students who need
 - Classroom/Tier based support



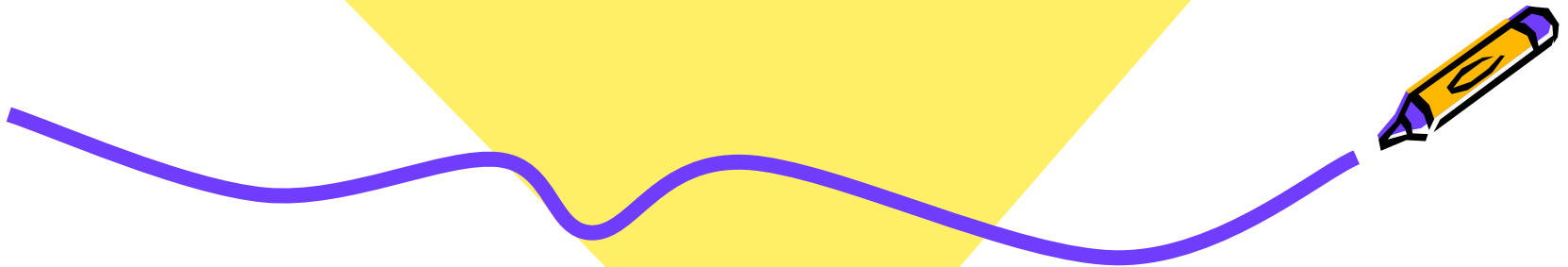
Schedules and Planning

- Scheduling of instructional and intervention blocks
 - Maximize availability of interventionists
 - Coherent Instructional Blocks
 - Organized by Teams to share students between classrooms
 - Established by 50 minute blocks
 - Tier II Intervention is part of the reading block for all - Also Centers and Enrichment
 - Tier III may require additional time beyond reading block
- Minimize Interruptions
 - Reading is the Top Priority in school
 - Other events are planned around Reading Instruction
 - Progress Monitor every 10 days of Instruction.
- Plan Benchmark and PM testing dates



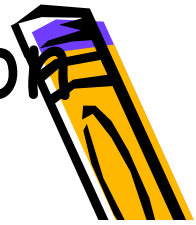


Training, Support and Communication



Training, Support and Communication

Jacques and K-12



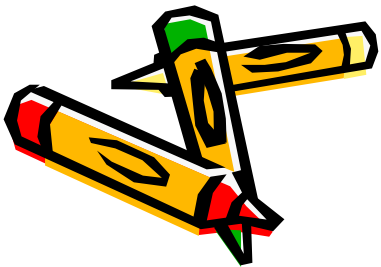
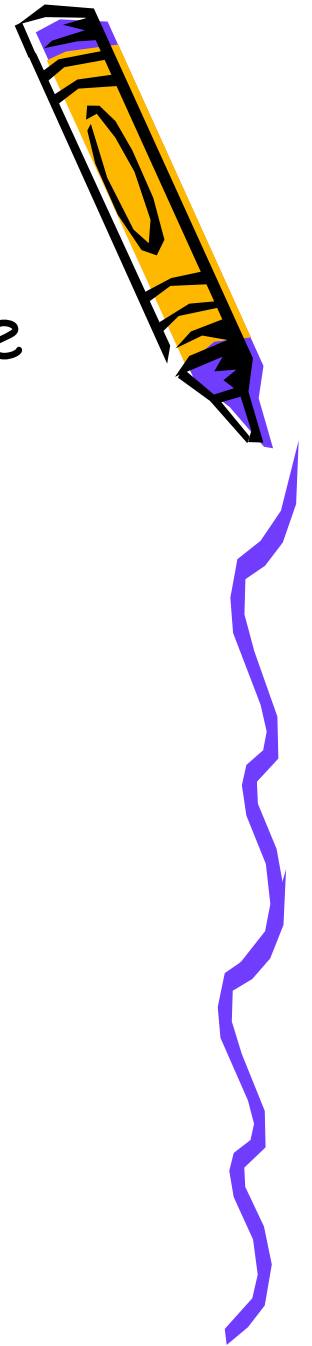
- Training and Consensus Building for Leadership Team
- Initial and ongoing trainings for teachers and administrators
- DIBELS Training - administer and interpret
- Intervention Program Training
 - For teachers and interventionists
 - Special Education teacher provides training and supervision to tutors and paraprofessionals



- Parent information trainings

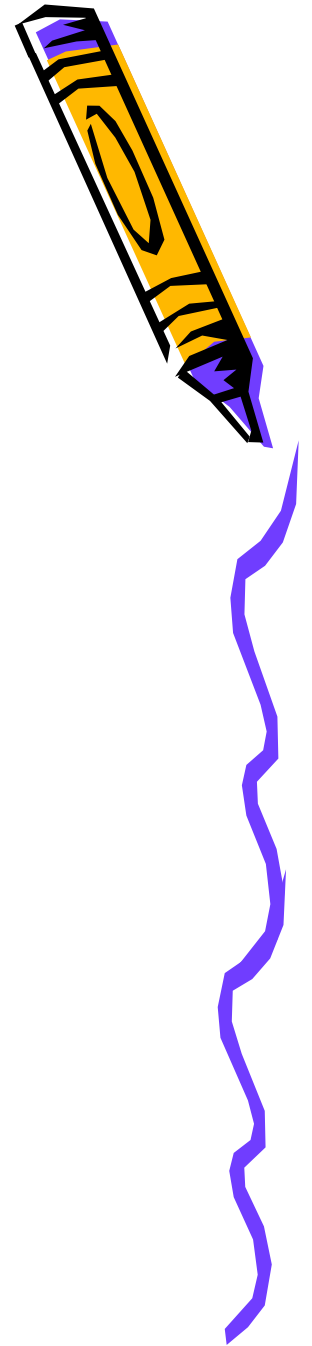
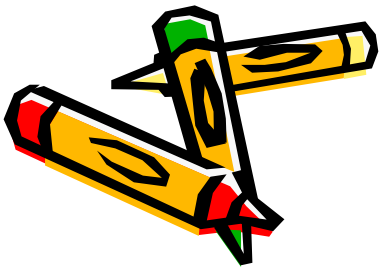
Expert Consultation

- Sally Grimes - Grimes Reading Institute
- Joan Sedita - Keys to Literacy
 - Leadership Trainings
- Kelly Ally - Bay State Consulting
 - Began January 2007
 - Continuous Involvement/Follow Up
 - Training Workshops - Big Ideas in Reading
 - Data Meeting Training
 - Demonstration Lessons in the class



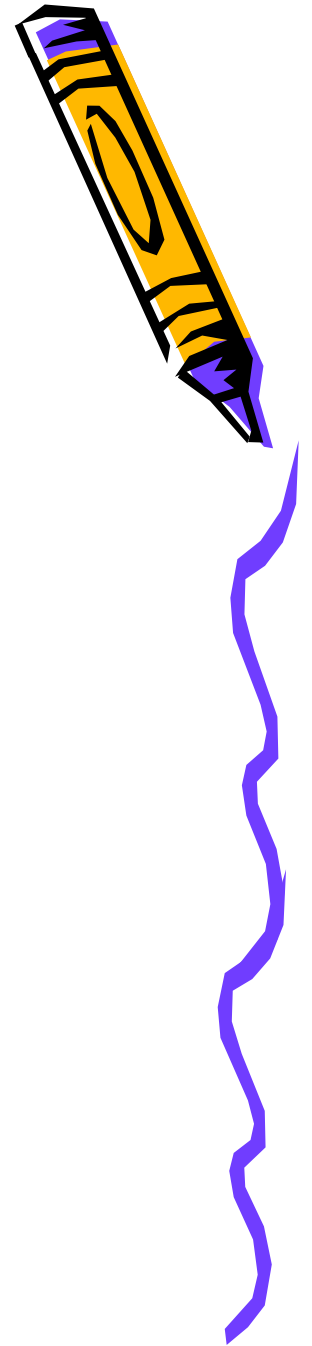
Training Support and Communication

- Communication Meetings
 - Centered on the Teacher as Conductor
 - All interventionists/supports involved
 - Administrative member of the Leadership Team
 - Teacher knows who is doing what
 - Use that information to structure instruction.
 - Focused on "What We Can Do"
 - Instructional Coordination



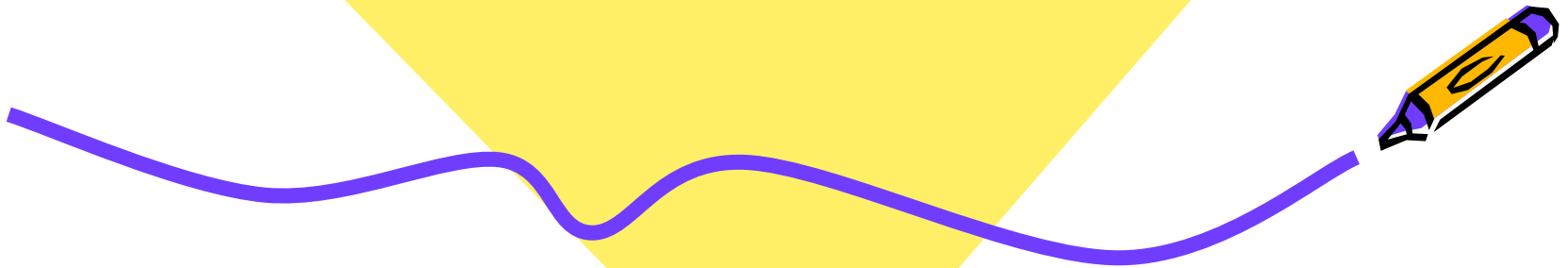
Summer Program

- Model
- Rationale
- What we did
 - DIBELS
 - Intensive and Strategic
 - Teacher/Title I/Special Ed. Recommend
 - Targeted Instruction
 - Progress monitor 2X - Adjust groupings
 - # of students; # of staff; groupings
 - Funding, transportation, time
 - Parent Connection
 - Share with next year's teacher

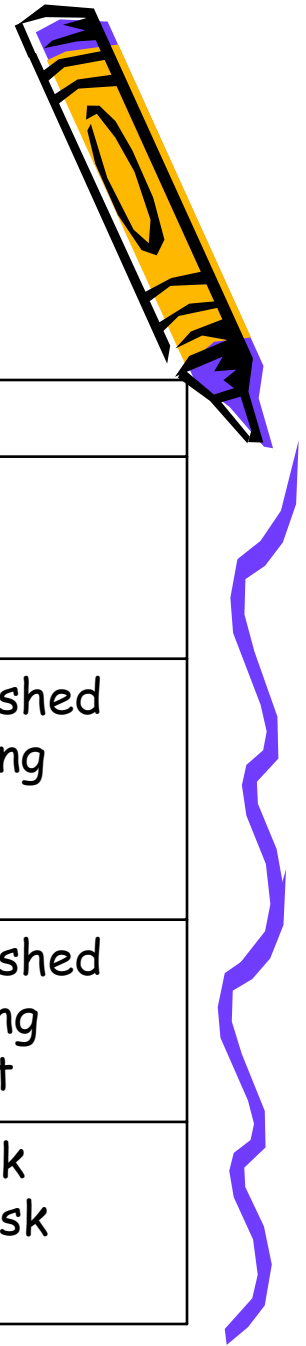




Outcomes and Lessons Learned



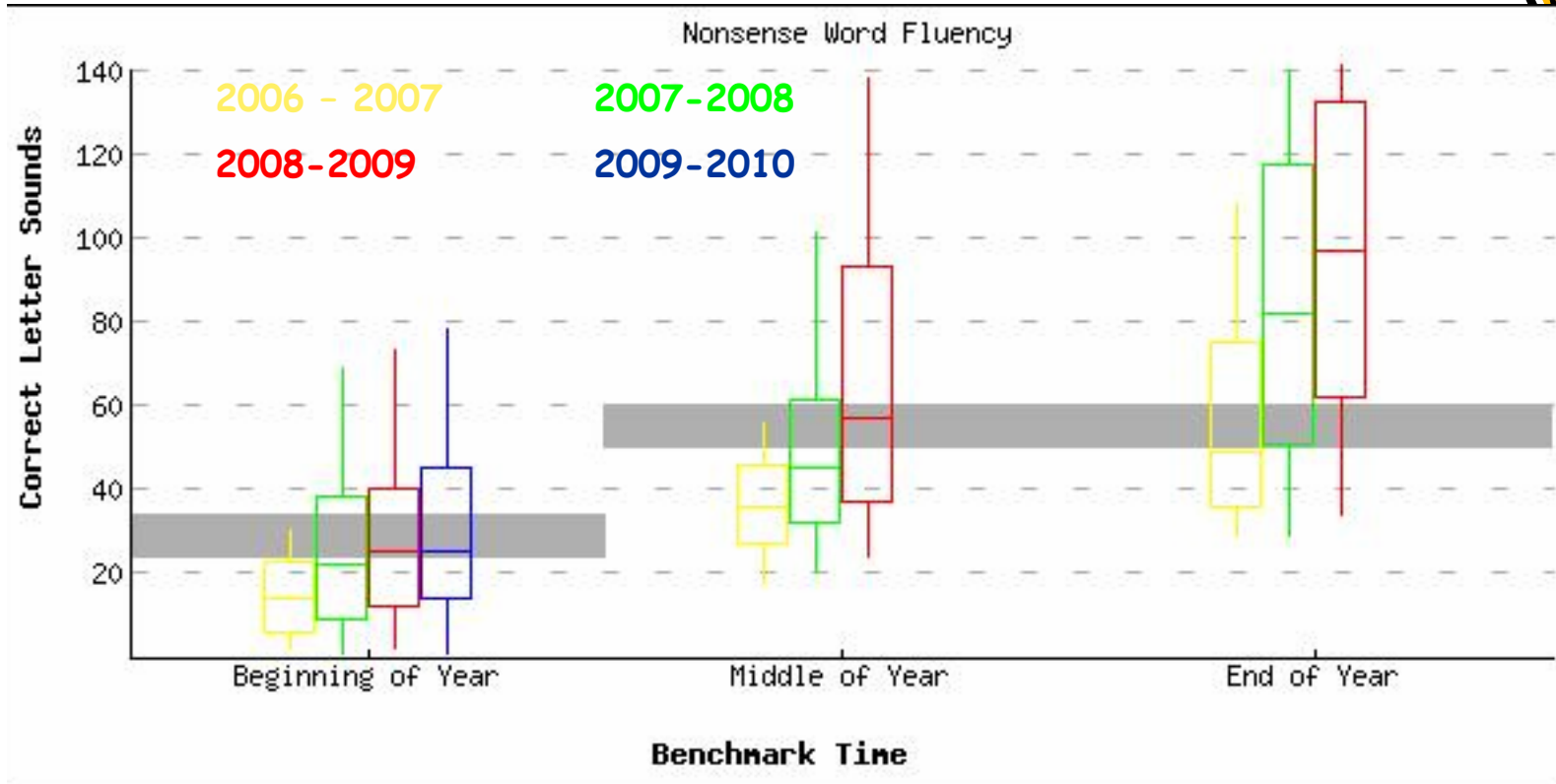
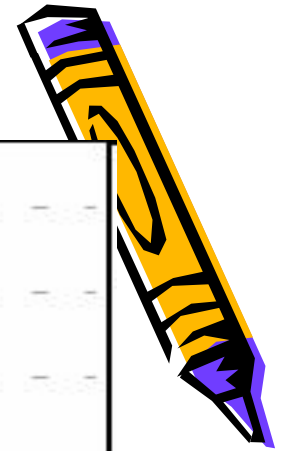
2008-2009 First Grade DIBELS Data



	September	January	May
LNF	52% Low Risk 25% Some Risk 23% At Risk		
PSF	53% Established 35% Emerging 12% Deficit	93% Established 6% Emerging 1% Deficit	95% Established 5% Emerging 0% Deficit
NWF	53% Low Risk 26% Some Risk 21% At Risk	62% Established 27% Emerging 11% Deficit	87% Established 10% Emerging 3% Deficit
ORF		62% Low Risk 29% Some Risk 10% At Risk	71% Low Risk 17% Some Risk 11% At Risk

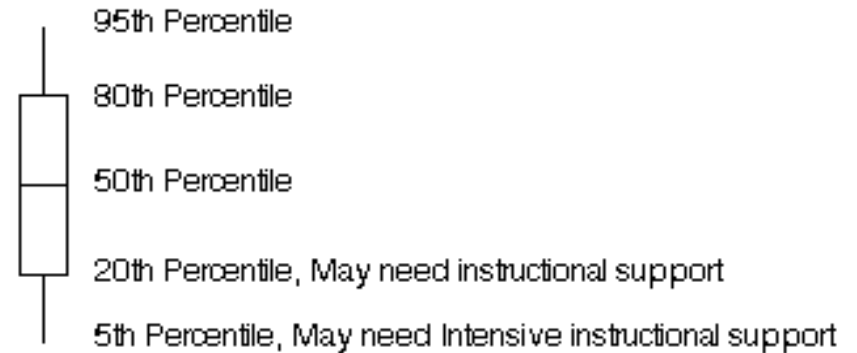
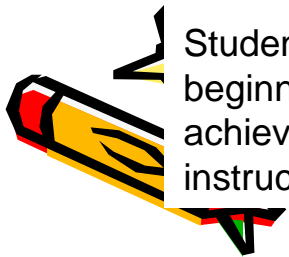


Grade 1 NWF - 3 Years

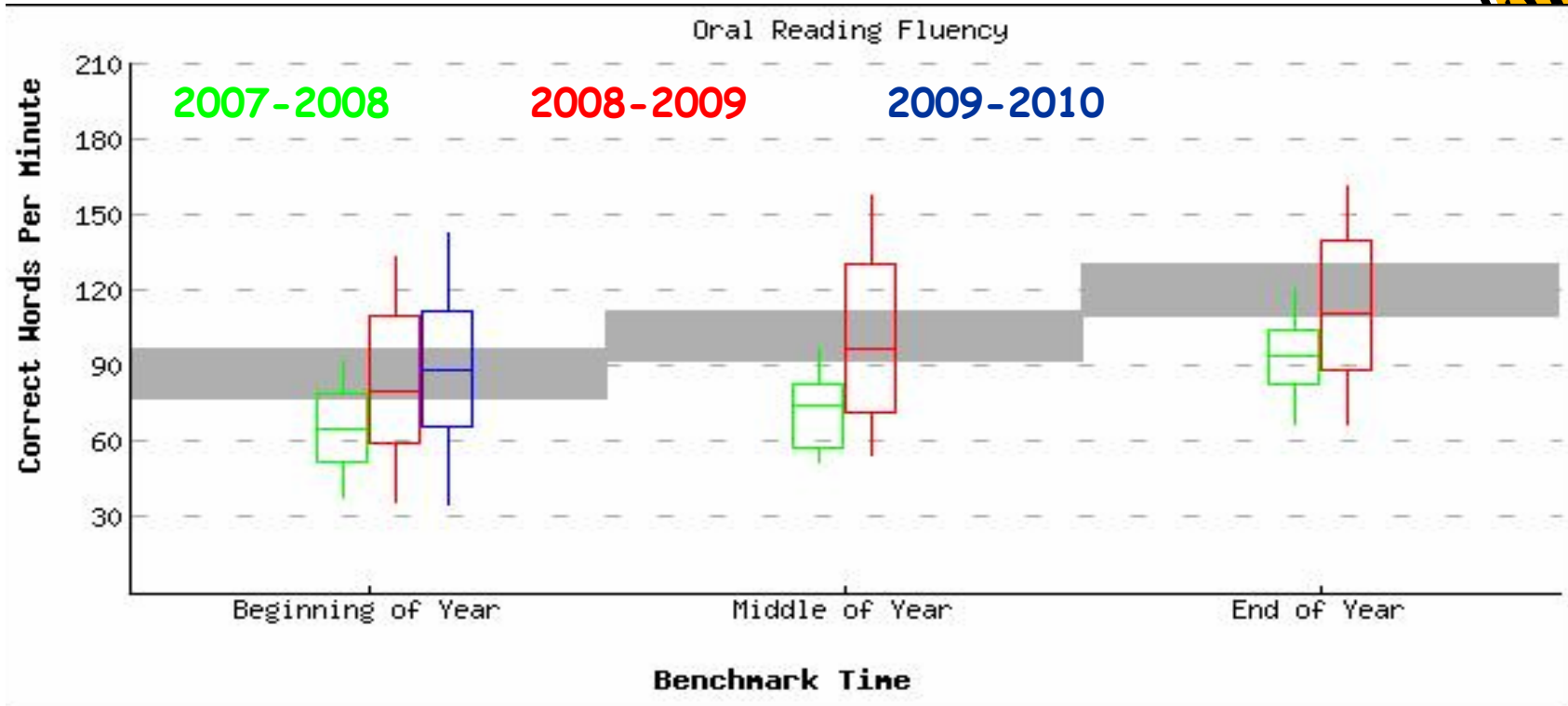


Benchmark Goal: 50-60 correct letter-sounds per minute in the middle of First Grade.

Students scoring 24 or more in the beginning of First Grade are likely to achieve the benchmark goal with effective instruction.



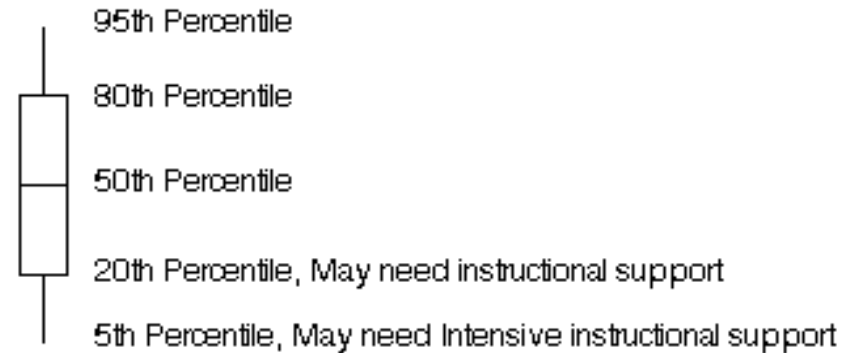
Grade 3 ORF - 3 Years



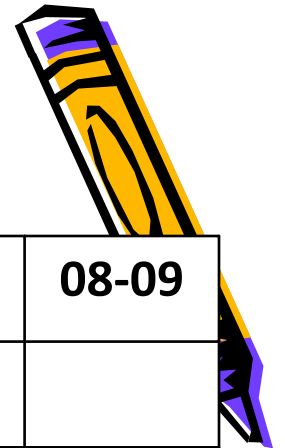
Benchmark Goal: 110 correct words per minute at the end of Third Grade.

Students scoring 77 or more in the beginning of Third Grade are likely to achieve the benchmark goal with effective instruction.

Students scoring 92 or more in the middle of Third Grade are likely to achieve the benchmark goal with effective instruction.



Gates Longitudinal Data



	02-03	03-04	04-05	05-06	06-07	07-08	08-09
Grade 1:Fall	5/1.0	4/K	4/K	5/1.0	5/1.0	5/1.0	
	OC	OC	OC	Pilot	H	H/Rtl	H/PR/ Rtl
Grade 1:Spring			March	March	May	May	May
	6/2.2	6/2.2	6/2.1	6/2.3	6/2.3	7/2.5	7/2.6

Scores = Sta9/Grade Score

OC = Open Court

H = Harcourt

PR = Project Read



Implications for next year's 1st grade teachers



- Continue to build upon the great strides gained this year.
- Maintain a balance between phonological awareness (segmenting and blending) and letter knowledge, both letter naming and letter sound matching.
- Incorporate *ERI* in September for the students who are "some risk" and "at risk".
- Analyze September NWF scores to identify students not independently blending sounds to identify words (50 letter/sound matches, **15 fully blended words by December**).
- Recommendations include additional reading aloud with a partner for 30 minutes a day (each partner gets additional 15 minutes) and implementation of a fluency center.



Implications for 2nd grade teachers



- This group came in with a high degree of risk for reading success.
 - Gains made during 1st grade were attributable to strong differentiated classroom instruction and intervention.
 - The 2nd grade will need to continue the level of intensity
 - Fluency interventions will be needed to maintain fluency.
 - We could lose the hard won gains if we don't remain vigilant.
- 29% of incoming students *have not* met the low benchmark of 40 words read correctly in a minute (down from 35% in 2008).
 - 2nd grade will need to identify and remediate any foundational skills
 - Students will need significant fluency practice.
 - September NWF scores must be analyzed carefully to identify any student not independently blending sounds to identify words (50 letter/sound matches, **15 fully blended words by October 1**).
- Phonological Awareness - children leave 1st grade with strong phoneme segmentation (PSF) ability
 - Sound blending (NWF) remains an area of concern for 5% of the students (check individual booklets for blending)
 - ORF will be impeded for these children until this is remediated.
- Children who are reading accurately (less than 5 errors per minute) but have low ORF scores should *immediately* be considered for fluency interventions.
- Students who fall in the risk categories should be administered a developmental spelling test in order to determine areas of phonetic weakness.
- Continue to build upon what you have learned this year. We need to take advantage of these data by maximizing the use of the Harcourt strategies as part of daily instruction for all students.

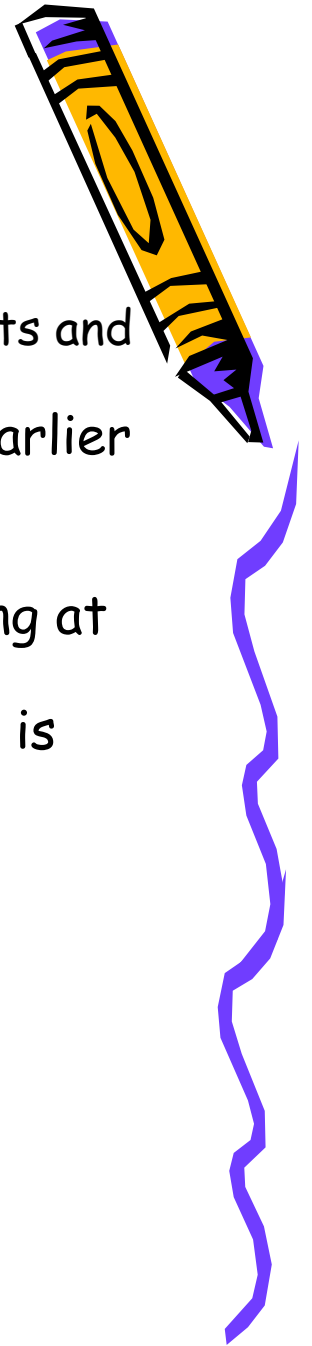


Lessons Learned

- Teachers are the Conductors
 - Changed working relationship between teachers, specialists and intervention programs
- A lot more kids are receiving a lot more support a lot earlier on.
- Kids did not have to fail in order to get support.
- DIBELS - We've gone from looking at numbers to looking at the responses.
- Communication - Each hand has to know what the other is doing.
- All need to move forward together.
- Training and Support

Comments from the Team

Questions??



Online Resources



- Intervention Central, <http://interventioncentral.com> A lot of everything including interventions; access to CBM Warehouse - CBM probes, norms, charting tools and much more; RTI Wire and more.

RTI

- NH Response to Intervention Task Force, <http://www.ed.state.nh.us/education/programs/ResponsetoInterventionRTI.htm>
- Heartland AEA Special Education Resources - Iowa <http://www.aea11.k12.ia.us/spedresources/> Incredible resources from the folks who have been doing this since the 1980s.
- Mark Shinn's Website, http://web.mac.com/markshinn/Site/Marks_Professional_Page.html Extensive resources available for download.
- National Association of State Directors of Special Education, <http://nasdse.org>
- National Center on Response to Intervention, www.rti4success.org
- Problem Solving & Response to Intervention Project, <http://floridart.usf.edu/index.html>
- RTI Wire, http://www.jimwrightonline.com/php/rti/rti_wire.php
Also accessible from Intervention Central.





Assessment and CBM

- AIMSweb, <http://www.aimsweb.com>
- DIBELS, <https://dibels.uoregon.edu>
- National Center on Student Progress Monitoring, <http://www.studentprogress.org> Doug and Lynn Fuchs, et al.
- Research Institute on Progress Monitoring, <http://progressmonitoring.org>
- CBM Warehouse, <http://www.interventioncentral.org/htmldocs/interventions/cbmwarehouse.php>

High School

- Duffy, H., *Meeting the Needs of Significantly Struggling Learners in High School: A Look at Approaches to Tiered Intervention*. American Institutes for Research., National High School Center, http://www.betterhighschools.org/docs/NHSC_RTIBrief_08-02-07.pdf
- High School Ace www.highschoolace.com Great content materials for high school students.
- The Secondary Literacy Instruction and Intervention Guide - Excellent practical article on high school literacy. <http://sharedwork.org/documents/SecondaryLiteracyInstructionandInterventionGuide.pdf>



Reading

- Center for Reading and Language Arts, www.texasreading.org
Sharon Vaughn, et al.
- Florida Center for Reading Research (FCRR),
<http://www.fcrr.org/index.htm> Outstanding materials available for
download. Joseph Torgeson, et al.
- National Reading Panel, Publications and Materials,
<http://www.nationalreadingpanel.org/Publications/publications.htm>

Social - Emotional - Behavioral

- New Hampshire Center for Effective Behavioral Interventions and
Supports (CEBIS), <http://nhcebis.seresc.net>
- PBIS - Positive Behavior Interventions and Supports,
<http://pbis.org>
- Responsive Classroom, <http://www.responsiveclassroom.org>
Classroom based, school wide program for social, emotional, and
academic growth.
- Safe and Civil Schools <http://www.safeandcivilschools.com> Randy
Sprick, and others





Interventions

- Foundations - Wilson Reading Basics for K-3, <http://foundations.com>
- Oregon Reading First Center, <http://oregonreadingfirst.uoregon.edu> Excellent resources - teaching, assessment and more.
- OSEP Ideas that Work, <http://www.osepideasthatwork.org/toolkit/index.asp> US Office of Special Education Programs. Excellent materials available.
- What Works Clearinghouse, <http://ies.ed.gov/ncee/wwc> A central and trusted source of scientific evidence for what works in education.

Math

- Super Kids Math Worksheet Creator, <http://superkids.com/aweb/tools/math>
- That Quiz - Online Math quizzes, <http://www.thatquiz.org> Broad range of topics. Track progress online.
- The Math Worksheet Site, <http://themathworksheetsite.com> Create and download math worksheets.

