

Looking at Our Students Through a New Lens

How We Created a Response to Intervention System

Karen Hicks, Sondra Kearney, Melissa Stuard

Rationale for Change

- Increased number of students with LD characteristics not qualifying for additional support through special education
- Push-In Intervention (Tier 3) not successful (Broken System)
- Students with learned helplessness

Michael M.'s Story

K – general education classroom

1st – general education classroom

Title 1, CST, retention recommended

2nd – general education classroom

Title 1, CST, retention recommended

3rd – general education classroom

Title 1, CST, retention recommended

4th - general education classroom

Title 1, CST, retention recommended, summer school

5th - general education classroom

Intensive small group intervention (year long)

6th – general education classroom

First Steps

- Administrative Support
- Proposal to SIT team and Director of Special Education
- One-on-one interventions

If children are apparently unable to learn, we should assume that we have not as yet found the right way to teach them.

Dr. Marie Clay
University of Auckland

Our RtI System

- Tier 1 – Classroom Instruction
- Tier 2 - Classroom Instruction
Small Group Targeted Intervention in classroom
Instructional Assistant Support
- Tier 3 – Small Group Intensive Intervention
Highly Qualified Teacher
Small Group (3-5 students/individual)

Identification of Students Tier 2/Tier 3

- Classroom Ranking Sheets/Data Driven
- Based on Universal Screeners:
 - * DRA
 - * Close/Maze Comprehension
 - * Spelling Assessment

Ranking Sheet

Teacher _____ Date _____

Reading Ranking Form

- Think about the children in your classroom and their reading learning.
- Please rank them in the categories below using your latest classroom data.
- When thinking about the Low Progress students, star the students in that category with whom you are most concerned.
- Additional assessments will be given to those students.

Return to Sandy by: _____

High Progress
Middle High Progress
Middle Low Progress
Low Progress

Assessment Tools

Tier 2/Tier 3

Diagnostic Assessments (Digging Deeper)

- DRA
 - comprehension, accuracy, self-correction rate, fluency rate, problem-solving attempts
- MLPP
- Observation Survey
- Dolch Word Lists
- Spelling Assessment (Words Their Way)

Assessment Data Sheet

Name _____ Year _____
 Grade _____ Teacher _____

Assessments	September	November	January	March	June
DRA Level					
Total # of Dolch Words					
	Level Words	Level Words	Level Words	Level Words	Level Words
Spelling Inventory					
Writing Vocabulary					
Hearing Sounds in Words					
Word Test					
	List A B C	List A B C	List A B C	List A B C	List A B C
Letter ID	54	54	54	54	54
BURT					

Flexible Groupings/Scheduling Tier 3

- **Students with similar needs vs. classroom time**
- **8 week interventions:**
 - » **Weekly data collections to monitor progress**
 - » **Changes within grouping based on progress/needs**
 - » **Acceleration of Learning**
 - » **5 days/week – 30 minute sessions**

Record Keeping Tier 3

- Classroom Progress Sheet
(Recorded **Quarterly** based on ranking sheets)
- Building Data Wall of Student's Reading Level
(Reported **Monthly** based on classroom data)
- Individual Record Cards of Progress
(Recorded **Weekly** based on running records)

Classroom Progress Sheet

Intervention Students 2010- 2011

January

Teacher/Grade	Reading	Math
Mrs. _____ 2nd Grade		# Chantwan
	*Emma	+Emma
	# Brent	# Brent
	*Aldo	
	#Emily	
	#Jaylah	# Jaylah
	Elijah	# Elijah
	#Avery	
	#Samuel	# Samuel
	#Khayue	
		Tra' Nazia

*Picked up by Sandy Kearney for Literacy

Students not picked up by Sandy, need to be seen by the classroom teacher in an intervention-guided group.

Students in intervention guided groups need additional support beyond daily lessons.

+ New to intervention group

No longer in Low Progress Category

Classroom Progress Sheet

Intervention Students 2010- 2011

January

Teacher/Grade	Reading	Math
Mrs. _____ 1 st Grade	+ *Audrey	Audrey
	*# Poet	Poet
		#Amanda
	# * Sier	#Sier
	# Makhi	
	# Nadea	Nadea
	* Diango	+Diango
	*Markendric	#Markendric
		# Griffin
		+Javeon

*Picked up by Sandy Kearney for Literacy

Students not picked up by Sandy, need to be seen by the classroom teacher in an intervention-guided group.

Students in intervention guided groups need additional support beyond daily lessons.

+ New to intervention list

No longer in Low Progress Category

Data Wall



Individual Record Card

Michael B.

9/28/10 Dk Blue 98% 1:2 sc $\frac{50 \text{ wpm}}{53 \text{ wpm}}$
10/4/10 Dk Blue 99% 1:1 $\frac{39}{53 \text{ wpm}}$
10/11/10 Dk Blue 96% 1:2 $\frac{36}{53 \text{ wpm}}$
10/19/10 Lt. Green 98% 1:3 $\frac{32}{53 \text{ wpm}}$
11/1/10 Lt. Green 96% 1:2 $\frac{53}{53 \text{ wpm}}$
11/15/10 Lt. Green 94% 1:4 $\frac{26}{53 \text{ wpm}}$

Lt. Green 96% 1:3 sc $\frac{47}{53 \text{ wpm}}$
11/23/10 99% 1:1 sc $\frac{36}{78 \text{ wpm}}$
12/9/10 Orange 100% 1:1 $\frac{64}{78 \text{ wpm}}$
1/20/11 Orange 95% 1:3 $\frac{31}{78 \text{ wpm}}$
3/11/11 Orange 96% 1:6 sc $\frac{40}{78 \text{ wpm}}$

Michael B.

Individual Record Card

Emily G.

9/28/10 Dk Blue 97% 1:2sc $\frac{34 \text{ wpm}}{53 \text{ wpm}}$
10/4/10 Dk Blue 98% 1:2 $\frac{50}{53 \text{ wpm}}$
10/11/10 Dk Blue 98% 1:2sc $\frac{57}{53 \text{ wpm}}$
10/19/10 Lt. Green 98% 1:2sc $\frac{63}{53 \text{ wpm}}$
11/1/10 Lt. Green 99% 1:1 $\frac{62}{53 \text{ wpm}}$
11/15/10 Lt. Green 100% 1:1 $\frac{67}{53 \text{ wpm}}$

10/23/10 Lt. Green 100% 1:1sc $\frac{85}{53 \text{ wpm}}$
12/2/10 Orange 100% 1:1sc $\frac{78}{78 \text{ wpm}}$
12/8/10 Orange 100% 1:1sc $\frac{110}{78 \text{ wpm}}$
1/20/11 Orange 100% 1:1sc $\frac{69}{78 \text{ wpm}}$

Emily G.

Teacher expertise is central to instructional improvement. The greater the literacy difficulty, the greater the need for expertise in literacy teaching and learning.

Marjorie Y. Lipson
University of Vermont

Intensive Intervention Design

- Integration vs. skill practice
- 30 minutes/ 5 days a week
- Lesson Design:
 - Reading New Text
 - Fluency
 - Oral Retelling
 - Written Retelling
 - Word Work
 - Sight Word Practice

Grade Level Meetings

- Administrative Leadership
- Bi-Weekly
- Intervention Planning Sheet
- On-going Discussions
- “War Room”

Intervention Planning Sheet

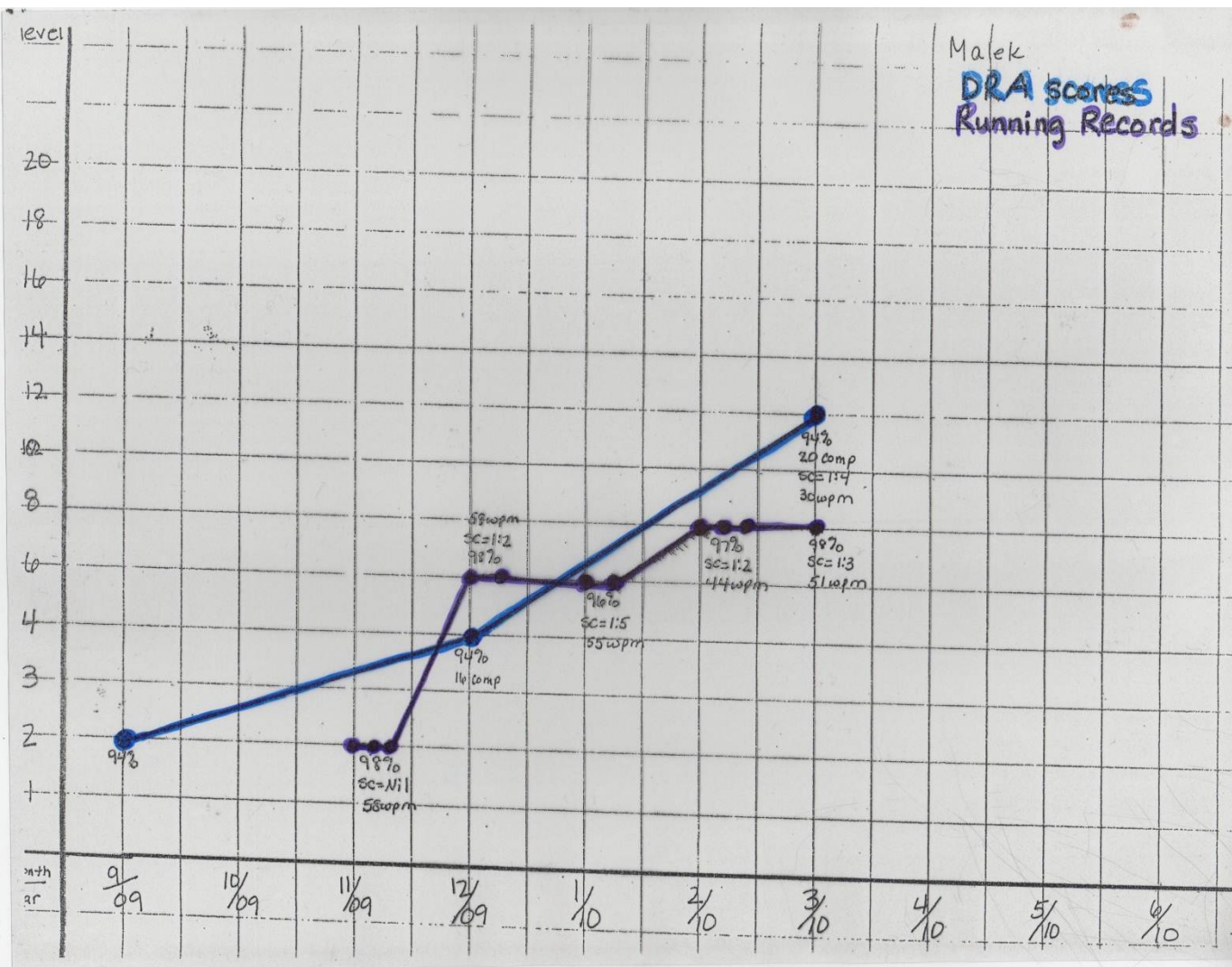
RTI-Documentation

Name of student: _____ Date: _____

<u>Area of Concern</u>	<u>Strategic Interventions</u>	<u>Length of Intervention</u>	<u>Results</u>

Student Successes

Malek's Story



Movement Through the Tiers

Nohamys (6th grade)

- 4th grade – Special Education Placement
- 5th grade – Special Education Placement
- 6th grade – Full Time General Education Placement

Dallas (3rd grade)

- 1st grade – Reading Recovery/Small Group Intervention
- 2nd grade – Small Group Intensive Intervention
- 3rd grade – Small Group Intensive Intervention
Special Education Placement

Next Steps

- Strategic move to middle school
- Common Intervention Block of Time
- More Differentiated Instruction in Classrooms
- Expansion of Grade Level Meetings

Contact Information

- Karen Hicks

karen.hicks@lansingschools.net

- Sondra Kearney

sondra.kearney@lansingschools.net

- Melissa Stuard

melissa.stuard@lansingschools.net