



Ohio School Boards Association Capital Conference and Trade Show

November 13 – 16, 2011

Greater Columbus Convention Center
Columbus, Ohio

Raising the bar for all students

Student achievement

Tuesday, November 15, 2011

9:00 a.m.

D 131

Mary Ellen Wilson, assistant superintendent, Loveland City

Doug Savage, elementary principal, Loveland City

Amy Van Strien, school psychologist, Hamilton County ESC

Garth Carlier, intermediate principal, Loveland City

Comp Management Inc.

OSBA has partnered with Comp Management Inc. to provide a worker's compensation group rating program and group retro-rating program to Ohio's schools.

Contact OSBA at (614) 540-4000 or (800) 589-OSBA for more information. Or you can contact Comp Management directly at (800) 825-6755, option 3; or visit www.compmgt.com/groupretrospectiveratings.

Please complete an online conference evaluation either during or after the event at:

<http://links.ohioschoolboards.org/CC11Evaluation>


OSBA Mission

OSBA leads the way to educational excellence by serving Ohio's public school board members and the diverse districts they represent through superior service and creative solutions.

Ohio School Boards Association

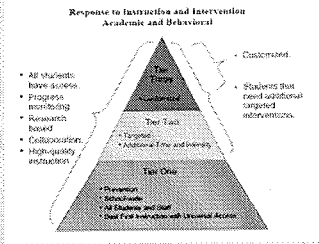
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Raising the Bar for all Students:
RtI in Loveland Schools




Overview of RtI

Response to Instruction and Intervention
Academic and Behavioral




K-12




How Can RtI Benefit Your School District?

- Provides a framework designed to increase achievement for all students.
- Determines effectiveness of instruction at both the school and district level.
- Improves test scores and implements best practices at the same time.




The RTI Philosophy

The "Establishment" Model	The "Service" Model
<ul style="list-style-type: none"> • Values systems and tradition. • The "individual" must meet rigid program requirements, and failure is an acknowledged component. • Full program completion is celebrated. 	<ul style="list-style-type: none"> • Values the individual. • The "system" flexes to promote growth and finds purpose in meeting a variety of needs. • Incremental change is celebrated.




RtI

<p>What it is:</p> <ul style="list-style-type: none"> • A change in infrastructure • A redesign of general and special education • Tiered organization of supports and services • Based on data-based decision making • Is leadership driven • Based on the belief that the best intervention is a strong core 	<p>What it's not:</p> <ul style="list-style-type: none"> • Just a way to test and place students into special education • Just a new version of IAT • A "quick fix" • A formula • For elementary only • Just for reading
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The foundation of RtI is TEAMWORK!





VIDEO



Essential Components

Assessment

- Universal Screening
- Common/Short-Cycle Assessments
- Targeted

Data

- Know what's working



Essential Components

Leadership Teams

- Provide structure for decision making
- Provide leadership for the process at the building and district level

Tiered Instruction & Intervention

- High quality instruction
- Differentiated to meet student needs
- Research based, targeted intervention


Essential Components

Review/Outcomes

- Classroom teachers look at common assessments
- Reading intervention teachers look at weekly progress monitoring scores
- Special education teachers look at progress monitoring scores
- DLT looks at building and district outcomes

Communication & Collaboration

- Transparent student instruction and student outcomes
- Walk-throughs, teachers observe model lessons in other classrooms, PLCs





Our Story



March, 2006




November, 2011


Tier 1

- Strong core instructional program
- Curriculum maps & common assessments
- Universal screening for reading & math (AIMSweb, DRA, SRI)
- Data-based decision making




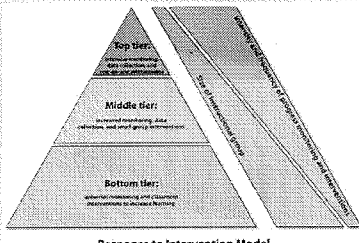
Tier 2

- Services based on data
- Research-based interventions (reading intervention tied to LbD, My Sidewalks, Recipe for Reading, Scott Foresman Early Reading, Do The Math, AMP reading, Language!)
- Student Action Plans
- Bi-weekly progress monitoring with 6-week data review meetings




Tier 3

- Services based on data
- Research-based interventions (Reading Mastery, Corrective Reading, Read 180)
- Student Action Plans
- Weekly progress monitoring with 6-week data review meetings





Response to Intervention Model




Sustaining our Progress

- Building School Improvement Plans with regular progress checks
- Admins meet to review subgroup progress
- Walk throughs and "fidelity" checks
- Practical Solutions RtI data base
- DLT and BLT meetings
- High quality and targeted PD




Special Education

- Use of research-based programs and interventions
- Scheduling
- Fidelity checks
- Data review meetings
- Training IS's in core programs
- Regular meetings with IS's



Key Components of RtI Loveland Elementary

- Core Data Management at all Tiers
- Data Driven Instruction, Referral and Tier Progression
- Universal Screeners
- Common Assessments (short cycle)
- Diagnostic Progress Monitoring at Tiers 2 & 3
- Regular, Multi-Disciplinary Staff Data Review with Team-Based Decision Making
- Focused Efforts at Core Instructional Design & Improvement



Data Composite

CNA	LITERACY										MATH Units										ANSI Web Math										SCIENCE									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Action Plan – Tier 2

Loveland Primary / Elementary School

INTERVENTION ACTION PLAN Tier 2 of 921

Student Name: _____

Teacher Name: _____

Intervention: _____

Start Date: _____

End Date: _____

Frequency: _____

Location: _____

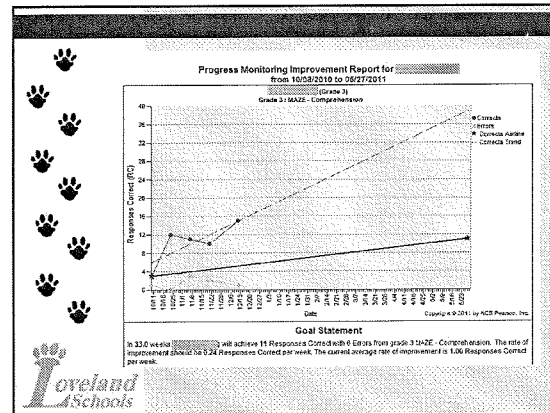
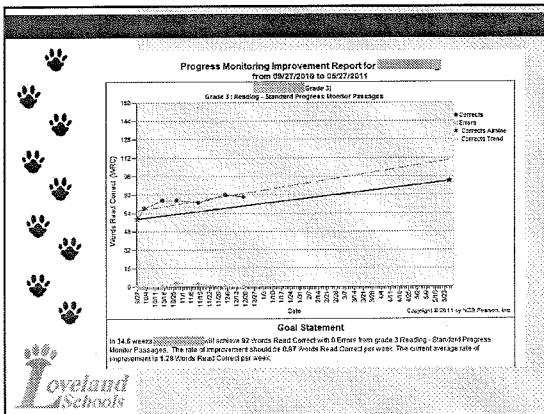
Intervention Specialist: _____

Monitoring: _____

Review Date: _____

Signature: _____

Date: _____



Considerations for RtI at the 5th – 12th Level

What stays the same? Considerations

The core principles:

- Universal screening
- Data collection/decision making vs teacher recommendation
- Targeted interventions
- Progress-monitoring
- Fluid process

Considerations:


- Staffing
- PD for gen ed to provide targeted intervention
- Scheduling
- The amount of information has grown significantly, therefore areas of deficit may be greater.
- Appropriate screening practices

5th and 6th grade ATT

- 5th and 6th grade teachers are divided into ATT (Academic Team Time) groups.
- Four days a week are devoted to intervention/enrichment. The fifth day is class meeting time when teachers address a variety of topics with their class.
- 30 minute time period.
- Special area teachers (Art / PE / Music) are used in the rotation to allow regular education teachers to provide the reading intervention and math intervention to small groups.
- Students with disabilities are also receiving intervention with their intervention specialist during ATT.


5th and 6th grade ATT

- Reading intervention teachers use the My Sidewalks intervention program.
- Math intervention teachers use the Do The Math intervention program.
- 5th and 6th grade wanted to serve more students during ATT time and now have 25 students (each grade) working with the computer based My Skills Tutor program (reading and/or math).
- Students not receiving intervention have enrichment time with each of the teachers in their ATT group. This allows for more in depth teaching and learning to take place with students who have a need to be stretched.

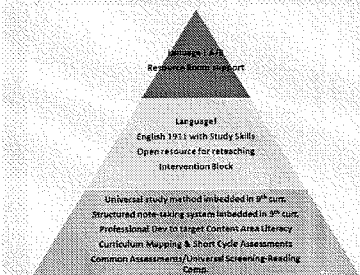


7th and 8th Grade Exploratory

- 30 minute time period – 5 days a week.
- Reading intervention teachers work with the AMP intervention program.
- Math intervention teachers also work with the computer based My Skills Tutor program.
- 7th and 8th grade students not receiving intervention have a combination study hall and enrichment time during exploratory.




High School Academic Tiers of Support



Language/ATT
Resource Room support

Language
English 1911 with Study Skills
Open resource for reteaching
Intervention Block

Universal study method embedded in 9th cur.
Structured note-taking system embedded in 9th cur.
Professional Dev to target Content Area Literacy
Curriculum Mapping & Short Cycle Assessments
Common Assessments/Universal Screening/Reading Comp.



High School Behavior Tiers of Support

PBS Supports
Targets: Attendance, Repeat Offenders

Tier 3


- Includes specific action to intervene when a suspension or in-school suspension has been reached.

Tier 2

- One teacher handles referrals, building.
- Use as targeting students with increasing # of referrals and uncompleted assignments and using a check-in process to build on success.
- IOP. Expectation-target students who are at risk.

Tier 1


- Teachers select 8 students who show at-risk and they receive a certificate for a week.
- Students who meet requirements for, through various, referrals are eligible for all aspects.



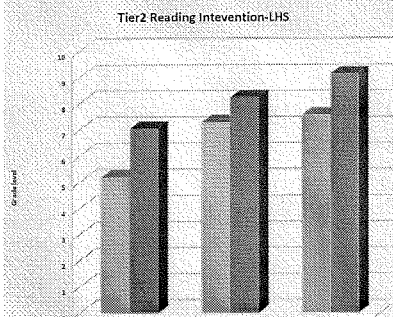
OAA-OGT Comparison

OGT	OAA
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0	0


- 4 students who did not pass. 2 with cognitive delays, 2 missed 40+ days of school
- Average increase 12.47
- Range of increase 0-41 points

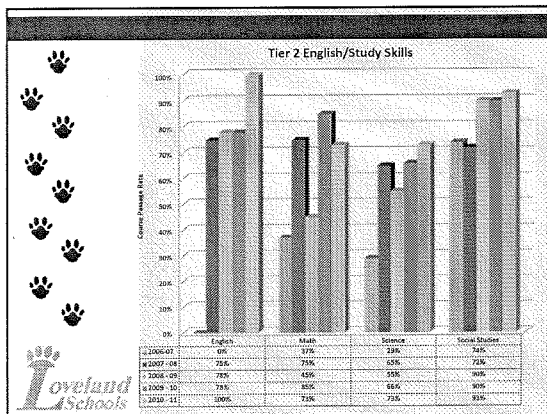
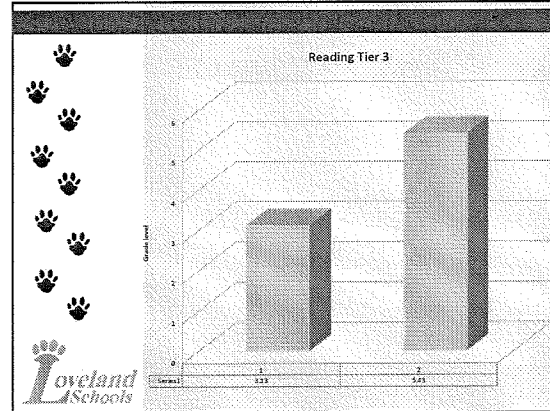
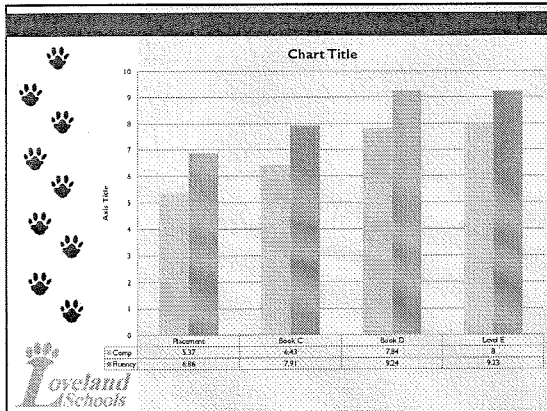


Tier2 Reading Intervention-LHS



	Placement	11-Jan	11-Jun
% Comprehension	6.3	7.3	7.7
% Fluency	7.0	8.0	8.5





Considerations for Implementing a Three-Tiered Model

- Do you have teams at the district and building level to facilitate discussions and develop a common philosophy?
- Do staff members have an understanding of this model especially of the importance of data in instructional decision making?
- Have you spoken to or visited districts where RtI is working? There is no "one size fits all" approach.

Where do we go from here?
Our work is never done!

- Our data determines our focus and instructional priorities for the upcoming year.
- Each year we look for ways to increase achievement.
- Not a perfect system, but problems are addressed using this framework. We have a system that allows us to identify areas of need and develop structures, programs, and strategies to improve targeted areas.
- We celebrate our success!

VIDEO