

Pre-School RTI: Closing the Achievement Gap Before Kindergarten

February 23, 2011

Presented by-
AppleTree Institute for Education Innovation



Reinvent the classroom by delivering a dynamic **Student Achievement** system to enable personalized learning for every child



Response to Intervention is . . .

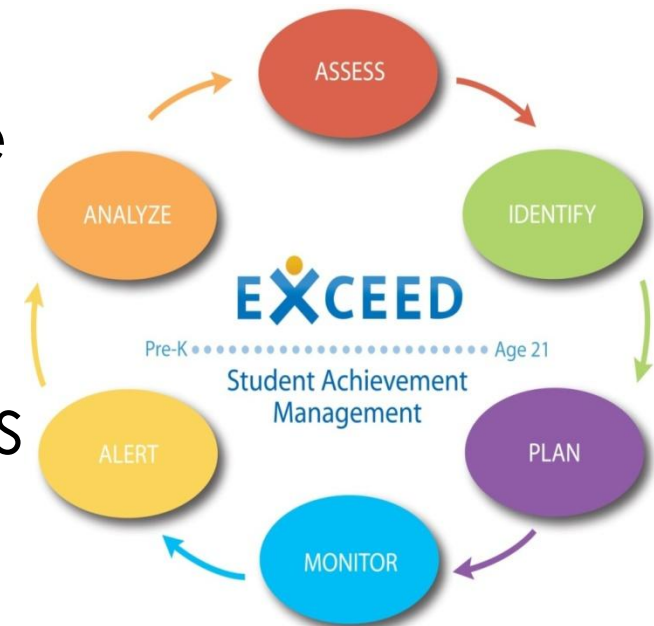
the practice of providing high quality instruction/intervention matched to student needs

and

using learning rate over time and level of performance

to

inform educational decisions



Pre-School RTI: Closing the Achievement Gap Before Kindergarten

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AppleTree Institute

Founded in 1996 in the District of Columbia.

Originally worked to ensure choice in the District of Columbia.

Drive transformative innovation in early childhood educational practice through developing, piloting, and disseminating an evidence-based, high quality instructional approach that prepares disadvantaged children for success in school, work and life.

Leads the DC Partnership for Early Literacy.



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DC Partnership for Early Literacy

AppleTree Institute's efforts to improve and scale early childhood efforts across the District.

Six year effort that has included work at charters and DCPS schools.

Activities funded predominantly through US Dept. of Ed grants.

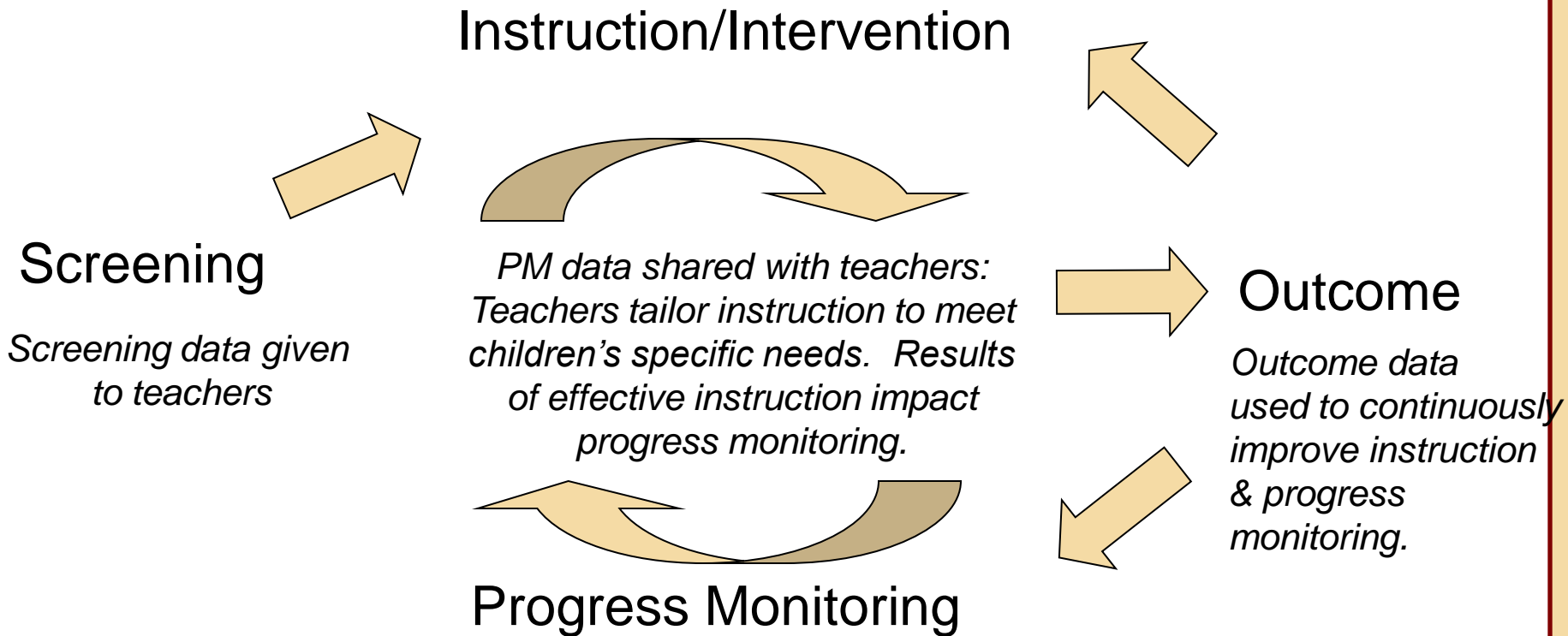


What is RTI?

RTI is an instructional model that uses successively more intensive layers of evidenced-based interventions.

Under what conditions will the student master the standards?

How Data Are Used



Response to Intervention Framework



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Supporting Social-Emotional Development through RTI

Academic & Behavior Interventions:

- *Targeted support plans
- *Interventions documented daily and reviewed bi-weekly
- * Interventions occur 3-5 times/week

Academic:

- *Based on universal screening & progress monitoring data
- * Documented in Exceed RTI
- *6 week cycles
- *Data collected weekly

Behavior:

- *Based on class-wide behavior data initially, then functional behavior model
- *2 week cycles for 6 weeks
- *Data collected daily

Supports for Change

- **Classroom-based Supports**

- Site-based coaches
- Ongoing PD through modeling, observations, bi-weekly meetings
- Resources: Tier 1 Binder, library, websites, newsletter, video



- **School-based Supports**

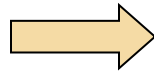
- Site-based professional development
- Professional learning communities
- Consultant visits



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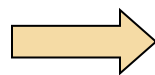
Purposes of Assessment

What do children need?



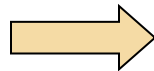
Screening: Brief assessment that focuses on key skills and conducted at the beginning of the school year.

How well is the instructional program working?



Progress Monitoring: Assessment conducted a minimum of three times a year that demonstrates which children are making progress towards instructional goals.

How are we doing?



Outcome: Did it work?



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Progress Monitoring

Domain	Screener (baseline)	Progress Monitor
Vocabulary	PPVT, EVT, TOPEL	IGDI –one minute picture-naming task
Alphabet Knowledge	PALS LS, Letter ID	PALS LS, Letter ID
Print Knowledge	TOPEL	Get Ready To Read, PALS Name Writing
Phonological Awareness	TOPEL	Get Ready to Read
Social Emotional	Teacher Child Rating Scale	Project-developed observation



Additional Data Collection

Tier 1 Classroom Quality Data
Standardized assessment
including CLASS & ELLCO
Tier 1 classwide behavior norms
Quality Indicator

Teacher Response to Data?



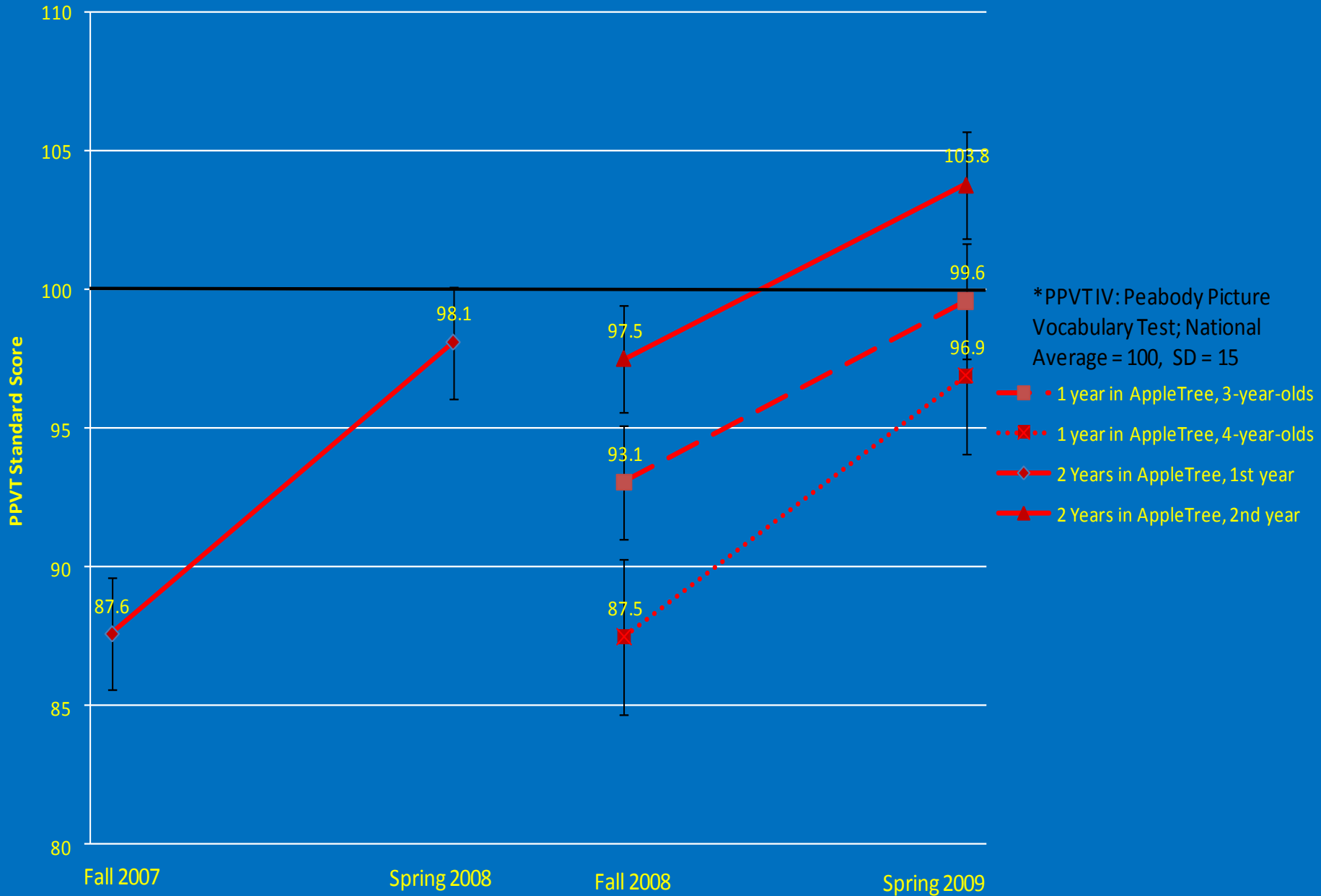
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Changes in Practice

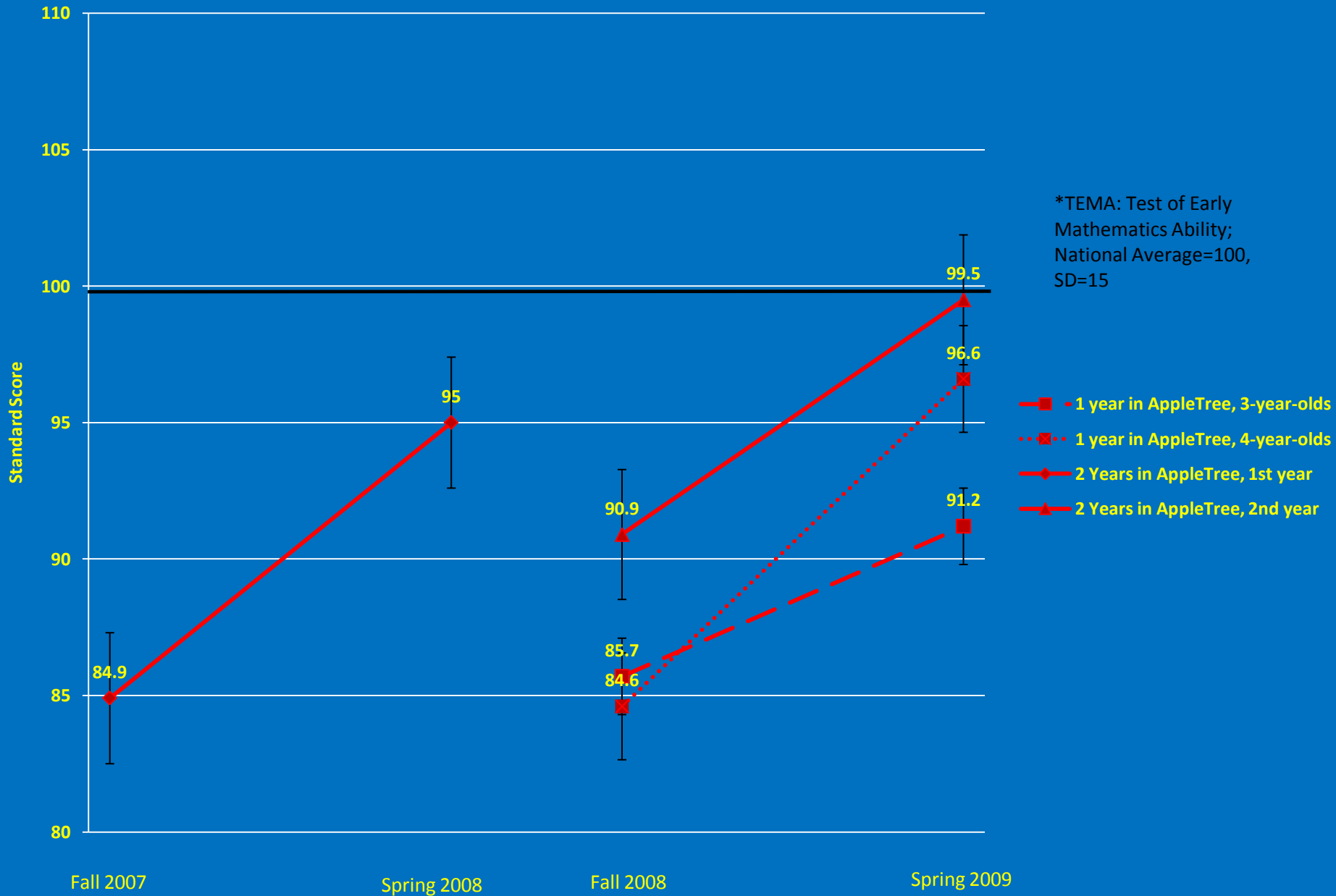
- Implementing a quality instruction plan in whole group setting
- Targeting small group instruction at areas of instructional need
- Providing additional instructional opportunities for Tier 2
- Maximizing instruction provided by all adults in the classroom
- Improving ability to communicate and collaborate with parents



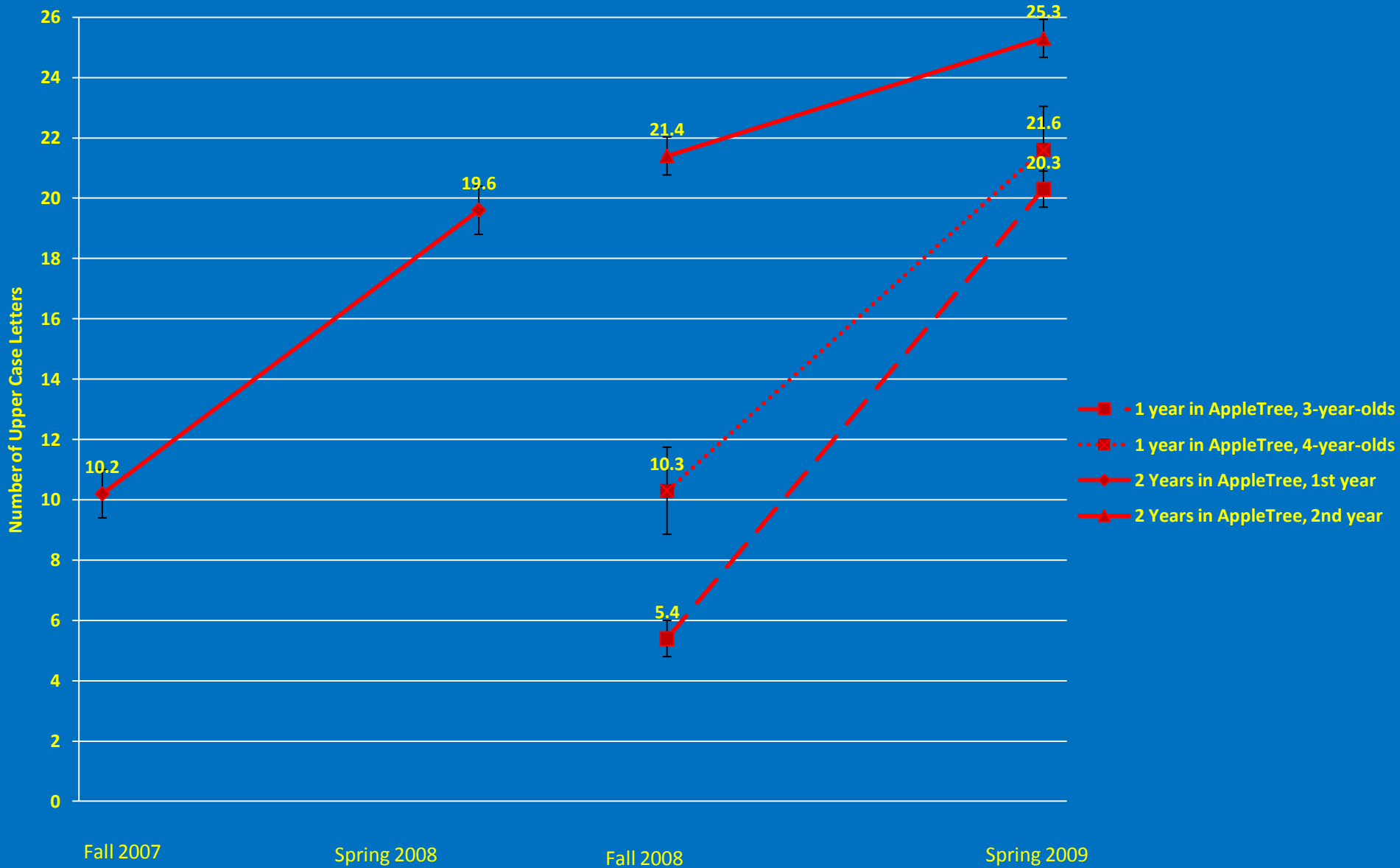
PPVT-IV* Standard Scores by Length of Time in AppleTree Early Learning Public Charter School (1 year vs. 2 years)



TEMA* Standard Scores by Length of Time in AppleTree Early Learning Public Charter School (1 year vs. 2 years)



Number of Upper Case Letters Identified by Length of Time in AppleTree Early Learning Public Charter School (1 year vs. 2 years)



Things to Consider

- Sufficient program structures
- Capacity at Tier 1
- Teacher and administrative understanding and buy-in
- Process documentation and communication

Questions



- RTI Corner & RTI Watch
http://www.spectrumk12.com/campaign/rti_watch
- EXCEED RTI Live Demo
<http://www.spectrumk12.com/demos>
 - Tuesday's 3:00 pm & Thursday's 11:30 am EST
- Upcoming Webinars
http://www.spectrumk12.com/resources/webinars_and_videocasts/

March 10th- **Secondary RTI Panel Discussion**

Student Achievement Management

Spectrum K12

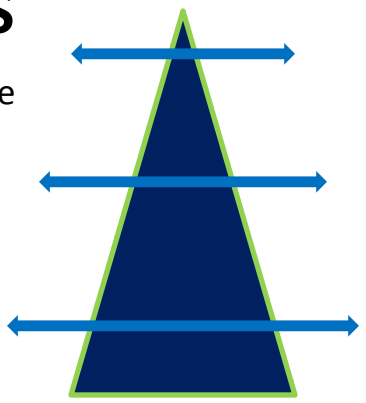


ACADEMIC SYSTEMS

Tier 3: Comprehensive & Intensive

Tier 2: Strategic Interventions

Tier 1: Core Curriculum



BEHAVIOR SYSTEMS

Tier 3: Intensive Interventions

Tier 2: Targeted Group Interventions

Tier 1: Universal Interventions



EXCEED

RTI

Special Ed

504

ESOL

PBS

Gifted & Talented

Other Programs

ONE PLATFORM FOR ALL STUDENT PROGRAMS



Thank You!

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