

School Photo Here

Mark's Analysis of Potential Delivery of Tiered Services at XXX Elementary School

Attached you will find a spreadsheet of how I approach Tiered services, from a perspective that aligns students' needs to available services. I put out some of these ideas tied to your school demographics as reported on your School Home Page and results of YOUR HIGH STAKE TEST. I found the following demographics, but not the number of students who qualified for free and reduced lunch.

African American: 14%
Asian/Pacific Islander and American Indian: 5%
Hispanic: 23%
White: 53%
Unspecified: 5%

STATE TEST Scores were as follows:

Students	% Passed
All	94
African American	84
Hispanic	84
White	100
Economically Disadvantaged	85
Students with Disabilities	79
Limited English Proficient	90

Overall, from a "political perspective," these results are excellent. However, according to the *Education Trust*, YOUR STATE reading test is a comparatively easy reading test. For example, the percentage of students proficient or above on the Grade 4 Reading is 85%. When compared to the *National Assessment of Educational Progress (NAEP)* a test that is tied to higher standards for school success, only 37% of STATE YYY students are proficient or above. In other words, a student may meet state standards, but not be a great reader nor sufficiently prepared for expository text in middle school and high school.

That said, given the school information you provided with respect to students and teacher/teaching resources, exclusive of after school or other tutoring programs, here are some thoughts.

Your Intervention Resources

The table below summarizes the personnel resources that may be available to support Tier 2 and 3 beyond your 16 general education classroom teachers.

Support Staff	Hours Per Day @ 6	
	Hrs	Total Hours Per Week
3 Special Education Teachers	18	90
1.5 Reading Specialists	9	45
2 SE Paraprofessionals	12	60
4 K Paraprofessionals	24	120
	63	315

Alignment of Student Needs to Tiers

I triaged students into Tiers 2 and 3 categories conventionally; that is, as a place to begin, I suggest schools target students below average (in the bottom one-quarter) for additional intervention. This target would suggest that students below the 25th percentile locally be considered for Tier 2. Don't get rigid on the cut score and teacher judgment is part of the process.

For Tier 3, I would suggest that students are in the lowest 10%. I would expect that currently, most students identified as eligible for special education in the building would be in this lowest 10%. Again, don't get rigid on the cut score and teacher judgment is part of the process.

Tier 2 Reading

As a place to begin, I would start design by proposing that Tier 2 be an additional 30 minutes supplemental (i.e., in addition) small group instruction to the Core Tier 1 program.

Grade	# Students	Teachers	Average Class Size	Tier 2 if <25th Percentile	# Groups of 5 @ 30 min per day
K	71	4	18	11	2
1	58	3	19	9	2
2	57	3	19	9	2
3	47	2	24	7	2
4	45	2	23	7	2
5	43	2	22	6	2
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					321 16 6
					Number of Groups Needed 12
					Hours of Daily Intervention Needed 6

I also would suggest smaller than average Tier 2 groupings, in SCHOOL XXX case, an average of groups of 5 on average. As you can see in the numbers in the table, you COULD have smaller Tier 2 Intervention groups or a single larger group at Grades 4 and 5.

These data translate into a maximum number of 12 30-minute intervention groups, totally about 6 hours of intervention time daily. Given that you have 1.5 FTE Reading Specialists (9 hrs min. total per day), it seems very easy to deliver Tier 2 by the Reading Specialists.

An option could be to use 1 special education teacher to deliver Tier 2 intervention and increase intervention length to 45 minutes per day.

Additionally, extra effort must be directed toward increasing *students' reading volume*, how much they read. This reading volume effort could be addressed by (a) school-wide incentives, and (b) the after school program. But most importantly, it should be

addressed by all the adults showing interest in what students are reading and having conversations about it. The latter, without the burden of teaching students *how to read*, could instead on focusing on *enjoying reading*, while building vocabulary and knowledge.

I might recommend that your Tier 2 reading interventions be targeted to *Read Well* at K-3 and shifting to *REWARDS* at Grades 4-5, given the expected reading needs of at risk kids OR, to build an easier to understand and potentially more powerful intervention, *Reading Mastery*. Progress would be monitored 1 to 2 times month using a single grade level of oral reading passage (Reading-Curriculum-Based Measurement (R-CBM)) entered into a data system like aimsweb. The goal would be to ensure that students have a high probability of passing the STATE TEST, if not exceeding, AND to reduce the reading achievement gap.

Tier 3 Reading

As a place to begin, I would start design by proposing that Tier 3 be an additional 60 minutes supplemental (i.e., in addition) small group instruction to the Core Tier 1 program. For students significantly behind and who may have an IEP, then the question may be raised as to whether the Reading Program should be supplanted—and even longer—instead of supplemental. Once “broad brush” stroke decisions are made, this can be fine-tuned, kid-by-kid.

Grade	# Students	Tier 3 if < 10th Percentile	# Groups of 3 @ 60 min per day
K	71	7	2
1	58	6	2
2	57	6	2
3	47	5	2
4	45	5	2
5	43	4	1
321			11
		Number of Groups Needed	11
		Hours of Daily Intervention Needed	11

These data translate into a maximum number of 11 60-minute intervention groups, totaling about no more than 12 hours of intervention time daily. Given that you have 3.0 FTE Special Education Teachers (18 hrs min. total per day), it seems very easy to deliver appropriately intensive Tier 3 (and special education services to those students with IEPs) with these resources. And this recommendation is not including SE paraprofessionals, who could/should be adequately trained. As I noted in Tier 2 earlier, a strong case could be made to use 1 SE position to strengthen Tier 2 intervention.

I might recommend that your Tier 3 reading interventions be targeted to *Reading Mastery* at the primary grades and *Corrective Reading* Grades 3-5. An alternative for Grades 3-5 may be *Language Live!* The same recommendations for increasing reading volume would apply here.

Progress would be monitored weekly using a single sample of oral reading (R-CBM) entered into a data system like aimsweb. The goal would be to ensure that students significantly reduce the reading achievement gap and have a high probability of passing the STATE TEST, if not exceeding standards.

Other Options:

If this first pass at proactive planning is sufficiently clear, then it may be worth having a specific plan for Kindergarten and potentially Grade 1. I would recommend considering a two-tier model. In this approach, either you are **on target** or you are **at risk**. Given a high proportion of English Learners, one goal of kindergarten for at risk would be to deliver regular lessons of *Language for Learning*, a program with strengths in easy and explicit instruction that has greatly increased the background language critical for early reading.

I would prioritize the 4 kindergarten paraprofessionals to become “experts” at delivering *Language for Learning* and work under the direction of the building speech and language pathologist. Progress could be measured monthly using the Vocabulary measure from Get It-Got It-Go as well as the within program assessments.

The Core:

I’m sure this is probably not an option, but I would be remiss if I didn’t recommend at least considering a stronger, more explicit basal reading program, at least Grades K-2. I’ve mentioned Read Well. It has gotten lots of great results and teachers generally to use it. It is more palatable to general education teachers than some of the Direct Instruction (DI) programs like Reading Mastery. Another alternative would be the latest version of Open Court. I would supplement a good research-based basal with extensive coached reading practice to increase automaticity and reading volume, but reducing the pressure to teach beginning readers to read.

To me, if I can align my schedule and deliver most of the Tier 2 or 3 interventions within the Language Arts block, it is not going to be a resource issue, but how the resources are used. If I know who staffs my interventions and the needs of the students, I can select intervention programs of appropriate intensity that can be delivered with integrity.

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