

Response to Intervention Reports

Enclosed you will find the reports from each building (and Building Leadership Teams in some cases) outlining the work of each school's methods and measures for the Response to Intervention programs.

You will see that Response to Intervention (often referred to as RtI) is a regular education initiative that is designed to maximize achievement and reduce behavioral problems.

RtI is a three-tiered approach, with **Tier 1** defined as the 'core instruction' that is designed to benefit all students. **Tier 2** is generally seen as some small group work, or targeted centers to try to remedy instructional gaps through some supplemental work. It often occurs still within the classroom. **Tier 3** would be the most intensive instruction, typically offered individually to students.

District 228 has used Discovery testing for the universal screener that helps set up the first "filter" of targeted students on a 'watch list'. Sometimes at the upper levels we've used grades and/or EXPLORE or PLAN tests also.

AIMSWEB, DIBELS, Running Records, grades, attendance, and other interim measures have been used to measure the progress of the interventions in place.

RtI is a very data-driven system, and can be very time-intensive and resource-exhausting. Generally it is expected that Tier 1 instruction should meet the needs of 80-85% of our student population. As you follow the reports accompanying the board packet you can see where we fall as a district with our numbers. Keep in mind that we have typically 10-12% of our students with IEPs, and these students are not generally received Tier 2 or Tier 3 interventions as part of an RtI system.

Building Teams will be coming together to review these reports and try to refine and improve their programs for next year, understanding the limited resources available for this as we move forward.

National Center on Response to Intervention

What Is RTI?

Multi-Level Prevention System

Primary Level

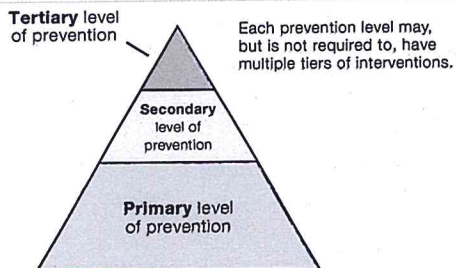
- **Focus:** All students
- **Setting:** General education classroom
- **Instruction:** District curriculum and instructional practices that are evidence-based; aligned with state or district standards; incorporate differentiated instruction
- **Assessments:** Screening, continuous progress monitoring, and outcome measures

Secondary Level

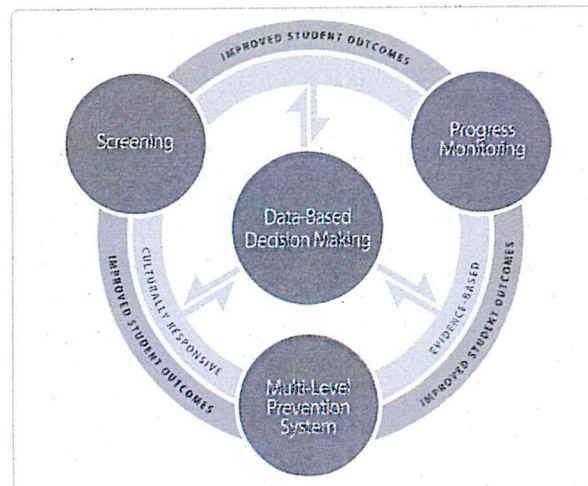
- **Focus:** Students identified through screening as at risk for poor learning outcomes
- **Setting:** General education classroom or other general education location within the school
- **Instruction:** Targeted, supplemental instruction delivered to small groups
- **Assessments:** Progress monitoring, diagnostic

Tertiary Level

- **Focus:** Students who have not responded to primary or secondary level prevention
- **Setting:** General education classroom or other general education location within the school
- **Instruction:** Intensive, supplemental instruction delivered to small groups or individually
- **Assessments:** Progress monitoring, diagnostic



Essential Components of RTI



Defining RTI

- RTI integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavior problems.
- With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions based on a student's responsiveness.
- RTI may be used as part of the determination process for identifying students with specific learning disabilities or other disabilities.

RTI as a Preventive Framework

- RTI is a multi-level instructional framework aimed at improving outcomes for all students.
- RTI is preventive and provides immediate support to students who are at risk for poor learning outcomes.

Screening

- **Purpose:** Identify students who are at risk of poor learning outcomes
- **Focus:** All students
- **Tools:** Brief assessments that are valid, reliable, and demonstrate diagnostic accuracy for predicting learning or behavioral problems
- **Timeframe:** Administered more than one time per year (e.g., fall, winter, and spring)

Progress Monitoring

- **Purpose:** Monitor student's response to primary, secondary, or tertiary instruction in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the efficacy of different forms of instruction
- **Focus:** Students identified through screening as at risk for poor learning outcomes
- **Tools:** Brief assessments that are valid, reliable, and evidence-based
- **Timeframe:** Students are assessed at regular intervals (e.g., weekly, biweekly, or monthly)

Data-Based Decision Making

- Data analysis is at all levels of RTI implementation (e.g., state, district, school, grade level) as well as all levels of prevention (e.g., primary, secondary, tertiary)
- Establish routines and procedures for making decisions
- Explicit decision rules for assessing student progress (e.g., state and district benchmarks, level and/or rate)
- Data is used to compare and contrast the adequacy of the core curriculum and the effectiveness of different instructional and behavioral strategies

Implementing the RTI Framework

- Select and implement evidence-based practices and procedures
- Implement essential components and identified framework with integrity
- Ensure that cultural, linguistic, and socioeconomic factors are reflected in the RTI framework and its components

RtI Update Reports

You are requested to provide the following information before the end of the day, Friday, March 14th in digital form. It can be as a MS Word document, a PowerPoint or Keynote. This should be a report that you would be able to share with staff, parents, Board of Education, community at large.

1. Provide a current breakdown of students served in Tier 2 and/or Tier 3 interventions by gender, grade level, content area. Indicate students who are receiving services in both math and reading, or any other combination of services.
2. Give an overview of the personnel involved in providing interventions and some type of description of the time they work either with groups, individuals, or as part of a "team taught" model. Be as descriptive as you can without complicating an individual staff member's day. If it is easier to complement this with some type of breakdown of time per student, please feel free to do so.
3. List the assessments used for progress monitoring by grade level and content area.
4. Provide a summary of any indicators of success achieved so far this year.
5. Provide a summary of any indicators of ongoing challenges, obstacles, or regressions seen so far this year.

I will answer any questions from administrators related to this with a **REPLY TO ALL**.

Looking forward to reviewing many successes from this request!!

Millikin Elementary RTI Update Report

3/14/14

Students by Grade and Gender

Tier II Reading

GRADE	Male	Female	Total
K	8	3	11
1	4	4	8
2	1	1	2
3	5	2	7
4	1	0	1
5	4	0	4
Total	22	10	33

Tier III Reading

GRADE	Male	Female	Total
K	1	1	2
1	2	1	3
2	1	3	4
3	0	0	0
4	0	1	1
5	0	1	1
Total	4	7	11

Tier II Math

GRADE	Male	Female	Total
K	0	0	0
1	0	0	0
2	2	1	3
3	1	0	1
4	1	0	1
5	1	1	2
Total	5	2	7

Tier III Math

GRADE	Male	Female	Total
K	2	1	3
1	0	0	0
2	0	0	0
3	1	4	5
4	1	2	3
5	0	1	1
Total	4	8	12

8 students out of the 63 are receiving both math and reading interventions.
13% of the students are being served with RTI services for reading and math.

Tier II Behavior

GRADE	Number of Students	Minutes per week
K	5	150
1	1	30
2	1	30
3	5	110
4	1	50
5	1	50
Total	14	420

RtI Dismissals - Reading

GRADE	Male	Female	Total
K	3	0	3
1	1	0	1
2	2	4	6
3	2	2	4
4	1	1	2
5	0	1	1
Total	9	8	17

RtI Dismissals - Math

GRADE	Male	Female	Total
K	1	0	1
1	0	0	0
2	3	0	3
3	0	2	2
4	0	0	0
5	0	0	0
Total	4	2	6

RtI Addition - Reading

GRADE	Male	Female	Total
K	1	1	2
1	3	3	6
2	0	1	1
3	1	2	3
4	0	0	0
5	0	0	0
Total	5	7	12

RtI Addition - Math

GRADE	Male	Female	Total
K	0	0	0
1	0	0	0
2	1	0	1
3	1	3	4
4	0	0	0
5	0	0	0
Total	2	3	5

Intervention Staff and amount of Instruction

Tier II Reading

GRADE	Number of Students	Instructor	Individual Min per Week	Total Min per Week
K	3	Marcy Buckrop	45	225
" "	2	Marcy Buckrop	30	60
" "	6	Marti Loucks	100	600
1	8	Marti Loucks	150	1,200
2	2	Marti Loucks	150	300
3	7	Marti Loucks	90	630
4	1	Classroom Teacher	25	25
5	4	Classroom Teacher	60	240

Tier III Reading

GRADE	Number of Students	Instructor	Individual Min per Week	Total Min per Week
K	2	Carrie Schlindwein	150	300
" "	" "	Marcy Buckrop	45	90
1	3	Marti Loucks	150	450
2	4	Marti Loucks	150	600
3	0	-----	0	0
4	1	Marcy Buckrop	20	100
5	1	Classroom Teacher	150	150

Tier II Math

GRADE	Number of Students	Instructor	Individual Min per Week	Total Minutes per week
K	0	-----	0	0
1	0	-----	0	0
2	3	Classroom Teacher	50	150
3	1	Classroom Teacher	50	50
4	1	Classroom Teacher	100	100
5	2	Classroom Teacher	50	100

Tier III Math

GRADE	Number of Students	Instructor	Individual Min per Week	Total Minutes per week
K	3	Marcy Buckrop	45	135
1	0	-----	0	0
2	0	-----	0	0
3	5	Marcy Buckrop	20	100
4	3	Marcy Buckrop	25	210
5	1	Classroom Teacher	30	150

RTI Progress Monitoring Tools

Reading:

- K-2: DRA2, Fountas-Pinnell, AIMSweb
- 4-5: AIMSweb

Math:

- K-2: AIMSweb
- 3-5: AIMSweb

Writing:

- K-5: AIMSweb

RTI Successes

Millikin staff reported several accounts of success within our current RtI model:

- Reduced class size and ability grouping in Grades 1-2 has led to increases in differentiation of instruction and as a result, strong student progress.
- Kindergarten feels the extra support they have received within the model has been a "blessing."
- Staff expressed gratitude and positive results from the support Mrs. Loucks and Ms. Buckrop have provided students this year.
- Mrs. Loucks continues to serve as our resident expert and guide for reading instruction.
- Lower elementary teachers feel that using the DRA2 to benchmark and help identify Tier II/III reading students instead of Discovery provided a more accurate representation within what they teach in the classroom.
- Teachers feel progress monitoring is going much better this year compared to last year.
 - Teachers have found the RtI data/referral sheets to be very helpful in the RtI process this year.
- Teachers have noted positive impacts for students (e.g., students growing in confidence, dismissals from services, etc...).

IIRC Reading Goals and Updates for 2013-14

Kindergarten

- By the end of the 2013-2014 school year, **95%** of Kindergarten students that are moving on to first grade will be reading on or above grade level according to the DRA2.
- As of March 12, **97%** of Kindergarten students are performing at or above grade level standards.

First Grade

- By the end of the 2013-2014 school year, **90%** of first grade students will perform at or above grade level standards according to the DRA2 Level 16 nonfiction assessment at an independent accuracy.
- As of March 12, **95.58%** of Grade 1 students are performing at or above grade level standards.

Second Grade

- By the end of the 2013-2014 school year, **95%** of second grade students will be perform at or above grade level standards according to the DRA2 Level M non-fiction as an instructional level.
- As of March 12, **90.4%** of Grade 2 students are performing at or above grade level standards

Third Grade

- By the end of the 2013-2014 school year, **90%** of third grade students will be reading on or at grade level according to DRA2 Level 38 (Level P).
- As of March 12, **87%** of Grade 3 students are performing at or above grade level standards.

Fourth Grade

- By the end of the 2013-2014 school year, **90%** of fourth grade students will be reading on or at grade level according to Discovery Education Assessment scores.
- As of March 12, **96%** of Grade 4 students are performing at or above grade level standards.

Fifth Grade

- By the end of the 2013-2014 school year, **90%** of fifth grade students will be reading on or at grade level according to Discovery Education Assessment scores.
- As of March 12, **91%** of Grade 5 students are performing at or above grade level standards.

RTI Challenges

Millikin staff members identified 4 areas of “challenges” for the RtI process during the 2013-2014 school year. We have also included the grade level where the “challenge” was present. Overall, 1st grade had the least amount of challenges with 1, and 3rd grade had the most challenges with 4.

General Challenges

- Less people to implement RTI services. (K)
- Process keeps changing. Need a set structure. (K)
- No goals were written. (K)
- Students weren’t clearly identified to us at the beginning of the year. Took a while to figure out whom to serve. (5)

Progress Monitoring Challenges

- Time to assess. (1)
- Progress monitoring is too frequent. (3)
- AIMSweb takes away instructional intervention time. (4)

Scheduling Challenges

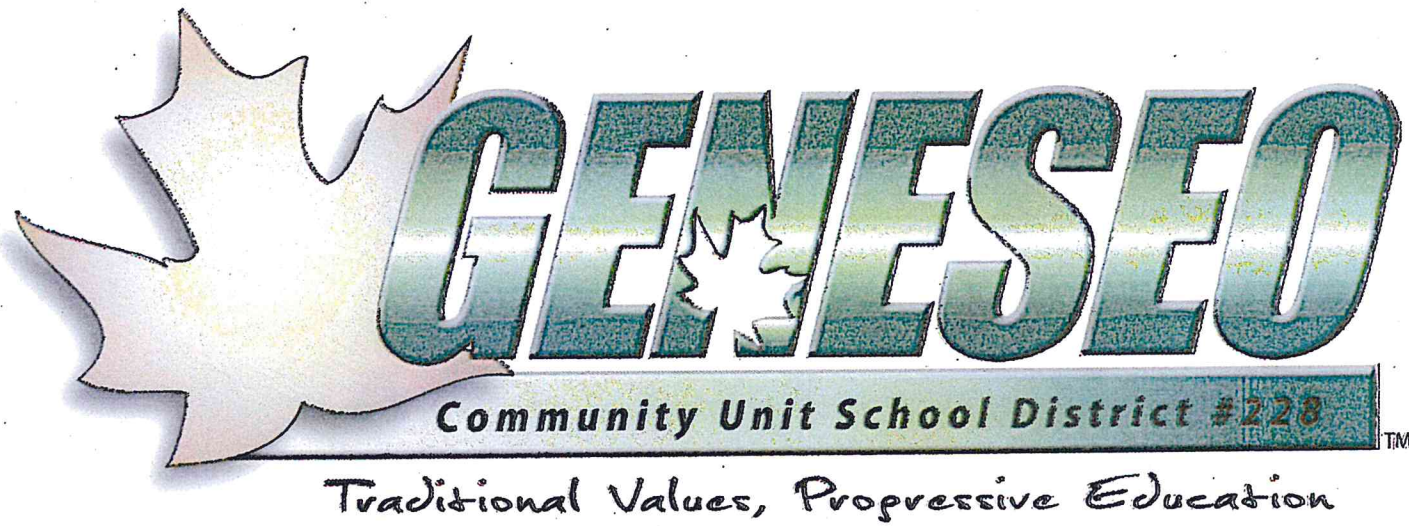
- Finding time to do math RTI in our classroom. (2)
- Students are pulled out of my core math instruction for RTI. (3)
- Not enough time to do interventions during class time. (5)
- Don't have time within the class to administer services. (5)
- Students are being pulled from specials. (K-5)

AIMSweb Challenges

- AIMSweb not best for math; doesn't test what is taught. (2)
- AIMSweb doesn't test what we are teaching. Test results show at or above, which isn't what is reflected in our classroom. (3)
- AIMSweb covers areas that we have not taught yet, and the students are scored (met/not met) (3) (4)

Northside Rtl Report

March 14th, 2014



Northside Demographic Information

	Tier 2 Reading (males/ females)	Tier 3 Reading (males/ females)	Math (males/ females)	Math and Reading	Writing	Total # served
Grade 1	7 (3/4)	6 (4/2)	4 (3/1)	4	0	20
Grade 2	6 (4/2)	5 (4/1)	6 (4/2)	5	1	23
Grade 3	5 (4/1)	1 (1/0)	6 (3/3)	5	1	18
Grade 4	7 (5/2)	2 (2/0)	5 (4/1)	5	1	20
Grade 5	4 (3/1)	2 (1/)	1 (0/1)	1	0	8
Total	29 (19/10)	15 (12/3)	22 (14/8)	20	3	89



Additional Demographic Data

- *Serving roughly 24% of population grades 1-5 with additional services
- *Of students in RtI services at Northside, 68% are male
- * 91% in math RtI also receive reading services
- * All math services classified as Tier 2 due to frequency of services

Intervention Personnel Minutes Daily (small variance per day)

Interventionist	1 on 1	Small Group	Whole Class (push in)
Anne Sammons		30 min	
Paula Vermost	120 min	150 min	
Dawn Rettig		60 min	210 min
Kelli Williams		210 min	60 min
Mike Eckwall		30 min	

* Due to the rise in total number of students with IEP's at Northside, Mrs. Sammons time spent for RtI has been re-distributed to Mrs. Williams and Mr. Eckwall. Mrs. Sammons does assist students in RtI as needed in a push in model for 4th and 5th grades, while serving her students with IEPs.

* 450 total minutes a day spent on small group pull out (equivalence of 1.67 instructional days based on 270 instructional minutes in a typical day)



Progress Monitoring Assessments

Grade	"Entrance"	"Dismissal"	Progress Monitoring
1	Disc (level 1), Teacher Rec, Aims (35% or below)	Disc growth (level 2), teacher rec (classroom performance) AIMS 40% or above), F & P growth	Aims web, F & P
2	Disc (level 1), Teacher Rec, Aims (35% or below)	Disc growth (level 2), teacher rec (classroom performance) AIMS 40% or above), F & P growth	Aims web, F & P
3	Disc (level 1), Teacher Rec, Aims (35% or below)	Disc growth (level 2), teacher rec (classroom performance) AIMS 40% or above), F & P growth	Aims web, F & P
4	Disc (level 1), Teacher Rec, Aims (35% or below)	Disc growth (level 2), teacher rec (classroom performance) AIMS 40% or above), F & P growth	Aims web, F & P
5	Disc (level 1), Teacher Rec, Aims (35% or below)	Disc growth (level 2), teacher rec (classroom performance) AIMS 40% or above), F & P growth	Aims web, F & P

Northside RtI Data

Reading	1st	2nd	3rd	4th	5th	Total
# of students in Tier 2 Reading	7	6	6	7	8	34
# of students in Tier 3 Reading	6	5	1	2	4	18
# of students Meeting/Exceeding Goal	3	4	0	1	2	10
# of Students Below Goal	8	7	7	8	0	30
# of student Below goal but making progress and should achieve goal by end of year	7	3	5	4	8	27
# of students below goal and making only limited progress (most likely will not meet goal)	1	4	2	4	2	13
Math	1st	2nd	3rd	4th	5th	Total
# of students in Tier 2 Math RtI	4	9	5	7	1	26
# of students Meeting/Exceeding Goal	4	2	0	2	0	6
# of Students Below Goal	0	7	5	5	0	17
# of students Below goal but making progress and should achieve goal by end of year	n/a	4	4	3	1	12
# of students below goal and making only limited progress (most likely will not meet goal)	n/a	3	1	1	0	5

- Data does include students with IEP's for students in grades 3,4, and 5
- 67% of students in RtI for Reading have met their goal or have made steady progress towards their goal
- 72% of students in RtI for Math have met their goals or have made steady progress towards their goal



Successes and Obstacles/Challenges

Successes

- 9 students dismissed since start of year
- Minimized loss of “core” instruction 3-5
- 42 of 43 students have met grade level expectations for Kindergarten
- All students that needed additional instruction were seen for grades 1 and 2
- Above 60% rate for students to achieve 40th percentile AimsWeb goal

Obstacles/Challenges/ Frustrations

- 3-5 Push in model (lack of additional skill building)
- Inconsistent Time for Tier 3 3rd through 5th due to school calendar
- Lowest Reading group not seen on consistent basis grades 1 and 2
- Grade 2 Reading has four students moving backwards
- Hard to keep track of data and changes
- Lack of consistency across district in regards to entrance, dismissal, and progress monitoring criteria



SW- RTI Report

Current Numbers-3rd Qtr.

Kindergarten-

6 Total Students in RTI. (4-Reading, 6-math, 4 both)

Reading- 2 boys and 2 girls. 3 tier II, 1 tier III

Math- 4 boys and 2 girls 6 tier II

1st Grade-

4 Total Students in RTI. (4-Reading, 1- math, 1 both)

Reading- 2 boys and 2 girls. 0 tier II, 4 tier III

Math- 1 girl tier III

2nd Grade-

8 Total Students in RTI. (5-Reading, 5-math, 2 both)

Reading- 4 boys and 1 girl. 0 tier II, 5 tier III

Math- 1 boy and 4 girls 1 tier II, 4 tier III

3rd Grade-

8 Total Students in RTI. (4-Reading, 5-math, 1 both)

Reading- 3 boys and 1 girl. 1 tier II, 3 tier III

Math- 2 boys and 3 girls 2 tier II, 3 tier III

4th Grade-

6 Total Students in RTI. (3-Reading, 6-math, 3 both)

Reading- 3 boys and 0 girls. 0 tier II, 3 tier III

Math- 3 boys and 3 girls 2 tier II, 4 tier III

5th Grade-

2 Total Students in RTI. (2-Reading, 0-math, 0 both)

Reading- 0boys and 2 girls. 2 tier II, 0 tier III

Personnel Involved with RTI

Tier 2 Reading Instruction. (small group 3-5 students)

K- Rachel Schlagheck (30 min daily)

1st-2nd- Tasha Moe (45 min daily)

3-5th- Classroom Teachers (15-20 min built into a SSR time)

Tier 3 Reading Instruction. (one to one or two to one setting)

K-2 Sue Sue Berry (full time all day one to one setting approx. 20min per student)

3 and 5th- Kelly Burklund (80 min per day)

4th- Carol Roemer (1 hour per day)

Tier 2 Math Instruction (small group 3-5 students)

K-5- Classroom teachers (15 min built into classroom schedules)

Tier 3 Math Instruction (one to one or two to one setting)

K-5- Kelly Burklund (70 min per day)

Assessments Used for Progress Monitoring

Universal Screener K-5- Discovery Education

Reading 1st-5th- Fountas and Pinnell and Aimsweb

Math- K-5 – Aimsweb

Indicators of Success Achieved So Far

All Grade Levels have dropped the total number of students in RTI due to dismissal

1 st Grade-	12 students to 4 students
2 nd Grade-	11 students to 5 students
3 rd Grade-	9 students to 4 students
4 th Grade-	8 students to 5 students
5 th Grade-	5 students to 2 students.

Reading – “1 Years Growth” Goal according to F&P test.

1 st Grade-	55% have met their 1 years growth goal already 34% are on track to meet 1 years growth.
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89% success rate to reach end of year goals.

3 rd Grade	50% have met their 1 years growth goal already 50% are on track to meet 1 years growth.
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100% success rate to reach end of year goals.

5 th Grade	86% have met their 1 years growth goal already 14% are on track to meet 1 years growth
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100% success rate to reach end of year goals.

Discovery Education Growth Comparision.

72% students 1st-5th in RTI reading showed “Avg Growth” between test 1 and 3
83% students 1st-5th in RTI math showed “Avg Growth” between test 1 and 3.

Tasha Moe

All Students Tasha Moe worked with have been dismissed due to reaching attainment.

Areas of Concern

Reading – “1 Years Growth” Goal according to F&P test.

2nd Grade 38% have met their 1 years growth goal already
 25% are on track to meet 1 years growth.
 37% are not on track to meet 1 year's growth.

4th Grade 33% have met their 1 years growth goal already
 33% are on track to meet 1 year's growth.
 33% are not on track to meet 1 year's growth. (all sped referrals)

Math- Only 35% of students have been dismissed out of RTI due to meeting their goal of 3 consecutive data points at the 40%ile on both Comp and Cap tests

Bar raised to high? The national norm is 25%ile I believe.

We identified way too many students at the beginning of the year. We plan to use end of year list as our start up year list and will not add any additional students to RTI until midway through the 1st QTR based on additional Data.

Response to Intervention Update Report – March 2014
Geneseo Middle School

GMS Response to Intervention (RtI)

Geneseo Middle School employs Response to Intervention (RtI) in several ways. These methods for addressing RtI are predominately met through Academic Student Assistance Period, the Building Based Team, and regular house or team meetings. Further information is provided below.

GMS Academic Student Assistance Period (ASAP) Overview

Geneseo Middle School has an Academic Student Assistance Period (ASAP) that is used daily for a variety of student services. Two of the biggest services used during ASAP are to respond and intervene with students struggling in math and English language arts (ELA). Some students show struggles in both math and ELA. Those students will alternate days depending upon struggles and deficiencies. In any given year, the number of students requiring alternating days between math and ELA is approximately seven.

Students are flagged as not meeting standards and/or below expected academic growth in math and/or ELA. The ASAP period provides additional time during the day to work upon skills in the areas of math or English. Some student require a split between both areas and may receive some days in one area then moving to another area depending upon their current needs. Since ASAP services are provided during the day, more students can receive support than in the previous RtI pullout system.

Progress Monitoring

Discovery Education and ISAT scores are used to help screen and identify students requiring assistance. Starting the 2013-2014 school year, we have looked at student growth scores through the district ECRA system. The ECRA system takes student achievement data and pulls it together to show the growth of students over time.

Various measures of progress monitoring are used. These methods of monitoring progress include but are not limited to:

- Moby Max (Online progress monitoring. New for 2nd semester 2013-2014)
- iXL (Online math monitoring and skill tutorials)
- STARS (Reading testing materials. Paper copies)
- Teacher developed assessments
- Assessments derived from the textbooks
- Timed math assessments
- Scholastic reading assessments

ASAP Breakdown

ASAP Numbers

Math		English Language Arts	
Grade	# of Students	Grade	# of Students
6 th	31	6 th	45
7 th	35	7 th	26
8 th	21	8 th	31

ASAP Gender Numbers

Math			English Language Arts		
6 th	Males	Females	6 th	Males	Females
	15	16		28	17
7 th	Males	Females	7 th	Males	Females
	20	15		16	10
8 th	Males	Females	8 th	Males	Females
	8	13		17	14

GMS Building Based Team (BBT) Overview

GMS has a Building Based Team (BBT) that meets quarterly. The BBT monitors students struggling beyond supports provided in ASAP. Students on the roster of the BBT often require additional support and monitoring in various areas such as math, ELA, anxiety, executive skills (organization, task completion, etc.), etc. When on the BBT, students are considered for advanced or increased support, schedule changes, additional interventions or accommodations, and possible testing to allow special education services.

The BBT also review and makes recommendations to internal RtI efforts. This has included team conversations and reviewing periods with students, transitional items, etc.

BBT Numbers

BBT	
6 th	3 students
7 th	3 students
8 th	8 students

Successes

With the addition of the daily ASAP period, teachers indicate greater success in being able to work with students they normally would not have been able to see during the day. These students either “fell between the cracks” or already had a schedule that did not allow for additional support. With the addition of looking at assessment data, teachers indicate that they can now better identify students who

need support. In the past, it was possible for a student to avoid support if they did not participate. While looking at data, teachers can better identify students.

Time on a skill area has been another success as indicated by teachers. Students who come in before or after school often are seeking help in homework as well as concepts they don't understand. With the use of a daily ASAP, teachers have time to work on skill areas.

Teachers have indicated that they have seen gains in class grades for those students receiving additional support in ASAP. Beginning in the 2013-2014 school year, growth in ASAP classes has been measured through the ECRA system. In previous years, iXL and Reading Plus gave teachers progress monitoring opportunities. Reading Plus is not longer utilized and iXL is utilized on a smaller scale due to budget restraints. Several GMS teachers have now begun to pilot a free tool called Moby Max that progress monitors both math and reading.

The teaching staff has also noted that several struggling students who do not necessarily speak up in class are more likely to speak up during ASAP. Teachers attribute this to a smaller group of students who have common struggles. The idea is that students don't feel as alone in their struggles and are less likely to feel odd when asking questions. Teachers have also noted that this increase in confidence and speaking out to ask questions has carried on beyond ASAP and into the regular classroom.

GMS administration has taken students who have received ASAP services in their previous 6th and 7th grade years and monitored overall progress in their 7th and 8th grade years. This has allowed a view of a year's growth when receiving ASAP services. Since students can remain in ASAP temporarily, the roster and data is not consistent but shows evidence of improving student skills. In particular, math and ELA classes have shown improvements in growth through ECRA reporting, Discovery Education, and local classroom assessments. Although many of the students are not yet making state benchmarks, students who were indicated as not making appropriate growth are typically making appropriate growth or exceeding growth expectations when in an ASAP environment.

Challenges

Sharing students can become a challenge. When considering math and ELA work, assessments, counseling, as well as other items, several instructors are wishing to get more time with students. There are not enough hours in the day.

Sometimes there are external factors pressuring teachers to use ASAP time to have students complete homework. Communicating the purpose of ASAP and keeping ASAP as a time for skill building and addressing deficit areas takes consistent focus.

Teachers are always concerned with keeping student focus and interest. If a student is receiving services in a deficit area, it may be an area in which the student

maintains high levels of frustration. With this in mind, it can sometimes be difficult to keep students focused and positive.

Geneseo Middle School does not have a regular and consistent progress monitoring instrument. Progress monitoring tools are something we began exploring at the start of second semester of the 2013-2014 school year. With budgets a constant issue, the staff has begun looking at free, yet limited, progress monitoring tools. We have noticed the greatest amount of success with Moby Max but are still evaluating it.

GHS RtI Review Spring 2014



GHS BUILDING
BASED TEAM

GHS RtI Philosophy

- Identification Process
 - Behavioral & Academic Identification (Documentation)
- 3 Tier Approach
 - Tier 1 – 85%, Tier 2 – 13%, Tier 3 – less than 2%
- Team approach to supports
- Starts and ends with solid instruction



The HS Acronyms...

- RtI – Response to Intervention
- B.B.T. – Building Based Team
- B.L.T. – Building Leadership Team
- A.S.A.P. – Academic Student Assistance Period
- SSR – Silent Sustained Reading
- L.C. – Learning Center
- L.R.C. – Learning Resource Center (special ed)
- SAS – Strategies for Academic Success
- Others: ACT prep, Enrichment, Senior Helpers




D.I.M.E. as the tool

- Design
- Implement
- Monitor
- Evaluate
- Intentional and specific implementation...
before the start of the game




1. Purpose	2. Logistics
<p>1. The purpose of this document is to provide a clear and concise overview of the RtI process and to ensure that all staff are aware of the process and their roles in it.</p> <p>2. A clear and concise overview of the RtI process will ensure that all staff are aware of the process and their roles in it.</p> <p>3. The purpose of this document is to provide a clear and concise overview of the RtI process and to ensure that all staff are aware of the process and their roles in it.</p> <p>4. A clear and concise overview of the RtI process will ensure that all staff are aware of the process and their roles in it.</p>	<p>1. The following items will be provided:</p> <ul style="list-style-type: none"> a. RtI Staff (RtI Team) b. A clear and concise overview of the RtI process c. A clear and concise overview of the RtI process d. A clear and concise overview of the RtI process e. A clear and concise overview of the RtI process f. A clear and concise overview of the RtI process g. A clear and concise overview of the RtI process h. A clear and concise overview of the RtI process i. A clear and concise overview of the RtI process j. A clear and concise overview of the RtI process
3. Implementation	4. Evaluation
<p>1. The purpose of this document is to provide a clear and concise overview of the RtI process and to ensure that all staff are aware of the process and their roles in it.</p> <p>2. A clear and concise overview of the RtI process will ensure that all staff are aware of the process and their roles in it.</p> <p>3. The purpose of this document is to provide a clear and concise overview of the RtI process and to ensure that all staff are aware of the process and their roles in it.</p> <p>4. A clear and concise overview of the RtI process will ensure that all staff are aware of the process and their roles in it.</p>	<p>1. The purpose of this document is to provide a clear and concise overview of the RtI process and to ensure that all staff are aware of the process and their roles in it.</p> <p>2. A clear and concise overview of the RtI process will ensure that all staff are aware of the process and their roles in it.</p> <p>3. The purpose of this document is to provide a clear and concise overview of the RtI process and to ensure that all staff are aware of the process and their roles in it.</p> <p>4. A clear and concise overview of the RtI process will ensure that all staff are aware of the process and their roles in it.</p>

RtI Personnel




- **Building Based Team:** Administrator, Counselors, Social Worker, School Psychologist, Math Teacher, English Teacher, Specials Teacher
- **Tier 1 and 2 Supports:** All GHS teaching and administrative staff
- **Tier 3 Supports:** Counselors, Social Worker, School Psychologist, Administration, & specific teaching staff selected by BBT for individualized student need




Community Unit School District #205
Tomball, Victoria, Thompson, California

TIME




- **Tier 1 (daily instruction)**
 - Eight 46 min instructional periods (ALL Staff)
 - 15-30 min before/after school, prep period help sessions (optional, ALL Staff)
- **Tier 2 (group and specific identified needs)**
 - 24 min ASAP period (ALL Teaching Staff)
 - 46 min Co-taught classes (11 Teachers)
 - 46 min Credit Recovery/NovaNet (1 Technology Aid)
 - 46 min SAS/Freshman Academy (1 Math & 1 English Teacher)




Community Unit School District #205
Tomball, Victoria, Thompson, California

TIME



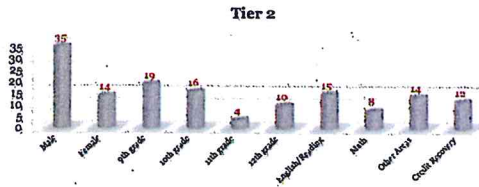
- **Tier 3 (individual student specific)**
 - 2-30 minute supports daily
 - check and connect (select staff; currently 12)
 - check-in check-out (select staff; currently 5)
 - organizational training (counselor, social worker, SAS)
 - behavior plans (counselor, admin, teacher)
 - specific grading interventions (BBT; individual teacher)
 - creative and individualized supports (BBT)



Community Unit School District #205
Tomball, Victoria, Thompson, California

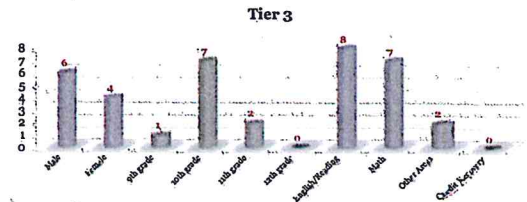
Student Demographics

• Tier 2 (49 current students)



Student Demographics

• Tier 3 (10 current students)



Assessments

• Universal Screeners

- Discovery Education Benchmark Assessments
 - English 9, English 10, Algebra 1, Geometry, Algebra 2
- EPAS (Explore, PLAN ACT)
 - English, Math, Reading, Science

• Progress Monitoring and Tracking

- Discovery Education Interim Assessments/Probes
 - Reading and Math
- Midterm and Quarter Skyward Progress Reports
 - All HS courses



Indicators of Success

- EPAS Reading 2012-present: Class of 2017 up 3.5%, Class 2016 up 3%, Class 2015 up 2.5%, ACT average up 5%
- D's/F's: Qrt. 1 - Qrt. 3 down 16%
- Staff: 75% stated LC's had direct impact on improving student learning
- Students: 76-80% valuable-very valuable
- Parents: 56% noticed academic benefit from ASAP



2013-14 Staff Feedback

- SSR – Increased reading in line with district and GHS BLT goals
- LC – viewed as positive by most students, seeing results in the classroom, review/preview are powerful tools
- ACT prep – available to all students, schedule works out great, students see value of PSAT testing
- SAS – accountability, organization, great transition supports for early high school students



Continued Challenges

- Identification, future screeners?
- Enrichment improvements
- Add LC's (social studies, science)
- Limited physical space and staff
- Protecting essentials/purpose



Contact for Improvement

GHS Building Based Team

bbtghs@dist228.org



GHS RtI Program Review Spring 2014

The GHS RtI program has been up and running for more than 4 years now, but the recent changes to the program that work to make RtI a systems-wide approach have only been in place since August 2011. In early December 2011, the team implemented some significant intervention supports for struggling Math and English students along side the programs of credit recovery, face-to-face meetings, Strategies for Academic Success, and advanced studies courses. In August 2012 the GHS RtI program added a significant system-wide intervention program called ASAP, Academic Student Assistance Period. This daily 24-minute period provides for GHS students to receive learning center supports in English, math or science, ACT prep supports for juniors, special education learning resource centers, AP enrichment and course supports, and Silent Sustained Reading for all students. The DIME has assisted in the overview, monitoring and improvement of our RtI model, and gives direction for "what else" is needed to maximize achievement. Thank you to staff, students, and all stakeholders for the innovation, hard work, and suggestions for improvement in order to maximize achievement for every student system-wide. - GHS BBT

RTI Initiatives – Input from GHS Teachers (2013-2014)

RTI Initiative	Positives	Concerns	Data to Report (Attach any data documents)	Suggestions
SSR	<p>8X Increased reading is in line with district goal.</p> <p>Students are provided time for reading for pleasure, mental relaxation, break in day.</p> <p>Opportunity during day to read classroom material</p> <p>Opportunity to use technology/device to read</p> <p>2X Very positive – gives counselors and PI's opportunities for student contact.</p> <p>It is essential.</p> <p>4X Prefer in morning.-</p> <p>>%participation</p> <p>Teachers as models for reading for pleasure.</p> <p>Increased library use.</p> <p>Students in habit of always having a book.</p> <p>Students reading more</p>	<p>2X Less contact time for class instruction.</p> <p>Some staff using as study hall – allow students to talk.</p> <p>Are students reading on technology devices?</p> <p>Discipline.</p> <p>Seniors set in their ways with readers still reading and non-readers hating SSR.</p> <p>Struggling with engaging all students... has done read-alouds, library Fridays, provided newspapers & magazines.</p>		<p>Lengthen the school day</p> <p>Build the number of "free" unassigned ASAP days into the calendar for voting, assemblies, and January& Feb counselor group presentations for next year's CPG distribution and presentation etc...</p> <p>Keep grouped by class level and alphabetical.</p> <p>2X Clear, uniform expectations for students and staff.</p> <p>Add admin drop-ins</p> <p>Use time for college visits/ reps.</p>

	<p>newspapers, more informed on current events.</p> <p>Library has done a great job finding books for students' enjoyment.</p>			
LC	<p>5X Supports the struggling student.</p> <p>4X Provides extra practice</p> <p>2X Viewed more positively this year by students, parents & staff. No longer as punishment.</p> <p>Good idea.</p> <p>Introduces students to other teachers in the subject.</p> <p>Seeing transfer of skills to classroom.</p> <p>2X Senior helpers a (+)</p> <p>A plan day for teachers with LC is great.</p> <p>Vast improvements in classroom performance.</p> <p>Vocabulary instruction especially helpful. Strong focus on literacy.</p> <p>2X LC allows follow-up to class instruction.</p> <p>Allows lesson previews.</p>	<p>No social studies.</p> <p>No earth science.</p> <p>No environmental LC</p> <p>2X GEA concern – assignments not equitable but no hall & bus duty is a step in right direction.</p> <p>Not reflective of what is taught in class.</p> <p>Students' perception of it as remedial</p> <p>Comp 2 should meet 2X/week</p> <p>Increase numbers in classes where there are senior helpers</p> <p>Lots of early dismissals in fall caused kids to miss Tues/Thurs LC's</p> <p>Students not in LC not getting the same instruction?</p> <p>Discipline from students not wanting LC.</p> <p>Has not had a LC yet & needs time to meet with current LC teacher to discuss expectations, materials, etc.</p>	<p>Only 2 failures in low algebra 1st semester – 1 due to excessive absences</p> <p>Would be happy to share with LC teachers if asked.</p>	<p>Remind/educate parents that LC's are not for homework completion, students who refuse to turn in assignments.</p> <p>Bring back environmental LC.</p> <p>Add earth & social studies.</p> <p>Approach LC as enrichment and students will more likely "buy in" – you are getting more than students not in the LC – what an advantage you have!</p> <p>Teachers should be paid because there is planning involved (ex: if you teach chemistry and have LC for earth science, it's time-consuming to plan)</p> <p>Walk-in LC for those not assigned but want extra help.</p> <p>After repeated early dismissals on same weekday, example Tuesday, announce on Wednesday that students should go to their Tuesday LC.</p> <p>English dept has one person who chooses the teachers for each LC. This method works extremely well.</p>
ACT Prep	<p>3X A great benefit.</p> <p>Extremely helpful.</p> <p>A little is better than nothing.</p> <p>Lets students understand the school's focus of importance for PSAT testing.</p> <p>5X Equity! Great that it is available to all, not just those enrolling in BHC prep</p>	<p>2X Too short-rushed</p> <p>Too watered-down</p> <p>2X Lower-ability kids hesitant to participate/can't keep up the pace</p> <p>How to approach it for students not buying in, resistant?</p> <p>Cannot keep up.</p> <p>Students say it's not helping them.</p> <p>Need a canned program to teach</p>		<p>2X Increase # of rotation days. 8 not enough. Prefer 8 to 11 days rotations.</p> <p>Make clear/advertise to students and parents that it is test prep and not content.</p> <p>Add test prep for all students.</p> <p>Build in enough time for other 3D activities & assemblies & voting & counselor presentations.</p> <p>Needs to be paid because it takes planning time; or needs to be a canned program.</p> <p>Can WorkKeys prep be included?</p>

	<p>give up 4 nights or 4 Saturdays.</p> <p>Good & bad to change to mixed ability by alphabet. Everyone benefits.</p> <p>Prefer the alphabetical groupings this year.</p> <p>Encourages juniors to take Dec/Feb ACT.</p>	<p>it's success.</p> <p>Hear great things about English but not math prep.</p> <p>Math is just test prep not teaching math skills.</p>		
SAS	<p>Holds students accountable. Good idea.</p> <p>A "home base" for them.</p> <p>2X Excellent for kids to develop good study habits and organization skills.</p> <p>3X Helps with transitioning. Good for faculty to know who is placed in SAS.</p> <p>A great benefit for former IEP kids.</p> <p>I regularly get assignments in my mailbox from SAS kids, so Hickerson/Hirshfelder are doing a great job staying on top of these kids.</p> <p>Seems to be helping students stay organized and prioritize.</p>	<p>Teachers do not know how students are placed/recommended.</p> <p>Teachers need training to maximize benefit.</p> <p>Skills should be developed and progress monitoring completed, especially if these students will potentially be recommended for special education as part of RtI.</p> <p>Do not send SAS students to teacher unless that teacher has 7th pd free.</p> <p>SAS kids already have issues with turning in assignments so pulling them from study hall seems counterproductive, however teachers have made it so they are able to teach study skills AND give time to complete assignments.</p>		<p>Keep the English and math/science teachers as SAS mentors.</p> <p>Provide teachers with the SAS rosters.</p> <p>Spread the initial study skills days over more days and allow some "open" study hall time during the first couple weeks.</p> <p>Train the SAS teachers.</p> <p>Allow teachers to recommend SAS just like LC's</p>
Co-Teaching	<p>Great in theory.</p> <p>Not needed for PE</p> <p>Good for kids on the bubble of reg/SpEd</p> <p>Keeps better track of student progress</p> <p>2X Great.</p> <p>Kids won't fall through cracks.</p> <p>Needed for multi-level classes</p>	<p>PE setting tough for co-teaching.</p> <p>Need planning time.</p> <p>Lack of training.</p> <p>Teachers pair not in agreement about what Co-T is.</p> <p>Teacher responsibilities roles need to be defined.</p> <p>Could have used reg ed teacher in a resource classroom.</p> <p>Scheduling conflicts prevent</p>	Can share data if asked.	<p>Improved training.</p> <p>Provide planning time.</p> <p>Add co-teaching to Lang Arts III & IV</p> <p>Use sped teacher as liaison contact rather than as a daily presence in the room.</p>

	Benefits all kids, not just special ed. Allows for balanced instruction to meet needs of all students at different levels.	so how do they get the supports? State of IL way of eliminating/reducing SPED. Personalities. No common planning time.		
ASAP Enrichment	Great - continue 2X Should be increased, utilized/created/developed. Good alternative to SSR Using this opportunity to help students w/o home internet access.	Are we even doing anything for our top 25%? Seems like we took time away from them to help lower achieving students and have not addressed how to boost our best achievers even more. Tough to accomplish this.	Students turned in more assignments.	Continue to offer 2X Should be utilized and create more opportunities, more days Build into 3D schedule – ASAP data base. AP and honors teachers should be available on a regular/routine basis for groups of students to come in for help or for planned enrichment lessons. Can labs be done during ASAP to add time for science classes? Can AP tests/quizzes be done during this time to maximize class time? Can AP teachers have “office hours” on certain days to meet with groups of students or whole classes? Offer walk-ins for students in advanced classes Should be a way students can “sample” electives or other educational things/explore careers during ASAP
Special Education Homerooms	Very beneficial to track progress and IEP goals. Love it. Great 1-on-1 contact. Can get testing & surveys for upcoming IEP mtgs.	Teachers should be able to use professional judgment to determine scheduling of students on their caseloads. SpEd students should not be pulled from LC for these meetings.		Keep the 1-on-1 opportunity Use an SSR to pull students, not LC.

RtI Initiatives Question: Does everyone have an ASAP assignment, or are there “subs” who only work during ASAP time “as needed.”

ANSWER – All staff have an ASAP assignment, 1 staff member is doubled up for SSR and subs for Enrichment as needed.

Strategies for Academic Success (SAS) Class – 2012-14

Results show that the overwhelming number of students improved grades from the 4 ½ week mark to the 9-week or semester report. SAS sets individual goals with each student based on organization, attendance, or behavior, and it includes specific grade goals. Eleven students were released from SAS at the semester due to successful completion of individual goals. Fifteen students were kept in SAS due to not making individual goals, and their goals were revisited for specific response to their interventions. The majority of the following data shows each individual student's grades for their at-risk class(es) during the fall semester and during the spring semester of the 2012-13 school year. (*CiCo refers to check-in check-out intervention)

SAS Program Evaluation, February 2014

Purpose

- Analyze the effectiveness of the Strategies for Academic Success Class

Methods

- SMALSI, grades, self-reports
- During 1st semester, samples were gathered at 4 ½, 9, 13 ½ & 18 week marks
- During 2nd semester, the samples were only gathered from the 4 ½, 9, and 13 ½ week marks, to complete the study before the school year ended.

Results

- SMALSI
 - Results from five students were obtained
 - *Statistically significant* improvements were found:
 - Time management (1 of 5), organization (1 of 5), motivation (1 of 5), test anxiety (2 of 5), concentration and attention (1 of 5)
 - Improvements found in:
 - Study habits (3 of 5), note taking (2 of 5), reading skills (3 of 5), writing (1 of 5), test taking (1 of 5), time management (3 of 5)
- Grades
 - NOTE: Looking at classes that were D's or F's at checkpoints
 - Freshman
 - 83% of the 18 F's for students were eliminated (1st semester)
 - View frequency chart on back
 - Sophomores
 - 58% of the 24 F's for students were eliminated (1st semester)
 - View frequency chart on back
 - "Graduates" current standings (2nd semester)
 - 12 F's over semester, currently 4 F's; 32 A's and B's

- “No-shows” current standings (2nd semester)
 - 3 students invited to class, not attending: Failing 13 of 18 classes
- Self-Reports
 - All students (33 total: 14 1st semester, 19 2nd semester) reported their grades improved while taking the class
 - Only 1 student (of 33) reported never using what they learned in the class
 - Motivation to do school work averaged at 7.5 (1st sem.) and 6.3 (2nd sem.)
 - Likes: Strategies taught (note-taking, study skills, etc.), homework time, stress relief tools, organization, individual help, time in the class
 - Dislikes: Talking in the classroom

Limitations

- Statistically significant (ANOVA, t-tests, etc.) results difficult to define using GPA due to low numbers used to find GPA
- More SMALSI data to show more representative results
- Outside variables – what else is going on?

Conclusion

- Although the intentions of the class were altered during the past 2 years, the SMALSI data, self-reports, grades, and current standings of students not in the class (for both positive and negative reasons) would lead us to believe the intervention is working for those using involved

Program Evaluation – Strategies for Academic Success

Semester 1:
Freshmen

Fall: Progress Report 1: 4 ½ Weeks

	Frequency	Percent
Valid F	11	25.6
D	19	44.2
C	5	11.6
B	6	14.0
A	2	4.7
Total	43	100.0

Fall: Semester

	Frequency	Percent
Valid F	3	7.0
D	20	46.5
C	18	41.9
B	2	4.7
Total	43	100.0

Semester 2:
Freshmen

Spring: Progress Report 1: 4 ½ Weeks

	Frequency	Percent
Valid F	19	35.2
D	16	29.6
C	9	16.7
B	9	16.7
Total	53	98.1
Missing System	1	1.9
Total	54	100.0

Spring: Progress Report 2: 13 ½ Weeks

	Frequency	Percent
Valid F	16	29.6
D	23	42.6
C	11	20.4
B	3	5.6
A	1	1.9
Total	54	100.0

Sophomores

Fall: Progress Report 1: 4 ½ Weeks

	Frequency	Percent
Valid F	20	55.6
D	6	16.7
C	5	13.9
B	3	8.3
A	2	5.6
Total	36	100.0

Fall: Semester

	Frequency	Percent
Valid F	10	27.8
D	12	33.3
C	9	25.0
B	1	2.8
Total	32	88.9
Missing System	4	11.1
Total	36	100.0

Sophomores

Spring: Progress Report 1: 4 ½ Weeks

	Frequency	Percent
Valid F	14	42.4
D	14	42.4
C	4	12.1
B	1	3.0
Total	33	100.0

Spring: Progress Report 2: 13 ½ Weeks

	Frequency	Percent
Valid F	17	51.5
D	5	15.2
C	11	33.3
Total	33	100.0

ASAP – Learning Center Quarter 1 & Quarter 3 D/F comparison Chart – 2012-13

COURSE Q1	<i>Lang Arts I</i>	<i>Comp II</i>	<i>Alg I Part 1</i>	<i>Algebra I</i>	<i>Geometry</i>	<i>Algebra II</i>	<i>Earth Science</i>	<i>Biology</i>	Grand Total:
D	17	11	8	4	6	19	23	25	113
F	6	13	9	3	3	4	14	22	74
Grand Total:	23	24	17	7	9	23	37	47	187

COURSE Q3	<i>Lang Arts I</i>	<i>Comp II</i>	<i>Alg I Part 1</i>	<i>Algebra I</i>	<i>Geometry</i>	<i>Algebra II</i>	<i>Earth Science</i>	<i>Biology</i>	Grand Total:
D	18	11	10	10	14	28	19	23	104
F	5	20	5	3	2	14	15	15	54
Grand Total:	23	31	15	13	16	42	34	38	158

GHS Parent ASAP survey

1. What observations of ASAP has your student expressed this year? (63 responses)

- Feels it is good for all to use in ways most beneficial to each individual
- He "really likes it a lot." He loves the time to read.
- She enjoys being able to read but was disappointed she was unable to do homework on days when she had a lot to do.
- SSR - he would rather be doing a class.
- Has given them time to get extra help.
- has not talked much about it, other than I believe as a junior it was used for ACT prep.
- Doesn't like SSR, but certain LCR's are effective.
- it is a waste of time
- My child said it was very helpful for her.
- My son prefers to have math ASAP from his math teacher, not a different teacher. English asap from his teacher as well, not a different teacher.
- My child would like to work on the AP classwork during this time.

2. Do you have any opinions regarding the ASAP? (56 responses)

- If it benefits the students I think it is a good idea.
- great opportunity for the juniors to get help to prepare for ACT.
- For my student, it was not beneficial, however, he is hoping the ACT prep class would be of more value next year.
- I would trust staff's judgement about it
- I think it is great to have time scheduled in in case needed for help in struggling areas & for college prep go older kids. I also think its beneficial to the ones who don't fall in those areas to have time to sit & read. In the busy crazy lives we live its important to help kids develop a good habit go taking a short quiet time & simply read. Should refresh their minds
- I think it is vital to give those students who need a little extra assistance to be given that time. Esp for freshman getting used to the homework load, activities etc and trying to juggle study time. Helped them to learn to be more responsible and manage time better. The extra time for reading was a great way for them to read for enjoyment as many children of this age don't take the time to do.
- Needs to be longer than 24 minutes.
- ASAP does not help or challenge my student in any way. He does not have to participate in the learning centers. He was not old enough for the ACT prep. He read the entire time. Not that there is anything wrong with reading, but I would rather there be a 24 minute ASAP program for the exceptional students to participate in. Maybe a college prep class talking about college options, what classes would be good to take now, etc... Does not have to be everyday. Maybe mix it up.
- Should be allowed to work on homework first. Read if they do not have any homework. My son enjoys reading on his own so does not need a 24 minute period at school to read. Homework should come first!.

- I agree that the intervention instruction should be provided by the teacher. 2. I was surprised to hear from my son that he was no longer attending his math ASAP for the same # of days. The counselor nor teacher communicated that to me. I believe the switch in schedules should be communicated by the building staff, not the student. I assumed he was dropped because of something negative. Instead the teacher complimented him and stated he didn't need the amount of support. 3. At one point my son was in 3 different ASAPs and Spanish help during study hall. I felt like he was so stretched by his schedule that he wasn't benefitting from any of the opportunities.

3. Has your student benefited from ASAP, if so, how?

- Yes – 56% or 32
- No – 44% or 25
- He has time to read & has developed a love of books this year I've not seen before.
- preparation for ACT.
- help in math and Chemistry - Extra help in math. Child wasn't always able to come in before or after school for help so asap time getting needed help was very beneficial.
- He is a great student and gets good grades with or without ASAP. He does not benefit from it at all. He would rather have the extra 5 minutes added back to each class period.
- AP assistance

4. Has your student expressed any opinions about the length of ASAP? (60 responses)

- too short, longer would be more beneficial.
- Yes it's too long.
- They say it is a good length..
- make it longer with more time for homework.

5. Did your child communicate with you about his/her placement?

- Yes – 48%
- No – 52%

GHS Student ASAP survey results

- 704 responses
- SSR = (687 responses) very valuable 25%, valuable 24%, somewhat 25%, not 22%.
- ACT PREP = (249 responses) very 17%, valuable 27%, somewhat 37%, not 19%.
- LC = (247 responses) very 12%, valuable 28%, somewhat 34%, not 26%.
- PI Contact = (84 responses) very 8%, valuable 15%, somewhat 36%, not 41%.
- Counselor contact jr/sr = (258 responses) very 13%, valuable 28%, somewhat 38%, not 21%.
- Link Crew = (250 responses) very 12%, valuable 20%, somewhat 34%, not 34%.
- AP enrichment = (158 responses) very 35%, valuable 24%, somewhat 21%, not 20%.
- Scheduling presentation = (402 responses) very 16%, valuable 28%, somewhat 40%, not 16%.
- Class meetings = (352 responses) very 7%, valuable 22%, somewhat 42%, not 29%.
- College rep. visits = (198 responses) very 21%, valuable 33%, somewhat 28%, not 18%.
- CVI = (152 responses) very 8%, valuable 18%, somewhat 34%, not 40%.
- Other = music comments, wanting to do homework, inappropriate comments.

How has ASAP benefited you?

- Comments about getting a lot of reading done, time to read, and finishing books.
- LC helping.
- Break from class
- Hasn't helped.
- Time for music assessment so didn't miss class.
- Helped catch up reading for class.

Have you felt the impact of less instructional minutes?

- Yes 24% - No 76%
- Comments about less time in AP US History, HAP.
- A couple comments about the math and missing 9-10 days of instruction.
- Less time for homework, access to teachers for help
- Teachers have been more to the point, less time with nothing to do.

Do you have any organizational ideas?

- Do help with other non-core subjects.
- Let students to homework.
- No seating chart, go to RR, listen to music, go to library,
- ASAP same room as period 3, end of the day,
- No, it is just fine. Or Don't have it.
- Let students choose which ACT exam to attend

Do you have any ideas for additional uses for ASAP

- Much the same answers from the questions before.
- 3 days SSR, 2 days SH

If you could voluntarily sign up for a LC, would you, why or why not?

- Yes 31% - No 69%
- It would help me in the classes I actually struggle with instead of just don't do my homework in.
- It's not always the teacher you have for that class.
- It helps me before tests, homework,
- It doesn't help me, I'm not really struggling, I'd like to sign up instead of be assigned
- I'd rather read, makes me hate that subject more,
- It really helps me, the math help has been great,

If you were involved in ACT Prep, do you have any suggestions?

- No, don't take away my reading,
- Make it optional, kids who didn't want to be there were a distraction,
- Extend the number of days, have it closer to the actual test.
- The tips were helpful, more practice testing, go slower, less strategy,
- Do ACT prep sophomore & junior year.
- Some teachers were helpful and some were not, if I didn't know something the teacher wouldn't take the time to just teach it to me.

GHS Staff ASAP survey results (2012-2013)

How many ASAP initiatives were you involved in?

- SSR = 34 or 77%
- ACT prep = 8 or 18%
- LC = 16 or 36%
- PI contact = 4 or 9%
- Counselor student meetings = 7 or 16%
- Link Crew = 1
- AP enrichment = 4 or 9%
- Scheduling presentations = 4 or 9%
- Class meetings = 7 or 16%
- CVI with freshman = 4 or 9%

How has ASAP benefited your instruction? (40 responses)

- Having a Learning Center allowed me to get to know that group of students better. I really liked having the opportunity to preview information, and I know the students saw that as beneficial also. However, I struggled teaching a Learning Center for a class I do not teach - I never got to really know the students well and there was not much communication with other teachers about what was going on in those classrooms. I did not feel like I was able to truly help those students. As far as SSR - loved this (but I'm going to be honest, I did more reading for enjoyment).
- When I taught XXXXXX 1st semester, I saw great things happening for the XXXXX kids that were in Learning Center; I didn't have to spend as much time with them in the classroom as they were able to get the additional help they needed in Learning Center. ASAP has not benefited my instruction AT ALL 2nd semester. I don't teach XX or XX grade XXXX (which I am responsible for 5 days a week in my Learning Centers).
- Learning center teaching has provided extra time to review and reinforce or practice class curriculum concepts
- I enjoyed the time spent reading. I have had the opportunity to grow as a teacher as a result of this time, It has given me time to reflect on teaching practices,
- I have read several books this year about my content area that I otherwise would not have read, SSR is wonderful. I was able to get leisure reading as well as professional reading done during this time, I have used much of the information I have read in the newspaper and books during ASAP in my lessons.
- Able to group students by grade and needs. It is still the same material I always do, just grouped differently.
- Improved counselor access for individual and small group contacts for college & career planning and discussions regarding ACT. Less intrusion on classroom instruction.
- It has been nice to have a break during the day to re-charge mentally.
- I think I have seen an improvement in participation from students that normally would "fade" into the background of my class,
- It has allowed me contact with students on my caseload outside of class to work on IEP transition work and specific skill building.

- I spent less class time on direct ACT instruction as I knew students were doing ACT prep in ASAP.

How has ASAP benefited your students this year? (42 responses)

- Students are able to touch base with me. It is beneficial to go over grades, missing assignments, concerns, ieps, especially having students become more familiar with their ieps.
- Students have read more books this year than they have in the past. In addition, ACT prep students said they recognized things we talked about on the test last week!
- Individual and small group contact outside of class helps improve academic skills, monitors make-up & missing work and helps with organization and study skills.
- I have heard more conversations this year about books that students have finished reading, which I think is a change in the culture of the student body. More reading produces more interested students, and no doubt enhances their vocabulary. I know my AP students are definitely appreciating the extra practice time before their exam. Most of the students I worked with personally during the ACT prep seemed to value a new understanding of the Reading test, though not all.
- For the learning center I think that the extra help was much appreciated and needed. I see many students reading newspapers, which I believe is very important in keeping up with the world's activities. I also had many students that read books leisurely. Which I commend them for. There were a few students who actually "appeared" to be reading their textbooks. Could have been sleeping....
- I think many of my ACT students received a major benefit in that they were given strategies they would have never received in regular instruction. Also, a lot of the students I have in SSR now are actually reading non-fiction books with a more technical side.
- The expansion of LC's has been amazing! The students have more confidence in the classroom and I think that helps. I wonder if any true enrichment opportunities were used?
- ASAP allowed the students more opportunity for face-to-face counselor meetings for career and college planning. Students had more opportunity for Q&A and college & ACT prep discussions with counselors, both individual and in small groups. Students did not need to rely as much on getting a pass to miss class instruction to visit with counselors.
- Students come into my class saying "we learned this in Learning Center today" and already have a base of knowledge.
- A higher percentage of students are finishing reading obligations we assign.

How much daily preparation was required of you to complete your ASAP?

- 0 – 5 minutes = 16 or 36%
- 5 – 10 minutes = 13 or 30%
- 10 – 20 minutes = 8 or 18%
- 20 – 30 minutes = 5 or 11%
- over 30 minutes = 2 or 5 %

How have you felt the impact of less instructional minutes? (18 responses)

- Yes – 21 or 50% and No – 21 50%

- We have run out of time for units we used to have time for, and I haven't been able to do as many projects as I did in the past.
- Reflection and read-aloud are the two primary sacrifices I've had to make with having fewer minutes per hour this year.
- First semester, I could not get my timing down and felt like we were behind all the time. I missed those 3-4 minutes. 2nd semester was better, but first semester I did not get through everything I usually do.
- Not every day but there are days that I do.
- Less class time=less material and skills mastered.
- But worth it.....I have to set up labs instead of students setting up.
- AP classes need all the classroom minutes possible.

Are there any organizational ideas you have to make ASAP run smoother? (28 responses)

- Keeping the data base up to date. When students switch during the act classes the room numbers were not changed.
- Maybe a learning center drop box could be formed as a communication tool so classroom teachers can inform learning center teachers of specific student needs when students are recommended for learning center assistance.
- Though I think all faculty would appreciate running ASAP out of their own classrooms, the teachers who are involved in active instruction through Learning Centers or ACT prep rooms need to be placed in their own environment. It is an added and unnecessary stress on those teachers when their ASAP job is more difficult already. I am also not yet convinced that the sophomore English Learning Center is producing measurable results in the same way that the freshmen groups have. This is not an indictment of the teachers of this group, but the sophomore English teachers are not as lockstep as freshmen teachers are with their curriculum (nor should they have to be), so the process currently is not as helpful for the sophomore students.
- From the perspective of keeping track of where students are to be on any given day, it would be helpful, for example, to always have the ACT prep classes in the same rooms--not change at the semester. Also, the learning centers need to be in the same rooms throughout the year even if the teacher changes.
- I would prefer to see ASAP at the end of the day instead of in the middle.
- Match up the learning centers with teachers who teach those classes/grade level.
- Attendance - whose responsibility is it? Why do SSR teachers NOT send students to assigned LC's? I always did and made sure of the SSR attendance and which students should attend on which days.
- Our organization and objectives need to be more clearly defined.
- There is not a space for concerns so I am going to address this here. I have students who lack motivation, direction, and purpose. It hurts them when teachers let them sleep in asap. The students need to understand the asap time is a time of improvement and teachers must have high expectations for all students.

Are there any ideas you have for additional uses for the ASAP period? (13 responses)

- I've heard about a Literacy Learning Center that I would like to look into.
- Discussions have lead me to think that gen ed students are in need of career development and more explanations of different types of post-secondary education, tech schools, certificate programs, transfer programs, 4 year, 2 year degrees, etc...I don't think most students can tell you the difference. Maybe that would help a student understand that a

community college like Black Hawk is an acceptable option to begin post secondary school. That would require staff training, also, I think.... Also, students need guidance and help to what their values really are and how to set goals. This takes many weeks to help a student understand this.

- library/research skills (could only be offered 2 days a week)
- Career education by professionals in various fields.
- Align AP classes with ASAP to provide extended time with labs; chemistry learning center instead of conceptual chem learning center
- NHS tutoring; I have some students that don't really belong in a learning center because they understand the "skill" but could use some one on one time with a tutor.
- Art portfolio classes once a week
- Department meetings, could group ASAP's together on these days
- Allowing seniors to assist in a Learning Center if the teacher can use help.

What is best for student placement for LC?

- 3 weeks – 17%
- 4.5 weeks – 56%
- 9 weeks – 27%

Do you have any suggestions for ACT Prep? (24 responses)

- The greatest struggle was managing students that did not want to be there. I worked hard to instruct every student and involve every student everyday. We need buy in for those students who have the lowest scores because they want to be there and participate the least. Eleven days is a struggle to build a relationship and gain rapport with students you have never met.
- I thought the current rotation (though taxing on the second semester teachers because of the quality/motivation of students) gave an equitable amount of test prep to every junior student. Shortening the time frame to fit the calendar quarters will truncate an already slim curriculum. Most students on their first semester feedback wanted more ACT prep, not less.
- The only thing I wished was stressed in the classes before the students begin, is that we can't teach the entire curriculum that they didn't learn over the last 10 years. We are teaching strategies. Things they don't normally learn in the classroom.
- Allowing students to sign up if they want to take it. Splitting up the sections randomly.
- Students have commented that the math ACT is not helpful, but the English ACT is very helpful. Students wish more was explained in the math ACT, rather than just answers given to them.

Would you like to see ASAP assignments equitably or voluntarily? (41 responses)

- Equitably = 27% or 11
- Voluntarily = 59% or 24
- Other = 15% or 6

- I think it should be a combination, I want to be able to select in my department who works with me for LC's and I know some people get burned out so...
- If anything other than SSR is "assigned" I would think contractual issues would arise
- Both, one SSR per year and either LC or ACT Prep the other semester
- Teachers who do not care should not be teaching Learning Centers- they can do ACT prep or SSR since those do not affect student grades
- Please give us the opportunity to volunteer first. If assignments remain, then you assign teachers based on skill.

GHS Assessment Calendar 2013-14

I. Discovery Assessments

- a. **September 3-13, 2013:** Discovery Common Core Assessment A/Test 1
(Algebra I, Geometry, Algebra II, English I, English II)
- b. **February 3-14, 2014:** Discovery Common Core Assessment C/Test 3
(Algebra I, Geometry, Algebra II, English I, English II)

Elementary 2013-2014 Assessment Dates:

Writing Samples:

Fall Sample Scored and entered into Skyward by **Dec 13th, 2013**

Spring Sample Scored and entered into Skyward by **May 16th, 2014**

2013-2014 Discovery Education Testing Dates:

Testing the weeks of...

Test 1 – August 26th
Required

Test 2 – October 28th
Optional

Test 3 – February 3rd
Optional

Test 4 – May 5th
Required

ISAT Testing Dates- March 10th- March 21th 2014.

Discovery Education Testing Schedule 2013/2014
Geneseo Middle School

Instructions: Due to the high volume of computers on our network, please follow this schedule for testing. Teachers are allowed to contact other teachers and “trade” days if mutually convenient. Special education should pick days and periods with the least amount of congestion.

Monday	7 th grade math	8 th grade ELA	
Tuesday	7 th grade math	8 th grade ELA	6 th grade math
Wednesday	7 th grade ELA		6 th grade math
Thursday	7 th grade ELA	8 th grade math	6 th grade ELA
Friday		8 th grade math	6 th grade ELA

Testing Dates

August 26-30 (Required)

April 28- May 2 (Required)