



Elementary Reading & Math Intervention Services 2011-12

Presenters:

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Why Do We Need Intervention Services in Reading and Math?

- To meet the requirement of the AIS mandate to provide small group instruction by qualified teachers for students at risk of not meeting the state graduation requirements
- To meet the requirement of the RtI mandate to provide high quality, targeted interventions by qualified teachers for students not meeting grade-level benchmarks

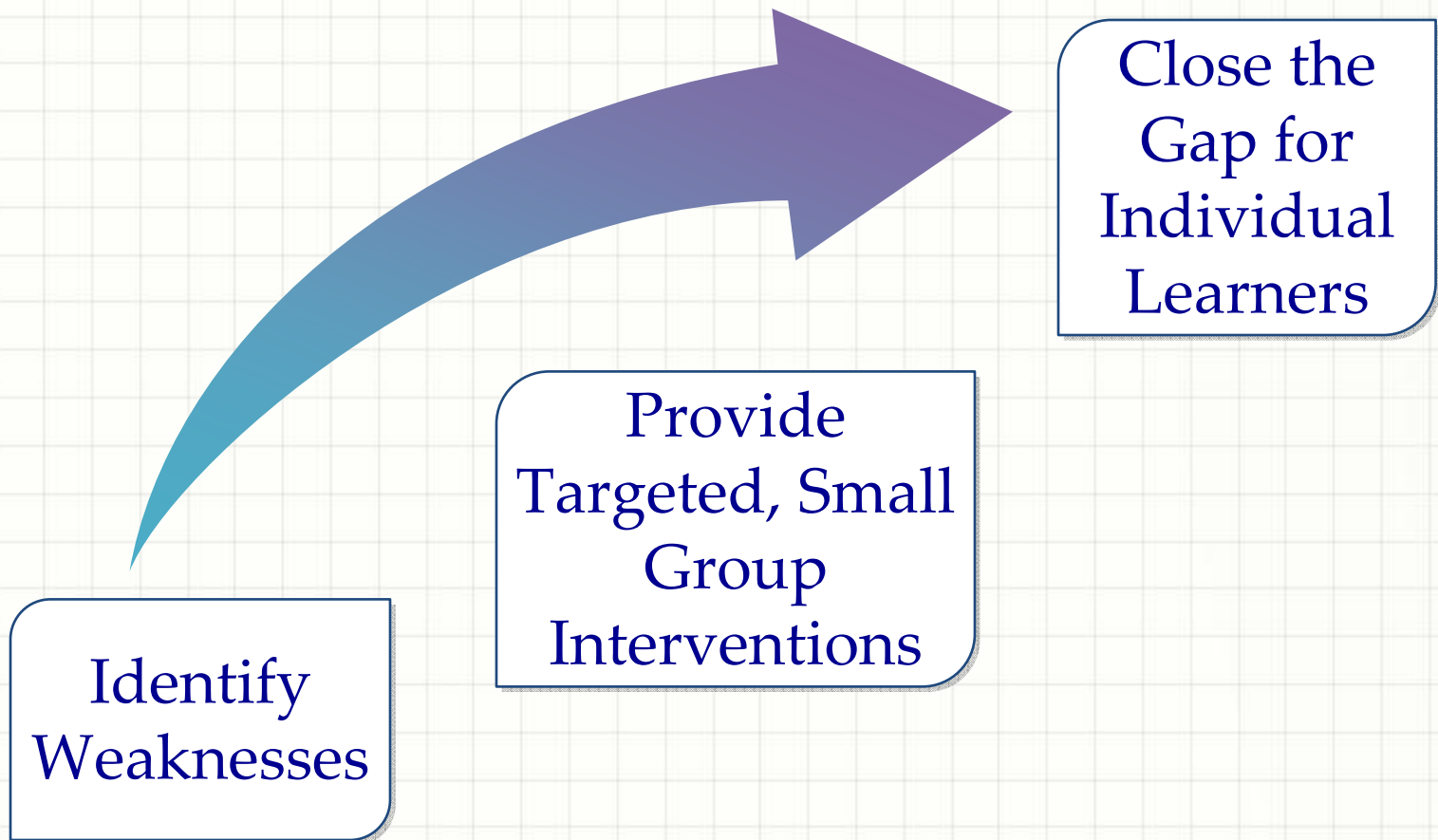
Response to Intervention (RtI) Overview

- RtI is the practice of providing high quality instruction/intervention matched to student needs to make important educational decisions about an individual student.
- There are three tiers of instruction
 - Tier 1 is high quality, research-based instruction delivered to ALL students in the general education classroom
 - Tier 2 is supplemental, small group intervention
 - Tier 3 is intensive intervention delivered to no more than 1-2 students in a group
- Benchmarking three times per year for all students
- Progress monitoring for students at risk, as well as all students receiving Tier 2 or 3 interventions
- Students who do not respond to Tier 3 interventions may be referred for Special Education evaluation

The RtI - AIS Connection

- AIS provides remediation for children who have failed to meet prescribed state and local benchmarks, while RtI provides a more structured approach to closing the gap for ALL students
- RtI Tier 2 and 3 interventions meet the requirements of both the AIS and RtI mandates
- In West Babylon Schools, RtI Tier 2 interventions in reading and math are delivered for 90 minutes per week
- Currently, Tier 3 interventions do not exist in West Babylon Schools due to staffing limitations

AIS-RtI Process





AIS Academic Intervention Services



K-5 READING

with Reading Specialists (2 per elementary building)

Reading Interventions

Fundations Double Dose

Guided Reading/
Small Group, Targeted Instruction

Test Taking Strategies

LLI
Leveled Literacy Intervention

Wilson

Wilson Just Words

READ 180 (for special ed)

System 44 (for special ed)

IDENTIFICATION PROCESS



For
READING

- AIMSweb Benchmarking
- ELP – Early Literacy Profile
- Foundations Unit Tests
- NYS ELA Assessments
- Other Performance-Based Data



READING

Group Size & Frequency

Foundations Double Dose

Prescribed: 150 min./week

Kindergarten - 1-3 students per group

Grades 1 and 2 - 3 - 6 students per group

Actual: 4-8 students, 40-150 min./week

Guided Reading/Small Group Targeted Instruction


Prescribed: no more than 6 students, 90 min./week

Actual: 4-11 students, 90 min./week

LLI


Prescribed: no more than 3 students, 150 min./week

Actual: 3-4 students, 90-150 min./week




Reading Group Size and Frequency

| Forest Ave. | # OF STUDENTS SERVICED | # OF GROUPS | RANGE OF GROUP SIZE | FREQUENCY |
|--|-------------------------------|--------------------|----------------------------|------------------|
| Double Dose | 23 | 4 | 4-8 | 90 min./week |
| Guided Reading Small Group Targeted Instruction | 82 | 18 | 4-6 | 90 min./week |
| Leveled Literacy Intervention | 15 | 5 | 3-4 | 150 min/week |
| Just Words | 3 | 1 | 3 | 120 min./week |
| Read 180 | 2 | 1 | 2 | 150 min/week |




Reading Group Size and Frequency

| JFK | # OF STUDENTS SERVICED | # OF GROUPS | RANGE OF GROUP SIZE | FREQUENCY |
|--|-------------------------------|--------------------|----------------------------|------------------|
| Double Dose | 36 | 9 | 3-6 | 90-150 min./week |
| Guided Reading Small Group Targeted Instruction | 72 | 16 | 3-6 | 90 min./week |
| Leveled Literacy Intervention | 3 | 1 | 3 | 90 min/week |




Reading Group Size and Frequency

| SA | # OF STUDENTS SERVICED | # OF GROUPS | RANGE OF GROUP SIZE | FREQUENCY |
|--|-------------------------------|--------------------|----------------------------|------------------|
| Double Dose | 16 | 2 | 8 | 150 min./week |
| Guided Reading Small Group Targeted Instruction | 161 | 21 | 4-11 | 90 min./week |



Reading Group Size and Frequency

| South Bay | # OF STUDENTS SERVICED | # OF GROUPS | RANGE OF GROUP SIZE | FREQUENCY |
|--|-------------------------------|--------------------|----------------------------|------------------|
| Double Dose | 16 | 3 | 4-6 | 40-150 min./week |
| Guided Reading Small Group Targeted Instruction | 93 | 21 | 1-8 | 90 min./week |
| Leveled Literacy Intervention | 9 | 3 | 3 | 90 min/week |
| Read 180 (self-contained students) | 4 | NA | NA | 225 min/week |
| System 44 (self-contained students) | 5 | NA | NA | 225 min/week |



Reading Group Size and Frequency

| Tooker Ave. | # OF STUDENTS SERVICED | # OF GROUPS | RANGE OF GROUP SIZE | FREQUENCY |
|--|---------------------------------------|------------------------|--------------------------------|------------------|
| Double Dose | 22 | 5 | 5-6 | 90-150 min./week |
| Guided Reading Small Group Targeted Instruction | 84 | 17 | 4-9 | 90 min./week |
| Wilson | 3 | 3 | 1 | 90 min./week |

Students Receiving Reading Intervention

| | # of Students | % of Building Population |
|-------------------|---------------|--------------------------|
| Forest | 125 | 37% |
| JFK | 110 | 25% |
| Santapogue | 177 | 46% |
| South Bay | 118 | 35% |
| Tooker | 109 | 32% |



AIS

Academic Intervention Services



K-5 Math

with Math Specialists (1 per elementary building)

Math Interventions

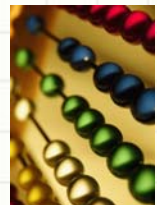
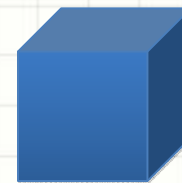
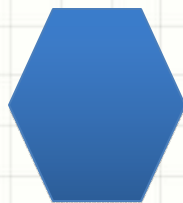
Small Group Targeted Instruction

Basic Computation
Problem Solving

Fastt Math

Touch Math


NYS Math Assessment Prep



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IDENTIFICATION PROCESS for Math

- AIMSweb Benchmarking
- NYS MATH Assessments



MATH

Group Size

and

Frequency

| | # OF STUDENTS SERVICED | # OF GROUPS | RANGE OF GROUP SIZE | FREQUENCY |
|------------|------------------------|-------------|---------------------|--------------|
| Forest | 67 | 14 | 3-8 | 90 min./week |
| JFK | 58 | 12 | 3-7 | 90 min./week |
| Santapogue | 98 | 14 | 5-14 | 90 min./week |
| South Bay | 83 | 15 | 2-12 | 90 min./week |
| Tooker | 69 | 14 | 2-15 | 90 min./week |



Students Receiving Math Intervention

| | # of Students (Grades 1-5) | % of Building Population |
|-------------------|---------------------------------------|-------------------------------------|
| Forest | 67 | 20% |
| JFK | 58 | 13% |
| Santapogue | 98 | 25% |
| South Bay | 83 | 25% |
| Tooker | 69 | 20% |



Impact of Cuts to Intervention Programs

Loss of teaching assistants and ELA support staff, and reduction of Resource Room special education teachers:

- compromised the fidelity of Double Dose instruction impacting student progress
- eliminated reading and math support services (RSS and MSS)
- increased group size
- reduced ability to provide support for at-risk students



Impact of Cuts to Intervention Programs

- Reduced flexibility in scheduling groups
- Reduced ability to provide push-in interventions
- Reduced support to classroom teachers by reading and math specialists
- AIS for special education students is being provided by special education staff instead of intervention specialists

Concerns for the Future of Reading and Math Intervention Services

1

Compliance with AIS & RtI mandates

2

Closing the gap for students below grade-level benchmarks

3

Preparation for state assessments and Common Core standards