

Spotlight -Tier

School A

Spotlight “Transition to Sustainability” Conference

April 2007 Presentation



THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION

School A's Campus Profile

School A's District Rezoned in 2006

School A went from serving a rural community to a suburban community

	2004-2005	2006-2007
Total Enrollment	1,040 (bilingual campus)	763 (PK-6; bilingual campus)
Bilingual Students	700	273
Limited English Proficient		47.03%
ELL	700 (74%)	
Free/Reduced Lunch	82%	90.36%
Special Ed. Students	40	69
Special Ed. Referrals	5	3
Passing Rate for TAKS Reading	94% (2004)	(2005-2006): Reading: 85%, Math: 76%, Writing: 96%, Science: 69%

School A's Initial Action Plan

Spring 2005

- Develop second-language learners' understanding of higher-level vocabulary to improve their comprehension skills as they acquire first- and second-language literacy.
- Assess reading levels in English and Spanish
- Develop higher-level vocabulary
- Improve reading fluency rates
- Focus on reading instruction in PK-4
- Implement SBRR teaching practices

2005–2006 Action Plan: Accomplishments

- Strengthened Tier I instruction
- Collected and organized student assessment data
- Began using data to form Tier II groups
- Grade-level team and administrator regularly reviewed data
- Campuswide professional development provided

2005–2006 Action Plan: Accomplishments (cont.)

Using data to inform instruction

- How to use data to identify students' needs
- How to use the data to design lessons that meet the identified students' needs (differentiating instruction)
- How to form small groups for instruction

Better use of resources

- Grade-level grouping of students who need intervention
- More effective use of paraprofessionals and inclusion teachers
- Including all staff in professional development

2006–2007 Action Plan: Continuing Needs

- Scheduling
- Grouping of students
- Use of personnel (rezoning issues)

Changes Seen

- Progress monitoring used to differentiate instruction
- Fluency rate improved
- Small-group instruction more effective
- Team planning/building
- Shared information among team members
- Teachers are better informed of student progress

Challenges: The Foreseen

- Time
- Reduction in force of support staff
- Scheduling
- Number of students per teacher
- Learning in two languages

Challenges: The Unforeseen

- Student population change (district rezoning)
- Student reading levels
- Mobility rate

Facilitators to Implementation

- Administrative support
- Teacher attitudes/buy-in
- Assessment administration and analysis PD
- Campuswide staff participation in PD
- Flexible schedules
- Adequate resources (core and intervention programs, literacy lab)
- Guiding teachers through change
- Keeping school's focus on student success

Next Steps

- Sustain 3-Tier Model implementation
- Implement Tier II intervention program
- Refine scheduling:
 - Revise schedule to protect 90 minutes uninterrupted instruction
 - Provide Tier III scheduling
- Identify personnel for Tier III intervention

Future Technical Assistance Needs

- Response to intervention (RTI) training
 - Helping district employees
 - Understanding process of RTI
- Additional core reading training
- Differentiating learning opportunities in centers PDa