

Spotlight -Tier

School B

Spotlight “Transition to Sustainability” Conference
April 2007 Presentation



THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION

School B: Campus Profile

| | 2004-2005 | 2006-2007 |
|-----------------------|--------------------------|------------------------------------|
| Enrollment in K-3 | 400 | 400 |
| K-3 English Classes | 4 | 4 (K-2), 5 (3 rd) |
| K-3 Bilingual classes | 1 (K-3) | 2 (K-1), 1 (2-3) |
| Total Enrollment | 637 (PK-5) | 626 |
| Free/Reduced Lunch | 68% | 70% |
| ELL | 19% | 22% |
| Pre-referrals | 43 | 48 |
| Special Ed. Students | 51 | 41 |
| Passing Rate for TAKS | 96% (2003) 86% (2004) | 91% (combined English and Spanish) |
| Support Personnel | 6 | 6 |

Campus Profile: 2006–2007

- Change in principal
- Add K-1 split bilingual class
- Add third-grade teacher
- Change of assistant principal
- Change of special education teacher and inclusion model implementation

Initial Action Plan: Spring 2005

- Developed leadership team
- Focus on Tier I
- Professional development
- Scheduling issues
- Started Tier II/III

2005–2006 Action Plan

- Tier I critical elements analysis, differentiating instruction
- Professional development (5 big ideas, Tier II lessons, centers, etc.)
- Began entry/exit criteria for Tier II/III
- Scheduling for both Tier I and II
- Began progress monitoring DIBELS/IDEL
- Benchmark data reviewed and evaluated

2006–2007 Action Plan

- Professional development for Tier I: 5 big ideas, TPRI data-based grouping.
- Tier II centers and small-group lessons
- Critical elements analysis (grades 2-3)
- Progress-monitoring data (DIBELS/IDEL) reviewed and evaluated monthly.
- Maintained model

Changes Seen

- Teachers learned how to use the benchmark and progress-monitoring data to target effective instruction
- Leadership team collaboration
- Increased awareness of the 5 big ideas of reading
- Alignment of curriculum, vertically and horizontally
- Changes in leadership team

Challenges: The Foreseen

- Scheduling issues
- Complete buy-in
- New testing
- Using the data to drive instruction

Challenges: The Unforeseen

- Changes in leadership
- Tier II centers/small-group issues
- Progress monitoring
- Planning time

Facilitators to Implementation

- Teacher enthusiasm for the model
- Increased knowledge
- Resources
- Student success
- Confidence of the model

Next Steps: 2007–2008

- Districtwide implementation
- Sustainability: Monitoring of data, leadership team bimonthly meetings, continued professional development as needed
- New core reading program for K and 1
- Continued support for teachers
- Being a Spotlight school for other districts

Future Technical Assistance Needs

- Availability to answer questions and/or discuss school issues
- Professional development
- Updates on new research in reading