

Data

General Impressions:

The areas of concern in math are open response, problem solving, numbers and operations, general concepts i.e.: time, fractions, money, math vocabulary, etc.

In reading the areas of concern are comprehension, inferring and writing for the language arts component. The major concern is language structure, conventions, grammar and paragraph formation/open response.

Process:

Students are screened 3x per year using Curriculum Based Measures (CBM). Results from these measures determine specific, targeted interventions based on student need. This information also helps us determine the effectiveness of core instruction and plan professional development in key areas. Once interventions begin progress monitoring based on the intensity, duration, and frequency of the intervention is put into place to verify efficacy. All interventions are scientifically research-based and fidelity of the interventions is monitored.

Strategies:

Teams of teachers met throughout this year to analyze student progress and determine areas of concern. Grade level meetings once per week are held with the RtI Coordinator and classroom teacher. Paraprofessionals, special education, OT/PT, health, guidance, administration and other resources are invited as needed. The Student Support Team (SST) meets weekly to discuss behavioral and academic concerns based on student need. Members of this team attend weekly data meetings to share and discuss concerns/strategies. Collaboration days with special education and classroom teachers to help plan and implement successful strategies is scheduled once per month.

Training and an emphasis on the transition to Common Core Standards has begun. The RTI leadership will attend/present at the Educational Summit held in Keene NH on July 9-11. Presentations at the NEA, NHASP, and DOE were given by the Madison team. Teachers attended workshops throughout this year to gain knowledge and skills in the core instructional areas as well as improve instructional strategies and best practices. On site opportunities for professional development in technology, assessment, data analysis, core content areas, and integrated arts continue and help refine our focus for increasing student achievement.

The RtI team has been active in the Professional Learning Community that was formed by the DOE and continues to contribute to the development of a state-wide implementation framework. The team has also benefited from the training modules offered from the National Center for Response to Instruction (NCRTI).

Logistics:

Data team meetings are held weekly per grade level. Our RTI Coordinator meets bi-weekly with grade level teachers to monitor interventions for students. An overview of the screening/progress monitoring process and tools are included in the flow charts for math and reading.

The students in grades 3-6 take the New England Common Assessment Program (NECAP) in the fall. This includes both the reading and math tests. Grade 5 also takes the NECAP Writing Test. In the spring, Grade 4 takes the NECAP Science Test. In the fall, grades K-2 take Northwest Educational Assessment (NWEA) or Measures of Academic Progress (MAP) in reading and math. These assessments are done on the computer and are untimed. In the spring, all grades are assessed using the NWEA in reading and math; Grades 2-6 also complete the Language Usage component. STAR Math/Early Literacy and DIBELS (reading) benchmark screening assessments are administered fall/winter/spring for all grade levels.

All data points, individual classroom performance, behavioral concerns and other related student information are discussed at data meetings. This student profile is essential in determining areas of concern and remediation.