

Using a “Diamond” Response to Intervention Model to Maximize Learning Growth for All Students

Don Bavis Principal Cobbles Elementary

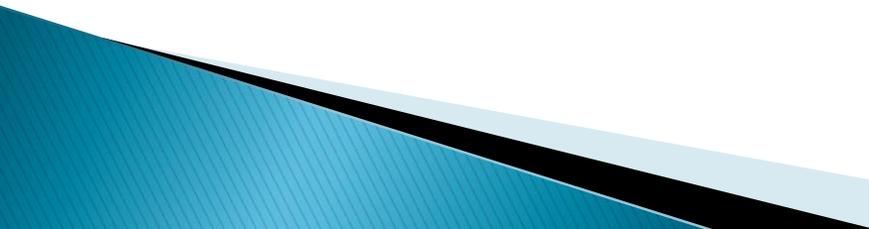
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Penfield Central Schools

Our Goals for the Presentation

- ▶ AIS vs. Rtl, and why Rtl is better
 - ▶ Characteristics of a “Pyramid” system of Rtl
 - ▶ Characteristics and advantages of a “Diamond” system of Rtl
 - ▶ The “Intervention Block”
 - ▶ Nuts and bolts, and lessons learned: Implementing a “Diamond” system
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Response to Intervention (RtI)

Where are you in your implementation?

1. We have no intervention system
 2. We still implement Academic Intervention Services (AIS)
 3. We are beginning to implement RtI
 4. We have a fully functioning RtI system, but we are interested in improving
 5. We have a “Diamond” model of RtI, but are interested in other approaches
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Academic Intervention Services–AIS

- ▶ One entry/exit point per year
 - ▶ Same “AIS Treatment”–little differentiation
 - ▶ Annual progress monitoring (annual sentence)
 - ▶ A final hurdle before referring to special ed.
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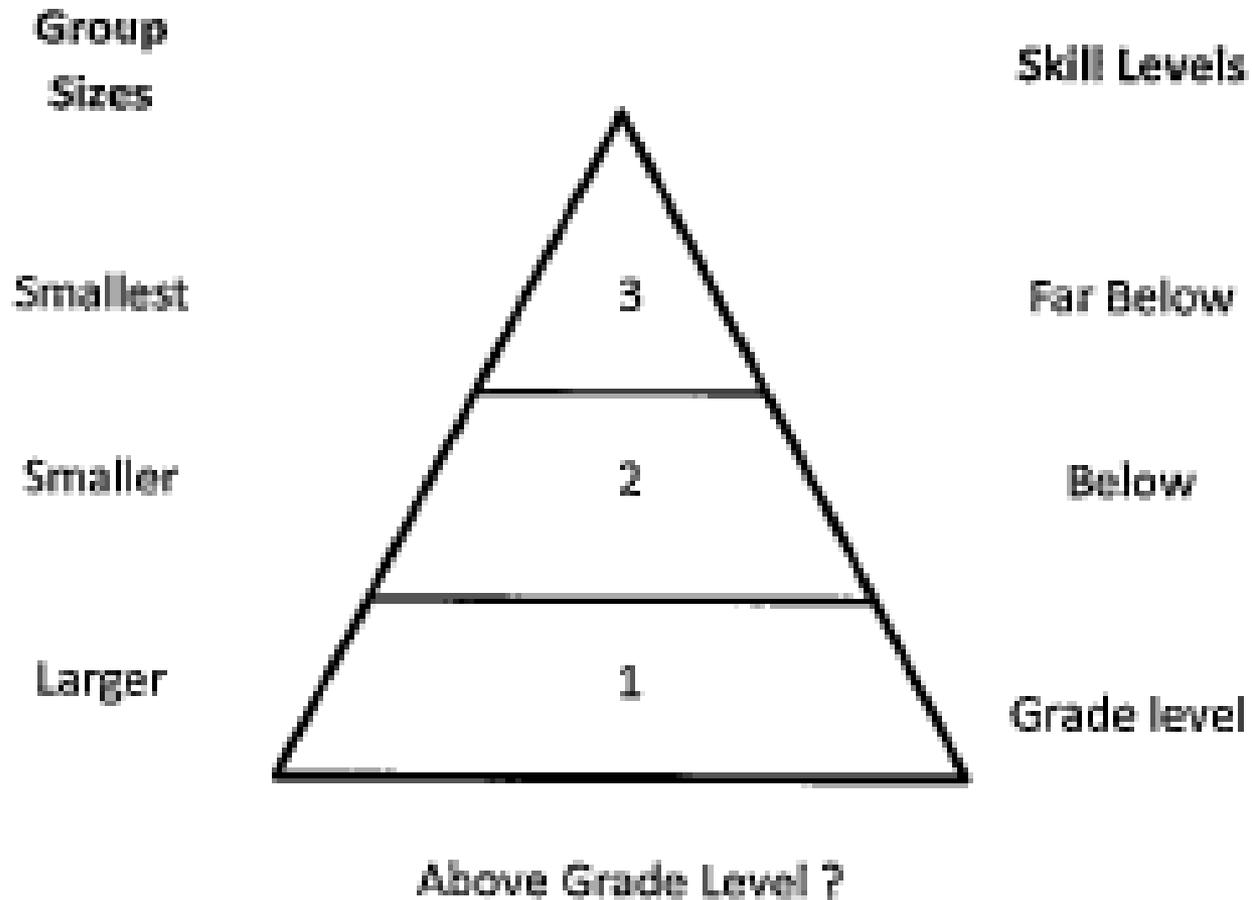
Response to Intervention Rtl

- ▶ Multiple Benchmark assessments/year
 - ▶ Frequent progress monitoring assessments to measure growth or lack of growth
 - ▶ Multiple entry/exit points per year
 - ▶ Targeted instruction in smaller groups
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Response to Intervention Rtl

- ▶ Lack of growth = more intensive support
 - ▶ More differentiation of intervention groups
 - ▶ Growth to benchmark = discontinue Rtl
 - ▶ Focused on getting underperforming students “Over the Bar”
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Traditional “Pyramid” Response to Intervention



Response to Intervention Rtl

- ▶ Vast improvement over AIS
 - ▶ Applies research based best practices to help underperforming students “catch-up”
 - ▶ Provides multiple “entry points” throughout the year...”falling between the cracks”
 - ▶ Very good system for struggling students
 - ▶ BUT.....
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Response to Intervention Rtl

- ▶ Students at or above grade level
 - ▶ Skill deficits, but overall at grade level
 - ▶ Tier 1 Realistic Expectation in Pyramid
 - ▶ Curriculum coverage/ intervention conflict
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Response to Intervention Rtl

- ▶ High performing students
 - ▶ Deserve research-based best practices
 - ▶ Curriculum covered during intervention pull-out
 - ▶ For students on cusp, "wait to fail" model.
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A “Diamond Model” of RtI

- ▶ Redefines what we traditionally mean by “Intervention”
- ▶ ALL students get intervention
 - Frequent progress monitoring
 - Targeted instruction of essential skills
 - Opportunity to reach full growth potential

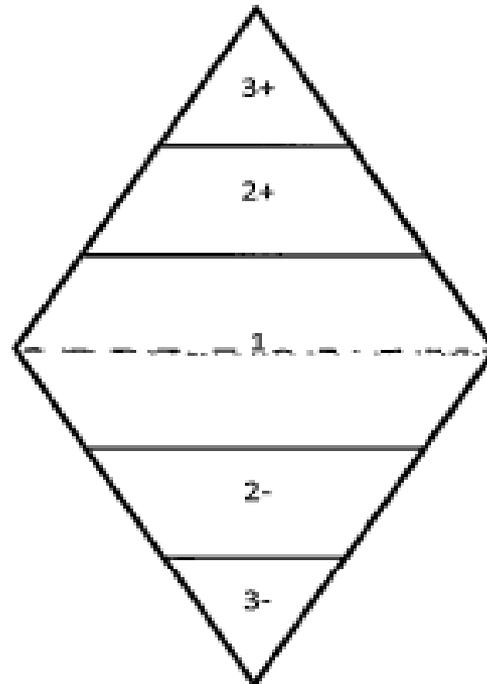
“Diamond” Response to Intervention

Group Sizes

Smallest

Larger

Smallest



Skill Levels

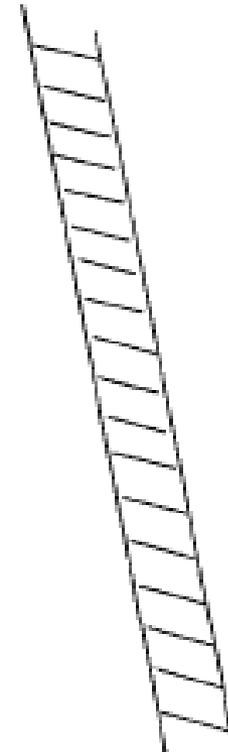
Far Above

Above

Grade Level

Below

Far Below



“Diamond” Response to Intervention

- ▶ “Growth” system of intervention for the entire cohort
- ▶ Logical consequence
 - Moves underperforming students “Over the Bar”
 - Moves students of all ability levels “Up the Ladder”

“Diamond” Response to Intervention

- ▶ Question: Makes sense, but how do you do this without hiring additional staff?
 - ▶ Answer: ELA and Math Intervention Blocks
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Intervention Blocks

- ▶ Built into master schedule every day are math and an ELA intervention blocks
 - ▶ At a specific and different time for each grade level (K–5), new curriculum delivery stops and ALL students receive “Intervention” (targeted instruction of specific essential skills to challenge each student at their level)
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Intervention Blocks

- ▶ ALL building math intervention teachers (Math block) or all building literacy (+ELL, SLTs) intervention teachers (ELA block) move into a grade level at the same time and work with classroom teachers as one team. (Grades 3–5 also have the G & T teacher as part of team)

Intervention Blocks

- ▶ Based upon individual student's skill deficits, ability levels, and needs, students are divided into homogeneous groupings for 6–8 week cycles (more teachers=smaller groups)
 - ▶ All students are “shared” across the grade level between intervention, G&T, ELL and classroom teachers
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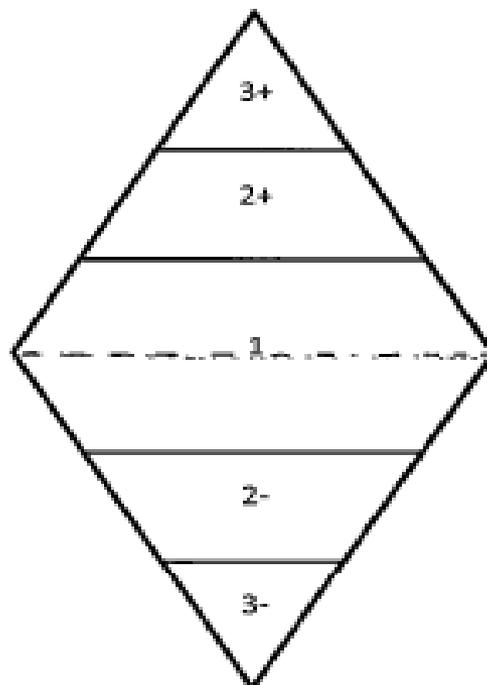
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Skill Levels

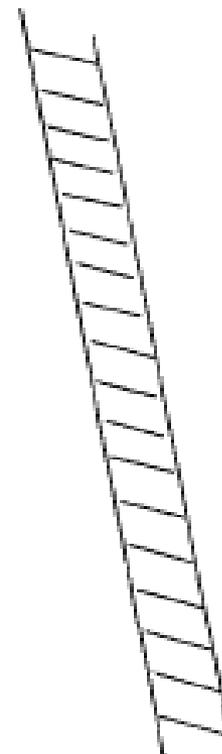
Far Above

Above

Grade Level

Below

Far Below



“Data Day Discussions”

- 6–8 week cycles
 - Students are regrouped based upon most recent progress monitoring assessments
 - Skills focus for next cycle
 - Goal is to create homogenous groupings to maximize direct instruction
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Intervention Blocks

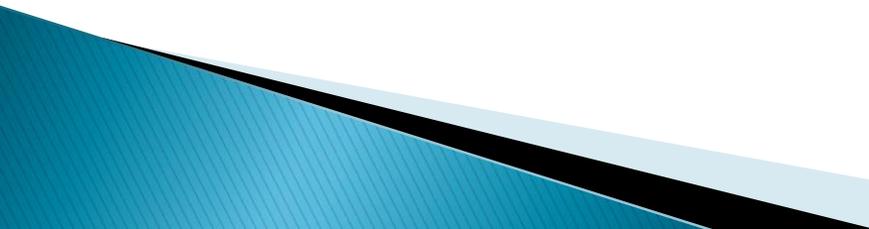
▶ Goals for Groupings

- *Below Grade Level*: Intervention in addition to regular instruction (not instead of) with goal of “catch-up” growth
- *At Grade Level*: Continued reinforcement of essential skills. Gaps in essential skills growth are targeted as they occur and when they occur, rather than waiting for students to reach a threshold of “far enough behind”

Intervention Blocks

- ▶ *Above Grade Level:* Utilize the expertise of the Gifted and Talented teacher to challenge and advance the essential skills of these students to deeper and higher levels within the New York State Common Core Curriculum

The Advantages

- ▶ Flexibility and fluidity of student groupings
 - ▶ Grade level groupings are based on specific skill deficits/levels and not on the ability of intervention teacher to schedule
 - ▶ Supports growth emphasis (Diamond)
 - ▶ Maximizes student-intervention teacher contact time
 - ▶ Students don't miss "other" instruction while receiving intervention support
 - ▶ Grade level TEAMS > Individual teachers
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The Advantages

- ▶ Resolves conflict of classroom teacher
 - Do I keep pace with new curriculum delivery (coverage)?
 - Or do I stop and support students who did not master previously taught skills (Tier 1 RTI)
 - ▶ Less disruptive to classrooms
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Does it work?

School Digger New York Rankings (ELA and Math Combined)

2009–10 (Year of Implementation)

2012–13

Cobbles 408th

11th

Indian Landing 613th

277th

Out of 2264 schools in New York

Both schools are “Title I” schools

Does it work?

- ▶ Cobbles ranked #1 one in academic standing in the Rochester area for the second year in a row (160 schools)
 - ▶ Cobbles is 1 of 19 schools in NY to be nominated as a potential Blue Ribbon School for this fall's ceremony in Washington
 - ▶ Cobbles received a perfect 20 out of 20 on the NYS provided "growth score" in 2013
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Challenges and Obstacles

- ▶ Master Schedule
 - ▶ High performing teams vs. Shut my door and do my own thing
 - ▶ Difference between regular curriculum delivery and “essential skills focus” instruction
 - ▶ Evidence/data based decisions vs professional opinion
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Challenges and Obstacles

- ▶ Choosing the best benchmark and progress monitoring tools
 - ▶ Changing roles of staff
 - ▶ Organizing and planning your Data Discussion Days
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Questions???

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