



Too Many Students and Too Little Time

Amanda Waits and Dr. Shannon Grooms



**Too Many Students and
Too Little Time**

Background

- **Cocke County Newport, Tennessee**
 - **Town median household income: \$21,070**
 - **State median household income: \$44,298 (6th lowest)**
 - **Town poverty rate: 33.7%**
 - **Town population: 6,940**
- **Newport's poverty rate of 33.7% was well above the state rate of 17.6%, which was itself among the highest rates compared to other states. Newport's median household income of only \$21,070 was the sixth lowest of all the poorest towns in each state. Less than 6% of area adults had at least a bachelor's degree, a fraction of both the state and national percentages.**

<http://247wallst.com/special-report/2015/06/05/the-poorest-town-in-each-state/9/>

Stebbins, S., Frohlich, T., & Sauter, M. (2015). The Poorest Towns in Each State June 5, 2015

Background

District Achievement Target 2013-2014

Achievement Targets

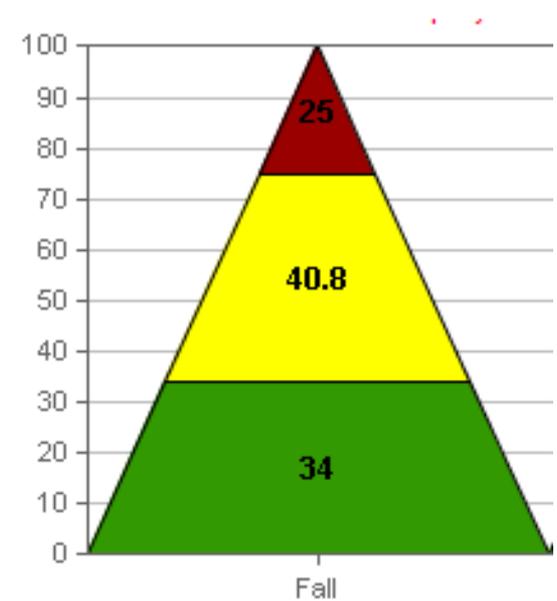
Subject & Grade Level(s)	2013 Percent Proficient & Advanced	2014 AMO Target	2014 Percent Proficient & Advanced
3rd through 8th RLA	46.0 %	49.4 %	45.1 %
3rd through 8th Math	57.2 %	59.9 %	52.9 %
3rd RLA	45.8 %	49.2 %	44.1 %
3rd Math	62.3 %	64.7 %	57.1 %
7th RLA	43.9 %	47.4 %	48.4 %
7th Math	59.4 %	61.9 %	52.9 %

Northwest Achievement Target 2013-2014

School Name	No. Tested	% P + A
Bridgeport Elementary (5)	175	50.8 %
Centerview Elementary (10)	213	44.1 %
Cosby Elementary (25)	393	54.7 %
Del Rio Elementary (30)	112	44.7 %
Edgemont Elementary (35)	367	36.2 %
Grassy Fork Elementary (40)	63	66.6 %
Northwest Elementary (52)	260	28.1 %
Parrottsville Elementary (55)	317	53.0 %
Smoky Mountain Elementary (65)	105	38.1 %

Background

- **Northwest Elementary School**
 - Greater than 90% economically disadvantaged
 - Using National Norms with AIMSweb
 - In grades 2-8 we had 102 kids that qualified for Tier II or Tier III support
 - Too many students and not enough personnel to support this type of intervention service
 - Using school based norms we had 62 kids for Tier II or Tier III support
 - Must strategically look at personnel and how they are being utilized within the school



Overview

- We have too many students – what do we do?
 - Use school based norms instead of National Norms
- How do we serve them?
 - Engage in three critical areas at the district and school level
 - Collegial Discussions
 - Planning
 - Scheduling
 - Plans to serve ALL students in the framework
 - Tier II & Tier III
 - Tier I reteaching & Special Education



Key District Strategy

Collegial Discussions

- **District Level**

- Data from multiple data sources drive key areas (TVAAS, Achievement, and AIMSWeb)
- Literacy is our main district initiative
- Our efforts to successfully design RTI programs will focus on literacy in the first few years
- How can we support schools with little resources?

- **School Level**

- Our kids can't read – bottom line
- How do we create an environment where students can learn to read?
- Data centered discussions at the school and teacher level
- Dug deep into RTI – we thought we were doing it – but we were not
- Lots of conversations with Instructional Supervisor, Special Education, Academic Coaches, and CORE Office Interventionist

Key District Strategy

Planning

- **District Level**

- How are we going to support each Tier of service, not just Tier II and III?
- How are we going to help train principals, RTI Coordinators, and Interventionists?
- District level personnel must work collaboratively – Regular Ed and SPED must have honest and real conversations
- District leaders must know RTI manual very well

- **School Level**

- Begin with the end in mind – Stephen Covey
- How do we turn a failing school into a successful school – a model?
- Size matters – from the school to the grade level to the groups
- Accountability set up for administrators, teachers, and interventionists

Key District Strategy

Scheduling

- **District Level**

- Flexibility according to school size
- Have nonnegotiable set up
 - Minimum time requirements for Tier I
 - At least 90 min. uninterrupted ELA blocks
 - Common planning time as much as possible
- Send the message of the difference between standards vs. skills
- Focus on reading for year one

- **School Level**

- Open minded
- No golden calf – nothing is off limits
- Maximize learning using all staff members
- Helps principals say no and create a sacred time for RTI
- Creates a culture of academic focus within the school

Lessons Learned

- **School scheduling is the biggest roadblock to RTI²**
 - Once scheduling is completed, the bulk of the work is finished
 - If time doesn't fit it in the schedule – the intervention you use will not matter
 - It takes a village to make a schedule
- It is not break time for Tier I during the 45 minute block of time
 - Reteaching of standards and enrichment for higher students
 - Organization is a key component – everyone must know their roles
- Administration schedule of fidelity checks is essential
- Morale of the teachers and interventionist goes up – they are fulfilling their purpose – to help kids!
- From the beginning of the process – change became in charge – mindset shifts must take place

Success

TVASS 2014-2015 two months RTI²

Select items below to see them above.

[+ Add All](#) [✕ Remove All](#)

Test/Grade	Subject	School Value Added		School Diagnostic - Achievement Groups				
		2015	3 Year Average	1 (Lowest)	2	3 (Middle)	4	5 (Highest)
TCAP, Grade 4 ✕	Math	■		○				
	Reading/Language	■		◆	○			
	Science	▼		○	◆			
TCAP, Grade 5 ✕	Math	▲		●	●			
	Reading/Language	▲		○				
	Science	▲		●	●			
TCAP, Grade 6 ✕	Math	▲		○	●	○		
	Reading/Language	▲		○	○			
	Science	▲		○	●			
TCAP, Grade 7 ✕	Math	▼				◆		
	Reading/Language	▼		◆	◆	◆		
	Science	▼				◆		
TCAP, Grade 8 ✕	Math	▼			◆			
	Reading/Language	■		○		○		
	Science	■		◆				

Next Steps

- **Enhance Tier I instruction and support with continued examination of the new standards and next generation assessment questions.**
 - Focus on deep and rigorous instruction aligned to the standards in Tier I and review/reteaching of the standards during time other students are receiving skills based support in Tier II and Tier III.
 - Tier I instruction is about teaching kids how to think and using grade level standards to determine what content they are to engage their thinking about
 - Clear Learning Targets
 - Formative Instructional Practices
 - Brain based learning – triggers and process skills for learning
 - TNReady type questions in the classroom that mimic question samples from MICA and the state practice tests
 - You set the expectation and your teachers will rise to it, just like the students will

Next Steps

- Continue to modify our understanding of good skills based instruction and send the message that RTI is not just a pathway to SPED – it is so much more!
- This will be a multiple year process of figuring things out and then add in math and writing RTI with equal vigor as we have the reading for students who need support structures in the three areas – behavior interventions in year 3-5
- Establish a common language within the school for instructional purposes
- Enhanced development of the RTI data teams
- Examine avenues to true personalization of learning for more students



Starfish

- **One morning a man walked along a beach covered with thousands of starfish that had washed up during a storm. Now they lay dying in the sun. He saw a young girl picking up the starfish one by one and tossing them into the sea. As he approached her he couldn't help but ask, "Why bother? There are too many of them. You won't make much of a difference." She picked up another starfish and tossed it into the water. Then she turned to the man and said, "I made a difference to that one."**

Change The World!

- Link to Change the World Video
- <http://bit.ly/103V9qD>

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