



Academic Intervention Specialists: An Early Intervention Model to Improve the Academic Performance of Struggling Readers

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Intervention Need

- 2003-2004 –
 - Referrals for evaluation
 - ESE eligibilities
 - Disproportionality
 - Alternate Assessment
 - Response to Intervention
 - Discrepancy Model
 - No Child Left Behind
 - Just Read Florida!





Lessons Learned from Research on Intervention

Prevention Vs. Remedial

- Effective intervention can eliminate many of the negative consequences of true reading failure
 - Loss of motivation and interest in reading (Oka & Paris, 1986)
 - Loss of reading practice opportunities to build fluency (Torgesen, Rashotte, & Alexander, 2001).
 - Limitations in the development of vocabulary that results from restricted reading experience (Cunningham & Stanovich, 1998)
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Prevention Research

- ❑ Interventions focusing on five components of reading vs. methods (Juel & Minder-Cupp, 2000; Torgesen, 2002).
 - ❑ most phonemically explicit method produced the strongest growth in word reading ability
 - ❑ explicit and direct intervention produced a growth of word reading ability
(Brown and Felton, 1990; Hatcher, Hulme, and Ellis, 1994; Iverson and Tunmer, 1993)
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Positive Effects of Grouping Practices that Increase Instructional Intensity

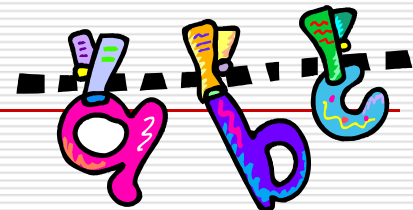
One-to-one interventions in reading have not been shown to be more effective than small-group interventions (Elbaum et al., 1999; NICHD, 2000).

Study	Hours of Instruction	Teacher / Student Ratio	Sample Failure Rate	Population Failure Rate
Foorman et al., 1998	174	Whole class	35%	6%
Brown & Felton 1990	340	1:8	29%	5%
Vellutini et al., 1996	35-65	1:1	44%	6%
Torgesen et al., 1999	88	1:1	34%	4%
Torgesen, Wagner, et al., 2003	80	1:3	11%	2%
Torgesen, Rashotte, Mathes, et al., 2003	91	1:3 or 1:5	8%	1.6%

Prevention Research

Teachers must:

- ❑ Directly make connections between letters in print and sounds in words (Beck, McKeown, & Kucan, 2002).
- ❑ Directly teach word meanings and these words must be explicitly practiced (Beck, McKeown, & Kucan, 2002).
- ❑ Provide direct practice in fluency (Mercer, Campbell, Miller, Mercer & Lane, 2002).
- ❑ Provide sequential instruction and practice the use of comprehension strategies to construct meaning (Mastropieri & Scruggs, 1997).



Vision

The Academic Intervention Specialist (AIS) will:

- ❑ provide immediate intensive intervention
 - ❑ work collaboratively with other members of the school literacy team, and
 - ❑ enhance teachers' skills and knowledge of strategies
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Mission and Goals

- Redirect resources
 - Provide effective reading instruction
 - Provide iii
 - Prevent retention
 - Reduce referrals to ESE
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District Implementation – 2002-2003

- Collaboration
 - Funding Sources
 - Sites Identified
 - Oversight Committee Identified
 - Administrators In-service
 - Training
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District Implementation

2004-2005

- Established 8 Pilot Sites
- Developed Resource Binder

2005-2006

- 31 school sites
- Title I funding accessed

2006-Present

- 54 school sites



AIS Selection

- ❑ District wide advertising
- ❑ Application and Resume'
- ❑ Applicants Screened



Program Structure

- ❑ Instruction is **supplemental**
 - ❑ Caseload of 25–30 students
 - Retained Kindergarten
 - Retained 1st with lowest DRA scores
 - Retained 2nd with lowest DRA scores
 - ❑ Group size: 3-5 students
 - ❑ 30-45 minutes of intervention **daily**
 - ❑ Data:
 - Baseline data
 - Continuous monitoring
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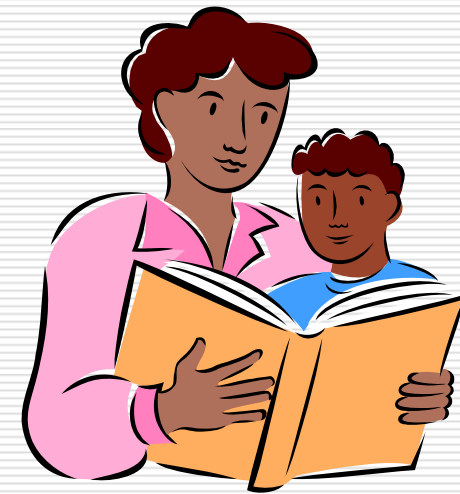
Role of the Classroom Teacher

- ❑ Daily balanced literacy instruction
- ❑ Daily intensive guided reading
- ❑ Monitor student progress
- ❑ Collaborate with the AIS



Role of the AIS

- Daily iii
- Collaborate with teachers
- In class support
- Model strategies
- School's literacy team



On-Going Training

- Monthly training
- Whole group / small group
- Needs assessment
- Data review
- Current research



Intervention Materials

- ❑ Scientifically Based Researched Materials
- ❑ Supplemental Materials
- ❑ Placement guide



DATA Collection

(insert data chart)

School Site Implementation

Beginning of the year

- Identify caseload
 - 25-30 retained Kindergarten 2nd grade students
 - no more than 6-8 classrooms
 - Administer baseline assessment
 - Diagnostic/informal assessments as needed
 - Form groups
 - 3-5 students
 - Schedule students
 - 30-45 minutes of daily intervention
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School Site Implementation

Mid-year

- K students meeting grade level expectations
 - 1st and 2nd grade students with grade level appropriate DRA level scores
 - K students who mastered less than 50% of grade level standards
 - 1st grade students scoring below DRA level 10
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School Site Implementation

End of Year

- Administer assessment
- Student outcome data reviewed



Follow-up for Released Students

- Collaborate with classroom teacher
 - share strategies
 - effective intervention materials
 - Monitor student progress in general education classroom monthly
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Pilot Site Demographics

2003-2004

	Black	Hispanic	White
Edison	72.9%	12.9%	3.8%
Mort	42.3%	36.2%	15. %
Shaw	64%	19.2%	11.1%
Twin Lakes	18%	46%	25.5%

Student Outcomes

(Current data to be added)

		% Meeting High Standards in Reading	% of Lowest 25% making Learning Gains in Reading
Edison	2005-2006	50	61
	2004-2005	36	35
	2003-2004	43	59
	2002-2003	26	29
Mort	2005-2006	52	58
	2004-2005	52	46
	2003-2004	42	54
	2002-2003	33	55

Student Outcomes

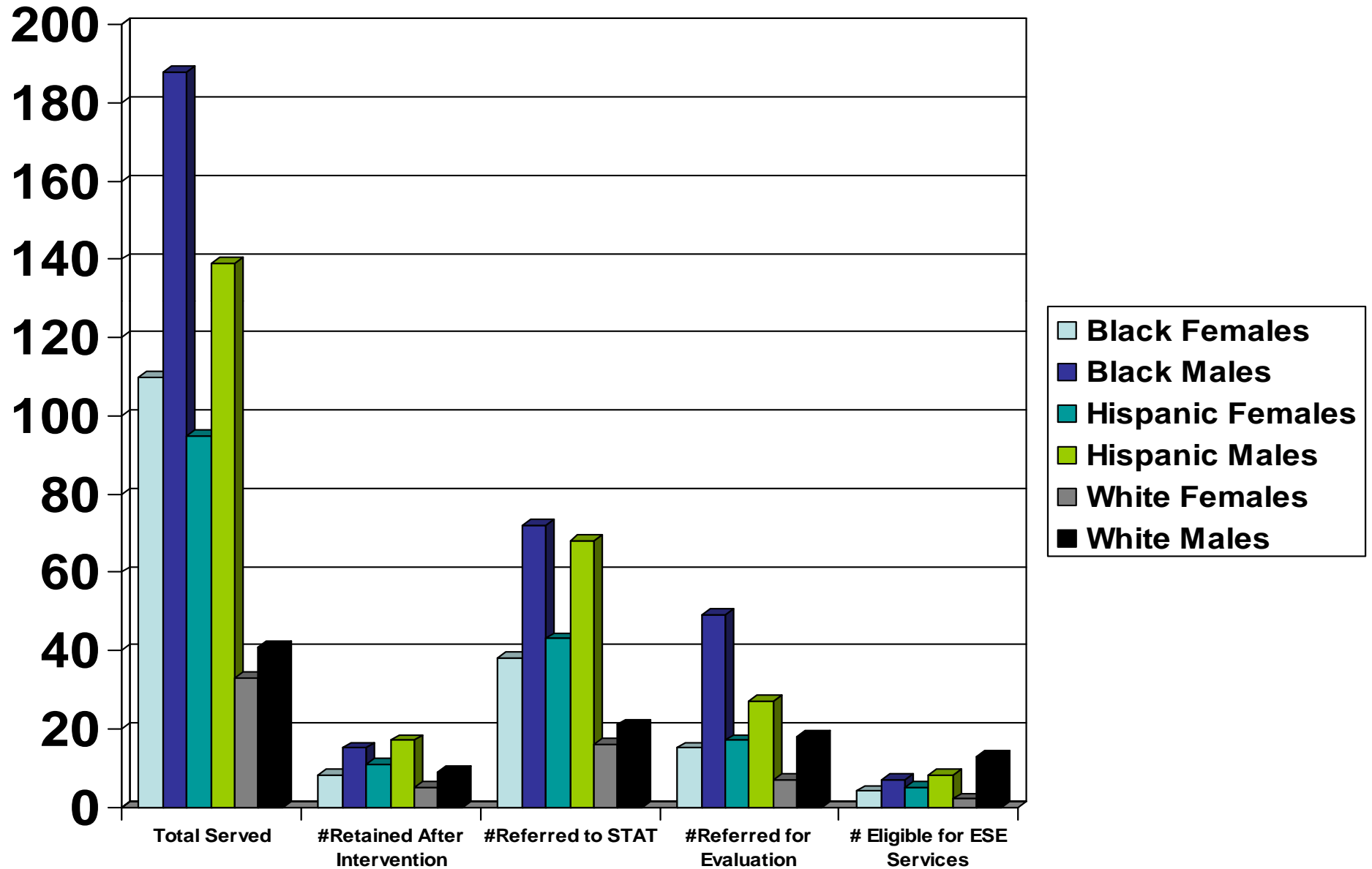
(Current data to be added)

		% Meeting High Standards in Reading	% of Lowest 25% making Learning Gains in Reading
Shaw	2005-2006	52	69
	2004-2005	37	35
	2003-2004	41	45
	2002-2003	29	54
Twin Lakes	2005-2006	67	60
	2004-2005	74	80
	2003-2004	68	54
	2002-2003	61	54

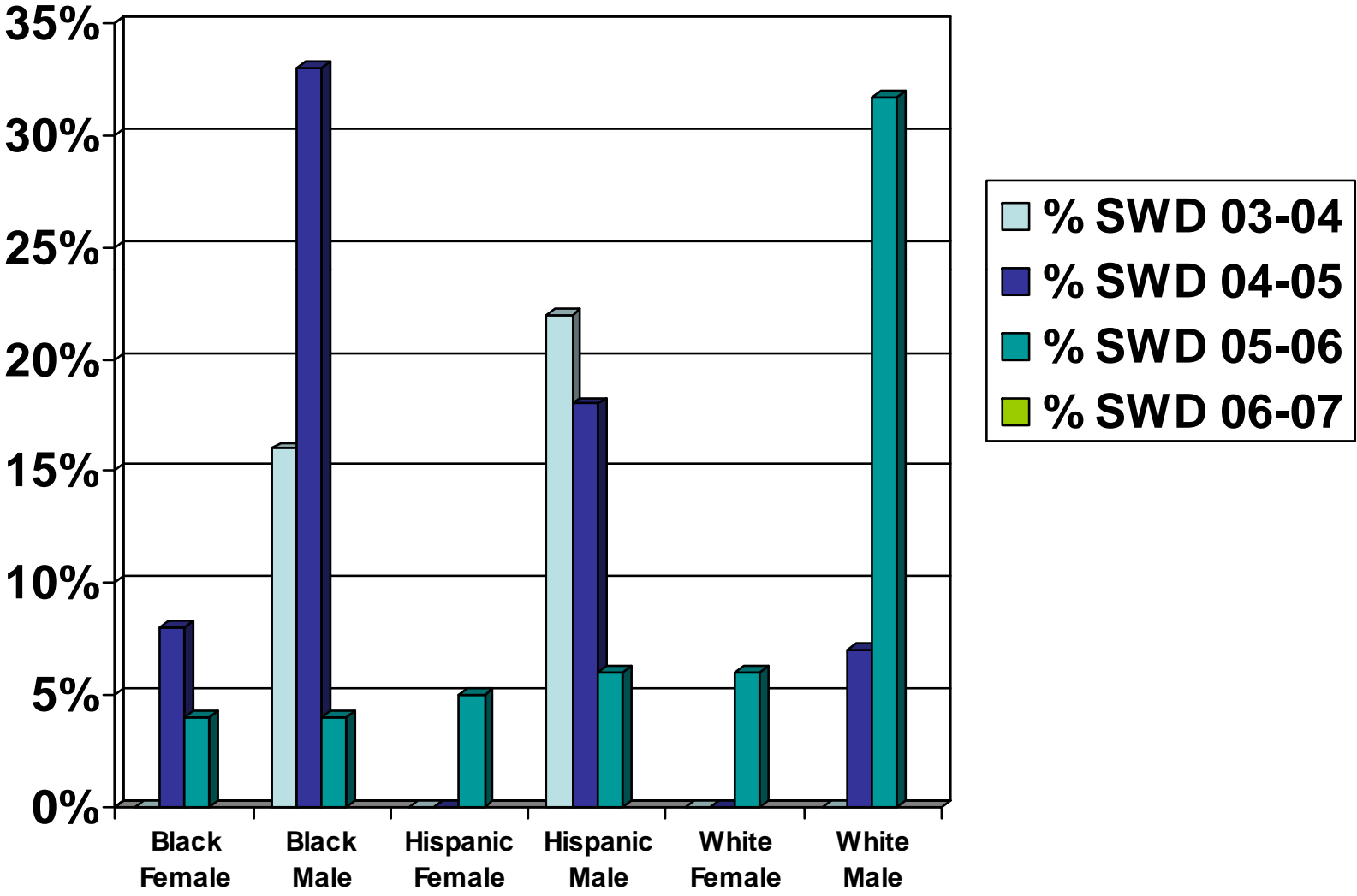
Reduced Identification of SWD

	Edison	Mort	Shaw	Twin Lakes
%Disabled 2002-2003	25.2	15.5	23.4	15.4
% Disabled 2005-2006	22.0	15.2	16.4	10.8

Academic Intervention Specialist Project 2005-2007

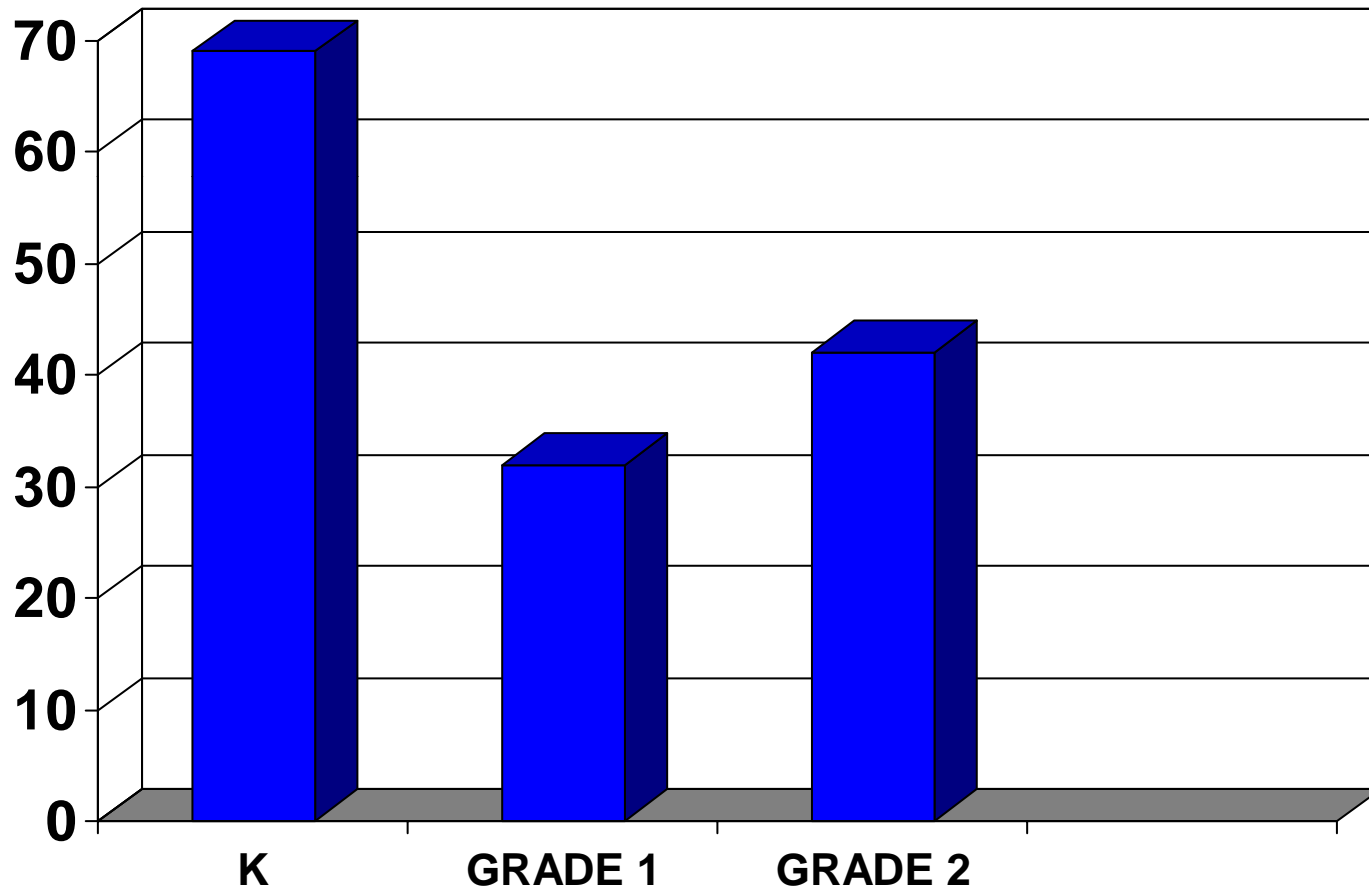


% of Students Served by AIS Identified as SWD



Student Outcomes 2006-2007

■ % OF STUDENTS REACHING PROFICIENCY



Student Outcomes

- Increased
 - desire to read
 - self-esteem
 - motivation
 - confidence
 - on task performance
 - academic gains



References

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 - Shaywitz, S. (2003). *Overcoming dyslexia a new and complete science-based program for reading problems at any level*. New York: Alfred A. Knopf
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...so that no child will be left behind

