



Planning the Work, Working the Plan: How One District Substantially Improved Student Outcomes and Reading Scores – *As Evidenced by a Lehigh University Study* **Step By Step Learning® MTSS Intervention Works!**

Pleasant Valley School District's youngest students were struggling. Administrators and teachers knew something had to be change, so in 2006, a Step By Step Learning® MTSS was implemented. Between 2006-2012, Kindergarten, First, and Second grade teachers at Pleasant Valley have received detailed instructions for implementing the universal MTSS process, including:

- Data analysis & informal diagnostics mapping
- Student Intervention Response meetings
- LETRS® professional development
- Connecting to the Classroom™
- Instructional modeling & coaching
- Small group toolkits for interventions
- Leadership Course focused on writing a detailed literacy plan (PILS Approved-45 hours)
- Teach Me To Read At Home™... a family literacy training program for their Pre-K families

DIBELS® data had been collected for all Kindergarten students for four years (2002-2006) prior to the MTSS implementation. Lehigh University's Center for Promoting Research to Practice conducted an independent study: a detailed consultative gap analysis report was presented to the administration in the middle and end of each year to understand the course of action necessary, and outcomes of the MTSS implementation were measured.

The results were astonishing! The study found that tremendous gains in student achievement levels were realized during between 2006-2012—concurrent with the development and implementation of Step By Step Learning's® universal MTSS framework. The systematic infrastructure, essential elements and decision-making processes had dramatically accelerated student learning

1/2 Day Kindergarten

“The results show that growth rates for every child increased significantly during the Step By Step Learning® MTSS school year (see charts on next page). This was accomplished within a half-day Kindergarten setting with 20-23 students per class. “ Over five years First Grade teachers

reduced the number of students referred for Special Education by 57%, from 47 in 2006-2007 to 20 in 2012. Furthermore, fewer than 2% of the 2012-2013 4th and 5th grade students were found to require decoding intervention. The system works!

Putting the pieces together for reading success!



The study results indicate that the training process offered by Step By Step Learning® to Pleasant Valley teachers significantly and substantially improved student outcomes—well above those achieved using the instructional process evident in the previous school years (2002-2006).

Prior to Step By Step Learning’s® MTSS process implementation, the Kindergarten students at Pleasant Valley benchmarked in the 45%-55% range. Compare that to the 90%+ of students currently benchmarked at the end of the year. The increase is remarkable: you can see the exponential growth of the students, the capacity building of the teachers’ instructional techniques and the sustainability that was achieved.

With Step By Step Learning’s® guidance, Pleasant Valley realized a 50% increase in student achievement at the end of the first year (2006-2007), and the Kindergarten students attained 90% benchmark by Spring 2008 and has sustained 90% each year. The sustained commitment to the process has paid dividends for ALL.

Since the 2006-2007 school year, First Grade teachers have reduced the number of students referred for Special Education from 47 in 2006-2007 to 20. Furthermore, fewer than 2% of the 2012-2013 4th and 5th grade students are found to require decoding intervention. *The evidence is conclusive: Step By Step Learning’s® MTSS process works!*

Pleasant Valley Results 2002 - 2015			
½ Day Kindergarten Program Excels			
	FALL	WINTER	SPRING
2002-2003	38	41	46
2003-2004	38	44	49
2004-2005	45	45	55
2005-2006	42	33	52
2006-2007*	43	54	72
2007-2008	54	65	82
2008-2009	58	79	91
2009-2010	61	82	92
2010-2011	59	85	94
2011-2012	67	91	93
2012-2013	65	86	93
2013-2014	65	82	92
2014-2015	53	86	
First Grade Program Excels			
	FALL	WINTER	SPRING
2006-2007	60	68	75
2007-2008	68	65	77
2008-2009	74	71	91
2009-2010	80	84	94
2010-2011	83	81	89
2011-2012	54	80	87
2012-2013	71	87	89
2013-2014	67	73	87
2014-2015	69	84	
Second Grade Program Excels			
	FALL	WINTER	SPRING
2007-2008	63	76	71
2008-2009	69	80	80
2009-2010	72	87	85
2010-2011	76	91	88
2011-2012	81	88	87
2012-2013	81	79	85
2013-2014	87	87	89
2014-2015	82	89	

*Step By Step Learning® began the MTSS project in 2006 For more information about a comprehensive MTSS Implementation, contact Step By Step Learning® at 610-398-1231 or visit www.sbsl.org

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