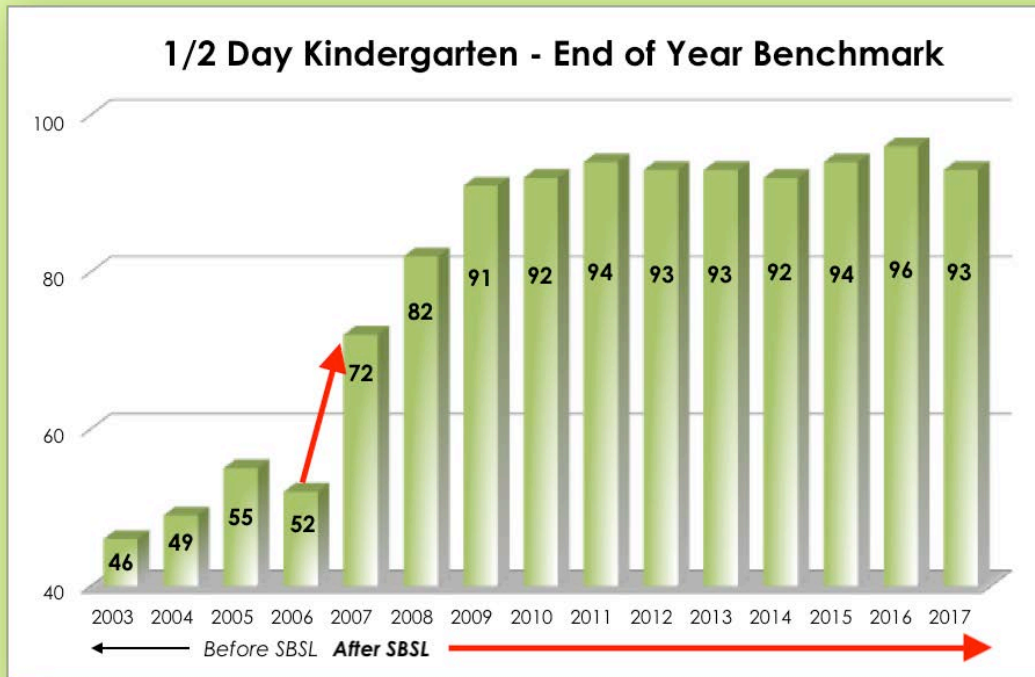


Step By Step Learning[®] MTSS Intervention Works!

The Step By Step Learning[®] MTSS Implementation Model Substantially Improves Student Outcomes and Increases Reading Scores - As Evidenced by a Lehigh University Study



5 b]bXYdYbXYbhighi Xmik Ug'dYfZc fa YX `Vmi hY `7 YbhYf'Zc f'Dfca c h]b['FYgyUfWw 'hc 'DfUWh]Ww 'Uhi @/\ [\ 'l b] Yfg]mhc 'a YUg fy 'hY 'fy g 'hg'cZU `GHYd `6mGHYd '@Ufb]b[' Wc a d fy \Ybgj] Y 'A HGG']a d'Ya YbhU]cb 'Uhd'YUgUbhj U `YmGWcc `8]g]f]Mh' `8i f]b['hY '&\$\$*!&\$\$%' gMcc `mYUfgz'hY ' ?]bXYf[UfhYbz:]fghUbx `GYWcbX [fUXY 'hYUWYfgUhd'YUgUbhj U `YmfYWw] YX `XYHJ]YX `]b]gfi Wh]cb ` cZ\ck 'hc 'ja d'Ya YbhU `Wc a d fy \Ybgj] Y 'A HGG'dfc Ww gg'h Uh]bWi XYX.'

- ∇ 8UHJ `5bU`mgj/ `]bZc fa U`X]U[bcgh]Wg'a Udd]b[
- ∇ Gi XYbh`hY fj Ybh]cb 'FYgdcbgY 'a YYh]b[g
- ∇ hY `GWYbWw `cZHYUWw]b['FYUX]b[`d fc ZYgg]cbU`XYj Y`cda Ybh
- ∇ 7 cbbYWh]b['hc 'hY `7 `Uggfcc a `Yggc bg
- ∇ h]gfi Wh]cbU`a cXY]b[`UbX `g]XY `Vmg]XY `Wc UWw]b[
- ∇ Ga U`[fci d]bhY fj Ybh]cb 'hc `]hgZc W g]b[`cb'd\cbc`c [mUbX `VY []bb]b[`XYWcX]b[
- ∇ ME00# I Π00#0κζικνωξοφ#ικφκςυφσζω gYX `cb `k f]b[`U `XYHJ]YX `]hYfUWmid `Ub `fD`@` Uddfcj YX `! () ` \ci fg
- ∇ HYUWw `A Y `Hc `FYUX `5h<ca Y`""U `ZJa]m`]hYfUWmidfc [fUa `Zc f'hY]f'DfY!?'ZJa]]Yg`"

If you are ready to implement a comprehensive MTSS process that significantly raises achievement for ALL students, contact Step By Step Learning[®] at info@sbsl.org or 610-398-1231.



“ 1/2 Day Kindergarten

The results show the growth rates for every child increased significantly during the Step By Step Learning® MTSS school year. This was accomplished within a half-day Kindergarten setting with 20-23 students per class.

— The Late Dr. Ed Shaprio,

The Center for Promoting Research to Practice®



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. DIBELS® data had been collected for all Kindergarten students for four years 2002-2006 prior to the SBSL MTSS implementation.

The results were impressive! The Lehigh University study found that the largest gains and highest levels of student achievement were statistically greatest during the 2006-2012 intervention years that Step By Step Learning® had developed and implemented a customized and comprehensive MTSS framework—a systematic infrastructure with the essential elements and decision-making processes to accelerate student learning.

The results indicate "that the training process offered by Step By Step Learning® to teachers in Pleasant Valley during the 2006-2017 school years significantly and substantially improved student outcomes above the instructional process evident in the previous school years (2002-2006)", states the late Dr. Ed Shapiro, The Center for Promoting Research to Practice.

Prior to Step By Step Learning®'s MTSS process implementation, the Kindergarten students at Pleasant Valley benchmarked at the end of the year 46%-55% range in 2002-2016. In comparison from 2007-2017, the half-day Kindergarten students are averaging 93% benchmarked at the end of the year - a remarkable increase from 2002-2006 when they were averaging 50% benchmarked at the end of the year. 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 by 57%. Furthermore, fewer than 2% of the 4th and 5th grade students are found to require decoding intervention.

The Step By Step Learning® MTSS process works! The evidence is conclusive, even in a 1/2 day Kindergarten.

“ *The training program offered by Step By Step Learning® to teachers during the 2006-2012 school years **significantly and substantially improved student outcomes** above the instructional process evident in the previous school years. ”*

— The Late Dr. Ed Shaprio,

The Center for Promoting Research to Practice®

