



RESULTS

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

Step By Step Learning® MTSS Intervention Works!

An independent study was performed by the Center for Promoting Research to Practice at Lehigh University to measure the results of a Step By Step Learning® comprehensive MTSS implementation at Pleasant Valley School District. During the 2006-2014 school years, the Kindergarten, First and Second grade teachers at Pleasant Valley received detailed instruction of how to implement a comprehensive MTSS process that included:

- Data Analysis & informal diagnostics mapping
- Student Intervention Response meetings
- LETRS® professional development
- Connecting to the Classroom™
- Instructional modeling and 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

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 has been collected for all Kindergarten students for four years 2002-2006 prior to the MTSS implementation.

The results were impressive! The 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 development and implemented a customized and comprehensive MTSS framework--a systematic infrastructure with the essential elements and decision-making processes to accelerate student learning.

1/2 Day Kindergarten

The results show the 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.

“ Since the 2006-2007 school year, First Grade teachers have 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 are found to require decoding intervention. The system works! ”

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For more information about a comprehensive MTSS Implementation, contact Step By Step Learning® at 610.398.1231 or info@sbsl.org



Step By Step Learning[®] MTSS Intervention Works!

(continued)

The study results indicate that the training process offered by Step By Step Learning[®] to teachers in Pleasant Valley during the 2006-2012 school years significantly and substantially improved student outcomes above 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. In comparison from 2007-2012, the half-day Kindergarten students are averaging 93% benchmarked at the end of the year - a remarkable increase from 2002-2007 when they were averaging 50% 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 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 Step By Step Learning[®] MTSS process works! The evidence is conclusive.***

“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. ”

Pleasant Valley Results 2002-2015

1/2 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	94
2015-2016	56	88	96
2016-2017	57	85	93

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	83
2015-2016	66	84	91
2016-2017	72	84	88

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	81	85	86
2015-2016	81	85	87
2016-2017	80	88	89

*Step By Step Learning[®] began the MTSS project in 2006

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