



Powerful Instruction; Powerful Learning

RTI

Response to Intervention

Really Terrific Instruction

Moving students from where they are
to where they need to be

Overview

- ◆ RTI in the RSD
- ◆ The RTI Process
 - General Tier Process
- ◆ Procedures for Implementation
 - Leadership Team
 - Team Sub-sets
 - Data Review
 - Intervention Delivery
 - Progress Monitoring
 - Decision Process
 - Special Education

Designing School-Wide Systems for Student Success

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive

1-5%

1-5%

5-10%

5-10%

80-90%

80-90%

Intensive, Individual Interventions

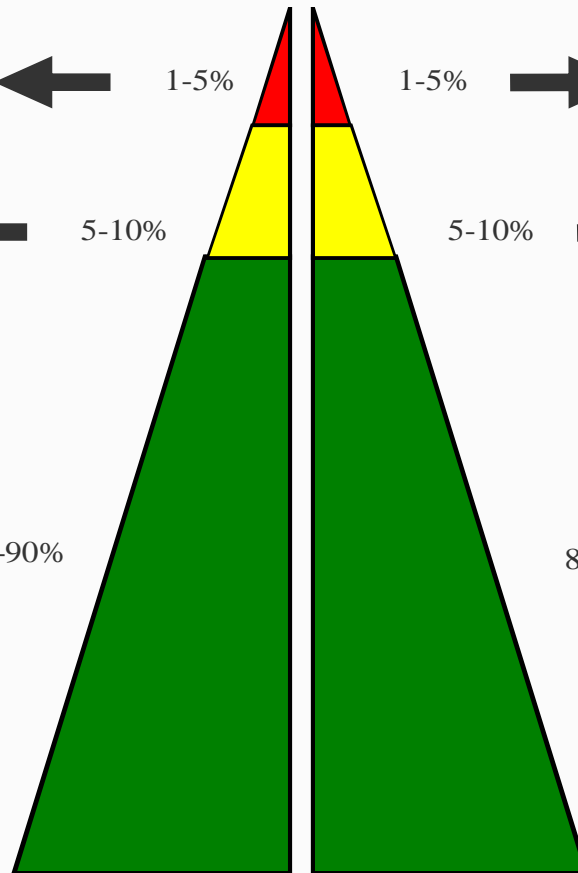
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

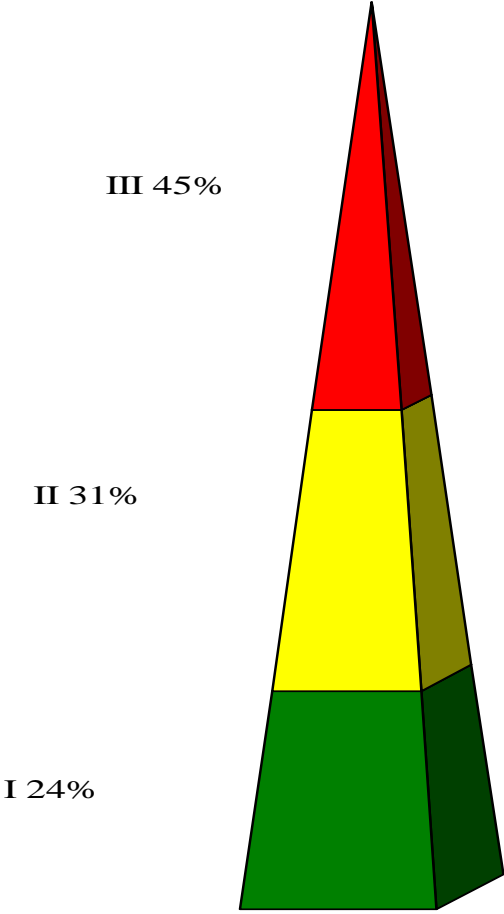
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

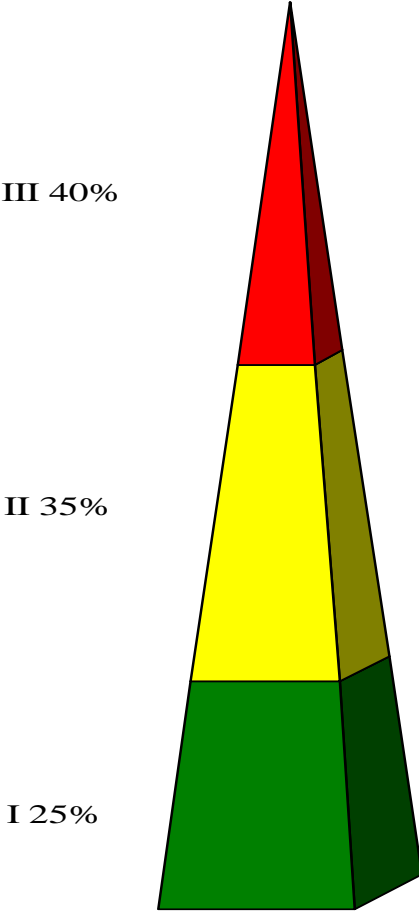
- All settings, all students
- Preventive, proactive



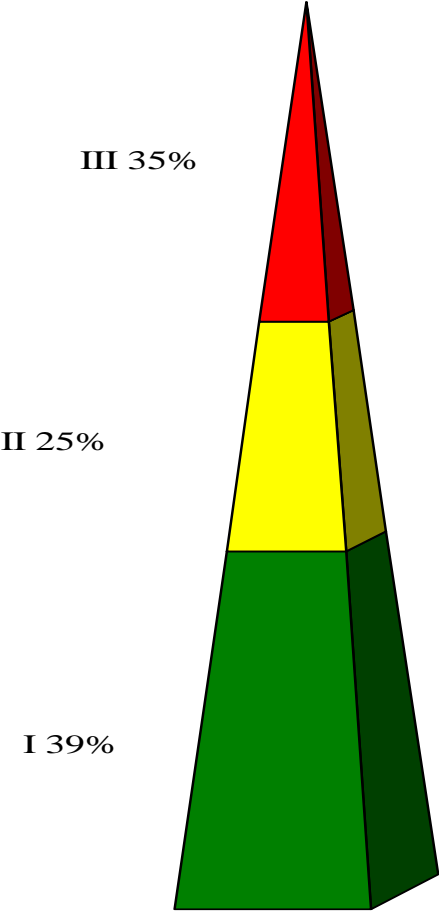
LEAP Data



RSD 2008



RSD 2009



RSD 2010

School Day Schedule

- ◆ Elementary Day: 8:00 a.m. to 4:15 p.m.
- ◆ High School Day: 7:30 a.m. to 3:45 p.m.
- ◆ *Five 90 minute blocks*
- ◆ Greater depth of instruction
- ◆ Increased time for Tier II and Tier III interventions
- ◆ Increased time for accelerated and enrichment activities

What is the difference between Ability Grouping and RTI?

- ◆ 70's Ability Grouping:
 - Taught at perceived level
 - No supportive objective data
 - Low expectations
 - Static process
 - Limited progress
 - Failure

Instruction and Intervention Delivery

- ◆ Advanced: Acceleration and Enrichment
- ◆ Tier I: Core Instruction = Louisiana Comprehensive Curriculum and Enrichment Activities
- ◆ Tier II: Core Instruction + Intervention
 - Reading (Voyager, Read 180)
 - Math (First in Math, Carnegie Bridge to Algebra)
- ◆ Tier III: Core Instruction + Intensive Intervention
 - Reading (Voyager, Read 180, DI-Decoding,)
 - Math (Fastt Math, Bridge to Algebra)

Leadership Team

- ◆ Designated by Principal
- ◆ Team drives data decisions
- ◆ Sub-Set Team Meetings
 - RTI (Review Intervention Data)
 - School Improvement/Academics
 - PBS/Behavior Data
 - Possible Referral for Special Education

Meetings with Purpose

- ◆ Review data
- ◆ Identify challenges
- ◆ Set goals
- ◆ Address fidelity to the intervention
- ◆ Establish progress monitoring process

RTI Essential Elements

- ◆ Universal Screening
- ◆ Identification of Tier Interventions
- ◆ Application of Intervention
- ◆ Progress Monitoring
- ◆ Data-driven decisions

RTI Design for RSD

- ◆ Administrative Support
- ◆ Framework for reading, math and behavior
- ◆ Scientifically based instruction and interventions
- ◆ School-Level Leadership/RTI Team
- ◆ RTI manual to communicate process
- ◆ Process for evaluating data

RSD Frameworks

- ◆ Reading and Math
- ◆ Behavior

Universal Screening

- ◆ All students are assessed
- ◆ Academic Assessment tools in the RSD
 - MAP
 - DIBELS
 - Aimsweb Math Probes
- ◆ Behavior Assessment Tools in the RSD
 - Aimsweb Behavior Screener

Effective Intervention Plans

- ◆ RTI based on use of best available interventions
- ◆ Plans incorporate clear goals and explicit expectations for both the student and the teacher
- ◆ Interventions require
 - Integrity
 - Fidelity
 - Diligence

Progress Monitoring

- ◆ Analyzes progress
- ◆ Instructional decisions

(Research indicates when student progress is monitored outcomes improve)

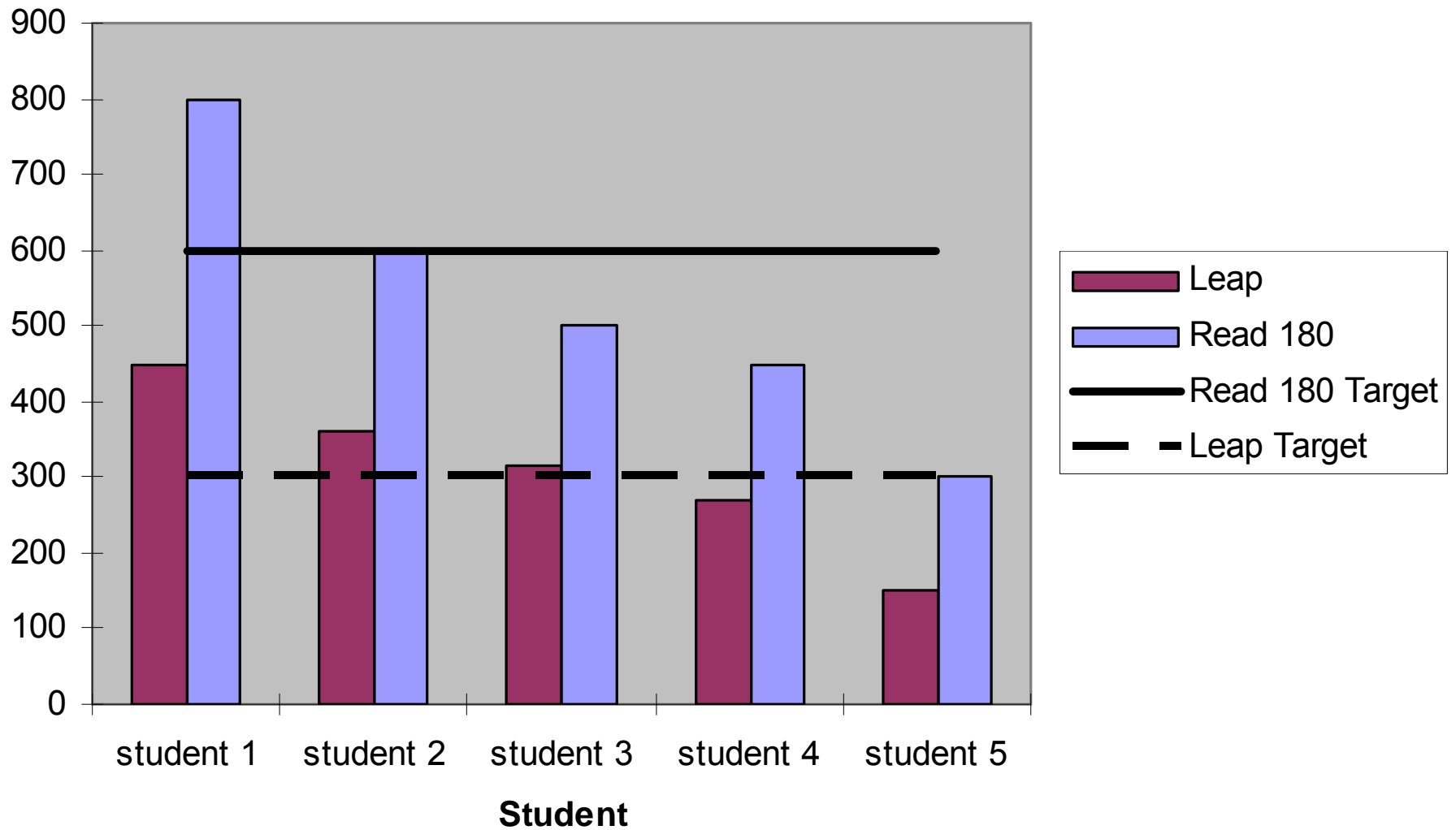
Data Systems

- ◆ Collects and reports individual student, classroom, and school data
- ◆ Resource for Progress Monitoring and Decision Making
- ◆ Data Sources: JPAMS, LEAP, iLEAP, Voyager/DIBELS, READ 180/SRI, Aimsweb, MAP, Schoolnet

Decision Process

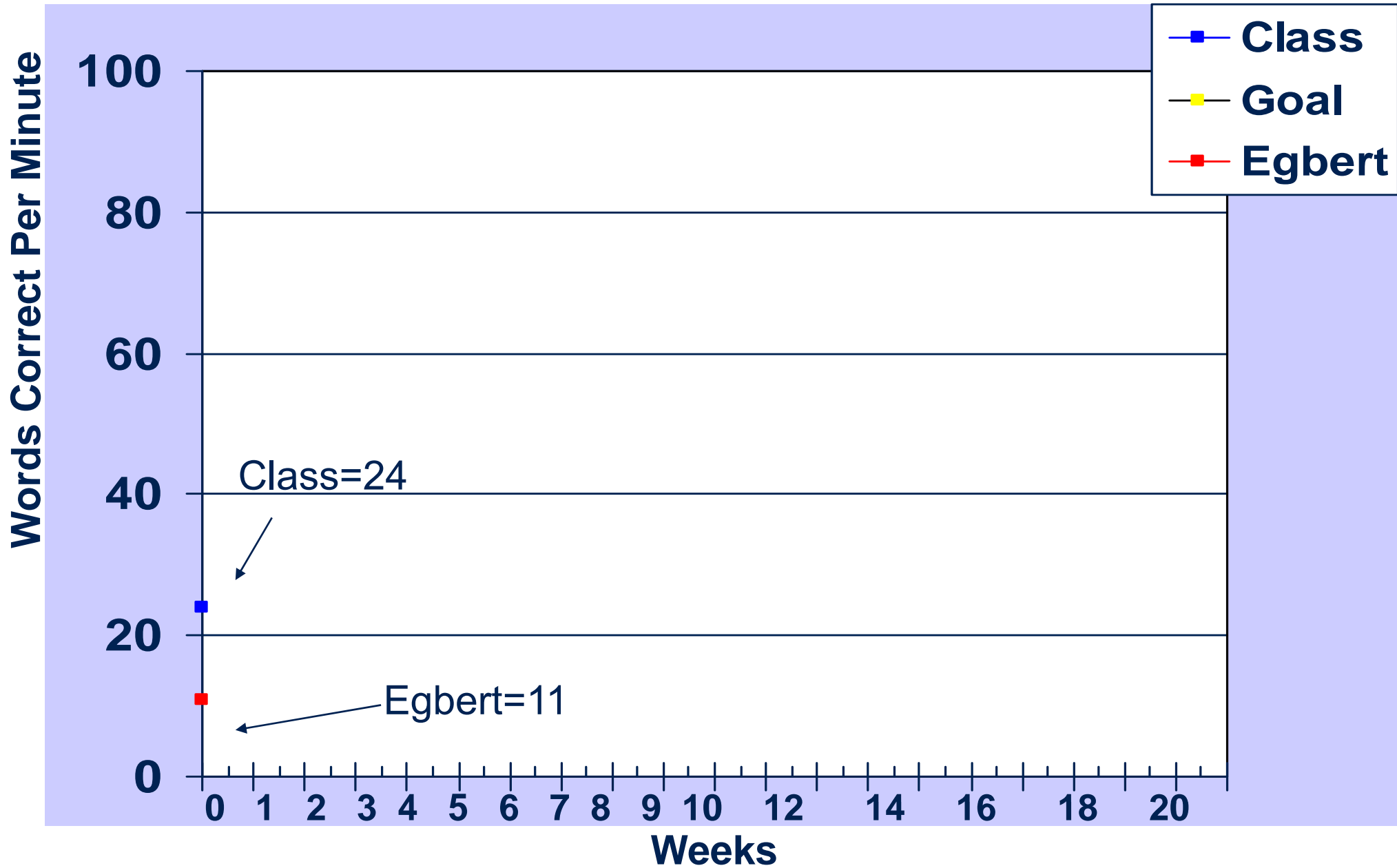
- ◆ Data review
- ◆ Fidelity to intervention
- ◆ Documentation of interventions
- ◆ Follow process to make next steps/ decision

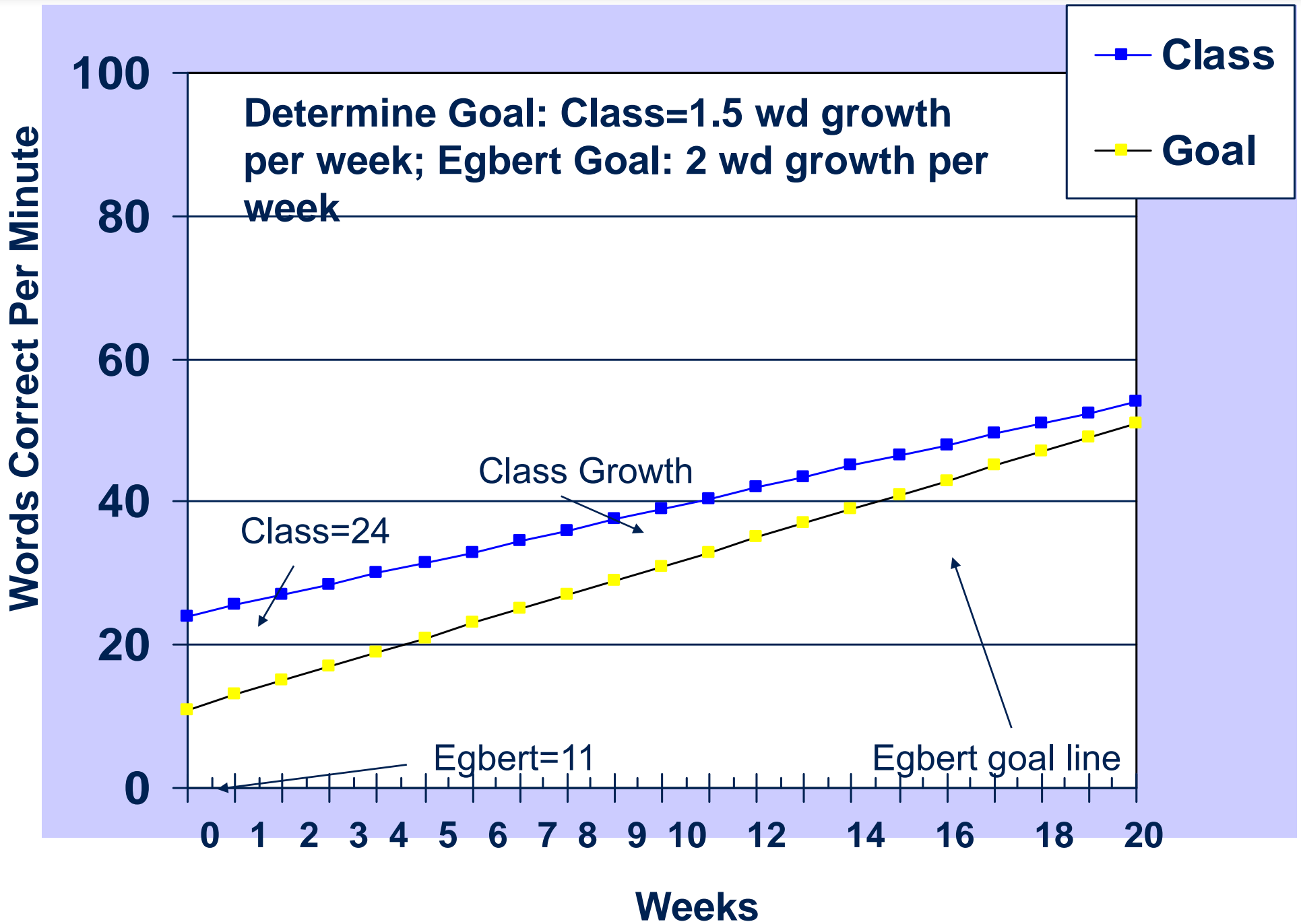
4th Grade Leap and Read 180



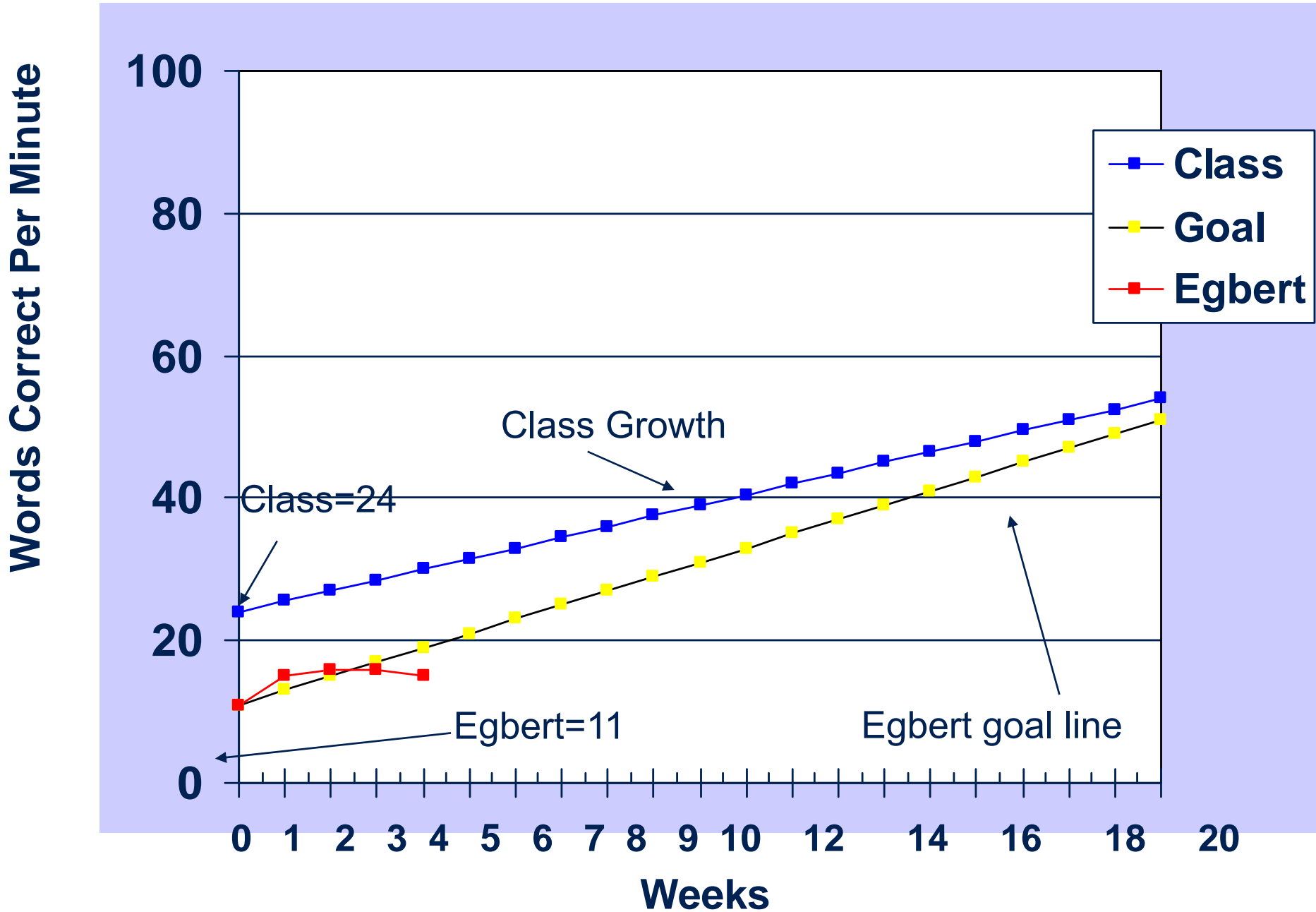
Slides from Dr. Dan Reschly from Vanderbilt University

Graph Current Status





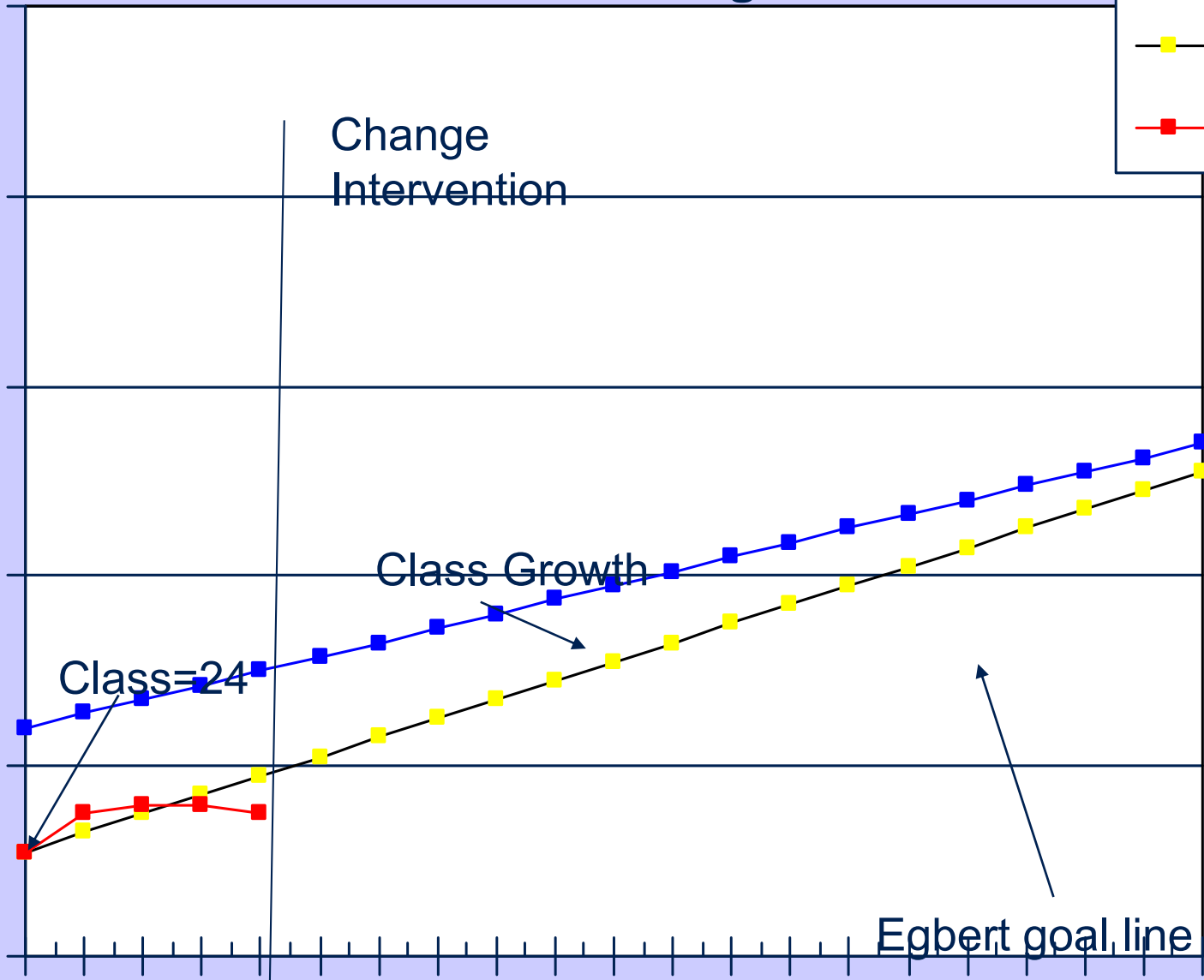
Monitor Egbert's Progress Relative to Goal



Formative Evaluation: Change Intervention

- Class
- Goal
- Egbert

Words Correct Per Minute

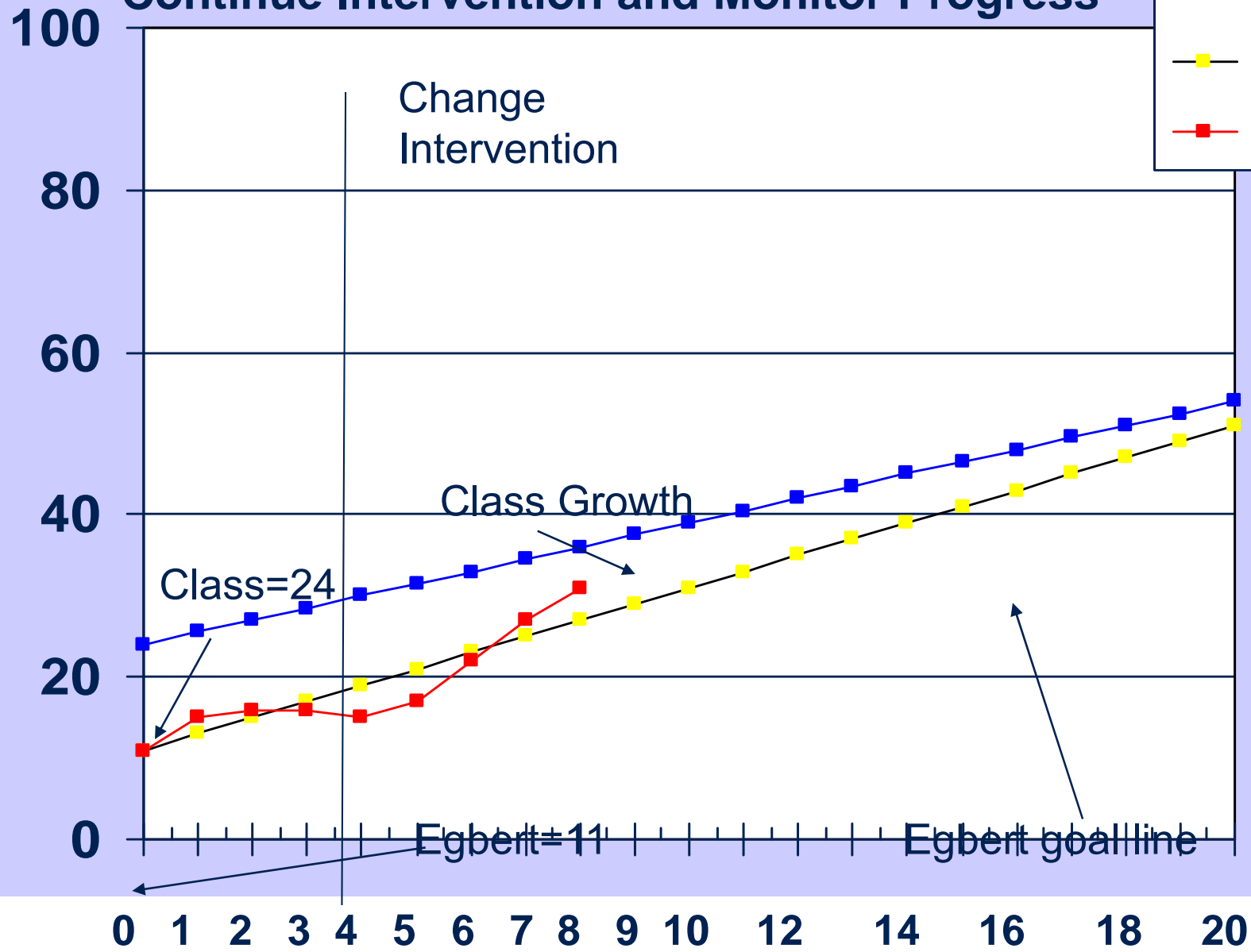


0 1 2 3 4 5 6 7 8 9 10 12 14 16 18 20
Weeks

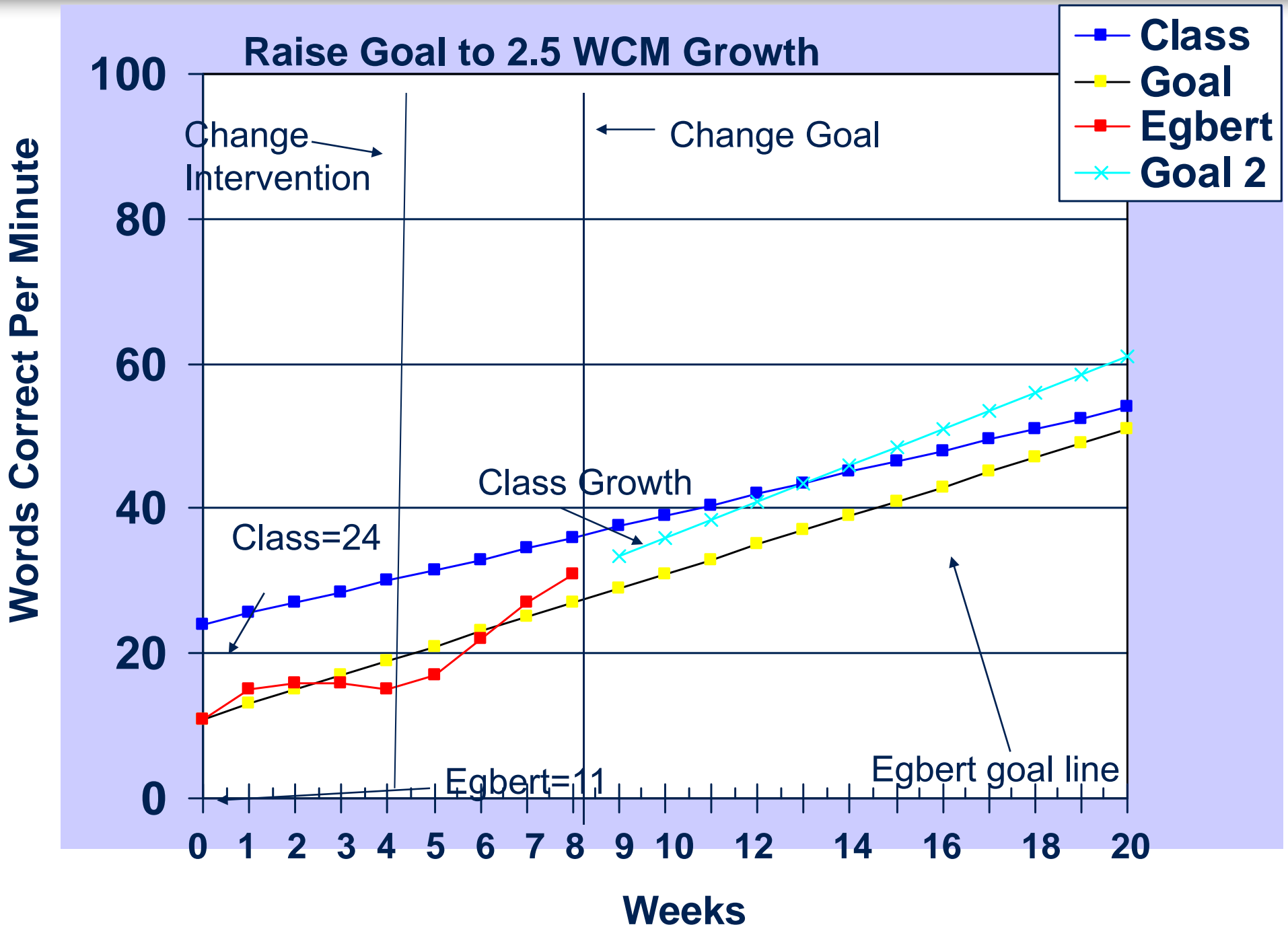
Continue Intervention and Monitor Progress

- Class
- Goal
- Egbert

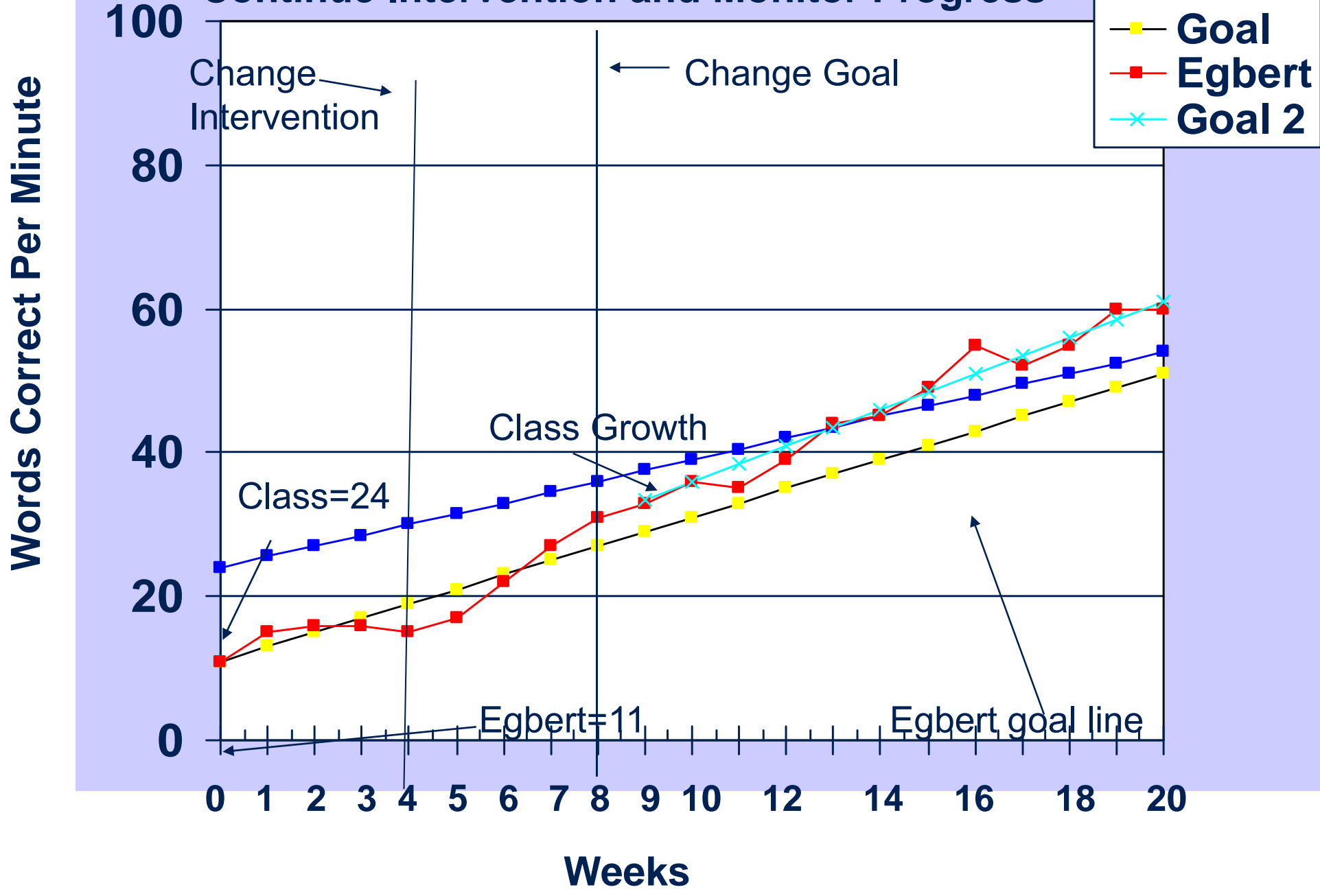
Words Correct Per Minute



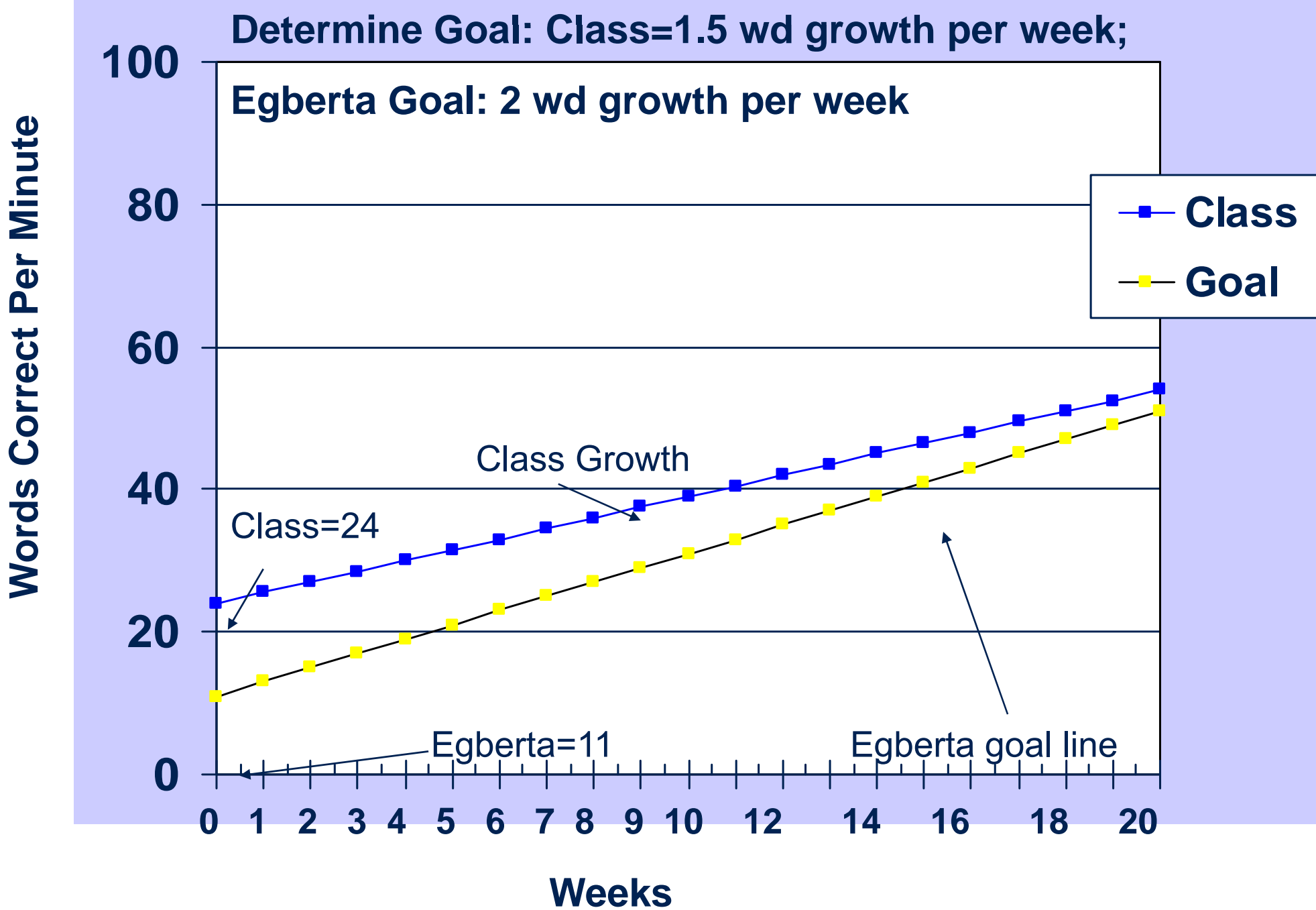
Weeks



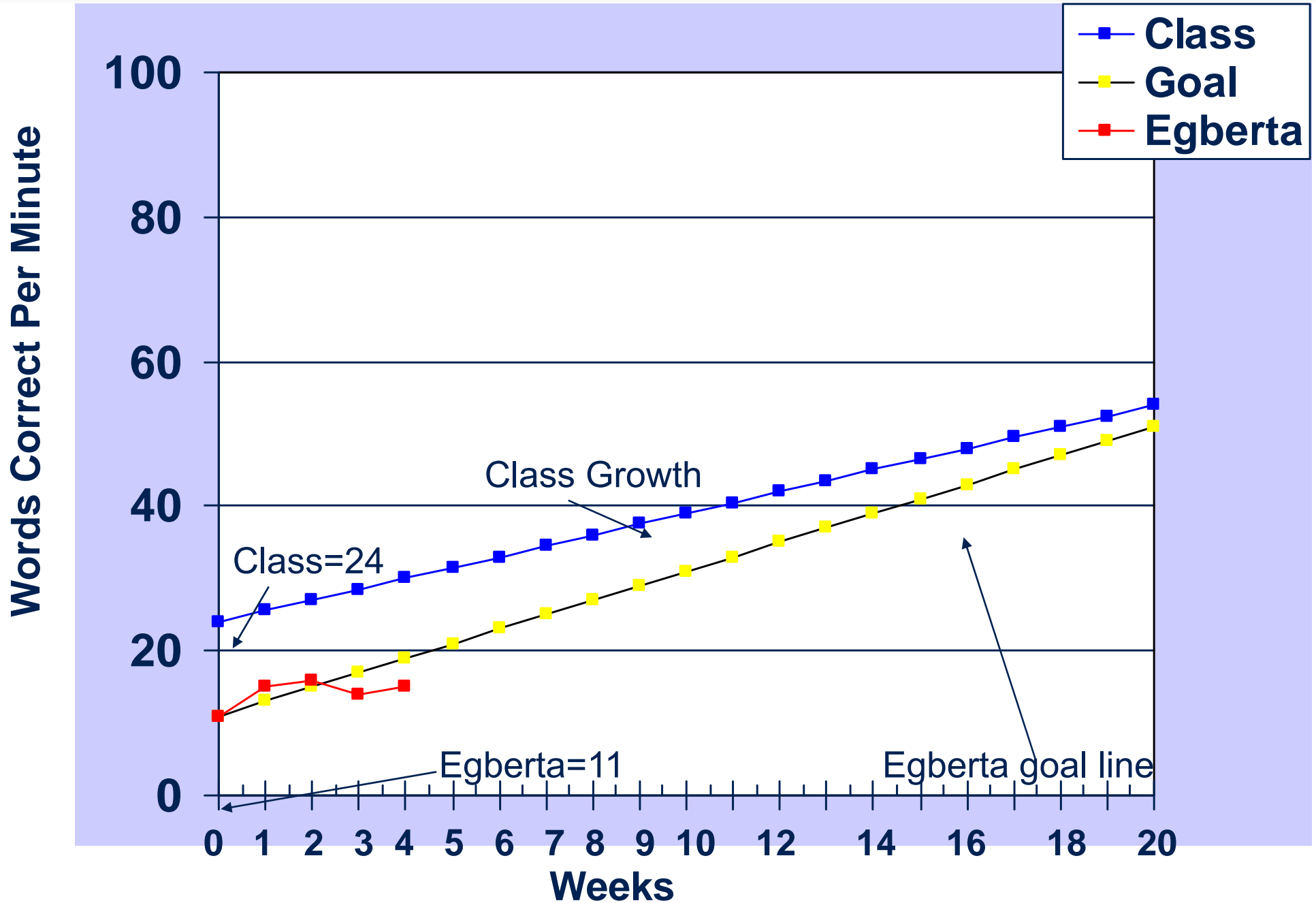
Continue Intervention and Monitor Progress



EGBERTA



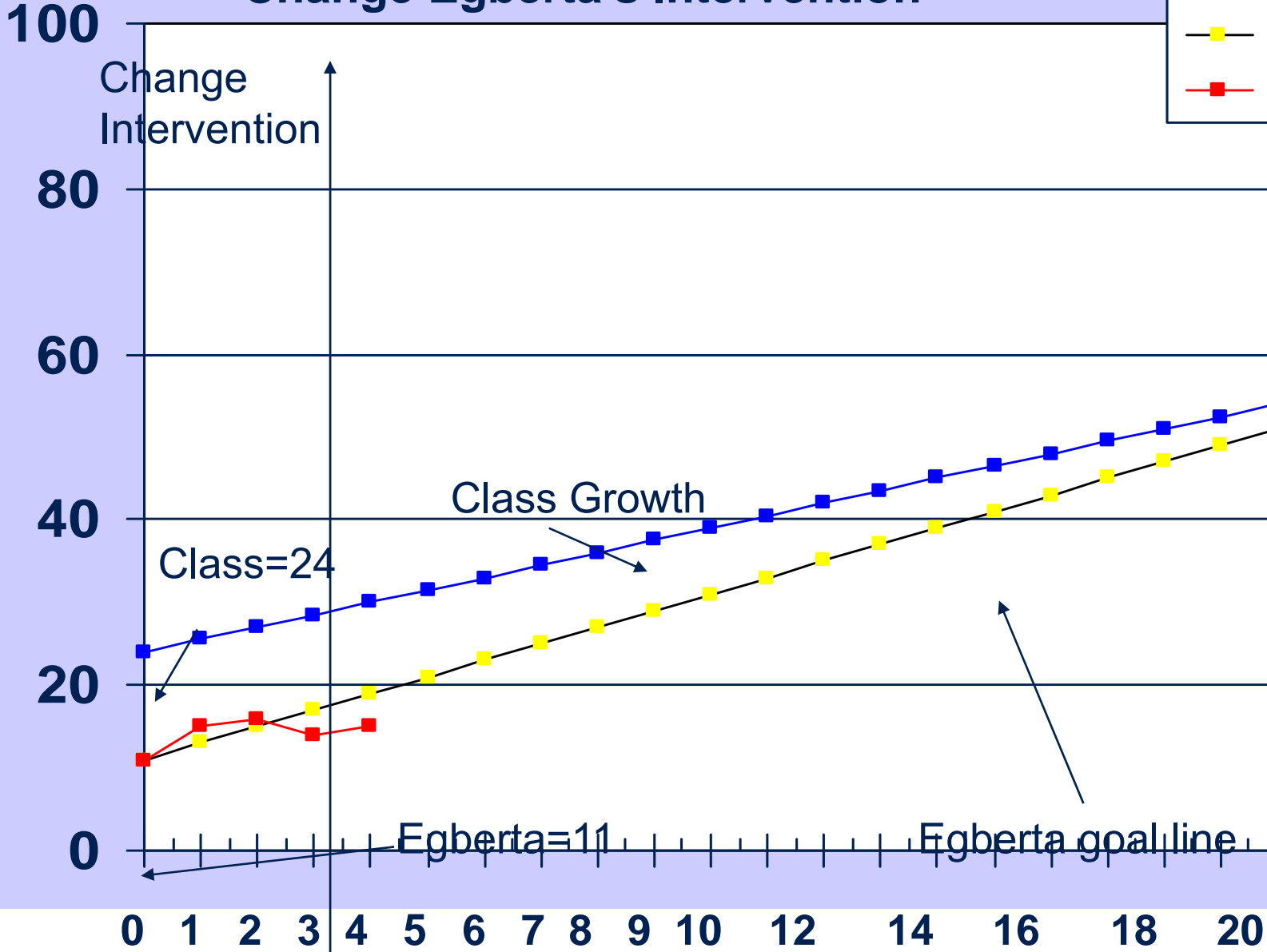
Monitor Egberta's Progress Relative to Goal



Change Egberta's Intervention

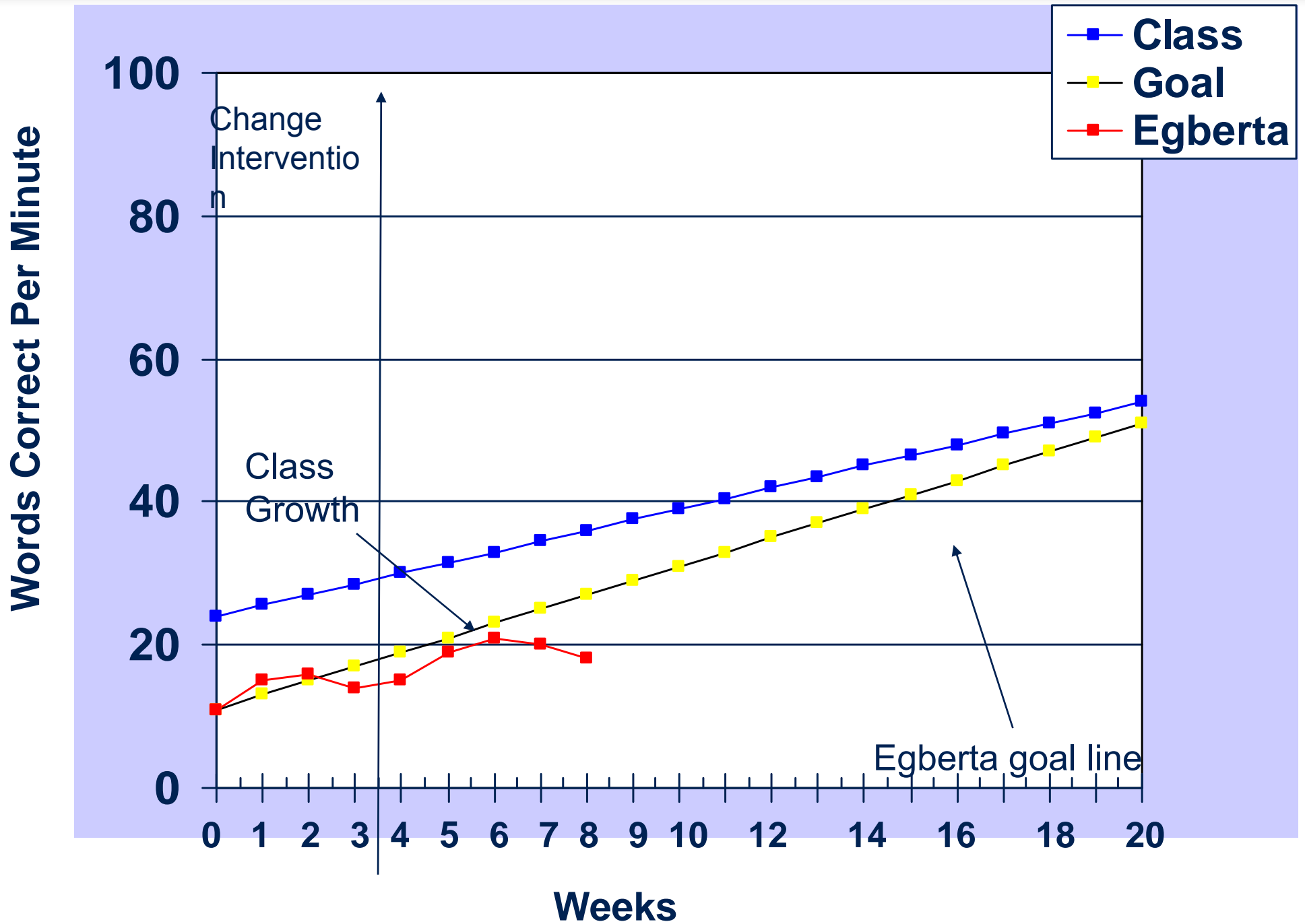
- Class
- Goal
- Egberta

Words Correct Per Minute

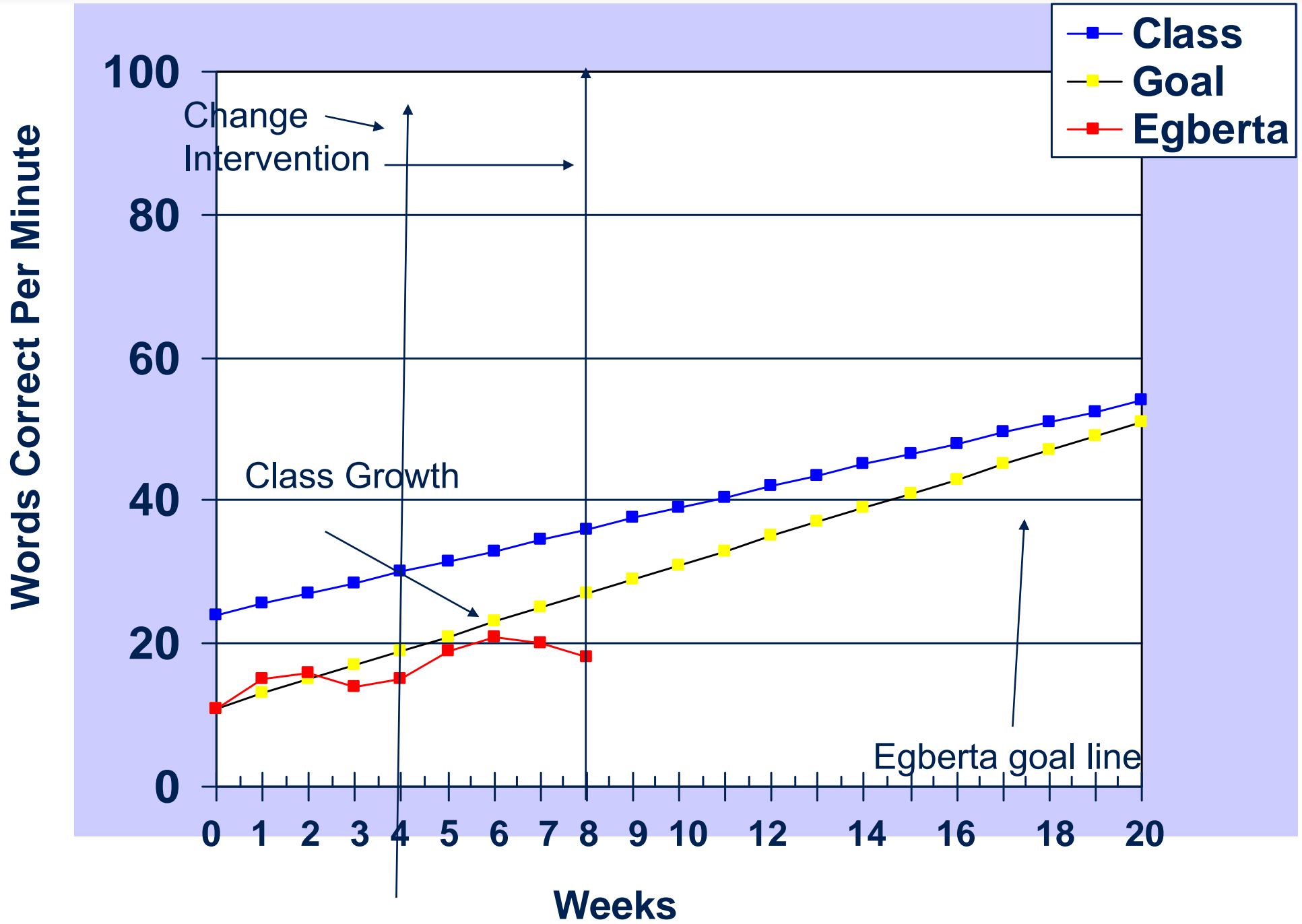


Weeks

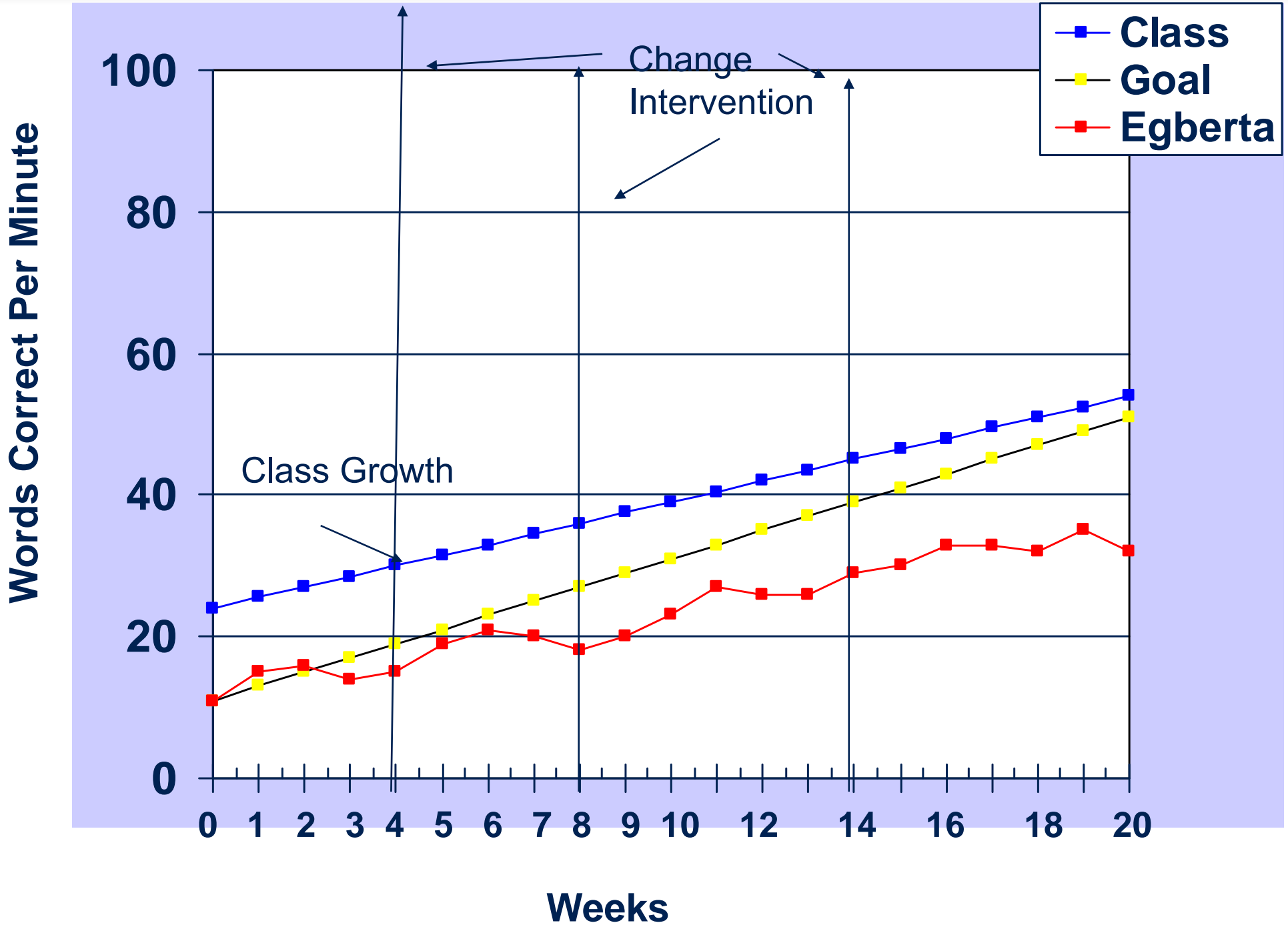
Implement Revised Intervention and Continue to Monitor Progress



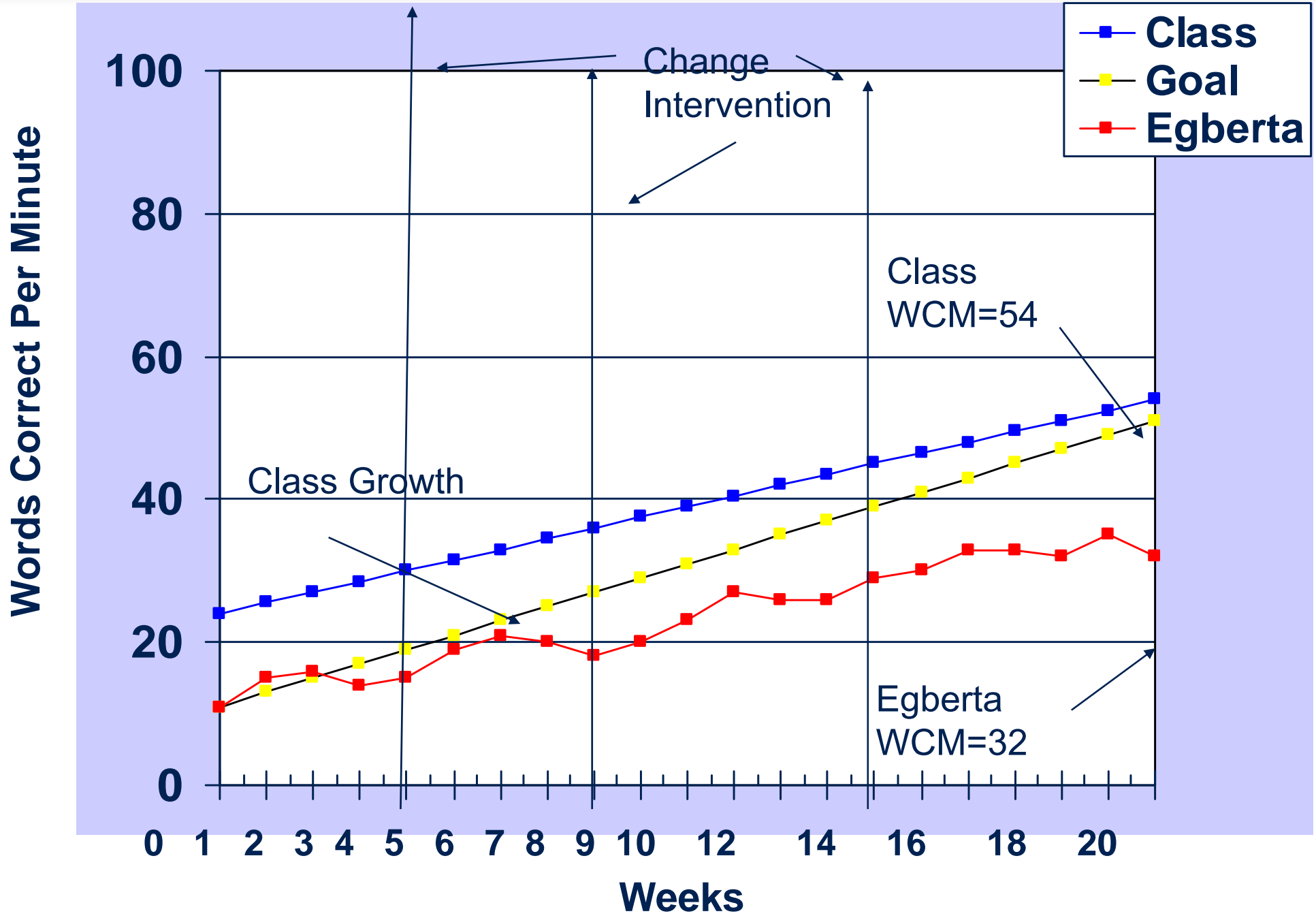
Implement Second Intervention Revision



Implement Second Intervention Revision and Monitor Results



Gap Not Closing: Consider Eligibility and More Intensive Interventions



Interventions

- ◆ All stakeholders need to know the curriculum to ensure that a student's need is not due to weakness in the curriculum
- ◆ Examine issues of who (individual and/or class), what (academics & behavior), when (scheduling issues), where, and why
- ◆ Prevention is the best intervention

Impact on Students

- ◆ Instruction centered around student's needs
- ◆ Research based interventions support the instruction design
- ◆ Universal screening and progress monitoring provide data about student's progress
- ◆ Decisions about instruction driven by collected data
- ◆ Better educational outcomes for all students

Intervention Starting Points

- ◆ Intervention Central – www.interventioncentral.org
- ◆ Big Ideas in Beginning Reading – reading.uoregon.edu
- ◆ Florida Center for Reading Research – www.fcrr.org
- ◆ What Works Clearinghouse - www.whatworks.ed.gov
- ◆ Scientifically-based Interventions – www.gosbr.net
- ◆ Project Reach: Strategies for Teachers-
www.lehigh.edu/projectreach/teachers/teachers_reach.htm
- ◆ The Access Center -
http://www.k8accesscenter.org/documents/InstructionalMethodsandPractices_3-16.pdf
- ◆ Learning Prep School: Thinking Maps -
<http://learningprep.org/thinkingmaps.htm>

Special Education Referrals

- ◆ Referral Process through Referral Team
- ◆ Follow Bulletin 1508 based on State Bulletin 1706, based on the Federal Regulations.
- ◆ Parent Involvement
- ◆ Data Drives Decision
- ◆ RTI reduces over-identification of Special Education

Impact on Teachers

- ◆ Acknowledged support for instruction
- ◆ Opportunities to learn strategies for improving inclusive instruction
- ◆ Less time with frustrating discipline issues
- ◆ More time to teach

Impact on Schools

- ◆ Provides a systematic progress monitoring approach for all students
- ◆ Allows the school to identify the elements necessary for school improvement
- ◆ Data reinforces positive outcomes for students

Why RTI for the RSD?

- ◆ Positive Outcomes for Students
- ◆ Professional Growth
- ◆ Dynamic Opportunities for Change
- ◆ Exciting
- ◆ Vision for Progress!!

Stephanie Stevens, M.Ed.
RTI/Appraisal Coordinator
stephanie.stevens@rsdla.net

Rachelle Schuck
RTI Appraisal Specialist
rachelle.schuck@rsdla.net

Karen Gusman, M.Ed
RTI/Appraisal Specialist
karen.gusman@rsdla.net

Claudette Woods, M.Ed
RTI/Appraisal Specialist
claudette.woods@rsdla.net

Jacob Mathiason
School Psychologist
jacob.mathiason@rsdla.net