Response to Instruction (RTI):
How seasoned districts succeed through buy-in, relationships, and data

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Missouri

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Lisa Langell
Arizona

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Virginia
Building an RTI Infrastructure
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Educational Consultant
Many Virginia divisions have chosen to use national speakers and blueprints to forward RtI. They have also worked in small consortiums to learn from one another.

The Commonwealth of Virginia Department of Education is in year 3 of a pilot program of 16 elementary school. A new cohort of 18 school divisions, including middle and high schools, began in Fall, 2010.
Amy Piper, Ed.S., NCSP
Title: Elementary Principal

Fredonia, NY
Fredonia Central School District
Amy Piper, Ed.S., NCSP
Elementary Principal

- Community of approximately 11,000 residents
- Enrollment of approximately 1600 students in grades K – 12
- Located in the southwestern corner of New York State, approximately 50 miles southwest of Buffalo and over 400 miles west of NYC

- Free Lunch Rate = 26%
- Reduced Lunch Rate = 5%
- Student Stability = 97%
- Ethnicity:
  - 92% White
  - 4% Hispanic
  - 2% African-American
- Limited English Proficient = 1%
Fredonia Central School District

- In 2006-07, we had 26 referrals to CSE with 22 being classified.

- In 2007-2008, we had 18 referrals to CSE with 16 being classified.

- In 2008-09, we had 17 new referrals to CSE, with all 17 being classified.

- In 2009-10, we had 23 new referrals to CSE, with 20 being classified.

- Year to date in 2010-11, there have been 10 CSE referrals that have been completed, with 8 being classified; 3 additional referrals are in progress (as of 3/18/11).
Fredonia Central School District

- Significant growth in reading fluency in grades 1-8 on the AIMSweb data reports.
- Middle school:
  - Fall: **15 students in the sixth grade** referred to Academic Intervention Services based on the State ELA exam and AIMSweb benchmark scores.
  - After being given intense reading intervention (through AIS at Tier 2 and Tier 3), **11 of those students are at above their target goal** (25th percentile for both R-CBM and MAZE).
  - We have been able to track this growth through AIMSweb's progress monitoring system.
Fredonia Central School District

- 5th grade classroom with M-CBM.
  - At the fall benchmark, the median digits correct was 31.2.
  - After intensive Tier 1 intervention (peer tutoring) in the classroom, the median digits correct is now 50.1.
Fredonia Central School District

A third example is in kindergarten.

- We had 32/108 students not at target at the Fall benchmark.

- After providing intense intervention and monitoring their progress with Letter Naming Fluency, 16 of these students met benchmark and no longer needed Tier 2 or 3 services.
Community Consolidated School District 59
Arlington Heights, IL

Randy Haack, MA
Coordinator of Assessment
CCSD #59 Demographics

- Suburban Northwest Chicago
- 6200 students
- 11 Elementary & 3 Jr. High.’s
- 48% Caucasian
- 34% Hispanic
- 40% Low Income
- 38% Limited English Proficient (w/ 53 languages represented)
- 12% Mobility Rate
So what was happening with our students at Kindergarten?

Kindergarten Initial Sound Fluency

![Graph showing Kindergarten Initial Sound Fluency over time from 2000-01 to 2005-06. The graph indicates a drop in initial sound fluency from the beginning of the year to the end of the year for each year. The years are represented by different colors: 00-01 (purple), 01-02 (gray), 02-03 (yellow), 03-04 (green), 04-05 (red), and 05-06 (blue).]
What About Intermediate Grades...Then?

ISAT Language Arts: Meets + Exceeds

- ISAT 3
- ISAT 5
- ISAT 8
District 3rd Grade Fall Student Distribution Fall 2006

Reading - Curriculum Based Measurement Histogram

Includes Categories: All Schools

<table>
<thead>
<tr>
<th>Description</th>
<th>Target Range</th>
<th>Ns</th>
<th>%s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well Below Average</td>
<td>$\leq 30.9$</td>
<td>37</td>
<td>6.9%</td>
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<tr>
<td>Below Average</td>
<td>31.0 - 50.9</td>
<td>60</td>
<td>11.2%</td>
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<tr>
<td>Average</td>
<td>51.0 - 105.9</td>
<td>264</td>
<td>49.3%</td>
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<td>Above Average</td>
<td>106.0 - 134.9</td>
<td>107</td>
<td>20.0%</td>
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<tr>
<td>Well Above Average</td>
<td>$\geq 135.0$</td>
<td>86</td>
<td>12.7%</td>
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</table>

N$ = $Number Of Students  \  \ %s = $Percent Of Students
District 3rd Grade Student Distribution Spring 2007

Reading - Curriculum Based Measurement Histogram

Community Consolidated School District 59
Grade 3: Spring 2006-2007
Reading - Curriculum Based Measurement

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<td>Well above average</td>
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Includes Categories: All Schools

<table>
<thead>
<tr>
<th>Description</th>
<th>Target Range</th>
<th>Ns</th>
<th>%s</th>
</tr>
</thead>
</table>
| Well Below Average         | <= 55.9      | 23 | 4.5%
| Below Average              | 56.0 - 85.9  | 32 | 6.3%
| Average                    | 86.0 - 124.9 | 255| 48.0%
| Above Average              | 143.0 - 166.9| 120| 23.5%
| Well Above Average         | 167.0+       | 81 | 15.6%

Ns - Number Of Students  %s - Percent Of Students Targets are generated from AIMWeb Growth Aggregate
What About Intermediate Grades...Now?

ISAT Language Arts: Meets + Exceeds

- ISAT 3
- ISAT 5
- ISAT 8
Melissa Chinn, MS
Title: School Psychologist/Instructional Coach
St. Croix River Education District has six member districts.  
Total population is approximately 11,500 students.  
Overall special education rate ranges from 7-11%.  
Number of students qualifying for F&RL varies from 18-55%.  
SCRED was the first district to pilot Curriculum Based Measures (CBM) in 1979 when they were being field-tested.  
Long history of over 30 years of data-based decision making.
All SCRED – Historical 10th Percentile Scores

Grade & Period

10th percentile scores
• Suburban St Louis
• Serve 25,000 students in special & technical education
• Provide services in 265 schools in 22 partner districts
• 1 in 5 students in St Louis County receive special or technical education services from SSD
2010-11: SSD Students' AVG ROI by Grade

*Yellow arrows represent the national 50th percentile rate of improvement

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Entire Year</th>
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<tbody>
<tr>
<td>2</td>
<td>1.25</td>
<td>0.99</td>
<td>1.2</td>
</tr>
<tr>
<td>3</td>
<td>1.02</td>
<td>0.84</td>
<td>0.9</td>
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<tr>
<td>4</td>
<td>0.94</td>
<td>0.71</td>
<td>0.79</td>
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<td>5</td>
<td>0.89</td>
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<td>6</td>
<td>0.74</td>
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<tr>
<td>8</td>
<td>0.61</td>
<td>0.53</td>
<td>0.55</td>
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## 2010-11: SSD Students' AVG ROI by Disability Category (Grades 3-5)

<table>
<thead>
<tr>
<th>Disability Category</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Entire Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism (n=152, 140, 133)</td>
<td>0.85</td>
<td>0.8</td>
<td>0.84</td>
</tr>
<tr>
<td>Emotional Disturbance (n=65, 54, 53)</td>
<td>0.98</td>
<td>0.7</td>
<td>0.69</td>
</tr>
<tr>
<td>Intellectual Disability (n=83, 87, 83)</td>
<td>0.59</td>
<td>0.52</td>
<td>0.55</td>
</tr>
<tr>
<td>Other Health Impairment (n=247, 221, 213)</td>
<td>0.98</td>
<td>0.79</td>
<td>0.86</td>
</tr>
<tr>
<td>Specific Learning Disability (n=508, 490, 453)</td>
<td>1</td>
<td>0.85</td>
<td>0.9</td>
</tr>
<tr>
<td>Speech Language Impairment (n=278, 264, 253)</td>
<td>0.99</td>
<td>0.72</td>
<td>0.84</td>
</tr>
<tr>
<td>SSD 3-5 average (n=1333, 1256, 1188)</td>
<td>0.95</td>
<td>0.78</td>
<td>0.84</td>
</tr>
</tbody>
</table>
Documenting your “Take Aways”

• After discussion of each tier, we will briefly stop to discuss & apply

• As we talk, be thinking about:
  o Affirmations (strategies or methods you agree with, and maybe are already doing - reassurances that you are on the right track!)
  o New ideas
  o One specific idea you can apply in your work
"You can't tweak it if you don't start it."

--Dean Fixsen, National Implementation Research Network

Implementation Rules for Systems Change 101:

BUILD CONSENSUS

BUILD AN INFRASTRUCTURE
Building an RTI Infrastructure
Tier 1

- Obtaining Buy-In for Primary Stakeholders
- Relationship Building
- Infrastructure Development

Tier 2

- Infrastructure Development
- Using Data
- Relationship Building
- Obtaining buy-in

Tier 3

- Infrastructure Development
- Relationship Building
- Obtaining Buy-in
- Using Data
Pick your leadership teams and key stakeholders.
2010 Survey of 20 Districts using AIMSweb for RTI for 2+ years:

“If you were asked by another district on the best way to go about implementing AIMSweb/RTI, provide 3 to 5 key recommendations you'd give them.”

Over 50% rated Administrator Buy-in/Support and Professional Development to be the top two recommendations.

So, how do we get that buy-in? …
How does the leadership team “hook” them?

1. **Their own data**, followed by evidence of school improvement in an RtI model.

2. **An appeal to social justice** and an overall glimpse of what happens to children when we don't close the gap.

3. **The emotional**: what if this were your child? (Think *Waiting for Superman*).

4. **Connections** to what already exist.

5. **Compliance** with laws and policies.
The demographics changed, but the school didn't change:

Note: The red line represents the national trend for Grade 3, the green line represents ELL students, and the blue line represents non-ELL students.
Addressing needs early on: Prevention

Schools must adjust and match instruction to need early on

<table>
<thead>
<tr>
<th>Family Type</th>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welfare</td>
<td>616 words/hour</td>
<td>5 affirmations</td>
</tr>
<tr>
<td>Working Class</td>
<td>1251 words/hour</td>
<td>12 affirmations</td>
</tr>
<tr>
<td>Professional</td>
<td>2153 words/hour</td>
<td>32 affirmations</td>
</tr>
<tr>
<td></td>
<td>11 prohibitory</td>
<td>7 prohibitory</td>
</tr>
<tr>
<td></td>
<td>5 prohibitory</td>
<td></td>
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</tbody>
</table>

In a typical 100 hour week, this means the child hears:

- Welfare: 62,000 words
- Working Class: 125,000 words
- Professional: 215,000 words

What this means: As early as kindergarten, kids come to schools with different skill levels, based upon their home experiences.

What do you think?

Response to Instruction (RTI):
How seasoned districts succeed through buy-in, relationships, and data

1. Rank which “appeals” may resonate best with your district to obtain initial buy-in:
   ___ An appeal for social justice
   ___ Your district’s own data (i.e., “current status of things”)
   ___ The emotional (i.e., “What if this was your child?”)
   ___ Connections to what already exists (i.e., “Believe it or not, we’re doing some of this RTI stuff here already!”)
   ___ Compliance with federal and local laws and policies
Administrator Buy-In

Develop RtI Leadership team to:

• Assess possible staff reluctance or resistance to RTI.
• Educate stakeholders in the school community about the RTI model.
• Identify those strengths and challenges from both within and outside of the school or district that could affect implementation of RTI.
• Generate a comprehensive, multi-year RTI roll-out plan
Administrator Buy-In

- Align RtI to other key district initiatives...this way RtI is a process and not "another thing"

- High student achievement

- Teacher evaluation/Union

- Develop a "tight-loose" document so all principals know "what" has to be done, but leave the how to the schools
Non-negotiables for RtI:

1. The Focus of Study (Illinois Learning Standards), school wide behavioral expectations and the social-emotional learning standards guide classroom instruction

2. Assessment is integrated into instruction
3. The assessment calendar and protocols are followed
4. Six data points are used to determine success of interventions
   - Tier One Interventions should have strategic monitoring as needed
   - Tier Two Interventions should be progress monitored every 2 weeks
   - Tier Three Interventions should be progress monitored weekly

How will we know if they have learned it?

5. Data is analyzed to plan instruction and interventions by teams
6. Staff uses differentiated instructional strategies to meet student needs. These strategies include whole group, small group and individual instruction
7. Tier Two and Three interventions should be offered each day, or a minimum of four days a week
8. Tier Two and Three interventions must supplement the general education curriculum, allowing extra time for instruction for those students not achieving
9. Use research-based, best practice instructional strategies that support the learning and behavior of all children
10. Curriculum, behavioral and instructional practices are implemented with fidelity
1. The Focus of Study (Illinois Learning Standards), school wide behavioral expectations and the social-emotional learning standards guide classroom instruction

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   - Tier One Interventions should have strategic monitoring as needed
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   - Tier Three Interventions should be progress monitored weekly

What do we want all students to learn?
2. Assessment is integrated into instruction
3. The assessment calendar and protocols are followed
4. Six data points are used to determine success of interventions
   • Tier One Interventions should have strategic monitoring as needed
   • Tier Two Interventions should be progress monitored every 2 weeks
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7. Tier Two and Three interventions should be offered each day, or a minimum of four days a week
8. Tier Two and Three interventions must supplement the general education curriculum, allowing extra time for instruction for those students not achieving
How will we respond when students don't learn? How will we respond when students know it?

9. Use research-based, best practice instructional strategies that support the learning and behavior of all children
10. Curriculum, behavioral and instructional practices are implemented with fidelity
Tier 1: Obtaining Buy-in
Teachers
Establishing Buy-In: Teachers

In practice:

- Have the RTI leadership team develop their own 30 min. powerpoint that is their universal language of what RTI is so everyone on the same page.

- Get some of your well-respected teachers involved - have them present to staff.

- Further educate and expose your teams and staff to RtI through conferences, books, research, etc.

- Agenda might include WHY RtI, definitions & examples of tiers & CBMs, & what's next.
Proactively Address Misconceptions and Fears.

- This is just a new set of complicated hoops to jump through for Special Education.
- I don't have the time for all the extra work.
- We don't have money in our budget for that program.
- What is all this data going to say about me?
What do you think?

2. Rank which misperceptions and fears are most commonly expressed in your district:

   ___ This is just a new set of complicated hoops to jump through for Special Education.

   ___ I don't have the time for all the extra work.

   ___ We don't have money in our budget for that program.

   ___ What is all this data going to say about me?
What do you think?

What are two things you can do about it?

1. ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

2. ........................................................................................................................................
   ........................................................................................................................................
Tier 1

Building a Successful RTI Infrastructure

- Using Data
- Infrastructure Development
- Using Data

Tier 1

- Obtaining Buy-In for Primary Stakeholders
- Relationship Building
- Infrastructure Development

Tier 2

- Relationship Building
- Obtaining Buy-In

Tier 3

- Relationship Building
- Infrastructure Development
- Using Data
- Obtaining Buy-In
Data Analysis Meetings

- How should meetings be set up?
  - Create structure
  - Training (with modeling)
  - Define the needs/questions your data are to address
  - Address the positioning of district assessments, state assessments, and screeners, etc.
    - focus on group data (Core curriculum)
    - How is data use to evaluate core instruction/curriculum needs
    - Have a format for data analysis meetings with acceptable data, multiple measures, set cut scores, and reg ed representation
What would you do?
Challenging situation A

• Large school district – more than 60 elementary schools

• Site based management

• Everything from “no new initiatives in my building” to “we are doing RtI”

• Hand didn’t necessarily know what the fingers were doing

• No consistency in Tier 1 approaches
Resolution A

• Started with the willing and able in the central office

• Scheduled some informational meetings with any who would come

• Defined what they would call RtI and made a powerpoint that would be the universal language and delivered at any school faculty meeting. Started with an activity where they listed the principles of RTI on a numbered sheet.
Resolution A

- Started with a core group of principals willing to participate, but couldn’t start with any non-negotiables at first

- Found one article to include with any presentation that defined RtI in fairly generic terms

- Obtained a national expert for one day of explanation and “why” and invited schools and central leadership

- Had one session where the principles of RtI were put on poster sheets and key players put all of their school and district initiatives under one of those principles – made connections
Challenging situation B

- Very small district, one elementary, one middle, one high

- Excellent roll-out, defined process, good data collection, thoughtful planning of interventions and programs. However...

- Teachers were not as connected to the process as they needed to be: still a bit of a notion of sending them to the interventionist
Resolution B

• Wrote the intervention plans together at a PLC meeting

• Were asked to report on very specific data at each monthly data team meeting and the information was inserted at the meeting

• Were given short overviews of the intervention programs and taught to read the progress monitoring charts

• Were taught some school-wide interventions delivered in tier 1 such as SIM sentence writing
Scheduling
• Put data team meetings, benchmark dates on master calendar for the year.

• Plan/Scheduling for PD:
  o What are your dates for PD?
  o How much time do you have?
  o Conduct needs assessment for PD and plan accordingly

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<thead>
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<th>Date (Assessment Window)</th>
<th>Grade Level</th>
<th>Assessment</th>
<th>Data Purpose (see below)</th>
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<td>8/2 to 8/13</td>
<td>K-2</td>
<td>Ridge DIBELS/IDEL</td>
<td>B &amp; C</td>
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<td>8/2 to 8/13</td>
<td>3-5</td>
<td>Ridge Aimsweb (Reading)</td>
<td>B &amp; C</td>
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<tr>
<td>8/2 to 8/13</td>
<td>2-5</td>
<td>Ridge Aimsweb (Math)</td>
<td>B &amp; C</td>
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<td>8/9 to 8/20</td>
<td>K-5</td>
<td>Ridge MAP</td>
<td>A, B, &amp; C</td>
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<td>8/9 to 8/20</td>
<td>3 &amp; 5</td>
<td>Ridge CoGat</td>
<td>B</td>
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<tr>
<td>8/10 to 9/24</td>
<td>K-2</td>
<td>DIBELS/IDEL</td>
<td>B &amp; C</td>
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<tr>
<td>8/30 to 9/24</td>
<td>3-5 (off level) &amp; ELL</td>
<td>Aimsweb (Reading)</td>
<td>B &amp; C</td>
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<td>8/30 to 9/24</td>
<td>2-5</td>
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<td>B &amp; C</td>
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<td>8/30 to 9/24</td>
<td>2-8</td>
<td>MAP</td>
<td>A, B, &amp; C</td>
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<td>3 &amp; 5</td>
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<td>11/1 to 11/9</td>
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<td>ELL Local Assessment</td>
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## School District 59 2010-11 Assessment Calendar

### Green
- Summative

### Blue
- Short-cycle

### Red
- Formative

### Orange
- Diagnostic

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<tr>
<th>Date (Assessment Window)</th>
<th>Grade Level</th>
<th>Assessment</th>
<th>Data Purpose (see below)</th>
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### School District 59 2010-11 Assessment Calendar

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Scheduling!

Student performance matters more than labels, locations, and staff needs

Find time without requiring additional personnel...
• Staggering instruction
• Differentiating instruction
• Cross-grade instruction
• Skill-based instruction
• Before/after school

Be creative with time management!
Scheduling Interventions

• Plan ahead!

• Map out the current schedule


Or just click: http://tinyurl.com/49btvvh

• Prioritize needs in core and supplemental instruction.

• Who are your interventionists?
MC or RH?
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♦ Academic Intervention Services will be provided for students in grades K – 4 who have not met multiple measure benchmarks at their grade level, or who have not mastered foundational literacy skills.

♦ Models and delivery of service will be based on specific student need. Effectiveness of interventions will be monitored closely in conjunction with classroom teacher.

♦ Student progress will be reassessed at 5 - 6 week intervals to determine if continued service is necessary and to include new students as needs arise based on Data Team recommendations.

♦ Intensity of service will be determined in alignment with our current RtI tier system:
Tier 1 Service: Fredonia

For children requiring monitoring and/or classroom interventions in ELA, as specified by Data Team recommendations:

**Intervention provided by classroom teacher**
Tier 2 Service: Fredonia

For children with moderate levels of delay or skill/strategy deficits in ELA, as specified by Data team recommendations:

- 2 x 30, or 3 x 30 minutes per week
- In groups of no more than 4 during small group instruction or independent work time
- Primarily within the 90 minute ELA block

Intervention provided by reading, special education, ELL or speech teachers
Tier 3 Service: Fredonia

For children with significant delays or gaps in ELA skills/strategies:

- At least 5 x 30 minutes per week, individually or in groups no larger than 2
- May be provided before school (for 4th and 3rd graders),
- Inside or outside of the 90 minute ELL block

Intervention provided by reading, special education, ELL or speech teachers
Professional Development
Needs Assessment

- Parent involvement
- School climate and culture
- Curriculum & Instruction
- Measurement & Assessment
- Collaborative Teams
- Problem Solving Process

All 6 pages are in your packet
“Quick Steps” Guide for Implementation

- Modified for NASP 2011
- Based on good planning practices for implementation of AIMSweb and readiness for RTI
- Does not cover "everything," but covers some key topics that, if no answers are available, may hinder your implementation until resolved.
Professional Development: Challenges

- Challenges to scheduling, meeting times, scheduling PD, testing, etc:
  - Train-the-trainer model (but invest in the trainers!)
    - Refine who needs to be trained BEFORE the training (save $)
  - Ongoing professional development and consultation, not 1-time doses

- Book study / article study

- Share costs with neighbor district / school or University

- Online / Webinar Training & PD
Professional Development: Challenges

- Junior High / Middle School Level, consider:
  - Flexible Grouping
  - Language arts blocks, etc.
  - Goal to have a 90 minute block of literacy for all at-risk 6, 7, 8th graders, with a "neutral sum" cost to the district:
Fidelity
Sample District Fidelity Plan

- Fidelity plans for:
  - District-level implementation & leadership
    - District training logs
    - Post-training mastery quizzes
  - Building-level processes
    - RTI Implementation Fidelity Checklist (teacher perceptions)
    - RTI Core Team Self-Assessment
Sample District Fidelity Plan

- Fidelity plans for:
  - Tier 1
    - Curriculum walk-throughs
  - Tiers 2 & 3
    - Intervention documentation logs & walk-throughs
  - Parent involvement
    - Parent survey
District CBM Testing Integrity Plan

Steps for Planning New Trainings:
1. Psychologists have been identified to facilitate the training.
2. Schedule a one-hour meeting (at least) prior to the benchmark data collection time.
   **Who needs to participate?** ALL NEW STAFF are required to participate in the CBM integrity training. Other staff may take part if interested.
3. Gather materials for training
   - Testing rules and procedures
   - Practice scoring materials
   - Access to computer for training materials
     - Videos
     - Manuals
     - Powerpoints

Expected Outcomes
- ✓ Review Administration and Scoring Rules
- ✓ Practice Administration and Scoring
- ✓ Check for Standardization

Procedures for Ensuring the Integrity of Data Collection

Why is collecting accurate and reliable student performance data important?
The primary purpose for collecting student CBM performance data is to aid in instructional planning and educational decision-making for individual students and groups of students. The decisions we make based on these data have important instructional implications and many times drive resource allocation. As the District moves forward with RTI we need to ensure that the decisions we make about students are valid. Thus, it is critical to collect accurate and reliable data.

Procedures for Ensuring and Monitoring the Reliability of CBM Benchmark Data:

Expectations for first benchmarking period (8/31-9/25):
- Train all new staff, and others if requested, in the appropriate CBM test(s) for their grade levels.
- Shadow the new staff. Monitor and provide feedback on the standardization of the administration of the measures. The Assessment and Integrity Checklists in the DIBELS/DELS Administration and Scoring Guide and/or Accuracy of Implementation (AIRS) from Airsweb will be used to monitor valid administration.
- Check the scoring on a random sample of booklets for scoring problems. After scoring is complete, choose a sample of the protocols (approximately 10%-15% per class) and check that they all have been scored properly. If systematic errors in scoring are identified please inform your principal.
- Check the data entry of a random sample of scores for data entry errors. If errors in data entry were made in more than 10% of the scores, re-check all data entries.

Expectations for the second (1/6 - 1/22/10) and third benchmarking period (5/10 – 5/21/10):
- Shadow, score random samples, and check random samples for all staff following the above procedures.
Monitoring Fidelity is Key

**Fidelity to curriculum:**
- All lessons taught following outlined procedures
- Curriculum decision rules followed (lesson checkouts, mastery test, etc.)

**Fidelity to research based instructional procedures:**
- Correct pacing rate
- Corrective feedback
- Organization
Sample Fidelity Checklist: Building

Sample Instructional Process

**Literacy Block of 120 minutes per day includes:**
- Read Aloud
- Shared Reading
- Guided Reading & Literacy Centers / Daily 5
- Self Selected Reading
- Working with Words/Spelling
- Writing

**Shared Reading:**
- Instruction is whole group with variety of reading methods: read aloud, unison, silent, choral reading, partner reading, triads, echo reading, etc.
- Skills and strategies are introduced and modeled by the teacher
- Cooperative group learning activities are used
- The teacher models expression and sets fluent pace
- The teacher promotes higher level thinking and comprehension strategies
- All types of genre are used, including content area text

**Guided Reading:**
- Using data from a variety of assessment measures, flexible groups are periodically created, modified, or disbanded to meet needs as they arise.
- A combination of grouping strategies- mixed ability, achievement level, cooperative, skill, interest based are used
- The text selected for use is at the instructional level of the students - at the leading edge of their reading ability.
- Instruction shows a balance between discussing the story (literature) and highlighting HOW to read (literacy)
- Lesson includes all components of guided reading: introduction, scaffolded reading, discussion and extension activities.
- Students have opportunities and motivation to reread familiar material (K-2)
- Skills and strategies that are introduced during shared reading are practiced in the small group
- Opportunities are given for students to increase oral reading proficiency without round robin reading (i.e., whisper reading, partner reading, choral reading)

Download Checklists at:

http://www.oregonrti.org/node/33

http://www.aea11.k12.ia.us/idm/checklists.html
Tier 1: Take-Aways

- Affirmations?
- New ideas?
- One idea you can apply...
Tier 2

- Obtaining Buy-in for Primary Stakeholders
- Using Data
- Infrastructure Development
- Using Data

Relationship Building

- Obtaining buy-in

Building a Successful RTI Infrastructure

Tier 1

Tier 2

Tier 3

Infrastructure Development

Using Data

Obtaining Buy-in
Tier 2: Defined

Core curriculum with small group differentiation PLUS additional instruction that is targeted and definable for students who are at risk for maintaining state standards of proficiency.
Tier 2: Defined

Core curriculum with small group differentiation PLUS additional instruction that is targeted and definable for students who are at risk for maintaining state standards of proficiency.

Each school can define Tier 2 themselves.
Tier 2: Buy-in KEYS are Shared Ownership
### Tier 2: Buy-in KEYS are Communication

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</tr>
<tr>
<td>Assessments (include PM schedule)</td>
</tr>
<tr>
<td>Progress Monitoring</td>
</tr>
<tr>
<td>Exit Criteria to Tier 1</td>
</tr>
<tr>
<td>Entry Criteria to Tier 3</td>
</tr>
<tr>
<td>Staff</td>
</tr>
<tr>
<td>Setting</td>
</tr>
<tr>
<td>Fidelity Monitoring</td>
</tr>
<tr>
<td>Parent Involvement</td>
</tr>
</tbody>
</table>
Tier 2

Building a Successful RTI Infrastructure

Tier 1
- Obtaining Buy-In for Primary Stakeholders
- Infrastructure Development
- Relationship Building

Tier 2
- Using Data
- Infrastructure Development
- Relationship Building
- Obtaining buy-in

Tier 3
- Using Data
- Relationship Building
- Obtaining Buy-In
Obtaining Relationship Building: Tier 2

Here are things you can do...

- **Examples:** Have classroom teachers and support staff provide examples of Tier 2 research based interventions at staff meetings

- **"Intervention of the Month"** presented at grade-level teams

- **Train** grade level team facilitators in data interpretation

- **Provide opportunities** to network with other team leaders

- **See and celebrate success**
Tier 2

Building a Successful RTI Infrastructure

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Tier 3
- Using Data
- Relationship Building

Big Ideas of Tier 2 Meetings

• Data "bring" the students to the table...not teacher referral

• Meetings are scheduled and occur regularly
  o Tier 2 two teams meet by grade level roughly every 6 weeks for 90 minutes

• Meeting is focused on using "alterable practices" to solve problems...not "admiring the problem."
The Tier 2 Team

Who:

Always:
- Principal
- Reading Resource Teacher
- Grade Level Team

As Needed:
- LBS Teacher
- School Psychologist
- Content Specialist
- Speech Pathologist
- Etc.

What:
- Facilitator
- Data Manager
- Communicator
- Recorder
Tier 2
## Assessment Systems Used in RtI Models

<table>
<thead>
<tr>
<th>Essential components</th>
<th>Screening (Problem Identification)</th>
<th>Diagnostic (Problem Analysis)</th>
<th>Progress Monitoring (Plan Development &amp; Implementation)</th>
<th>Outcome/Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Formative</td>
<td>Formative</td>
<td>Summative</td>
<td></td>
</tr>
<tr>
<td>TEL Mide Aimsweb MAP</td>
<td>TEL Mide Aimsweb</td>
<td>ISAT MAP</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CORE Diagnostic Assessments

Reading Resource teachers administer CORE Dx assessments to identified children so interventions can be "skill" based.
Challenges regarding Tier 2 Data Collection

• What data will we collect & at what frequency?

• Who will collect it?
  - General education teachers that are implementing Tier 2?
  - Interventionists who push-in & support Tier 1 & 2 instruction?
Grade Level Team Meeting Agenda
Before School Starts (August/September)

Purpose: Discuss effectiveness of instruction from previous year and preview data from last year for incoming cohort of students.

- Discuss Effectiveness of Instruction from Previous School Year
  - Review Summary of Effectiveness Chart from previous year’s students, including information on GOM, MAP, and MCAII data
  - Discuss curriculum and instruction effectiveness from previous school year:
    - Did we meet last year’s grade level goals?
    - Where did we start and stop in the curriculum?
    - What chapters/units were completed or skipped?
    - What chapters/units covered skills what were most challenging?
    - What additional materials or programs were used for core instruction?
    - What supplemental supports were available last year?

- Preview Last Year’s Data for Incoming Cohort
  - Review Summary of Effectiveness Chart for incoming grade level students:
    - Is this group likely to need less/same/more intensity of core instruction than our group last year?
    - Identify modal rIt bands for MAP sub-strands, and note score distribution. Review DesCartes Learning Continuum for these: How will these needs be met in the core curriculum?
  - Plan 1-3 standard intervention options that would address common concerns at this grade level.
    - Record these plans as standard treatment protocols
      - What is/are the area(s) of focus for the standard intervention options? (i.e., fluency, word recognition, comprehension, content writing, etc)
      - Who will teach the group?
      - When will the intervention be delivered?
      - What resources are needed?
  - Discuss the basis for selecting students for these interventions
  - Discuss logistics of intervention delivery (time, space, people)
  - Discuss what you plan to do this year to challenge your highest skilled students

http://tinyurl.com/4jq7rvz

Summary of Effectiveness: Prior Year Assessment Data

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall MAP</th>
<th>Spring MAP</th>
<th>Actual Growth</th>
<th>National Growth</th>
<th>Goal</th>
<th>% of Expected Goal</th>
<th>% of Students Meeting Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>80%</td>
<td>58%</td>
<td>147</td>
<td>64%</td>
<td>183</td>
<td>72%</td>
<td>37%</td>
</tr>
<tr>
<td>Tier 2</td>
<td>18%</td>
<td>23%</td>
<td>58</td>
<td>22%</td>
<td>11</td>
<td>4%</td>
<td>46%</td>
</tr>
<tr>
<td>Tier 3</td>
<td>5%</td>
<td>5%</td>
<td>11</td>
<td>4%</td>
<td>12</td>
<td>5%</td>
<td>46%</td>
</tr>
<tr>
<td>Subtotal</td>
<td>253</td>
<td>256</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Score</td>
<td>-253</td>
<td>-256</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Total</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Measures of Academic Progress (MAP)

<table>
<thead>
<tr>
<th>Summary of Effectiveness</th>
<th>Fall to Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1 to Tier 1</td>
<td>69% 142 69%</td>
</tr>
<tr>
<td>Tier 1 to Tier 2</td>
<td>18% 20 18%</td>
</tr>
<tr>
<td>Tier 1 to Tier 3</td>
<td>3% 0 0%</td>
</tr>
<tr>
<td>Tier 2 to Tier 1</td>
<td>50% 22 38%</td>
</tr>
<tr>
<td>Tier 2 to Tier 2</td>
<td>50% 13 50%</td>
</tr>
<tr>
<td>Tier 2 to Tier 3</td>
<td>0 0 0%</td>
</tr>
<tr>
<td>Tier 3 to Tier 1</td>
<td>0 0 0%</td>
</tr>
<tr>
<td>Tier 3 to Tier 2</td>
<td>0 0 0%</td>
</tr>
<tr>
<td>Tier 3 to Tier 3</td>
<td>8 8 8%</td>
</tr>
<tr>
<td>Subtotal</td>
<td>253 256 100%</td>
</tr>
<tr>
<td>No Score</td>
<td>-253 -256 100%</td>
</tr>
<tr>
<td>Student Total</td>
<td>0 0 0%</td>
</tr>
</tbody>
</table>

Reading MAP: Students by Tier

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>51%</td>
<td>21%</td>
</tr>
<tr>
<td>74%</td>
<td>77%</td>
</tr>
</tbody>
</table>

Oral Reading Fluency

<table>
<thead>
<tr>
<th>Percent in Tiers</th>
<th>Goal</th>
<th>Fall CEF</th>
<th>Winter CEF</th>
<th>Spring CEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>50%</td>
<td>142</td>
<td>69</td>
<td>119</td>
</tr>
<tr>
<td>Tier 2</td>
<td>6%</td>
<td>27%</td>
<td>23%</td>
<td>19%</td>
</tr>
<tr>
<td>Tier 3</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Subtotal</td>
<td>257</td>
<td>256</td>
<td>258</td>
<td></td>
</tr>
<tr>
<td>No Score</td>
<td>-257</td>
<td>-256</td>
<td>-258</td>
<td></td>
</tr>
<tr>
<td>Student Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

MAP Growth 2009-2010 (Fall to Spring)

Oral Reading Fluency: Students by Tier

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>28%</td>
<td>27%</td>
<td>21%</td>
</tr>
<tr>
<td>17%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>Student</td>
<td>Grade</td>
<td>2008-2009</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>559</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>559</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>559</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>559</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>559</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>559</td>
</tr>
</tbody>
</table>

---

**Notes:**
- #EFI: Indicates excessive fluency.
- **: Indicates exceeding proficiency level.
- #: Indicates exceeding or falling short of proficiency level.
- #**: Indicates significantly exceeding or falling short of proficiency level.

---

**2009-2010 Outcomes Analysis**

- Fall: 559 (193) 158 (209)
- Winter: 17 (122)
- Spring: 116% (141)
- Actual: 122
- Expected: 141
- % of Exp: 132

---

**2010-2011 Outcomes Analysis**

- Fall: 559 (193) 158 (209)
- Winter: 17 (122)
- Spring: 116% (141)
- Actual: 122
- Expected: 141
- % of Exp: 132

---

**2010-2011 Reading MAP Growth**

- Fall to Winter: 17 (122) - 116% (141)
- Winter to Spring: 116% (141) - 132

---

**Reading MAP Growth (Fall to Spring)**

- 100% (141) - 132
- 116% (141) - 132
Grade Level _______ Building _________________ District _______ Date _______

Teachers Attending:

__________________________________________________________________________

__________________________________________________________________________

Changes to Core Instruction:

__________________________________________________________________________

__________________________________________________________________________

Students Identified for Supplemental Instruction: (If same students are continuing to get supplemental instruction, just write same as previous meeting.)

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Description of... /or Changes Made to...Supplemental Instruction: (Attach a new script if new intervention or substantial changes)

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Other Students Discussed:

Student  Decision

__________________________________________________________________________

__________________________________________________________________________

MC
<table>
<thead>
<tr>
<th>Team Meeting Date:</th>
<th>Area of Concern: □ Reading □ Math □ Writing □ Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:</td>
<td>(complete 1 form for group, make copies, and write individual student names on one form for each participating student)</td>
</tr>
</tbody>
</table>

**PROBLEM IDENTIFICATION**

List the data reviewed by the team for selection of students

List the criteria determined for inclusion in the group intervention

**BRIEF PROBLEM ANALYSIS**

Describe the common instructional need identified among this group of students

**PLAN DEVELOPMENT**

**GOAL SETTING**

☐ On each individual student progress monitoring graph, list student baseline score and goal

**INTERVENTION**

Brief Description:

Description of Needed Materials:

Intervention Implementor:

☐ Intervention script is attached which describes the intervention activities in detail

**MEASUREMENT SYSTEM**

Data Collection System:

Data Collector:

What Will Be Recorded?

**DECISION MAKING RULE**

☐ Slope/Trend Analysis  □ Consecutive Data Point Rule

☐ Level of Performance  □ Other: ________________________________

Intervention Start Date: ________________ Review Date: ________________ Time: ________________ Place: ________________
Challenges at Tier 2

- Reduce talking about each kid more than talking about group support.
  - Emphasis on GROUP instruction
  - Reduce time complaining about each kid (BMW time)
  - Increase time talking about how to act upon group needs
• Ethics
  • Cheating, lying, etc. in testing

The Art & Science of Lie Detection
Using the Data

- **Use Data:** Here are things you can do...
  
  - If you’ve put the right structures in place, you are then already using the data.
  
  - PLCs--collaborative workshops, reflective teaching, data-based decision-making
    
    - What data to read
    
    - How to read it
• **Use Data:** Here are things you can do...

  - Is your goal to have one large universal problem solving team? Or separate teams?
  
  - Be very clear for teachers and specialists on exactly what to bring and how to report on it.
Tier 2: Take-Aways

- Affirmations?
- New ideas?
- One idea you can apply...
Tier 3

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- Using Data
- Relationship Building
- Obtaining buy-in

Tier 3
- Infrastructure Development
- Relationship Building
- Obtaining Buy-in
- Using Data
Tier 3 Buy-In

- Tier 3 buy-in usually needed in the areas of:
  - Ambitious goal-setting
  - Value of frequent data collection
Obtaining buy-in regarding goal-setting

- Setting Ambitious Goals
  - In-depth PD on goal setting, including general rules of thumb to be used district-wide
  - Share your own district's rate of improvement (ROI) data

Sharing our special education growth rates with teachers was eye-opening, as our students had higher ROIs than expected, challenging many prejudices / stereotypes about expected progress for students with disabilities.
Obtaining buy-in regarding goal-setting: Challenges

- Expect some pushback from staff about setting ambitious sped goals
- Sometimes district culture has encouraged lower goal-setting to ensure goals are met
Obtaining buy-in regarding frequent data collection: Challenges

- To increase perceived value of frequent (weekly) data collection:
  - Make a flip video of teacher testimonials
  - Encourage staff to show graphs to students, because they LOVE to see their data, which then quickly hooks the teachers into collecting the data regularly
  - Remind staff that if monitoring students with IEPs, this is great data to use for goal reporting, so they don't see it as ANOTHER thing to do
## General Guidelines Based on Best Practices & Research

<table>
<thead>
<tr>
<th>Progress Monitor (PM) Testing Frequency</th>
<th><strong>Probable strength of PM data’s ability to reliably inform instruction:</strong></th>
<th>R-CBM Recommendation (Other measures need only one probe per session.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>After 4 week period</td>
<td>After 6 week period</td>
<td>After 8 week period</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>2x/week</td>
<td><strong>Good</strong></td>
<td><strong>Excellent</strong></td>
</tr>
<tr>
<td>1x/week</td>
<td>** Fair**</td>
<td>** Fair**</td>
</tr>
<tr>
<td>Every ~10 days</td>
<td><strong>Poor</strong></td>
<td><strong>Poor</strong></td>
</tr>
<tr>
<td>Every 2 weeks</td>
<td><strong>Poor</strong></td>
<td><strong>Poor</strong></td>
</tr>
<tr>
<td>Every 3 weeks</td>
<td>Poor</td>
<td><strong>Poor</strong></td>
</tr>
<tr>
<td>Every 4+ weeks</td>
<td>Poor</td>
<td>Poor</td>
</tr>
</tbody>
</table>

**Consider all recommendations and guidelines presented within this AIMSweb® training module, as well as other local factors that may apply.
Nuances may impact decision-making.

1. Consider If:
   - **ALL** of the data points are *below the aim line*,
   - And the trend is clearly heading “*down*”
   - **Then**: Additional data may not be needed in order to make a decision.

2. Conversely, if:
   - **ALL** of the data points are *above the aim line*,
   - And the trend is going “*through the roof,***
   - **Then**: You are able to see the effect of the intervention sooner than listed (right) and this is good news!

In key instances that occur when the trend is either hovering close to the aim line or is flat, the question becomes,

> “How long do you want to keep a student in a potentially ineffective program at this rate before a change is made?”

The matrix (upper right) offers a guideline for the frequency and duration of data collection needed before a reliable decision may be made under many common conditions.

**Final Thoughts to Consider:**

- The consequences of poor decisions are worse for kids not making progress.
- In contrast, if you err and judge the impact of a seemingly effective program “*too soon,*** it is likely that you are going to judge that program as one that *is working,*** and thus maintain the program as is while continuing to collect data for future decision making.
Tier 3: Relationship Building

- To develop a STRONG building-level team or interventionist team:
  - Team should meet regularly
  - Team establishes group norms
  - Each member takes a role, which increases efficiency (such as data leader/facilitator, timekeeper, recorder, research checker, focus monitor, etc.)
  - Team members share data of students who are struggling AND successes
Tier 3

Building a Successful RTI Infrastructure

Tier 1
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- Infrastructure Development

Tier 2
- Infrastructure Development
- Using Data
- Relationship Building
- Obtaining Buy-In

Tier 3
- Infrastructure Development
- Relationship Building
- Using Data
- Obtaining Buy-In
Tier 3 Infrastructure

• How do we fit in all the Tier 3:
  o Interventions
  o Data collection
  o Interventionist Data Team
  Meetings to analyze Tier 3 data
Tier 3 Infrastructure Tips

• **Fitting in Interventions:**
  o Concentrated times/blocks for interventions

• **Fitting in Data Collection:**
  o Have teachers brainstorm data collection methods, such as:
    ▪ Have a data day
    ▪ Test one student at end of small group time each day, so all kids are tested by end of week
  o Challenge teachers to include data collection in weekly schedule/lesson plans

• **Fitting in Data Team Meetings**
  o Schedule regular (every 6-8 weeks) data team meetings among interventionists to look exclusively at Tier 3 data
Building Infrastructure - In practice

- In-depth district PD on problem-solving processes, including
  - how to identify, prioritize, and operationalize problems
  - how to collect assessment information for better problem analysis
  - elements of plan development and implementation
  - plan evaluation
  - documentation requirements, etc
| Student: ___________________________ | Date Form Completed: ___________________________ |

<table>
<thead>
<tr>
<th>Step 1: List all hypothesis regarding cause or function of prioritized problem:</th>
<th>Step 2: List all relevant data to support or refute each hypothesis listed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HYPOTHESES</strong></td>
<td><strong>R REVIEW</strong></td>
</tr>
<tr>
<td><strong>INSTRUCTION</strong></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td><strong>CURRICULUM</strong></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td><strong>ENVIRONMENT</strong></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td><strong>LEARNER</strong></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>

Step 3: Indicate selected hypothesis (circle or bold type). Selected hypothesis must have convergent data to support including quantitative data.
## Mid-Intervention Checks Resulting in No Change of Plan:

<table>
<thead>
<tr>
<th>Date</th>
<th># Data Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Plan Evaluation:

Date: ____________________________  
Attach graph of student progress data

This intervention began on ________ and continued through ________.

Total # of sessions received: ________  Total # of data points being considered: ________.

1. As a result of this intervention implementation:
   - Goal was met
   - Trend line shows that the student is on track to meet or exceed year end goal
   - Trend line shows that the student is not on track to meet or exceed the year end goal

2. For academic concern for which student is not on track: (others skip to item 3)
   - Trend line shows that the student is not on track to meet or exceed the year end goal, but is making at least one year's growth in one year's time
   - Trend line shows that the student is not on track to meet or exceed the year end goal, and is making less than one year's growth in one year's time

3. In the team's opinion, was the plan responsible for any change?
   - Yes  □  No  □  Not sure

4. The next steps for the team will be to:
   - Discontinue intervention – goal met
   - Maintain or generalize current plan
   - Select a new problem (New Problem ID & Analysis Form)
   - Select a new hypothesis for the same problem (Revise RIOT ICEL Matrix to reflect new problem analysis work)
   - Retain current hypothesis, but modify the intervention plan (New Student Intervention Plan Form)

5. Is a referral for a special education evaluation being considered at this time?
   - Yes  □  No  □

Next Meeting Date: ____________________________
Building Infrastructure - In practice

• Use a self-evaluation tool to monitor team's progress & set team goals

  • Providing performance feedback to teams can enhance the procedural integrity of their processes as well as the quality of their problem solving.
  • Using a feedback form provides an objective, relatively non-threatening way in which to address issues.

• Amber's "Attributes of high-functioning data teams"
# Problem Solving Team Effective Behaviors Monitoring Form

<table>
<thead>
<tr>
<th>Recorder</th>
<th>Team</th>
<th>Date</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today's meeting started on time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All members were present and actively participated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We got through our entire agenda.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeroom teachers/primary interveners were present.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SUB-TOTALS:**

<table>
<thead>
<tr>
<th>STEP</th>
<th>HIGH QUALITY INDICATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Referral</td>
<td>Concrete plans made to collect needed information for problem ID (who, what, when)</td>
</tr>
<tr>
<td>Problem Identification</td>
<td>A discrepancy statement has been made using objective and empirical data</td>
</tr>
<tr>
<td>Problem Analysis</td>
<td>Discussion of how problem is affected by all domains (RCEL) as appropriate</td>
</tr>
<tr>
<td>Plan Development</td>
<td>A goal statement has been made</td>
</tr>
<tr>
<td>Plan Implementation</td>
<td>A solution to a problem with implementation integrity was found</td>
</tr>
<tr>
<td>Plan Evaluation</td>
<td>A direct observation of intervention integrity was reviewed</td>
</tr>
</tbody>
</table>

**SUB-TOTAL:**

**TOTAL:**
Tier 3 Infrastructure Challenges

- There is NEVER enough time in the day, whether it's finding intervention time, holding meetings, conducting additional assessment, doing integrity checks, etc., etc.

- Ensuring that students identified as Tier 3 actually receive more intensive and/or targeted intervention than Tier 2.

- Prioritizing and remaining focused on students with the most intensive needs, rather than briefly touching on large numbers of students (moving from a SAT to a PST focus).

- Document, document, document!
Tier 3
Tier 3 Data Usage

- Beyond sharing data within data team, regularly share data with:
  - Students
  - Parents

- Utilize decision-making rules
  - Trend line rule, 4 pt rule, decision-making rubric
  - Determine your district's decision-making rules, and STICK TO THEM! We have to make changes when the data calls for it, and not make excuses for the data.

- Data usage challenges:
  - Lack of intervention ideas! Have to continue to build bank of available options.
    - One of my favorites – www.fcrr.org - FREE learning center activities
Tier 3: Take-Aways

• Affirmations?

• New ideas?

• One idea you can apply...
www.tinyurl.com/districts-rti

For archived video recording of our previous session, “What RTI Can do for You”

Disproportionality: A Detective’s Solution Through Frequent Progress Monitoring using CBM Part I and II

Presenters: Lisa A. Langell, M.A, S.Psy.S.
V. Scott Hooper, Ph.D.
Thank you!

Today’s Presentation will be recorded and archived here within approximately two weeks from today:

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