The "Why" Behind RTI...and the Who, What, Where, and When!

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Response to Intervention

"How will we respond when they don't learn?"

PLC (Professional Learning Community)

Goals

- TLW explain the WHY behind RTI
- TLW understand the foundation for RTI through the PLC
- TLW understand the RTI framework for MISD
- TLW identify the role of the universal screener/diagnostic tests for identifying students

Norms

- Be open to changing your mindset
- Own your learning
- Limit technology usage
- Stay engaged
Mission Focus

**ALL** students will graduate prepared and **READY** for college or career.

**Why does this matter?**

- Sixth graders who failed math or English/reading, or attended school less than 80% of the time, or received an unsatisfactory behavior grade in a core course had only a 10% to 20% chance of graduating on time.

“A student who can’t read on grade level by 3rd grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time. Add poverty to the mix, and a student is 13 times less likely to graduate on time than his or her proficient, wealthier peer.”
Where does MISD stand?

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<th>Reading Matters</th>
<th>Math Approaches</th>
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WHY RTI?

Benefits:
- Student growth
- Teacher growth

It's the law!
- SB 1153

Professional Learning Communities (PLC)

3 Big Ideas

6 Characteristics

4 Questions
#1 What do we expect OUR students to learn?
- Identifying "Essential Standards"
- Readiness
- Endurance
- Assessed
- Leverage

#2 How do we know they have learned it?
- Universal Screener/Diagnostic Data
- Common Formative Assessments (CFA)
- District Checkpoints
- STAAR

#3 How will WE respond when they don’t learn it?
Response to Intervention:
- RTI—also known as a multi-tiered system of support (MTSS)—is a systematic framework that helps ensure ALL students receive the time and support needed to learn at high levels.
  - School wide intervention systems and supports
  - Grade level intervention systems and supports
  - Classroom level intervention systems and supports
#4 How will we respond if they already know it?

- Gifted/Talented
- Differentiation of instruction
- Extension stations/classes

Universal Screener: ISIP (iStation)

- BOY: Sep 5-7, MOY: Jan 7-11, EOC: May 6-10
  1. Identify students by Tier
  2. Group students by skill
  3. Direct Teach Lessons or Research Based Programs/Strategies

Pulling Reports:
https://secure.isation.com/TrainingCenter/Assets/892

Universal Screener: Imagine Math

- Deadlines- BOY: Sep 28, MOY: Jan 28, EOC: May 20
- Identify students by proficiency levels
- Group students by skill (Standards Report)
- Direct Instruction Lessons or Research Based Strategies
Final Thoughts

- There isn't one right system or framework for RTI.
- Students can receive interventions as a part of all three tiers depending on the content and the skill.
- Continue providing interventions for students regardless if a specialist begins to support or if they are referred.
- ALL students are GUT students.
- P.L.C is a necessary foundation for RTI success.
- If you put the majority of your effort into ensuring your Tier 1 core instruction is solid, you won't be struggling to fill out plans for tons of students for Tier 2 & 3.

Questions?

Next slide.
Why RTI?

Benefits:

Growth
Growth

SB 1153 Key points:

1. ____________ MUST be notified through a formal letter the moment their child receives interventions. This typically takes place at Tier ___ and Tier ___.

2. An explanation of available services also known as the “__________ Statement” by TEA must be provided yearly to all parents. *Special Services has information.

3. Students receiving intervention strategies on your campus must be reported through _________ beginning this year.

4. RTI Plans must include _________ information.
   a. Goals that are specific and measurable (SMART)
   b. Specific baseline data with rate of improvement (ROI)
   c. Defined assessment tool for progress monitoring
   d. Defined interval and frequency for collection of progress monitoring data.

5. TEA will have _____________ visits for RTI over the next couple of years beginning this year for every school district in Texas.
Professional Learning Community (PLC)

3 Big Ideas

6 Characteristics

Shared mission, vision and values that are learning focused
Collaborative culture with a focus on learning
Collective inquiry into best practice and current reality
Action orientation: learning by doing
Commitment to continuous improvement
Results orientation

4 Questions

What do we want students to learn?
How do we know they have learned it?

What will we do if they already know it?
Midland Independent School District
Instructional Process & Planning for Essential Standards

Criteria for Selecting Essential Standards

(Reeves, 2002)

1. **Endurance**: Will this standard provide students with knowledge and skills that will be of value beyond a single test data?
2. **Leverage**: Will this provide knowledge and skills that will be value in multiple disciplines?
3. **Preparation for the next level**: Will this provide students essential knowledge and skills necessary for success in the next grade or level of instruction?

Is This Standard R.E.A.L.?

(Many, Horrell, 2014)

Proposed standard: ______________________

**Readiness**
If students meet this standard, will they be prepared for the next class, course, or grade level?

What classes or courses might expect students to have the knowledge acquired by meeting this standard?

**Endurance**
If students meet this standard, will they have the knowledge and skills that will serve them beyond a single test or one unit of study?

What knowledge and skills would students acquire by meeting this standard?

**Assessed**
Would students benefit from having met this standard when they take an upcoming state exam or a college-readiness exam?

Upcoming state exams? Yes No

College-readiness exams, such as the SAT or ACT? Yes No

**Leverage**
By meeting this standard, will students have knowledge and skills that they can use and would need in multiple disciplines?

What knowledge and skills would students acquire by meeting this standard?
RTI Inverted Pyramid - Solution Tree

Tier 1: Access to essential grade-level standards for all students

Tier 2: Additional time and support to learn essential behavior and academic standards

Tier 3: Intensive remediation in universal skills
  - Reading
  - Writing
  - Number Sense
  - English Language
  - Social and Academic Behaviors
  - Health and Home

Our Mission
To ensure that all students learn at grade level or higher

Certain Access to Tier 2

Certain Access to Tier 3

Universal Screening and Diagnostic Assessments

Schoolwide Team Responsibilities

Teacher Team Responsibilities

Intervention Strategies and Systems

- School Wide
- Grade Level
- Classroom
Instructional Tiers

Frequency of Assessments – An ISIP assessment will be given automatically each month. For example, if a student logs in on September 1st an ISIP assessment will 15th, an ISIP assessment will still be given because it is the first time the student has logged in for the month.

This will result in 8-12 automatic assessments per year, depending on the length of each district's school year. Additional On Demand assessments can be given at any time.

Instructional Tiers

The objective of ISIP is to identify students potentially at risk of reading failure. Ability level scores are used from each subtest to determine a student’s overall reading at used as the dividing line to determine students potentially at risk.

Students are placed into one of three instructional tiers:

Tier 1 - Students performing at grade level
Tier 2 - Students performing moderately below grade level and in need of intervention
Tier 3 - Students performing seriously below grade level and in need of intensive intervention

Instructional Tier Goals

The objective of ISIP™ is to identify students potentially at risk of reading failure. Estimated ability level indices are used from each subtest to determine a student's overall reading ability index is used as the dividing line to determine students potentially at risk. Skill goals and criteria become progressively more difficult with each assessment.

Students are placed into one of three instructional tiers as outlined above under Instructional Tiers.

Because this is the first year for ISIP Advanced Reading, we are currently in the process of collecting this “norming” data. Each month, researchers at Istation will look at the 20th and 40th percentiles. Those values will become the cutoff scores for our tiers. By the end of the year, we will have a complete picture of how students across the country compare.

Below is the Instructional Tier Goals Chart that identifies the criterion for each assessment period and grade level.

Go to the Toolbox -> Instructional Tier Goals to see specific numbers.
Handout 7

Priority Report

This report helps identify students who will benefit from further intervention and provides links to teacher directed lessons and supplemental materials.

How to Run the Priority Report

It is necessary to be logged into www.istration.com to access this report.

TIP: A link to Priority Alerts appears upon login to the Web site.

Istation Report and Management Portal

(Reports can also be built or modified using the Report tab.)

Click the Classroom tab and select Priority Report under the appropriate product in the Related Reports section.

https://secure.istration.com/Help/Reports/Priority_Report.htm
A Quick Report Link can be saved in order to access the report from the home page in the future.

About This Report

Priority
for 2nd Grade - 9
at Thomas Jefferson Elementary - 2012/2013 School Year

Overview of current groups for this class:

Student count does not include acknowledged alerts where intervention has been delivered

- ISIP Early Reading Comprehension (8 students)
- ISIP Early Reading Text Fluency (6 students)
- ISIP Early Reading Vocabulary (4 students)
- Cycle 10: Read with Meaning (1 student)
- Cycles 12-14: Comprehension Inferences (1 student)

Critical Intervention

3 students have been identified as or below the 10th percentile and in need of critical intervention.
Students are only listed if they have demonstrated weaknesses in an ISIP™ assessment or lack of progress in skill acquisition in the Interactive Instruction.

Students are grouped by skill to facilitate whole-group or small-group instruction.

A – Groups with “ISIP” in the label indicate students who showed difficulty on the assessment.

B – Groups with “Cycle” or “Unit” in the label indicate students who experienced difficulty in a particular part of the Interactive Instruction.

C – Recommended Teacher Directed Lessons indicates and links to the suggested lesson(s) in PDF format for remediating that skill.

D – After administering intervention, check the box next to the student’s name. Optional notes regarding intervention may be entered in the text box (e.g., still needs improvement, needs to be retaught, made progress, etc.).

E – The Save button attaches a documentation of teacher-delivered interventions outside of the program and any intervention notes made.

F – The first listed date indicates the date that the student first had difficulty and was listed on the report. This date remains the same until an intervention is documented.

NOTE: Intervention notes cannot be removed once entered.

A Student Intervention History of identified skill weaknesses and interventions is retained and can be accessed by pressing the plus sign [+] by a student’s name.

Suggested Uses for Instructional Purposes:

- Select students for small group instruction and obtain teacher directed lessons and materials.
- Document interventions provided.
- Discuss student performance with administrators or intervention team.

Frequency of review:
Weekly or as needed to plan and document interventions