



# SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

## **EVERYTHING YOU NEED TO KNOW ABOUT RESPONSE TO INTERVENTION (RTI)**

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# MY BACKGROUND

- **15 years in education**
- **Classroom Teacher K-3**
- **Rtl Interventionist K-5**
- **Reading Specialist K-12**
- **Dyslexia Specialist K-12**
- **District Testing Coordinator**

***No matter what accomplishments you make, somebody helped you.***

**-Althea Gibson**



# **TODAY'S OBJECTIVES**

- 1. Develop a deeper understanding of RTI**
- 2. Review the components that make RTI effective**
- 3. Provide resources to support RTI implementation**



**RTI is NOT the pathway to special education but is an educational tool that provides targeted instructional interventions to student's areas of specific need as soon as those needs become apparent.**

# IDAHO RESPONSE TO INTERVENTION



- **Leadership**
- **Multi-Level Instruction**
- **Assessment**
- **Data Based Decision Making**
- **Family & Community**



# LEADERSHIP

- **Problem solving team**
- **Procedures and protocols**
- **Alignment with other programs and processes within the district/school**
- **Professional Development**



# ASSESSMENT

Spot

- Screener
  - Aimsweb, DIBELS

Identify

- Diagnostic
  - CORE phonics, running record

Monitor

- Progress Monitoring
  - CBM, skill based probes

# SPOT THE PROBLEM

## Norm Referenced

- **Measures skill attainment or objective**
- **Difficulty level of each item is equal**
- **Scores are expressed as percentage**

## Criterion Referenced

- **Measures broad skill performance according to what is “average”**
- **Items vary in difficulty level**
- **Achievement is reported as a percentile or grade equivalent.**



# IDENTIFY THE WEAKNESS

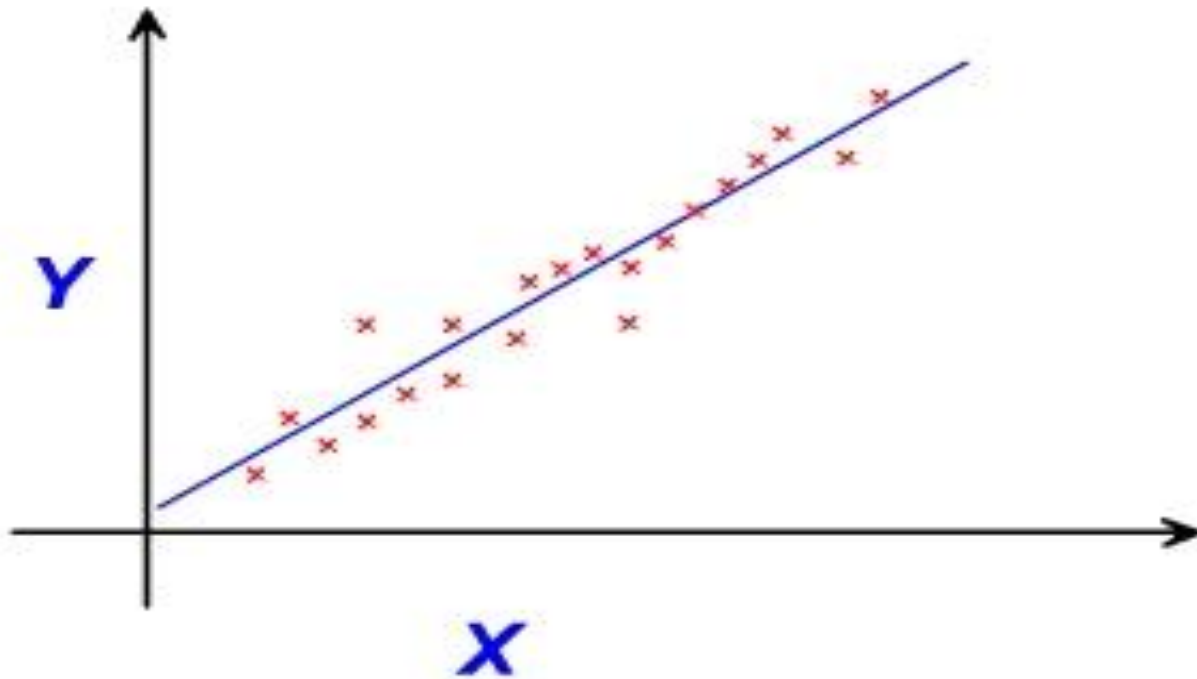
## Literacy

- **Phonological Awareness**
- **Phonics**
- **Vocabulary**
- **Comprehension**
- **Fluency**

## Math

- **Computation**
- **Problem Solving**
- **Memory**

# MONITOR PROGRESS





Home

## Screening Tools Chart

Subject: Math Grade: Elementary Filter Reset

Tools ▼ ▲	Area ▼ ▲	Classification Accuracy ▼ ▲	Generalizability ▼ ▲	Reliability ▼ ▲	Validity ▼ ▲	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations ▼ ▲	Efficiency				COMPARE RESET
							Administration ▼ ▲	Administration & Scoring Time ▼ ▲	Scoring Key ▼ ▲	Benchmarks / Norms ▼ ▲	
AIMSweb	Math - CBM	●	Moderate High	●	○	—	Group	2 Minutes	Yes	Yes	<input type="checkbox"/>
AIMSweb	<sup>i</sup> Test of Early Numeracy - Quantity Discrimination	○	Broad	●	●	—	Individual	2 Minutes	Yes	Yes	<input type="checkbox"/>
easyCBM	<sup>*</sup> Mathematics	●	Moderate High	●	●	●	Individual Group	30 Minutes	Computer Scored	Yes	<input type="checkbox"/>
Measures of Academic Progress (MAP)	<sup>*</sup> Mathematics	●	Moderate High	●	●	●	Individual Group	40 Minutes	Computer Scored	Yes	<input type="checkbox"/>
STAR	<sup>i</sup> Math	●	Broad	●	●	●	Individual Group	10 Minutes	Computer Scored	Yes	<input type="checkbox"/>

Legend: ● Convincing evidence ○ Partially convincing evidence ○ Unconvincing evidence — Data unavailable or inadequate

<sup>i</sup> Information updated during the 2011 review

<sup>\*</sup> Added in the 2011 review

# Academic Progress Monitoring GOM

This tools chart presents information about academic progress monitoring tools. The three tabs, *Psychometric Standards*, *Progress Monitoring Standards*, and *Data-based Individualization Standards* include ratings from our TRC members on the technical rigor of the tool. **Additional information** is provided below the chart.

View the [Progress Monitoring Mastery Measures](#) »

Grade Level

- Any - ▾

Subject

- Any - ▾

Apply

Psychometric Standards

Progress Monitoring Standards

Data-based Individualization Standards

Title▲	Area	Reliability of the Performance Level Score ⓘ	Reliability of the Slope ⓘ	Validity of the Performance Level Score ⓘ	Predictive Validity of the Slope of Improvement ⓘ	Disaggregated Reliability and Validity Data ⓘ
AIMSweb	Math Computation					
AIMSweb	Math Concepts and Applications					
AIMSweb	Test of Early Literacy - Letter Naming Fluency					
AIMSweb	Test of Early Numeracy - Missing Number					
AIMSweb	Test of Early Numeracy - Number ID					
AIMSweb	Test of Early Numeracy - Oral Counting					



# **DATA BASED DECISION MAKING PROCESS**

- 1. Gather baseline data**
- 2. Set an attainable goal**
- 3. Determine frequency of data collection**
- 4. Collect and graph data**
- 5. Analyze and make instructional decisions**



Student: [ ] Grade: [ ] Teacher: [ ]

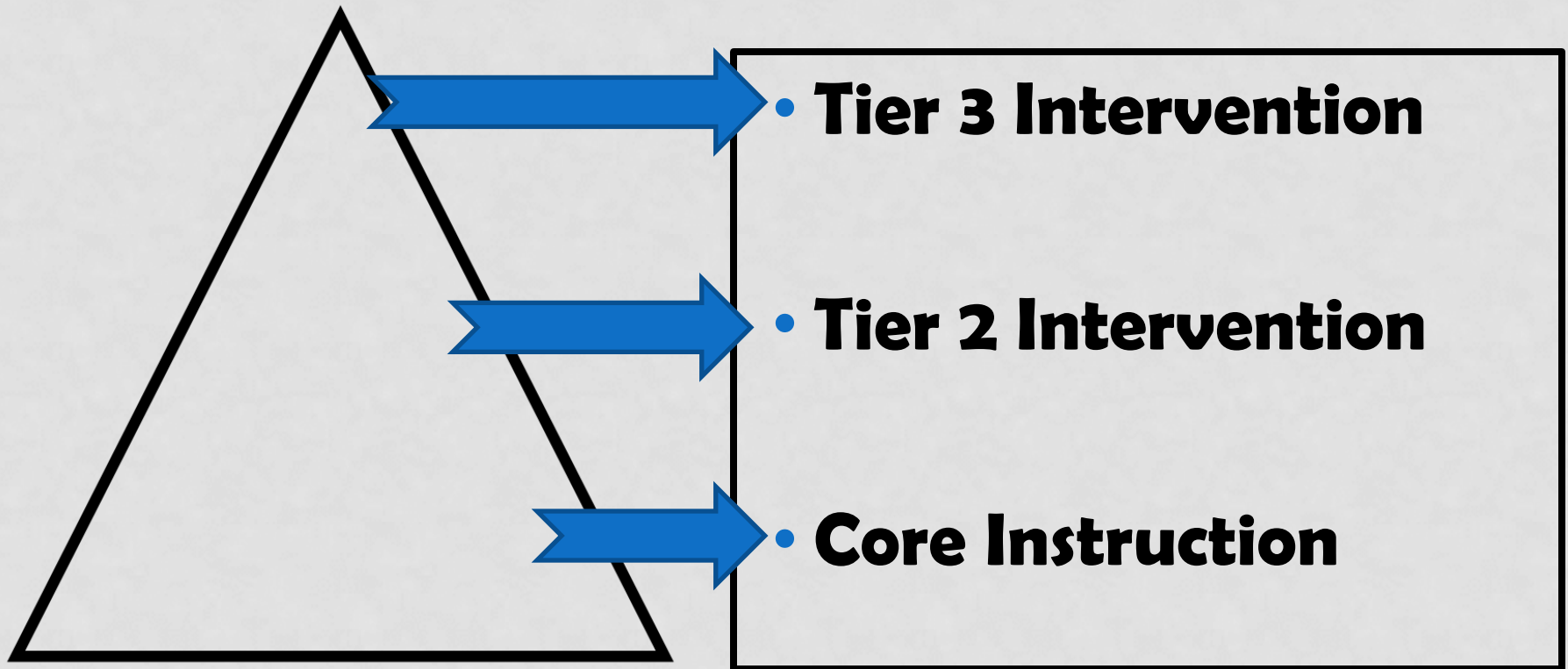
Baseline/Screening Mathematics Assessment	Annual Mathematics Goals	Comprehensive Mathematics Instruction	Intervention Summary
Instrument: [ ] Date: [ ] Math Computation (MC): [ ] Math Problem Solving (MPS): [ ]	Intervention Exit Criteria: [ ]	Program: [ ] Teacher: [ ] Amount of Time: [ ] Time of Day: [ ] [ ] Daily Other: [ ]	Differentiated Instruction: [ ] Intervention Teacher: [ ] Group: [ ]

Student: [ ] Grade: [ ] Teacher: [ ]

Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
[ ] (dates) [ ] (schedule) Progress Goals MC [ ] MPS [ ]	[ ]	[ ]	[ ]	(score/benchmark/status) MC [ ] / [ ] / [ ] MPS [ ] / [ ] / [ ]
[ ] (dates) [ ]	[ ]	[ ]	[ ]	(score/benchmark/status) MC [ ] / [ ] / [ ] MPS [ ] / [ ] / [ ]



# MULTI-LEVEL INSTRUCTION





# Tier I- Core Instruction

- Supports **ALL** students
- **Core** curriculum
- Sufficient for **80-90%**
- Delivered **whole class**
- Includes **small group** differentiation
- Progress monitor with **general probes 3 times** per **year**



100%

# Tier 2 Intervention

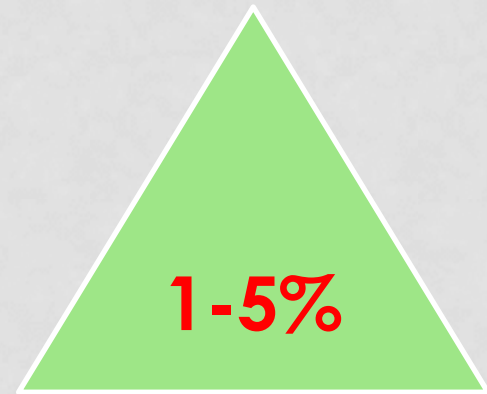
- Supports students struggling in 1 or more **academic** areas
- Instruction is delivered in **small groups** by the classroom teacher or intervention support teacher
- Instruction is **in addition to core curriculum**
- Progress monitoring is **skill specific, NOT general probes**
- Data collection is frequent – every **2 weeks**

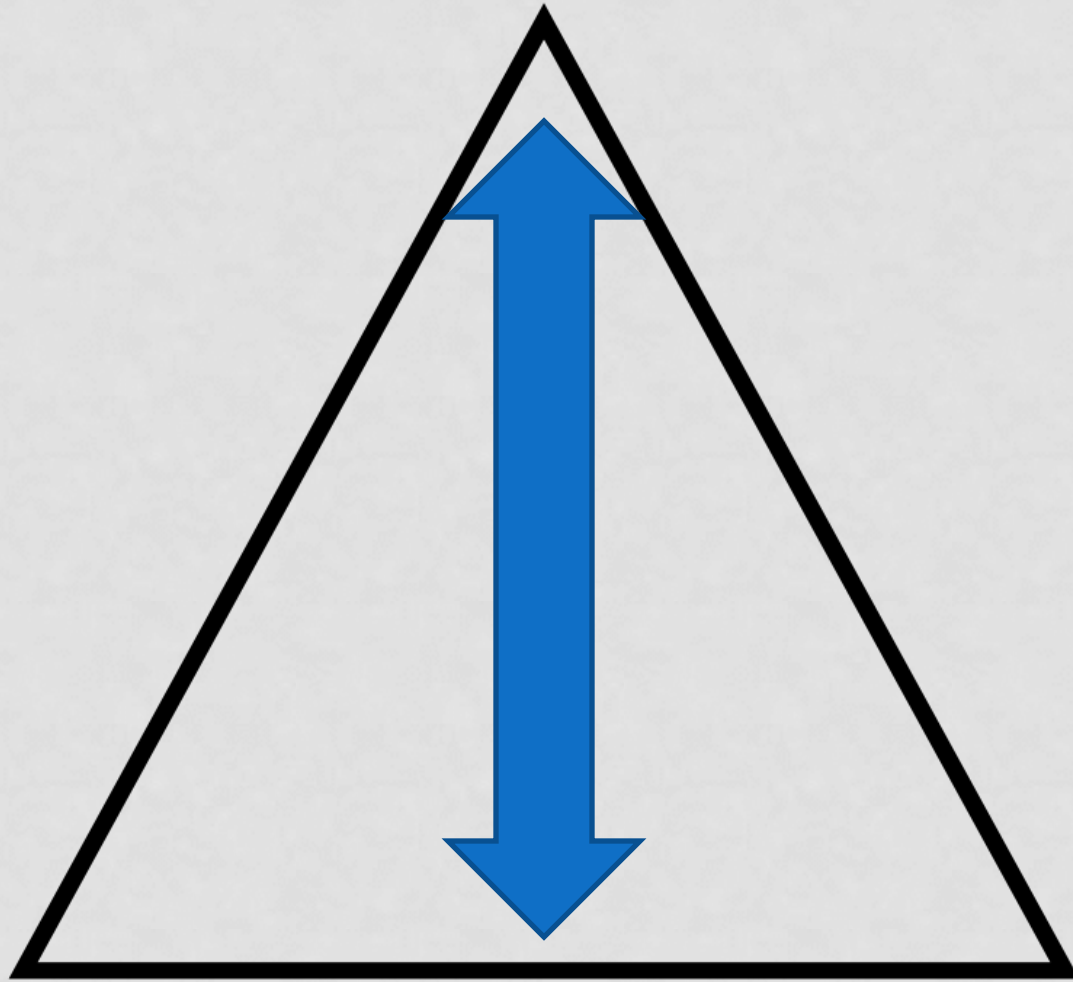


5-15%

# Tier 3 Intervention

- Supports students struggling in **Tier II small group** intervention
- Instruction is delivered **1:1 or 1:2** by an intervention support teacher
- **In addition to Tier II** instruction
- Progress monitoring is **skill specific, NOT** general probes
- Data collection is **weekly**





**Movement through the tiers of instruction is a fluid process allowing student needs to be met!**

<https://youtu.be/-lqi7KYKTA>



# **FAMILY AND COMMUNITY**

- **Involve families as soon as weaknesses are identified**

  - Send assessment results home to parents**

  - Formalize the process for communicating with parents whose students are involved in RTI**

- **Educate families about how RTI works**

  - Create a brochure outlining RTI in your school/district**

- **Give families strategies to help their children**

  - Host literacy and math nights that are interactive**



# LEARNING OPPORTUNITY

A series of 9 RTI modules will be gradually released beginning October 1<sup>st</sup>. These will be available through the Idaho Training Clearinghouse . Credit will be available through the University of Idaho.

<http://idahotc.com/Topics/N-Z/SPDG-Response-to-Intervention?folderId=4373>

OR

Idaho Training Clearinghouse → Topics → SPDG Response to Intervention →  
Professional Development

**Module 1: Response to Intervention (RTI) Overview**

**Module 2: Comprehensive Assessment System**

**Module 3: Tiered Interventions**

**Module 4: Intervention Design I– Elementary**

**Module 5: Intervention Design II – Elementary**

**Module 4: Intervention Design I– Secondary**

**Module 5: Intervention Design II– Secondary**

**Module 6: Family and Community Involvement**

**Module 7: Progress Monitoring**

**Module 8: Leadership**

**Module 9: Implementation Cycles within RTI**

<http://idahotc.com/Topics/N-Z/SPDG-Response-to-Intervention?folderId=4373>

**OR**

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# QUESTIONS



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