

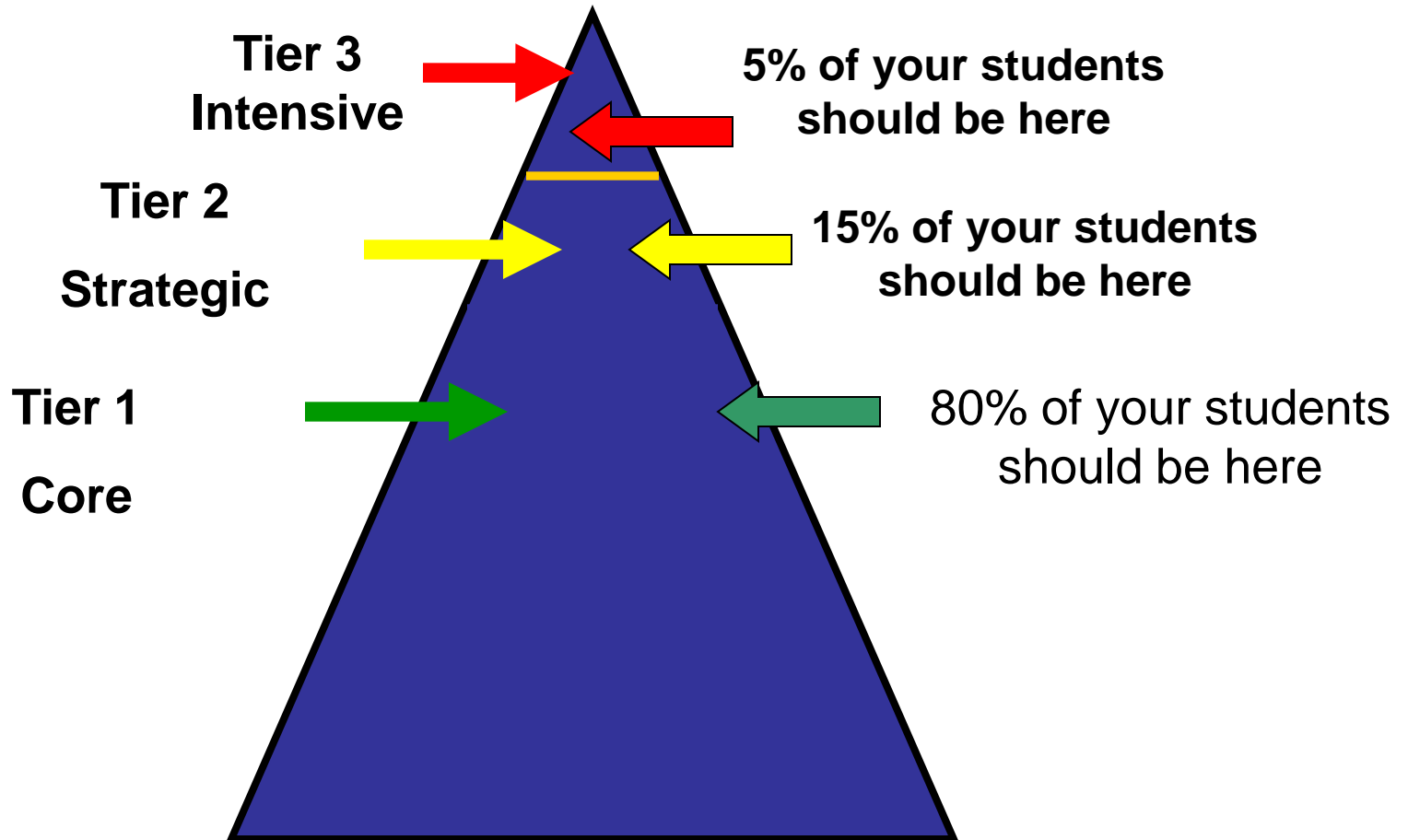
# Implementing RTI: The Essentials

## **WERA December Conference Assessment Directors Network Meeting**

Dec 9, 2009

Mike Jacobsen Assessment and Curriculum  
Director-White River School District

# What Does RTI Look Like?



# Common Core Concepts of RTI

- Students receive high quality, research-based instruction in the general education setting.
- School staff conduct universal screening of both academics and behavior.
- School staff implement specific, research-based interventions to address the student's difficulties.

# Common Core Concepts of RTI

- Regular progress monitoring of student performance occurs (weekly or biweekly).
- School staff use progress-monitoring data and decision rules to determine interventions' effectiveness and needed modifications.
- Systematic assessment of the fidelity or integrity with which instruction and interventions are implemented.
- RTI Teams meet on a regular basis to review student data and make recommendations for instructional changes

# Definitions of RTI Core Concepts

- High quality-research-based instruction
  - IDEIA 2004, “scientific, research-based interventions”
  - NCLB, “research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs”
  - Reading First, Requires the use of scientifically based instruction and assessment in the essential components of reading from Grades K-3
- RTI models
  - Use of **evidence-based** practices at all tiers
  - Use of progress monitoring
  - Assume 80% of students will be proficient in the core (Tier 1)

# Definitions of RTI Core Concepts

- Universal Screening
  - School wide screening to accurately identify those students who are who are at risk/not meeting standards
    - Quick, efficient, low-cost repeatable, (reliable) testing of age appropriate critical skills
    - Typically administered three times per year in RTI models
    - AIMSweb and DIBELS are the most widely used measures

# Definitions of RTI Core Concepts

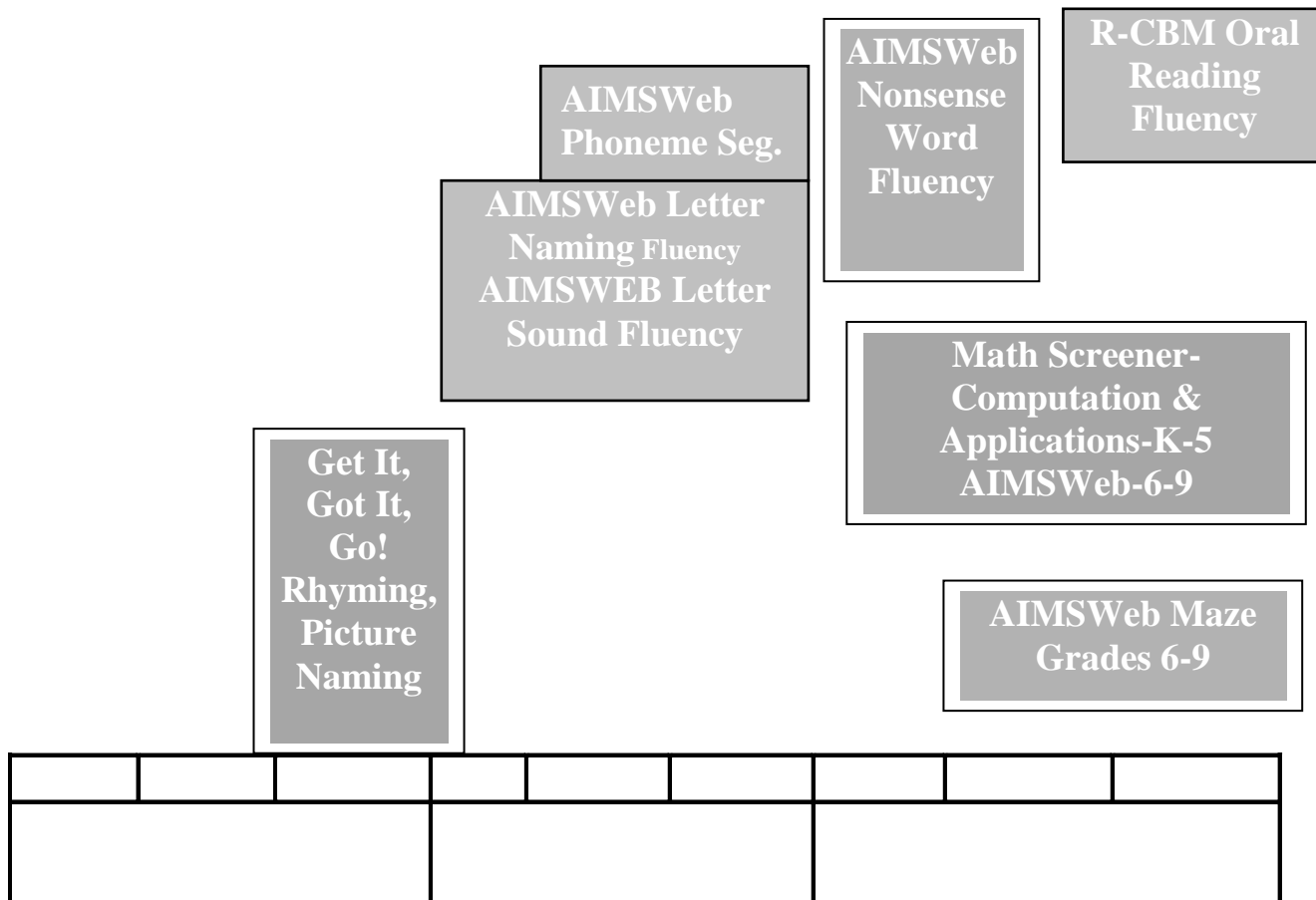
- Universal Screening

- Often is the initial component of an RTI model
- Establishes benchmark standards for fall, winter & spring
- National Center on RTI has published a technical review chart of screening tools
  - [www.rti4success.org/chart/screeningTools/screeningtoolschart.html](http://www.rti4success.org/chart/screeningTools/screeningtoolschart.html)

## Standards for High Quality Screening

- **Individuals involved in administration, scoring, and interpretation of screening assessments are appropriately trained.**
- **The site obtains screening data following a designated, fixed schedule.**
- **Students' screening results are documented and analyzed to refine the process.**
- **An established data-management system allows ready access to students' screening data.**
- **Cut points are reviewed frequently and adjusted as necessary.**
- **Explicit consideration is given to the costs and benefits of classification errors in screening (e.g., false positive versus false negative errors) when setting cut scores.**
- **A rationale is provided for the cut points and decision rules (e.g., normative or specific criteria reference).**

# White River School District K-9 CBM Assessment Matrix



# WRSD: Assessment Schedule 2008-2009

Kindergarten		Sep	Oct	Nov	De c	Jan	Feb	Mar	Apr	May	Ju ne
Reading	Letter Naming Fluency (LNF)	Required Sep 8-12				Required Jan 12-17				Required May 11-15	
	Letter Sound Fluency (LSF)	Required Sep 8-12				Required Jan 12-17				Required May 11-15	
	Phoneme Segmentation Fluency (PSF)					Required Jan 12-18				Required May 11-15	
	Early Reading Intervention-Screening Test	Required during Spring Kind. Registration									
	Early Reading Intervention-Placement Test	Optional									
Math	Bridges-Pre/Post Unit Tests	Under Construction									

# WRSD: Assessment Schedule 2008-2009

First Grade		Sep	Oct	Nov	De c	Jan	Feb	Ma r	Apr	May	June
Reading	Nonsense Word Fluency (NWF)	Required Sep 8-12				Required Jan 12-17				Required May 11-15	
	Reading-Curriculum Based Measurement (R-CBM)					Required Jan 12-17				Required May 11-15	
Math	District Math Screener	Required Sep 8-12				Required Jan 12-18				Required May 11-15	
	Bridges Number Corner	Required Sep 8-12		Required			Required			Required	
	Bridges-Pre/Post Unit Tests	Five Pre/Post Unit Tests Given During the Year									

# WRSD: Assessment Schedule 2008-2009

Fifth Grade		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Reading	Reading-Curriculum Based Measurement (R-CBM)	Required Sep 8-12				Required Jan 12-15				Required May 11-15	
Math	District Math Screener	Required Sep 8-12				Required Jan 12-15				Required May 11-15	
	Bridges-Pre/Post Unit Tests	Eight Pre/Post Unit Tests Given During the Year									
	Number Corner Check Up (N.C.)	Number Corner Baseline	Number Corner #1			Number Corner #2		Number Corner #3			Number Corner #4
	Intervention-Students at Strategic-Essentials to Algebra Placement Test					Required/Proposed					
	Intervention-Students at Intensive-Correct Math Placement Test					Required/Proposed					

# Definitions of RTI Core Concepts

- Progress Monitoring
  - Curriculum-based measurement (CBM) most widely used in RTI models
  - Extensive research
    - National Center on Progress Monitoring:
      - [www.studentprogress.org](http://www.studentprogress.org)
    - Research Institute on Progress Monitoring:
      - <http://progressmonitoring.org>
  - Quick to administer

# Definitions of RTI Core Concepts

- Progress Monitoring
  - Can be given often
  - Sensitive to short-term gain in academic skills
  - Low-cost
  - PM provides the indication of the “response” within RTI
    - Tracks rate of student improvement
    - Identify students not making progress
    - Compares efficacy of different interventions

# Definitions of RTI Core Concepts

- Progress Monitoring
  - General Outcome Measure
    - Empirically determined to predict a more general skill
      - Oral reading fluency predicting reading comprehension
  - Often used interchangeably with CBM
  - Research over 30 years has determined that PM/CBM indicates:
    - Students learn more
    - Teacher decision making improves
    - Students are more aware of their performance

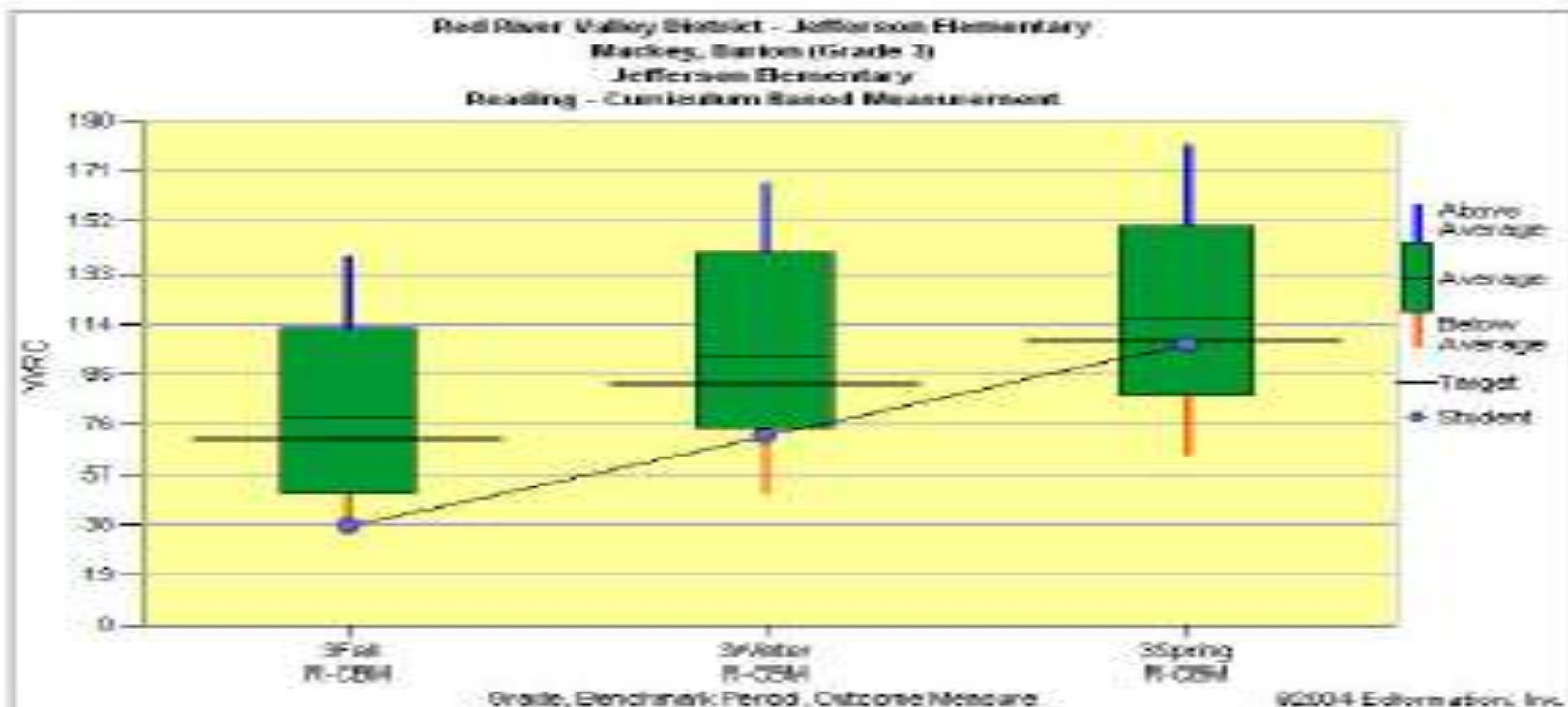
# Progress Monitoring Example

[+ Back](#)
[E-Mail](#)
[PDF](#)

Comparison:

Show Targets

Teacher: Diane Hambly Student: Danon Mackey  
 Benchmark Scores for 2003-2004 School Year



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Outcome Measure	Grade	Fall	Winter	Spring	Level of Skill	Instructional Recommendation
3 - Reading - Curriculum Based Measurement (R-CBM)	3	37	71	106	Average	Continue Current Program

This chart shows that Danon Mackey improved from 37 Words Read Correct (WRC) from grade 3 Passages at the Fall Benchmark to 106 Words Read Correct (WRC) at the Spring Benchmark. The rate of improvement (ROI) from the Fall Benchmark is 2.2 WRC per week. The score 106 is ranked at the 41.0 percentile.

[View Full Year Chart](#)

# Definitions of RTI Core Concepts

- Progress Monitoring
  - Available from several sources
    - AIMSweb- <http://www.aimsweb.com/>
    - DIBELS- <http://dibels.uorgen.edu/>
    - easyCBM- <http://easycbm.com/>
    - Intervention Central- <http://www.interventioncentral.org/>

# Definitions of RTI Core Concepts

- Progress Monitoring
  - Available from several sources
    - STEEP- <http://istEEP.com/datatools.html>
    - PALS- <http://pals.virginia.edu>
    - Monitoring Basic Skills Progress 2<sup>nd</sup> Edition- <http://www.proedinc.com/customer/ProductView.aspx?ID=1431>

# AIMSWeb Tier Transition Report

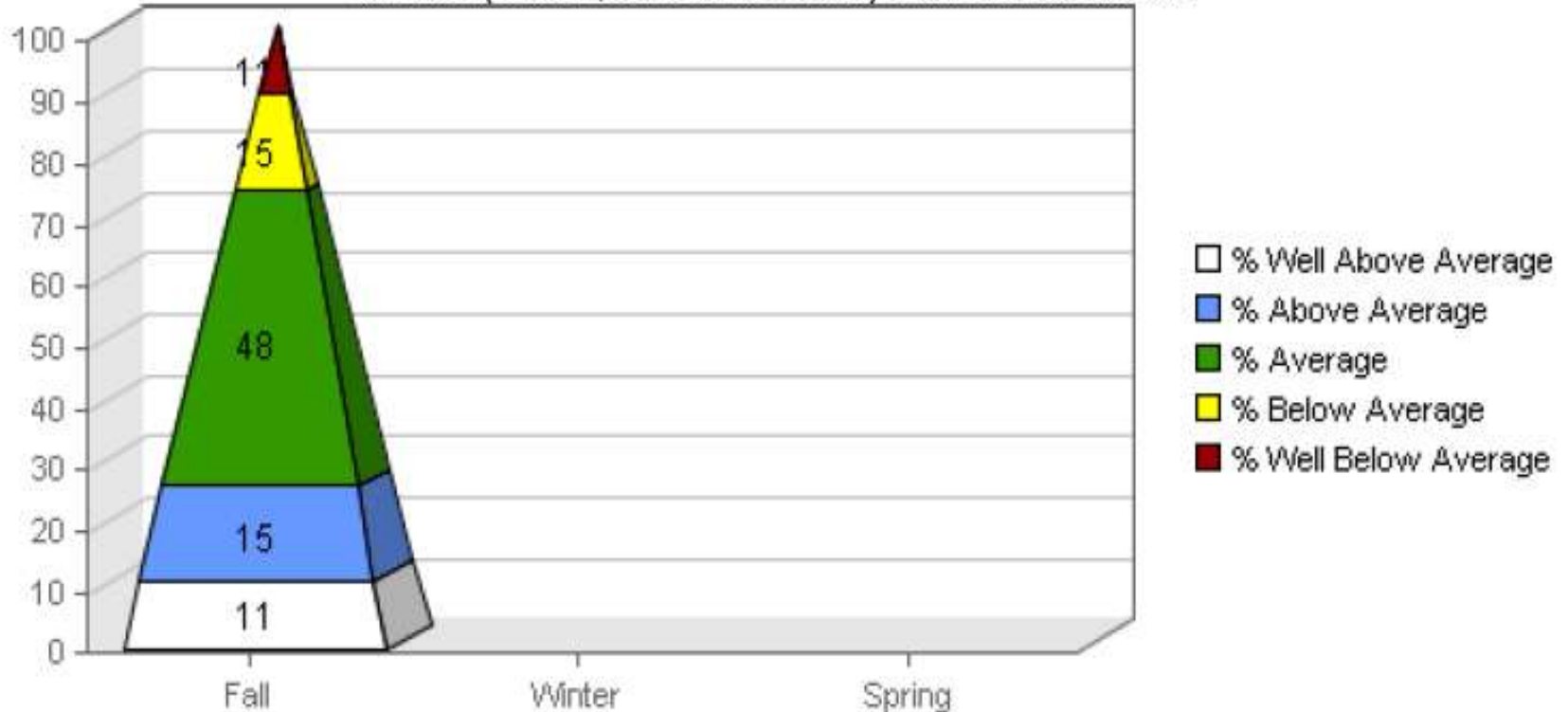
**FILTER:**

Demographics: Not filtering on demographics

Reporting Method: Reading - Norm Referenced

R-CBM - 10,25,75,90 percentile calculated at the school level

Tier Transition Report  
White River School District - Foothills Elementary  
Reading - Curriculum Based Measurement  
Grade 3 - (Shaleen, Denise - Homeroom) : 2009-2010 School Year



**White River School District  
Third Grade Reading Placement Pathway  
January 29, 2009 Revision**

<b>Screening</b>	<b>AIMSWEB – Oral Reading Fluency</b>			
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<b>Diagnosis: Criteria</b>	Scores on AIMSWEB indicate intensive instruction Oral Reading Fluency 1 <sup>st</sup> - 10 <sup>th</sup> Percentile	Scores on AIMSWEB indicate intensive instruction Oral Reading Fluency 10 <sup>th</sup> – 25 <sup>th</sup> Percentile	Scores on AIMSWEB indicate intensive instruction Oral Reading Fluency 26 <sup>th</sup> – 89 <sup>th</sup> Percentile	Scores on AIMSWEB indicate intensive instruction Oral Reading Fluency 90 <sup>th</sup> -99 <sup>th</sup> Percentile
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	Intensive	Strategic	Benchmark	Advanced
<b>Focus: 90 minutes Core Reading</b>	Phonics/decoding Vocabulary Fluency Comprehension	Fluency Vocabulary, Comprehension Phonics	Fluency, Vocabulary, Comprehension Writing integrated with reading	Comprehension, Writing integrated with reading, Vocabulary and Fluency
<b>Intervene: Placement/Delivery</b>	Corrective Reading	Corrective reading Read Naturally Phonics for Reading Read Well Plus	Core	Core & Literature
<b>Progress Monitoring / Assessment: Monitor response to Intervention/instruction</b>	Weekly AIMSWEB Progress Monitoring Program Assessment	Bi-monthly AIMSWEB Progress Monitoring Program Assessment	Fall, Winter & Spring Benchmark AIMSWEB Assessment Program Assessment	Fall, Winter & Spring Benchmark AIMSWEB Assessment Program Assessment
<b>Certify Progress:</b>	Benchmark AIMSWEB Testing G.L.E.'s and Classroom Performance	Benchmark AIMSWEB Testing G.L.E.'s and Classroom Performance	Benchmark AIMSWEB Testing G.L.E.'s and Classroom Performance	Benchmark AIMSWEB Testing G.L.E.'s and Classroom Performance

**White River School District  
Second Grade Reading Placement Pathway  
January 29, 2009 Revision**

Screening	AIMSWEB Oral Reading Fluency
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<b>Diagnosis: Criteria</b>	Scores on AIMSWEB indicate intensive instruction <b>Oral Reading Fluency 1<sup>st</sup> - 10<sup>th</sup> Percentile</b>	Scores on AIMSWEB indicate strategic instruction <b>Oral Reading Fluency 10<sup>th</sup> – 25<sup>th</sup> Percentile</b>	Scores on AIMSWEB indicate benchmark instruction <b>Oral Reading Fluency 26<sup>th</sup> – 90<sup>th</sup> Percentile</b>	Scores on AIMSWEB indicate benchmark instruction <b>Oral Reading Fluency 90<sup>th</sup> - 99<sup>th</sup> Percentile</b>
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	Intensive	Strategic	Benchmark	Advanced
<b>Focus: 90 minutes Core Reading</b>	<b>Intensive emphasis on oral language development, phonemic awareness, phonics/decoding, high frequency words, Fluency, Vocabulary and Comprehension</b>	<b>Instructional emphasis on high frequency words, phonics, fluency, vocabulary, comprehension</b>	<b>Instructional emphasis on phonics, high frequency words, , fluency, vocabulary, comprehension, grade level GLE's</b>	<b>Instructional emphasis on phonics, fluency, vocabulary comprehension</b>
<b>Intervene: Placement/Delivery:</b>	<b>Reading Mastery Phonics for Reading</b>	<b>Read Well Phonics for Reading</b>	<b>Read Naturally Writing integrated with reading</b>	<b>Read Naturally Literature, Writing integrated with reading</b>
<b>Progress Monitoring / Assessment: Monitor response to Intervention/instruction</b>	<b>AIMSWEB Progress Monitoring – Oral reading, Dolch List, Program Assessment</b>	<b>AIMSWEB Progress Monitoring – Oral reading Fluency, Dolch List</b>	<b>AIMSWEB Progress Monitoring – Oral reading Fluency, Grade Level GLE's, Dolch List</b>	<b>AIMSWEB Progress Monitoring – Oral reading Fluency, Dolch List</b>
<b>Certify Progress:</b>	<b>Benchmark Testing on AIMSWEB, classroom performance End of Unit and Exit Tests</b>			

# Research Based Interventions at Tiers 2 &3 for Reading in WRSD

- **Kindergarten-Early Reading Intervention-Pearson**
- **1<sup>st</sup>-2<sup>nd</sup>-Reading Mastery-Signature Edition-SRA-McGraw Hill**
- **3<sup>rd</sup>-5<sup>th</sup>-Corrective Reading-SRA-McGraw Hill**
- **6<sup>th</sup>-8<sup>th</sup>-Read to Achieve SRA McGraw Hill Language!-Sopris West**
- **9<sup>th</sup>-12<sup>th</sup>-Language!-Sopris West**

## **Research Based Interventions at Tiers 2 &3 for Math in WRSD**

- **Kindergarten-No specific curriculum-Core Bridges in Mathematics is used**
- **1<sup>st</sup>-2<sup>nd</sup>-No specific curriculum-Core Bridges in Mathematics is used**
- **3<sup>rd</sup>-5<sup>th</sup>-Corrective Math-SRA-McGraw Hill**
- **6<sup>th</sup>-8<sup>th</sup>-Corrective Math & Essentials to Algebra SRA McGraw Hill**
- **9<sup>th</sup>-12<sup>th</sup>-Corrective Math & Essentials to Algebra SRA McGraw Hill**

## Monitor and Evaluate Progress

### Key decision:

- Is the instructional support effective in improving the child's early literacy skills?
- Is the child progressing at a sufficient rate to achieve the next benchmark goal?

### What to do:

- Monitor child's progress and use *decision rules* to evaluate data .
  - **Four consecutive data points below the aimline** indicates a need to modify instructional support.

# Develop Decision-Making Rules for Progress Monitoring

- *How will we know if the student is*
- *adequately responding to the intervention?*
  - Two general types of decision-making plans
    - 3-Point or 4-Point Decision-Making
    - Trendline Analysis

# Multi-Tiered Instruction

- Is a system of organizing gen. ed. Curriculum and instruction to meet the needs of all students
- Integrates all support programs to use resources more efficiently
- Can exist without using RTI

# RTI & Multi-Tiered Instruction

- RTI is a multi-tiered model
  - Most typically a three tiered model as in Washington-
- RTI adds
  - Evidence based/empirical intervention
  - Universal screening and progress monitoring
  - “Response”
  - Standardized decision rules
  - Effective data team protocols

# RTI Resources

- **Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn- Austin Buffum, Mike Mattos & Chris Weber-Solution Tree-2008**
- <http://go.solution-tree.com/rti/>
- **RTI: A Practitioner's Guide to Implementing Response to Intervention-Daryl Mellard & Evelyn Johnson-Corwin Press-2008**
- **Response to Intervention: A Practical Guide for Every Teacher-William Bender & Cara Shores-2007-Corwin Press**
- **Using Response to Intervention (RTI) for Washington's Students-OSPI-2006**
- [www.rti4success.org/](http://www.rti4success.org/) **National Center on Response to Intervention**
- [www.fcrr.org/Interventions/index.html](http://www.fcrr.org/Interventions/index.html) **Florida Center for Reading Research**

# RTI Resources

- <http://reading.uoregon.edu>
- [www.ttsd.k12.or.us/](http://www.ttsd.k12.or.us/) Tigard Tualatin School District
- <http://www.interventioncentral.org> Intervention Central
- <https://dibels.uoregon.edu/> DIBELS Home Website
- <http://www.studentprogress.org> National Center on Progress Monitoring
- **Response to Intervention: Policy Considerations and Implementation- National Association of State Directors of Special Education, Inc-2005**
- ***Northwest Education-RTI: Tiered Instruction Goes Mainstream-Fall 2008/Volume 14, Number 1-Northwest Regional Educational Laboratory***

# RTI Resources

- **Annual Growth for All Students, Catch-Up Growth for Those Who are Behind-Lynn Fielding, Nancy Kerr & Paul Rosier-New Foundation Press, Kennewick-2007**
- **RTI: What are the Big Ideas, Critical Question Series-WASCD-Mike Jacobsen-January 2008**
- **Using Assessments within an RTI Framework-Mike Jacobsen-Washington Educational Research Association-February-Standard Deviation -<http://www.wera-web.org/pages/homepage.php?page=homepage>**
- **Assisting Students Struggling with Reading: Response to Intervention (Rti) and Multi-Tier Intervention in the Primary Grades-What Works Clearing House-National Center for Educational Evaluation and Regional Assistance**