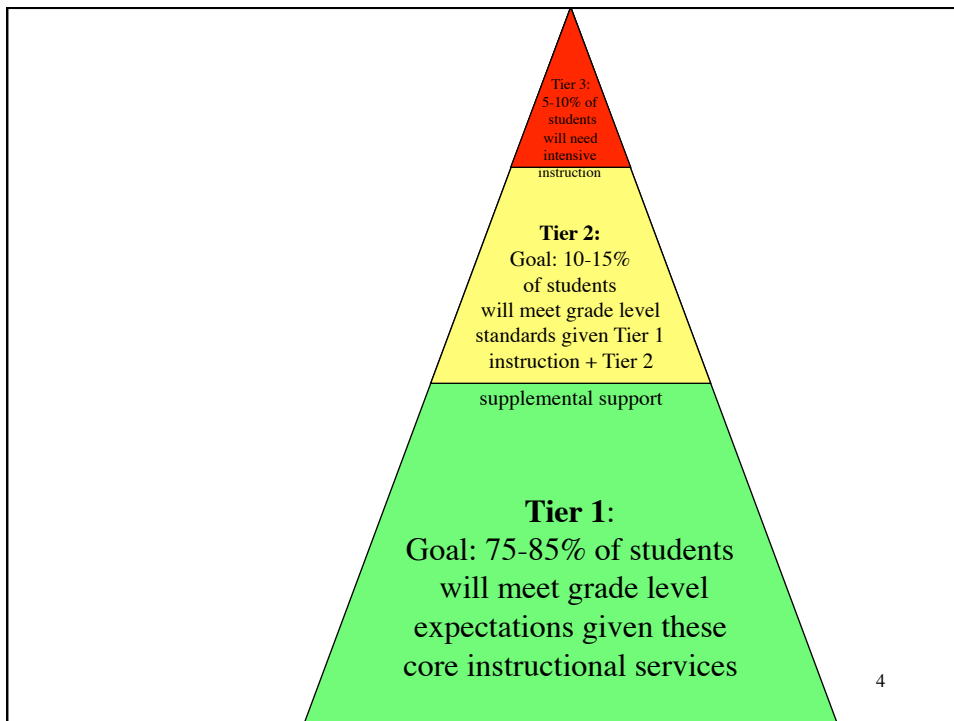


Response to Intervention (RTI) Tools for Superintendents

The Basics: What is RTI?

- **Response to Intervention (RTI)**
 - The practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction, and applying child response data to important educational decisions.
 - Reading, math and behavior-
- **Two RTI aspects that make a “unified system” (blending large parts of special education with regular education)**
 - Preventative-based in regular education: 90% of your efforts
 - Reactive-based in special education-using the same data for eligibility as was used for previous intervention decisions

Response to Intervention (RTI)
An all-school initiative that wholly encompasses NCLB makes Q-Comp easy, turns elementary teachers into the highest functioning professionals in the district AND makes special education smaller and part of regular education



NCLB and IDEA: Working Together -at last

- RTI in IDEA in the Context of NCLB:
 - Emphasis on universal screening of all students for achievement difficulties.
 - Placement in early intervention programs
 - Careful monitoring of progress and accountability for results

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Reading achievement: first among equals

- New legislation mandates scientifically-based reading instruction
- No Child Left Behind (NCLB) is the accountability mechanism for ensuring that all children learn to read effectively.
- IDEA reauthorization is requiring effective reading instruction as a way to prevent LD identification.

SCRED READING MODEL

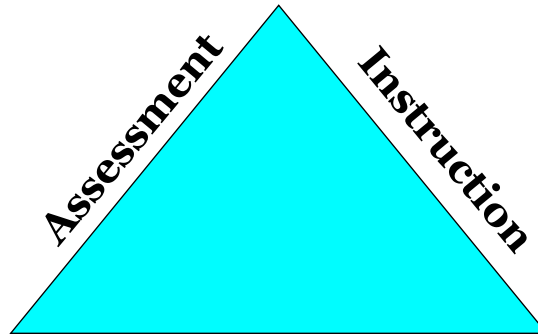
Our Journey through NCLB & Into RTI



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Preventing Reading Failure

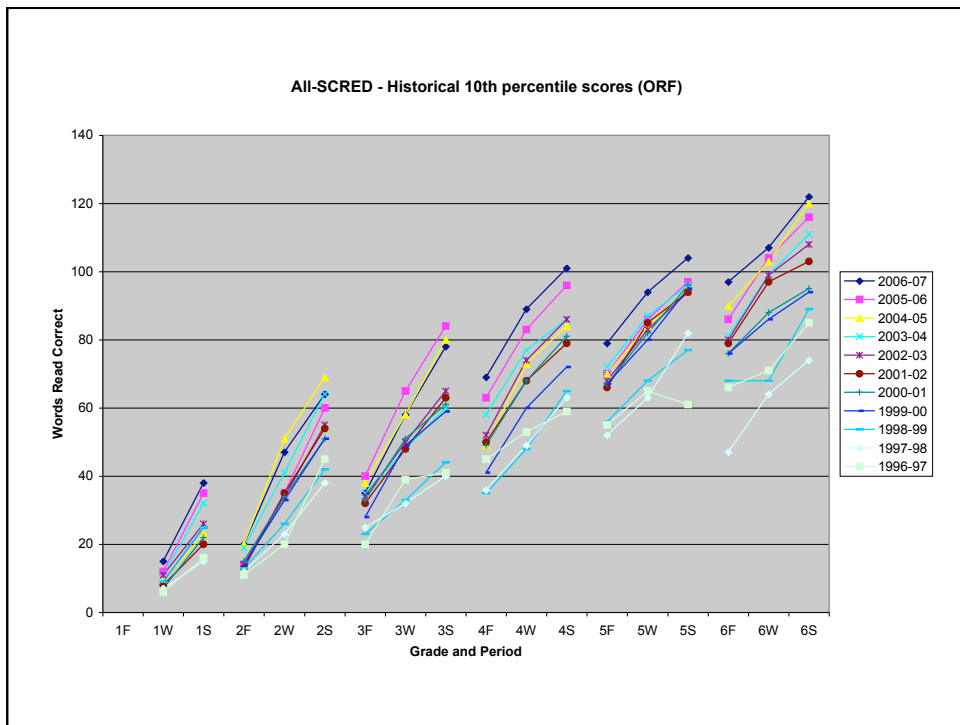
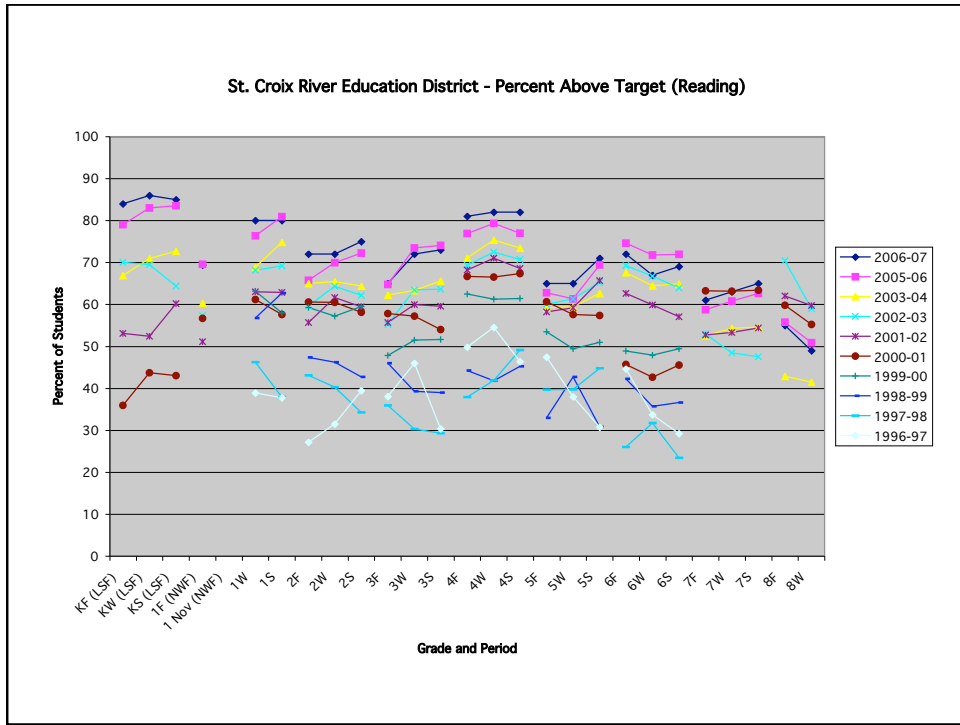


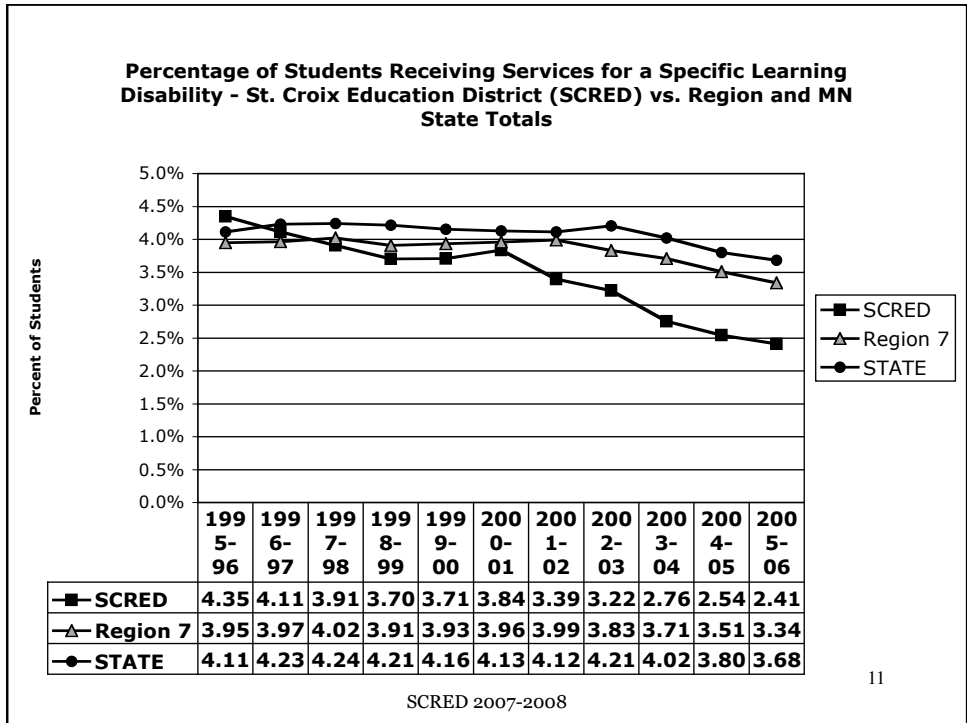
Problem-Solving Process

Get it right the first time!

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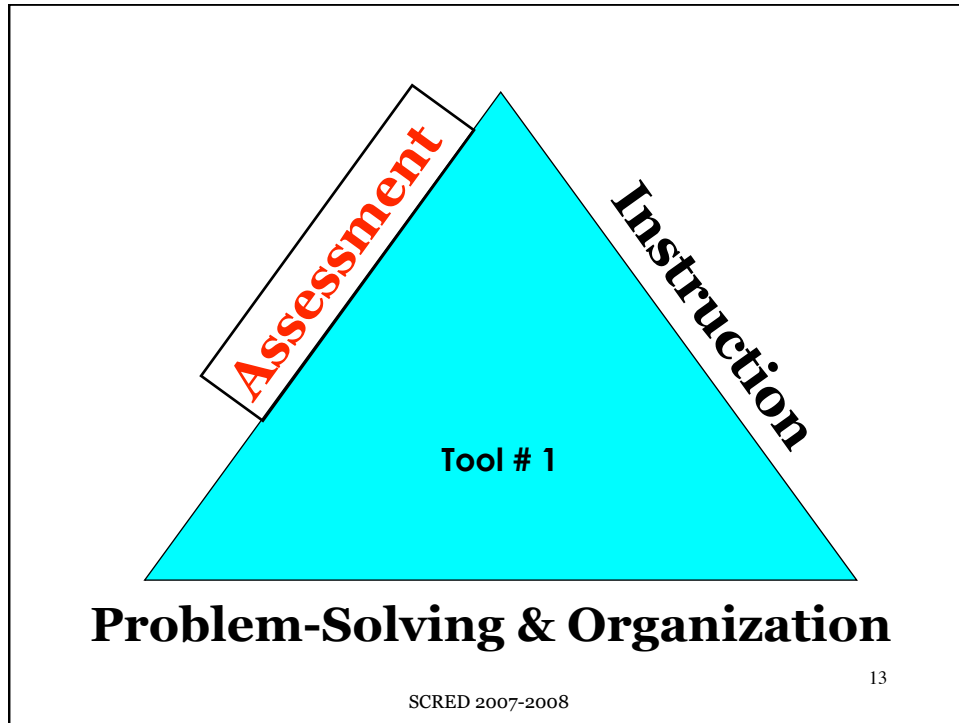
11

SCRED Reading Model's effect on student progress

- The average student growth in Oral Reading Fluency has improved at every grade level since the reading model's inception in 1996-97.
- Most grade levels saw an average improvement in student growth rates of 0.3 to 0.5 words per minute per week over this time period.
- A student who grows 0.5 words per minute per week faster than his or her peers will be about 20 words per minute higher at the end of a school year.
- In the spring of third grade in SCRED, a student who reads 107 words /minute has a 72% probability of reaching grade-level standards on the Minnesota Comprehensive Assessment in Reading. A student who reads 87 words/minute has only a 49% probability of reaching grade-level standards.

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- ### **Purposes of Assessment**
- Screening - who's at-risk
 - Program evaluation/accountability
 - Instructional planning/diagnostic
 - Monitoring student progress
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List tests given in your district in the area of literacy instruction

- Let's match them to a purpose:
- Screening -
- Program evaluation/accountability
- Instructional planning/diagnostic
- Monitoring student progress

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Look at your list

- Do you have some purposes covered by several measures?
- Do you have other purposes with no measures available?
- We are going to make a case for why you need a method of frequently measuring students who are not on track - this is what Response to Intervention is all about!

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Fluency and Comprehension

The purpose of reading is **comprehension**

A good measure of overall reading proficiency is **reading fluency** because of its strong correlation to measures of comprehension.

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Measuring Reading Fluency

Reading fluency is measured by:

- having the student read a passage aloud for one minute
- counting the number of words read and the errors
- subtracting errors from total words to get Words Read Correct.

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Fluency Measure Characteristics

- ✓ valid
- ✓ reliable
- ✓ simple
- ✓ quick
- ✓ inexpensive
- ✓ easily understood
- ✓ can be given often
- ✓ sensitive to growth over short periods of time

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Correlations

IMPORTANT!

The statistical correlations between MCA-II reading scores and reading rates are strong (.61-.65).

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Strong Correlations



We can determine reading fluency scores that will lead to success on 3rd grade MCA-IIs. We use the idea of **backwards planning** to define a K-3 path of reading success.

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Oral Reading Targets - Words Read Correct/Minute

Grade	Fall	Winter	Spring	Growth Rate/Week
1		22	52	1.44
2	43	72	90	1.31
3	70	91	109	1.08

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**Oral Reading Targets - Words Read Correct/Minute
(continued)**

Grade	Fall	Winter	Spring	Growth Rate/Week
4	95	114	127	0.89
5	113	128	141	0.78
6	135	152	166	0.86

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Examples of Early Literacy Measures

What are some vital signs
of early literacy (K-1)?

- **Letter sound fluency**
- **Nonsense word reading fluency**

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Reading Fluency Testing Schedules

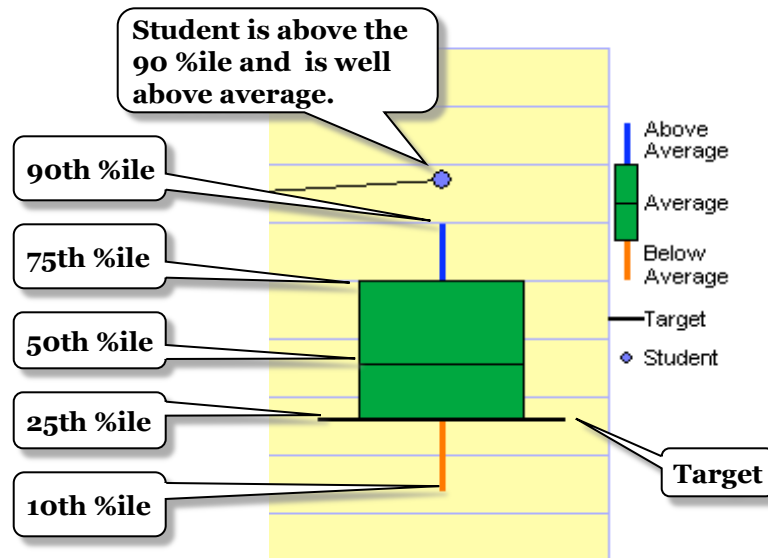
We use the Correct Words per Minute measure on two different schedules for different students:

1. **Benchmark testing for all students - this meets the screening purpose**
2. **Progress Monitoring for students of concern**

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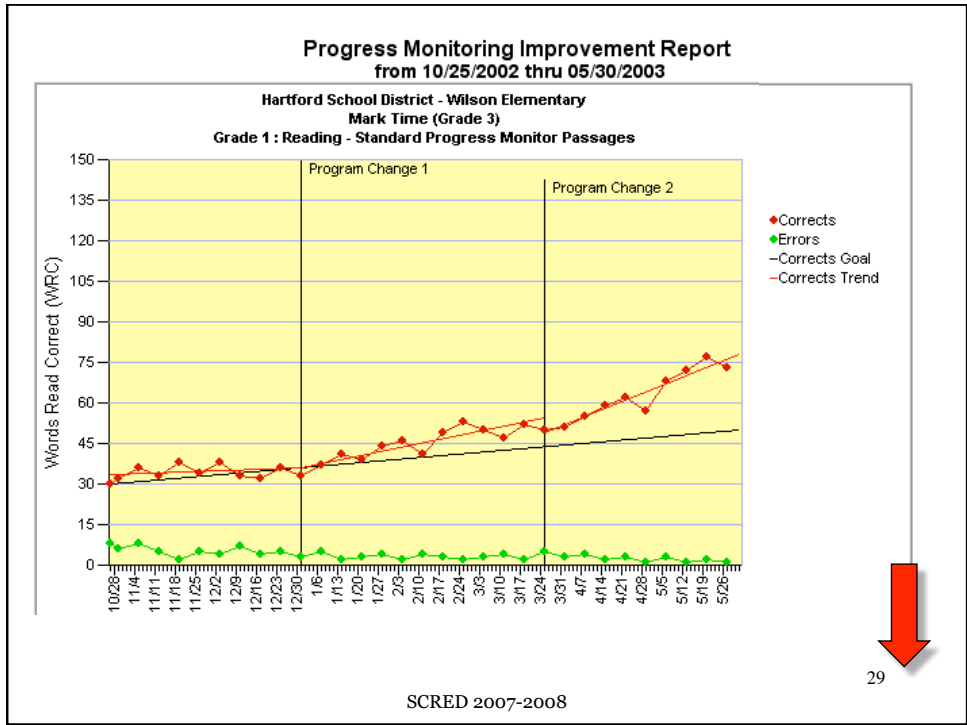
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Box and Whisker Charts



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National Center on Student Progress Monitoring

- www.studentprogress.org/chart/chart.asp
- This is the resource where a wide array of tools for the purpose of progress monitoring have been reviewed

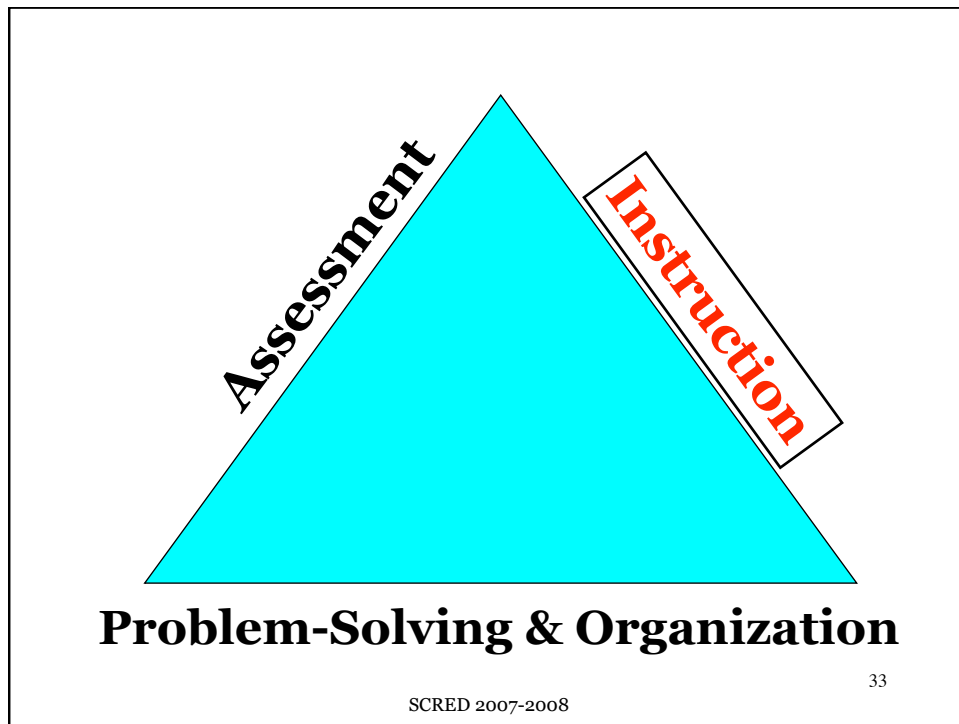
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AIMSweb	Early Literacy	•	•	○	•	•	•	•
	✱ Math	•	•	•	○	•	○	•
	Maze	•	•	•	•	•	•	•
	Reading	•	•	•	•	•	•	•
	Spelling	•	•	○	•	•	•	•
	i Test of Early Numeracy	•	•	•	•	•	○	•
	✱ Written Expression (WE)	•	○	•	•	•	•	•
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Initial Sound Fluency	•	•	•	•	•	○	•
	Nonsense Word Fluency	•	•	•	•	•	•	•
	Oral Reading Fluency	•	•	•	•	•	•	•
	Phonemic Segmentation Fluency	•	•	•	•	•	•	•
	Retell Fluency	•	•	•	○	○	○	○
	Word Use Fluency	•	•	•	○	○	○	•
	EdCheckup	Maze	•	•	○	•	•	•
Reading	•	•	•	•	•	•	•	

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Assessment cost estimate

1. Aimsweb Reading is \$2.00 p/s
2. Use existing resources to collect data (para's, volunteers)
3. Literacy coordinator or assessment coordinator: .1 fte per 8,000 students
4. Clerical data entry: .4 fte for 8,000 students



Put Reading First

Text comprehension instruction

Vocabulary instruction

Fluency instruction

Phonics instruction

Phonemic awareness instruction

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Redesigned Reading Curricula

We can:

- **design the curriculum for the 10%ile-40%ile students**
- **build in *specificity of instruction and repetition***
- ***prevent reading failure and/or intervene early***

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Differentiated Instruction

For more able learners we can:

- ***remove some of the specificity and redundancy.***
- ***place students ahead in the reading curriculum.***
- ***skip lessons for the most able learners***
- ***provide extra enrichment.***

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Instructional Design Rationale



Its easier to remove elements built into a curriculum than to add those elements afterward .



Its easier to prevent reading problems than to later remediate large problems.

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RTI Tools

#2.

**Participate in Reading First
or MN RTI Center
Coaching based Staff
Development**

*Or develop your own coaching
based model or use your Q-comp
plan to align with NCLB*

SCRED Reading First

- 10-13 schools
- Summer Training
- Coaching-two days per month
- Grant pays for teachers' training time & coaches

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Minnesota RTI Center at SCRED

- Four levels of Implementation
 - Buy in and assessment
 - Organizing for Problem Solving using a 3 Tier system
 - Developing Problem Solving Skills
 - Using RTI for special education
- Coaching stipend of \$4,000
- Coaching application available at www.scred.k12.mn.us/RTI/RTIcontact.htm
- Director will coach your coach

acasey@scred.k12.mn.us

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Typical Plan

- Summer training:
 - Introduction & district self assessment
 - Assessment
 - Instruction
 - Organization & Problem Solving
 - Year One
 - Coach works on setting up measurement system as described earlier such as Aimsweb, DIBELS, EdCheckup
 - Coach works with principal on organization plan for next year

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Plan Cont'd

- Summer Training Year Two
 - Organizing a 3 tier system
 - Organizing to “Problem Solve”
 - Exploration of core curriculum characteristics
- Coaching year Two:
 - Assisting school with review of curriculum
 - Assisting teacher teams with strategies & problem solving process

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Plan Cont'd

- Summer Training Year Three
 - Problem Solving Skills
 - Decision making

- Year Four: add Special Education decision-making

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Tool # 3 MN Reading Corps

AmeriCorps members serving as Minnesota Reading Corps members

What is AmeriCorps?

- *domestic Peace Corps
- *serving in the community to address a problem
- *members work full-time, 1700 hours in 12 months
- *members earn an education award if they complete the 1700 hours
- *members are paid a monthly living stipend
- *members are provided benefits

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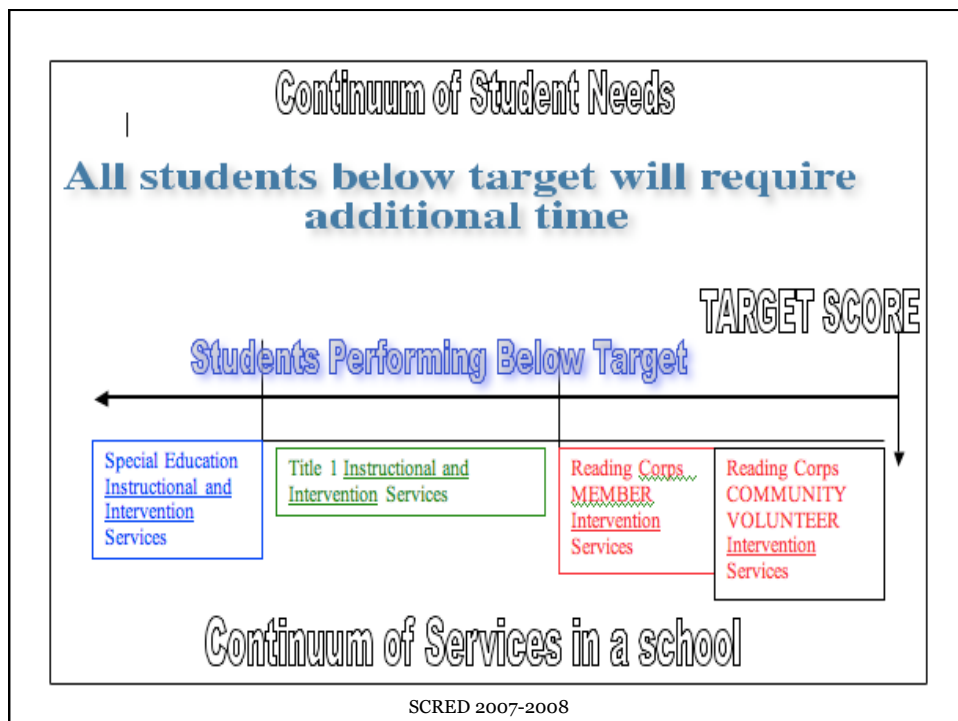
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Project Outline

- Deliver reading intervention services (trained in 10 interventions) to students (repeated reading, pencil tap, etc.)
- Organize volunteers who provide SRB Interventions
- Provide 60 minutes of intervention time per week to each student (4, 15 min. sessions or 3, 20 minute sessions)
- Service students who scored below target
- Service students who aren't currently receiving a service (SpEd, Title 1) Tier 2 students
- Members provided 3 days of training on measurement (CBM), AIMSweb, and reading interventions

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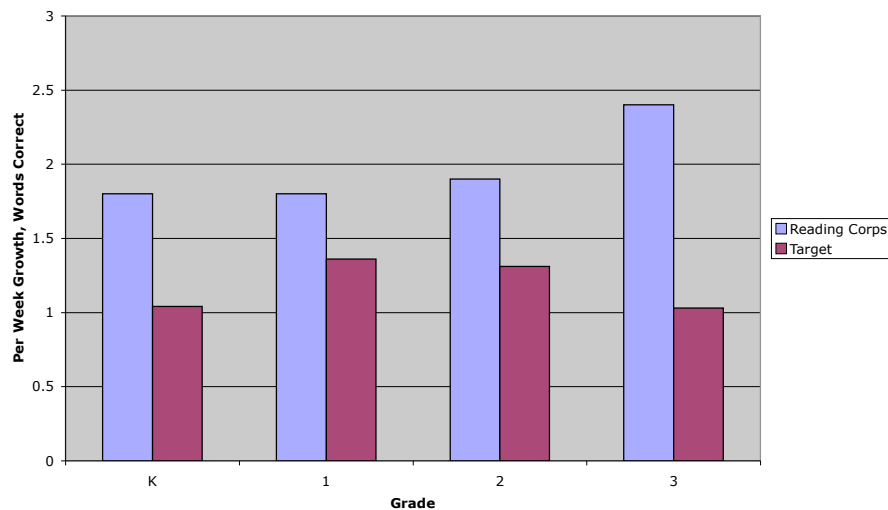
Project Outline

- Service about 20 + students per week
- Exit students when they have 3-5 consecutive data points above the aim-line
- Coaching provided:
 - Monthly observations of members implementing interventions, used efficacy checklists to monitor treatment integrity and provide corrective feedback
 - Reviewed student graphs regularly and suggested intervention changes to members/supervising teachers, or other necessary graphing updates
- **GOAL:** to service as many students as possible over the course of the school year

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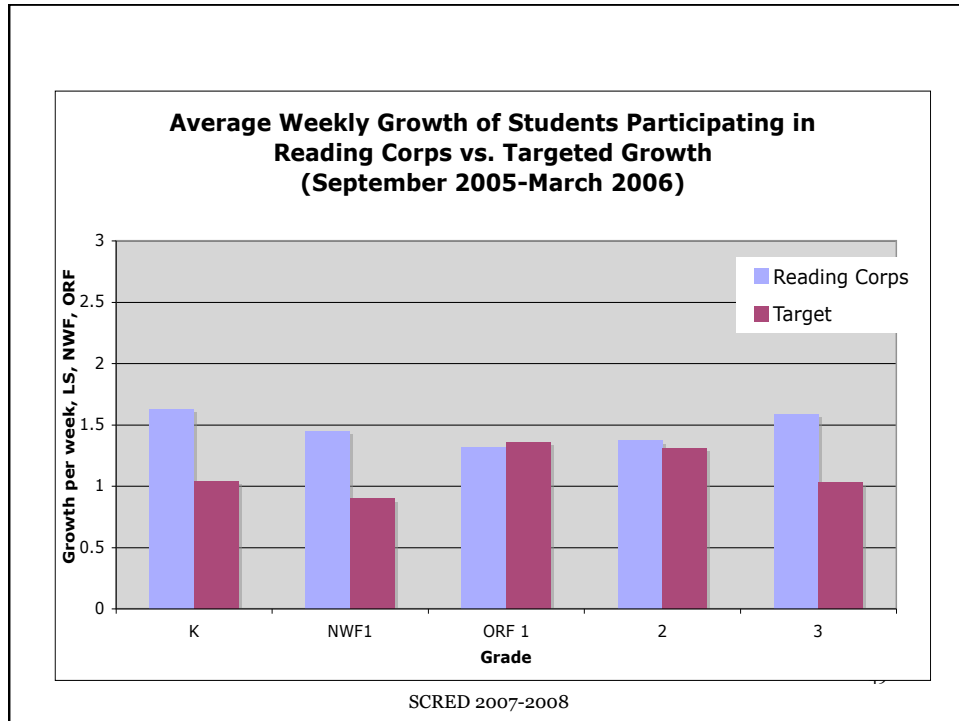
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Average Weekly Growth of Students Participating in Reading Corps vs. Target Growth



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Schools that effectively use Reading Corps

Schools with systems in place that

- a. collect and review student data and
- b. align service with student data/needs
- c. agree to schedule for intervention time (students will have to miss something to get the service, 4 (15 min.) or 3 (20 min.) sessions per week)
 - Reading First Schools
 - Schools with school-wide measurement
 - Schools with grade-level team meetings
 - Schools with Problem Solving teams

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How can we get Reading Corps?

- Have the infrastructure described on previous slide in the school
- Apply in December to the Minnesota Reading Corps
- Applications are reviewed by Center for Policy Studies and determinations are made
- Contact:
 - robert_wedl@yahoo.com

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If schools will receive a member

- School must sign a site-agreement stating that they will follow the project requirements
- School must assign a supervising teacher to communicate with staff about project outline and students to serve /exit/schedule
- School will be provided a 'Coach' for the member and school to insure proper implementation of: selection of students, delivery of interventions, weekly collection of student data, graphing of student progress.
- Coach is faded out until supervisor needs to be changed.

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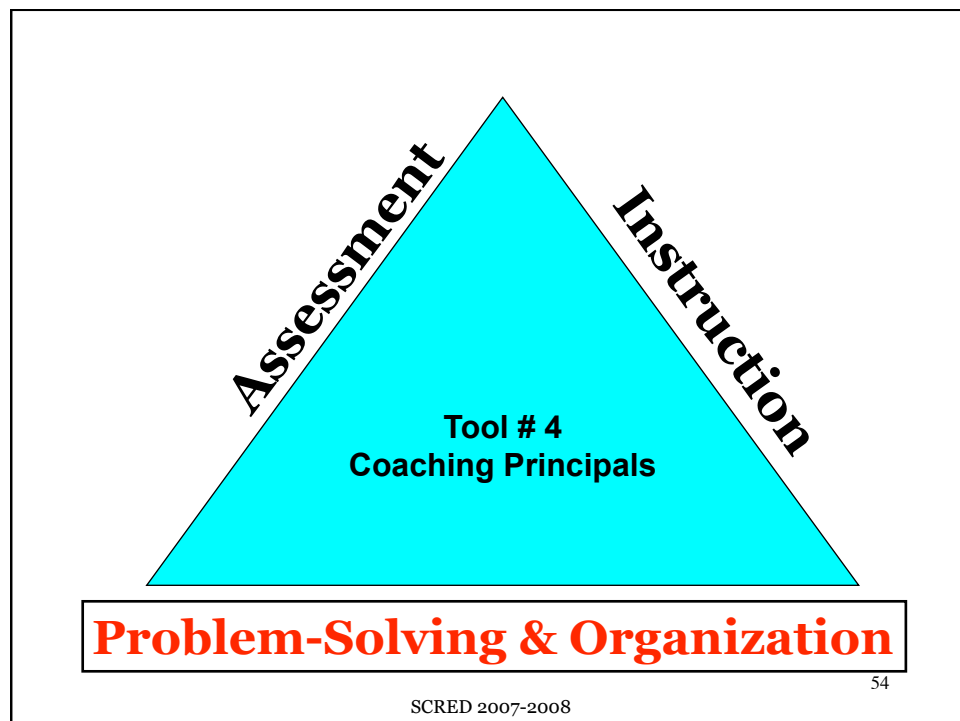
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Comments from 05-06 teachers and a care provider

- “The children enjoy going with Kelli even when they were called away during a class bonus time”-*first grade teacher, Braham*
- “Both students that Seth has been working with have been staying above grade level goal. His time and effort spent with the kids have made a difference” - *kindergarten teacher, Hinckley*
- Donovan has really developed as a reader, he is more accurate and his confidence has really increased, thanks to Reading Corps- *summarized comment from ‘Grandma’ North Branch*

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The Primacy of Superintendent Leadership

- Waters & Marzano. *The School Administrator*, March, 2007
- Superintendent leadership is correlated to student achievement and tenure
- Meta-analysis of studies from 1970-2005 that reported a correlation between district leadership variables and student achievement (27/4500) involving 2,714 districts, 4434 supt leadership ratings, 3.4 million students
- .24 correlation between leadership and achievement

Superintendent	Achievement
50 %ile	50 %ile
84 %ile	59.5 %ile

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Five District leadership responsibilities with a statistically significant correlation to average achievement

- Goal setting process
- Non-negotiable goals for achievement
- Board alignment with ans support of district goals
- Monitoring progress on goals for achievement and instruction
- Use of resources to support goals

Two other findings

1. *Encouraging strong school level leadership: "Autonomy within the boundaries defined by the goals"*
2. *.19 correlation with superintendent tenure showing up as early as two years into that tenure.*

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Role of District Leaders

- Give “permission” for model
- Provide a vision for outcome-based service delivery
- Reinforce effective practices
- Expect your administrative team to work as a team on this
- Expect accountability in supervision of principals
- Provide tangible support for effort
 - Training
 - Coaching
 - Technology
 - Policies

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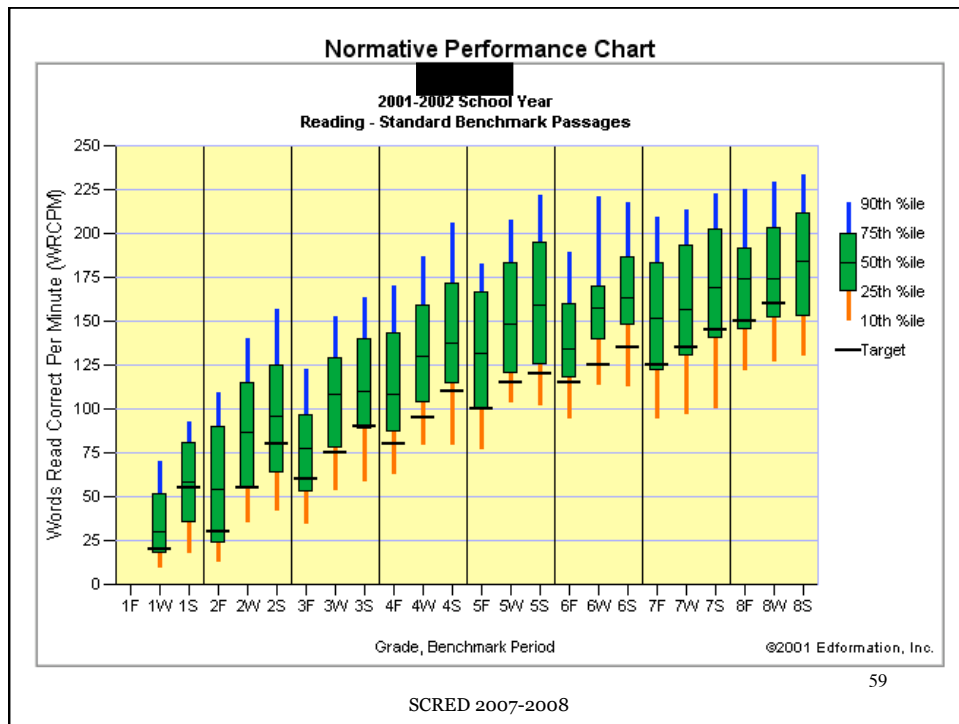
Organization: Supporting Structures

Five building-level supporting structures promote Problem Solving and optimal student achievement:

- **Continuous Measurement**
- **Grade-level Team Meetings**
- **Flexible Grouping**
- **Grade-level Scheduling**
- **Concentrated Resources**
(Q-Comp?)

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Grade Level Team Meetings

- **Teams hold meetings at least monthly**
- **Together teachers view graphs of all students of concern**
- **Teams make decisions about resources**
- **Teams make decisions about interventions**
- **Teachers use Problem Solving process**

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Flexible Grouping

- **Instructional groups are formed based on student need:**
 - **Program**
 - **Level**
 - **Time**
 - **Student/Teacher Ratio**
 - **Etc.**

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Flexible Grouping

- **These groups change regularly based on the same variables**
- **No student is left in a group after the group is no longer appropriate for that student**
- **Student move up and down and across groups as teams review the data regularly**

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Grade Level Scheduling

- **Each grade level agrees to a common daily time block dedicated to reading instruction**
- **Classroom teachers may each teach different level groups so students may be flexibly placed into any classroom**

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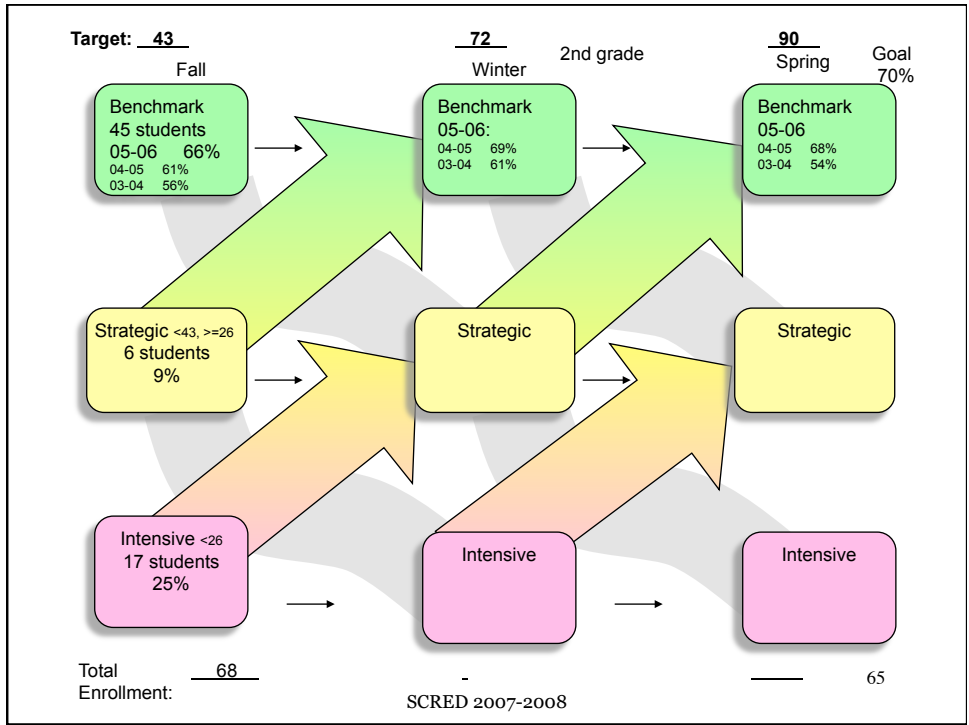
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Concentrated Resources

- **Each grade level selects a different time for reading so that all building support staff are available for that grade during the reading block**
- **Grade level teams may choose to allocate these resources as needed**

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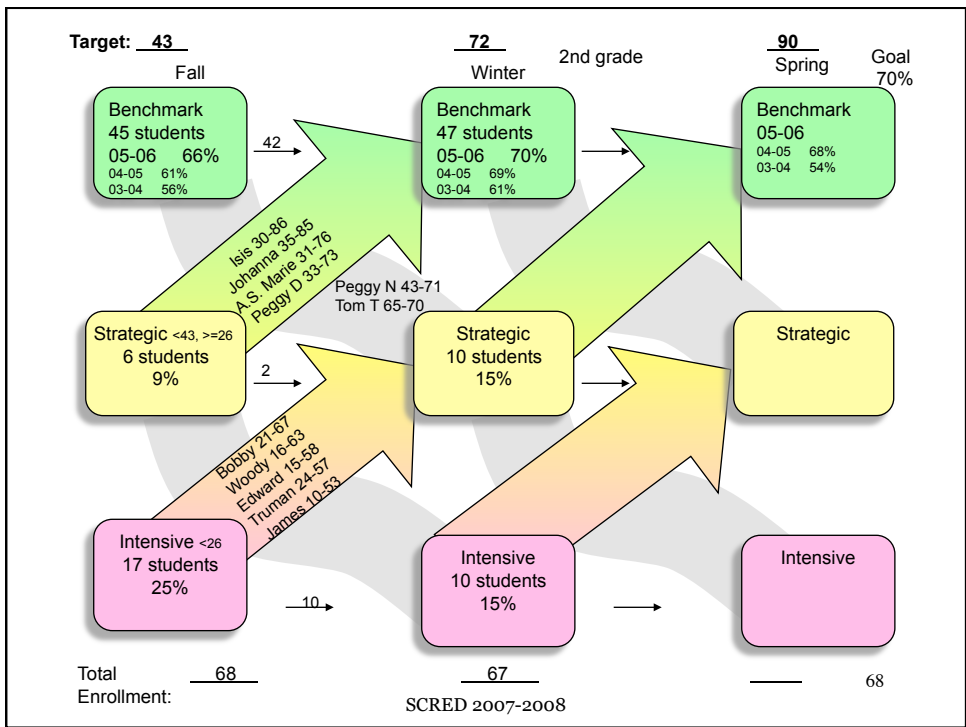
Instructional Recommendation	Participation in Core	Supplemental & Intervention Programs/Strategies	Supplemental & Intervention Program Delivery	Frequency of AIMSweb progress monitoring	Determining Instructional Effectiveness
Benchmark:	<u>Who:</u> All benchmark students <u>When:</u> <u>Activities:</u> <u>Group Size:</u>		<u>Who:</u> <u>When:</u> <u>Time:</u> <u>Group Size:</u>	3 times/year Fall goal: Winter goal: Spring goal:	<u>Who:</u> <u>How Often:</u> <u>Criteria:</u>
Strategic:	<u>Who:</u> All strategic students <u>When:</u> <u>Activities:</u> <u>Group Size:</u>		<u>Who:</u> <u>When:</u> <u>Time:</u> <u>Group Size:</u>	Twice/month Fall goal: Be at or above goal line Winter goal: Be at or above goal line Spring goal:	<u>Who:</u> <u>How Often:</u> <u>Criteria:</u> <u>ORF data:</u>

CSI Maps developed by Oregon Reading First Center
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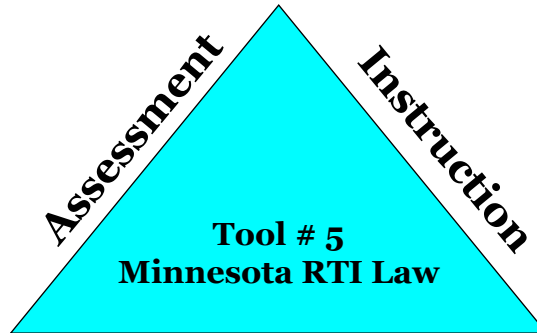
Instructional Recommendation	Participation in Core	Supplemental & Intervention Programs/ Strategies	Supplemental & Intervention Program Delivery	Frequency of AIMSweb progress monitoring	Determining Instructional Effectiveness
Intensive:	<u>Who:</u> All intensive students <u>When:</u> <u>Activities:</u> <u>Group Size:</u>		<u>Who:</u> <u>When:</u> <u>Time:</u> <u>Group Size:</u>	Once/week Fall goal: Be at or above goal line Winter goal: Be at or above goal line Spring goal:	<u>Who:</u> <u>How Often:</u> <u>Criteria:</u> <u>ORF data:</u>

CSI Maps developed by Oregon Reading First Center
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Preventing Reading Failure



Problem-Solving Process

Get it right the first time!

SCRED Reading Center

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SCRED Teachers help write a new law!
Thanks Sen. Saltzman & Rep. Faust

- Minnesota's new RTI law: the SCRED model codified as state policy
- Pre-referral replaced by Early Intervening
- Early Intervening services added as the preferred option. Defined as :
 - General outcome measures 3 times per year
 - Scientific research based instruction and intervention
 - Organizational plan using grade level teams and problem solving

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Flexible use of Staff

- Special Education funded staff may provide small group instruction to pupils who need academic or behavioral support (incidental benefit)
 - Must:
 - Group must be primarily pupils with a disability
 - General education classroom
 - Needs of the pupil are met per the IEP
 - All pupils receive the same level of instruction and make the same progress
 - Needs of IEP student remain the focus
 - Can not add staff to meet non-IEP student need
- Alternative Delivery option simplified*

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What we did not get

- State-wide funding: 130 million
 - \$10 for Aimsweb and MAP
 - \$30 to add instructional Tier 2 staff
 - \$20 for coaching and training
- Three RTI Centers:
 - Reading
 - Math
 - Behavior

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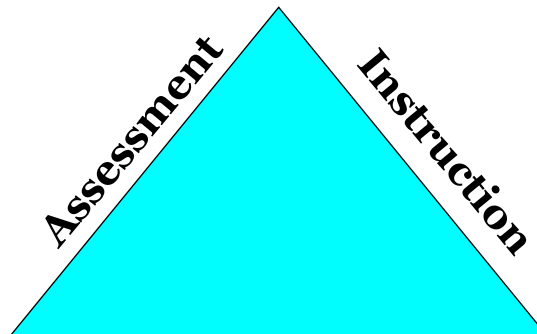
Minnesota RTI Center

- 1 million dollar allocation to SCRED
- Five charges:
 - Professional Development Products
 - Coaching
 - Large Scale state-wide training
 - Technical Assistance
 - Higher education consultation

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It's good for Kids !



Problem-Solving Process

**Getting NCLB, accountability, Special Ed, Q-Comp
& staff development to work together**

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