Response to Intervention

A Case Illustration

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Objectives

- Brief review of big picture RtI issues
- Identify critical things that "need to be in place"
- Illustrate systems level supports and implementation
- Illustrate district level supports and implementation
- Illustrate building level supports and implementation
- Bring it all to life with data and examples

Iowa State Structures

- 12 Area Education Agencies
  - Heartland – 55 public school districts, 35 nonpublic schools/districts
  - Roughly 24% of students in Iowa
- Pella Community Schools
  - 04-05 Total Enrollment 2095 students
  - 3 elementary, 1 middle, 1 high school
  - Central Iowa

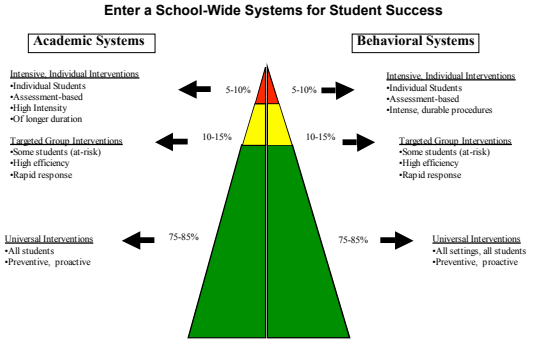
Definition

- **RtI is the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction or goals and applying child response data to important educational decisions. (NASDSE, 2005)**
- **IDEIA 2004 provides for the use of RtI as part of the process to determine eligibility for learning disabilities.**

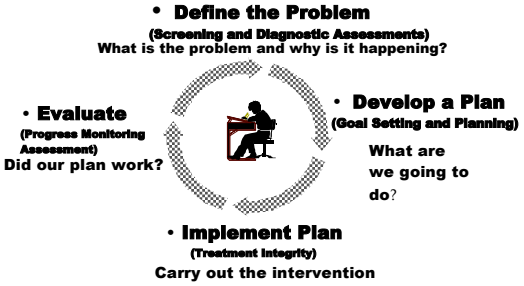
To Get There in Practice: We Need to Do Three Things

- Adopt "Smart" system structures
- Import the "Scientific Method" into practice
- Use scientifically validated teaching practices to the greatest degree possible

Thing 1: Adopt Smart System Structures



Thing 2: Import the Scientific Method Into Practice: The Problem Solving Process



Thing 2: In RTI, We Differentiate Assessment for the Purpose of Differentiating Instruction

- Def: Assessment, is the process of collecting information for the purpose of making decisions or answering questions (Salvia and Ysseldyke, 1991)
- Different kinds of assessment data are needed for different decisions within the system
- 3 Major Types of Decisions/Assessments

Thing 2: Three Primary Types of Assessment

- Screening Assessments: – assessments used to determine if additional investigation is warranted
- Diagnostic Assessments: Assessment conducted at any time during the school year when more in-depth analysis of a student's strengths and weaknesses is needed to guide instruction (Institute for the Development of Educational Achievement, 2003)
- Progress Monitoring Assessments: Assessment conducted a minimum of three times a year or on a routine basis (i.e., weekly, monthly, or quarterly) using comparable and multiple test forms to (a) estimate rates of student improvement, (b) identify children who are not demonstrating adequate progress and therefore require additional or different forms of instruction, and/or (c) compare the efficacy of different forms of instruction for struggling readers and thereby design more effective, individualized instructional programs for those at-risk learners. (adapted from Institute for the Development of Educational Achievement, 2003)

Thing 3: Use Scientifically Validated Practices to the Extent Possible

- Investigate the research base
- Know your own context and needs
- Match up strategies/approaches with your needs
- Monitor the extent to which they are effective
- Change ineffective programs and strategies

System Change Imperative

If we keep doing the same thing we always have done, we will get the same outcomes.

If outcomes for students are going to change, the system has to change.

Core Principles of Response to Intervention (RtI)

- We can effectively all children
- Intervene early
- Use a multi-tier model of service delivery
- Use a problem-solving method to make decisions within a multi-tier model

Core Principles of Response to Intervention (RtI)

- Use research-based scientifically validated interventions/instruction
- Monitor student progress to inform instruction
- Use data to make decisions. A DATA-BASED decision regarding student response to intervention is **central** to RtI practice
- Use assessment for screening, diagnostic and progress monitoring purposes

Essential Components of RtI

- Multiple tiers of intervention service delivery
- A problem-solving method
- An integrated data collection/assesment system to inform decisions at each tier of service delivery

What It Takes

- Shifts in Thinking
- Professional Development
- Technical Assistance
- Administrative and Policy Support

Shifts in Thinking About …

- Learners - all students can learn if matched with effective instructional strategies
- Assessment - from placement-oriented assessment to teaching-oriented assessment focused on what to teach and how to teach it
- Instruction - change what is important

Professional Development

- Leadership (policy makers and superintendents)
- Administrative groups (district and building level)
- Direct service groups (teachers and other instructional staff)
- Related service groups (consultants, school psychologists, social workers, speech pathologists, etc.)
- Parents

Technical Support

- Data management system
- Inventory of resources (financial and personnel)
- Mentoring and coaching

Administrative and Policy Support

- Organizing and implementing decisions around curriculum, instruction and use of resources based on student performance data at all levels
- Administrative leadership and support of data-based decision making
- Policy to support use of RtI and problem solving to meet the needs of full range of learners within a system

What are the needs of your students?

- Phonemic Awareness
  - Initial sound fluency
  - Alphabetic principle
  - Phoneme segmentation
- Phonics/Decoding
- Fluency/Accuracy
- Comprehension
  - Literal Interpretation
  - Making inferences
  - Reading for information
- Vocabulary

Questions to be answered?

- What do all students need?
- Who could benefit through repeated practice?
- Who needs something in addition?
- Who needs to do it a different way?
- How do we know if it is working?

What are the existing sources of data in your district?

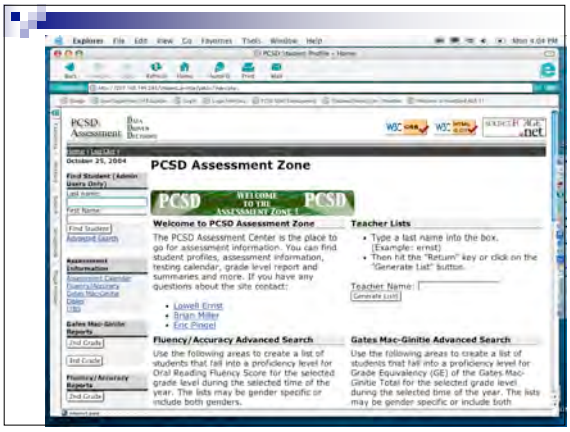
- District-wide assessment
- Classroom level assessment
- Individual assessment

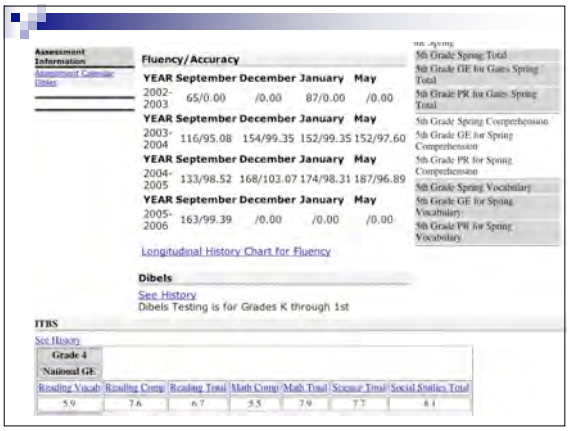
Determine the needs through data

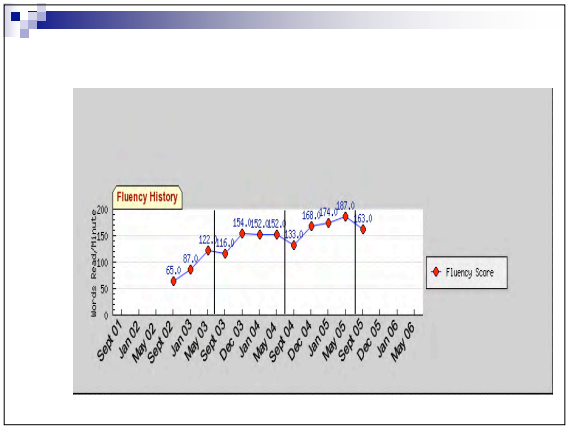
- Screening
- Diagnostic
- Progress Monitoring

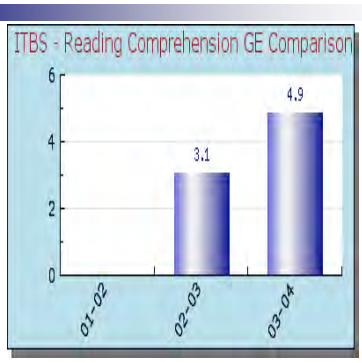
How do you manage your data?

- What is your system?
  - Purchased
  - Build your own
- Who has access to the information?
  - Creating real time data
- How is the data used in decision making?


PCSD Assessment Zone
Welcome to PCSD Assessment Zone
Teacher Lists
Fluency/Accuracy Advanced Search
Gates Mac-Ginitie Advanced Search


Fluency/Accuracy
YEAR September December January May
2002-2003 65/0.00 /0.00 87/0.00 /0.00
2003-2004 116/95.08 154/99.35 152/99.35 152/97.60
2004-2005 133/98.52 168/103.07 174/98.31 187/96.89
2005-2006 163/99.39 /0.00 /0.00 /0.00
Longitudinal History Chart for Fluency
Dibels
See History
Dibels Testing is for Grades K through 1st
ITBS


Fluency History
Words Read/Minute
Fluency Score
Sept 01
Jan 02
May 02
Sept 02
Jan 03
May 03
Sept 03
Dec 03
Jan 04
May 04
Sept 04
Dec 04
Jan 05
May 05
Sept 05
Dec 05
Jan 06
May 06

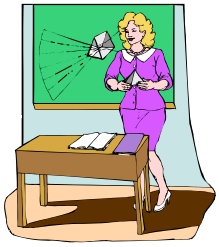


Determine Existing Programming

- Core instruction
  - Match your curriculum to your population
- Repeated practice
  - Classroom level
  - Literacy Army
  - Central Teacher Academy
- Supplemental instruction (group intervention)
  - Reading Plus
  - Central Teacher Academy
- Intensive instruction (individual intervention)
  - General education extended team
  - Special education services

Classroom (Core) Instruction

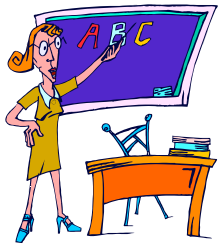
- Is the core material matched to your population?
- How much consistency and integrity of delivery do you have between teachers?
- How consistent are your evaluation instruments? Do they furnish you with the data you need to make decisions on moving to the next level?
- What strategies and tools do your teachers have to remediate in the classroom?



Repeated Practice

- Literacy Army
  - 150 community volunteers serving 1 hour per week.
- Central Teacher Academy
  - College students in a three year mentoring program that connects the students with trained interventionists.

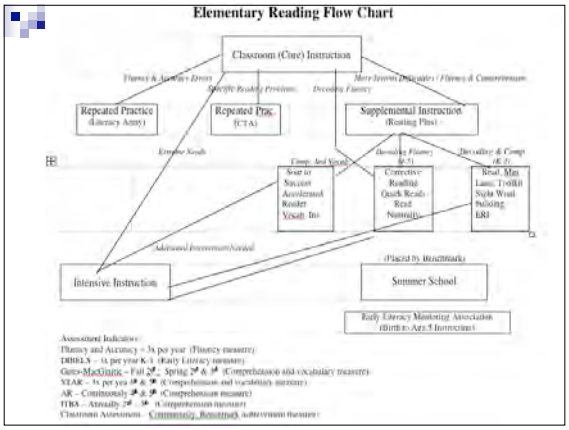
Supplemental Services



- Title One teachers deliver specialized reading instruction and use progress monitoring to measure the effectiveness of the intervention.
  - Phonemic Awareness
  - Phonics/Decoding skills
  - Fluency/Accuracy building
  - Vocabulary building
  - Comprehension skills

Intensive Services

- Layering of instruction
  - General education extended team
    - Individualized interventions based on further problem analysis of student needs.
  - Special education services
    - IEP development



How well are you matched?

- Needs
  - 1
  - 2
  - 3
  - 4
  - 5
- Interventions
  - 1
  - 2
  - 3
  - 4
  - 5

Status quo is no longer an option!

- We can't expect different results if we continue to do the same things.

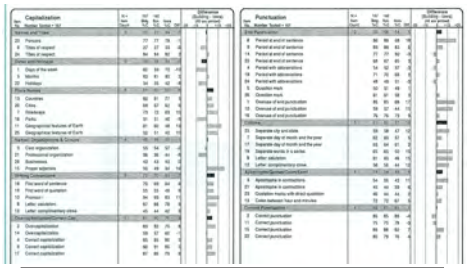
How are building decisions made?

- Core
  - Building Level
- Supplemental
  - Grade Level/Classroom
- Intensive
  - Individual Student

Building and Grade Level Decision Making (Core and Supplemental)

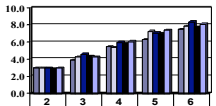
- ITBS
  - Item analysis
  - Grade Level Equivalency (GLE)
  - Comparisons made tracking specific classes and also grade levels
  - Three Levels of Proficiency
  - Disaggregated by subgroups
- Benchmark data
  - All students
  - Disaggregated by subgroups
- District wide assessment data

ITBS Item Analysis



Items shaded to the left of zero indicate a need to further study our curriculum and teaching strategies.

District Reading GLE

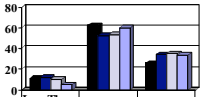


	2	3	4	5	6
2000-01	3.0	3.9	5.5	6.3	7.5
2001-02	3.0	4.3	5.4	7.3	7.9
2002-03	3.0	4.6	6.0	7.1	8.4
2003-04	2.9	4.4	5.8	7.0	7.8
2004-05	3.0	4.3	6.1	7.4	8.1

We study grade levels year to year going down the chart. Specific class progress is tracked going diagonal across the chart.

Three Levels of Reading Proficiency

- Less than proficient is the 40th percentile and below
- Proficient is between the 41st and 89th percentiles.
- Advanced is the 90th percentile and above.



	Less Than Prof.	Prof.	Adv.
2001-02	11.3	62.7	26
2002-03	12.4	53.1	34.5
2003-04	10.5	53.9	35.5
2004-05	5.4	60.4	34.2

These scores represent the fifth graders reading proficiency levels on the ITBS from second grade through fifth grade.