



Rtl – It's a Journey, Not a Destination

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If those within the school believe that the causes of student learning lie outside their spheres of influence, in the genes or social background of their students, school improvement efforts will be viewed as futile, if not ridiculous. Therefore, it is important that principals help teachers recognize and believe in their individual and collective capacity to bring about change that benefits students.

Richard Dufour

Foundations of Implementation

- Established Professional Learning Communities
 - Culture of collaboration
 - Data Driven Decisions
 - Team Work/Shared Responsibilities

Basic Components of RtI

- Universal Screening
- Research-Based Interventions
- Progress Monitoring
- Data-Based Decisions

Universal Screening

- Screening procedures administered early in the school year to assess basic skills
- Identifies at-risk students
- Creates “local norms”
 - Local norms give us benchmarks for our own population. Provide us with scores that account for social and cultural differences
- Identifies Curricular Strengths/ Needs

Progress Monitoring

- Administered frequently (weekly)
- Sensitive to student progress
 - Provides formative feedback
- Provides norms for decision making
 - Use of local norms/national norms/OCCT indicators
- Curriculum Based Measurement
 - Systematic way to measure student performance
 - Multiple forms available
 - Examples: AIMSweb, easycbm.com, DIBELS, MBSP

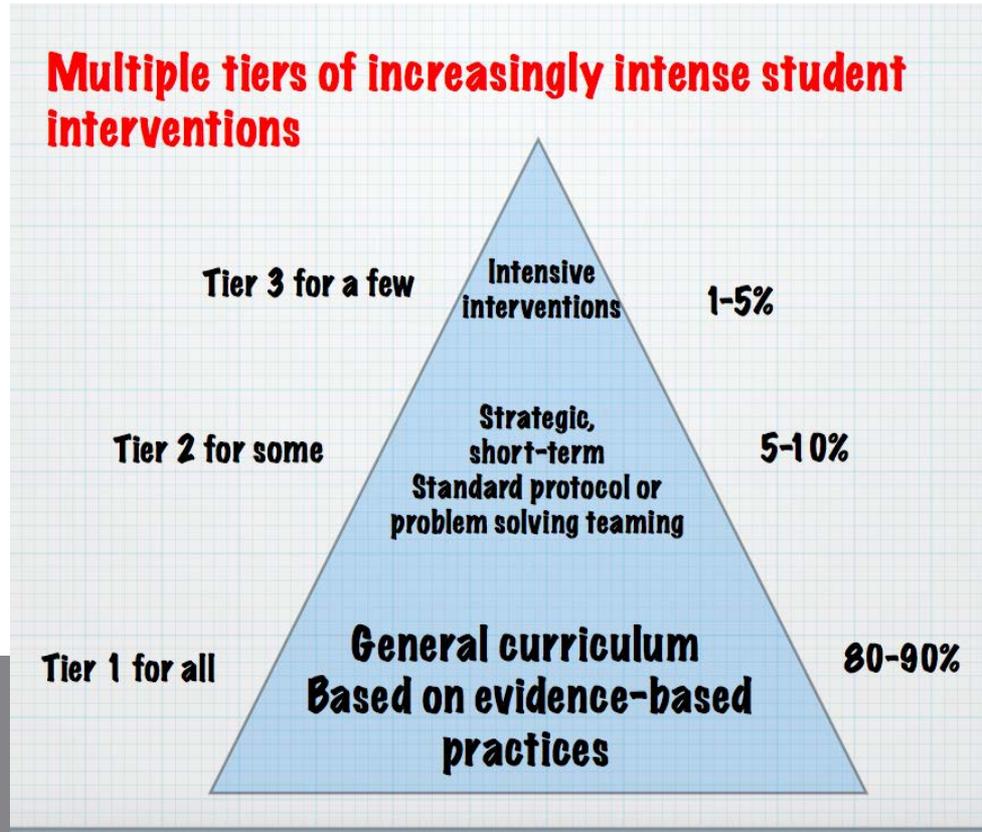
Research Based Interventions

- Specific Strategies that have been validated
- It is not necessarily a curriculum or something that can be purchased.
- Examples:
 - Repeated Reading Procedure
 - QAR
 - HELPs
 - Hot/Cold
 - Cover, Copy, Compare

Data-Based Decisions

- Data from progress monitoring is used to:
 - Change intensity, frequency and form of intervention
 - Move student through Tiers
- Must determine decision rules and abide by them

Tiered Levels of Support



Example: Somewhere MS

- Universal Screening
 - Limited Knowledge and Unsatisfactory- in need of Tier II Interventions
 - Placed “Rtl” Class for Reading or Math interventions
 - Reading trumps math (site decision rule)
- “Rtl” Class/Tier II
 - Receive class-wide interventions
 - Progress monitored weekly
 - Bi-weekly progress review
 - Progress shown-consider moving to elective
 - Progress not shown-additional small group/individual interventions

Tier 1

- Strong core curriculum
- Professional Learning Communities
- Differentiated Instruction
- After School Program ie: ZAP
- Before/After School Assistance as needed by teacher
- Collaborative/Co-Taught classes
- Common Assessments/Benchmarks

Tier 2 Reading (RtI Class)

- Fluency: Class-wide repeated reading 3x per week
- Comprehension: Supplemental Curriculum: ie: AMP Curriculum 3 days per week
- Supplemental Software: ie: Study Island, Successmaker, etc. 2x per week
- Progress monitor both fluency and comprehension, 50th percentile is the goal
- Additional interventions if students fail to show progress
 - (delivered by another member of the RtI team – Co-Teacher, Teachers Assistant, SpEd Teacher):
 - Hot/Cold
 - Sprint
 - Listening Passage Preview
 - QAR
- Students regrouped as needed

Tier 2 Math (RtI Class)

- Computation: Timed Math Intervention 2x per week
- Concepts:
 - PreTeach/ReTeach from daily class work 2x per week
 - OCCT Prep: Supplemental Curriculum: Pearson, V-Math, etc. 2x per week
 - Supplemental Software: Study Island, Successmaker, etc
- Students receive individual feedback
 - Review on their progress monitor data for correct/missed items
- Progress Monitoring
 - Once per week with norm referenced goals.
- If student does not show progress:
 - Explicit Instruction Protocol Utilized (1-1 delivered by a member of the staff)

Tier 3

- Survey Level Assessment
 - Assess student for specific components of reading
 - Receive individual interventions from member of the staff
 - Continue to receive all T2 interventions
 - Continue to progress monitor at T2 level, also progress monitor for specific skill being addressed at T3
 - Note: Tier 3 Placement does not equal Special Education placement!

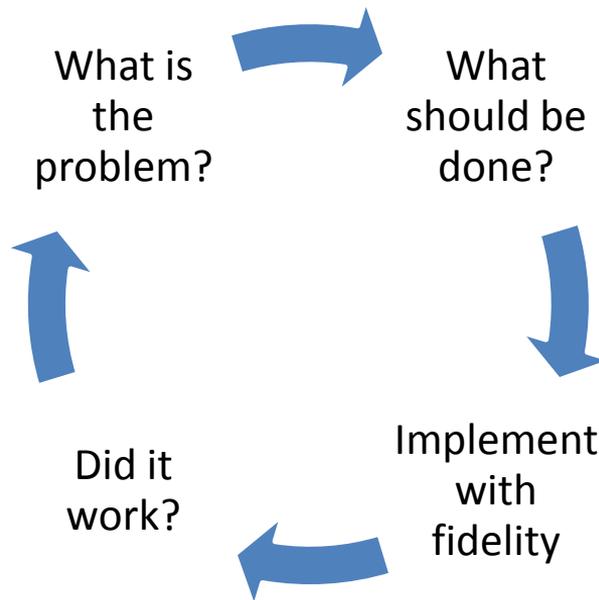
RtI Implementation and Team

- Implementation takes time
 - Pilot
 - Start slow
- RtI Team
 - Administrator
 - Intervention Resource Person: Psych, Counselor
 - Interventionist: Someone other than the Tier I Teacher
 - Teacher
 - **Some people may have more than one role.

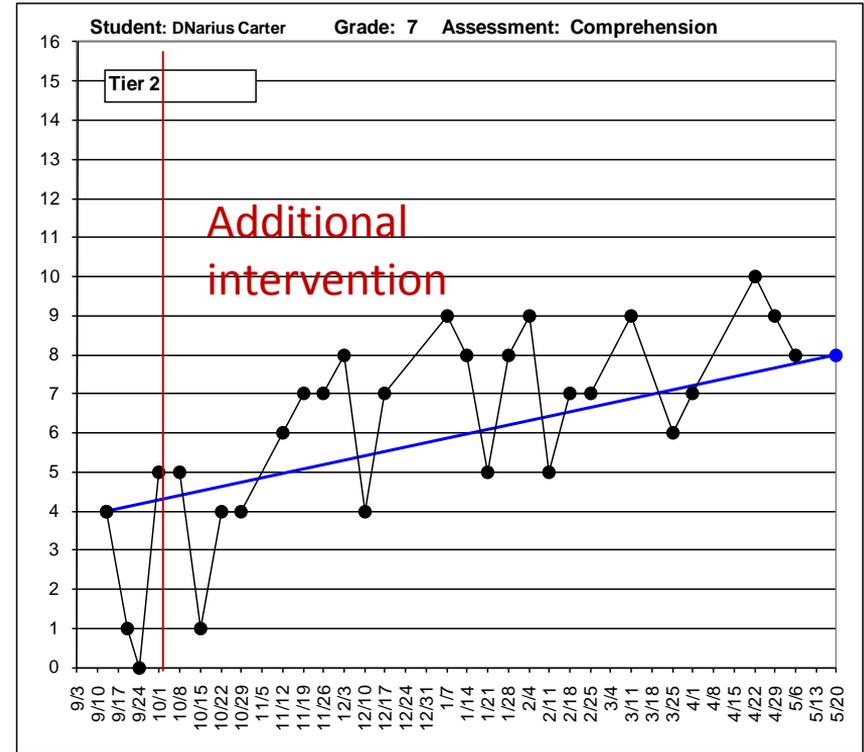
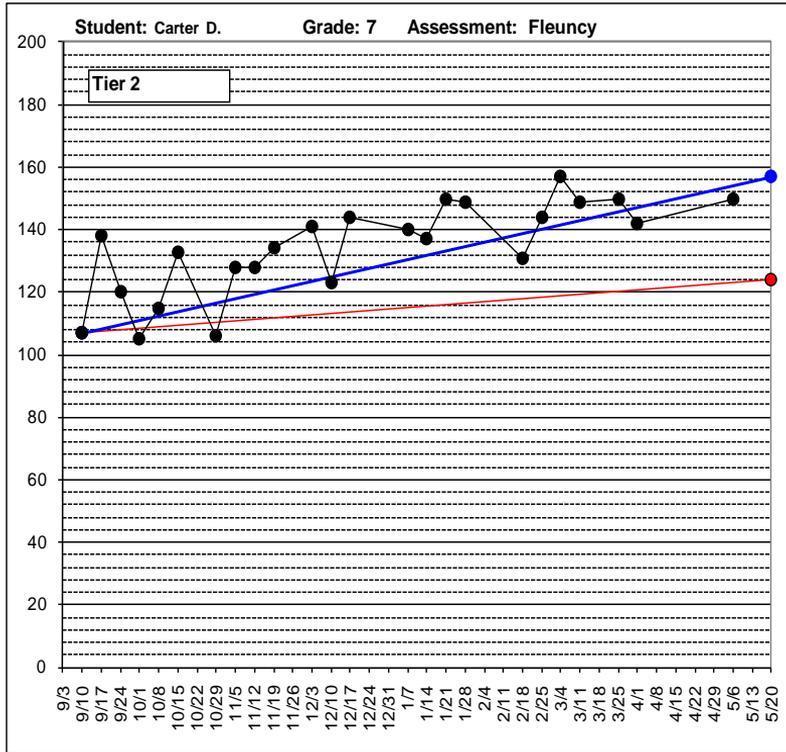
The Team

Administrator	Intervention Resource	Interventionist	Classroom Teacher
<ul style="list-style-type: none">•Air Traffic Control•Professional Development•Master Schedule Manipulator•Empower Staff•Attend Meetings	<ul style="list-style-type: none">•Provide continuum of training•Provide Resources•Data Analysis- student & school,•Support System•Attend Meetings	<ul style="list-style-type: none">•Progress monitor•Individual/Small Group Interventions•Scheduling•Charts•Attend Meetings	<ul style="list-style-type: none">•Class-wide Interventions•Progress Monitor•Attend Meetings

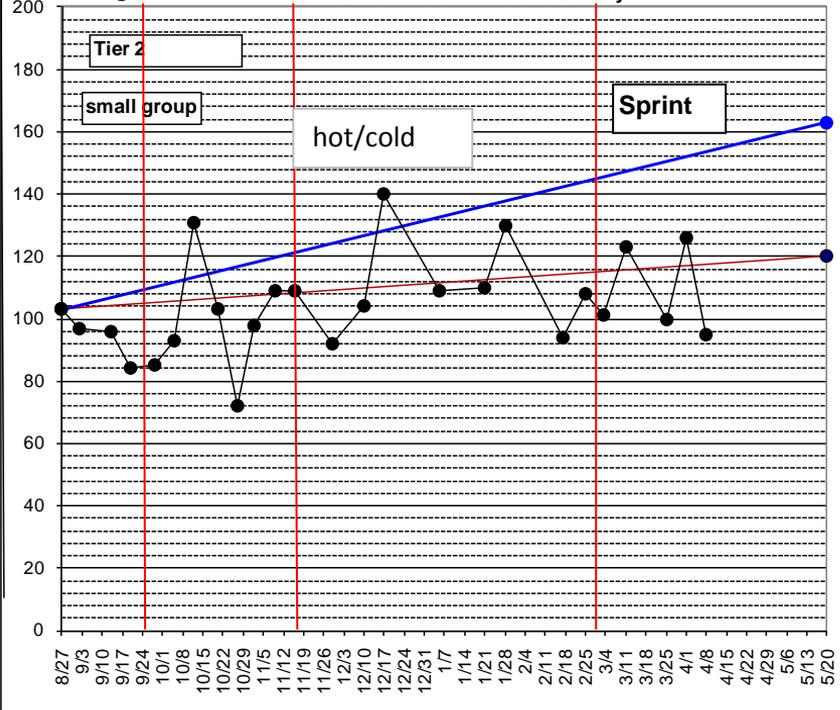
Continual Process



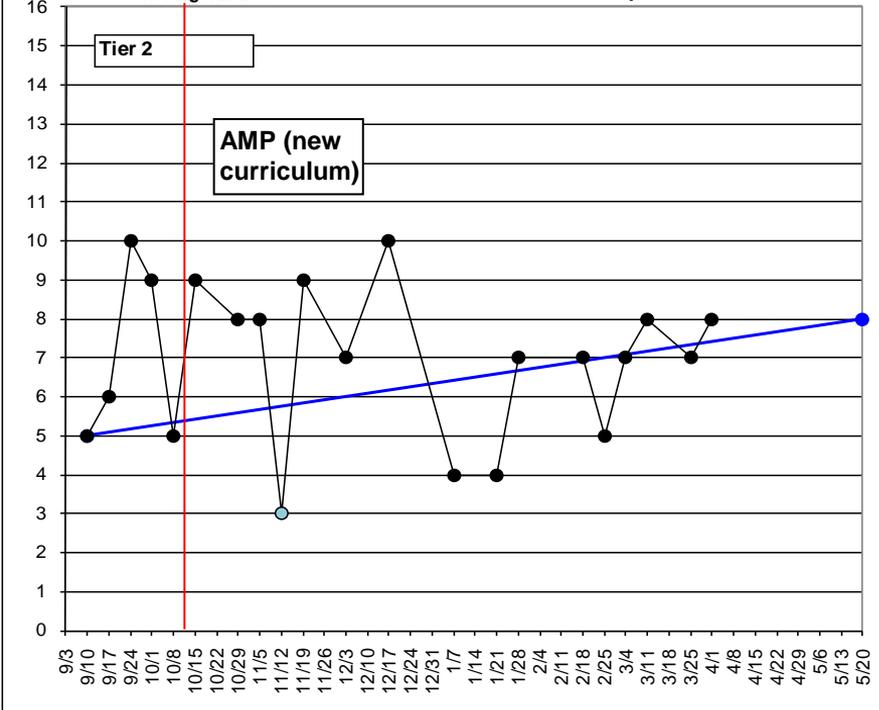
Progress Monitoring



Student: Angel Lewis Grade: 6 Assessment: fluency



Student: Angel Lewis Grade: 6 Assessment: Comprehension *Ledbetter



OCCT 668

Example of an Implementation Timeline

- 2003-Present: Strong foundation of Professional Learning Communities
- Year 1:
 - Piloted math and reading with 10 students through co-taught classes
 - Universal Screening for Reading and Math
 - Intervened and progress monitored skills, not concepts
- Year 2:
 - Utilized OCCT for identification of students for T2-students placed in Focus
 - August: 6th and 7th grade reading implemented with fidelity
 - October: 6th and 7th grade math implemented with fidelity
 - 4 mild Special Ed. Teachers assigned section of intervention time
 - January: 8th grade reading and math implemented (loose implementation)
- Year 3:
 - August: Hit the ground running all grades, all subjects with fidelity
 - Tier 3 implementation: reading and math
 - 6 mild Special Ed. Teachers assigned 2 sections of intervention time-1 T2, 1 T3
 - Implementation of PBIS (in phases)

Lessons Learned...

- Secondary implementation is different than elementary-
 - follow the same rules but....
- T2 Interventions – School-wide requires change in master schedule
- Use of Special Education to support process
- Use what you have in place to assess/identify students rather than Universal Screening (OCCT, Benchmarks)
- Students provided an additional screener if concern arises
- Concepts vs. Skills (site decision)

Somewhere MS

2nd Year Statistics

Grade/Subject	Average OCCT Gain	Pass Rate	% who made gains
6 th Math	43	83%	88%
7 th Math	63.7	73%	100%
Math Total	51	79%	92%
6 th Reading	12	32%	67%
7 th Reading	37.4	45%	71%
Reading Total	25.1	39%	70%
Grade/Subject	Average OCCT Gain	Pass Rate	% who made gains

Reading trumping Math?

- Math gains for students who failed both math and reading in 2010 and ONLY received reading interventions.

Grade/Subject	Average Math OCCT Gain	Math Pass Rate	% who made gains on Math
6 th Reading	23	40%	70%
7 th Reading	23	33%	81%

Advantages



Barriers

- Intervention is systematic and immediate
- Formative Feedback
- Cross-curricular impact
- Team collaboration
- Changes teaching methodology
- Builds student confidence in all academic areas
- Shared responsibility

- Time, Time, Time
- scheduling classroom activities and interventions
- Meetings, meetings, meetings
- Data driven..whew!
- Keeping up with those numbers!
- Resistance to change
- Lack of confidence in colleague
- Fear of the UNKNOWNs: future, team roles, training

Benefits of RtI

Sometimes the most important things can't be measured

- Evidence of improved skills
- More confident students
- Consistency among all teachers and grades
- RtI strategies can be used with all curriculum
- Collaboration
- Building positive relationships with students
- Systematic plan is in place – we have a plan!!!

Where did we get this information?

From the teachers

Steps to overcoming the barriers.

- Time
 - Meetings and Interventions
- Master schedule
- Training
- In-service
- Support to staff
- Quality progress monitor tools that are researched based
- Find interventions that apply to specific level – ES, MS, HS

Success breeds success...

- Start with a small group
- Educate and Train
- Take it step by step – slow at first
- Get the good word out....Provide opportunities
- Others will want to learn more and not be left behind then.....

you're on the road to
RtI school wide.

Resources

- Rtl framework/theory
 - National Center on Response to Intervention: Rtl4success.org
 - RTI Action Network: rtinetwork.org
 - Jim Wright Rtl Wire: jimwrightonline.com/php/rti/rti_wire.php
- Interventions
 - Intervention Central: interventioncentral.org
 - Florida Center for Reading Research: fcrr.org
 - What Works Clearinghouse: ies.ed.gov/ncee/wwc

Resources

- Progress Monitoring CMBs
 - Aimsweb: [Aimsweb.org](https://www.aimsweb.org)
 - Mastery Connect
 - STAR Renaissance
 - DIBELS: dibels.uoregon.edu
 - MBSP (Monitoring Basic Skills Progress)
 - [Easycbm.com](https://easycbm.com)

Contact Information

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