



**Powerful Instruction; Powerful Learning**

# RTI

**Response to Intervention**  
**Really Terrific Instruction**

Moving students from where they  
are to where they need to be

# Overview

- RTI in the RSD
- The RTI Process
  - General Tier Process
- Procedures for Implementation
  - Leadership Team
  - Team Sub-sets
  - Data Review
  - Intervention Delivery
  - Progress Monitoring
  - Decision Process
  - Special Education

# Designing School-Wide Systems for Student Success

## Academic Systems

## Behavioral Systems

### Intensive, Individual Interventions

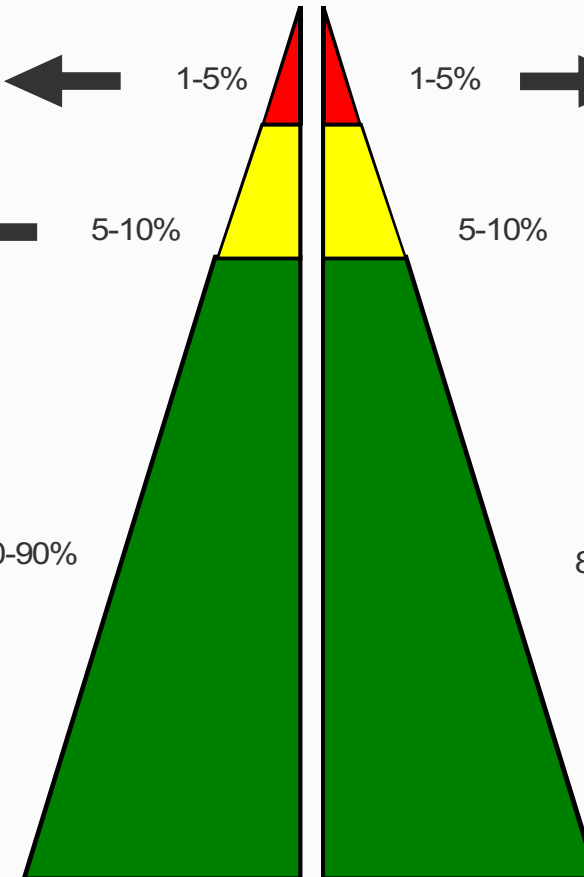
- Individual Students
- Assessment-based
- High Intensity

### Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

### Universal Interventions

- All students
- Preventive, proactive



### Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

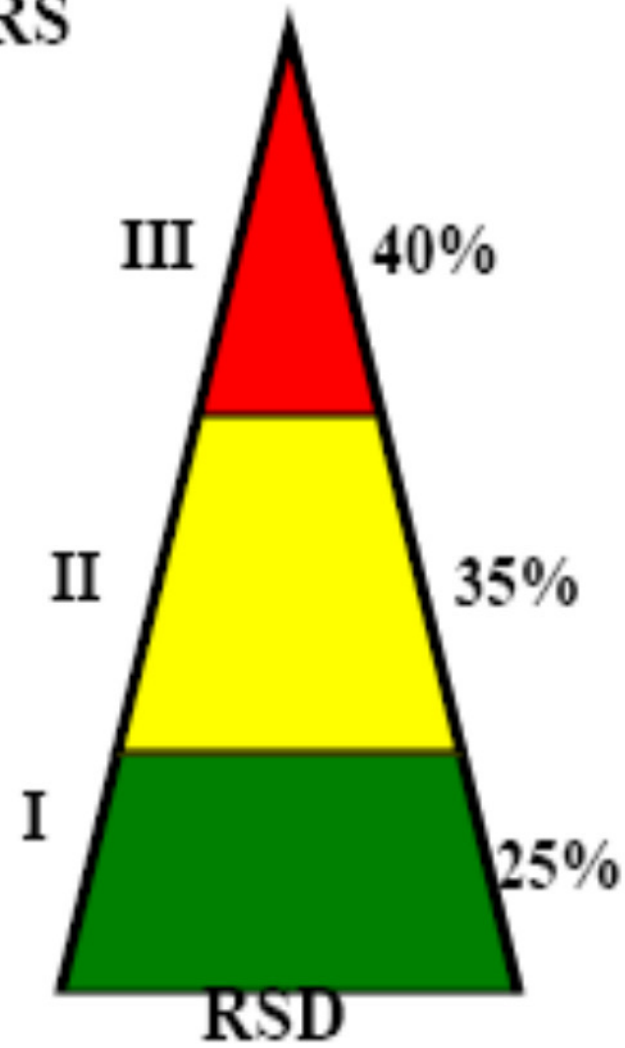
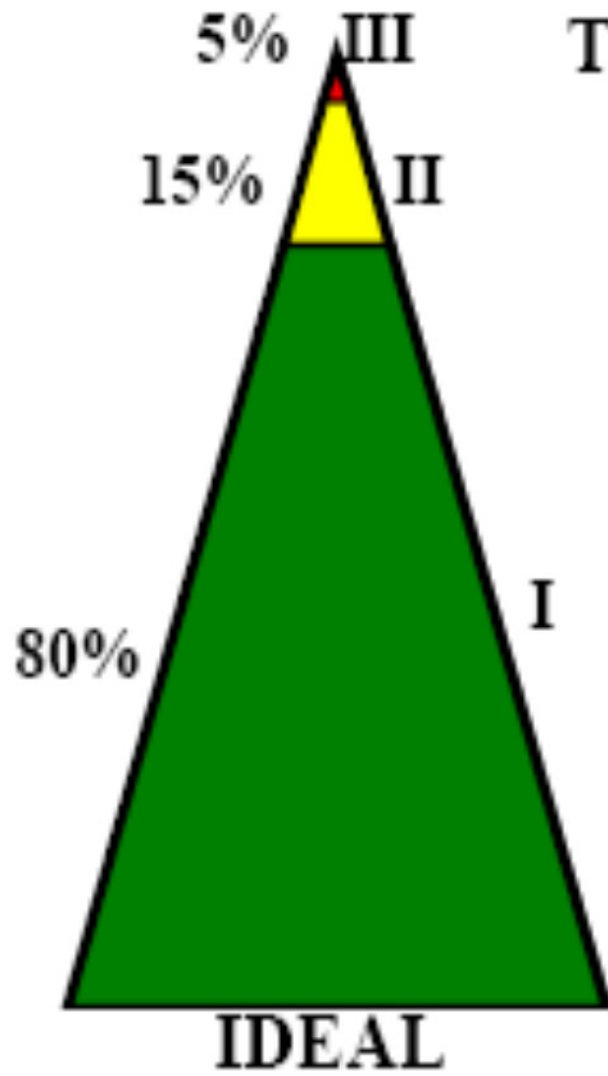
### Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

### Universal Interventions

- All settings, all students
- Preventive, proactive

# TIERS



# School Day Schedule

- Elementary Day: 8:00 a.m. to 4:15 p.m.
- High School Day: 7:30 a.m. to 3:45 p.m.
- Five 90-minute blocks
- Greater depth of instruction
- Increased time for Tier II and Tier III interventions
- Increased time for accelerated and enrichment activities

# What is the difference between Ability Grouping and RTI?

- 70's Ability Grouping:
  - Taught at perceived level
  - No supportive objective data
  - Low expectations
  - Static process
  - Limited progress
  - Failure

# Instruction and Intervention Delivery

- Advanced: Acceleration and Enrichment
- Tier I: Core Instruction = Louisiana Comprehensive Curriculum and Enrichment Activities
- Tier II: Core Instruction + Intervention
  - Reading (Voyager, Read 180)
  - Math (FASTT Math, Bridge to Algebra)
- Tier III: Core Instruction + Intensive Intervention
  - Reading (Voyager, Read 180, DI-Decoding,)
  - Math (FASTT Math, Bridge to Algebra)

# Leadership Team

- Designated by Principal
- Team drives data decisions
- Sub-Set Team Meetings
  - RTI (Review Intervention Data)
  - School Improvement/Academics
  - PBS/Behavior Data
  - Possible Referral for Special Education

# Meetings with Purpose

- Review data
- Identify challenges
- Set goals
- Address fidelity to the intervention
- Establish progress monitoring process

# RTI Essential Elements

- Universal Screening
- Identification of Tier Interventions
- Application of Intervention
- Progress Monitoring
- Data-driven decisions

# RTI Design for RSD

- Administrative Support
- Framework for reading, math and behavior
- Scientifically based instruction and interventions
- School-Level Leadership/RTI Team
- RTI manual to communicate process
- Process for evaluating data

# RSD Frameworks

- Reading and Math
- Behavior

# Universal Screening

- All students are assessed
- Academic Assessment tools in the RSD
  - State Assessments: LEAP, iLEAP, GEE
  - DIBELS
  - SRI
  - Benchmark Assessments
  - Math Probes
- Review of Discipline Infractions

# Effective Intervention Plans

- RTI based on use of best available interventions
- Plans incorporate clear goals and explicit expectations for both the student and the teacher
- Interventions require
  - Integrity
  - Fidelity
  - Diligence

# Progress Monitoring

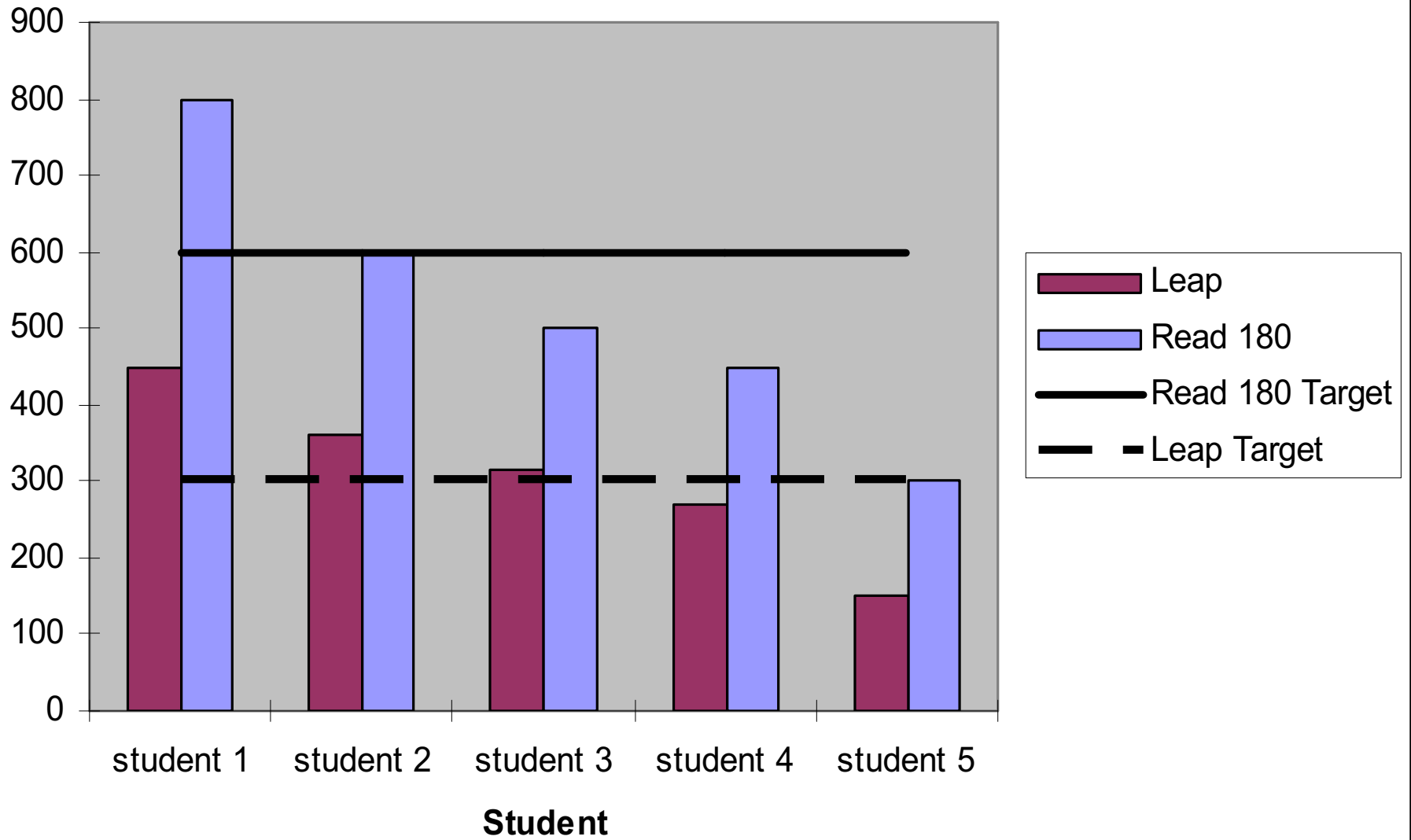
- Analyzes progress
- Instructional decisions

(Research indicates when student progress is monitored outcomes improve)

# Data Systems

- Collects and reports individual student, classroom, and school data
- Resource for Progress Monitoring and Decision Making
- Data Sources: JPAMS, LEAP, iLEAP, Voyager/DIBELS, READ 180/SRI

# 4th Grade Leap and Read 180

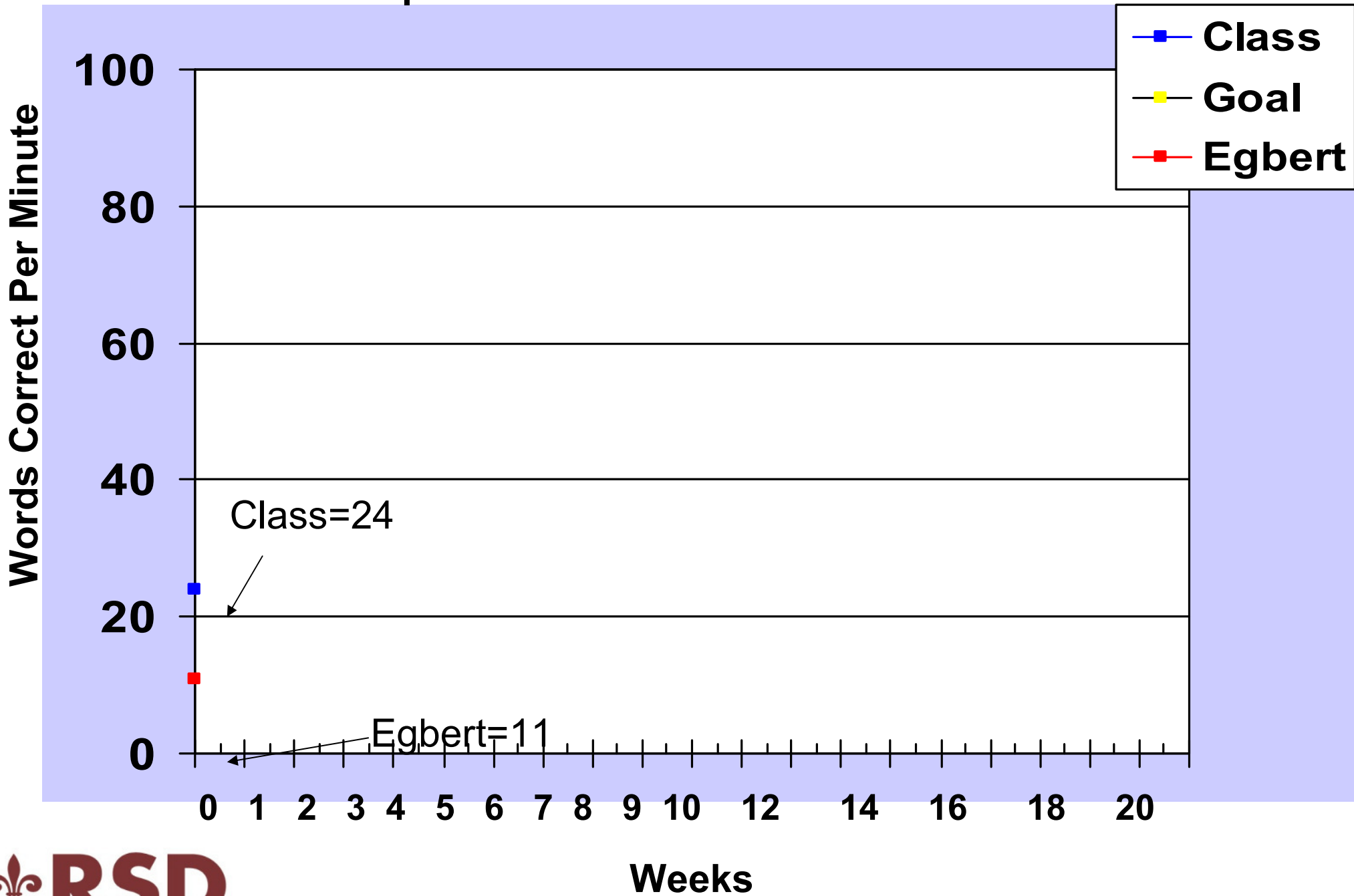


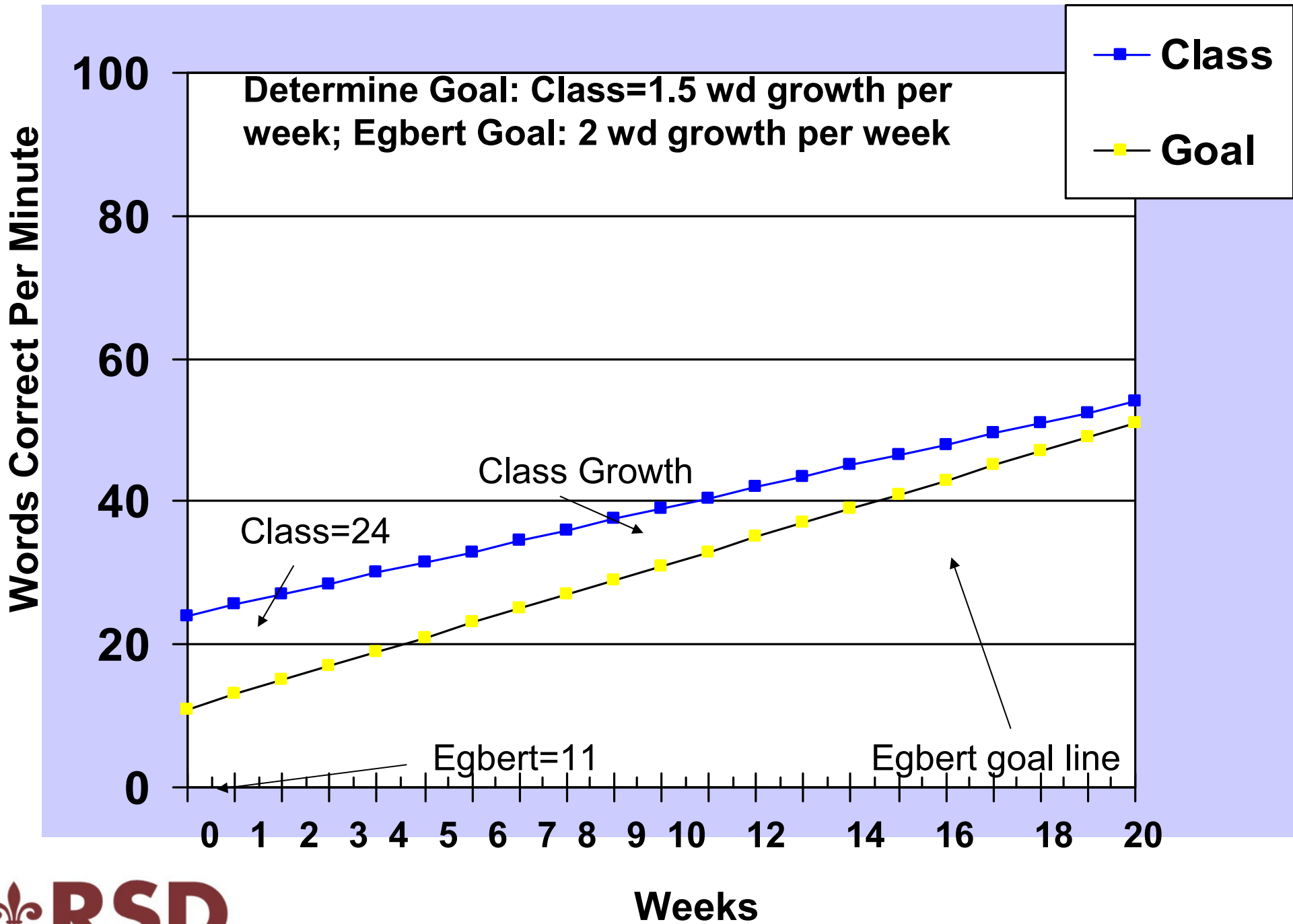
# Decision Process

- Data review
- Fidelity to intervention
- Documentation of interventions
- Follow process to make next steps/  
decision

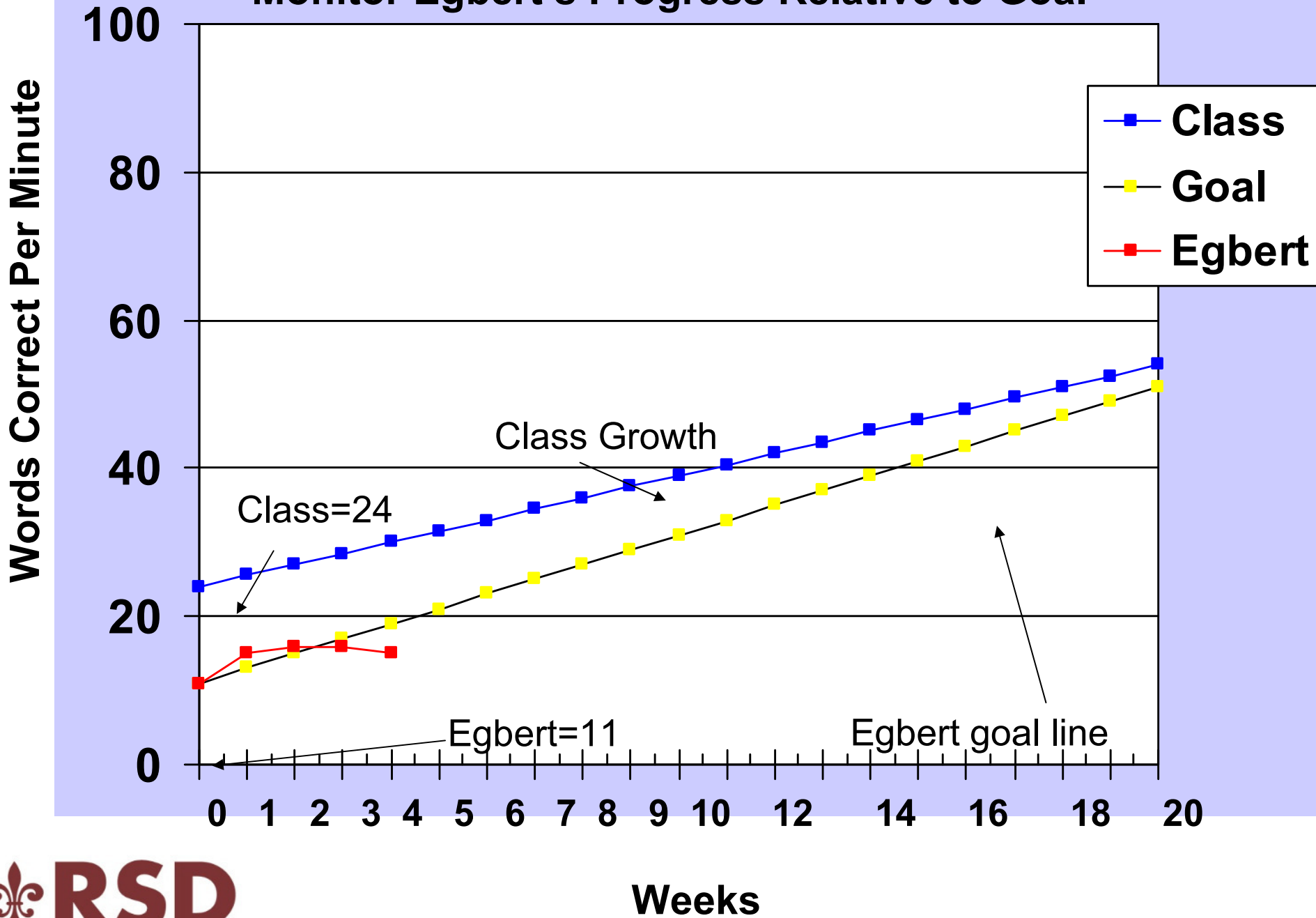
# **Slides from Dr. Dan Reschly from Vanderbilt University**

# Graph Current Status





# Monitor Egbert's Progress Relative to Goal

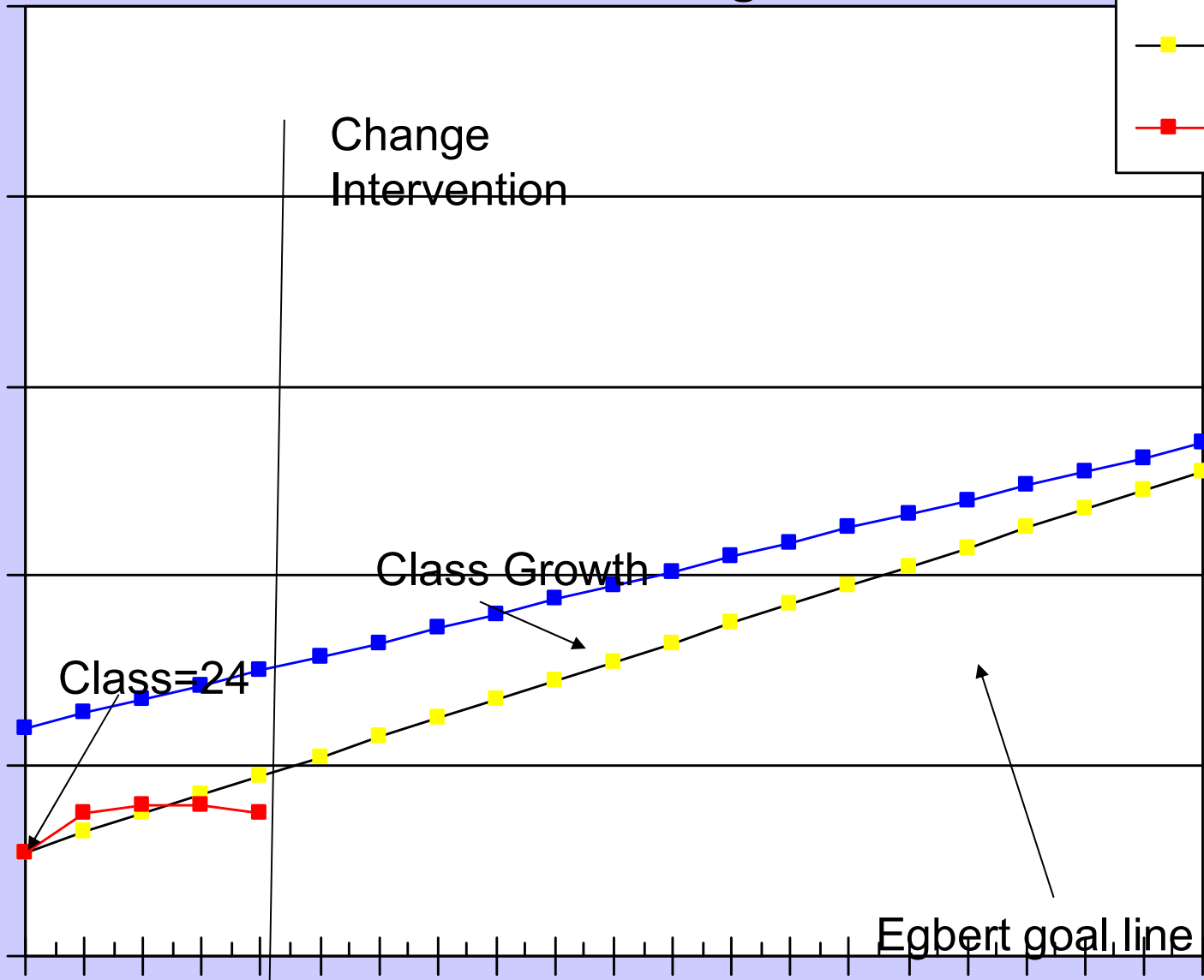


# Formative Evaluation: Change Intervention

- Class
- Goal
- Egbert

Words Correct Per Minute

100  
80  
60  
40  
20  
0



Egbert=11

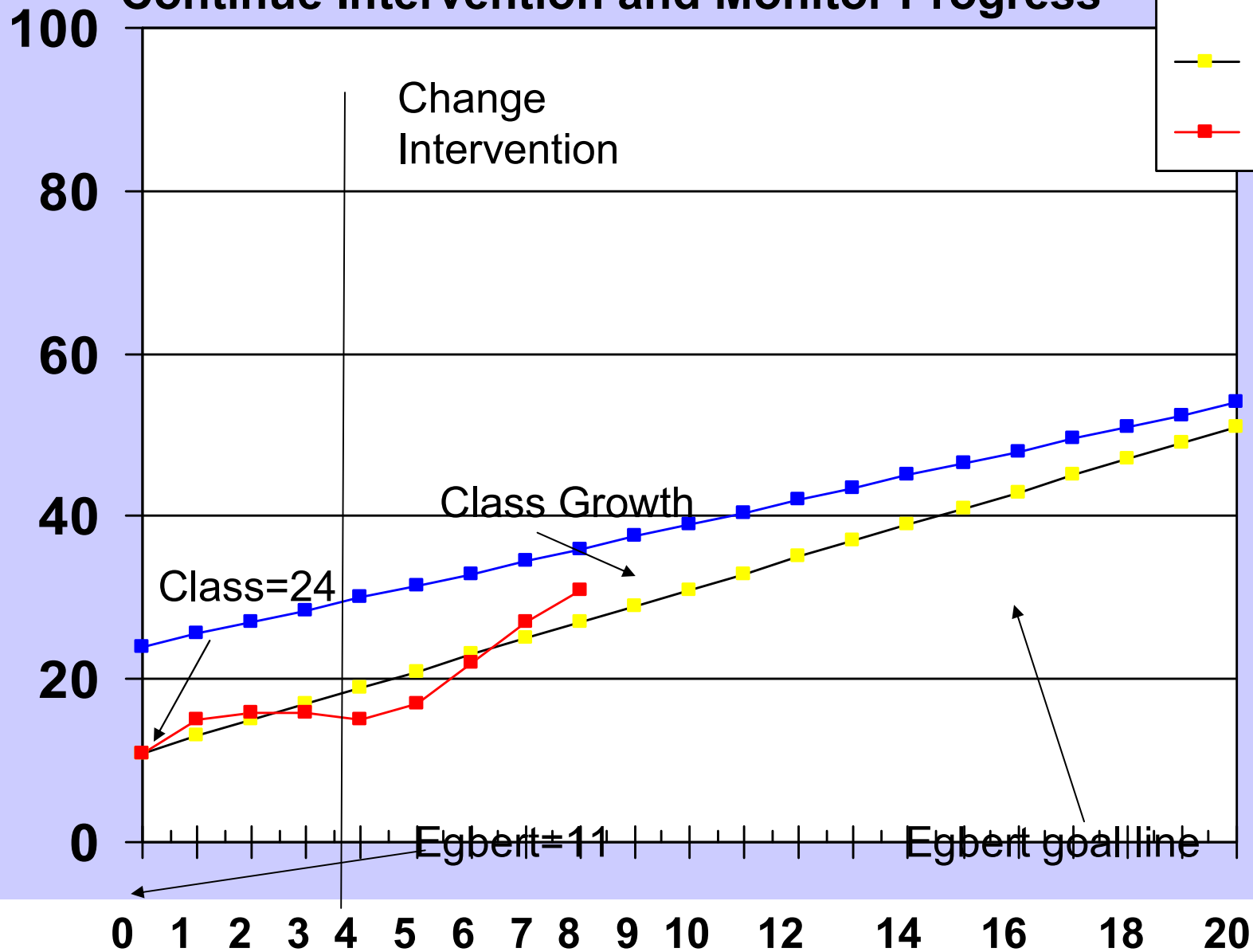
Egbert goal line

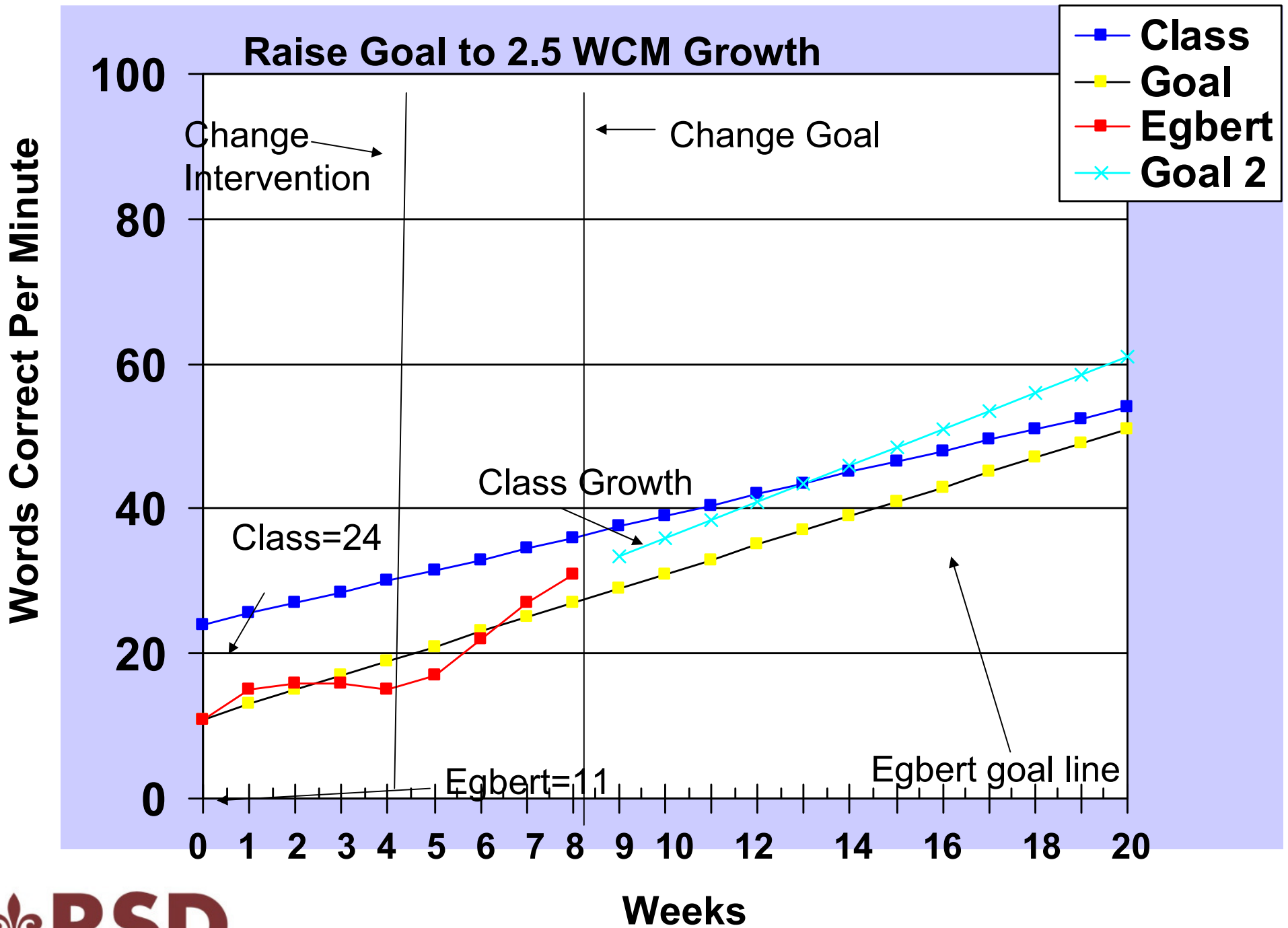
0 1 2 3 4 5 6 7 8 9 10 12 14 16 18 20  
Weeks

# Continue Intervention and Monitor Progress

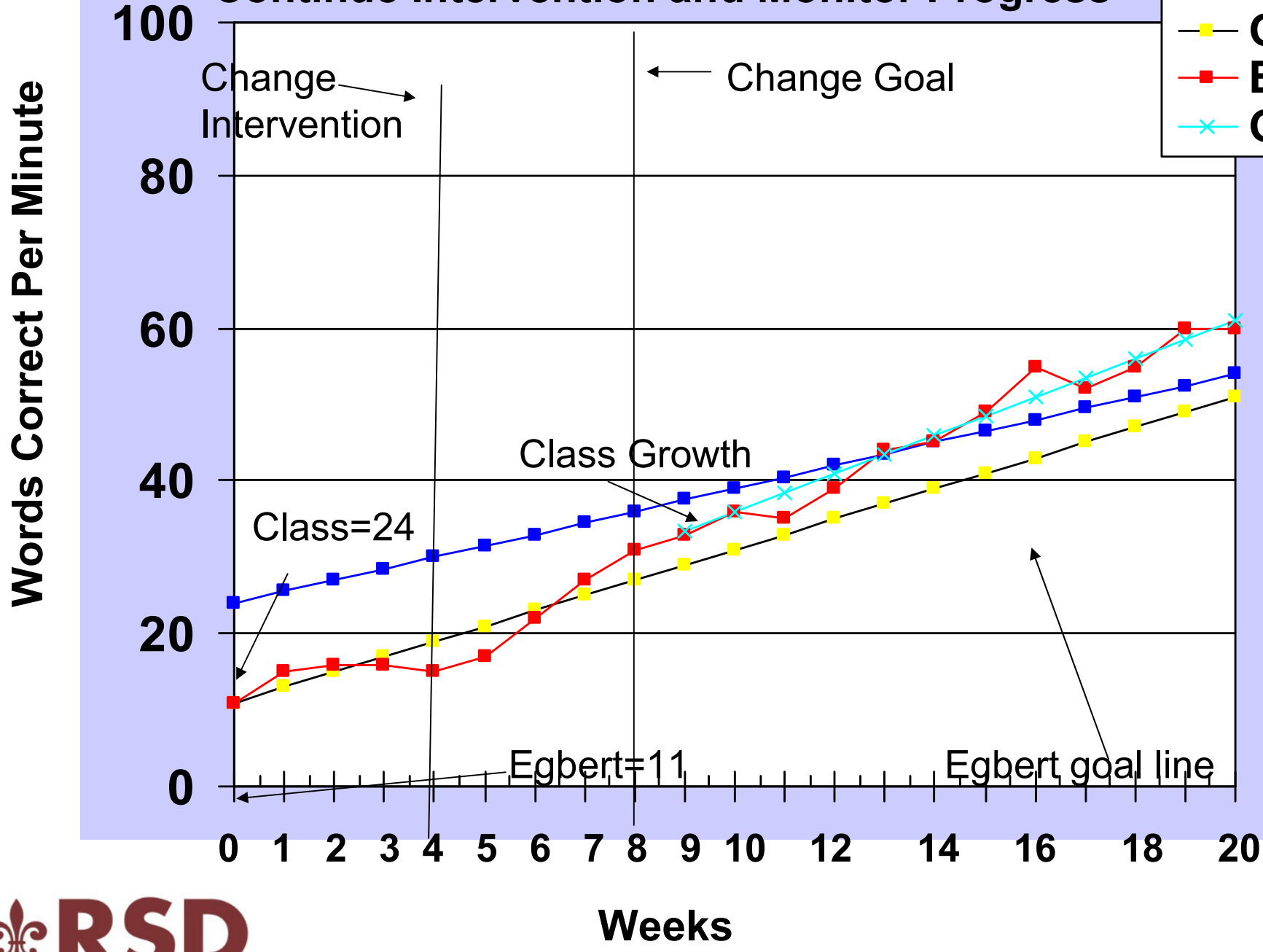
Words Correct Per Minute

- Class
- Goal
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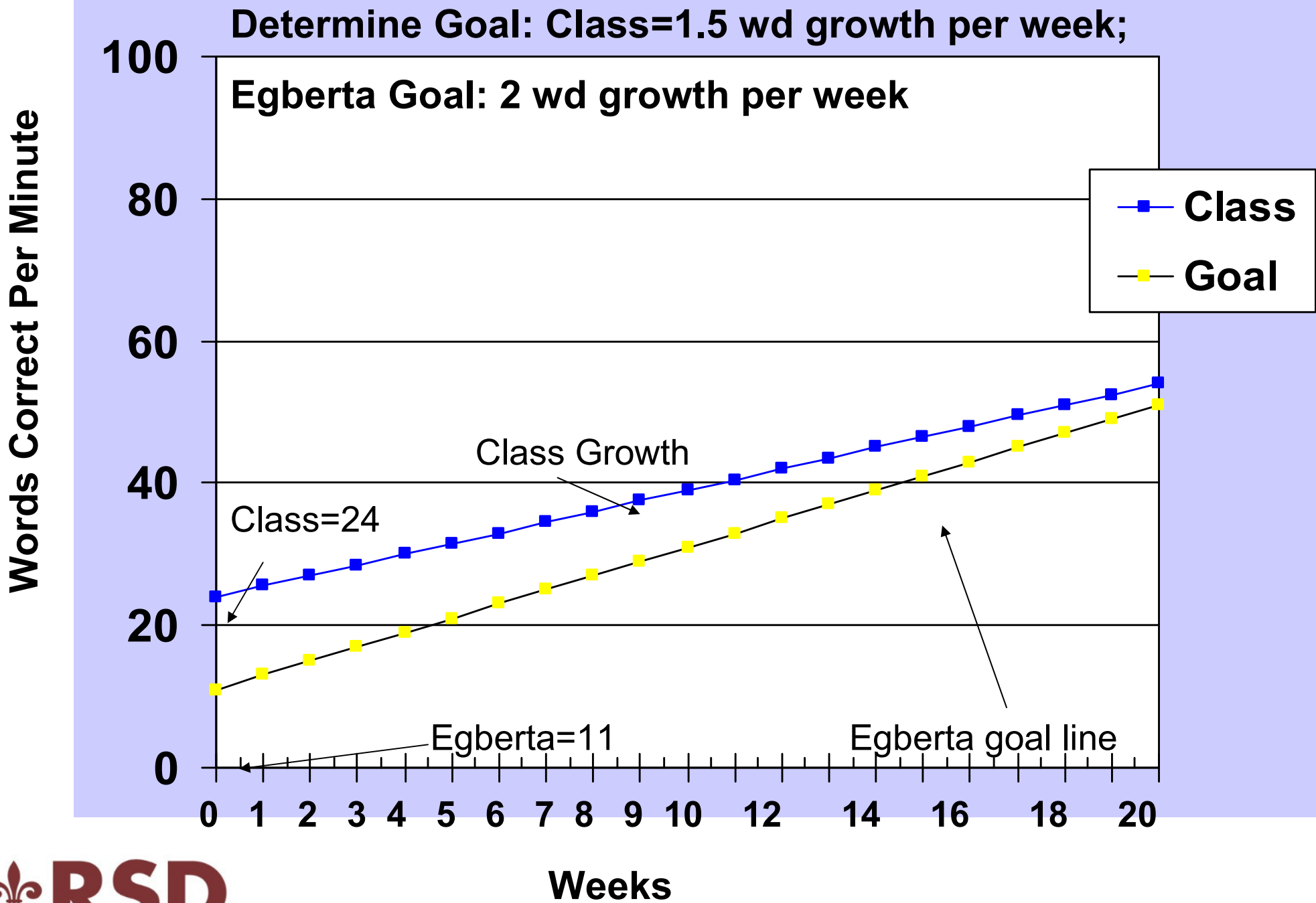




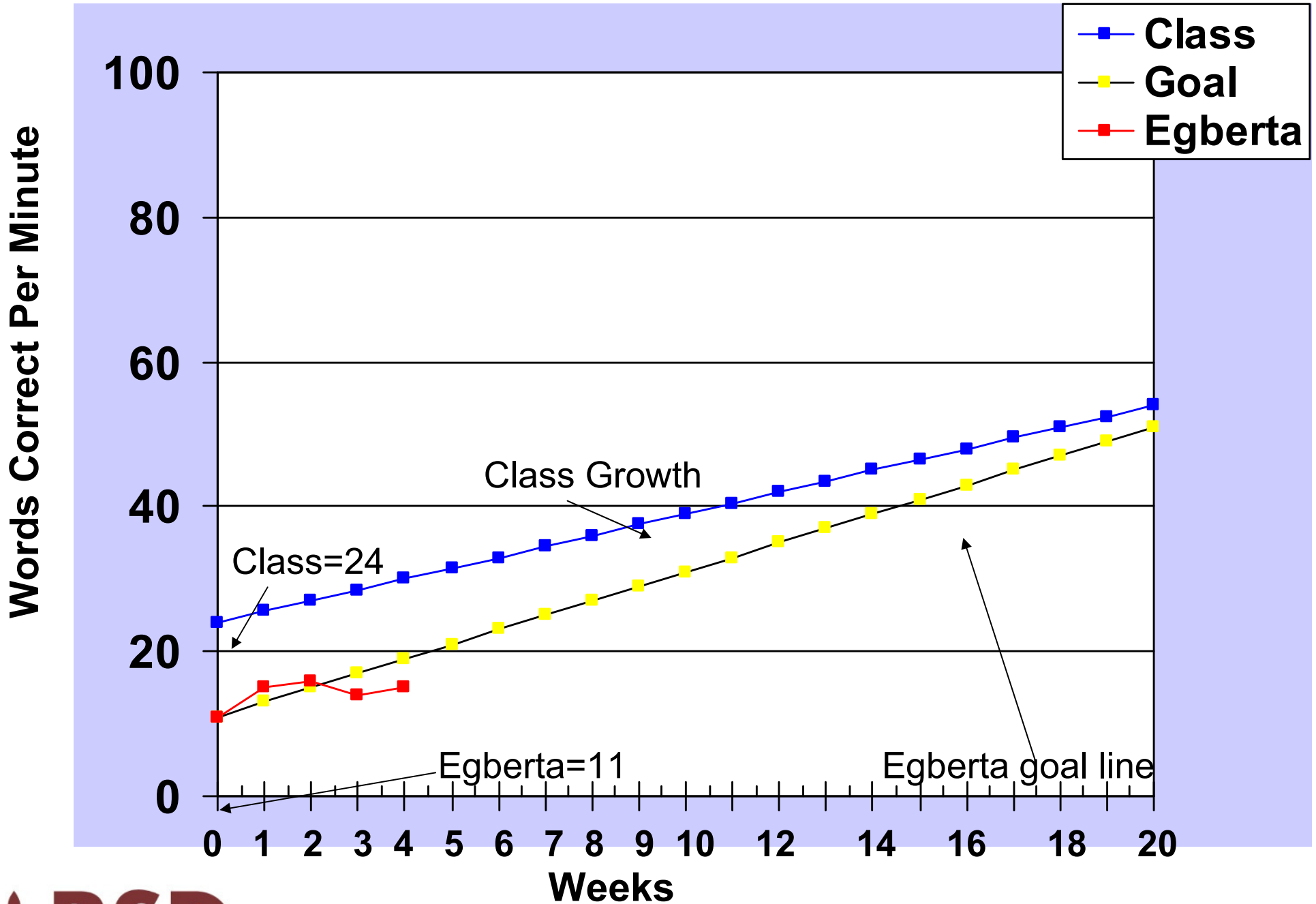
# Continue Intervention and Monitor Progress



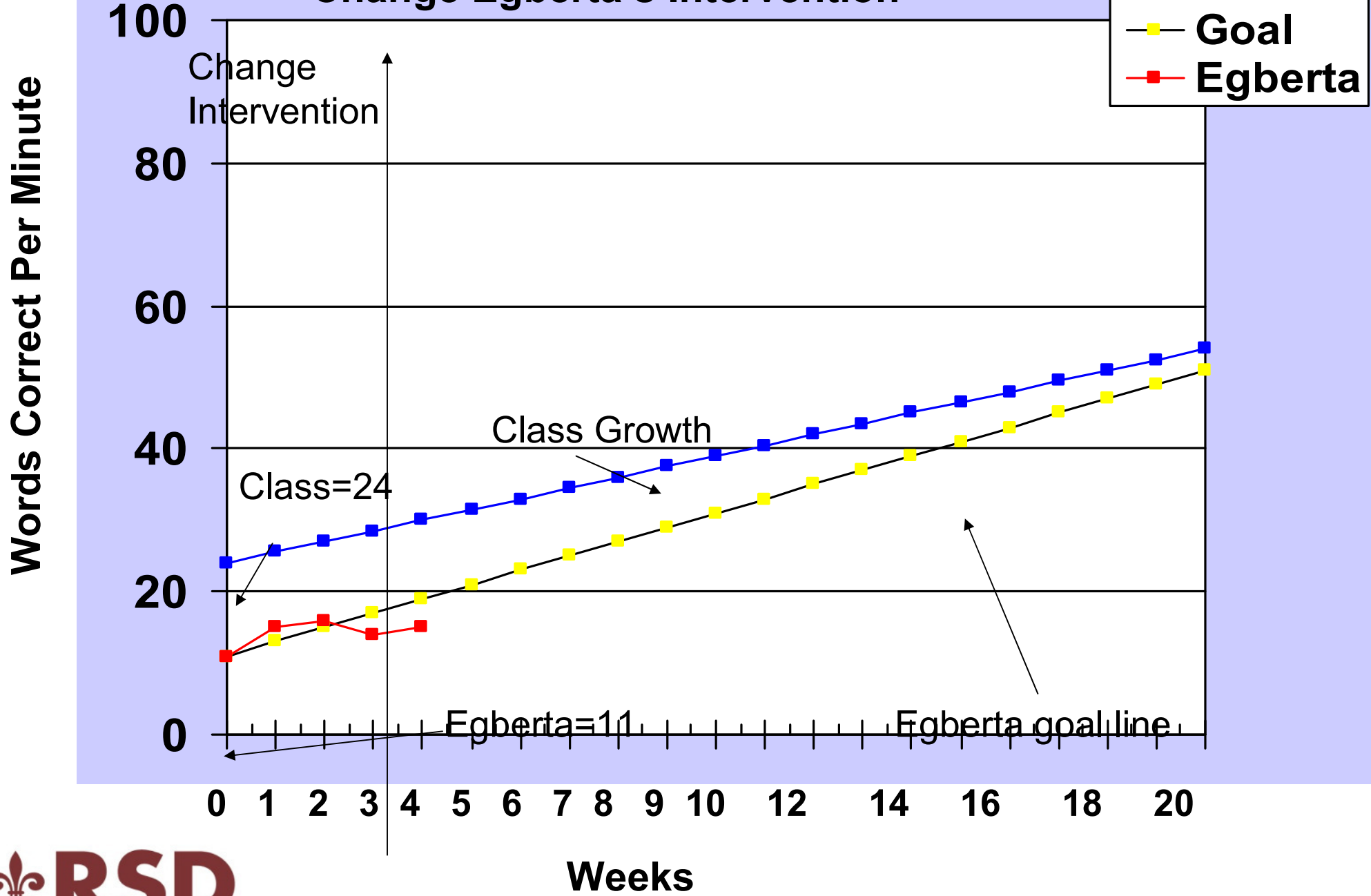
**EGBERTA**



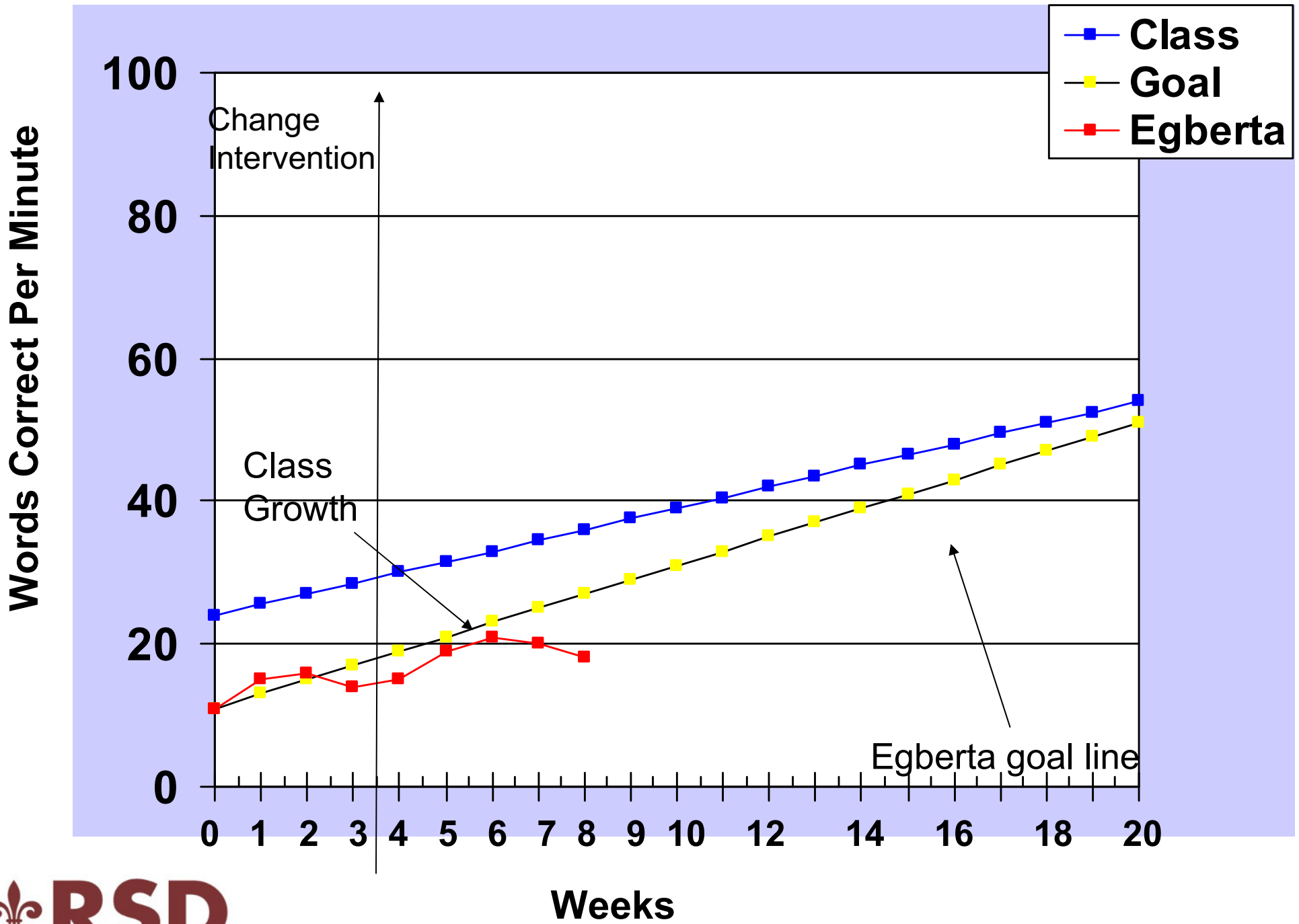
# Monitor Egberta's Progress Relative to Goal



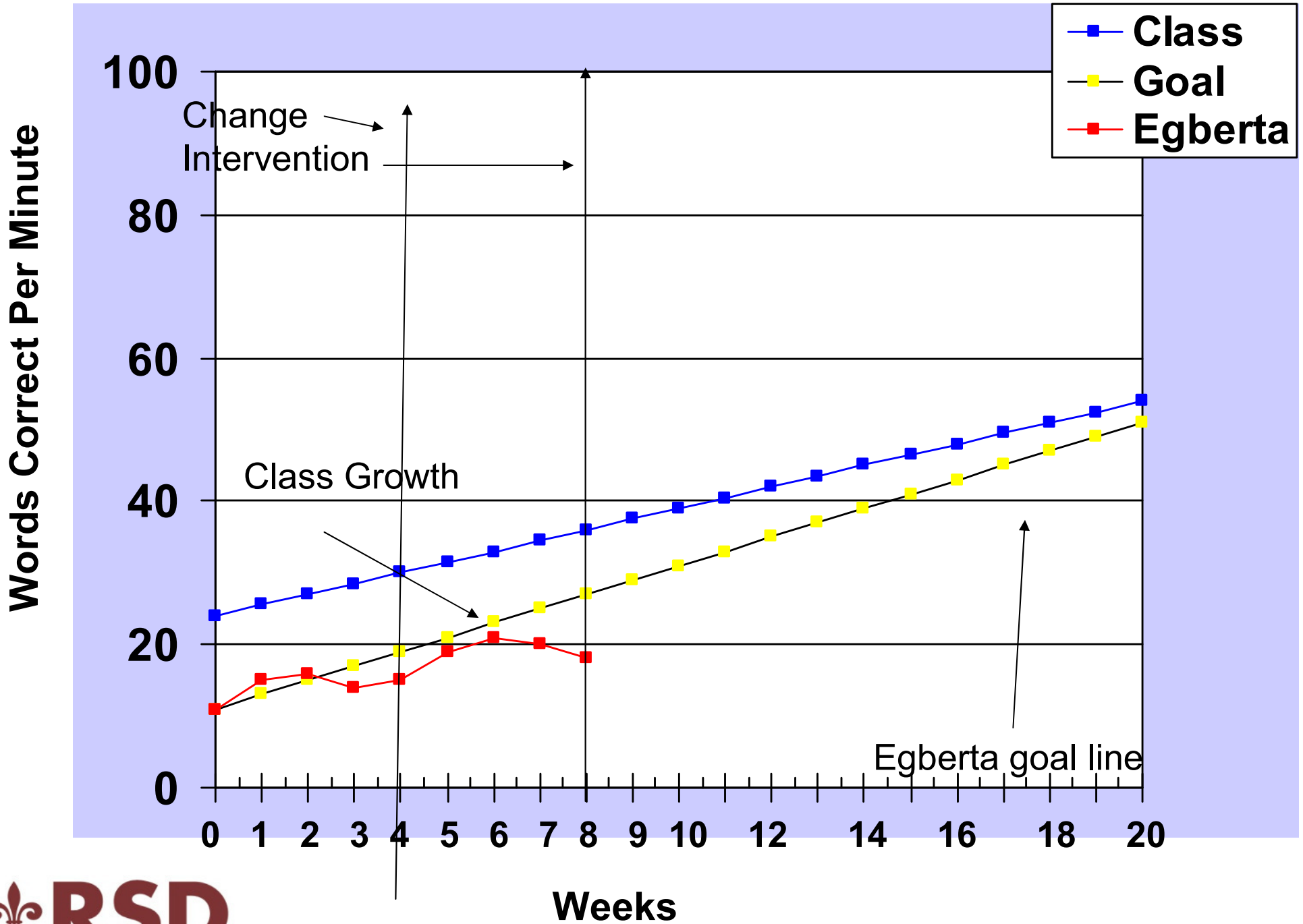
# Change Egberta's Intervention



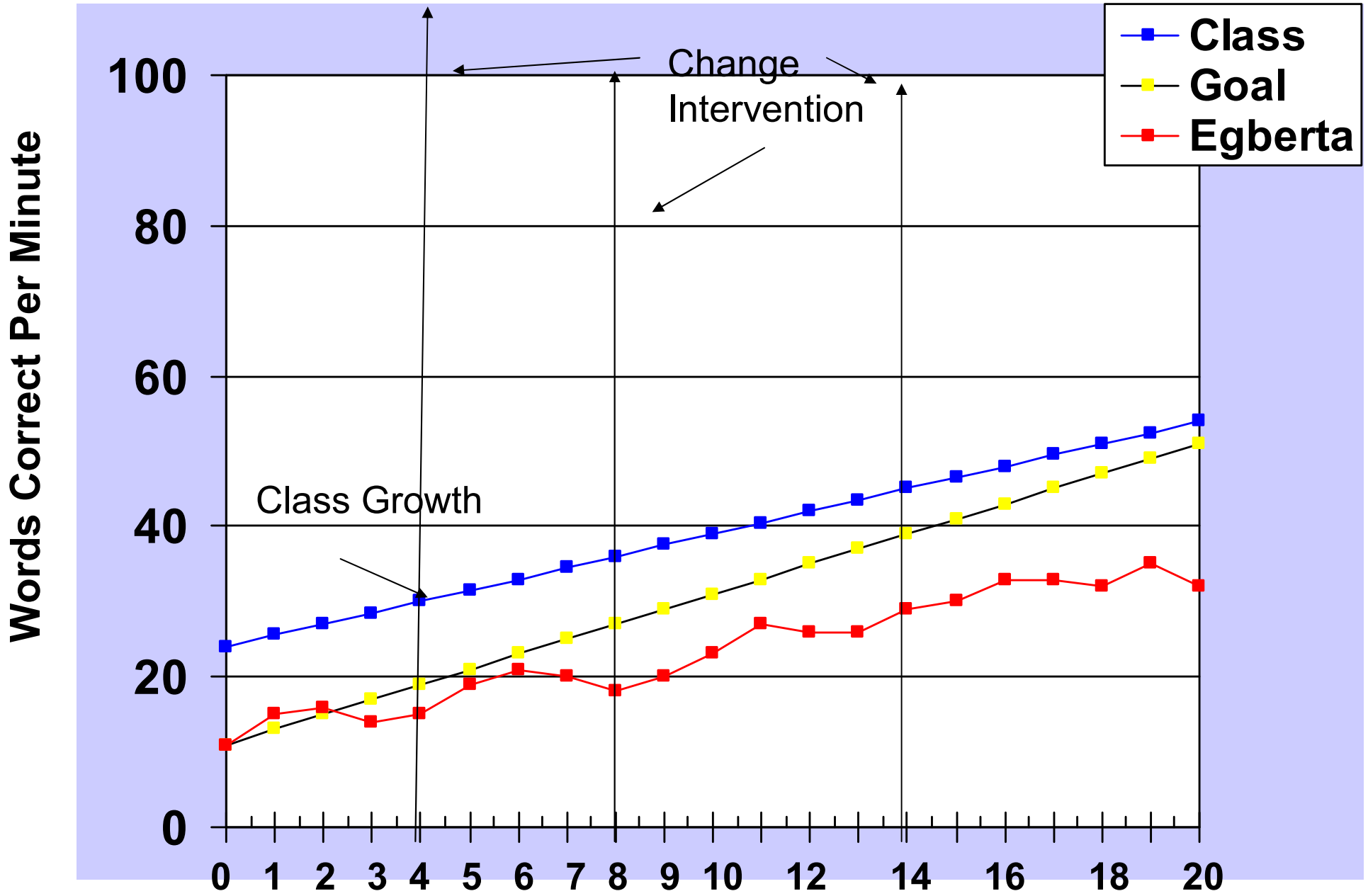
# Implement Revised Intervention and Continue to Monitor Progress



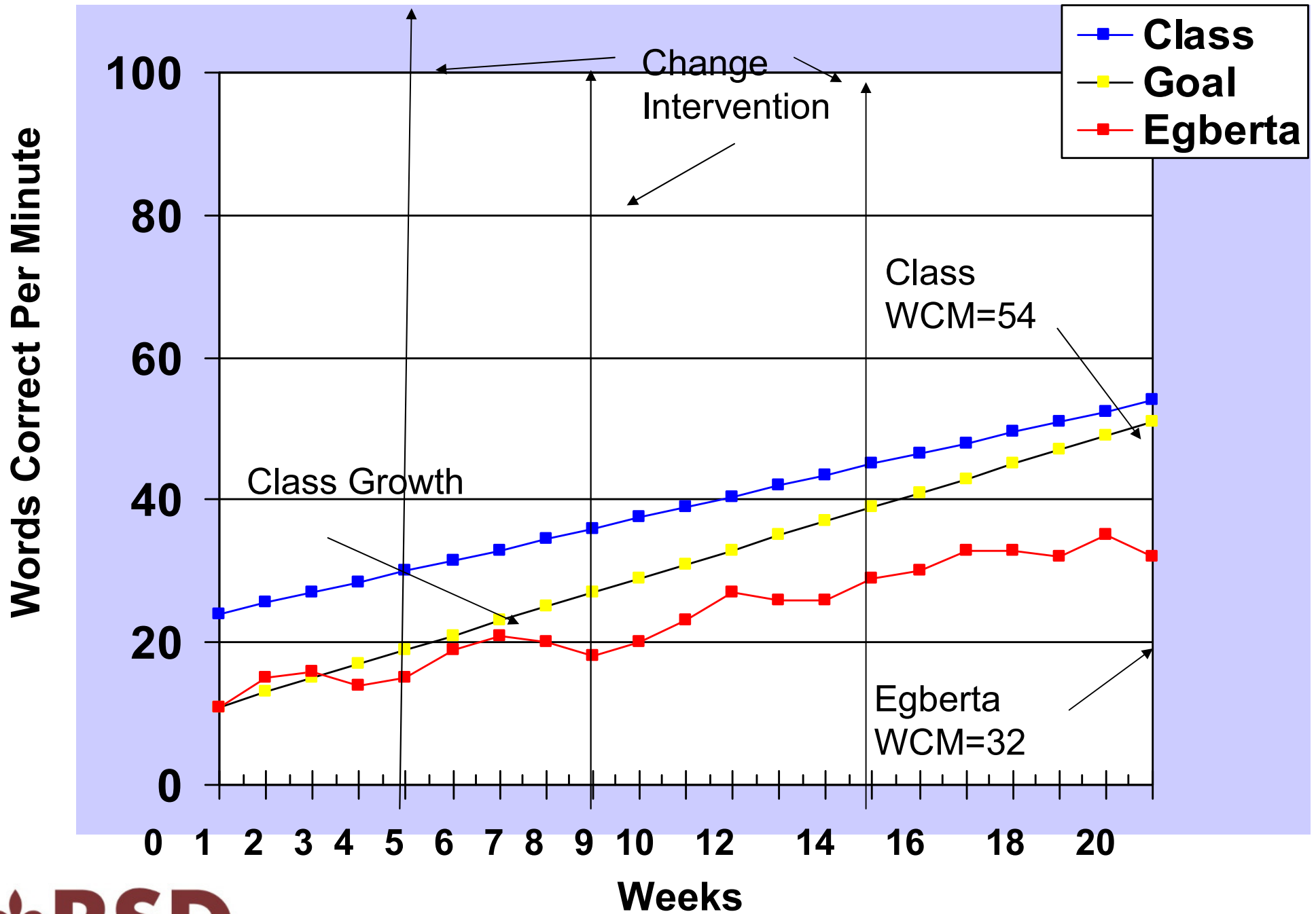
# Implement Second Intervention Revision



# Implement Second Intervention Revision and Monitor Results



# Gap Not Closing: Consider Eligibility and More Intensive Interventions



# Interventions

- All stakeholders need to know the curriculum to ensure that a student's need is not due to weakness in the curriculum
- Examine issues of who (individual and/or class), what (academics & behavior), when (scheduling issues), where, and why
- Prevention is the best intervention

# Impact on Students

- Instruction centered around student's needs
- Research based interventions support the instruction design
- Universal screening and progress monitoring provide data about student's progress
- Decisions about instruction driven by collected data
- Better educational outcomes for all students

# Intervention Starting Points

- [Intervention Central](http://www.interventioncentral.org) —[www.interventioncentral.org](http://www.interventioncentral.org)
- [Big Ideas in Beginning Reading](http://reading.uoregon.edu) —[reading.uoregon.edu](http://reading.uoregon.edu)
- [Florida Center for Reading Research](http://www.fcrr.org) —[www.fcrr.org](http://www.fcrr.org)
- [What Works Clearinghouse](http://www.whatworks.ed.gov) - [www.whatworks.ed.gov](http://www.whatworks.ed.gov)
- [Scientificallly-based Interventions](http://www.gosbr.net) —[www.gosbr.net](http://www.gosbr.net)
- [Project Reach: Strategies for Teachers](http://www.lehigh.edu/projectreach/teachers/teachers_reach.htm) -  
[www.lehigh.edu/projectreach/teachers/teachers\\_reach.htm](http://www.lehigh.edu/projectreach/teachers/teachers_reach.htm)
- [The Access Center](http://www.k8accesscenter.org/documents/InstructionalMethodsandPractices_3-16.pdf) -  
[http://www.k8accesscenter.org/documents/InstructionalMethodsandPractices\\_3-16.pdf](http://www.k8accesscenter.org/documents/InstructionalMethodsandPractices_3-16.pdf)
- [Learning Prep School: Thinking Maps](http://learningprep.org/thinkingmaps.htm) -  
<http://learningprep.org/thinkingmaps.htm>

# Special Education Referrals

- Referral Process through Referral Team
- Follow Bulletin 1508 based on State Bulletin 1706, based on the Federal Regulations.
- Parent Involvement
- Data Drives Decision
- RTI reduces over-identification of Special Education

# Impact on Teachers

- Acknowledged support for instruction
- Opportunities to learn strategies for improving inclusive instruction
- Less time with frustrating discipline issues
- More time to teach

# Impact on Schools

- Provides a systematic progress monitoring approach for all students
- Allows the school to identify the elements necessary for school improvement
- Data reinforces positive outcomes for students

# Why RTI for the RSD?

- **Positive Outcomes for Students**
- **Professional Growth**
- **Dynamic Opportunities for Change**
- **Exciting**
- **Vision for Progress!!**

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