



# The Rtl Journey



“Our lessons come  
from the journey,  
not the destination.”  
~Don Williams, Jr.

An Rtl Road Map



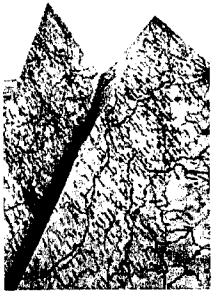
# 4 Steps of Rtl



1. Benchmark
2. Identify students who need interventions (Team Meeting)
3. Begin Interventions
4. Review progress data and determine next steps (PST)

The next several slides illustrate how these 4 key steps fit within our 8 non-negotiable tenets of a successful Rtl program.

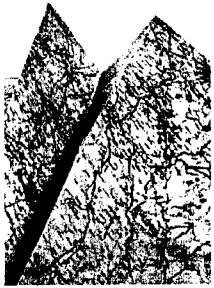
An Rtl Road Map



# Non-Negotiables of Rtl: Our Travel Plan

1. Professional Development
2. Universal screening
3. Multiple tiers of intervention
4. Scientific research-based interventions
5. Progress monitoring
6. Intervention/data teams
7. Integrated data collection/assessment system
8. Fidelity

An Rtl Road Map



# Non-Negotiable #4 & Step 2 of RtI Process

Step 2: Identify students who need interventions (Team Meeting)

- Decide which students (both gen ed and spec ed) would benefit from Tier 2 Intervention

Criteria to decide intervention:

- AIMSweb score
- OAA scores
- Short-cycle assessments
- District assessments
- Classroom progress
- Classroom behavior
- At-risk students list

Communication:

- RtI letter mailed home
- Teacher talks with student
- RtI added to student schedule

An RtI Road Map



# RTI Letter

## RTI "Entrance" Letter – example



**HUDSON MIDDLE SCHOOL**  
77 North Oviatt Street - Hudson, Ohio 44236-3092

Chuck DiLauro - Principal  
Kimberly Goodley - Assistant Principal  
Karen Vetter - Assistant Principal

Cleveland 330-956-2500  
Akron 330-950-4340  
Local 330-953-1318  
FAX 330-953-1308

February 11, 2013

Dear Parents,

In our continued efforts to ensure that students' progress academically, Hudson Middle School is focused on helping each student reach (and exceed) his/her potential. In conjunction with this goal, the State of Ohio requires districts to provide interventions for students who are struggling academically. This letter is to inform you that your son/daughter will be participating in an intervention that will focus on reading comprehension and/or fluency skills. This decision was based on one or more of the following data:

- OAA scores
- Classroom progress
- Classroom assessments
- Short cycle and district-wide assessments
- Recently, HAMS administered a reading comprehension and fluency skills benchmark to help identify students who are struggling with essential reading skills.

This intervention will take place with one of your child's team teachers during your child's FOCUS time. During the period of intervention (6-8 weeks), the teacher will be monitoring the students' progress to determine how best to help your child achieve success throughout the remainder of the school year.

Again, this is a requirement from the State that we provide interventions for students who are struggling. We thank you for your support as we work together to ensure that your child has the necessary skills to be successful. If you have any questions, please feel free to contact your child's teachers, guidance counselor, grade level administrator, or me, the building principal.

Sincerely,

Chuck DiLauro  
Principal

RTI-LA 2012

## An Rtl Road Map



# Tier 2 Interventions: Reading

- **RAZ-Kids (K-6)**
  - Comprehension
  - Fluency (recording capabilities)
- **Study Island**
  - Also good for short-cycle assessments
- **My Skills Tutor**
  - Comprehension
- **Read Naturally**
  - Fluency
- **Reading Detective**
  - Comprehension
- **i-Ready**
- **Readers Theater/Poetry with Audacity**
- **Paper/Pencil Interventions**



An Rtl Road Map

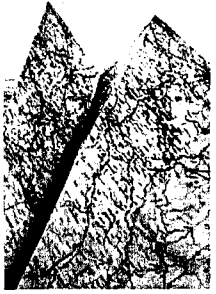


## Tier 2 Interventions: Math



- **Catch-up Math**
  - Computation
  - Application
- **ALEKS**
  - Computation
  - Application
- **Study Island**
  - Standards-based
  - Also good for short-cycle assessments
- **Moby Math**
  - Special education
  - Diagnostic
  - K-12
  - Progress monitoring
- **i-Ready**
- **Paper/Pencil Interventions**

An Rtl Road Map



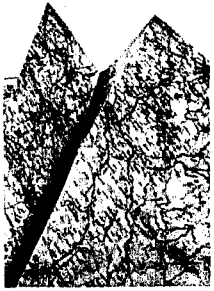
# Non-Negotiable #4 & Step 3 of Rtl Process

## **Step 3: Begin Intervention**

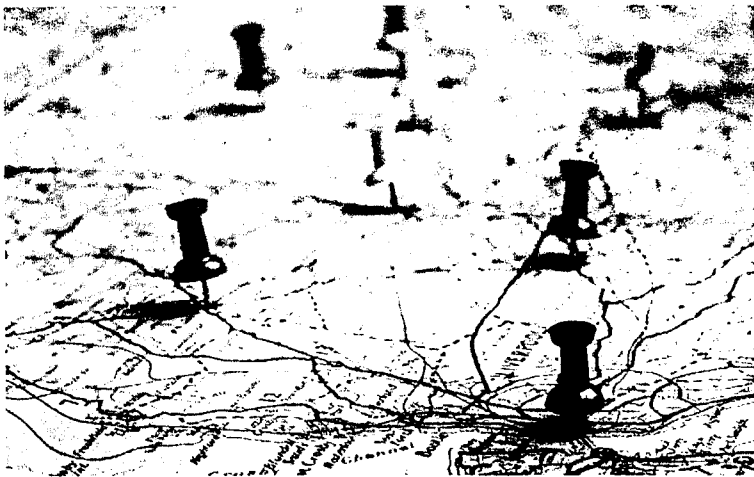
- Meet 5 days with student for intervention per week
- Choose 1-2 interventions to focus on for the duration of the intervention period
- Write goal on AIMSweb
- Progress monitor weekly

An Rtl Road Map





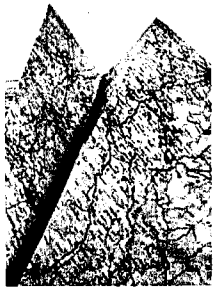
## Non-Negotiable #5: Progress Monitoring



- The purpose of progress monitoring is to take frequent measures, usually weekly, of a student's performance to determine whether s/he is making progress in response to the intervention.
- Most models that have been researched have used CBM for weekly progress monitoring.

\*\*\*Hudson Middle School uses AIMSweb:  
CBM(Fluency), MAZE, MCAP, & MCOMP

An Rtl Road Map



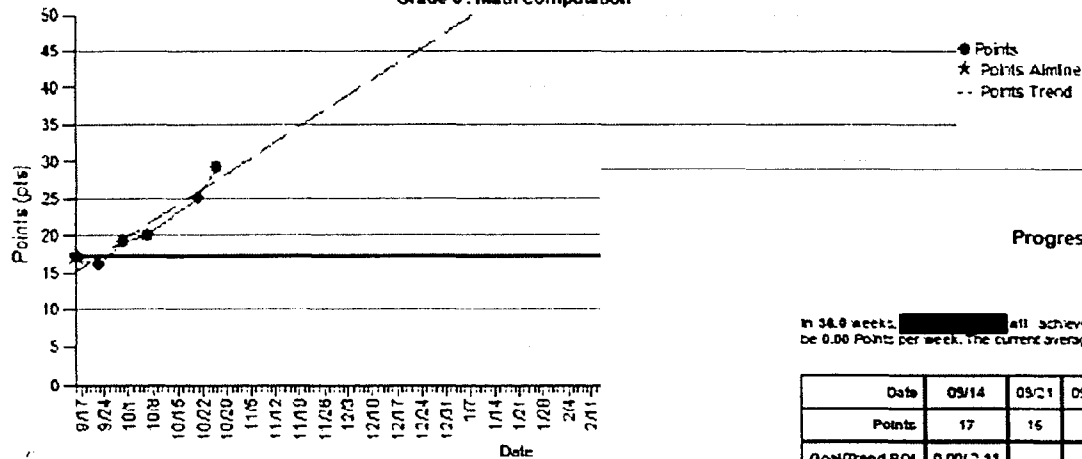
# Progress Monitoring: Sample Documentation



Hudson  
Year: 2012-2013

## Progress Monitoring Improvement Report for Bianca Estrada from 09/14/2012 to 05/24/2013

Grade 8 : Math Computation



## Progress Monitoring Improvement Report from 09/14/2012 to 05/24/2013

### Goal Statement

In 38.6 weeks, [redacted] will achieve 17 Points from grade 8 Math Computation. The rate of improvement should be 0.00 Points per week. The current average rate of improvement is 2.11 Points per week.

Date	09/14	09/21	09/28	10/05	10/19	10/25						
Points	17	16	19	20	25	29						
Goal/Trend ROI	0.00/ 2.11											

Grey data points are baseline/goals sessions  
Yellow data points have corresponding program interventions  
M represents missed scheduled dates

### Goal Changes & Intervention Descriptions:

9/14/2012 - Aleks (Baseline Points = 17 : Goal Points = 17)

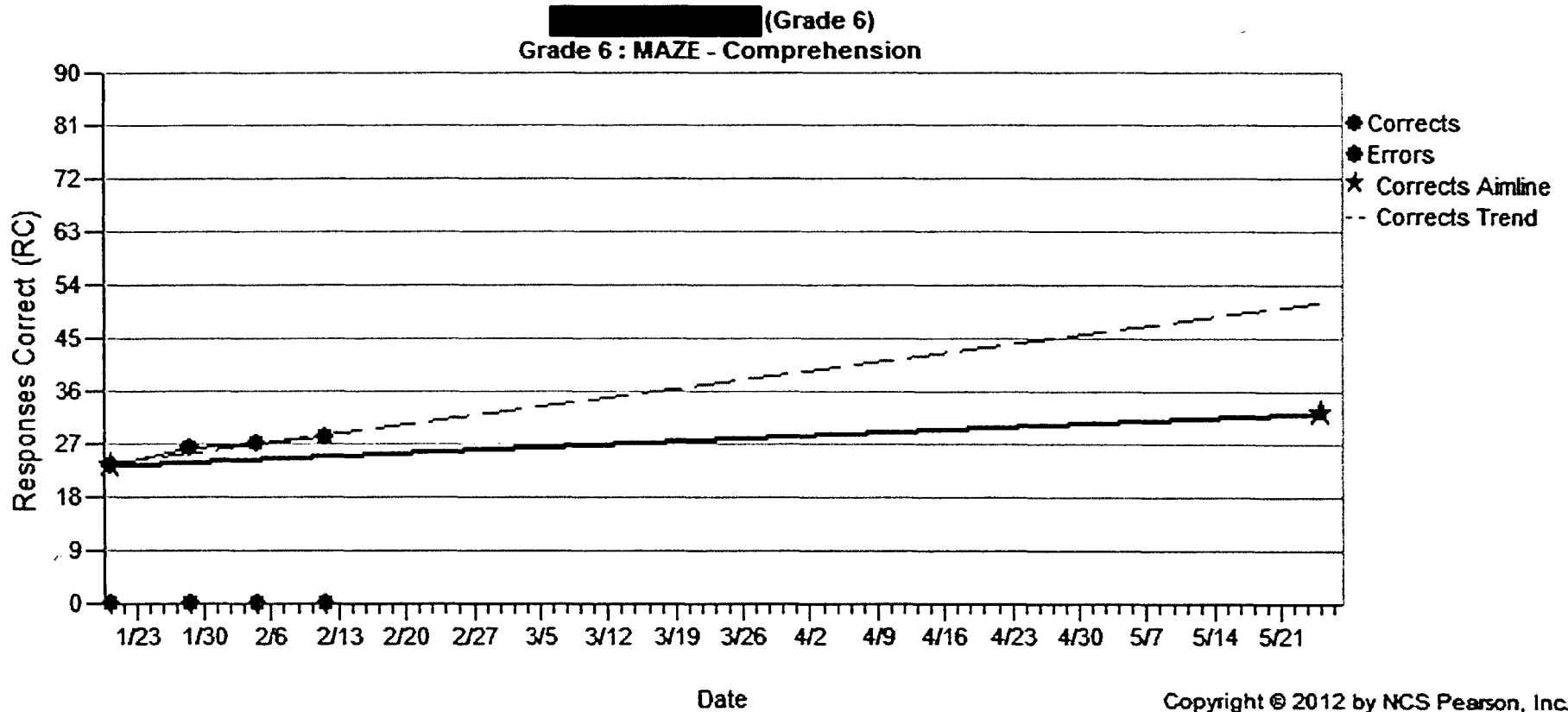
Online intervention program

Grey entries are baseline sessions or goal changes  
Yellow entries have corresponding program interventions

An Rtl Road Map



# Progress Monitoring: Typical Graph for Effective Intervention

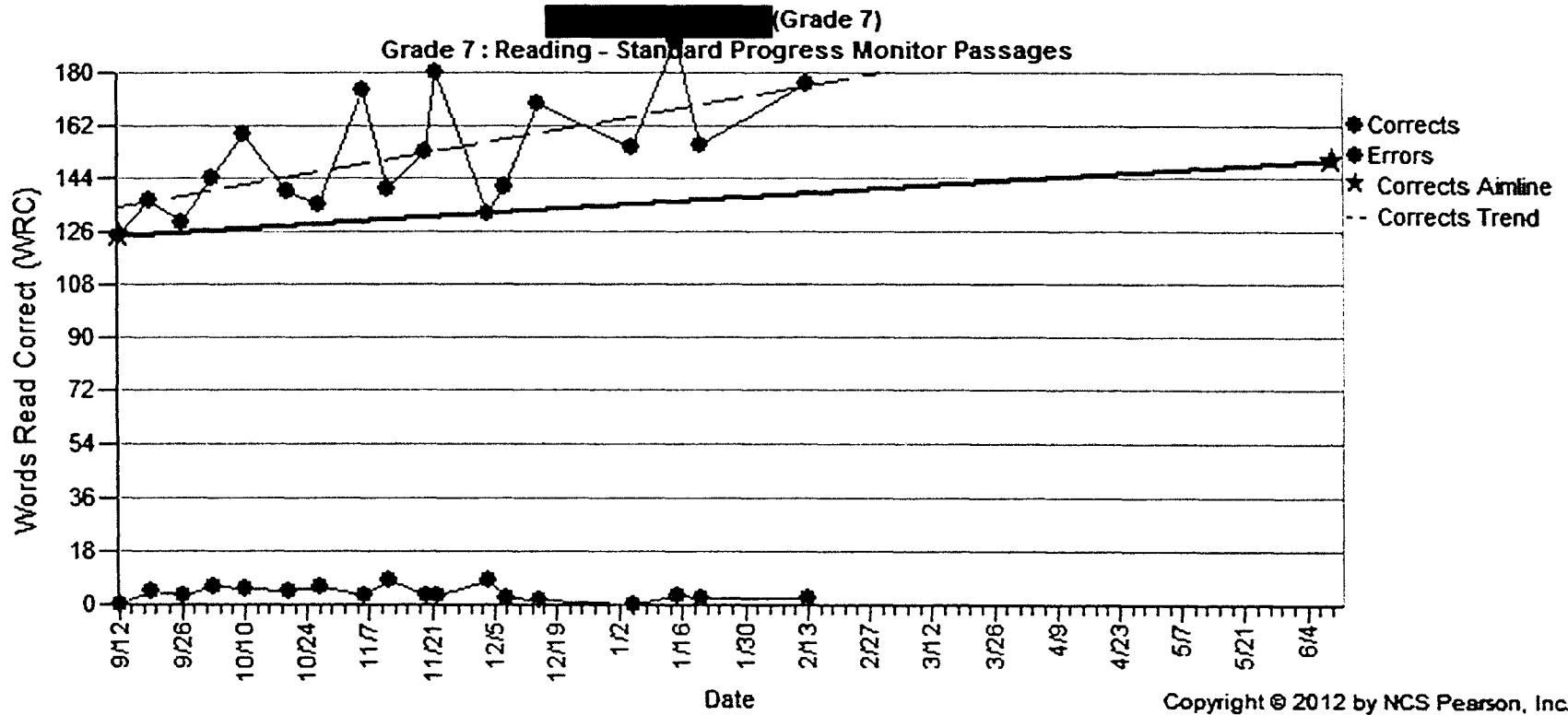


An Rtl Road Map



# Progress Monitoring: Rocky Mountain

- Eliminate outlier scores you can explain
- Should be relatively linear

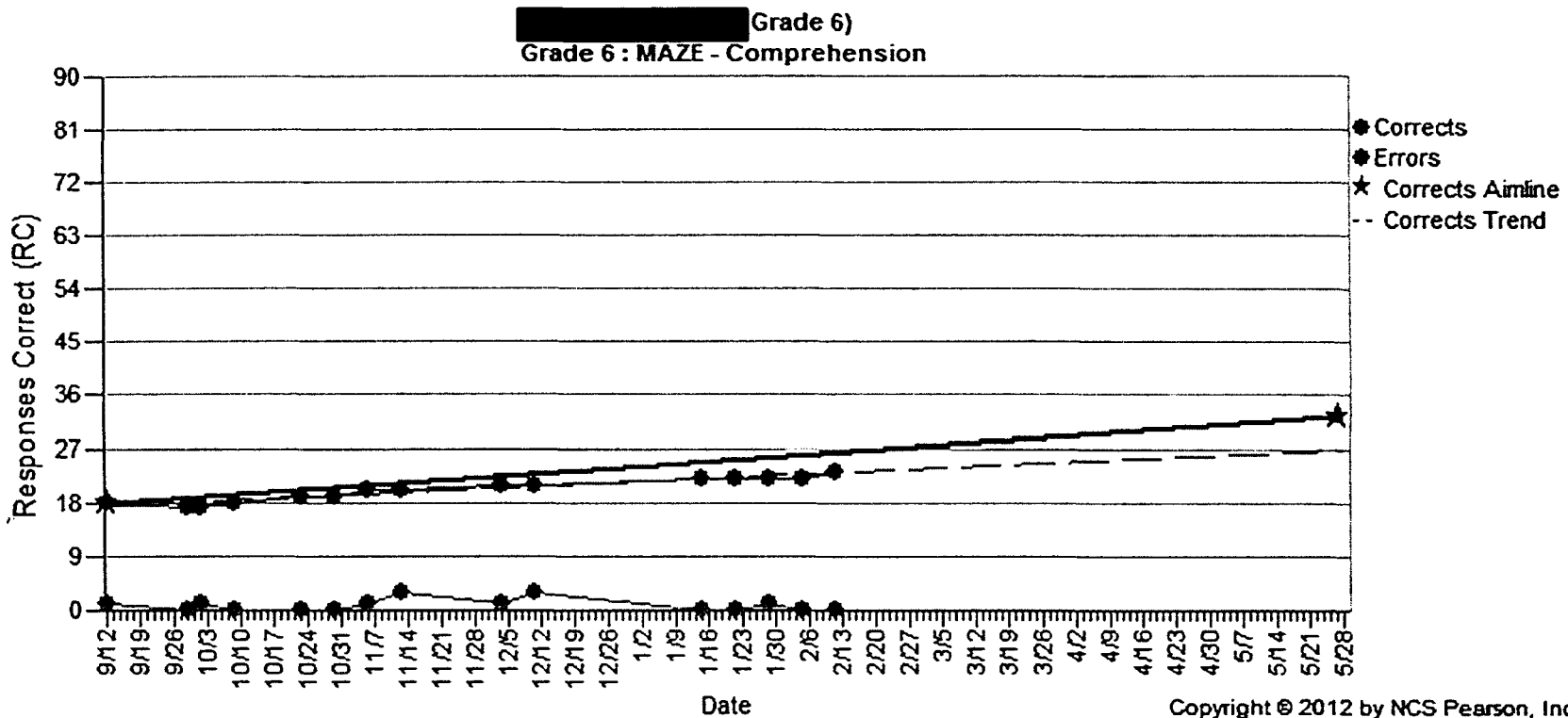


An Rtl Road Map



# Progress Monitoring: Slow Growth

- Put a data point where student is today and grade level 12 months from now
- If student's line is progressing to grade level: great!
- If student's line is below: needs more intensity or different intervention



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An RtI Road Map



## Two Purposes of Rtl (Pat Quinn, The Rtl Guy)

- The **first** purpose of Rtl is to help students get the help that they need. Rtl is great at doing this because it is constantly asking the question, "Is what we are doing now actually working?" Progress monitoring helps you check this and if the current intervention is not working you should try something else.
- The **second** purpose of Rtl (and it is important to keep the two purposes separate) is to identify students as eligible for Special Education Services. Your state has adopted rules to show you how Rtl can be used to identify a specific learning disability.

An Rtl Road Map