Response to Intervention:

REVISITING THE BASICS AND DEEPENING OUR UNDERSTANDING

MARCH 2008

West Virginia Department of Education

Response to Intervention
Improving Achievement for All Students

West Virginia Department of Education

Purposes of Response to Intervention

To provide an instructional framework that accommodates the needs of all students and results in the improved achievement for all students

To offer a means for appropriately identifying/selecting students for continued services through an IEP based on their demonstrated responses to scientific research based instruction

Response to Intervention is

- **NOT** a special education initiative

- first and foremost, a framework for organizing instruction for ALL students

- a process designed to intervene early and prevent academic difficulties

- a process that documents increasing levels of support have been provided to at-risk students prior to referral to special education

Core Concepts of RTI

- Universal screening
- High quality research-based instruction in general education setting
- Research based interventions
- Continuous progress monitoring to determine skill acquisition and intervention effectiveness and to modify teaching based on those data
- Problem solving through teaming and collaboration

Think about how these components apply at your programmatic level…

Common Characteristics
of response to intervention models

- Multiple tiers of increasingly intense student interventions

- Implementation of a differentiated curriculum

- Instruction delivered by staff other than the classroom teacher

- Varied duration, frequency, and time of interventions – flexibility to meet needs

- Use of a problem solving model or standardized treatment protocol for addressing student differences

What do WBVE policies say about intervention?

- Strategies for early detection and intervention to correct student deficiencies in reading, language arts, and mathematics shall be employed throughout the instructional term in each of the primary elementary and intermediate elementary grades. (Policy 2510 §5.3.2 and §5.4.2)

- The RTI process is characterized by procedures aligned with the steps of problem solving and documents a student's response or non-response to general education interventions and academic performance in comparison to grade-level standards. (Policy 2419 p.34 *Definition*)

Response to Intervention is the framework for thinking about instruction for all students but particularly those who are struggling.

In West Virginia we are choosing to use it first to address low performance in reading. The same framework and processes are used for math and writing.

Goals for Today

- Review the timeline and progress for scaling up statewide
- Revisit the basics at the Elementary Level
- Confirm professional development for elementary schools for the next 18 months
- Become familiar with the Adolescent Instruction Model (AIM) for Reading
- Contribute to considerations for moving into the secondary level

See questions we've already gotten and answers we've already given…

Establishing Response to Intervention:
Scaling Up in West Virginia

Phase 1
2005-2007

- Establish 11/36 elementary pilot schools in 27counties
- Issue an implementation guidance document
- Include timeline for implementation in revised Policy 2419
- Include necessary structure and LD identification process in Policy 2419
- Get grant funding for expansion
- Organize a department and practitioner collaborative effort as foundation for expansion

Phase 2
2007-2010

- Initiate expansion to all elementary schools
- Define the model for middle and high schools
- Expand communication formats to answer questions on implementation at all levels
- Create foundational and implementation documents for middle and high schools
- Implement funded grant
- Create monitoring and professional development support at WVDE
- Expand statewide resource capacity at elementary and middle levels
- Establish and implement evaluation

Phase 3
2010-2012

- Direct expansion to high schools
- Update implementation documents for middle and high schools
- Expand and continually update communication formats to answer questions across all levels
- Maintain communication loops with department and practitioner collaborative structures
- Continue implementation of evaluation

Response to Intervention

REVIEWING ELEMENTARY IMPLEMENTATION

Tier 1: Core Classroom Instruction Elementary

Focus	All students
Program	Core reading program
Grouping	Multiple formats: whole group, small group, pairs
Time	K-2 90 minutes per day for RLA 3-4 90 minutes per day for RLA *(proposed in 2510 revision)*
Assessment	Benchmark assessment three times/year (Sept, Jan, May) using the district's choice of assessment
Interventionist	General education teacher with assistance from other educators
Setting	General education classroom

Tier 2: Intervention Elementary

Focus	At-risk students as determined by repeated benchmark assessments
Program	Explicit, systematic, SBRR, targeted essential components of reading
Grouping	Homogenous small group (1:3, 1:4 or 1:5)
Time	Tier 1 + 30 min/day (**50 sessions**)
Assessment	Progress monitoring (2x/month) on target skills, diagnostic assessment
Interventionist	Title 1 reading specialist, special educator, speech language pathologist, other qualified professionals
Setting	Generally pull-out

Tier 3: Intensive Intervention

Focus	Students with marked difficulties who have not responded to Tiers 1 and 2
Program	Sustained, intensive scientific research-based reading instruction or other interventions
Grouping	Small group (1:3)
Time	Tier 1 + *additional* 45-60 min/day – may be accomplished in segments to achieve total additional minutes
Assessment	Progress monitoring (2x/month) and diagnostic assessments
Interventionist	Educator with specialized reading, or other relevant, skills that address individualized needs
Setting	Generally pull-out – before school, after school, summer school – appropriate classroom environment

Sample Master School Schedule

Time	K	1st	2nd
8:00-8:15	Opening	Opening	Opening
8:15-9:15	Core Reading/LA Block (teacher & aide)	Core Reading/LA Block (teacher & Title I)	Math
9:15-9:45			Core Reading/LA Block (teacher & sp ed teacher)
9:45-10:45	Math	Math	
10:45-11:15	**Intervention**	Science	Social Studies
11:15-11:45	Lunch	Lunch	Lunch
11:45-12:15	Read Aloud & Recess	Read Aloud & Recess	Read Aloud & Recess
12:15-12:45	Music, Visual Arts, Health, PE	Social Studies	Science
12:45-1:15	Science	**Intervention**	Music, Visual Arts, Health, PE
1:15-1:45	Social Studies	Foreign Language	**Intervention**
1:45-2:15	Foreign Language	Music, Visual Arts, Health, PE	Foreign Language
2:15-2:45	Closing	Closing	Closing

Sample Master School Schedule

Time	K	1st	2nd
8:00-8:15	Opening	Opening	Opening
8:15-8:30	Core Reading/Language Arts Block (Teacher and Speech Therapist for 30 minutes)	Core Reading/Language Arts Block (Teacher and Special Education teacher for 60 minutes)	Math
9:00-9:15			
9:15-9:30			Core Reading/Language Arts Block (Teacher and Special Education teacher for 45 minutes)
9:30-9:45			
9:45-10:00	Math	Math	
10:15-10:45			
10:45-11:15	Science	Science	Music, Visual Arts, Health, PE
11:15-11:45	Lunch	Lunch	Lunch
11:45-12:15	Recess & Real Aloud	Recess & Read Aloud	Recess & Read Aloud
12:15-12:45	Social Studies	Social Studies	Social Studies
12:45-1:15	**Walk to Intervention (K-2)**	**Walk to Intervention (K-2)**	**Walk to Intervention (K-2)**
1:15-1:45	Music, Visual Arts, Health, PE	Foreign Language	Science
1:45-2:15	Foreign Language	Music, Visual Arts, Health, PE	Foreign Language
2:15-2:30	Closing	Closing	Closing

Walk-to-Intervention Delivery Model

Grouping Across a Grade Level

4 Classrooms
86 Students
6 Staff Members

Decoding Group
(silent e)
5 Students
Sp Ed Teacher

Decoding Group
(vowel teams)
7 Students
Classroom Teacher #1

Fluency Group
23 Students
Classroom Teacher #3

Decoding Group
(CVC)
5 Students
Reading Teacher

Advanced Word Study Group
(multisyllable words)
21 Students
Classroom Teacher #2

Benchmark Group
25 Students
Classroom Teacher #4

From *A Principal's Guide: Implementing Response to Intervention* by Susan L. Hall

Elementary School Implementation Benchmarks

January 2008

- Strengthen Tier I through use of new basal text and familiarity with Tiered Models and intervention language
- Conduct 3-Tier Reading Model book studies
- Develop school-wide assessment calendar for benchmark and progress monitoring
- Determine which personnel will administer assessments
- Implement universal screening in January, May
- Develop master school schedule to accommodate intervention for following year
- Investigate and select a model for delivering intervention (who, when, where)

Elementary School Implementation Benchmarks

June 2008

- Special education and Title I teachers trained in interventions
- June training established for K-2 teachers in analyzing data, grouping students for intervention, and intervention lesson planning
- Grades 3 – 5 teachers introduced to Tiers and integration with CSOs
- Principal begins to assemble administrator's data notebook (schoolwide data reports, data summaries by class and grade levels)

Elementary School Implementation Benchmarks

August 2008

- Master schedule established to accommodate Tier 2 and Tier 3
- Teachers are provided time to analyze data and plan collaboratively (data meetings are scheduled for school year)
- Staffing arranged to provide Tier 2 and Tier 3 interventions
- Grades 3 – 5 teachers work within professional learning communities to begin using interventions
- Special education teachers work with Sp Ed Teacher Leaders on roles and responsibilities
- Principals develop/implement strategies for monitoring implementation of research-based reading strategies at Tier 1
- Schools communicate with parents about the 3-Tier instructional model

K-2(3)Reading Model

What	When
K-3 Reading Model Book Study Part 2: RTI Implementation & Technical Assistance Guide & Policy 2419, Chapter 4 (SLD eligibility) - *has been advertised and graduate credit procedures re-iterated*	Spring 2008
Assessment and intervention webinars with Roland Good & Sharon Vaughn	Spring 2008
Planning and Delivering Intervention Instruction with Susan Hall and Jennifer Ashlock – *memo disseminated to superintendents February 2008*	June 12, 2008 (Charleston) June 13, 2008 (Morgantown)

Some Questions Answered…

What specifically can be taught in the 90-minute RLA block for K-2?

- Whole group reading instruction
- Small group reading instruction
- Writing instruction
- Integrated technology

Is there an example of a school implementing RTI with only general classroom teachers?

Yes -

See list of RTI Demonstration Schools at
http://wvde.state.wv.us/ose/RtI.html

How does mathematics fit into the RTI process?

The RTI framework is outlined in Policy 2419, Regulations for the Education of Students with Exceptionalities, Chapter 4, and will be used for reading, *mathematics* and *writing*.

How are schools documenting the RTI process?

- Policy 2419 requires documentation of the student's level and rate of learning.

- Progress monitoring data collected *before*, *during* and *after* the provision of two rounds of Tier 2 intervention must be available.

- See http://wvde.state.wv.us/ose/RtI.html for sample forms.

When will the WVDE standardize Eligibility and SAT forms?

- SAT is a county and school responsibility. School systems are permitted to develop forms that meet the needs of students and support schools in making appropriate educational decisions.

- Ultimately, the various documentation systems required within the RTI framework must lead to appropriate decision-making so form development must be based on guidelines for documenting the RTI process as noted in Policy 2419, Chapter 4.

Does the SAT convene on all students who enter/exit Tier 2?

- **No**. Policy 2510, Assuring Quality of Education: Regulations for Education Programs (Section 8.9), states that the SAT reviews individual student needs that have *persisted despite* being addressed by instruction and intervention teams, or acts *in lieu of* an instruction and intervention team.

- Each school will determine which team configurations meet the needs of its students.

Additional Resources

Go to http://wvde.state.wv.us/ose/RtI.html for K-3 for

"Reading Model Academy: Your Book Study

Questions Answered"

Response to Intervention

SECONDARY LEVEL

Response to Intervention
at the Secondary Level

This will look different than at the elementary level and will evolve with the current structures and resources in mind as they can be formulated to meet the purposes.

Once again West Virginia is focusing on reading and literacy as it works with secondary level administrators to develop the RTI process in middle and high schools.

Laying the Groundwork at the Secondary Level

Spring 2008	Administrators' Webinars
Adolescent Instruction Model (AIM) Pilot Schools	Clay, Hardy and McDowell Counties
Six (6) middle and high schools developing demonstration models	Braxton, Hancock and Raleigh Counties *with* Glenville, Bethany and Concord Universities

AIM for Reading

AN OVERVIEW OF THE INSTRUCTIONAL MODEL

Levels of Support	Individual Students	Classroom Unit	Professional Development
Advanced Tier	Students consistently exceed the targets and can handle advance materials **Intervention**: Need challenge, extension and enrichment **Assessment**: Assessment every 6-8 weeks **Materials**: Standard plus reading 25 books per year; SREB recommends 100 pages of technical text to receive credit for one book	Students in the classroom are exceeding the benchmarks as demonstrated through assessment; teachers are models and resources for others; AP and Pre-AP trained teachers **Time**: Policy 2510 RLA requirement	Advanced Placement training and material; Pre-AP instructional strategies and materials Differentiated Instruction training Training on adopted instructional materials Instructional guides and/or standards-based unit plans Assessments for and of learning

Levels of Support	Individual Students	Classroom Unit	Professional Development
Tier One: Benchmark	Students generally can meet the standards; average learner **Intervention:** Occasional in-class modifications; SBRR and SBRI in vocabulary and comprehension strategies **Assessment:** Assessment every 6-8 weeks **Materials:** Adopted grade level instructional materials plus reading 25 books per year; SREB recommends 100 pages of technical text to receive credit for one book	75-80% of students are making good progress; teachers need praise and recognition and may serve as a resource to others; ELA teachers **Time:** Policy 2510 RLA requirement	SBRR and SBRI in pre reading, during reading and post reading strategies and writing strategies Differentiated Instruction training Training on adopted grade level instructional materials Instructional guides and/or standards-based unit plans Assessments *for* and *of* learning

Levels of Support	Individual Students	Classroom Unit	Professional Development
Tier 2: Strategic	Students are typically between the 30th-49th percentile on normative measures; 1-2 years behind; gaps in skills and knowledge **Intervention**: Direct instruction with teacher or one-on-one in the form of reteaching, preteaching, adjustments of pace and complexity; **separate reading intervention; possible tutoring program** **Assessment**: Assessment every 3-4 weeks to pinpoint problems and target interventions **Materials**: Standard reading program with added support class and materials plus reading 25 books per year; SREB recommends 100 pages of technical text to receive credit for one book	Classrooms where about one-third of the students are not making benchmarks (25-30%); reading specialists/special education teachers/coaches/content area teachers labeled literacy intensive classes (i.e., social studies class is considered reading intensive) **Time**: Policy 2510 requirements for RLA block *with defined intervention component*	Collaboration and co-teaching training Training on adopted grade level instructional materials Differentiated Instruction training Instructional guides and/or standards-based unit plans **Content area teacher training** on instructional strategies in reading and writing SBRR and SBRI: building background knowledge; vocabulary; fluency; comprehension strategies Assessments *for* and *of* learning

Levels of Support	Individual Students	Classroom Unit	Professional Development
Tier 3: Intensive	Students test below the 30th percentile on normative measures; reading skills are limited **Intervention**: Assessment every 2 weeks to pinpoint problems and target interventions **Materials**: **Intensive intervention to replace traditional ELA class**; special supplementary materials and/or specialized program	Classrooms where about half of the students are not meeting benchmark indicators; teachers held accountable to teach the program as designed; reading specialist with assistance from special education/coach **Time:** Intervention time may be beyond the ELA class time for students who are farthest behind	Program specific training without exception Training on adopted grade level instructional materials DI training SBRR and SBRI: building background knowledge; vocabulary; fluency; comprehension strategies; writing strategies Assessments *for* and *of* learning

Considerations for all Tiers

- Choosing teachers
- Mutual accountability
- Entry and exit criteria
- Student movement across and between tiers
- Evaluate your plan

Create a Literacy Committee

Seek volunteers but appoint if you must…

- Develop the plan.
- Review instructional or teacher created materials.
- Review and select assessment materials.
- Organize placement, schedules, progress monitoring, and student movement.
- Engage representatives from all stakeholders: All general education content areas, special education, Title 1, counselors, administrators

Year 1: 2007/2008

- Conduct awareness sessions
- Create a ***Literacy Committee***
- Agree on what Tier I instruction is at the middle and high school levels
- Research best practices for Tier 1 instruction
- Analyze current Tier 1 instruction relative to best practices.
- Implement some new practices across the curriculum
- Identify universal screening and progress monitoring assessments
- Research intensive intervention

Determine Universal Screening and Progress Monitoring Instruments

- Literacy Committee identifies and chooses assessments to be given by classroom teachers and analyzed by the school site literacy committee.

- *First screening*: WESTEST
- *Second screening*: School determines
  - **Comprehension**
    - Degrees of Reading Power (Tasa Literacy)
    - Aimsweb: (www.aimsweb.com) K-8
    - Gates-McGinnity
  - **Fluency**
    - Test of Silent Word Reading Fluency (Pro Ed)
    - Oral reading fluency

Determining the Tiers

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice

Tier 1: Benchmark and Advanced

Tier 2: Strategic

Tier 3: Intensive
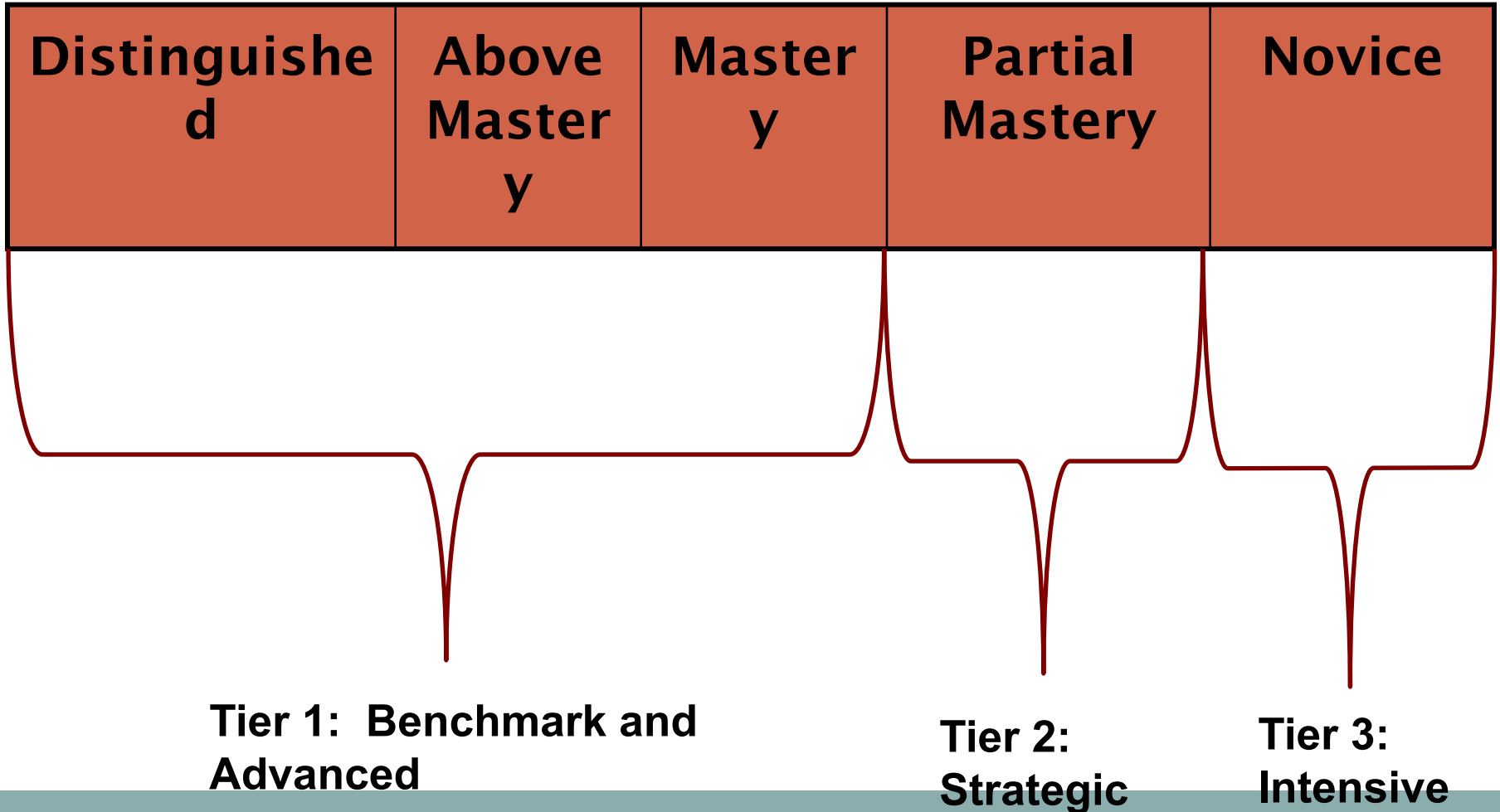
Flexible Groups and the Master Schedule

- Literacy is the priority
- Inclusion
- Parallel classes
- Flexible groups
- Blended classes (by grade and population)
- One period in addition to grade level class for strategic (Tier 2) students
- Two blocked periods replacing core for intensive students (Tier 3)

Flexible Grouping

Tier 3   Tier 2   Tier 1

Flexible Grouping

Tier 3	Tier 2	Tier 2

Flexible Grouping

Tier 3   Tier 3   Tier 3
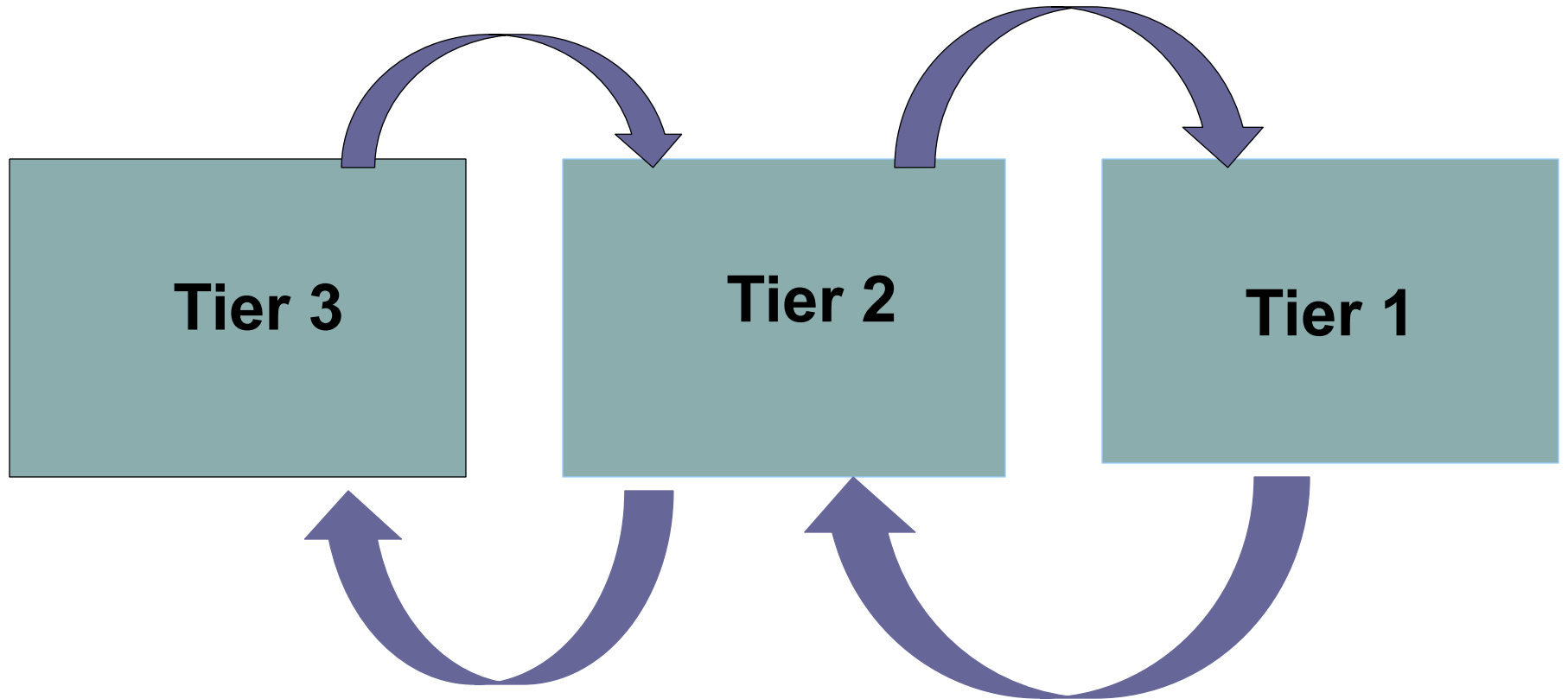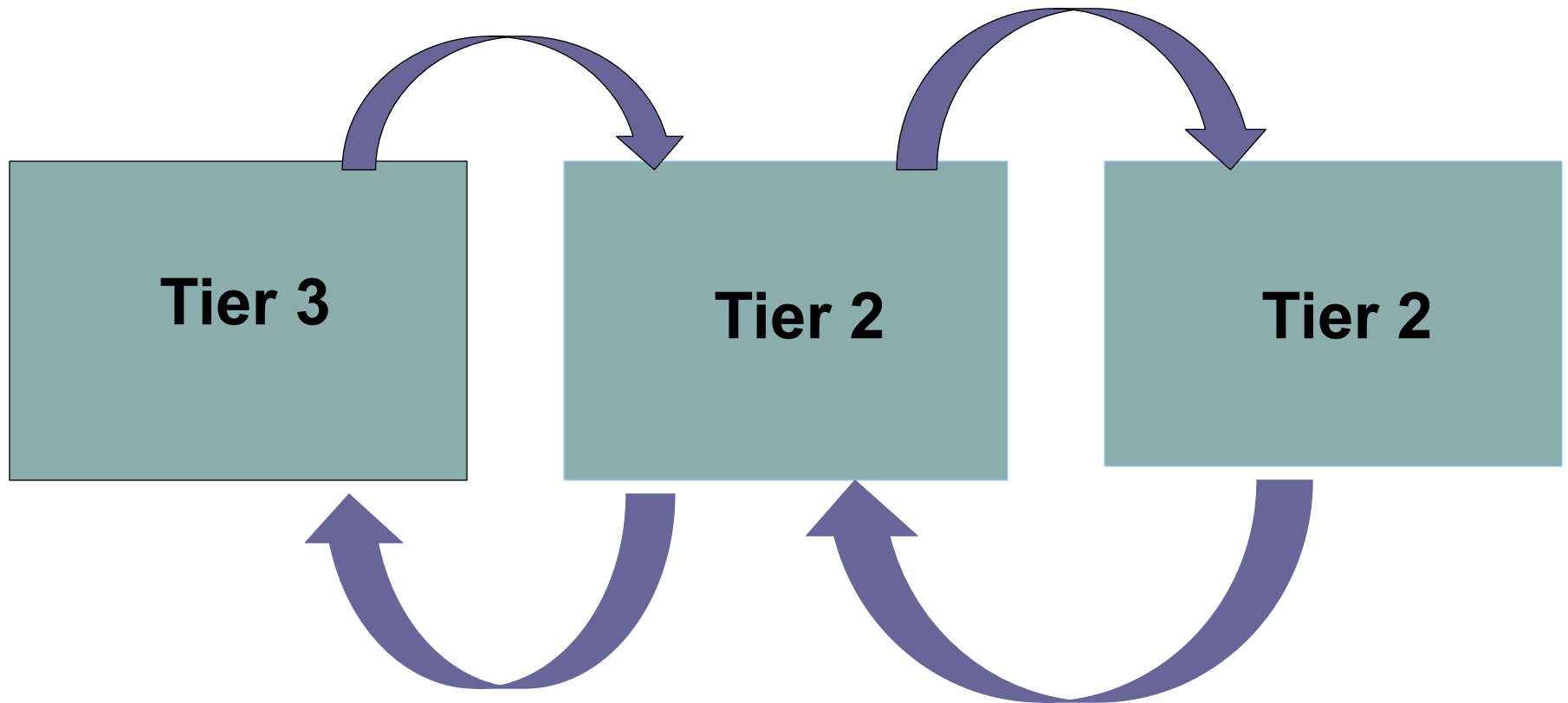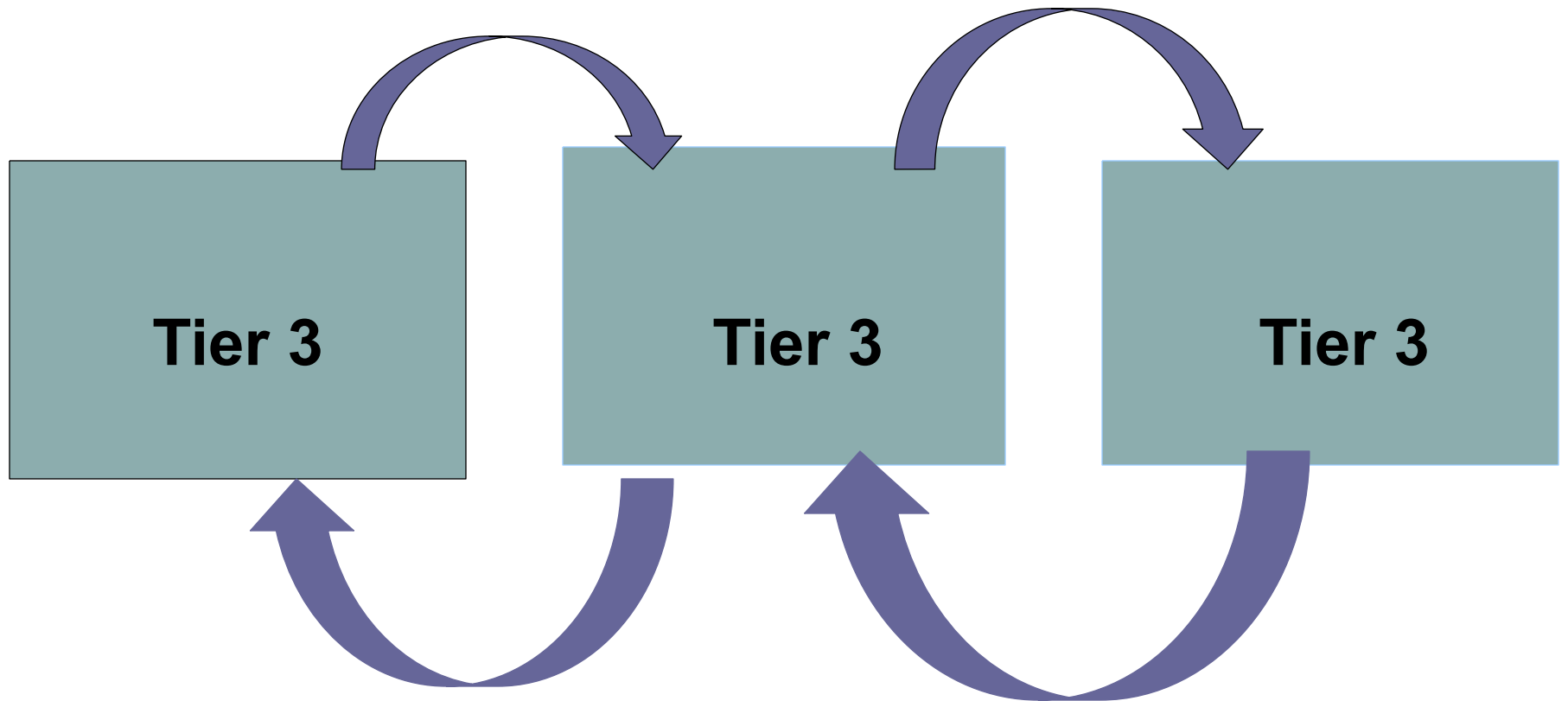
Year 2: 2008/2009

- Continue to improve Tier 1 instruction
- Implement universal screening and progress monitoring system
- *Implement Tier 3 intervention*
- Research diagnostic assessments for Tier 2
- Plan and research best practices for Tier 2

Improve Tier 1 Instruction

- Coach and monitor teacher practice and fidelity of instruction in research based strategies.
- Provide ongoing training for Language Arts and Content Area teachers.
  - Direct instruction
  - Analyzing and responding to data
  - SBRR strategies across the curriculum
- Develop a plan for meeting, discussing, and responding to data.

Hierarchy of Diagnostic Assessments for Tier 2

1. Comprehension

2. Vocabulary

3. Fluency

4. Word Analysis/Decoding
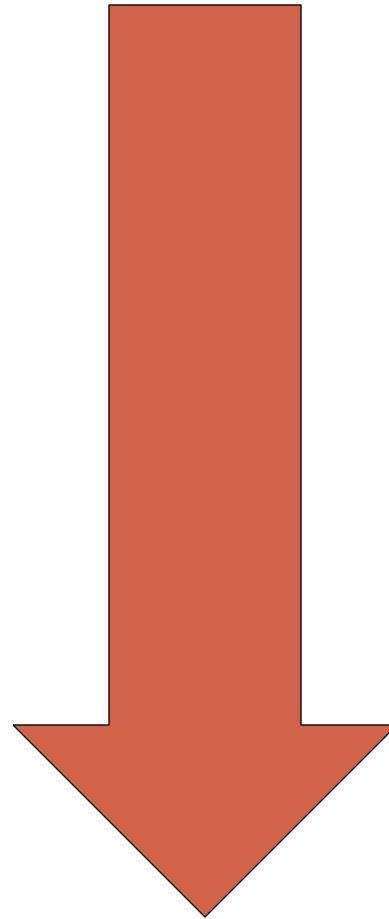
Year 3: 2009/2010

- Continue to improve Tier 1 and Tier 3 instruction
- Continue to analyze and respond to data
- Implement diagnostic assessments for strategic instruction
- ***Implement Tier 2 intervention***

Continue to Monitor and Improve Tiers 1 and 3

- Monitor teacher and student progress.
- Provide support and require. accountability.
- Analyze and respond to data.
- Refine Tier 1 and Tier 3 plans as needed.
- Build the capacity of teachers through continued training and coaching.

Leading the RTI Process

CONSIDERATIONS FOR DISTRICT LEADERS

Meeting each child's needs

Structuring to accommodate diverse formats

Taking advantage of what's in place

Adjusting as necessary

Filling in gaps

An administrator who is leading the *development of or reconfiguration* for the response to intervention process keeps in mind . . .

Improving Student Achievement

Leading the RTI Process

- We are establishing a framework of decision making for instruction and intervention – meeting the needs of each student.

- We are using that framework, at this point, to focus on reading.

- We are grouping assets into a framework – taking advantage of what we have, adjusting as necessary, filling in gaps.

- We are slowly moving across grades collaboratively

Leading the RTI Process

The structure of a school organized to use a response to intervention process accommodates

- Needs of non-IEP students who are not at benchmark
- All services on an IEP
- Interventions from, e.g., a counselor supporting a student with a history of risky behavior
- Instruction for a student learning English as a second language.
- Documentation for referral and evaluation

Building the District Infrastructure

- District level literacy team
- Multi-year district level plan the clearly defines
  - Implementation
  - Technical assistance
  - Professional development
  - Parent/community communication
- Collaborative leadership and planning between general education, special education and Title 1
- Effective/efficient data collection systems
- Technology to manage and document data-based decisions

Role of District Leaders

- Provide a vision for implementing the RTI framework
- Manage the change process up front
- Reinforce and celebrate effective practices and successes
- Support
  - Training in research-based practices
  - Coaching
  - Technology
  - Understanding policies
- Be a presence within the school-level process
- Remember RTI is a 3-5 year process

Responses to Questions from the Field...

When will RTI be folded into Policy 2510 for general education accountability?

- Many components of the RTI process are already embedded in Policy 2510, *Assuring Quality of Education: Regulations for Education Programs.*

- The Department recognizes that as the state's RTI process and procedures evolve, policies may need to change. It will continue to use data and information from the field to guide and inform policy decisions.

What resources for assessments are available for middle and high schools?

- The West Virginia Department of Education, Office of Instruction, is in the process of developing an online resource designed to provide information related to all aspects of the adolescent literacy model. That includes assessments that can be used for benchmarking and progress monitoring.

- This website will be accessible in spring 2008, and the OSP will provide the URL when available.

If RTI is a general education initiative, why is so much of it being done through special education?

- The West Virginia Department of Education views response to intervention as a general education initiative that has potential to improve achievement of all students while reducing the referrals to special education and identification/selection of students for IEP services.

- Because of the requirement that, beginning July 1, 2009, all elementary schools will use the RTI process for identification/selection of students for IEP services, county special education directors have a heightened responsibility to be the catalyst for RTI's development and use.

How are RTI services documented on an IEP?

- RTI is a general education framework that includes Tier 2 and Tier 3 supports as needed.

- The tiers are not documented on an IEP.

- The IEP documents the nature and frequency of the services to be delivered.

How is the student's specially designed instruction documented on the IEP?

- Present Levels of Academic Achievement and Functional Performance include multiple data sources to describe the student's learning characteristics

- Services may look like Tier 3 intervention, but will be required for a *longer period of time*

- IEP team considers appropriate supplementary aids and services for accessing the general curriculum

- Related services may be needed

Will the criteria for exiting a special education program change as a result of RTI?

- **No**. The requirements for reevaluation and the determination of a student's eligibility for special education have not changed.

- The three-prong test of eligibility and assessment procedures as outlined in Policy 2419, Chapter 4, will be used to determine an eligible student's continued need for special education. For more information, see Policy 2419, Chapter 4, p.23-24.

What is the status of proposed school aid funding formula changes?

- The West Virginia Legislature is considering a proposal to revise the school aid funding formula during the 2008 session. Any changes and their implications will be shared first with superintendents. The OSP will supplement that communication as appropriate.

How is Tier 3 different from special education?

- Tier 3 may or may not be special education. The characteristics of a student in need of Tier 3 support include the need for *explicit*, *intensive* and *strategic* instruction that may be required for a long period of time.

- The characteristics of effective Tier 3 instruction are not necessarily dependent on special education status.

- Each school must strive to meet the needs of all students and use its resources, including personnel, as efficiently as possible to implement a tiered instruction model.

When are parents notified within the RTI process?

- ALL parents should be informed of the school's RTI model at the beginning of each school year – remember, this is a general ed initiative…
- When the instruction/intervention team suspects the student may have a disability,
  - Refer to SAT
  - Initiate the evaluation process
    - Obtain parental consent
    - Notify parents of procedural safeguards

Does a parent request for evaluation supersed the RTI initiative?

- Both IDEA 2004 and Policy 2419 acknowledge a parent's right to request an evaluation at any time throughout the RTI process.

- Schools must also ensure that parents are notified about the general education services (i.e., tiered instruction) that are provided to all students as well as the strategies for increasing the student's rate of learning (i.e., intervention).

Parent Notification Requirement

New RTI website!

www.rti4success.org

WVDE RTI Website

OFFICE OF SPECIAL PROGRAMS,

EXTENDED AND EARLY LEARNING

http://wvde.state.wv.us/osc

West Virginia Department of Education

Additional Resources
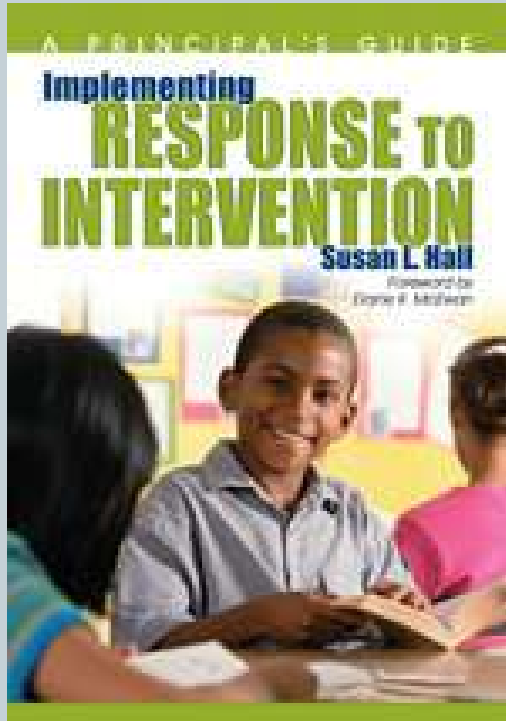
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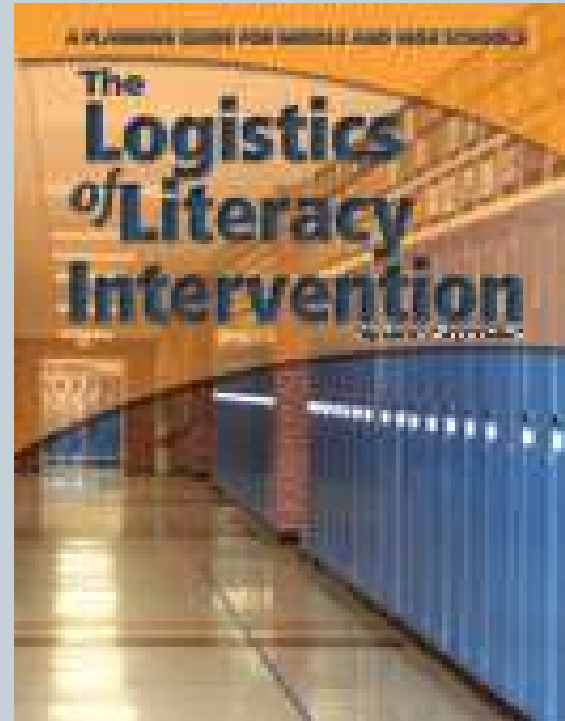
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Additional Questions

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