

Rtl in Action: Strategies for Moving from Theory to Practical Application

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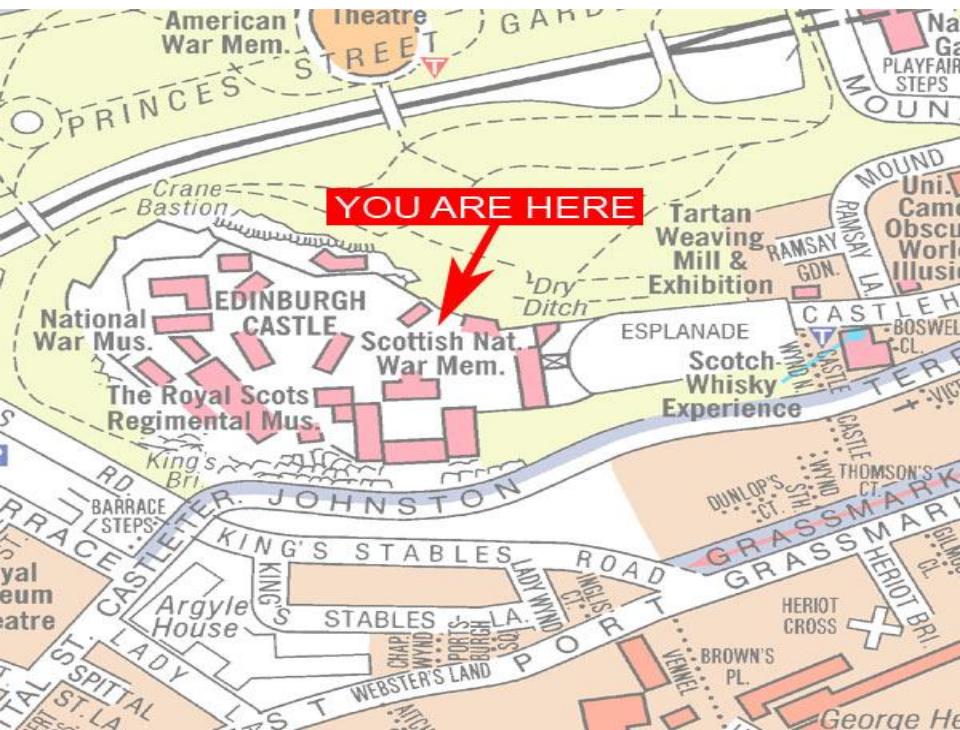
School District of Elmbrook



Why Rtl?

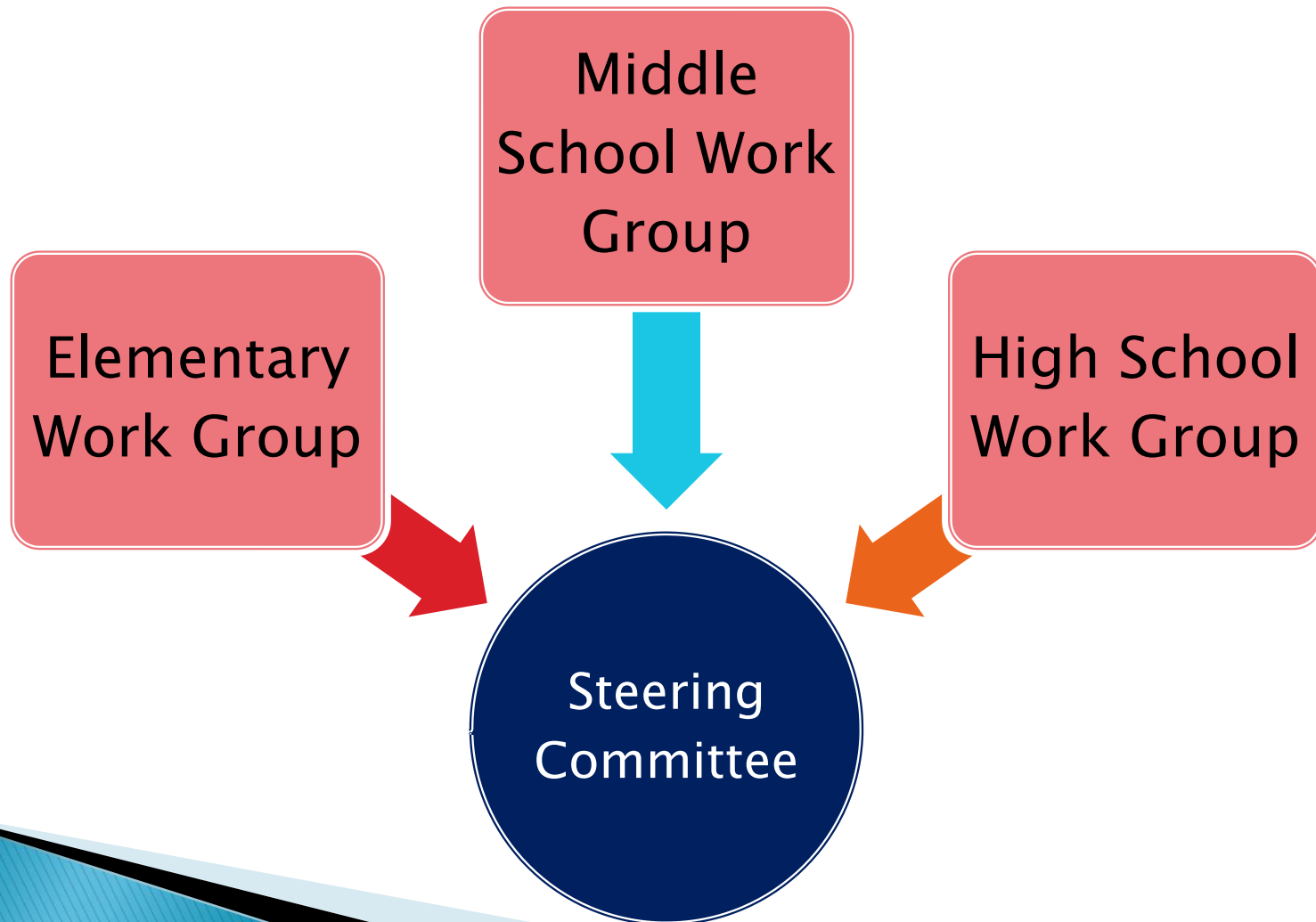
- ▶ Compliance
- ▶ Educational Reform

Where are you?



- A: Strategies for Deployment
- B: Classroom Differentiation and Support
- C: Identifying and Defining Interventions
- D: Problem-Solving Teams
- E: Progress Monitoring and Decision Rules

Strategies for Deployment



Strategies for Deployment



Strategies for Deployment



Strategies for Deployment



- Screening Measures and Decision Making Rules



- Interventions



- Problem-Solving



- Progress Monitoring



- Classroom Intervention, Differentiation, and Support



Universal Screening and Decision Making

► Academic Screening Tools

- PALS (K)
- MAP (K–8)
- WKCE (3–8)
- Running Records (K–5)
- Course Grades (6–12)

► Behavioral Screening Tools

- Attendance
 - ODR
 - Health Room Visits
- 

Universal Screening and Decision Making

MAP Table of Performance Tiers - Reading

Grade	Fall								Winter						Spring						National Growth			
	National Fall 95th %ile	***Score to Predict ACT of 24	*Tier 1 Target (predicting proficient on WKCE)	Corresponding National %ile	National Fall 50 th %ile nationally-NWEA, 2011	Tier 2 Consideration- 25th %ile	Tier 2 WKCE Scores- Minimal	National Fall 10 th %ile NWEA	National Winter 95th %ile	** Tier 1 Winter Target	Corresponding National %ile	National Winter 50th %ile	Tier 2 Consideration-25th %ile	National Winter 10th %ile-NWEA	National Spring 95th %ile	Tier 1 Spring Target	Corresponding National %ile	National Spring 50th %ile	Tier 2 Consideration- 25th %ile	National Spring 10th %ile	Average RIT Gain Fall to Winter	Average RIT Gain Winter to Spring	Average RIT Gain Fall to Spring	Fall to Fall of Next Grade
K5	161	N/A	147	68	142	135	N/A	129	169	155	64	151	143	137	177	162	64	157	149	142	8.4	6.2	15.1	18
1	181	N/A	166	68	160	151	N/A	144	193	176	65	171	161	153	201	183	66	177	167	158	10	6.3	16.6	15
2	202	N/A	183	68	176	165	N/A	156	208	191	69	184	173	165	214	197	69	190	179	170	7.8	5.4	13.7	14
3	215	205	197	68	190	180	444****	171	219	202	70	195	185	176	223	206	68	199	189	181	4.7	4.4	9.3	9.5
4	224	214	206	68	199	190	461	181	226	209	66	203	193	185	230	213	67	207	197	189	3.4	3.3	6.8	6.9
5	231	220	212	63	207	197	463	189	233	215	64	210	200	192	236	217	65	212	202	194	2.7	2.4	5.2	4.9
6	236	226	218	65	212	202	478	194	238	220	65	214	204	196	241	222	65	216	206	198	2	2	4.1	4.1
7	240	229	222	66	216	206	485	198	242	224	66	218	208	200	244	225	64	220	210	201	2	2	3.4	3.9
8	244	232	227	70	219	209	492	200	245	229	70	221	211	202	247	230	70	222	212	203	2	2	3.2	3
9	247	234	229	69	221	211	N/A	202	247	231	72	222	211	202	249	231	69	222	212	202	2	2	2	2.2
10	249	237	231	69	223	213	495	204	249	233	73	223	213	203	252	233	71	224	212	202	2	2	2	2.2
11	252	242	232	69	223	213	N/A	204	253	232	69	223	213	205	254	233	70	224	213	204	N/A	N/A	N/A	N/A

Teachers College-Reading and Writing Project

Running Record Targets/Triggers

Grade	Fall Target	Fall Trigger	Winter Target	Winter Trigger	Spring Target	Spring Trigger
K			B	O	D	C
1	D	C	G	F	J	I
2	J	I	L	J	M	L
3	M	L	O	M	P	N
4	P	N	Q	O	R	P
5	R	P	S	Q	T	R

Intervention Selection and Deployment

- ▶ Review of Current Practices
- ▶ Review of Research
 - Wisconsin Rtl Center
 - National Center on Response to Intervention
 - National Center on Intensive Intervention

Intervention Selection and Deployment

Repeated Readings

Skill Area	Fluency
Description	<p>The goal of Repeated Readings is to improve reading fluency by increasing automaticity for students in grades 1 through 5. Repeatedly practicing passages results in students reading at a faster rate.</p> <p>Students in Repeated Readings meet for approximately 15 minutes per day, 3-5 days per week individually.</p>
Entrance Criteria	<p>Students should be referred for Repeated Readings through school-based Problem-Solving Team identifying fluency as a root cause for academic struggles. Students referred for Repeated Readings typically exhibit the following profile on standardized testing:</p> <ul style="list-style-type: none"> ● Fluency Score on the TC Rubric of 2 or lower ● Score of WPM 25th percentile or lower on the TC Running Record according to Oral Reading Fluency Targets ● Passage reading fluency CBM score below the 20th %ile
Progress Monitoring	<p>Passage Reading Fluency CBM will be conducted twice a month (more often if more information is needed for decision making)</p> <ul style="list-style-type: none"> ● Administer baseline CBM in the first week of intervention (3 CBM in one week's time-use median) <p>Weekly Running Record</p>
Exit Criteria	<p>Students should be considered for exit from the Repeated Readings intervention when they:</p> <ul style="list-style-type: none"> ● Approach the 50th percentile on the three consecutive Passage Reading Fluency CBM with accuracy of 96% or better ● Earn a Fluency Score on the TC Rubric of 3 or higher ● Earn a WPM score at the 50th percentile or higher according to the Oral Reading Fluency Targets using the TC Running Record Assessment.

- Intervention Description
- Entrance and Exit Guidelines
- Progress Monitoring Expectations

***Adapted from allthingsplc.info

Intervention Selection and Deployment



Intervention Checklist
****DRAFT****

Intervention Name: _____ Skills addressed: _____

Date of Observation: _____

Minutes per session: _____

Number of recommended weeks: _____

Group size:	<ul style="list-style-type: none"> Decrease size of group (6 or less) Use to provide more individualized instruction Use to provide more practice, response opportunities, and interaction with feedback 	Group size:
		Comments:
Required Elements	Descriptors/Evidence	Observation/Comments
1. Explicit Instruction (use during initial learning and generalization) <ul style="list-style-type: none"> Aligned with root cause 	<ul style="list-style-type: none"> Overtly teaching each step through teacher modeling and examples 	Observed: Yes or No Skills addressed:
2. Systematic Instruction (occurs with explicit instruction) <ul style="list-style-type: none"> Aligned with root cause 	<ul style="list-style-type: none"> Breaking lessons and activities into sequential, manageable steps that progress from simple to more complex concepts and skills 	Observed: Yes or No Comments:
3. Ample Practice <ul style="list-style-type: none"> Opportunities to Respond Goal: 5-6 OTR's per minute	<ul style="list-style-type: none"> Providing many opportunities to respond (OTR) for students to demonstrate what they are learning Types of OTR: Teacher directed individual responding, Teacher directed unison responding, student to student responding (Goal is a combination of 30% individual and 70% unison response) Gradually fade scaffolding and support so students can assume responsibility for tasks 	Observed: Yes or No OTR per minute: Trial 1: Trial 2:
4. Immediate Feedback Feedback is one of the most powerful tools for improving student outcomes (Hattie, 2007) Feedback Answers Three Questions <ol style="list-style-type: none"> Where am I going? (goals) How am I going? (feedback) Where to next? (feed forward) 	<ul style="list-style-type: none"> Incorporating feedback (from teacher or peers) during initial instruction Error correction: correct errors until the student is able to complete tasks with 95% accuracy, independent practice of correctly completed tasks Feedback needs to help students <u>complete tasks more effectively</u> Students are able to <u>explain</u> concepts in their own words using <u>key terms</u> that were taught 	Observed: Yes or No Comments:
5. Data Collection/Progress Monitoring	<ul style="list-style-type: none"> Baseline measures conducted Curriculum based measures are administered on a regular basis (weekly, bi-monthly) Measures align with student need and skills addressed by intervention Goal is determined 	Observed: Yes or No Comments:
Adapted from: <u>Intensifying instruction to meet student needs</u> : Wanzek, J. (2013) from MILC Leadership Summit.	Comments:	Summary:

• Explicit and Systematic Instruction

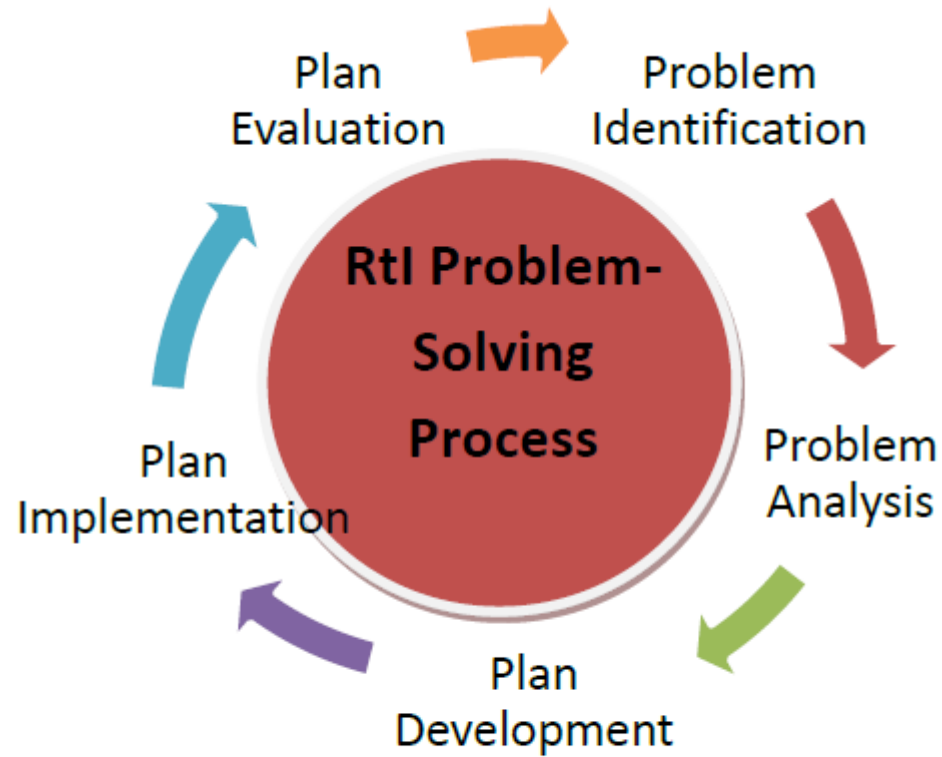
• Practice

• Feedback

• Progress Monitoring

***Adapted from Intensifying instruction to meet student needs: Wanzek, J. (2013) from MILC Leadership Summit

Problem-Solving Process

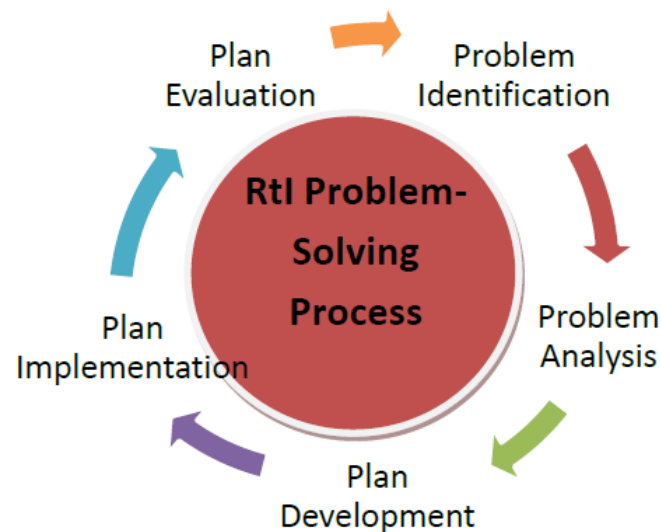


Adapted from Oregon Rtl Project

Problem-Solving Process

Critical PST Component Checklist

Component:	1-4 Components Present	Evidence/Comments:
Problem Identification:		
The following are present: <ul style="list-style-type: none"> • Data from universal screening measures • Grade level expectation (benchmark) • Student comparison to peers • Gap between student score and expected peer score 	/4	
Problem Analysis:		
The following are present: <ul style="list-style-type: none"> • A hypothesis is developed regarding the suspected <u>root cause</u> of academic or behavioral deficit • Two sources of data collected to confirm area of deficit-triangulate into intervention • Data was collected to determine if deficit was due to <u>skill and/or performance deficit</u> • Data is used to confirm hypothesis 	/4	
Plan Development:		
<ul style="list-style-type: none"> • Goal relates to behavior/skill identified in Problem Analysis • Goal is data based and developed from Problem Analysis • Goal developed that uses expected attainment and/or rate of improvement • Intervention selection based on skills identified in Problem Analysis 	/4	
Intervention Plan:		
<ul style="list-style-type: none"> • Goal includes data and target scores (triangulate: CBM and other forms of data) • Progress monitoring measures selected (enter measures in text box) • Frequency of Progress Monitoring selected • Data review scheduled (estimate of 2 months out) 	/4	
Total:	/16= %	



Adapted from Oregon RtI Project

Targets: Typically, the goal is 80% when targeting system change.

80% of 16 would be 13/16

90% and the eventual goal would be 14/16 when a PST is high functioning.

Problem-Solving Process

SDE Problem Solving Team Plan for **Quarter X, 20XX**

Current Interventions: Identified Disability: ☐ Wilson ☐ Learning Support ☐ Spec Ed STP ☐ Spec Ed Math ☐ Spec Ed LA ☐ ACE Support Area:

Triggers:

Statement of Problem: _____

Root Cause(s):

GOAL:

Plan of Action:

Who is Responsible:

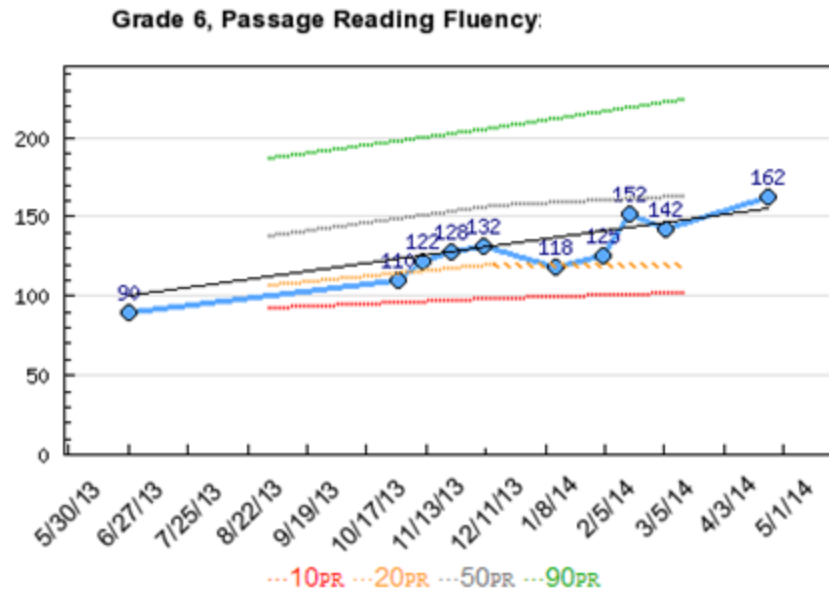
Where will it occur:

How Often:

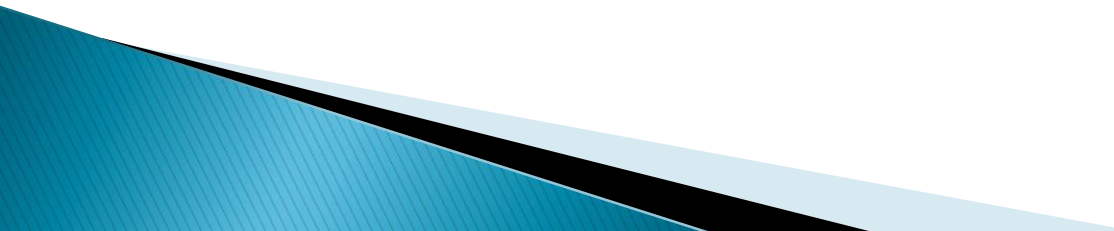
Progress Monitoring:

Progress Monitoring

- ▶ CBM
 - EasyCBM
 - AIMSWeb
- ▶ DBR



Progress Monitoring

- ▶ What Percentage of Time is the Student Academically Engaged?
 - ▶ What Percentage of Time is the Student Respectful?
 - ▶ What Percentage of Time is the Student Disruptive?
- 

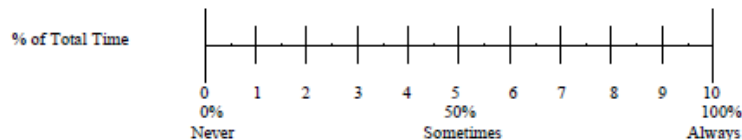
Progress Monitoring

Direct Behavior Rating (DBR) Form: 3 Standard Behaviors

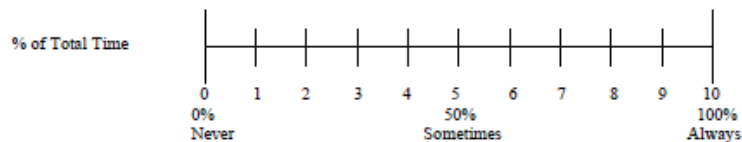
Date:	Student:	Activity Description:
M T W Th F	Rater:	
Observation Time: Start: _____ End: _____ <input type="checkbox"/> Check if no observation today	Behavior Descriptions: <p>Academically engaged is actively or passively participating in the classroom activity. For example: writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.</p> <p>Respectful is defined as compliant and polite behavior in response to adult direction and/or interactions with peers and adults. For example: follows teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation.</p> <p>Disruptive is student action that interrupts regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.</p>	

Directions: Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors since some behaviors may co-occur.

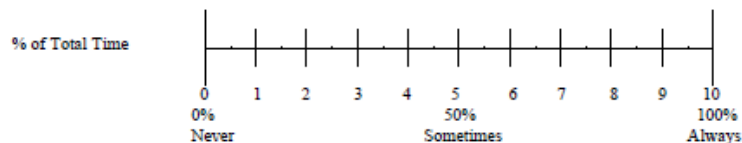
Academically Engaged



Respectful



Disruptive *



* Remember that a lower score for "Disruptive" is more desirable.

► Narrow to Specific Behavior

► Set Goals

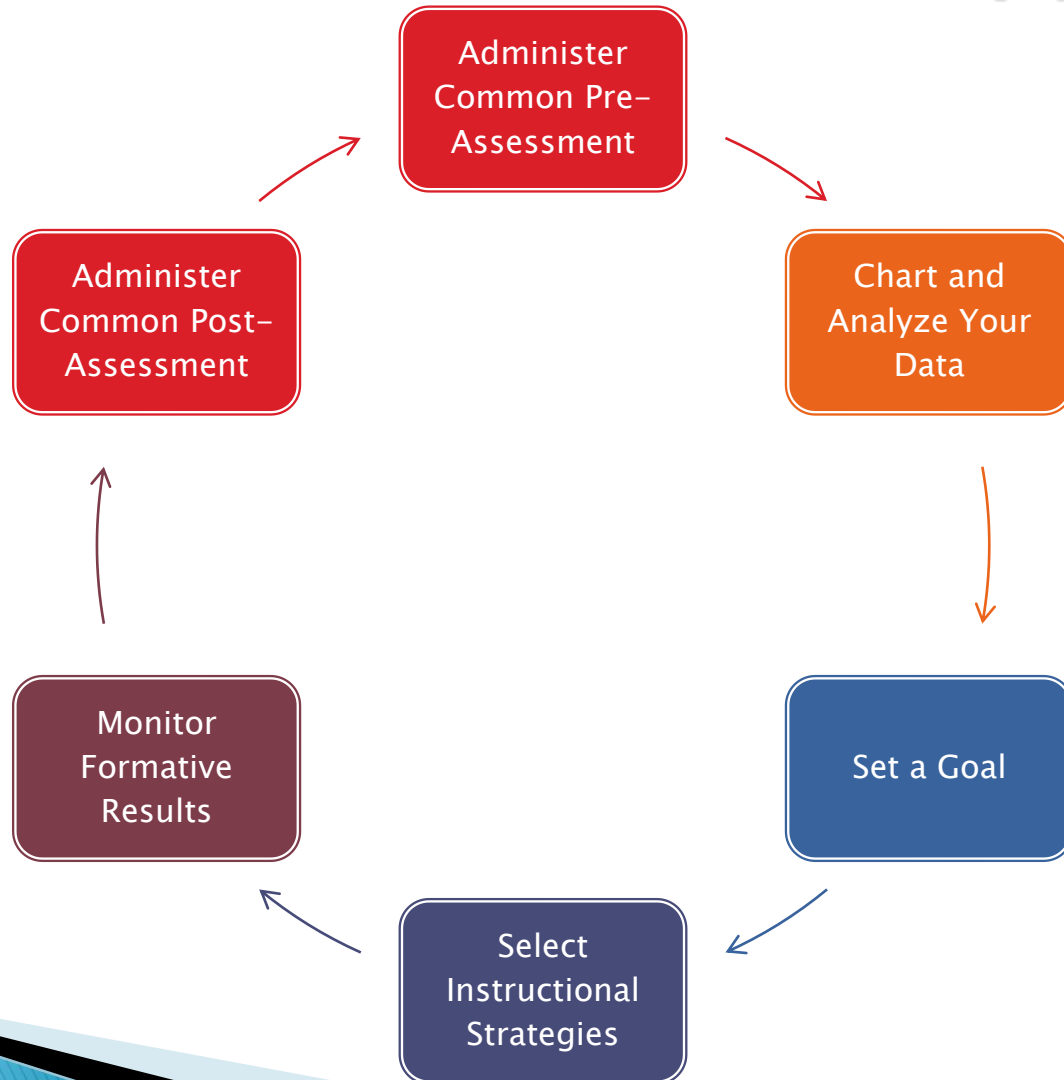
► Monitor Progress

Instructional Data Teams



Data Teams are small, grade-level, department, course-alike, or organizational teams that examine work generated from a common formative assessment.

Classroom Intervention, Differentiation, And Support



Step 1: Collect & Chart Your Data

	Possible Intervention	Far to Go	Close to Proficient	Proficient and Higher
Students:				
Percentage:				

Step 1: Collect & Chart Your Data

Step One: Collect and Chart Data

Teachers' Names	# of students who took assessment	# of students proficient and higher	% of students proficient and higher	# of students not proficient	# and names of students who are close	# and names of students who are far	# and names of students who are not likely
Manuel	26	7	27%	19	8 Laura, Doug, Dave, Rachel, Steve, Robert, Juan, Susan	8	3
Marie	29	4	14%	25	15	5	5
Thomas	32	3	9%	29	14	6	9
Angela	31	8	26%	23	10	7	6
Totals	118	22	19%	96	47	26	23

Step 1: Analyze & Prioritize

Students Close to Proficient

Strengths	Inferences
Errors and Misconceptions	Inferences

Step 2: Set SMART Goal

*The percentage of _____ scoring
proficient or higher in _____ will
increase from _____ to _____
_____ by the end of _____ as measured
by _____ administered on _____
_____.*

SMART Goal = SLO



Setting Growth Targets

Elmbrook Guide for Setting 1-Year and 3-Year Targets

Target Priority Level	Total Number of Students Being Compared			
	50	100	200	500+
	Percentage Points Difference			
Nominal	5-10	4-6	2-4	2
Moderate	13	9	6	4
Aggressive	16	12	8	6

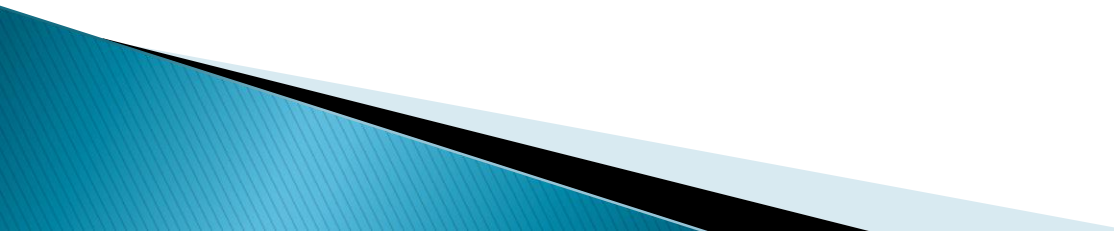
***Based on the work of Doug White

Step 3: Select Instructional Strategies

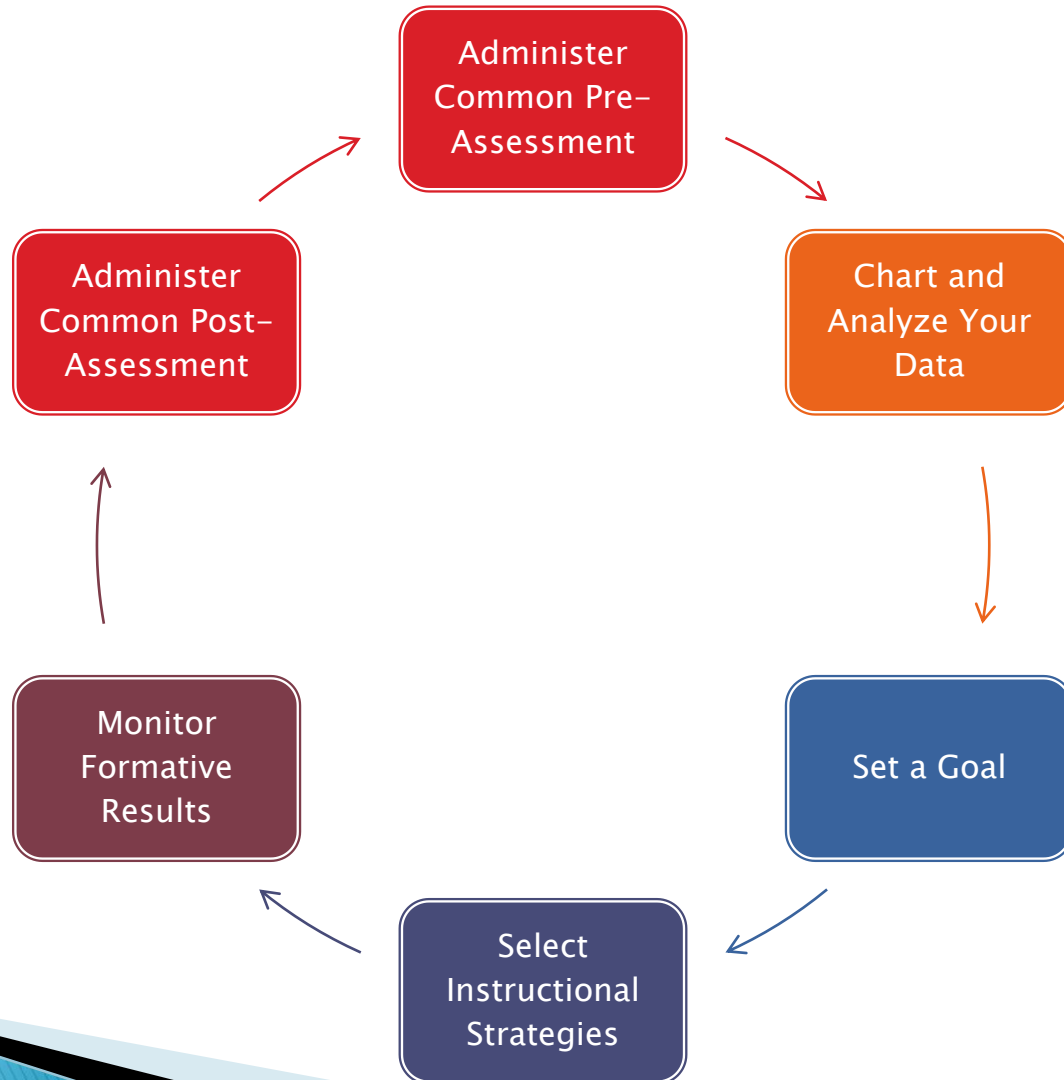


Step 3: Determine Results Indicators

If I _____ (*teacher*), then
students _____ (*student
behavior*), so that _____
(*student outcomes*).



Step 6: Monitor and Evaluate Results



Contact Us!

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