RTI…
BRIDGING THE GAPS
TOWARDS ACADEMIC SUCCESS
Waycross Middle School
Ware County Georgia
PRESENTERS

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Quiz: Which tier represents general education?
Tiers and their Interventions

**Tier 4**
- Typically special education students and ESL.
- Specialized programs.
- Adapted content or instructional delivery.

**Tier 3**
- SST driven instructional learning.
- Individualized assessment, tailored interventions to respond to student's needs.
- Frequent formative assessment.
- Consideration for specially designed instruction only when data indicates a need (e.g. gifted or special education services).

**Tier 2**
- Needs based interventions.
- Uses established intervention protocols.
- Frequent progress monitoring.

**Tier 1**
- Standards-based classroom with all students participating in instruction that is differentiated, research-based, and guided by progress monitoring and balanced assessments.
DETERMINING STUDENT PLACEMENT FOR RTI

1. Universal screenings for both math and reading using Star math and RI reading inventory, (formerly known as SRI). These screening assessments are conducted during the first few weeks of school.

2. Georgia Milestones data is used to see if there is a consistency in the scores.

3. Students who are in RTI at the end of a school year will continue with placement unless their new screening scores indicate average range performance.
Criteria and Numbers

A. Determine how many students you can accommodate,

B. When you can provide the interventions, and

C. Who will implement the interventions. Several of our students receive interventions during an ELT (extended learning time) period in addition to or in place of an RTI period.
Review Your Recent Data From Universal Screenings

- **Organize your SRI data and STAR Math data to display scores from the lowest percentiles and determine students who fall below the 25th percentile range.**

- **Students who fall below the 25th percentile will be your main focus of concern. Keep in mind that the average student is at the 50th percentile, so you may want to include students up to the 30th percentile for tier 2 placement.**
Consider Tier 2 Placement

- If students are below the 25\textsuperscript{th} percentile and not receiving services from special education, then they should be placed in RTI and monitored as a tier 2 student for interventions.
From the lowest percentile rank, determine if students are already tiered and if they are receiving interventions.
WHEN TO CONSIDER TIER -3 PLACEMENT?

Each school should have a student support team (SST). The SST meet to review data and determine a student’s placement in Tier 3.
When the SST is Considering Tier – 3 Placement

- **Question:** What is the difference between tier 2 and tier 3?
- **Answer:** Often, teachers are not seeing growth or gains in a student even after they have been receiving interventions. Data indicates the child is still struggling with skills even after being given interventions. There are concerns that the child might have a learning disability based on the lack of progress.
A Student in Tier – 3

- Will have meetings with the parents and members of the SST.
- There are state guidelines that have to be followed once a student is placed in tier 3.
- The student will be progress monitored more frequently.
- The student may be screened by the school psychologist with parent consent.
- The student may be referred for Special Education testing.
INTERVENTIONS

Scientifically proven to close the educational gaps for students in reading and math.
Reading Interventions

Scientific and evidence based interventions are to be used and monitored with students placed in tier 2 or 3 interventions. These interventions are tailored towards the student’s needs and monitored on a scheduled basis.

Reading interventions depend on if the student is struggling with **phonics**, **fluency**, or **comprehension**.

Reading interventions for phonics include Academy of Reading.

Reading interventions for **fluency** include Scientific Learning Reading Assistant.

Reading interventions for **comprehension** include Scientific Learning Fast ForWord.

B. We are currently piloting System 44 and Read 180 which accommodates all three areas of intervention. I have one 6th grade class and two 8th grade classes using these programs.
Fluency Practice For Students At Any Grade Level

The prescribed intervention is Sci Learn Reading Assistant. This program is designed for students to be read to, then read the same passage aloud with the program monitoring for errors.

A wise professor told me to never rely on just a computer program. The teacher must play a role in the intervention process as well. Here are a few extra ways to help your students in addition to their prescribed interventions:

Six–Minute Solution is a quick way to include fluency practice with partner reading. It is quick, simple, and allows students to see and hear text daily.

Guided Reading allows the teacher to listen to students read and take running records of the student while they read.
Reading interventions...

- Most interventions are based on 30 minute protocols and should be implemented at least 3 times a week. Following the prescribed intervention time frame will help maintain fidelity of the intervention.

- Our current reading intervention for building vocabulary and comprehension is Fast ForWord. This is a 3-5 day a week protocol.

An important part of any program is to reward your students who do well. Consider increased learning gains, leveling up, or just trying their best.
Math Interventions

Math drill practice is beneficial for students struggling with basic facts. Math Facts In A Flash is a great way to start each math session, giving a quick 8 – 10 minute drill on basic facts. Students work through a progressive set of skills.

- Academy of Math is the prescribed intervention, and places students in a level based on their pre-test results. Fidelity of the program requires student usage of at least 3 days a week, 30 minute sessions.
ADDITIONAL MATH INTERVENTIONS INCLUDE:

Accelerated math, Khan Academy, and IXL
Progress Monitoring - Fluency

- It is important to set a schedule of monitoring your student’s progress with the current interventions.

- If a student is below the 50th percentile on a given fluency screening, then they should be receiving interventions for fluency and monitored bi-weekly for tier 2 and monitored weekly for tier 3.

- Our current screener is EPS AutoSkills which gives students a one minute timed reading passage in which the student is recorded as they read aloud. The teacher then scores the read passage.
Students who are given interventions to aid in building comprehension skills may use programs such as Fast ForWord, Guided Reading, or Read 180.

Students will be monitored every 3 weeks using the Renaissance STAR Reading assessment.

The black trend line rising is a good sign.
Students who are being monitored in tier 2 or tier 3 will take the STAR Math assessment every three weeks.

The goal is to obtain at least three data points consistently above the 50th percentile range.
Analyzing the Data

First, create a spreadsheet to document your student’s testing data. This is ongoing.

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<th>Tier</th>
<th>SRI 8/15</th>
<th>ORF 8/26 % tile</th>
<th>ORF 9/8 % tile</th>
<th>STAR 9/10 % tile</th>
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<tbody>
<tr>
<td>Brown</td>
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<td>Stevens</td>
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<td></td>
</tr>
<tr>
<td>Willis</td>
<td>4</td>
<td>431</td>
<td>13%</td>
<td>16%</td>
</tr>
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</table>

Data review should include all teachers, administrators, and psychologist at the beginning of the school year, mid-year, and end of the school year. Throughout the school year, teachers can inform the interventionist of students who they have concerns about as well.

Students who are being monitored in Tier 3 should have regular meetings, with parents, teachers, and the school psychologist to determine what is working or additional steps that might need to be taken.
Data that Occurs ... The next step
TRY A NEW INTERVENTION

Conduct a meeting with teachers and determine if there is another intervention that might be more applicable for the student based on his or her needs.

Document this in the student’s folder under interventions prescribed along with the frequency. (eg. 3 x week, 30 min. a day)
What to do if you have a tier 3 student who is not showing gains

- At this point, if all interventions have been attempted and student still has scores considerably below the average percentile, then make a recommendation for Special Education testing.

- Follow your district’s guidelines for referring students for Special Education screening.
Take note of the below basic readers (23%), as well as the percentage of advanced readers (16%).
Again, we are watching and hoping to decrease the number of students who are below basic in reading lexile.
We have bridged the gaps in student’s reading skills, both in the below basic and basic levels.
A few final thoughts

Rewards and praises go a long way with struggling students. Let them know you appreciate their hard work!

Show off their successes.

Be consistent with your progress monitoring.

Review student’s data.

Take action.
WE WISH YOU MANY BLESSINGS IN HELPING YOUR STUDENTS BECOME MORE SUCCESSFUL.

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