

# **A Systems Approach to MTSS**

## **Overview of Implementation**

WAVE Conference  
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Wayne A. Callender  
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## **Thank You for Attending** **Today's Focus:**

- ✓ Overview Systems Approach to RTI for academics
- ✓ Placement Pathways and Intervention Sequences - how they work
- ✓ Interventions for Tiers 2 & 3
- ✓ Good Standing Model
- ✓ Three Tier Attendance Model

## Your Objective...

Identify ideas from the information presented today regarding a Systems Approach to RTI could make a difference in your school.

Consider:

- ✓ Efficiency
- ✓ Fewer Meetings
- ✓ Fewer Struggling Students
- ✓ Decrease in Behaviors
- ✓ Systems Responsive to Student Needs
- ✓ Effective Interventions

## Too Often, Schools...

- Try to fix or help struggling students **one student at a time** through problem solving meetings and creating individualized plans (Old RTI)
- Apply ineffective **interventions** or effective interventions in ineffective ways (e.g., brainstorming interventions)
- Turn to the most costly and time consuming approach... **Special Education**

## The Costs

- A potential number of hours spent problem solving individual students is **108** x **6** team members (**648** hours)
- The average cost of meeting to discuss individual students is **\$23,625 per school**
- The cost of not being successful is measured in **Student Lives**, impact to families, communities, and society

## NOT Efficient

- Teacher created interventions
- Filling out pre-referral paperwork
- Lots of student referrals
- Lots of meetings to discuss individual students
- Lots of meetings to plan or follow up other meetings
- More meetings
- Possibly lots of students being placed in special education unnecessarily
- Lots of frustration and lots of failure

## Let's Take a Moment

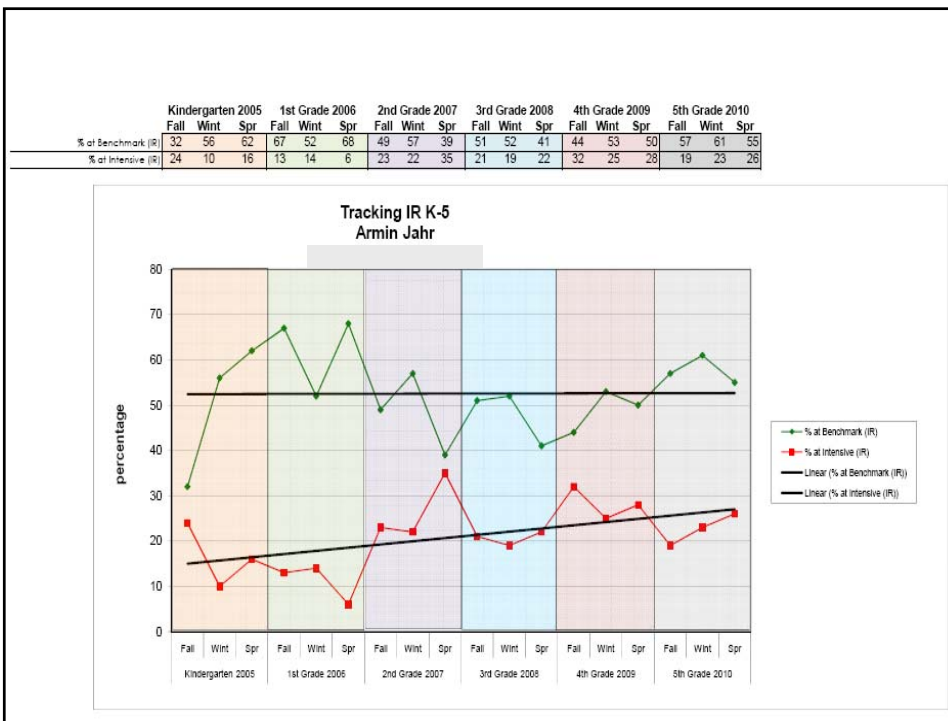
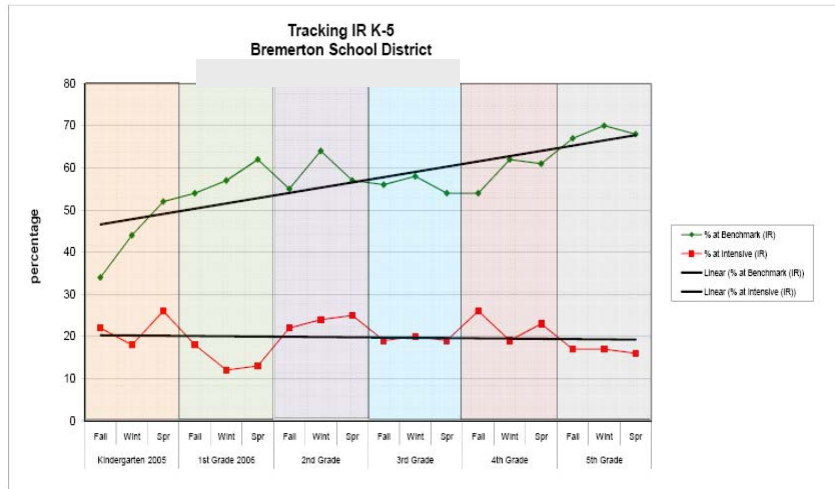
- Consider what's going right with your school's approach to helping struggling students
- What could be improved?
  - Efficiency
  - Timeliness
  - Help all students
  - Better interventions
  - Use of data
  - Everyone on the same page
  - A way to evaluate how well interventions work
  - Consistency across grades/schools
- Make a commitment to see the possibilities

## Consider...

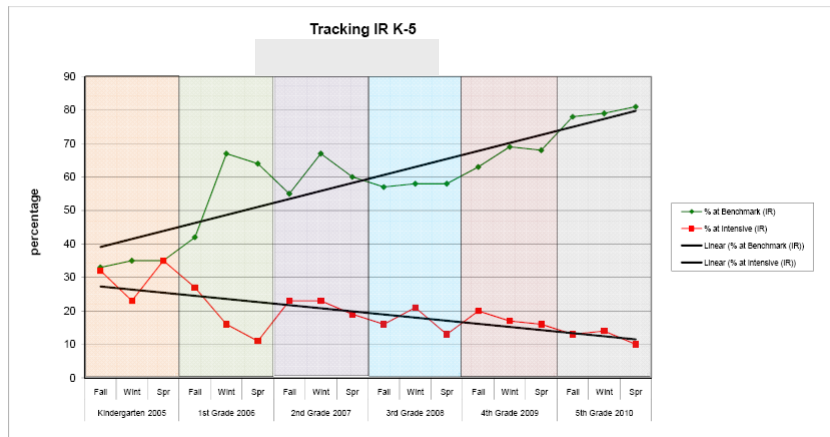
How Would you Describe an  
Effective System?

## How Well Is Your System Working – District?

|                     | Kindergarten 2005 |      |     | 1st Grade 2006 |      |     | 2nd Grade |      |     | 3rd Grade |      |     | 4th Grade |      |     | 5th Grade |      |     |
|---------------------|-------------------|------|-----|----------------|------|-----|-----------|------|-----|-----------|------|-----|-----------|------|-----|-----------|------|-----|
| % of Benchmark (IR) | Fall              | Wint | Spr | Fall           | Wint | Spr | Fall      | Wint | Spr | Fall      | Wint | Spr | Fall      | Wint | Spr | Fall      | Wint | Spr |
| % of Intensive (IR) | 22                | 18   | 26  | 18             | 12   | 13  | 22        | 24   | 25  | 19        | 20   | 19  | 26        | 19   | 23  | 17        | 17   | 16  |



|                     | Kindergarten 2005 |    |    | 1st Grade 2006 |    |    | 2nd Grade 2007 |    |    | 3rd Grade 2008 |    |    | 4th Grade 2009 |    |    | 5th Grade 2010 |    |    |
|---------------------|-------------------|----|----|----------------|----|----|----------------|----|----|----------------|----|----|----------------|----|----|----------------|----|----|
| % at Benchmark (IR) | 33                | 35 | 35 | 42             | 67 | 64 | 55             | 67 | 60 | 57             | 58 | 58 | 63             | 69 | 68 | 78             | 79 | 81 |
| % at Intensive (IR) | 32                | 23 | 35 | 27             | 16 | 11 | 23             | 23 | 19 | 16             | 21 | 13 | 20             | 17 | 16 | 13             | 14 | 10 |



## Understanding a School-Wide Approach to MTSS: Step 1

- **Developing Systems of Support**

Outcomes:

1. Know the big ideas of the RTI Framework
2. Understand Placement Pathways (protocols for supporting students) and Intervention Sequences (how interventions connect)
3. Logistics: understand how scheduling and personnel could be adjusted to meet the needs of more students more efficiently

## What Intervention?

Based on level of support and deficit indicated

**TIER 1 BENCHMARK** Core Coursework/Standards

**TIER 2 STRATEGIC** Supplemental program/instruction according to specific skill deficits  
*Below the 40<sup>th</sup> percentile – less than 2 years behind*

**TIER 3 INTENSIVE** Comprehensive Intervention program  
*Below 20<sup>th</sup> percentile – two or more years behind*

## Success Zone Probabilities

45%

**GREEN**

High probability of grade-level or above success

20%

**YELLOW**

Questionable probability of grade-level or above success

35%

**RED**

Low probability of grade-level or above success

## School-Wide MTSS

### What's Different?

- A School-Wide Approach – proactive rather than re-active
- A tiered approach that makes sense – no waiting periods or qualifying for help
- A Sensible Assessment Plan – less of it, but used better
- Intervention Sequences – not quick fixes and less reliance on “intervention strategies”
- Focus on Effective Systems rather than Defective Kids

## Systematic?

### Contrasting Approaches

#### School A:

##### (School-Wide Approach)

- ✓ Students screened
- ✓ Support aligned to student needs and immediate
- ✓ Support pre-arranged – structured for success
- ✓ Monitoring system evaluates effectiveness of supports
- ✓ Pre-established goals must be met
- ✓ Focus is to assure Effective Systems

#### School B:

- ✓ Struggling students identified for support over time by teachers
- ✓ Support often a “one size fits all” or require students to “qualify”
- ✓ Plan for support is “reactive”
- ✓ Limited use of monitoring and specific to students
- ✓ Goal is time oriented
- ✓ Limited or no evaluation of systems



## Elementary Reading Placement Pathway

| Screening                               | AIMSweb Composite Score   |  |   |   |  |  |
|---|---|--|---|---|--|--|
|   | INTENSIVE   | STRATEGIC (between 21st and 39th percentile)   |   |   | BENCHMARK  | ADVANCED                                       |
| Diagnosis: Criteria                     | Intensive on AIMSweb/at or below the 20th percentile  | Did not pass all portions of CORE Consortium on Reading Excellence Phonics Screener (fast/slow, but wrong) | Passed CORE Phonics Screener, not at benchmark on ORF (accurate, but slow)    | Passed CORE Phonics Screener and at benchmark on ORF, below 39th percentile on Comprehension (accurate and fluent, but poor comprehension)            | 40th -75th percentile on AIMSweb Composite                             | 76th percentile and higher on AIMSweb          |
|   | ↓   | ↓  | ↓   | ↓   | ↓  | ↓  |
| Focus                                   | COMPREHENSIVE   | PHONICS  | FLUENCY   | COMPREHENSION   | CORE CONTENT   | ENRICHMENTS                                    |
| Focus Skills                            | Basic reading skills: Letter/sound correspondence, decoding, fluency, vocabulary, comprehension | Target decoding skills identified on CORE Phonics Screener   | Automatically decoding words, reading high frequency, and phrasing sentences. | Below 20th percentile on Vocabulary Assessment = Focus on Language and Reasoning. Above 20th percentile on Vocab. = Focus on Comprehension Strategies | Wonders and Wonder Works   | Wonders and Enrichment                         |
| Intervention                            | Reading Mastery Reading and Language  | Phonics for Reading  | Read Naturally  | Language focus = Language for Learning/Thinking; Comprehension focus = Achieve 3000   | Small group-Levelled Readers, Consider "Templates" phonics instruction | Advanced vocabulary, comprehension and writing |
|   |   | Core Reading: Wonders, Wonder Works & Achieve 3000   |   |   |  |  |
| Length of Time                          | 90 minutes daily (core replacement)   | 30 minutes   | 30 minutes  | 30 minutes  | 30 minutes   | 30 minutes                                     |
| Verify Progress                         | Reading Mastery In-program assessments and AIMSweb (once monthly)                               | Phonics for Reading Assessments; AIMSweb Progress Monitoring (once monthly)                                | Read Naturally and AIMSweb Progress Monitoring (once monthly)                 | Program Assessments; AIMSweb Vocabulary or Comprehension  | In-Program Assessment  | In-Program Assessments                         |
| Identify Method to Verify Effectiveness | Adequate progress on AIMSweb (Summary of Impact Report)   |  |   |   |  |  |

## Middle School Reading Placement Pathway (Grades 6-8)

| Screening                               | MAP and EasyCBM   |   |   |   |   |
|---|---|---|---|---|---|
|   | INTENSIVE   | STRATEGIC   |   | BENCHMARK   | ABOVE Benchmark   |
| Diagnosis: Criteria                     | At or Below 20th %ile   | 21st to 39th Percentile   | 21st to 39th Percentile   | 40th Percentile to 74th Percentile                | 75th Percentile and Above   |
|   | ↓   | ↓   | ↓   | ↓   | ↓   |
| Focus                                   | COMPREHENSIVE   | PHONICS   | COMPREHENSION   | CORE CONTENT                                      | CORE CONTENT PLUS   |
| Focus Skills                            | Basic reading skills: Letter/sound correspondence, decoding, fluency, vocabulary, comprehension | Advanced Phonics  | Language/Vocabulary and Comprehension   | Core Content Aligned to Standards/Curriculum Maps | Core Content Aligned to Standards/Curriculum Maps and Advanced Classes/Acceleration |
| Intervention                            | Corrective Reading Decoding and Comprehension   | Rewards and Rewards Plus  | Comprehension = Achieve 3000 Language = Flex Reading & Achieve 3000                       | Core Content Aligned to Standards/Curriculum Maps | Core Content Aligned to Standards/Curriculum Maps and Advanced Classes/Acceleration |
| Length of Time                          | 90 Minutes Daily (two class periods) as replacement to Language Arts Class                      | 45 Minutes in addition to Core Language Arts Class (one class period), Five Days per Week | 45 Minutes (one class period) in addition to Core Language Arts Class, Five Days per Week | One Class Period                                  | One Class Period  |
| Verify Progress                         | In-program assessments and EasyCBM  | In-program assessments and EasyCBM  | In-program assessments and EasyCBM  | Interim Assessments                               | Interim Assessments   |
| Identify Method to Verify Effectiveness | Benchmark Testing (percentage of students making adequate progress in each category)            |   |   |   |   |

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# Placement Pathways MS

## Riverton Middle School Reading Placement Pathway

| Screening           | New students and those below 50%tile on MAP receive EasyCBM Screening   |   |   |   |  |  |   |  |  |
|---------------------|---|---|---|---|--|--|---|--|--|
|                     | INTENSIVE   |   | STRATEGIC   |   |  |  |   | BENCHMARK  | ADVANCED   |
| Diagnosis: Criteria | At or Below 10th% percentile on EasyCBM all three areas (High Risk Level) (difficulty with multiple reading skills) | At/Below 10th percentile on EasyCBM PRF (Some Risk) | Between the 11th and 39th percentile on EasyCBM PRF (Some Risk) with Phonic Decolts (fast/slow & wrong) | Between the 11th and 39th percentile on EasyCBM PRF (Some Risk) Pass the Phonics Screener | At/Below 10th percentile on EasyCBM MCRC (Some Risk) | Between the 20th and 39th percentile on EasyCBM MCRC (Some Risk) (accurate and fluent, poor comprehension) Red/Yellow on Vocab | Between the 20th and 39th percentile on EasyCBM MCRC (Some Risk) (accurate and fluent, poor comprehension) Green on Vocab | Between the 20th and 39th percentile on EasyCBM (fast & right) | Above 75th percentile on EasyCBM demonstrates need for additional challenge/ advancement |
| Focus               | COMPREHENSIVE   | PRF   |   |   | MCRC   | MCRC & VOCAB   |   | CORE CONTENT   | ENRICHMENTS  |
|                     |   | PHONICS   |   | FLUENCY   | COMPREHENSION  | COMPREHENSION & Vocabulary   |   |  |  |
| Focus Skills        | Basic reading skills: Letter/sound correspondence, decoding, fluency, vocabulary, comprehension                     | Letter/sound correspondence, decoding, fluency      | Letter/sound correspondence, decoding, fluency  | Automatically decoding words, reading high frequency, and phrasing sentences.             | Comprehension Skills and/or Strategies               | Comprehension Skills and/or Strategies   | Comprehension Skills and/or Strategies  | Core Coursework  | Advanced Content Focus Comprehension Strategies, Writing                                 |
| Intervention        | Alternate Core, Corrective Reading Decoding and Corrective Reading Comprehension                                    | Corrective Reading Decoding                         | Rewards   | Fluency Solution<br>includes comprehension  | READ 180<br>includes fluency                         | READ 180<br>includes fluency   | Read to Achieve<br>includes fluency   | Regular Core Class   | Regular Core Class, additional Enrichment class  |
| Length of Time      | Two Class Periods per day   | 1 class period B1/B2: 1 quarter C: 1 Semester       | 1 class period 1 semester   | 2 class periods until proficient  | 2 class periods until proficient                     | 2 class periods until proficient   | Semester/Year   |  |  |
| Verify Progress     | In-Program assessments and EasyCBM (all)  | In-Program and EasyCBM PRF                          |   |   |  |  |   | *Performance in Core Coursework                                | *Classroom performance<br>*Rubrics on  |

# Social/Emotional Behavioral

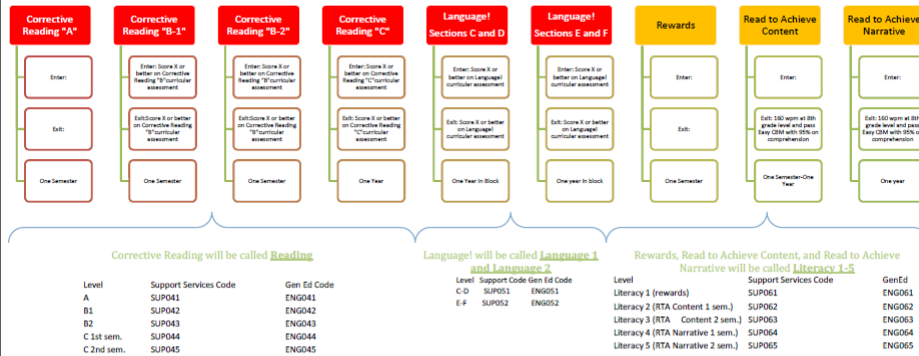
## Social Emotional/Behavior Pathway

|                            |  |  |   |  |
|----------------------------|--|--|---|--|
| <b>Screening</b>           | Social Emotional Teacher Screening - Multiple Gating (series of progressive more complex assessment procedures to identify students in need)<br>1. <b>Teacher Identified Screener</b> - complete at three benchmark periods (fall, winter, spring) (Completed by referring teacher)<br>2. <b>Screensers:</b> completed by referring teacher and student to include observation<br>AIMSWeb,<br>Walker Survey Instrument,<br>DAP - Developmental Asset Profile<br>If a student scores in the concern category or higher they move to the 3rd level of the Gating Process<br>3. <b>Team Confirmation:</b> Occurs at team meeting with Regular Education Teacher(s), Behavior Consultant, Principal, and Counselor.<br>Screening notification should be noted in student handbook - we are informing the parent not seeking consent. |  |   |  |
| <b>Tier Level</b>          | <b>Tier 4 - IEP</b>  | <b>Tier 3 - Intensive</b>  | <b>Tier 2 - Strategic</b>   | <b>Tier 1 - Benchmark</b>  |
| <b>Diagnosis: Criteria</b> | -Unsuccessful with Tier 1-3 supports<br>-Special Education evaluation-presence of emotional disturbance<br>-Wraparound services pursued<br>-Increased intensity of services<br>-2% of students   | -Identified by the Multiple Gating Process<br>-Unsuccessful with tier 1 & 2 supports<br>-More than six major office referrals<br>-Goal is 3-5% of students                                   | -Identified by the Multiple Gating Process<br>-Unresponsive to Tier 1 universal supports<br>-Between three to six major office referrals<br>-Goal is 10% of students  | -Not identified thru Multiple Gating Screening<br>-Successful with school wide supports<br>-Two or fewer major office referrals (SWIS)<br>-Goal is 85% of students |
| <b>Focus:</b>              | -continuing supports provided through Tiers 1, 2, and 3.<br>-wraparound<br>-community supports   | -FBA based support<br>-Conduct FBA to identify variables maintaining behavior<br>-Altering environmental contingencies surrounding problem behavior<br>-Weekly behavior replacement training | -support individual students who continue to exhibit challenging behaviors despite Tier 1 without removal from general education setting<br>-additional generalized supports<br>-minimal assessment (best guess)<br>-topography of the behavior | -basic positive preventative behavior supports combined with classroom management<br>-all students   |

# The Intervention Sequence

Score 0-8 on EASY CBM or/and LVL 1 or 2 on HSPE

Score a 9-12 on EASY CBM and/or LVL 2 or 3 on HSPE

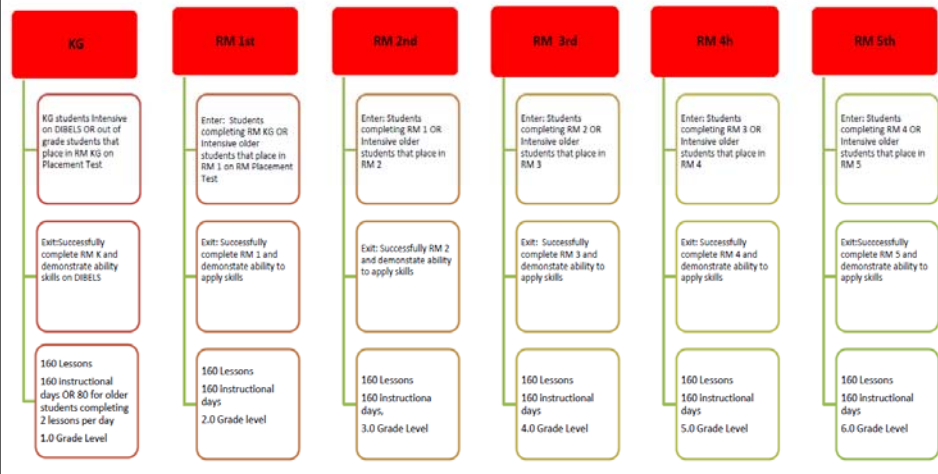


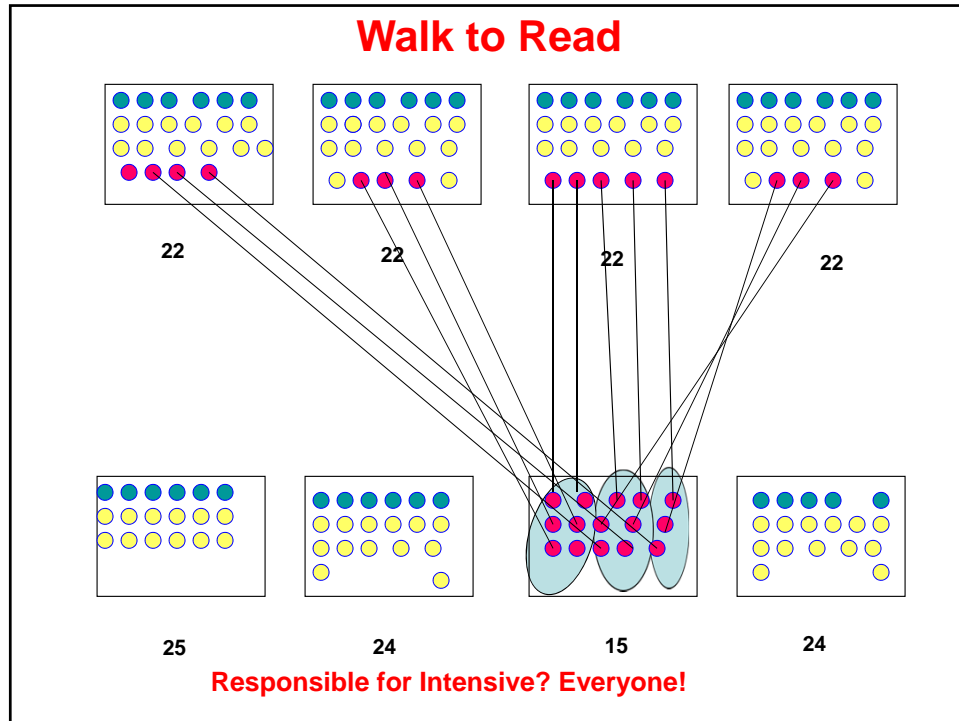
Mike Smith, River Ridge High School, 360-412-4826, msmith@nthurston.k12.wa.us

# The Intervention Sequence

## Elementary Reading

Elementary Reading Intervention Sequence Chart - Example

Alternate Core Reading Sequence - Reading Mastery  
K-5



### Master Schedule Using Modified Joplin Plan

|             | K            | 1st            | 2nd            | 3rd            | 4th            | 5th            | 6th            |             |
|-------------|--------------|----------------|----------------|----------------|----------------|----------------|----------------|-------------|
| 8:00-8:15   |              |                |                |                |                |                |                | 8:00-8:15   |
| 8:15-8:30   |              |                |                |                |                |                |                | 8:15-8:30   |
| 8:30-8:45   | Class starts | Class starts   | Class starts   | Class starts   | Class starts   | Class starts   | Class starts   | 8:30-8:45   |
| 8:45-9:00   |              | <b>Reading</b> | Writing        | Math           | Math           | <b>Reading</b> | <b>Reading</b> | 8:45-9:00   |
| 9:00-9:15   |              | <b>Reading</b> | Writing        | Math           | Math           | <b>Reading</b> | <b>Reading</b> | 9:00-9:15   |
| 9:15-9:30   |              | <b>Reading</b> | Writing        | Math           | Math           | <b>Reading</b> | <b>Reading</b> | 9:15-9:30   |
| 9:30-9:45   |              | <b>Reading</b> | Writing        | Math           | Math           | <b>Reading</b> | <b>Reading</b> | 9:30-9:45   |
| 9:45-10:00  |              | <b>Reading</b> | RECESS         | RECESS         | RECESS         | <b>Reading</b> | <b>Reading</b> | 9:45-10:00  |
| 10:00-10:15 |              | <b>Reading</b> | RECESS         | RECESS         | RECESS         | <b>Reading</b> | <b>Reading</b> | 10:00-10:15 |
| 10:15-10:30 |              | RECESS         | RECESS         | RECESS         | RECESS         | RECESS         | RECESS         | 10:15-10:30 |
| 10:30-10:45 |              | Title Reading  | <b>Reading</b> | Writing        | Writing        | RECESS         | RECESS         | 10:30-10:45 |
| 10:45-11:00 |              | Title Reading  | <b>Reading</b> | Writing        | Writing        | Writing        | Writing        | 10:45-11:00 |
| 11:00-11:15 |              | Writing        | <b>Reading</b> | Writing        | Writing        | Writing        | Writing        | 11:00-11:15 |
| 11:15-11:30 | LUNCH        | Writing        | <b>Reading</b> | Writing        | Writing        | Writing        | Writing        | 11:15-11:30 |
| 11:30-11:45 | LUNCH        | Writing        | <b>Reading</b> | LUNCH          | LUNCH          | Writing        | Writing        | 11:30-11:45 |
| 11:45-12:00 |              | Writing        | <b>Reading</b> | LUNCH          | LUNCH          | Writing        | Writing        | 11:45-12:00 |
| 12:00-12:15 |              | LUNCH          | LUNCH          | RECESS         | RECESS         | LUNCH          | LUNCH          | 12:00-12:15 |
| 12:15-12:30 |              | LUNCH          | LUNCH          | RECESS         | RECESS         | LUNCH          | LUNCH          | 12:15-12:30 |
| 12:30-12:45 |              | Math           | Math           | <b>Reading</b> | <b>Reading</b> | RECESS         | RECESS         | 12:30-12:45 |
| 12:45-1:00  |              | Math           | Math           | <b>Reading</b> | <b>Reading</b> | RECESS         | RECESS         | 12:45-1:00  |
| 1:00-1:15   |              | Math           | Math           | <b>Reading</b> | <b>Reading</b> | Math           | Math           | 1:00-1:15   |
| 1:15-1:30   |              | Math           | Math           | <b>Reading</b> | <b>Reading</b> | Math           | Math           | 1:15-1:30   |
| 1:30-1:45   |              |                |                | <b>Reading</b> | <b>Reading</b> | Math           | Math           | 1:30-1:45   |
| 1:45-2:00   |              |                |                | <b>Reading</b> | <b>Reading</b> | Math           | Math           | 1:45-2:00   |
| 2:00-2:15   |              |                |                |                |                | RECESS         | RECESS         | 2:00-2:15   |
| 2:15-2:30   |              |                |                | RECESS         | RECESS         |                |                | 2:15-2:30   |
| 2:30-2:45   |              | RECESS         | RECESS         |                |                |                |                | 2:30-2:45   |
| 2:45-3:00   |              |                |                |                |                |                |                | 2:45-3:00   |
| 3:00-3:15   | Class ends   | Class ends     | Class ends     | Class ends     | Class ends     | Class ends     | Class ends     | 3:00-3:15   |
| 3:15-3:30   |              |                |                |                |                |                |                | 3:15-3:30   |
| 3:30-3:45   |              |                |                |                |                |                |                | 3:30-3:45   |
| 3:45-4:00   |              |                |                |                |                |                |                | 3:45-4:00   |

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# Establishing Classes for Intervention

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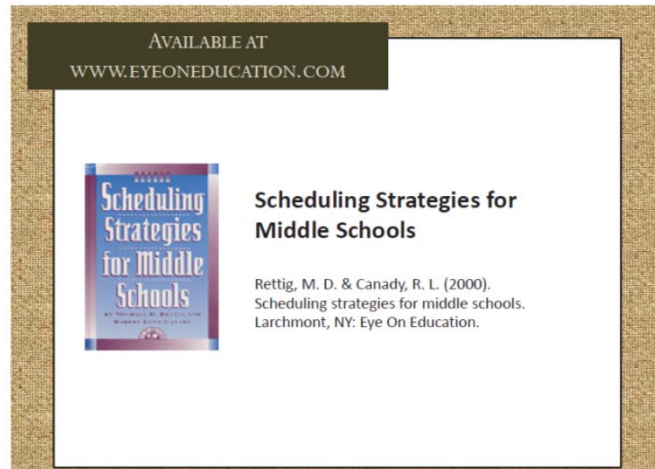
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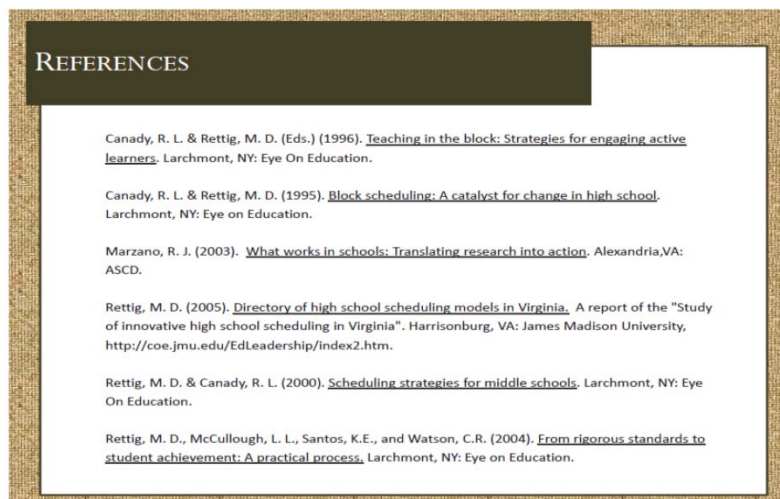
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## Information Regarding Secondary Scheduling



## Information Regarding Secondary Scheduling





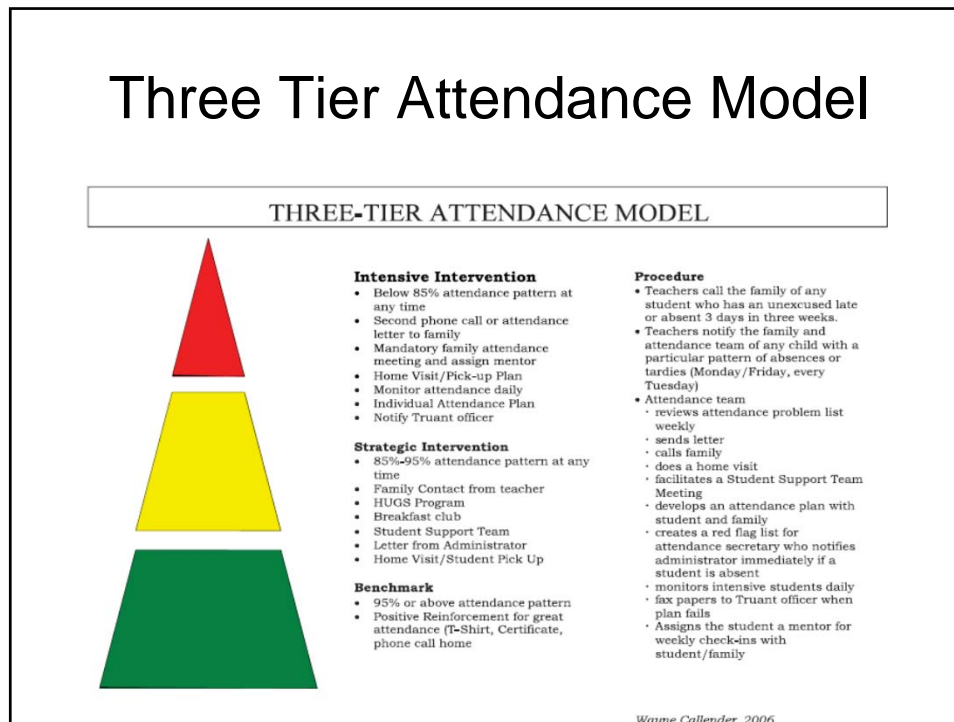
## Information Regarding Secondary Scheduling



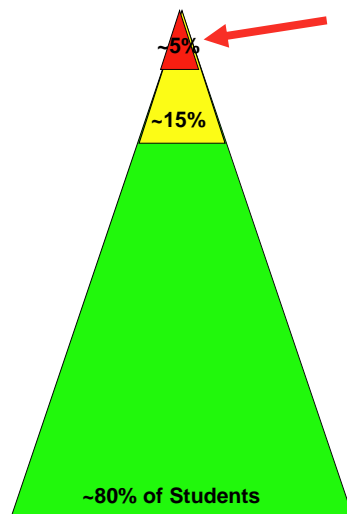
## Time and Grouping Considerations for Intervention

- Students are placed according to placement test recommendations (students with similar skills/needs)
- Most interventions are designed for whole class or medium sized groups
- Intensive students = 2 class periods per day
- Strategic students = 1 class period

# Three Tier Attendance Model



## The Middle and High School Problem:



**ONLY TIER 3 Programs That Often Don't Provide What Students Need**

### - Weak Tier 3 Interventions

Content Area Tutoring

Help with Homework

Alternative Content Area Courses (Often Taught by Non-Credentialed Persons)

### - No Tier 2 Options

**- Little Attention to Tier 1**  
Improvement of Teacher Effectiveness



## Make a Distinction: Support vs. Intervention

- Support: designed to provide general assistance (help with homework, further explain a concept, opportunity for additional practice, etc.)
- Intervention: designed to improve a specific skill or sets of skills

## Teaching and Learning: Step 2

- **Research Validated Interventions**

Outcomes:

1. Know the difference between research based and research validated interventions.
2. Know key considerations when selecting interventions.
3. Evaluate Interventions used in your school. Are they research validated? Students placed according to instructional need

## **Intervention.** Use a Scientifically Validated Approach

- Investigate the research base of your programs and interventions
- Identify sources of information for evaluating effectiveness of programs
- Know your own context and needs
- Match interventions with student needs (benchmark, strategic and intensive)
- Monitor the extent to which they are effective
- Change ineffective programs and strategies

## **TIER 2 - STRATEGIC**

- **30-45 min. daily**
- **Small group**
- **In addition to the core**
- **Targets specific skill deficits**
- **Can be part of core or supplemental to core**
- **Can occur within core instruction or in addition to core instruction**

## TIER 2: Supplemental Programs/Support (strategic)

- Support and firm up the critical elements of a core or basic program
- Provide additional instruction in one or two areas of need (i.e., fill in math facts, procedural errors, conceptual misunderstandings)
- May include large group, small group, one-on-one instruction
- Provide additional support
- Provide more teacher scaffolding, opportunities for feedback
- Provide more explicit and systematic instruction
- Provide more opportunities for practice and reinforcement

Examples:

### Reading

Achieve 3000  
Read Naturally  
Phonics for Reading

### Math

Number Worlds  
First Steps in Mathematics  
Error Analysis

### Behavior

PBS -  
targeted

## Tier II vs. Tier III

### Tier II Interventions

- 20 – 40 percentile
- Targeted skills
- In addition to core language arts or math class
- Embedded within class or one period per day

### Tier III Interventions

- Below 20<sup>th</sup> %ile
- Comprehensive focus (basic skills)
- Often in place of core language arts or math class
- Use of published intervention programs

## TIER 3 - INTENSIVE

- Often more comprehensive focused (e.g., phonics, vocabulary and comprehension)
- Basic Skills focus
- 60 minutes or more daily
- Smaller group (e.g., 4-6 students)
- Often taught in place of regular reading or math class
- Students will likely require modifications and accommodations within content area classes

## Intervention is NOT Slower and Louder

- Lots of programs are using the buzzwords, but (1) may **not actually teach them**, or (2) be **little more than a Core** with more practice.
- Core programs are **NOT** designed to meet the needs of **ALL students - (20 -25%) may require a different approach)**.
- Intensive level learners require a **highly structured, systematic** approach

## Intensive (Tier 3) Instruction – Reading

### TIME

- **Elementary:** 90 minutes a day of replacement Curriculum w/ additional 30 minutes if needed Intervention and 60 minutes Language Arts (Writing, Grammar, Speaking and Spelling)

### INSTRUCTION

- Replacement intervention instruction
- Accelerated literacy intervention
- Highly qualified instructor
- Fidelity of instruction
- Native language literacy support
- Smallest class size (16-18)
- Daily small groups (low teacher ratio proportionally appropriate to grade level)
- Targeting instruction to meet students' needs: phonics, fluency, vocabulary, comprehension, language and writing
- Transitional support between tiers
- Response to intervention model
- Communication with student, parents, instructional staff, and specialist
- Explicit, direct and sequential instruction, modeling, think-aloud, check for understanding, active engagement, and guided practice
- Multiple opportunities for practice
- 5 Mores: explicit instruction, modeling, guided practice, feedback, and time

### ASSESSMENT

- Universal Screening, Progress Monitoring, Formative, and Summative

## Intensive (Tier 3) Instruction - Math

### TIME

- **Elementary:** 60-95 minutes a day of replacement Curriculum w/ additional 30 minutes targeted instruction as necessary

### INSTRUCTION

- Replacement intervention instruction
- Highly trained instructor
- Fidelity of instruction
- Smallest class size
- Daily small groups (low teacher ratio proportionally appropriate to grade level)
- Transitional support between tiers
- Communication with student, parents, instructional staff, and specialist
- Explicit, direct and sequential instruction, modeling, think-aloud, check for understanding, active engagement, and guided practice
- Multiple opportunities for practice
- 5 Mores: explicit instruction, modeling, guided practice, feedback, and time

### ASSESSMENT

- Universal Screening, Progress Monitoring, Formative, and Summative

## Intervention – Tier 3

One finding from all research is that a comprehensive instructional program is necessary to ensure that instruction does not lead to splintered understanding that slows acquisition of sophisticated problem-solving skills.

## To be Clear...Intervention CANNOT be Optional

- Reinforce the notion we are obligated to provide intervention
- Advertise what interventions are offered and why
- Don't ask for permission; can't opt out
- Explain how interventions work, long-term investment, what students will be able to do as a result; intervention internships?
- Must get buy-in of parents, older students – intervention is not something we do to them

# Rule # 1

NO  
WIMPY  
INTERVENTIONS!

## Scientifically Validated vs. Research-Based

### **Research Validated:**

Studies that have carefully controlled implementation of practices or programs to show that the program has resulted in an increase of students skills when compared to another instructional approach.

### **Research-Based:**

Based on the general science, such as the five big ideas that have been identified for reading by an extensive review of the research to be critical in reading development.

## Example Reading Programs Grade K-6 (Examples)

| Core Programs   | Supplemental Program   | Intervention Programs  |
|---|--|--|
| <ul style="list-style-type: none"> <li>•Open Court</li> <li>•Wonders</li> <li>•Journeys</li> <li>•Engage NY</li> </ul> <p>           *PA = Phonemic Awareness<br/>           *P = Phonics<br/>           *F = Fluency<br/>           *C = Comprehension<br/>           *V=Vocabulary         </p> | <ul style="list-style-type: none"> <li>•Road to the Code – PA</li> <li>•Read Naturally – F</li> <li>•Achieve 3000 – V, C</li> <li>•Quick Reads-F</li> <li>•Phonemic Awareness in Young Children – PA</li> <li>•Ladders to Literacy – PA</li> <li>•SIPPS – P</li> <li>•PALS – P</li> <li>•Lindamood Bell – PA, P</li> <li>•Wilson – PA, P</li> <li>•Language for Learning (k-1) V</li> <li>•Language for Thinking (2-4) V, C</li> </ul> | <ul style="list-style-type: none"> <li>•Early Reading Intervention (K-1) PA, P</li> <li>•Reading Mastery PA, P, F, C</li> <li>•Reading Mastery Plus PA, P, F, C, V</li> <li>•Horizons PA, P, F, C</li> <li>•Read Well (K-1) PA, P, F, C, V</li> <li>•Waterford Levels PA, P, F, C, V(1-2)</li> <li>•Corrective Reading: (3rd and above) PA, P, F, C</li> </ul> |

## Example of Reading Programs Grade 4-12 Supplemental/Intervention

- ✓ REACH
  - ✓ Corrective Reading
  - ✓ Reasoning and Writing
  - ✓ Morphographic Spelling
- ✓ Read 180 plus SIPPS
- ✓ Corrective Reading
- ✓ Lindamood-Bell
- ✓ Language!
- ✓ Wilson
- ✓ Rewards
- ✓ Achieve 3000



## Wayne's Biased Intervention List - Elementary

### Comprehensive Reading Interventions:

1. Reading Mastery – Signature Edition (SRA)
2. Horizons (SRA)
3. Early Intervention in Reading (SRA)
4. Read Well (Sopris West)

### Strategic Reading Interventions:

1. Phonics for Reading (Curriculum Associates)
2. Rewards Intermediate (Sopris West) – advanced decoding
3. Language for Learning/Thinking (SRA) – language skills
4. Six Minute Solution (Sopris West) - fluency

### Math:

1. Connecting Math Concepts (K-8)
2. Corrective Math

## Wayne's Biased Intervention List - Secondary

### Comprehensive Reading Interventions:

1. Reach (Corrective Reading, Reasoning and Writing, Morphographic Spelling)
2. Language!
3. Read 180
4. Fusion Reading
5. Wilson Reading
6. SRA FLEX Reading

### Strategic Reading Interventions:

1. Rewards (Multi syllable decoding)
2. Read to Achieve (comprehension strategies)

### Math:

1. Essentials for Algebra
2. Corrective Math
3. Trans Math

## Data-Based Decision Making: Step 3

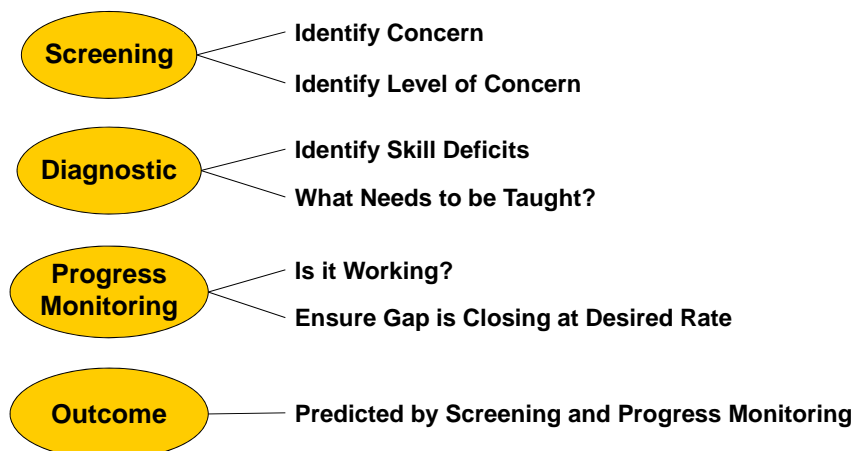
- **Universal Screening**
- **Key Considerations for Diagnostic Testing**
- **Effective Progress Monitoring and Data Meetings**

Outcomes:

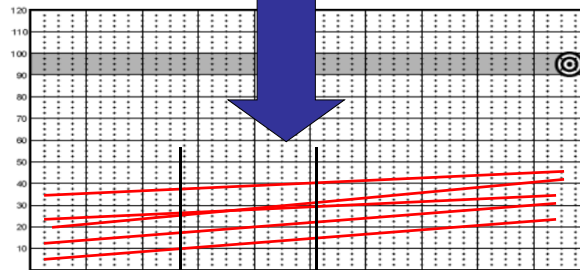
1. Universal Screeners should be in place and effectively used to determine when and what level of supports are necessary.
2. Use diagnostic assessments that are brief and effective.
3. Use progress monitoring to determine if intervention is effective. Arrange data so it can be systematically reviewed.

## Data-Based Decision Making

### 4 Purposes of Assessment



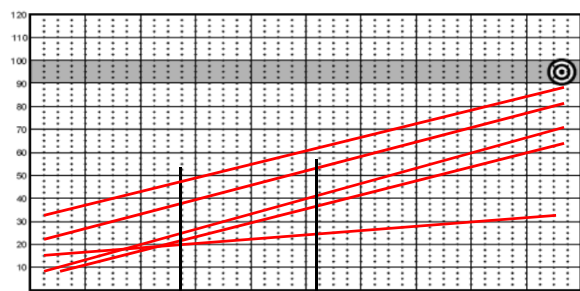
## Monitor Instructional Groups



### Group A

Student weekly growth:  
**.5 cwpm**

Instructional Group Average weekly growth:  
**.5 cwpm**



### Group B

Student weekly growth:  
**.5 cwpm**

Instructional Group Average weekly growth:  
**1.75 cwpm**

Fien, 2007

## Useful Format to Guide Data Meetings

Monitoring Instructional Groups  
Kidgraph Form 1

Group Instructor: Beck      Program: RM Signature 2  
Grade/Group: 3<sup>rd</sup> - BlueJays      Date: 10/15/09  
Expected Lesson# 113  
Actual Lesson # 107

| Student Name                      | Passed Mastery Tests? | On Ainline? | Behavior +/- | Days Absent | Comments:                                    |
|-----------------------------------|-----------------------|-------------|--------------|-------------|--|
| Randi                             | ✓                     | ✓           | +            | 0           |  |
| Missy                             | ✓                     | ✓           | +            | 0           |  |
| Candis                            | ✗                     | ✓           | +            | 0           | Failed last 2 mastery tests; passed re-tests |
| Travis                            | ✓                     | ✓           | +            | 1           |  |
| Jani                              | ✗                     | ✗           | +            | 0           | Passed re-test                               |
| Code                              | ✓                     | ✓           | +            | 0           |  |
| Jentry                            | ✓                     | ✓           | +            | 0           |  |
| Marrisa                           | ✓                     | ✓           | +            | 2           | Passed all previous mastery tests            |
| Pedro                             | ✓                     | ✓           | -            | 0           |  |
| Marc Anthony                      | ✓                     | ✓           | +            | 0           |  |
| Toni                              | ✓                     | ✓           | +            | 0           |  |
| Jill                              | ✓                     | ✓           | +            | 0           |  |
| % of students Passing/on Ainline? | 83%                   | 92%         |              |             |  |

# Weekly School-Wide Tracking System

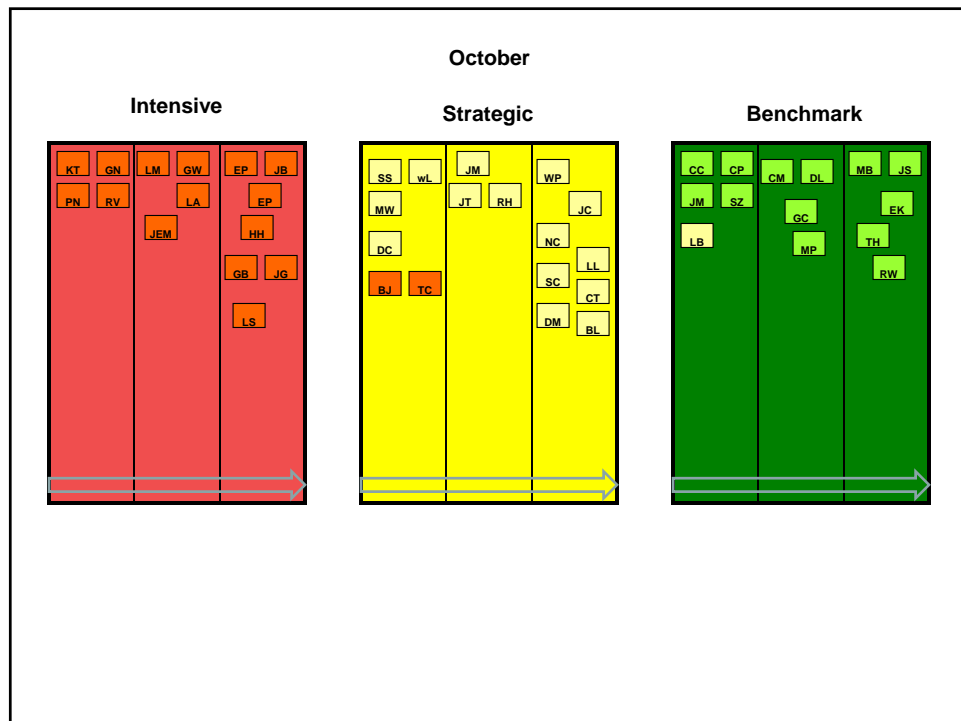
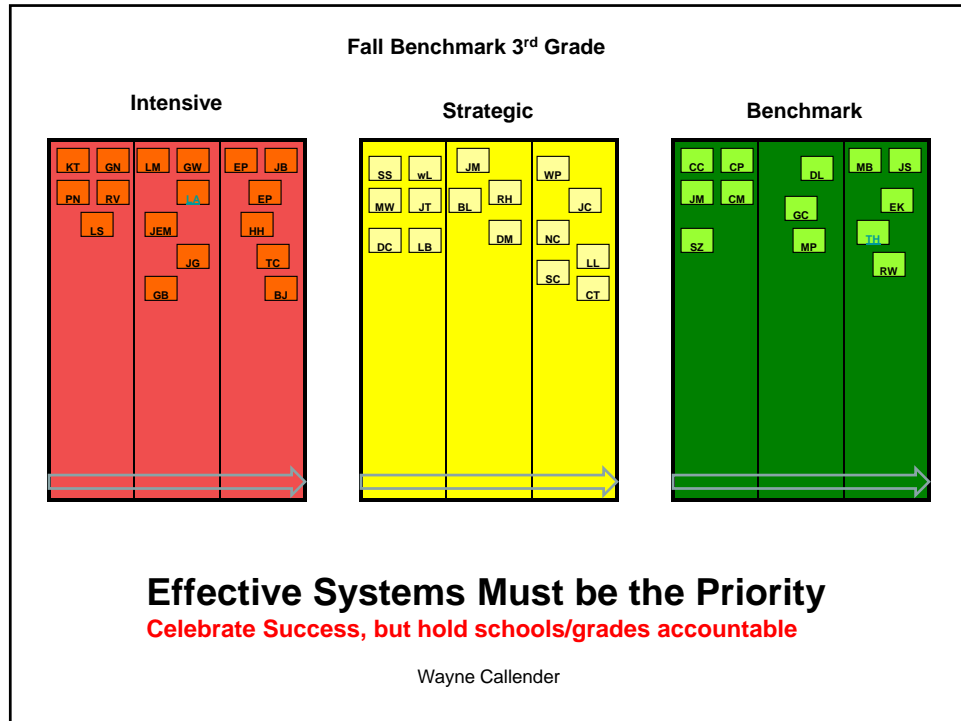
Language Arts Weekly Intervention Summary

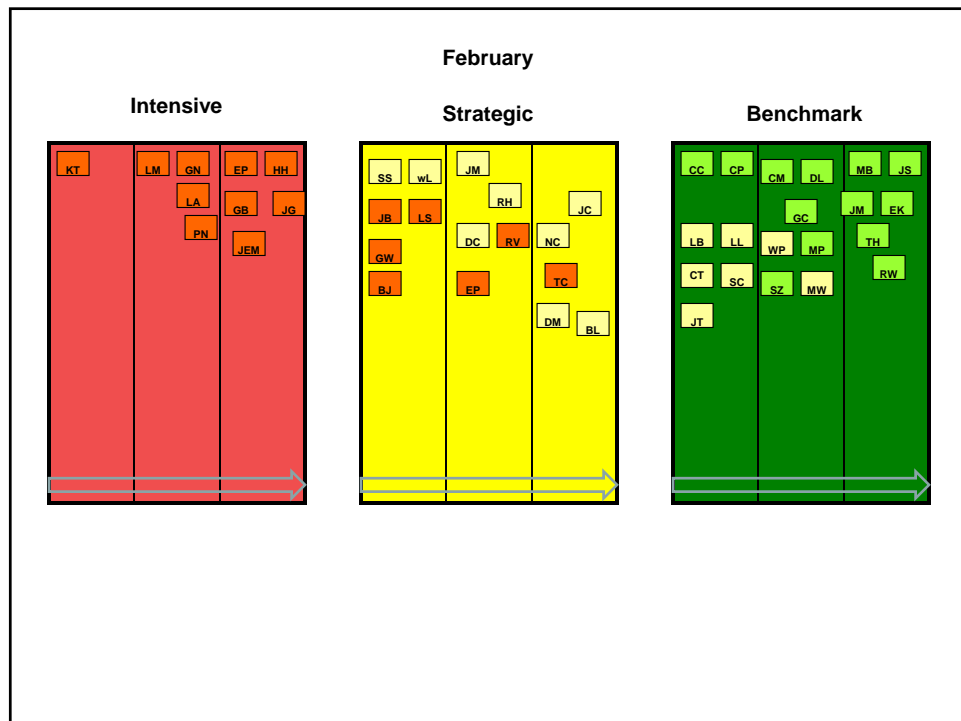
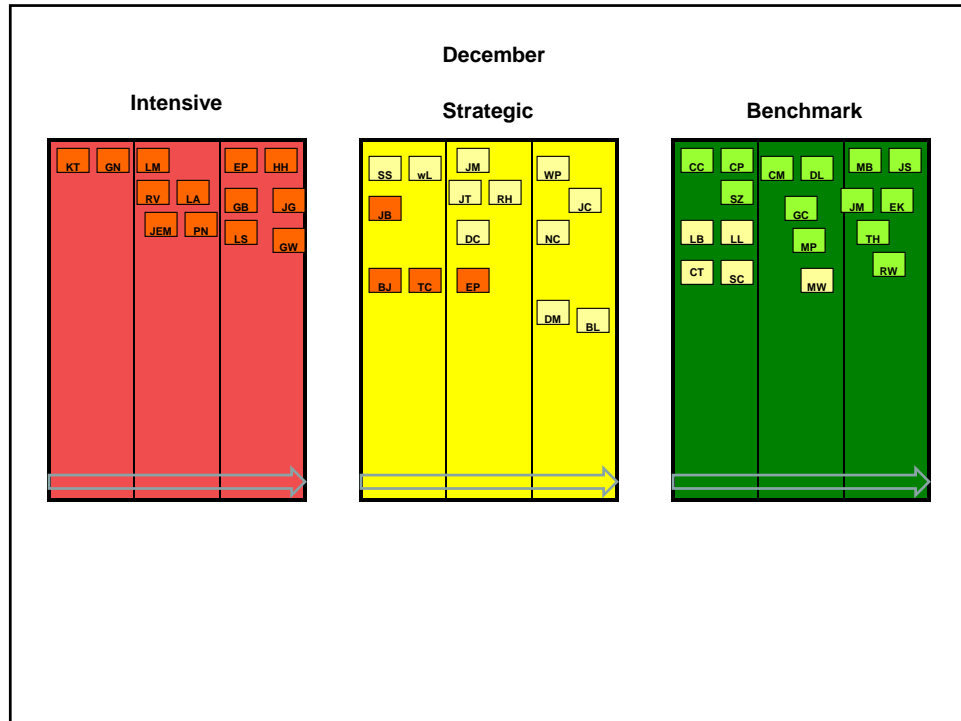
| Teacher   | Intervention        | Current Lesson # | Expected Lesson # | # of Lessons for the week | Instructional Days | Assessment Administered? | % Passed | % No Pass | % Not Tested |
|-----------|---------------------|------------------|-------------------|---------------------------|--------------------|--------------------------|----------|-----------|--------------|
| Abernathy | Decoding C          | 112              | 110               | 4                         | 4                  | Y                        | 71%      | 29%       |              |
| Black     | Comprehension       | 57               | 62                | 3                         | 4                  | Y                        | 94%      | 6%        |              |
| Collins   | Decoding C          | 28               | 28                | 4                         | 4                  | Y                        | 81%      | 19%       |              |
| Collins   | Decoding C          | 28               | 28                | 4                         | 4                  | Y                        | 90%      | 10%       |              |
| Gray      | B2/Dec C 2nd        | 68               | 72                | 2                         | 4                  | Y                        | 95%      | 5%        |              |
| Gray      | B2/Dec C 4th        | 41               | 55                | 2                         | 4                  | Y                        | 89%      | 11%       |              |
| Gray      | Read to Achieve     | 9.1              | 9.1               | 3                         | 4                  | Y                        | 41%      | 59%       |              |
| Hardy     | Read to Achieve 2nd | 10.3             | 10.3              | 4                         | 4                  | N                        |          |           |              |
| Hardy     | Read to Achieve 3rd | 10.3             | 10.3              | 4                         | 4                  | N                        |          |           |              |
| Jefferies | B2 8th              | 21               | 45                | 2                         | 4                  | Y                        | 95%      | 5%        |              |
| Jefferies | B2 7th              | 61               | 59                | 4                         | 4                  | Y                        | 99%      | 1%        |              |
| Jefferies | B2 6th              | 51               | 52                | 5                         | 4                  | Y                        | 94%      | 6%        |              |
| Lightman  | B2                  | 42               | 45                | 4                         | 4                  | Y                        | 95%      | 5%        |              |
| Lightman  | Read to Achieve     | 11.3             | 11.3              | 4                         | 4                  | N                        |          |           |              |
| Morrison  | Read to Achieve 7th | 7.8              | 7.8               | 4                         | 4                  | Y                        | 77%      | 23%       |              |
| Morrison  | Read to Achieve 8th | 5.4              | 6.6               | 3                         | 4                  | Y                        | 85%      | 15%       |              |
| Morrison  | B2                  | 45               | 45                | 4                         | 4                  | Y                        | 70%      | 30%       |              |
| Shepherd  | Read to Achieve 7th | 9.1              | 9.8               | 2                         | 4                  | Y                        | 75%      | 25%       |              |
| Shepherd  | Read to Achieve 4th | 5.6              | 6.9               | 2                         | 4                  | Y                        | 84%      | 16%       |              |
| Soboleski | Read to Achieve 2nd | 10.2             | 10.2              | 3                         | 3                  | N                        |          |           |              |
| Soboleski | Read to Achieve 4th | 10.2             | 10.2              | 3                         | 3                  | N                        |          |           |              |
| Soboleski | Read to Achieve 6th | 6.8              | 6.8               | 3                         | 3                  | Y                        | 44%      | 59%       |              |
| Weiland   | B2                  | 63               | 58                | 3                         | 4                  | Y                        | 94%      | 6%        |              |
| Weiland   | Decoding C          | 13               | 13                | 4                         | 4                  | Y                        | 100%     | 0%        |              |
| Weiland   | Decoding C          | 22               | 22                | 4                         | 4                  | Y                        | 100%     | 0%        |              |
| Average   |                     |                  |                   |                           |                    |                          | 83.5%    | 18.3%     | #DIV/0!      |

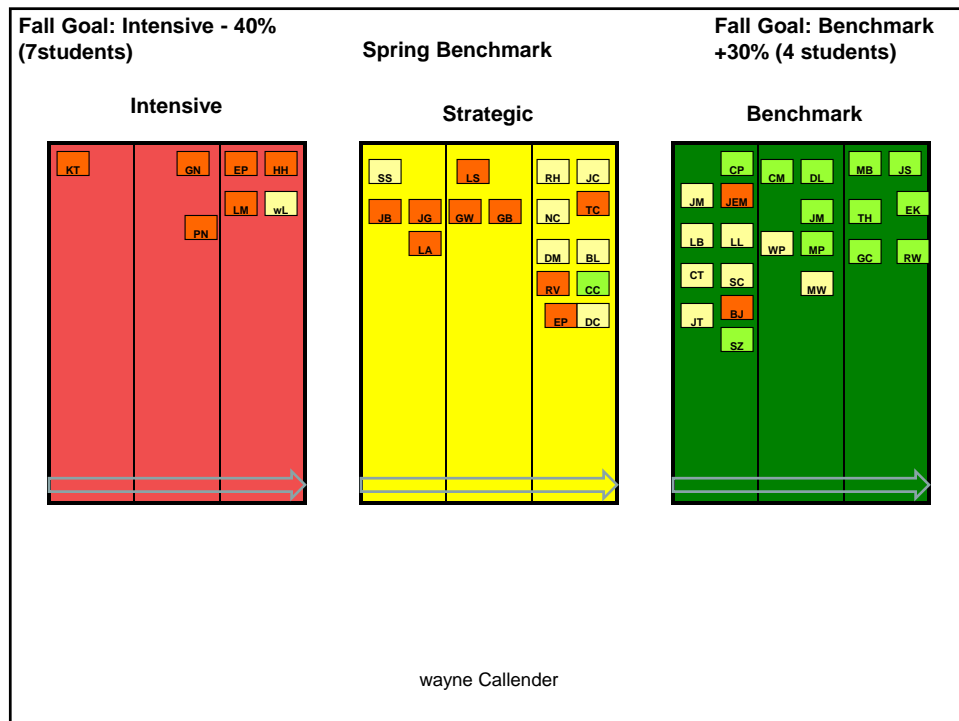
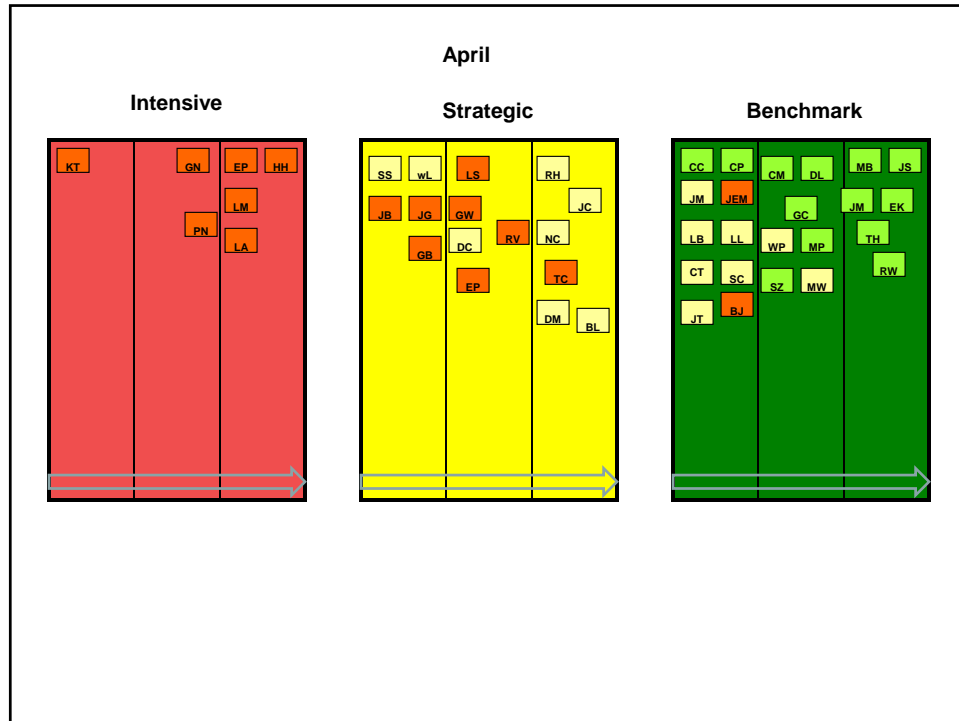
# Monthly School-Wide Tracking System

Language Arts 5 Week Intervention Summary

| Teacher   | Intervention        | Current Lesson # | Expected Lesson # | Instructional Days | # of Program Assessments Administered | % Passed Week 1 | % Passed Week 2 | % Passed Week 3 | % Passed Week 4 | % Passed Week 5 | Average % Passed | Average % No Pass | Average % Not Tested |
|-----------|---------------------|------------------|-------------------|--------------------|---------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|-------------------|----------------------|
| Abernathy | Decoding C          | 129              | 126               | 19                 | 4                                     | 69%             |                 | 80%             | 85%             | 79%             | 78%              | 19%               | 3%                   |
| Black     | Comprehension       | 75               | 78                | 20                 | 4                                     | 94%             | 92%             | 93%             | 90%             | 92%             | 92%              | 7%                | 1%                   |
| Collins   | Decoding C          | 43               | 44                | 19                 | 4                                     | 81%             | 83%             | 96%             | 97%             |                 | 89%              | 8%                | 3%                   |
| Collins   | Decoding C          | 43               | 44                | 20                 | 5                                     | 90%             | 91%             | 85%             | 88%             | 80%             | 87%              | 11%               | 3%                   |
| Gray      | B2/Dec C 2nd        | 91               | 88                | 18                 | 3                                     | 93%             |                 | 47%             |                 | 92%             | 77%              | 19%               | 4%                   |
| Gray      | B2/Dec C 4th        | 54               | 71                | 19                 | 3                                     | 89%             | 85%             |                 | 87%             |                 | 87%              | 11%               | 2%                   |
| Gray      | Read to Achieve     | 16.5             | 10.7              | 19                 | 5                                     | 41%             | 42%             | 80%             | 89%             | 40%             | 59%              | 38%               | 4%                   |
| Hardy     | Read to Achieve 2nd | 17.9             | 11.9              | 20                 | 3                                     |                 | 51%             | 82%             | 87%             | 55%             | 69%              | 27%               | 5%                   |
| Hardy     | Read to Achieve 3rd | 19.1             | 11.9              | 19                 | 3                                     |                 | 59%             | 77%             |                 | 50%             | 62%              | 33%               | 5%                   |
| Jefferies | B2 8th              | 37               | 61                | 18                 | 5                                     | 95%             | 96%             | 90%             | 91%             | 90%             | 92%              | 5%                | 2%                   |
| Jefferies | B2 7th              | 81               | 75                | 20                 | 4                                     | 99%             |                 | 92%             | 95%             | 94%             | 95%              | 4%                | 1%                   |
| Jefferies | B2 6th              | 69               | 68                | 20                 | 4                                     | 91%             | 89%             |                 | 93%             | 99%             | 93%              | 5%                | 3%                   |
| Lightman  | B2                  | 57               | 61                | 20                 | 5                                     | 95%             | 97%             | 94%             | 96%             | 89%             | 94%              | 3%                | 2%                   |
| Lightman  | Read to Achieve     | 18.1             | 12.9              | 18                 | 4                                     | 0%              | 72%             | 69%             | 77%             | 85%             | 61%              | 21%               | 3%                   |
| Morrison  | Read to Achieve 7th | 16.7             | 9.4               | 20                 | 5                                     | 76%             | 77%             | 80%             | 87%             | 79%             | 80%              | 15%               | 5%                   |
| Morrison  | Read to Achieve 8th | 17.4             | 8.2               | 20                 | 5                                     | 85%             | 82%             | 87%             | 92%             | 90%             | 87%              | 9%                | 3%                   |
| Morrison  | B2                  | 61               | 61                | 20                 | 4                                     | 70%             | 69%             | 75%             | 79%             |                 | 73%              | 21%               | 6%                   |
| Shepherd  | Read to Achieve 7th | 16.9             | 11.4              | 18                 | 5                                     | 75%             | 77%             | 72%             | 77%             | 81%             | 76%              | 17%               | 7%                   |
| Shepherd  | Read to Achieve 4th | 14.6             | 8.5               | 18                 | 4                                     | 84%             |                 | 90%             |                 | 93%             | 89%              | 8%                | 3%                   |
| Soboleski | Read to Achieve 2nd | 18               | 11.8              | 17                 | 4                                     |                 | 99%             | 96%             | 98%             | 94%             | 97%              | 1%                | 2%                   |
| Soboleski | Read to Achieve 4th | 21.1             | 11.8              | 19                 | 4                                     |                 | 82%             | 80%             | 82%             | 80%             | 81%              | 16%               | 3%                   |
| Soboleski | Read to Achieve 6th | 14.6             | 8.4               | 17                 | 5                                     | 41%             | 40%             | 46%             | 55%             | 62%             | 48%              | 48%               | 3%                   |
| Weiland   | B2                  | 77               | 74                | 19                 | 5                                     | 94%             | 96%             | 99%             | 100%            | 97%             | 97%              | 2%                | 1%                   |
| Weiland   | Decoding C          | 31               | 29                | 20                 | 4                                     | 100%            | 97%             |                 | 90%             | 93%             | 95%              | 2%                | 2%                   |
| Weiland   | Decoding C          | 38               | 38                | 20                 | 4                                     | 100%            | 98%             | 90%             | 93%             |                 | 95%              | 4%                | 1%                   |
| Average   |                     |                  |                   |                    |                                       |                 |                 |                 |                 |                 | 82.2%            | 14.1%             | 3.1%                 |









## Review (with a partner)

Our focus today was on how to make Schools and Instruction more **Effective** and **Efficient**

### **Tell a partner:**

- ✓ Two things that Stood out from the information presented
- ✓ One action you would like to take moving forward



## Contact Information

Wayne A. Callender  
Education Consultant  
wayne@partnersforlearning.org  
[Partnersforlearning.org](http://Partnersforlearning.org)  
(208) 322-5007