What is RtI? A look at tiers 1 and 2

Colorado Multi-Tiered Model of Instruction & Intervention

Intensive Level

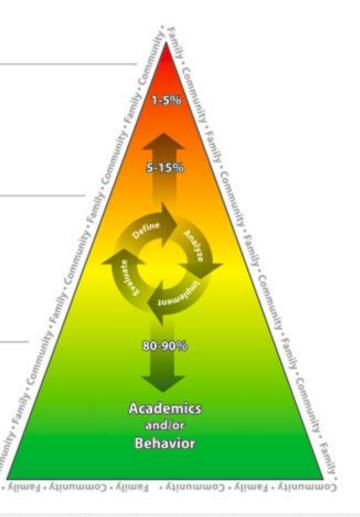
Interventions are provided to students with intensive/chronic academic and/or behavior needs based on ongoing progress monitoring and/or diagnostic assessment.

Targeted Level -

Interventions are provided to students identified as at-risk of academic and/or social challenges and/or students identified as underachieving who require specific supports to make sufficient progress in general education.

Universal Level

ALL students receive research-based, high quality, general education that incorporates ongoing universal screening, progress monitoring, and prescriptive assessment to design instruction. Expectations are taught, reinforced, and monitored in all settings by all adults. Discipline and other data inform the design of interventions that are preventative and proactive.



Six Components of RtI

(From CDE)

Leadership

Schools must devote time to implementation and maintenance of the Rtl Model: time for data dialogues, for problem-solving team meetings, and for development of action plans that identify continued training needs.

Curriculum and Instruction

The Rtl Model is a three-tiered system designed to meet the needs of ALL students. Curriculum based on the state standards and quality instruction are essential for student success.

School Climate and Culture

- The core principles of a multi-tiered Rtl model support and embrace positive school climate within all school settings. Positive school climate depends on four essential elements:
 - 1. creating a caring school community
 - 2. teaching appropriate behavior and social problem-solving skills
 - 3. implementing positive behavior support (PBS)
 - 4. providing rigorous academic instruction

Six Components of RtI

Problem-solving Process

The purpose of the problem-solving process is to assist the classroom teacher and parents in designing and selecting strategies for improving student academic and/or behavioral performance with interventions that have a high probability of success.

Assessment/Progress Monitoring

- A major feature of the Rtl Model is its use of data to drive the decision-making process- at the individual student, classroom, and school levels. To support Rtl's fluid approach, reliable and ongoing information must be available to:
 - Identify academic and behavioral needs of individual students,
 - Inform the problem-solving process,
 - Design and modify instruction to meet student needs,
 - Evaluate the effectiveness of instruction at different levels, of the system (e.g., classroom, school, district).

Family and Community Involvement

When families, schools, and communities work together, children are more successful in school and schools improve. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes.



- Prevention of academic/behavior problems
 - Attend to skill gaps early
 - Provide interventions/instruction early
 - Close skill gaps to prevent failure
- Determination of eligibility as a student with a specific learning disability
 - Pattern of inadequate response to interventions may result in referral to special education
 - Student intervention response data are considered for SLD eligibility





Rainbow Graph - Tier I Student



Reporting Method: AIMSweb Defaults - Norm Referenced MCAP - 10,25,75,90 percentile calculated at the school level

> Class Distribution by Soores and Percentile Weld RE-4 School District - Mountain View Elementary Grade 4 - (Michael VanderVeide - Homercom) Fall 2008-2010 Mathematics Concepts and Applications

Points Performance Summary Potential Instructional Action Hatch, Joshua 23.0 Well Above Average Consider Need for Individualized Instruction Well Above Average >= 21.0 (90th %ile) Jemmer, Joel 20.0 Above Average Consider Need for Individualized Instruction uoma, Cooper 18.0 Consider Need for Individualized Instruction Above Average St. Clair, Joseph 18.0 Above Average Consider Need for Individualized Instruction 18.0 Consider Need for Individualized Instruction Above Average 17.0 Tier I Gallatin, Kassidy Above Average Consider Need for Individualized Instruction Above Average >= 17.0 (76th %ile) Koza, Hanna 16.0 Continue Current Program Student-Kramer, Taylor 16.0 Continue Current Program Average Freitag, Brett 15.0 Continue Current Program Average Range Cardenas, Trey 14.0 Average Continue Current Program 12.0 Average Continue Current Program Geear, Shay 12.0 Continue Current Program Average line, Sophia 11.0 Average Continue Current Program Martinez, Aljaion Average Continue Current Program 11.0 Teeter, Madison Average Continue Current Program 10.0 Veleta Nevarez, Geovany Average Continue Current Program Average >= 10.0 (26th %ile) 64224 Black, Nicholas 9.0 Below Average Further Assess and Consider Individualizing Program 64135 Deason, Kade 9.0 Below Average Further Assess and Consider Individualizing Program McCall, Ashley 9.0 Below Average Further Assess and Consider Individualizing Program Adent, Sarah 7.0 Below Average Further Assess and Consider Individualizing Program 7.0 Del Bene, Lucas Further Assess and Consider Individualizing Program Below Average Below Average >= 7.0 (10th %ile) Alvarado, Rebecca Well Below Average Begin Immediate Problem Solving Sandoval, Andrea 4.0 Well Below Average Begin Immediate Problem Solving



- Expectation = 80% or more of students successful with general education curriculum and instruction
- Assessment = Universal screenings for academics and social/emotional growth (behaviors)
- Intervention = Through differentiated instructional practices
- Roles and responsibilities = primarily the general education teacher

Please see "Classroom Intervention Packet" for ideas to use in your class.

Want to integrate something new? Ask our Intervention Team what Tier 2 curriculums can be adopted for use in the classroom!





Rainbow Graph - Tier 2 Student



Reporting Method: AIMSweb Defaults - Norm Referenced MCAP - 10,25,75,90 percentile calculated at the school level

> Class Distribution by Soores and Percentile Weld RE-4 School District - Mountain View Elementary Grade 4 - (Michael VanderVeide - Homeroom) Fall 2009-2010

Mathematics Concepts and Applications				
ō	Name	Points	Performance Summary	Potential Instructional Action
62889	Hatch, Joshua	23.0	Well Above Average	Consider Need for Individualized Instruction
		W	ell Above Average >= 21.0	0 (80th %ile)
63225	Klemmer, Joel	20.0	Above Average	Consider Need for Individualized Instruction
63392	Luoma, Cooper	18.0	Above Average	Consider Need for Individualized Instruction
81267	St. Clair, Joseph	18.0	Above Average	Consider Need for Individualized Instruction
62850	Strauss, Landyn	18.0	Above Average	Consider Need for Individualized Instruction
81155	Gallatin, Kassidy	17.0	Above Average	Consider Need for Individualized Instruction
			Above Average >= 17.0 (7	76th %ile)
63228	Koza, Hanna	16.0	Average	Continue Current Program
63229	Kramer, Taylor	16.0	Average	Continue Current Program
63209	Freitag, Brett	15.0	Average	Continue Current Program
62885	Cardenas, Trey	14.0	Average	Continue Current Program
64527	Dumm, Seth	12.0	Average	Continue Current Program
63211	Geear, Shay	12.0	Average	Continue Current Program
63217	Cline, Sophia	11.0	Average	Continue Current Program
64300	Martinez, Aljaion	11.0	Average	Continue Current Program
64077	Teeter, Madison	11.0	Average	Continue Current Program
62250	Veleta Nevarez, Geovany	10.0	Average	Continue Current Program
Average >= 10.0 (26th %ile)				
64224	Black, Nicholas	9.0	Below Average	Further Assess and Consider Individualizing Progra
64135	Deason, Kade	9.0	Below Average	Further Assess and Consider Individualizing Progra
82416	McCall, Ashley	9.0	Below Average	Further Assess and Consider Individualizing Progra
81158	Adent, Sarah	7.0	Below Average	Further Assess and Consider Individualizing Progra
63206	Del Bene, Lucas	7.0	Below Average	Further Assess and Consider Individualizing Progra
Below Average >= 7.0 (10th %ile)				
81755	Alvarado, Rebecca	5.0	Well Below Average	Begin immediate Problem Solving
CATOO	Sandoual Andrea	4.0	Well Delous Average	Sanin immadista Ombiam Solvino

Tier 2 Student-Range



- Expectation = 15% of students may be at risk and in need of targeted interventions
- Assessment = progress monitoring of student response to specific intervention
- Intervention = standard protocol treatment intervention as available from the research; evidence-based intervention as available in the literature
- Roles and responsibilities = variety of personnel as determined at the local site



- AIMSWeb benchmark testing and progress monitoring
- DIBELS testing results
- Intermediate Grades: TCAP scores from previous years
- Classroom data gathered through standardized classroom assessments

Citations

- AIMSWeb Charting the path to literacy sites. Class Distribution by Score and Percentile (rainbow graphs), 2010. Web. 11 Jan. 2013.
- The Colorado Department of Education sites. Response to Intervention (RtI), 2012. Web. 8 Jan. 2013.