

*Vision: Every child in every district receives the instruction that they need and deserve...every day.*

# RTI in Middle School

Melissa Roberts

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Oregon Response to Intervention

RTI Essential  
Components

SLD Decision Making

Progress Monitoring

Interventions

Screening

Core

Leadership

Teaming/Data-Based  
Decision Making

Professional  
Learning &  
Support

Culture

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MTI is our Umbrella for everything  
we do at Fremont



# Literacy Defined

*All students receive, in addition to, instruction at their level in Reading or Math everyday.*

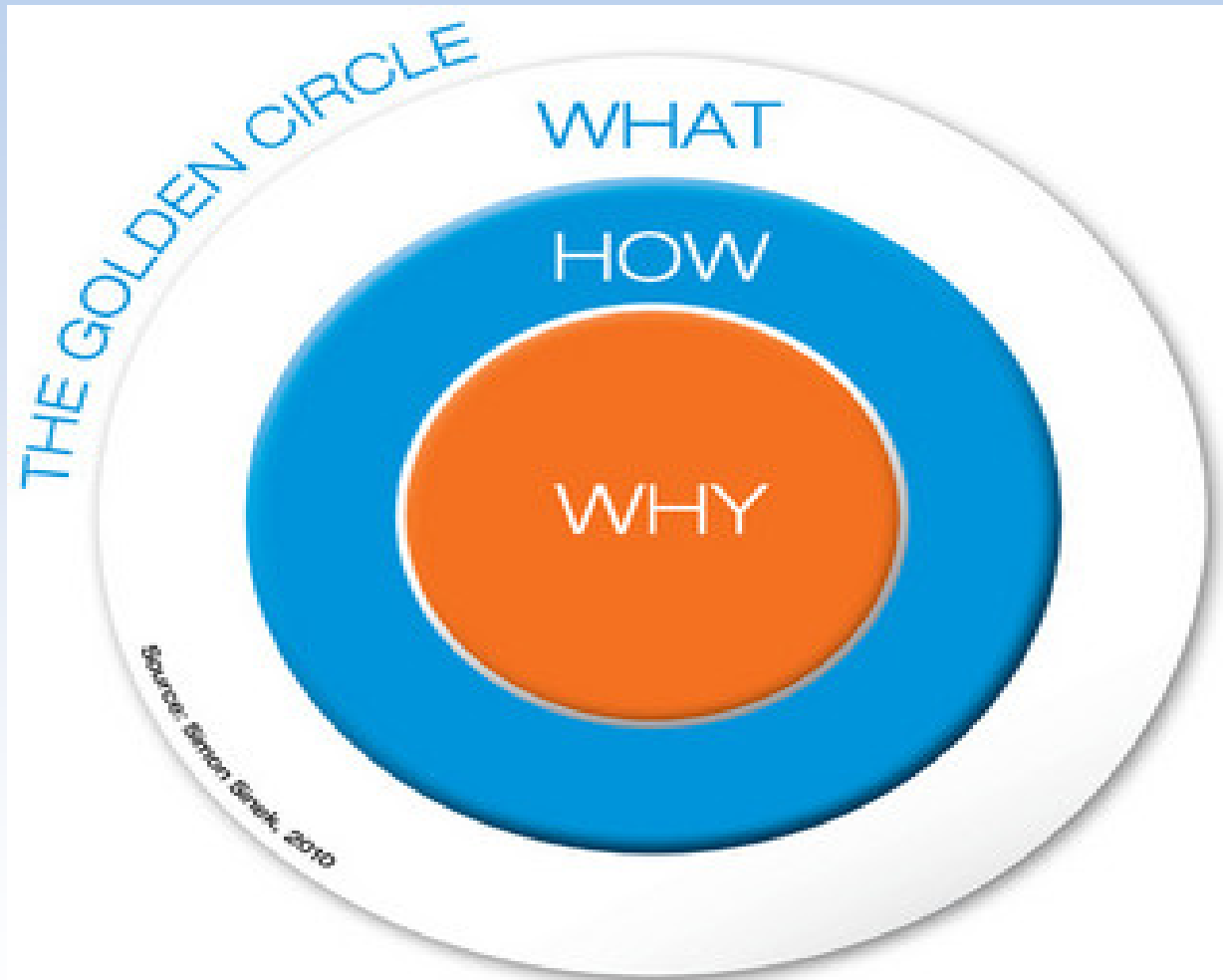
- School-wide focus
- 30 minutes a day for all students
- Students are placed in grade level tiers  
(see Literacy hand-out)

# Literacy: A Five Tiered Approach

- Tier One
  - Above Benchmark (2-3 Years Above Grade Level)
    - 20-30 Students
- Tier Two
  - At Benchmark
    - 18-25 Students
- Tier Three
  - Nearly Meeting (One Year Below)
  - 12-18 Students
- Tier Four
  - Below Benchmark (1 to 2 Years Below Grade Level)
  - 8-15 Students
- Tier Five
  - Significantly Below Benchmark (2 Years or More Below Grade Level)
  - 5 to 10 Students

Students are placed in tiers according to multiple measures and longitudinal data  
OAKS, MAP, CARI, DIBELS, DAZE

# Start with why...





# August 2006

## Where We Were

<b>Year</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
<b>All Students Reading</b>	<b>36.31%</b>	<b>37.39%</b>	<b>35.92%</b>
<b>All Students Math</b>	<b>23.29%</b>	<b>49.54%</b>	<b>49.8</b>
<b>SpEd Reading</b>	<b>4.76%</b>	<b>1.56%</b>	<b>18.07%</b>
<b>SpEd Math</b>	<b>4.62%</b>	<b>33.33%</b>	<b>5.71%</b>

**Assessment Institute Summer of 2006**

# Overwhelmed with a Plan!



# Culture



# Core Beliefs

- All students can learn – “I have not learned it ...YET!” *Growth mindset*
- All staff are responsible for all students
  - “Those kids” do not exist at Fremont
- Collectively we can neutralize the challenges that many of our students’ face
- It is very easy to find excuses for a student’s lack of success. The reality is that there are no excuses.
- Success in life is dependent upon a students academic skills in core areas



Without Culture Being Addressed  
this Process Doesn't Work!





# Shift Happens!

## *Shared Leadership*



Standards  
of  
Practice

**Leadership**

**Culture**

# Standards of Practice

- **Time:** 3<sup>rd</sup> Period, 30 minutes, group teachers, instructional assistants
- **Materials:** Research/evidence programs chosen by district teams, tied to standards, professional development aligned, Five Big Ideas of Reading
- **Effective Instruction:** Consistent pacing by grade levels, studio classrooms, engagement



Standards  
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# GrIP + More

- GrIP – Group Intervention and Planning (meet every six weeks on a rotating schedule)
- Systematic review of groups of students from tiers 4 and 5
- Team process facilitated by the **reading specialist**
- Administrator, classroom teachers, school psychologist, reading specialist, counselor

# Coherence with Data

“Be hungry for information on your school, it’s achievements, and how it is perceived”

Rick Dufour – Building Professional Learning Communities



# 6th Grade Reading Intervention Data

ELEMENTARY SCHOOL	NEGATIVE GROWTH 2012-2013	STUDENT NAME	OAKS 2013	OAKS 2014	GROWTH +/-	INTERVENTION TEACHER	MATH TEACHER	NOTES:
Melrose	*	T	195 H	208	13	Oilar	Swift	
Rose		J	196 T	207	9	Griggs	Freeman	
Melrose		B	197 H	211	14	Griggs	Swift	
Sunnyslope		S	200 T	209	9	Griggs	Freeman	
Green		R	203 T	214	9		Oilar	Reading Intervention-Crain / Band
Sunnyslope		T	205 T	212	7	Freeman	Oilar	
Melrose	*	R	206 H	235	29	Freeman	Freeman	
Winchester	*	I	206 H	225	19	Freeman	Swift	
Melrose		B	206 T	213	7	Oilar	Oilar	
Green		A	206 L	211	5	Freeman	Walker	
Fullerton IV		E	207 L	216	9	Freeman	Swift	
Green	*	T	207 T	220	13		Walker	Reading Intervention-Crain
Rose		N	207 H	231	24	Freeman	Swift	
Sunnyslope		C	207 H	224	17	Freeman	Freeman	
Green		B	208 L	213	5	Walker	Walker	
Green	*	C	208 H	225	17	Freeman	Walker	
Green		V	208 H	227	19	Freeman	Swift	
Sunnyslope		T	208	204	-4	Griggs	Swift	
Rose		T	208 L	213	8	Griggs		
Eastwood	*	C	209 L	216	7		Swift	LA Support-Griggs
Sunnyslope		K	209	208	-1		Walker	Reading Intervention-Crain / Exploration
Fullerton IV		J	209 L	214	5			Connections / Alternate Education
Sunnyslope		A	210	208	-2	Freeman	Oilar	
Green	*	T	210 H	235	15	Oilar/Swift	Swift	Reading Intervention-Crain / Arts (exited math intervention)
Green		B	210 L	212	2	Walker	Walker	
Sunnyslope		T	210 T	220	10	Freeman	Oilar	
Melrose		D	211 H	234	23	Swift/Crain	Freeman	Math Intervention/ Reading Intervention
Fullerton IV		J	211 L	213	2	Freeman	Freeman	Math Intervention / Alternate Educaton
Winchester	*	W	211 T	221	10	Oilar	Swift	
Rose		D	212	206	-6	Griggs	Swift	
Green		C	212 T	223	11		Walker	Reading Intervention-Crain/Band
Rose		L	212	209	-3	Walker	Oilar	
Rose		L	213 T	220	7	Walker	Freeman	
Rose		A	213 L	214	1	Oilar	Oilar	
Rose		J	214 T	224	10	Freeman	Freeman	

# 6th Grade Math Intervention DATA

ELEMENTARY SCHOOL	NEGATIVE GROWTH 2012-2013	STUDENT NAME	OAKS 2013	OAKS 2014	GROWTH +/-	INTERVENTION TEACHER	MATH TEACHER	NOTES:
Melrose	*	T	195 H	208	13	Oilar	Swift	
Rose		J	196 T	207	9	Griggs	Freeman	
Melrose		B	197 H	211	14	Griggs	Swift	
Sunnyslope		S	200 T	209	9	Griggs	Freeman	
Green		R	203 T	214	9		Oilar	Reading Intervention-Crain / Band
Sunnyslope		T	205 T	212	7	Freeman	Oilar	
Melrose	*	R	206 H	235	29	Freeman	Freeman	
Winchester	*	I	206 H	225	19	Freeman	Swift	
Melrose		B	206 T	213	7	Oilar	Oilar	
Green		A	206 L	211	5	Freeman	Walker	
Fullerton IV		E	207 L	216	9	Freeman	Swift	
Green	*	T	207 T	220	13		Walker	Reading Intervention-Crain
Rose		N	207 H	231	24	Freeman	Swift	
Sunnyslope		C	207 H	224	17	Freeman	Freeman	
Green		B	208 L	213	5	Walker	Walker	
Green	*	C	208 H	225	17	Freeman	Walker	
Green		V	208 H	227	19	Freeman	Swift	
Sunnyslope		T	208	204	-4	Griggs	Swift	
Rose		T	208 L	213	8	Griggs		
Eastwood	*	C	209 L	216	7		Swift	LA Support-Griggs
Sunnyslope		K	209	208	-1		Walker	Reading Intervention-Crain / Exploration
Fullerton IV		J	209 L	214	5			Connections / Alternate Education
Sunnyslope		A	210	208	-2	Freeman	Oilar	
Green	*	T	210 H	235	15	Oilar/Swift	Swift	Reading Intervention-Crain / Arts (exited math intervention)
Green		B	210 L	212	2	Walker	Walker	
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Rose		A	213 L	214	1	Oilar	Oilar	
Rose		J	214 T	224	10	Freeman	Freeman	

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Training  
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# Professional Learning for ALL

- Early release
- District support and coaching
- Math Studio
- PD for curriculum, assessment, instructional strategies
- Department

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# Core First - Then More

- All kids in core
- Inclusion model
- McDouglas Littel

**Progress Monitoring**

**Interventions**

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# In A Nutshell!

- REWARDS, Language!, Literacy Navigator, Six Minute Solution, Corrective Reading, Core program materials.
- Progress monitoring for all Tier 4 and 5 students every two weeks

**SLD Decision Making**

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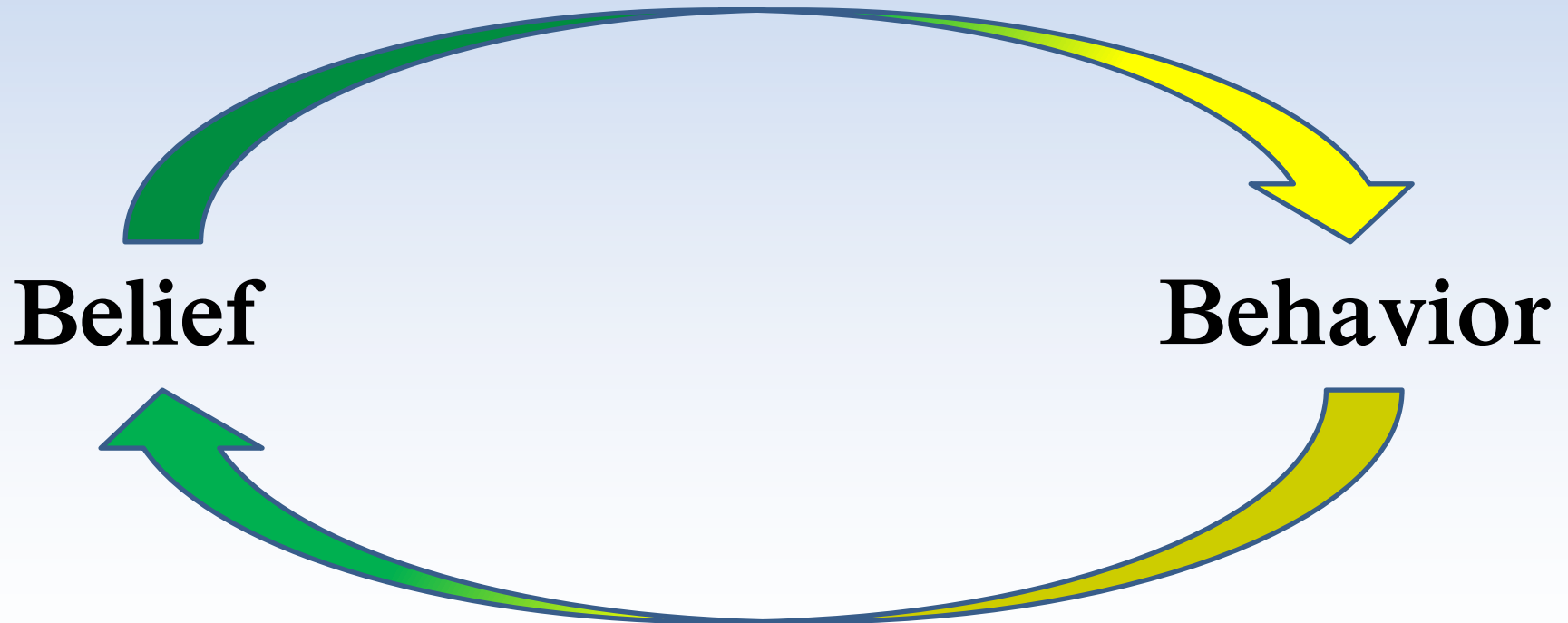


# 2003-2013

	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
All Rdg	36.31%	37.39%	35.92%	68.2%	68.86%	74.98%	77.5%	81.7%	72.9%	67.9%
All Math	23.29%	23.29%	49.54%	68.78%	71.02%	80.73%	83.76%	76.13%	69.81%	72.3%
SpEd Rdg	4.76%	8.47%	1.56%	18.07%	16.46%	37.11%	38.32%	39.58%	29.27%	24.3%
SpEd Math	4.62%	33.33%	5.71%	19.52%	20.99%	38.14%	57.01%	46.88	42.86%	27%

# Ready-Fire-Aim

You will never be as “ready” as you would like to be...



# Coming Up - Questions

- Kevin Feldman – “Feedback is the breakfast of champions”.
- Additional data tools and training
- Coach to coordinate both middle schools
- Core support for Smarter Balanced

# Have a wonderful summer!

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