

Today's Objective

We will work as a team to play the game of "Journey to RTI for SLD Implementation"

We are not experts at this "game"

We win when we recognize and honor the collective wisdom of the group

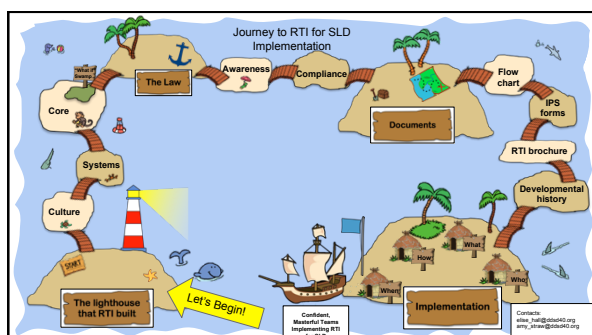
Why are you implementing RTI for SLD?

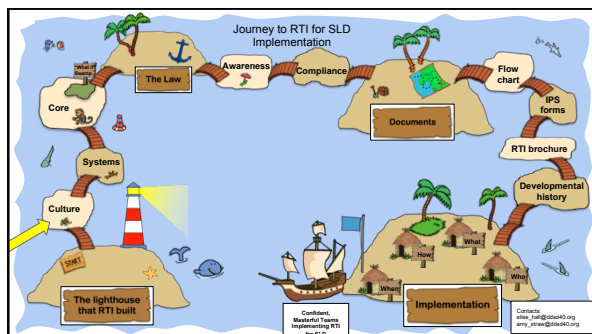
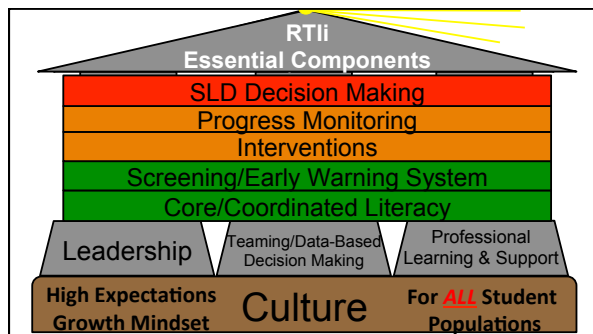
What is your objective?

Name your ship with your objective for implementing RTI for SLD

DDSD Objective and ship name:

The Good Ship Confident, Masterful Teams Implementing RTI for SLD

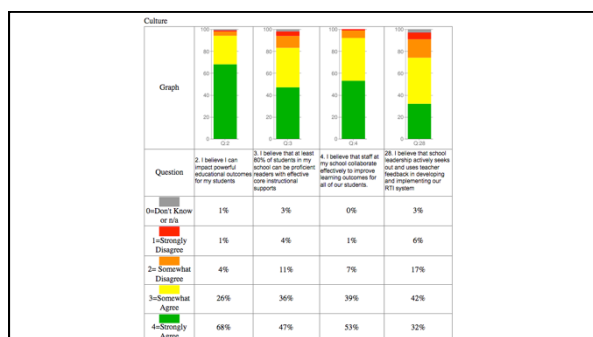




Culture

How do we know we have a district culture to support RTII?





Systems

What systems are in place to insure and support all essential components of RTI?

DDSD Elementary Standard Reading Protocol							
CORE PROGRAM			MULTI-TIERED INTERVENTION SUPPORT				
GRADE	CURRICULUM OPTIONS	TIME	CURRICULUM OPTIONS				
	All Students		Strategic (Below Benchmark)	Who Does This Work?	Intensive (Well Below Benchmark)	Who Does This Work?	Time and Group Size
K	• Fusion Forward Early Reading Literacy	30 min. daily	• Fusion Forward Differentiation Materials	• Classroom Teachers	• Early Reading • 100% Instruction • Reading Mastery	• Jt/1 • Jt/1 Teachers • Jt/1 Teachers • Jt/1 Instructional Assistants	• Jt/1 • 30 minutes daily • 4 students maximum • 30 minutes daily • 4 students maximum
1st	• Fusion Forward	30 min. daily	• Fusion Forward Differentiation Materials	• Classroom Teachers	• Jt/1 • Reading Mastery	• Jt/1 • Finish by December • 30 minutes daily • 4 students maximum • Reading Mastery • 30 minutes daily • 4 students maximum	
2nd	• Fusion Forward • Read Naturally – for students at or above 90% accuracy	30 min. daily	• Fusion Forward Differentiation Materials	• Classroom Teachers	• Fusion Forward for Reading • Reading Mastery	• Jt/1 • Fusion Forward • Jt/1 Teachers • Jt/1 Teachers • Jt/1 Instructional Assistants	• Jt/1 • 30 minutes daily • 4 students maximum • Jt/1 • 30 minutes daily • 4 students maximum

2019-2021			
Aug. 29 Sept. 2			
Sept. 7	First day of school/Universal Screening (Sept. 7th-21st)		
Sept. 14	Universal Screening (Sept. 7th-21st)		
Sept. 20	Universal Screening/4th and 5th grade 20% Intervention Placement Data Meeting		
Sept. 27	2nd and 3rd grade 20% Intervention Placement Data Meeting for 4th-5th Grade 20% Intervention Placement Data Meeting		
Sept. 30	100% Universal Data Meeting & 1st and 2nd grade 20% Intervention Placement Data Meeting/Parent Communication		
Oct. 1			
Oct. 12	Intervention begins by Oct. 4th for K-3rd		
Oct. 19			
Oct. 26			
Nov. 2			
Nov. 9			
Nov.11			
Nov.15	Winter's Day - No School		
Nov.16	CP, GP, GH, MI 20% Meetings throughout the day with rolling subs		
Nov. 18	ES, LP, MN, VP 20% Meetings throughout the day with rolling subs		
Nov.20	Conferences - No School		
Nov.30			
Dec. 7			
Dec. 14			
Jan. 4			
Jan.13	Universal Screening (Jan. 12th-20th)		
Jan. 20	Universal Screening (Jan. 12th-20th)		
Jan. 27	CP, GP, GH, LP, MI 20% Meetings throughout the day with rolling subs		
Jan. 31	ES, LP, MN, VP 20% Meetings throughout the day with rolling subs		
Feb. 3	100% Universal Data Meeting/Parent Communication		
Feb. 10	Intervention begins by Feb. 7th		
Feb. 27			
Mar. 1			
Mar. 8			
Mar. 15			
Mar. 22			
Mar. 29			
Apr. 5			
Apr. 12			
Apr. 19			
Apr. 26			
May 3			
May 10			
May 17			
May 24			
May 31			
Jun. 7			
Jun. 14			
Jun. 21			
Jun. 28			
Jul. 5			
Jul. 12			
Jul. 19			
Jul. 26			
Aug. 2			
Aug. 9			
Aug. 16			
Aug. 23			
Aug. 30			
Sept. 6			
Sept. 13			
Sept. 20			
Sept. 27			
Oct. 4			
Oct. 11			
Oct. 18			
Oct. 25			
Nov. 1			
Nov. 8			
Nov. 15			
Nov. 22			
Nov. 29			
Dec. 6			
Dec. 13			
Dec. 20			
Dec. 27			
Jan. 3			
Jan. 10			
Jan. 17			
Jan. 24			
Jan. 31			
Feb. 7			
Feb. 14			
Feb. 21			
Feb. 28			
Mar. 5			
Mar. 12			
Mar. 19			
Mar. 26			

20% placement meetings can occur before or after school as well as in the morning, afternoon or on Wednesdays	
4th and 5th grade 20% Intervention Placement Data Meeting is an all grade level meeting	
2nd and 3rd grade 20% Intervention Placement Data Meeting is an all grade level meeting	
Start the data collection calendar 20% meetings are scheduled with time for intervention graphs	

	5-7 data points
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Core

What if ... your data indicates that Core is not strong?

Interventions are Working!

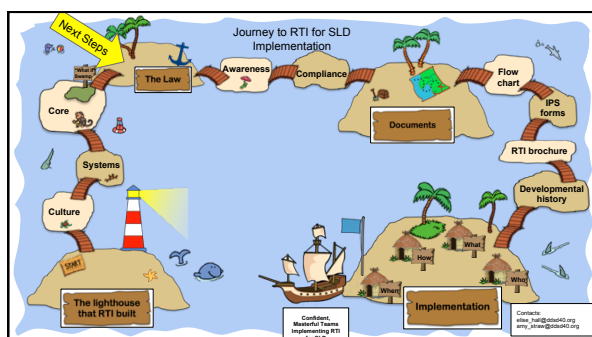
Students in interventions are making gains:

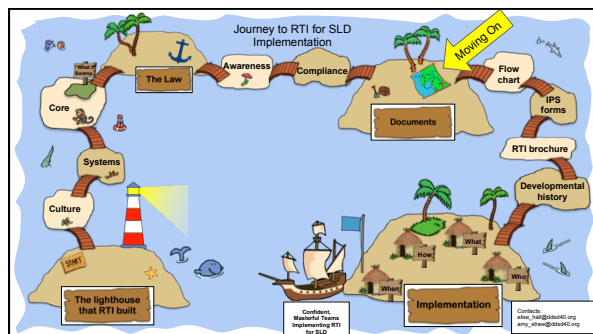
Over **35%** of students at high risk in the fall are now at low or some risk.

In Kindergarten, the percentage is over **71%**

	Kinder	1st	2nd	3rd	4th	5th
District Average	+75%	+35%	+16%	+25%	+44%	+29%

This chart shows what percentage of students that in the Fall were identified as "High Risk" or "Intensive", and are now "Some Risk or Low Risk".
This data could indicate the strength of intervention instruction along with core instruction for our most needy students.
For example: "When reviewing district data, 35% of 1st grade students that began the year at high risk are now at some or low risk."



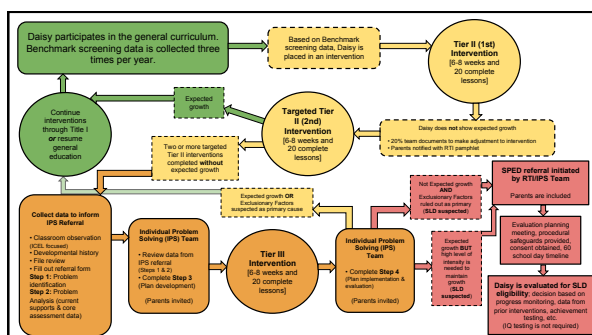


Stakeholders

Who are the stakeholders on your RTI for SLD development team and why?

Reviewed, Revised and Created

- Reading Protocol
- What constitutes a change in intervention
- Decision rule for when to individualize an intervention and when to refer for a special education evaluation
- RTI for SLD flowchart
- Problem solving worksheet
- Parent brochure
- Developmental history form

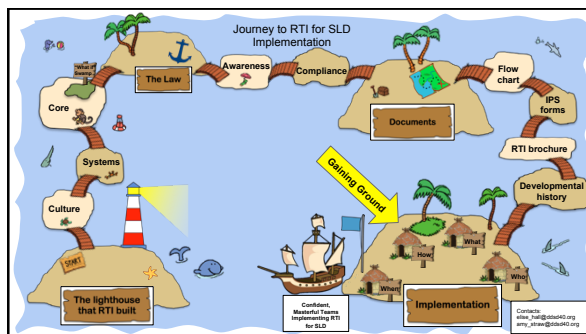


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Documents

How do you ensure that the documents support the RTI for SLD process rather than inhibit the process?

SLD Comprehensive Evaluation Implementation Checklist		
When using a Response to Intervention (RTI) process for identifying students with Specific Learning Disabilities (SLD), all items in the left column must be checked for a student to be found eligible.		
Date:	Student Name:	Evaluator Name:
<p>Exclusionary Factors</p> <p>DMR Eligibility Requirement: A student does not qualify for the suspected disability if (1) a test of appropriate aptitude is missing (according to the appropriate parameters of reading or math), or (2) Limited English Proficiency (LEP) is present.</p> <p>Appropriate Instruction: Has student had proper opportunity to learn?</p> <p>Appropriate instruction provided in general education setting (core & intervention instruction) or consistent perspective (both across settings or providers), etc.)</p> <p>Consistent attendance during instruction</p> <p>Primary cause is not limited English Proficiency</p> <p>Primary cause is not visual, hearing, or major impairment, mental foundation, emotional disturbance, cultural factors, or environmental or economic disadvantage</p> <p>Low Skills</p> <p>DMR Eligibility Requirement: The child does not achieve adequately for the child's age or to meet Oregon grade-level standards in one or more of the following areas: basic reading skills, reading fluency skills, reading comprehension, math skills, vocabulary, and reasoning problem-solving, written expression, oral expression, and communication skills.</p> <p>Significantly Discrepant from Peers: Is the student's performance significantly below peers?</p> <p>DMR is in the very low, low, or above not meet range</p> <p>Screening assessments (CBMA) meet district standard for low</p> <p>District wide core program assessment results meet district standard for low (or not applicable)</p> <p>Achievement test results (if needed)</p> <p>Observation Summaries</p> <p>Observation Performance Data (core program assessments, CBMA, etc.)</p> <p>Group Intervention Data (CBMA, Intervention Assessments, etc.)</p> <p>Other:</p>		
<p>Data Sources: Review, Interview, Observe, Test</p> <p>Curriculum Records</p> <p>Attendance Records</p> <p>Report Cards</p> <p>Parent/Teacher/Child/Provider Interview</p> <p>Observation of general education instruction</p> <p>Progress monitoring data from cohort students</p> <p>Intervention documentation</p> <p>Other:</p>		



Who?

4 out of 9 schools began initial implementation of RTI for SLD

These were the same schools who had staff that helped develop the documents for this process.

The implementing teams consisted of:

- Principal
- School Psychologist
- Counselor
- Special Education Teacher
- Title I Reading Specialist
- Classroom Teacher
- Optional: Instructional Coach, Language Coach, Behavior Coach, Speech Pathologist, etc.

Who?

Who is needed for your teams to meet your objective?



What?

Each piloting school began *slow, cautious* implementation last year that included attending the ORTII Spring Conference

The four piloting schools developed and presented the purpose and the steps of the RTI for SLD process to teachers at the beginning of this school year.

As an RTI for SLD district team, we met in October to review the roll out process with staff and to self assess our implementation and set goals.

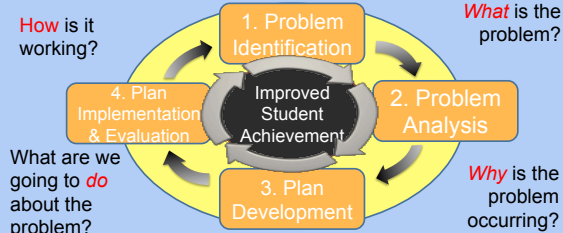
District staff are included in email communication when there are specific questions about the process.

Title I Reading specialists from the piloting schools have met together to discuss the process.



How?

The Problem Solving Process



How? Three key questions

Exclusionary Factors

Low Skills

Slow Progress

Instructional Need

= SPED Entitlement Decision

Is the student significantly different from peers?

Does the student make less than adequate progress despite interventions?

Does the student need specially designed instruction?

How?

How do you support your implementing teams in meeting your objective?

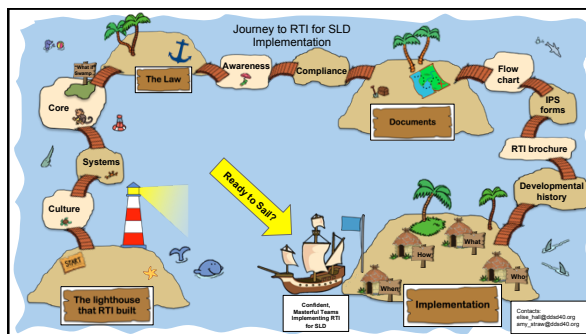


When?

Met 4 times throughout the year, plus attended the ORTI Spring Conference with the piloting teams. This group developed their understanding while they developed the documents.

Began cautious implementation last year and full implementation this year.

Members from each team rolled out the process with the remaining 5 schools this year.



How?

How do you make sure that your teams are ready to sail?

Exit Slip

Was the collective wisdom of the group honored throughout this presentation?

Rate the value of the content of this presentation?

What are your next steps?

