

Lee Pesky Learning Center

Improving the lives of people with
learning disabilities



Rtl in Middle School Series Agenda

- Examining Rtl: Components at Middle School
- Assessment Considerations
- Scheduling Considerations in Middle School
- What does Tier 2 look like?
- How do we know if Rtl works?



Audience Poll

- How many of you are implementing RtI in your school?



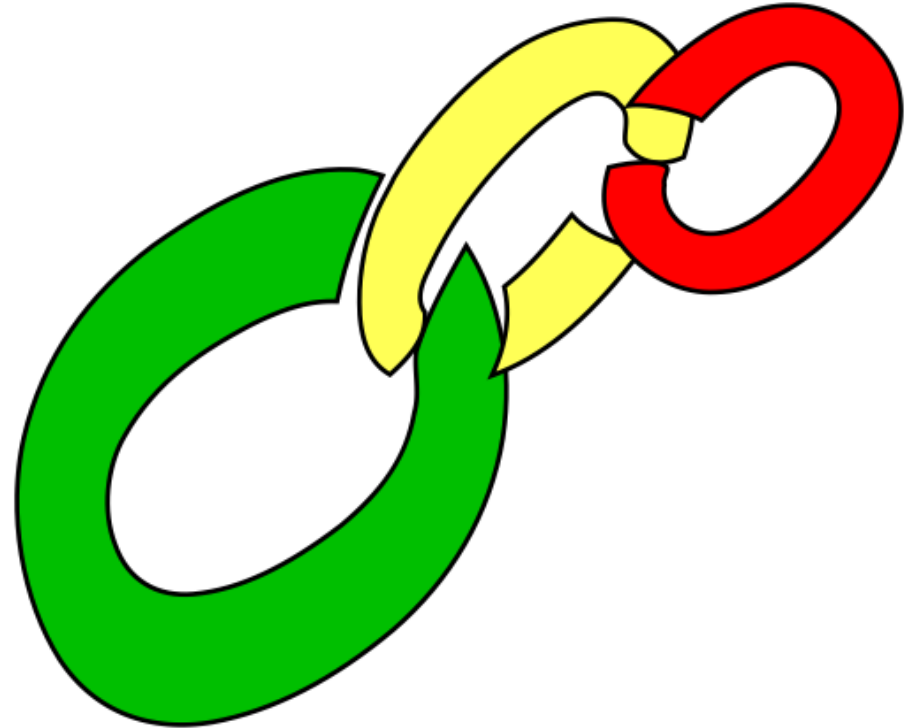
Tiered systems are only as strong as their weakest link

Rtl Overview

Based on a preventive health model, the purpose of an Rtl system in the school is to ensure that instructional supports are available to students.

The key term is responsive – Rtl differs from the antiquated notion of ‘tracking’ in that it should be a fluid system – providing support when and where students need it.

Rtl has the promise of creating an inclusive education model, but only if we know what is happening across tiers, and we work together to provide a seamless system of supports.



RtI Critical Components

- Screening
- Progress Monitoring
- Effective Instructional Practice
- Research-based Interventions
- Data-based Decision Making
- Leadership



RtI Purpose at Middle School

- Prevention
 - At-risk for dropping out
 - Late-emergent learning disabilities
 - English Language Learners
- Intervention
 - Ongoing support for struggling learners
 - Temporary support for skill mastery

Audience Participation

- Which purpose of RtI do you think would be most appropriate in your school setting?



Research on Rtl in Middle School

- NCRTI Middle School Evaluation Study (Prewett et al., 2012)
 - Survey of 40 schools at varying levels of implementation
 - Descriptive study to determine:
 - Whether models of Rtl differ across settings
 - Key components of Rtl model in middle school
 - Specific assessments/instructional materials used as part of the Rtl process

Middle School Evaluation Study

- Purpose of Rtl
 - All schools indicated they use it as an intervention model
 - Most focused only on academics, many only on literacy
 - No school indicated a focus on supporting content area understanding

Middle School Evaluation Study

- Instruction
 - Most schools indicated they ‘started’ with Tier 2 focus which then led to focusing on differentiation in the core program
 - Intervention focus was on reading and writing skills – no integration of those skills across content areas
 - Most intervention classes offered as an ‘elective’

Middle School Evaluation Study

- **Data-based Decision Making**
 - Screening – many schools relied on state assessment; then moved to CBMs for reading
 - Decision rules – Some schools used published decision rules, others used ‘individual rates of progress’
 - Progress Monitoring – usually assigned to an instructional aide or the ‘Literacy Lab’ teacher
 - CBM use – Variety of tools used to monitor progress; very few schools indicated using published CBM tools outside of reading.

Middle School Evaluation Study

- Outcomes
 - Too few schools had reliable data monitoring systems to determine impact on student outcomes
 - Most schools reported an increase in collaboration
 - Some schools revisited policies for attendance, behavior, and decisions about Tier 2 as a result of starting Rtl implementation

Rtl Components at Middle School

- Screening
 - Academic screening (reading, writing, math)
 - Behavior screening (PBS)
 - Early Warning System
- Progress Monitoring
 - Literacy
 - Math (Algebra)
 - Content area literacy (vocabulary matching)

Rtl Components at Middle School

- Instruction
 - Evidence-based instruction
 - School-wide approach to literacy
- Intervention (Tier 2)
 - Remediate literacy/math deficits
 - Strategy instruction to support learning
- Intervention (Tier 3)
 - Individually-designed instruction
 - Supports progress towards goals



Working Together

- Shared beliefs and vision
 - Do we believe that all students can learn?
- Identify priorities
 - Where should we focus our collective effort?
- Team structures
 - Who is involved in RtI in our school?

Working Together

- Infrastructure
 - What systems do we need in place?
- Leadership
- Parental involvement
 - How do we communicate about the RtI process with our parents?



For Next Time

- What information are you looking for regarding assessments within the RtI framework?



Thank You!

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