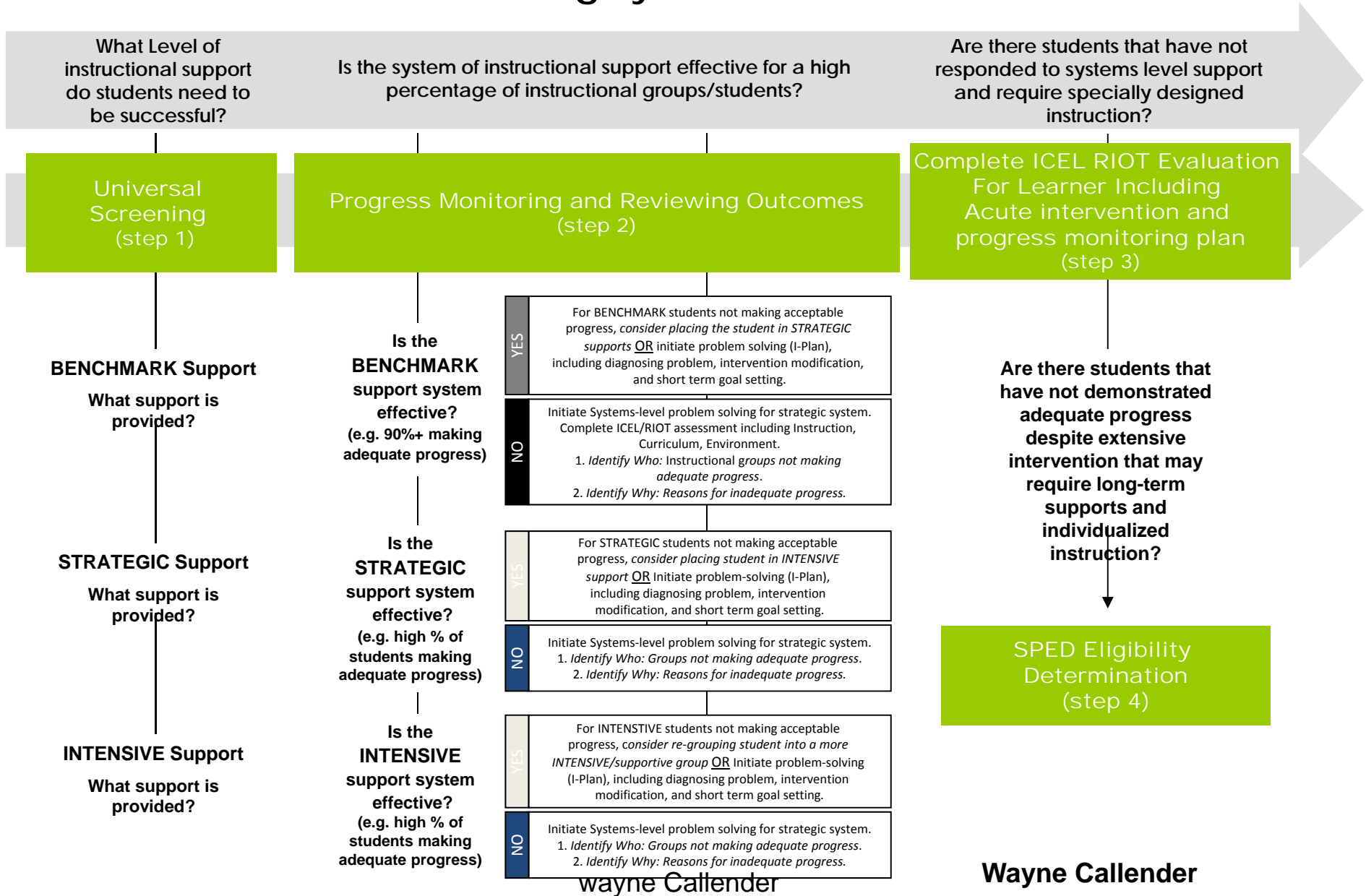


RTI Framework

Problem Solving Systems and Individuals



“How are we doing?” Report: Spring Data 2019

School:

Table 1 Reviewing Outcomes for K-6 Students Winter 2019 and Comparing to Spring Outcomes 2019

A	B	C	D	E	F	G
Grade/Measure <i>Include actual numbers of students, e.g., 90/100 or 90%</i>	Percent at Established (Low Risk) Winter 2019 <i>e.g., 90/100 or 90%</i>	Percent at Established (Low Risk) Spring 2019 <i>e.g., 90/100 or 90%</i>	Percentage Point Increase/ Decrease (+ or -) We Want an Increase!	Percent at Deficit (At Risk) Winter 2019 <i>e.g., 90/100 or 90%</i>	Percent at Deficit (At Risk) Spring 2019 <i>e.g., 90/100 or 90%</i>	Percentage Point Increase/ Decrease (+ or -) We Want a Decrease!
Kindergarten PSF						
Kindergarten NWF						
First Grade R-CBM						
Second Grade R-CBM						
Third Grade MAZE						
Fourth Grade MAZE						
Fifth Grade MAZE						
Sixth Grade MAZE						

Table 2. Evaluating Winter to Spring Grade Level Instructional Support Plans: Percent of Students Making Adequate Progress on AIMsweb

Grade/ Benchmark Goal Measure	Percent of <i>Total</i> Students that made Adequate Progress <i>Include actual numbers of students, e.g., 90/100 or 90%.</i>			Percent of <i>Intensive</i> Students that made Adequate Progress <i>Include actual numbers of students, e.g., 1/5 or 20%.</i>		Percent of <i>Strategic</i> Students that made Adequate Progress <i>Include actual numbers of students, e.g., 25/50 or 50%.</i>		Percent of <i>Benchmark</i> Students that made Adequate Progress <i>Include actual numbers of students, e.g., 95/100 or 95%.</i>	
	Winter to Spring 2018	Winter to Spring 2019	Percent Change (+ or -)	Winter to Spring 2018	Winter to Spring 2019	Winter to Spring 2018	Winter to Spring 2019	Winter to Spring 2018	Winter to Spring 2019
	<i>Total</i>			<i>Intensive</i>		<i>Strategic</i>		<i>Benchmark</i>	
Kindergarten PSF									
Kindergarten NWF									
First Grade R-CBM									
Second Grade R-CBM									
Third Grade MAZE									
Fourth Grade MAZE									
Fifth Grade MAZE									
Sixth Grade MAZE									

Reviewing Outcomes

Step 1. Review outcomes for Students receiving intervention. Discuss as a team:

- Has the percentage of students Strategic on each measure decreased?
- Has the percentage of students Intensive on each measure decreased?

A	B	C	D	E	F	G
Grade/Measure	Percent at Strategic SomeRisk) Term__	Percent at Strategic (Some Risk) Term__	Percentage Point Increase/ Decrease (+ or -)	Percent at Intensive (At Risk) Term__	Percent at Intensive (At Risk) Term__	Percentage Point Increase/ Decrease (+ or -)
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						

Table 2. Evaluating Winter to Spring Grade Level Instructional Support Plans: Percent of Students Making Adequate Progress

Grade/Benchmark Goal Measure	Percent of <i>Total</i> Students that Made Adequate Progress <i>Include actual numbers of students, e.g., 90/100 or 90%.</i>			Percent of <i>Intensive</i> Students that made Adequate Progress <i>Include actual numbers of students, e.g., 1/5 or 20%.</i>		Percent of <i>Strategic</i> Students that made Adequate Progress <i>Include actual numbers of students, e.g., 25/50 or 50%.</i>		Percent of <i>Benchmark</i> Students that made Adequate Progress <i>Include actual numbers of students, e.g., 95/100 or 95%.</i>	
	Winter to Spring 20__	Winter to Spring 20__	Percent Change (+ or -)	Winter to Spring 20__	Winter to Spring 20__	Winter to Spring 20__	Winter to Spring 20__	Winter to Spring 20__	Winter to Spring 20__
	Total			Intensive		Strategic		Benchmark	
Sixth Grade									
Seventh Grade									
Eight Grade									
Ninth Grade									
Tenth Grade									
Eleventh Grade									
Twelfth Grade									

**Figure 1 Adequate Progress Normative Criteria Fall to Winter
(USE THIS TABLE WITH QUESTION 3)**

	What is the overall effectiveness of the grade-level plan? % of students who made adequate progress in each grade	How effective is the grade-level instructional support plan for intensive students? % of students who made adequate progress within an instructional support range	How effective is the grade-level instructional support plan for strategic students? % of students who made adequate progress within an instructional support range	How effective is the grade-level instructional support plan for benchmark students? % of students who made adequate progress within an instructional support range
1 (NWF)	≥ 64% Top Quartile 39% to 63% Middle Quartiles ≤ 38% Bottom Quartile	≥ 63% Top Quartile 27% to 62% Middle Quartiles ≤ 26% Bottom Quartile	≥ 42% Top Quartile 15% to 41% Middle Quartiles ≤ 14% Bottom Quartile	≥ 79% Top Quartile 58% to 78% Middle Quartiles ≤ 57% Bottom Quartile
2 (ORF)	≥ 67% Top Quartile 45% to 66% Middle Quartiles ≤ 44% Bottom Quartile	≥ 21% Top Quartile 1% to 20% Middle Quartiles ≤ 0% Bottom Quartile	≥ 60% Top Quartile 27% to 59% Middle Quartiles ≤ 26% Bottom Quartile	= 100% Top Quartile 95% to 99% Middle Quartiles ≤ 94% Bottom Quartile
3 (ORF) *Can use with 4th/5th data.	≥ 63% Top Quartile 41% to 62% Middle Quartiles ≤ 40% Bottom Quartile	≥ 27% Top Quartile 9% to 26% Middle Quartiles ≤ 8% Bottom Quartile	≥ 41% Top Quartile 14% to 40% Middle Quartiles ≤ 13% Bottom Quartile	≥ 97% Top Quartile 86% to 96% Middle Quartiles ≤ 85% Bottom Quartile

**What is the effectiveness of the grade level support plans?
Adequate Progress Relative Criteria WINTER TO SPRING**

	What is the overall effectiveness of the grade-level plan? <i>% of students who made adequate progress in each grade</i>	How effective is the grade-level instructional support plan for intensive students? <i>% of students who made adequate progress within an instructional support range</i>	How effective is the grade-level instructional support plan for strategic students? <i>% of students who made adequate progress within an instructional support range</i>	How effective is the grade-level instructional support plan for benchmark students? <i>% of students who made adequate progress within an instructional support range</i>
K (PSF)	≥ 87% Top Quartile 57% to 86% Middle Quartiles ≤ 56% Bottom Quartile	≥ 89% Top Quartile 52% to 88% Middle Quartiles ≤ 51% Bottom Quartile	≥ 76% Top Quartile 34% to 75% Middle Quartiles ≤ 33% Bottom Quartile	≥ 97% Top Quartile 76% to 96% Middle Quartiles ≤ 75% Bottom Quartile
K (NWF)	≥ 72% Top Quartile 39% to 71% Middle Quartiles ≤ 38% Bottom Quartile	≥ 54% Top Quartile 9% to 53% Middle Quartiles ≤ 8% Bottom Quartile	≥ 60% Top Quartile 25% to 59% Middle Quartiles ≤ 24% Bottom Quartile	≥ 94% Top Quartile 68% to 93% Middle Quartiles ≤ 67% Bottom Quartile
1 (ORF)	≥ 72% Top Quartile 50% to 71% Middle Quartiles ≤ 49% Bottom Quartile	≥ 50% Top Quartile 22% to 49% Middle Quartiles ≤ 21% Bottom Quartile	≥ 50% Top Quartile 22% to 49% Middle Quartiles ≤ 21% Bottom Quartile	= 100% Top Quartile 91% to 99% Middle Quartiles ≤ 90% Bottom Quartile
2 (ORF)	≥ 61% Top Quartile 40% to 60% Middle Quartiles ≤ 39% Bottom Quartile	≥ 18% Top Quartile 1% to 17% Middle Quartiles ≤ 0% Bottom Quartile	≥ 27% Top Quartile 1% to 26% Middle Quartiles ≤ 0% Bottom Quartile	≥ 91% Top Quartile 78% to 90% Middle Quartiles ≤ 77% Bottom Quartile
3 4/5 (ORF)	≥ 59% Top Quartile 43% to 58% Middle Quartiles ≤ 42% Bottom Quartile	≥ 34% Top Quartile 15% to 33% Middle Quartiles ≤ 14% Bottom Quartile	≥ 28% Top Quartile 10% to 27% Middle Quartiles ≤ 9% Bottom Quartile	≥ 92% Top Quartile 81% to 91% Middle Quartiles ≤ 80% Bottom Quartile

Figure 2
What is the effectiveness of the grade level support plans?
Adequate Progress Relative Criteria Fall to Winter OR Winter to Spring

	What is the overall effectiveness of the grade-level plan? % of students who made adequate progress in each grade	How effective is the grade-level instructional support for intensive students? % of students who made adequate progress within an instructional support range	How effective is the grade-level instructional support for strategic students? % of students who made adequate progress within an instructional support range	How effective is the grade-level instructional support for benchmark students? % of students who made adequate progress within an instructional support range
Grades 6 and Up	<p>≥ 60% Top Quartile 41% to 61% Middle Quartile < 40% Bottom Quartile</p>	<p>≥ 30% Top Quartile 10% to 29% Middle Quartile < 9% Bottom Quartile</p>	<p>≥ 40% Top Quartile 14% to 39% Middle Quartile < 13% Bottom Quartile</p>	<p>≥ 95% Top Quartile 86% to 94% Middle Quartile < 85% Bottom Quartile</p>

Benchmark = 40th percentile and higher
Strategic = 21st – 39th percentile
Intensive = 20th percentile and lower

Essential Elements for Healthy Secondary Intervention Systems

Are enough students making adequate progress? If the answer is no, consider the following:

Intensive and Strategic Systems: Circle One		
1.	Are <u>all</u> Intensive/Strategic level students placed in a highly structured, research validated intervention program (i.e., Language!)?	
2.	Are programs taught with 100% fidelity by well trained teachers?	
3.	Is coaching and frequent walk-throughs conducted to ensure very high levels of fidelity?	
4.	Are all components of the intervention program delivered on a daily basis (i.e., language, writing, etc.)?	
5.	Are all Intensive/Strategic level students administered placement tests and grouped according to program recommendations at their instructional level? Are group sizes appropriate	
6.	Are pacing goals established for each instructional group to ensure desired progress is achieved?	
7.	Is adequate instructional time allotted to ensure each group is able to cover all parts of the program and cover the number of lessons in order to reach pacing goals?	
8.	Is additional time (30 minutes per day) allotted for double dosing (pre-teach and re-teach) for individual students and/or instructional groups as necessary?	
9.	Are at least 80% of the students in each group progressing as expected? If not, consider group problem solving. If yes, problem solve for individual students.	
10.	Are in-program mastery and checkout assessments administered as prescribed? Is the data reviewed on a regular basis?	
11.	Are remedies applied when students do not pass mastery and checkout assessments?	
12.	Are intervention students progress monitored at their instructional level on CBM assessments?	
13.	Are students placed in a single intervention program with aligned and coherent content? Note: A single highly structured intervention program is recommended over multiple programs to minimize presenting conflicting information.	
14.	Is Special Education coordinated with the school's intervention plan?	

Essential Elements for Healthy Reading Systems

Are enough students making adequate progress? If the answer is no, consider the following:

Benchmark System:		
1.	Is the reading program being taught with fidelity? Are all parts of the program being used according to author recommendations?	
2.	A minimum 90 minutes of uninterrupted reading instruction occurs daily allowing pacing goals to be met?	
3.	At least 30 minutes of small group instruction occurs on a daily basis?	
4.	Are students grouped homogenously by performance level (i.e. High Benchmark, Low Benchmark, etc.)?	
5.	Are Benchmark students NOT making adequate progress in a particular classroom OR are they evenly distributed?	
6.	Are Benchmark students administered and passing in-program assessments? Are remedies/re-teaching provided when necessary? Passing re-tests?	
7.	Are Low Benchmark students identified at the beginning of the year/semester and closely monitored? Consider Progress Monitoring every 3-4 weeks.	
8.	Are instructors incorporating features of strong instruction, including modeling, explicit language/teaching, active engagement, multiple opportunities to respond, immediate and specific feedback, etc.?	
9.	Are critical skills, ideas and key vocabulary pre-taught when necessary?	
10.	Is additional time provided after the reading block to firm up key skills, ideas and vocabulary (i.e., 15-30 minutes) using the "5 Mores" Framework? <ul style="list-style-type: none"> • More explicit, direct teaching • More modeling • More practice • More feedback • More time 	

Essential Elements for Healthy Reading Systems

Are enough students making adequate progress? If the answer is no, consider the following:

Strategic System:		
1.	Is the reading program being taught with fidelity? Are all parts of the program being used according to author recommendations?	
2.	A minimum 120 minutes of uninterrupted reading instruction occurs daily allowing pacing goals to be met?	
3.	At least 30 minutes of small group instruction occurs on a daily basis?	
4.	Are students grouped homogenously by performance level (i.e. High Strategic, Low Strategic, etc.)?	
5.	Are Strategic students NOT making adequate progress in a particular classroom OR are they evenly distributed?	
6.	Are Strategic students administered and passing in-program assessments? Are remedies/re-teaching provided when necessary? Passing re-tests?	
7.	Are Strategic students identified at the beginning of the year/semester and provided additional support? Are they closely monitored? Consider Progress Monitoring every 3-4 weeks.	
8.	Are instructors incorporating features of strong instruction, including modeling, explicit language/teaching, active engagement, multiple opportunities to respond, immediate and specific feedback, etc.?	
9.	Are critical skills, ideas and key vocabulary pre-taught when necessary?	
10.	Is additional time provided after the reading block to firm up key skills, ideas and vocabulary (i.e., 15-30 minutes) using the "5 Mores" Framework? <ul style="list-style-type: none"> • More explicit, direct teaching • More modeling • More practice • More feedback • More time 	

11.	Are informal diagnostic assessments (i.e., Phonic Screener) used to identify specific skill deficits to be targeted during intervention?	
12.	Are Strategic level students provided an additional 30 minutes of instruction targeting their specific needs (i.e., Phonics, vocabulary, comprehension, fluency)?	
13.	Are Strategic students being assessed on a regular basis to inform targeted instruction and re-grouping?	
14.	Are supplemental materials/programs aligned to student needs and match the scope and sequence of the core program?	
15.	Should a more systematic and explicit reading program be considered for some students (i.e., Low Strategic Students)?	

Essential Elements for Healthy Reading Systems

Are enough students making adequate progress? If the answer is no, consider the following:

Intensive System:		
1.	Are <u>all</u> Intensive level students placed in a highly structured, research validated reading program (i.e., Reading Mastery, Corrective Reading)?	
2.	Are programs taught with 100% fidelity by well trained teachers?	
3.	Is coaching and frequent walk-throughs conducted to ensure very high levels of fidelity?	
4.	Are all components of the reading program delivered on a daily basis (i.e., language, writing, etc.)?	
5.	Are all Intensive level students administered placement tests and grouped according to program recommendations at their instructional level? Are group sizes smaller for more intensive students?	
6.	Are pacing goals established for each instructional group to ensure desired progress is achieved?	
7.	Is adequate instructional time allotted to ensure each group is able to cover all parts of the program and cover the number of lessons in order to reach pacing goals (minimum of 90 minutes per day)?	
8.	Is additional time (30 minutes per day) allotted for double dosing (pre-teach and re-teach) for individual students and/or instructional groups as necessary?	
9.	Are at least 80% of the students in each group progressing as expected? If not, consider group problem solving. If yes, problem solve for individual students.	
10.	Are in-program mastery and checkout assessments administered as prescribed?	
11.	Are remedies applied when students do not pass mastery and checkout assessments?	

12.	Are Intensive students progress monitored at their instructional level on AIMSweb assessments?	
13.	Are students placed in a single core program with aligned and coherent content? Note: A single highly structured core program is recommended over multiple programs to minimize presenting conflicting information.	
14.	Are Title I and Special Education coordinated with and complementary to the Strategic and Intensive reading systems?	

Table 3

System (circle one): Strategic Intensive		
<p>System Questions (Essential Elements for Healthy Secondary Intervention Systems)</p>	<p>What evidence do you have that identifies this question as a concern? (I.e. observations, interviews, further assessment, Review Existing Data, Schedules, Instructional Plans?)</p>	<p>List Suggested Actions to Address the Concern:</p>
<p>1. Essential Elements Checklist Element: _____</p>		
<p>2. Essential Elements Checklist Element: _____</p>		
<p>3. Essentials Element Checklist: Element: _____</p>		

2019-2020 RTI School-wide Action Plan

School: _____ Date Created: _____

Grade Level Team: _____ Date to Review: _____

	Schoolwide Element	Indicate Schoolwide or Specific Grade and Group	Action to Be Taken <small>(be specific enough so that it is possible to determine when the action has been implemented)</small>	Person Responsible	Report on Progress of Implementation
1					
2					
3					
4					
5					