

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

Integrating Systems to Impact *ALL Learners*: New Opportunities for Support Through Oregon RTI

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Oregon Response to Intervention

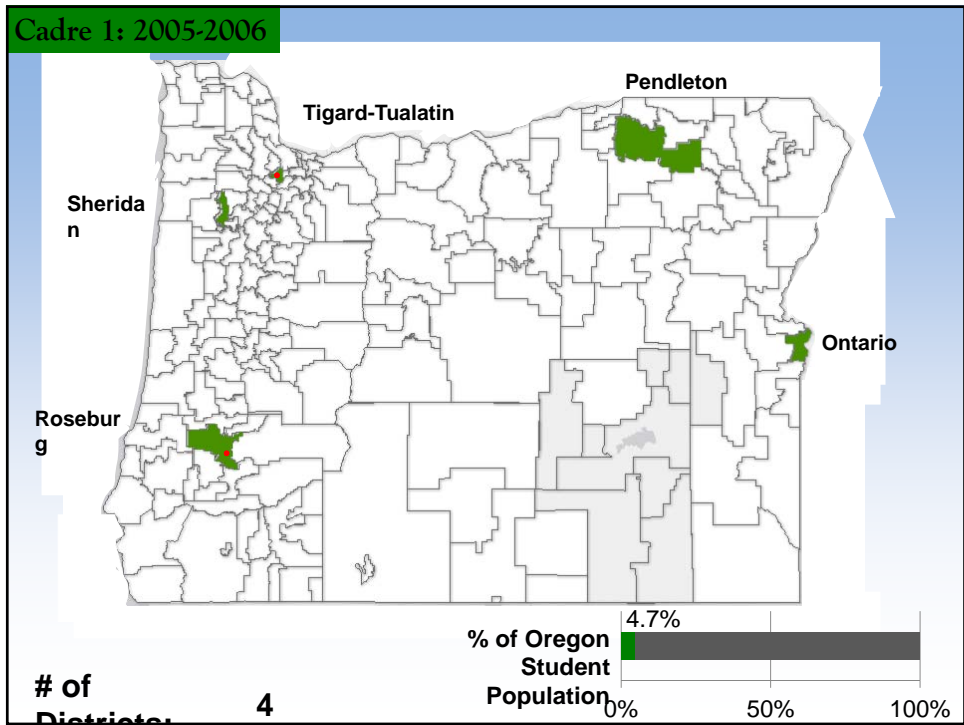
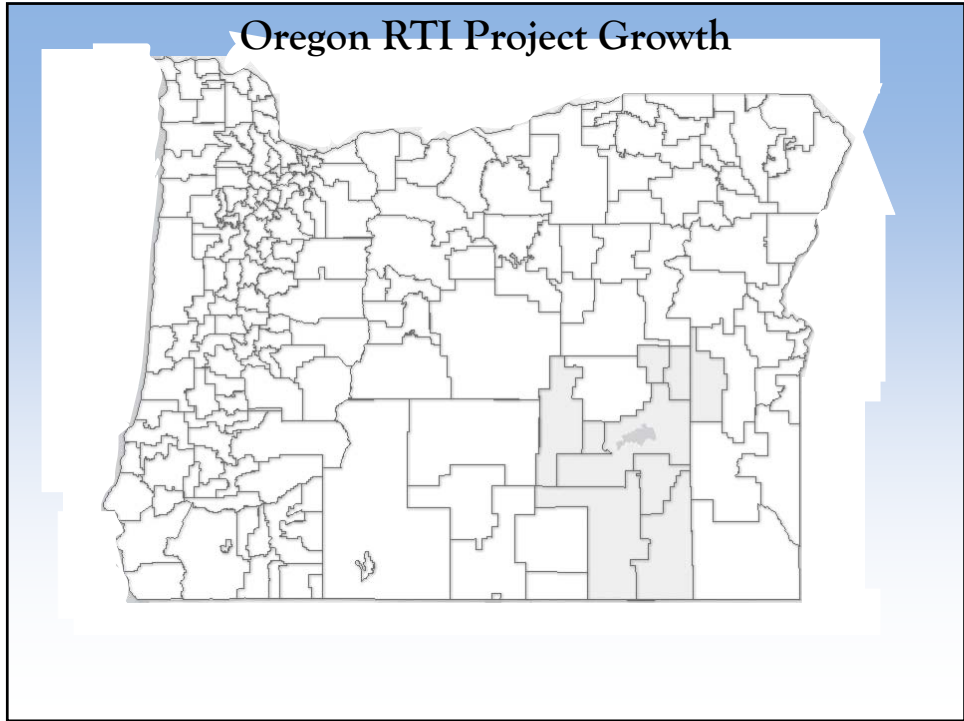
Session Objectives

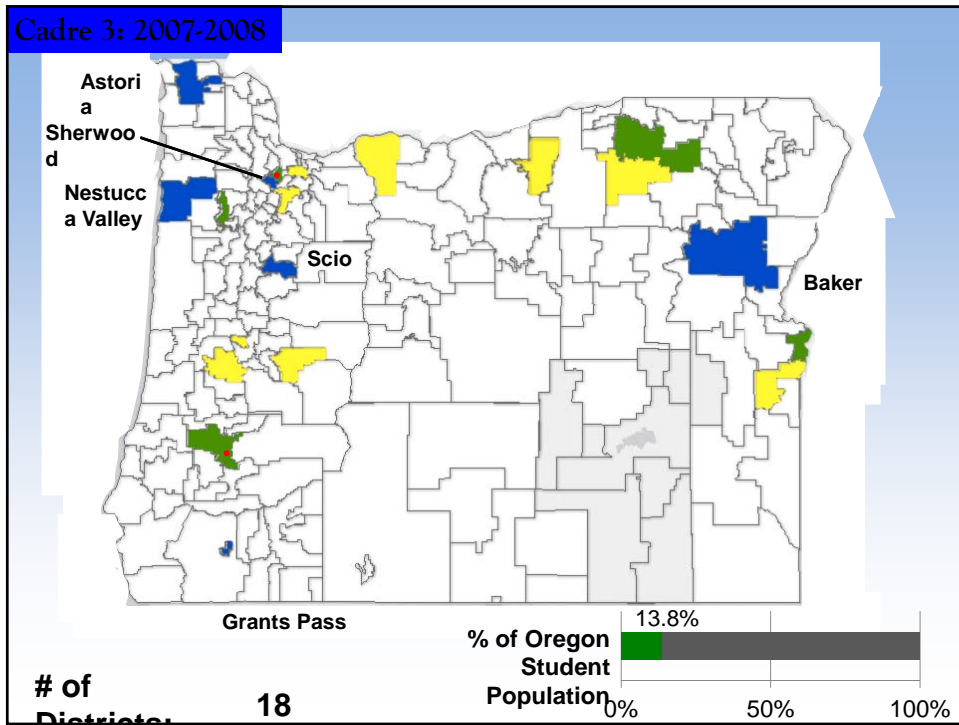
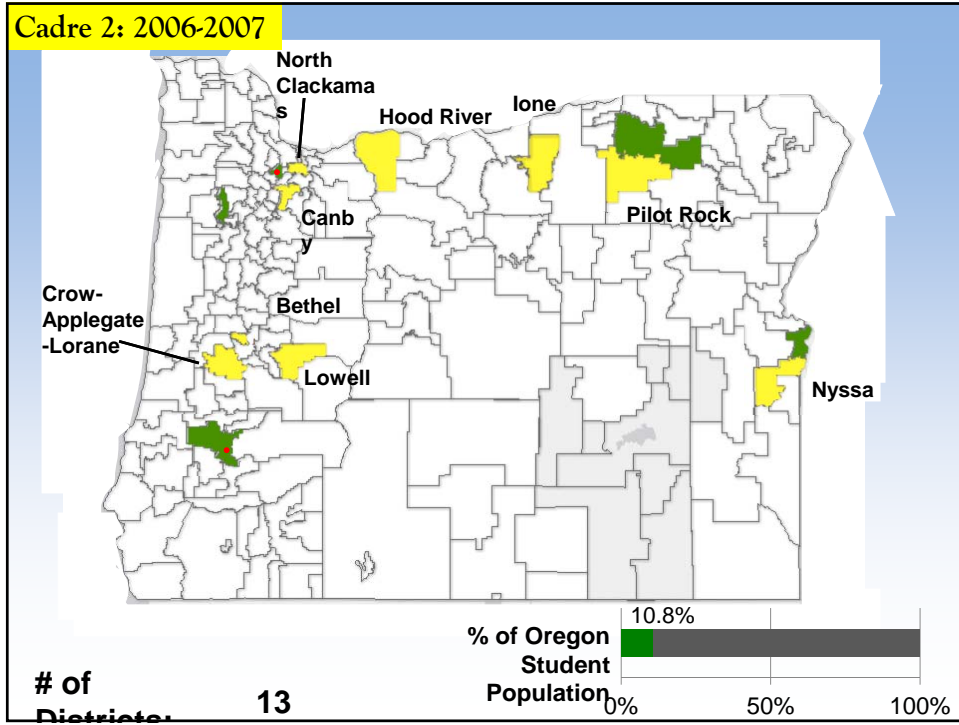
1. Introduce the OrRTI Project
1. RTI: Myths and Facts
1. Why RTI?
2. Participation in the OrRTI Project:
Opportunities, expectations, benefits
3. Answer your questions

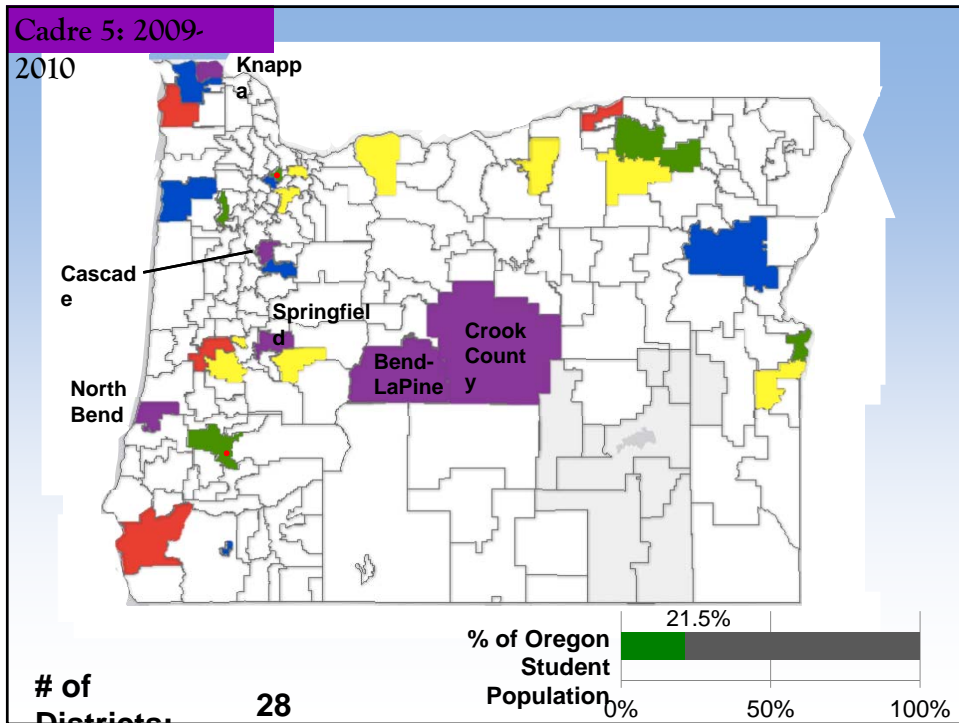
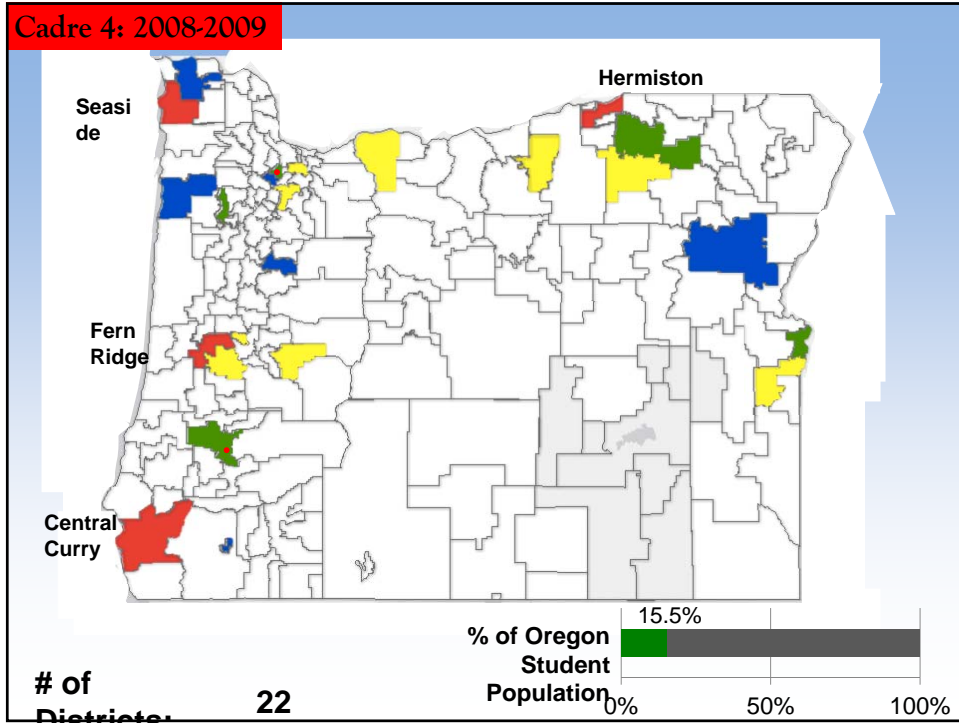


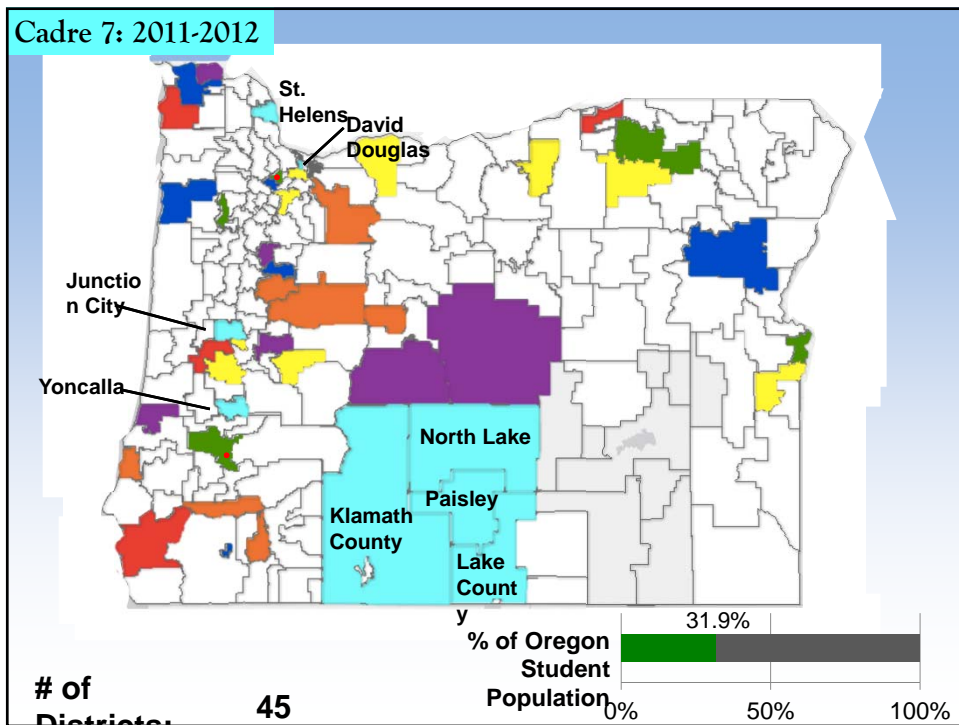
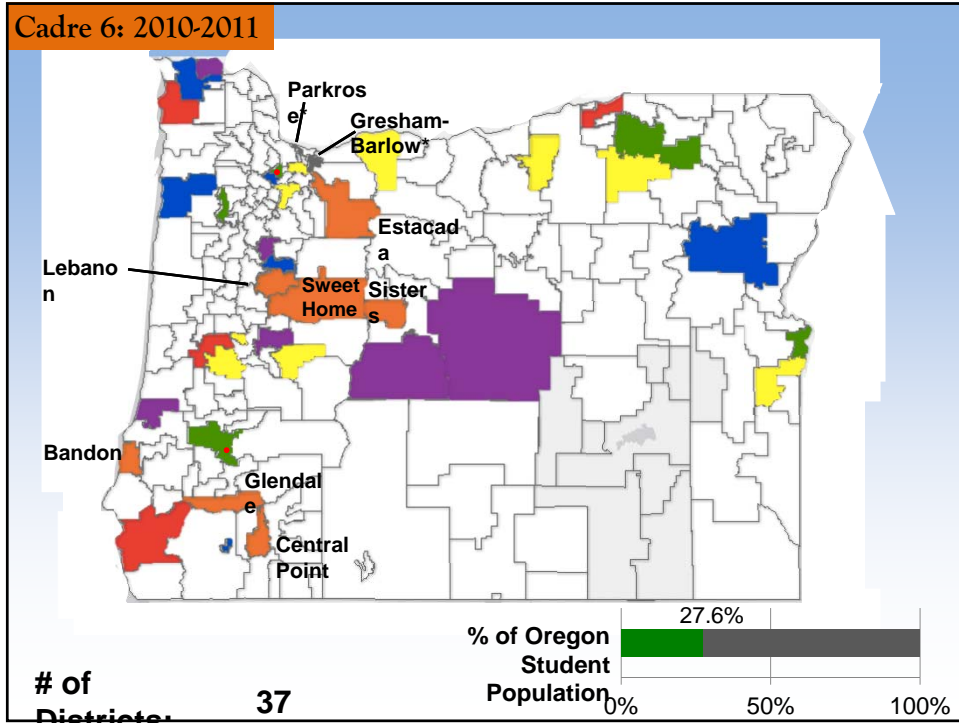
Oregon Response to

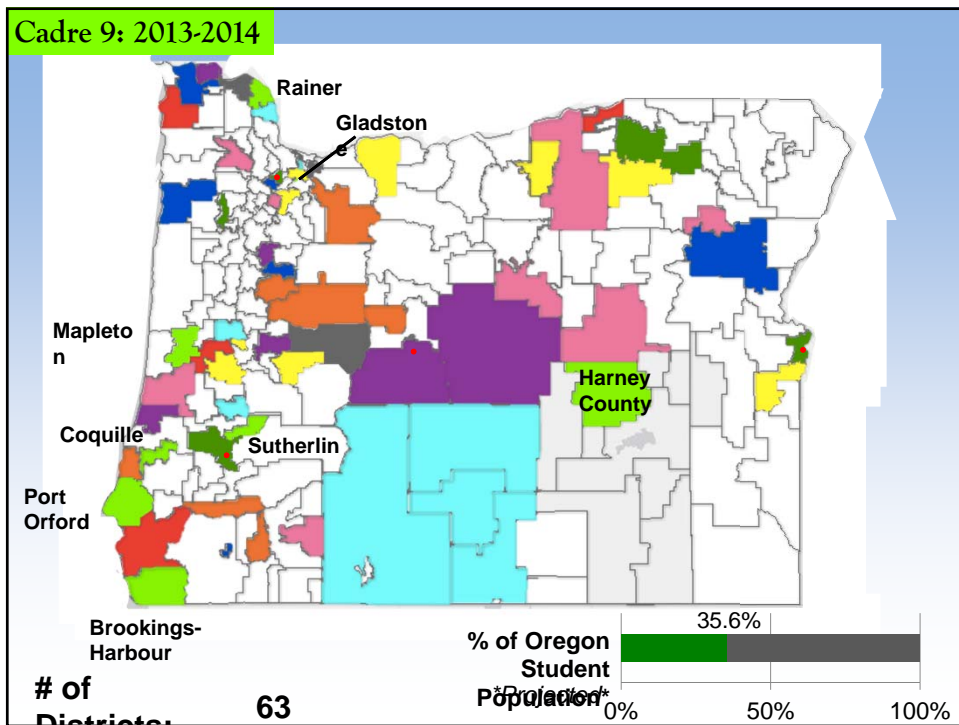
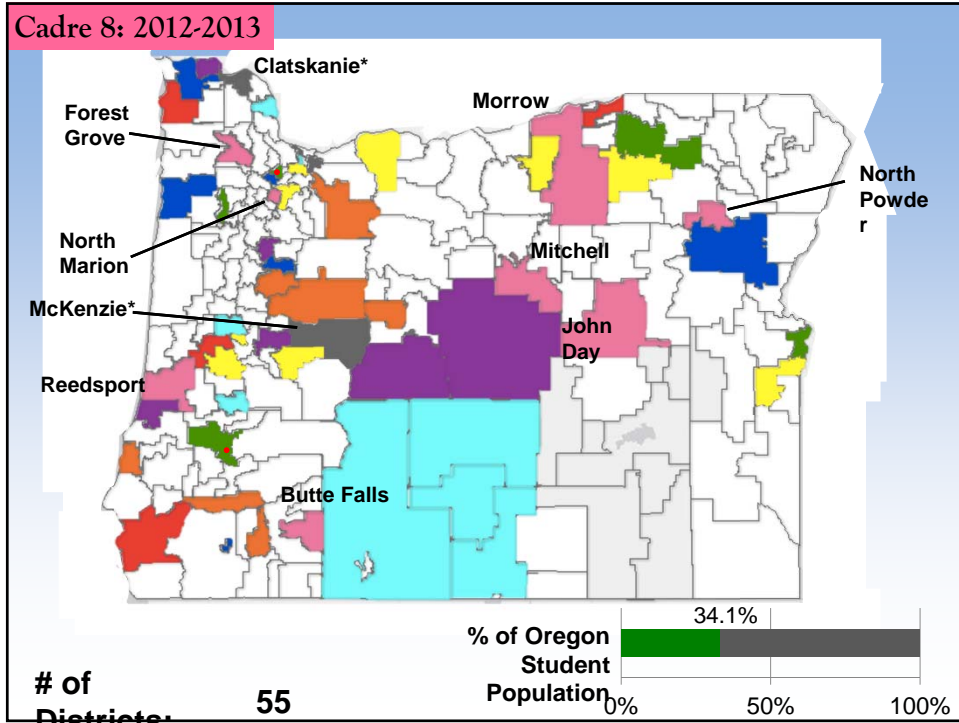
www.oregonrti.org









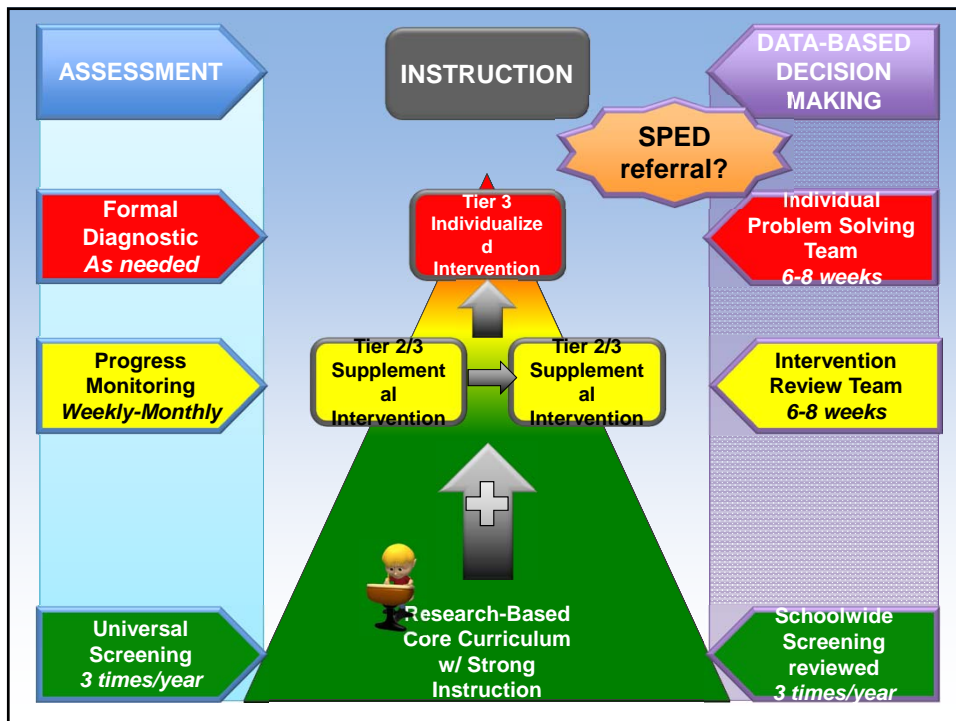


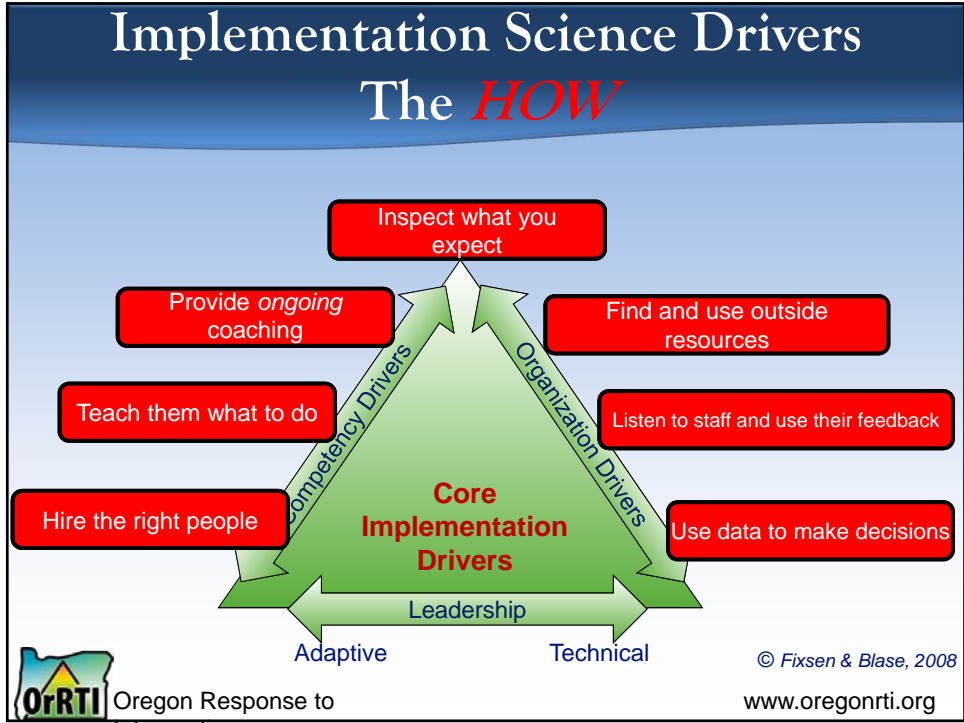
RTI: Myths and Facts



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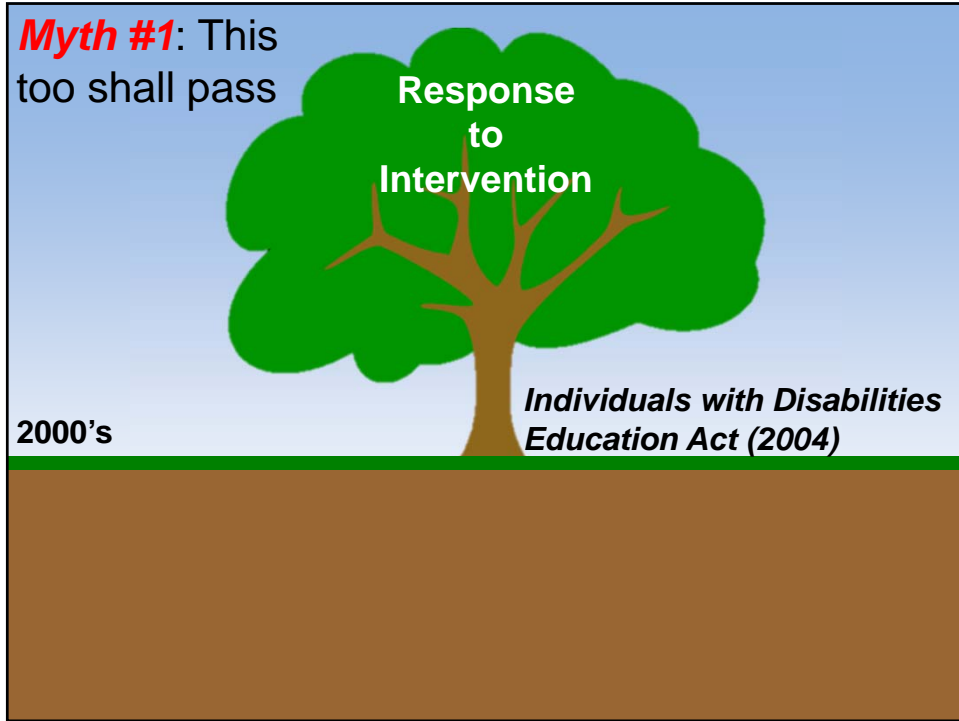




Myth	Fact

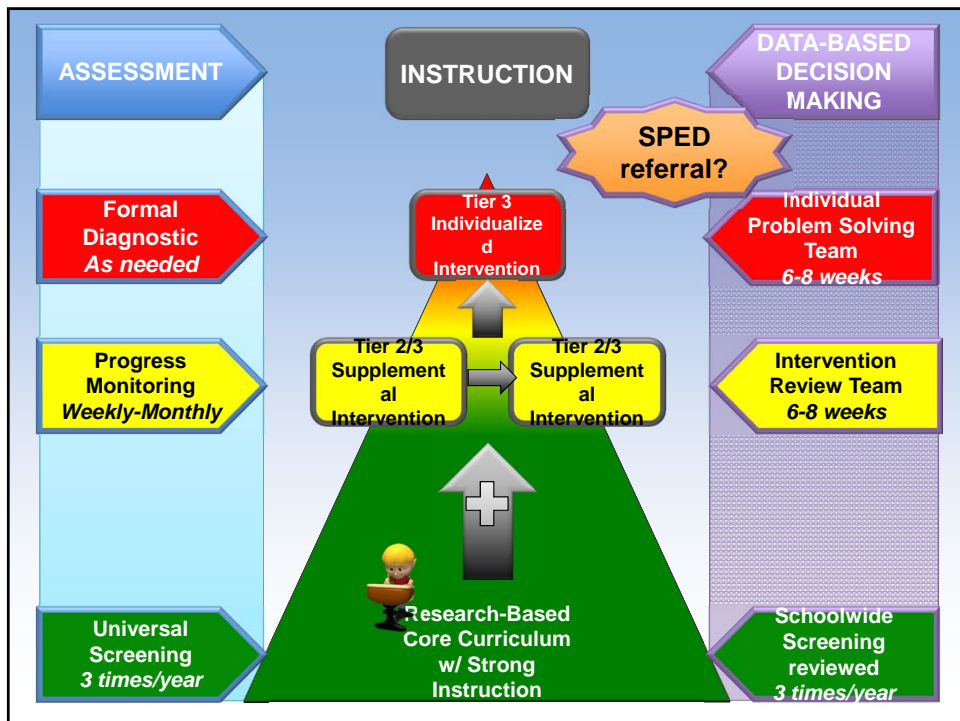
Myth	Fact
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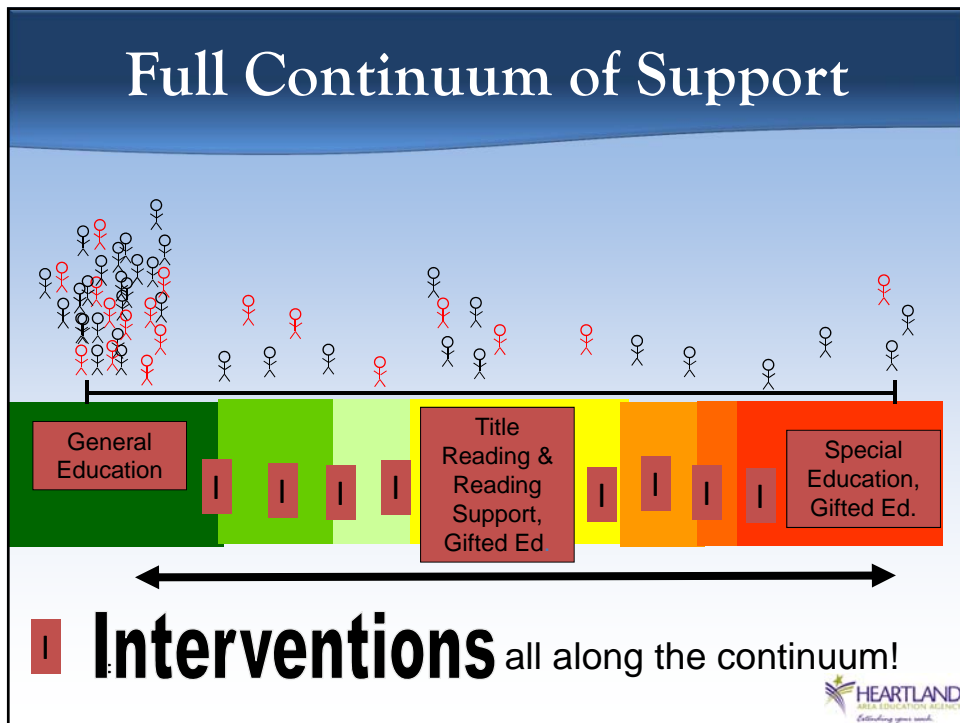
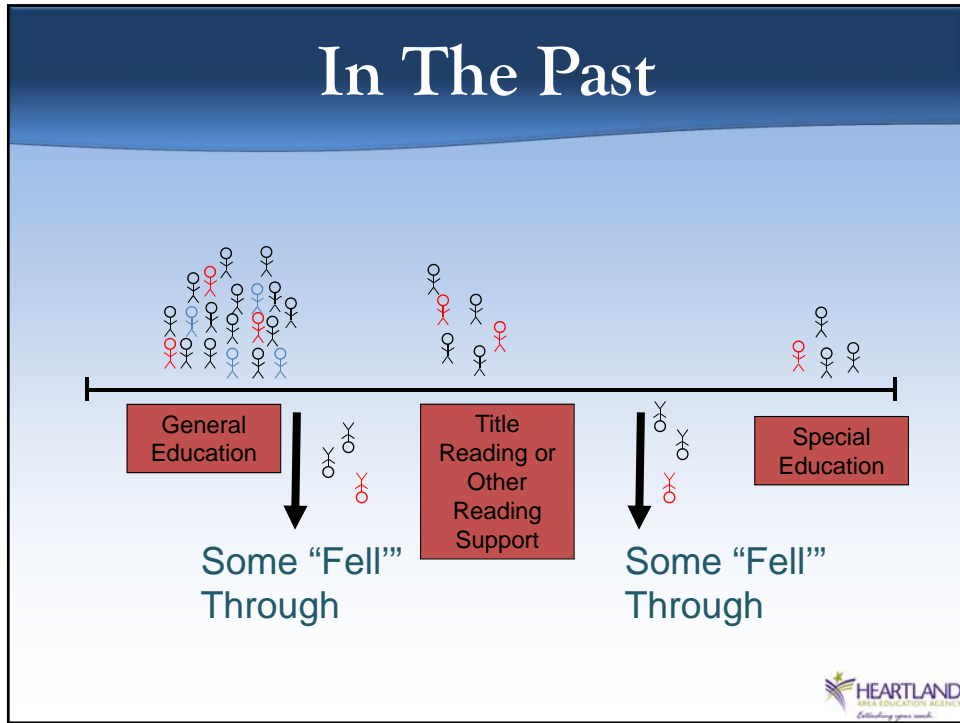
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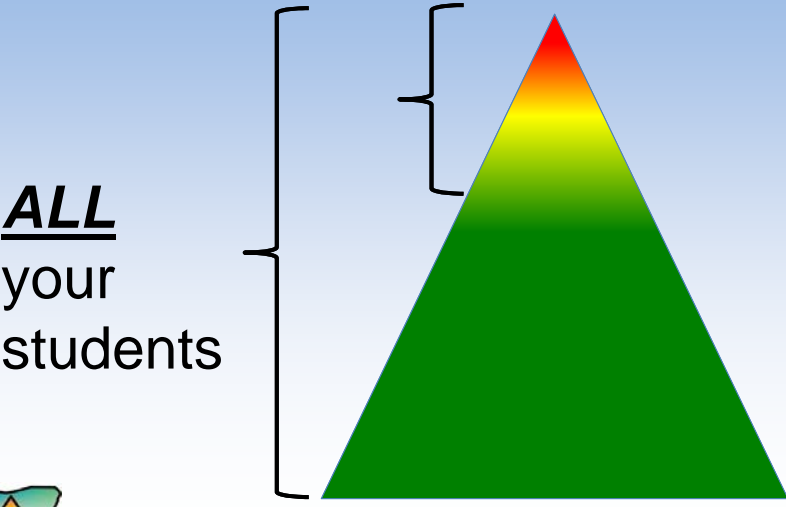
It's about core instruction



OrRTI Oregon Response to www.oregonrti.org

"RTI kids"

ALL
your
students



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“RTI Time”

**Every
minute of
every
day**

	KINDER	FIRST	SECOND	THIRD	FOURTH	FIFTH
9:00						
9:15	Core	Core	Writing/ Music (1)	Writing/ Music (1)	Sm group	Sm group
9:30	ERI - W					
9:45			Sm group	Sm group	Core	Core
10:00	ERI - H	recess				
10:15		Sm group	recess	recess		
10:30	recess		Core	Core		
10:45	Math	Core			recess	recess
11:00					Math Skill groups	Math Skill groups
11:15						
11:30		LUNCH/ RECESS	11:35 LUNCH/ RECESS	11:40 LUNCH/ RECESS	Writing/ Music (1)	Writing/ Music (1)
11:45						
12:00		Writing			12:00 LUNCH/ RECESS	12:05 LUNCH/ RECESS
12:15			Math Skill groups	Math Skill groups		
12:30						
12:45	ERI - W	PE	Math	Math	12:40 Music, Lib, PE	
1:00						
1:15	Core	recess			Math	Math
1:30		Math/Music				
1:45			Recess	Recess		
2:00	break		Lib/ PE/ 1 music			
2:15	Math		(double dose)			
2:30		Lib, 1 music	**Sci/Soc St	Sci/Soc St	Sci/Soc St	Sci/Soc St
2:45						
3:00						
3:10						



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“RTI Room”

Your **entire** school

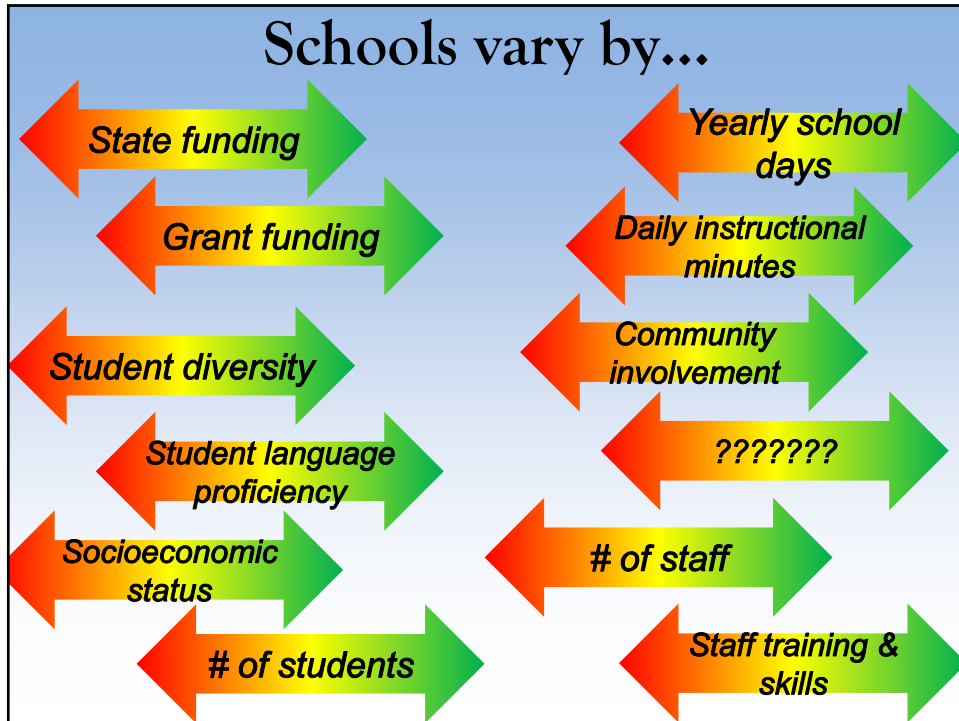


Oregon Response to

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6. Using RTI puts you at severe risk of child find litigation	

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4. RTI looks the same in every school/district	4. RTI is uniquely designed for each building
5. Using RTI puts you at severe risk of child find litigation	5. RTI provides a proactive and legally robust way to identify students as SLD

Legally Supported

- **LORE:** The response to intervention (RTI) approach for identifying students with specific learning disabilities will generate a spate of losing litigation concerning child find under the IDEA.



(Betesh, Brown, Thompson, & Zirkel, *November 2012*)



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Legally Supported

- **LAW:** Despite dire predictions in the special education literature of major problems of RTI in terms of child-find litigation and repeated warnings from the Office of Special Education Programs (OSEP) not to use RTI to delay or deny IDEA evaluations, *RTI has generated relatively negligible child find litigation under the IDEA, with the outcomes being notably deferential to districts*

(Betesh, Brown, Thompson, & Zirkel, November 2012)



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Legally Supported

- **LAW (Cont):** ...thus far *no published court decision has specifically concerned RTI and child find*, and the few pertinent hearing officer decisions have been deferential to school districts (e.g., Cobb County School District, 2012; Joshua Independent School District, 2010).

(Betesh, Brown, Thompson, & Zirkel, November 2012)



Oregon Response to

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WHY RTI?

- 1. Instructional Imperative
- 1. RTI/MTSS: An Evidence-based, Unifying Framework
- 1. Outcomes



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Differences Learning to Read

Estimates from National Institute of Child Health and Development research

Population %	Journey to Reading	Instructional Requirements
5	Easy: children read before starting school	Need no formal decoding instruction
35	Relatively Easy	Learn to read regardless of instructional approach
40	Formidable Challenge	Need systematic and explicit instruction
20	One of the most difficult tasks to be mastered in school	Need intensive, systematic, direct, explicit instruction

But We are Failing *Far Too* *Many* of Our Students

- NAEP
- OAKS
- DIBELS, EasyCBM, AIMSweb
- College & career Readiness



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RTI: An Evidence-based, Unifying Framework

We know:

- How kids learn to read* and have empirically supported curriculums
- What interventions are effective
- What instructional strategies are effective
- What assessment strategies are effective
- How to structure instructional practices into “Multi-tiered Systems of Support” (MTSS)

*National Reading Panel, 2000

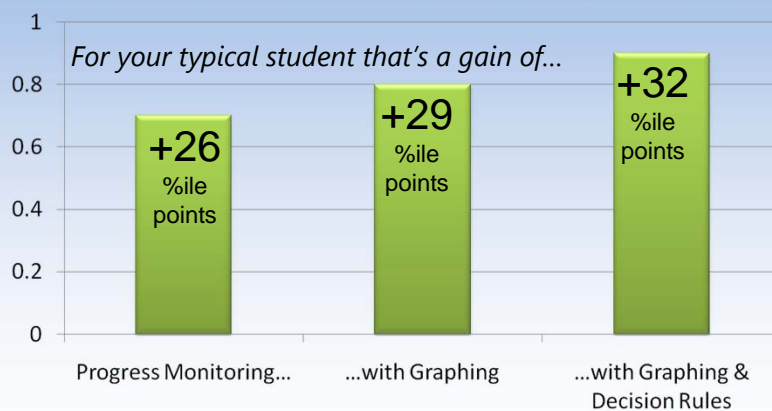
What Impacts Student Achievement?

Effective <i>teaching</i> variables	Effect size	<i>Other variables</i>	Effect size
Student expectations	+1.44	Socioeconomic Status	+0.57
Response to Intervention	+1.07	Parental Involvement	+0.51
Formative Evaluation	+0.90	Computer based instruction*	+0.37
Teacher Clarity	+0.75	School Finances	+0.23
Reciprocal Teaching	+0.74	Aptitude by Treatment Interactions*	+0.19
Feedback	+0.73	Family Structure	+0.17
Teacher-Student Relationships	+0.72	Retention	-0.16

John Hattie, *Visible Learning for Teachers*, 2012

Convergence: DBDM

Effectiveness of Progress Monitoring Practices



English Learners: Si Se Puede!



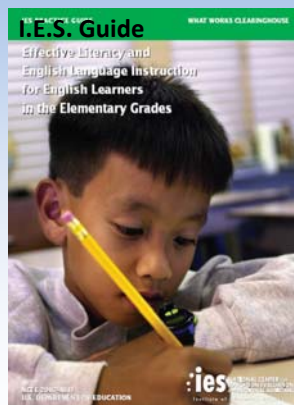
National Center on Response to Intervention
<http://www.rti4success.org>



**National Literacy
 Panel, 2006**

**Center for Research
 on Education,
 Diversity and
 Excellence, CREDE**

Teaching English
 Language Learners
 What the Research Does—and Does Not—Say
 Claude Goldenberg



Identification Rates: MiBLSi

Participating schools are showing, on average:

- 21% reductions in special education referrals
- 26% reductions in identification rates particularly between the first and second years of implementation

Hartsell, K. & Hayes, S. (2012, August). Spotlight on MiBLSi. Spotlight Briefs, Vol II. Regional Resource Center Program.

Identification Rates: OrRtI

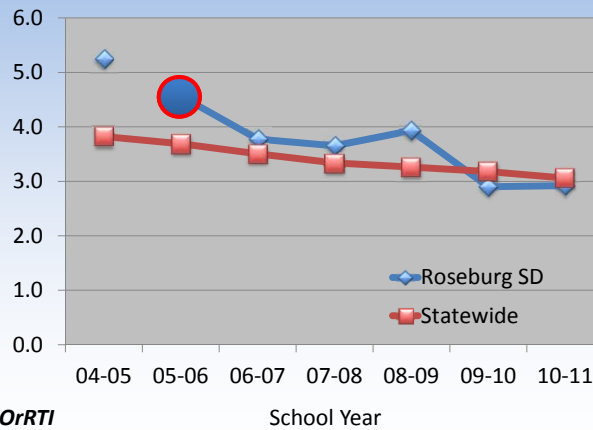
Avg. % of Students Identified SLD

State Average: 2011	3.1
OrRTI Cadres 1-6 Prior to Entering	4.7
OrRTI Cadres 1-6 in 2011 (at least 1 year after entering)	3.5
Reduction	26%

24 out of 29 districts moved in the direction of the mean

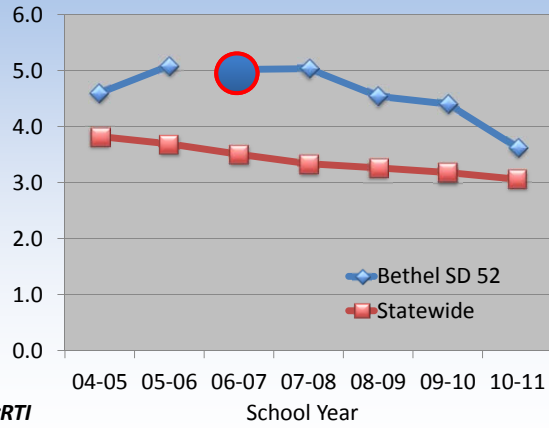
Roseburg School District Cadre 1

% of students identified SLD



Bethel School District Cadre 2

% of students identified SLD



 = Year 1 in OrRTI

Power of Core Instruction

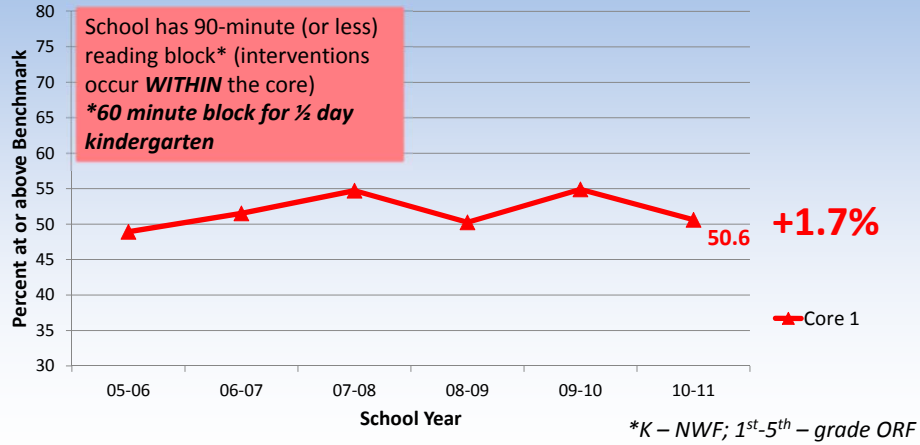


Engagement, Differentiation, Effective Teaching Strategies, Research based Materials, Data Driven Instruction.



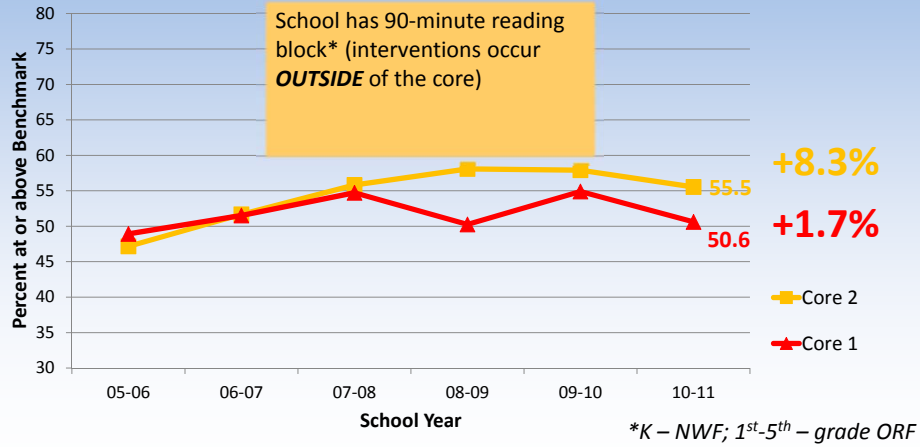
Cadre 1: Core Implementation

K-5 DIBELS Growth*



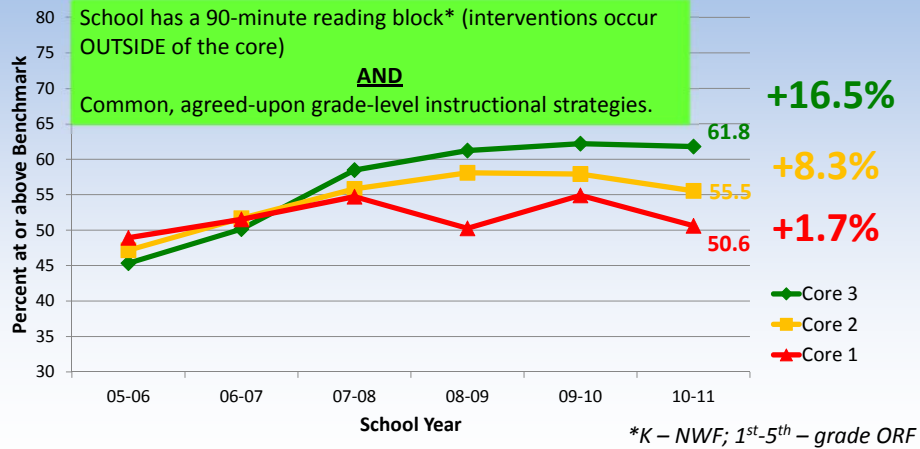
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Participation in the OrRTI Project:

Opportunities,
Benefits,
Expectations



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Implementation Focus

- Literacy → K-5
 - Behavior
 - Target Populations
 - Math, Writing



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Implementation Sequence

		Year 1	Year 2	Year 3	Year 4	Year 5
TIER 1	Explore					
	Install					
	Implement					
TIER 2/3	Explore					
	Install					
	Implement					
SPE D	Explore					
	Install					
	Implement					



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Not Your Father's Oldsmobile: PD OrRTI Style

- Conference style trainings with a twist
- On-site coaching, consultation, and co-training
- Lab School visits
- Mentor Districts
- Remote Consultation
- Web-based resources
 - www.oregonrti.org



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Who Gets Trained?

- District Leadership Team
- District Implementation Team
- Building Implementation Team



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Training Events for 2013-14

2013-14 Calendar of Training Events: OrRTI Sponsored Trainings



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Year-One District Deliverables

“Who will help me
make the bread?”

Little Red Hen, Circa 1962



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Questions?



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