

Response to Instruction Update

April 19, 2018



Mountain View
Whisman
School District

Response to Instruction K-5

Strategic Plan Goals

Goal 1.3 - Implement a multi-tiered system of support that intervenes early and often to meet the needs of all students.

- There are clear Response to Instruction processes for identification, assessment, and services
 - Create K-8 framework for Response to Instruction (RTI)
 - Develop, define, and provide professional development in RTI processes
 - Form collaborative teams that support RTI
 - Create school designs aligned to RTI processes

Response to Instruction

RTI—also known as a multitiered system of support (MTSS)—is a systematic process that helps ensure all students receive the time and support needed to learn at high levels.

Schools cannot ensure the success of every student unless they can effectively intervene when students struggle. Research and evidence in our field is conclusive—**RTI is the best way to intervene.**

Austin Buffum & Mike Mattos

Response to Instruction

- We know that every child learns differently and at his or her own pace
- Offers support for all types of learners - additional time to master content, strategies to address misconceptions and opportunities to dig deeper
- Provides a structure for targeted learning to happen for every child

Response to Instruction

- Specific RTI plans focused on literacy were developed to support the specific needs of the community at each elementary site
- Sites were trained to use a data protocol to form groups and target specific instruction
- Collaboration among grade level and RTI teachers happened weekly
- RTI teachers met monthly for PD and collaboration
- District RTI Handbook/Framework was created for elementary programs.

The framework includes:

- Program Models
- Research regarding RTI
- Resources for instruction



Mountain View
Whisman
School District

Current Programming

Response to Instruction

- Each site has additional RTI teachers to support the specific needs of their RTI plan
- RTI learning cycles have been established at each site including:
 - identified core standards
 - length of instructional cycle
 - common formative assessments aligned to core standards
 - criteria for grouping students and assigning teachers to groups

Response to Instruction

- Bubb, Huff and Stevenson utilize their RTI teachers to teach science while classroom teachers provide intervention or enrichment in small groups
- Castro, Landels, Mistral, Monta Loma and Theuerkauf utilize their RTI teachers to reduce class size and provide literacy instruction as a member of the grade level teams
- Monthly RTI teacher meetings provide opportunities to share and collaborate on best practices, data collection and curriculum usage
- Classroom walkthroughs including coaches, principals and District Office staff provide opportunities for feedback and discussion on implementation and next steps to support progress with RTI plan

Response to Instruction

School	Frequency of RTI Assessments	Type of Assessment	What is being measured?	Frequency of re-grouping
Bubb	3-5 weeks	Common Formative Assessments and Benchmark Advance Unit Assessments	Essential Standards from Previous Unit	3-5 weeks
Castro	3-6 weeks	Common Formative Assessments, Literably, Benchmark Advance Unit Assessments	Essential Standards from Previous Unit	3-6 weeks
Huff	3 weeks	Common Formative Assessments	Essential Standards from Previous Unit	3 weeks
Landels	Trimester	District Assessments	Reading Informational Text and Reading Literature standards	Trimester
Mistral	4-5 weeks	Common Formative Assessments and District Assessments	Essential Standards from Previous Unit	4-5 weeks
Monta Loma	4-6 weeks	District Assessments and monthly small group assessments	Reading Informational Text and Reading Literature standards	4-6 weeks
Stevenson	3-6 weeks	Common Formative Assessments	Essential Standards from Previous Unit	3-6 weeks
Theuerkauf	Trimester	District Assessments	Reading Informational Text and Reading Literature standards	2X per trimester



Mountain View
Whisman
School District

What does the data say about RTI?

ELA Benchmark and Literably

- Benchmarks in Grades 1 and 2 assess specific standards taught in each trimester
- Benchmarks in Grades 3 - 5 assess all standards covered throughout the school year

Research Data

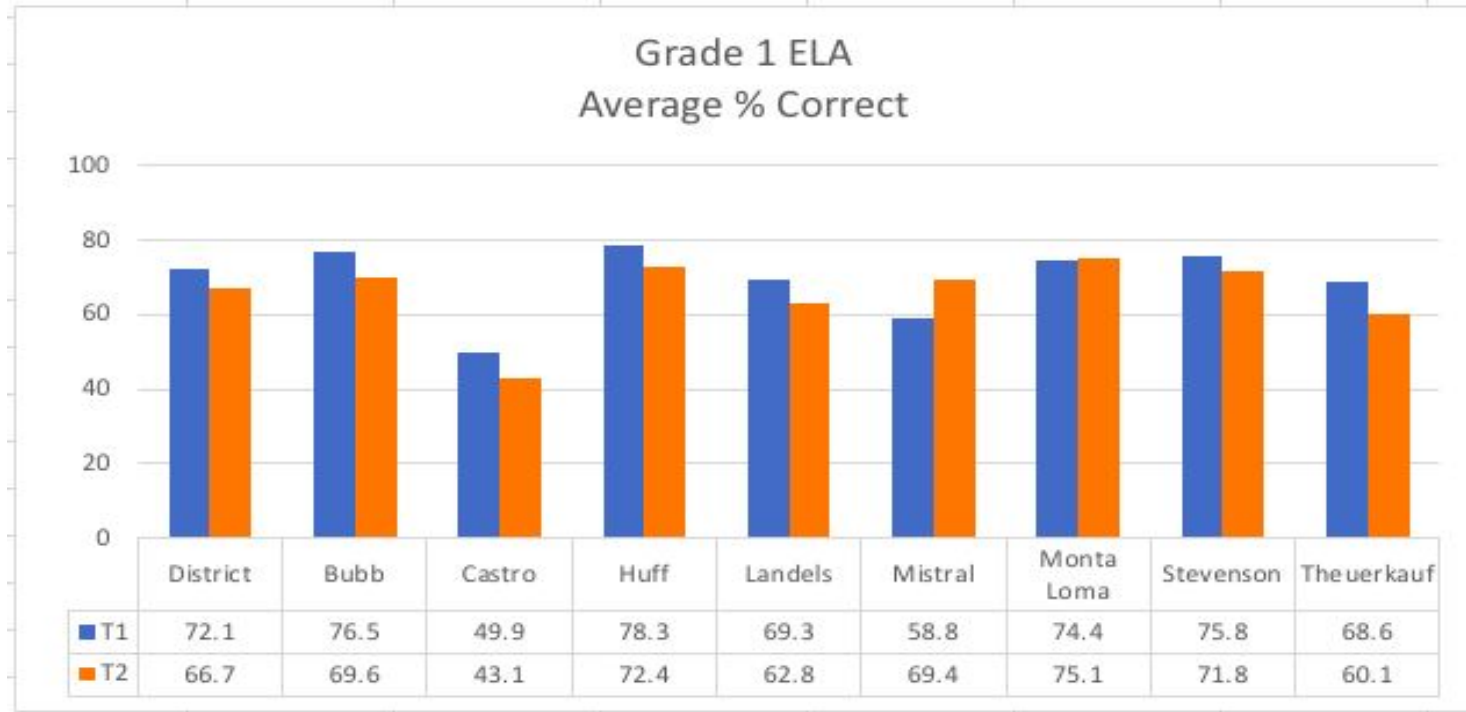
Hanover completed a study of Castro's RTI program in March 2018

- Data shared from Castro's programming in 2015-17
- For both Grades 2 and 3 students who passed the Literably Assessment, the percentage of students who met or exceeded the standard in ELA Benchmark tests is 13 to 67 percentage points higher than students who did not pass the first Literably Assessment.

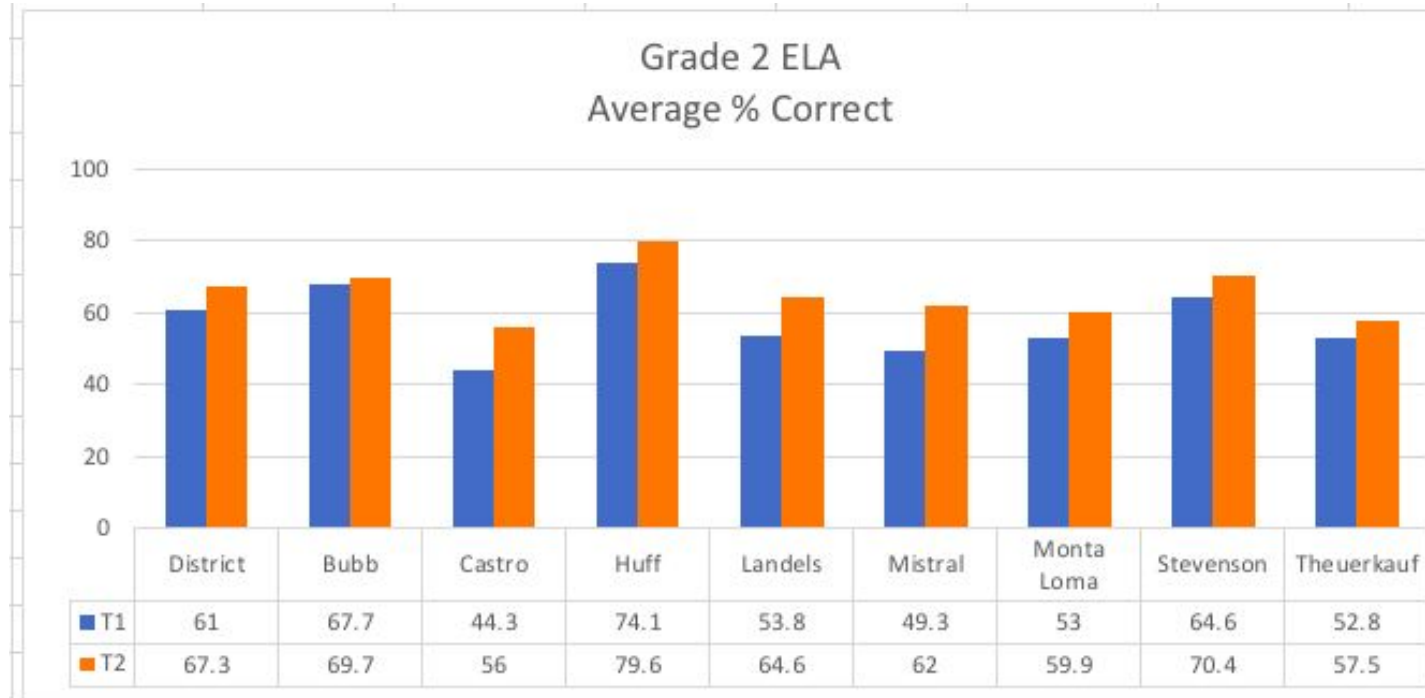
Recommendations from Hanover's study

- Standardize assessments across the district for each grade level in which the program is implemented, as standardized assessments can provide the district with robust comparisons across schools.
- Review a data template that leads to a more complete picture of progress across all schools

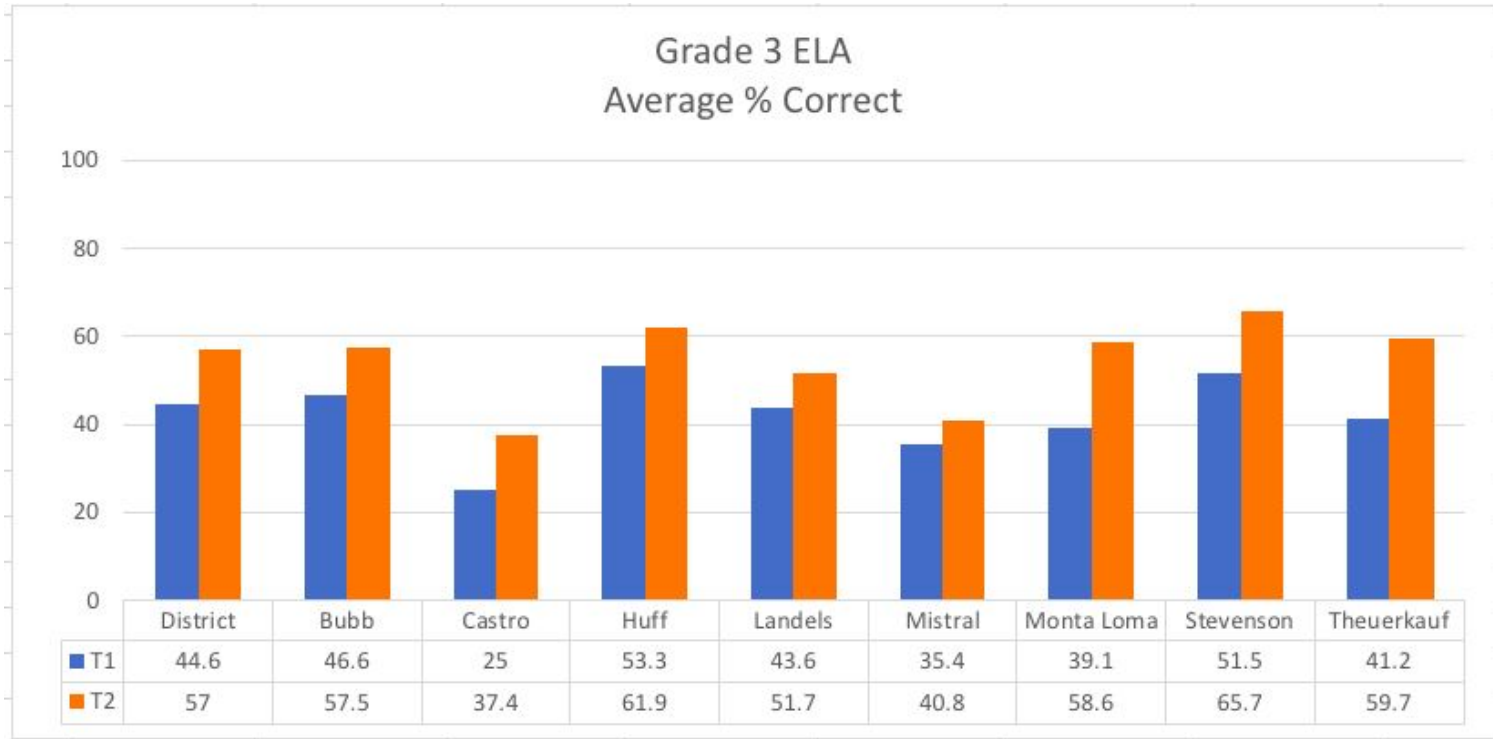
English Language Arts Benchmark



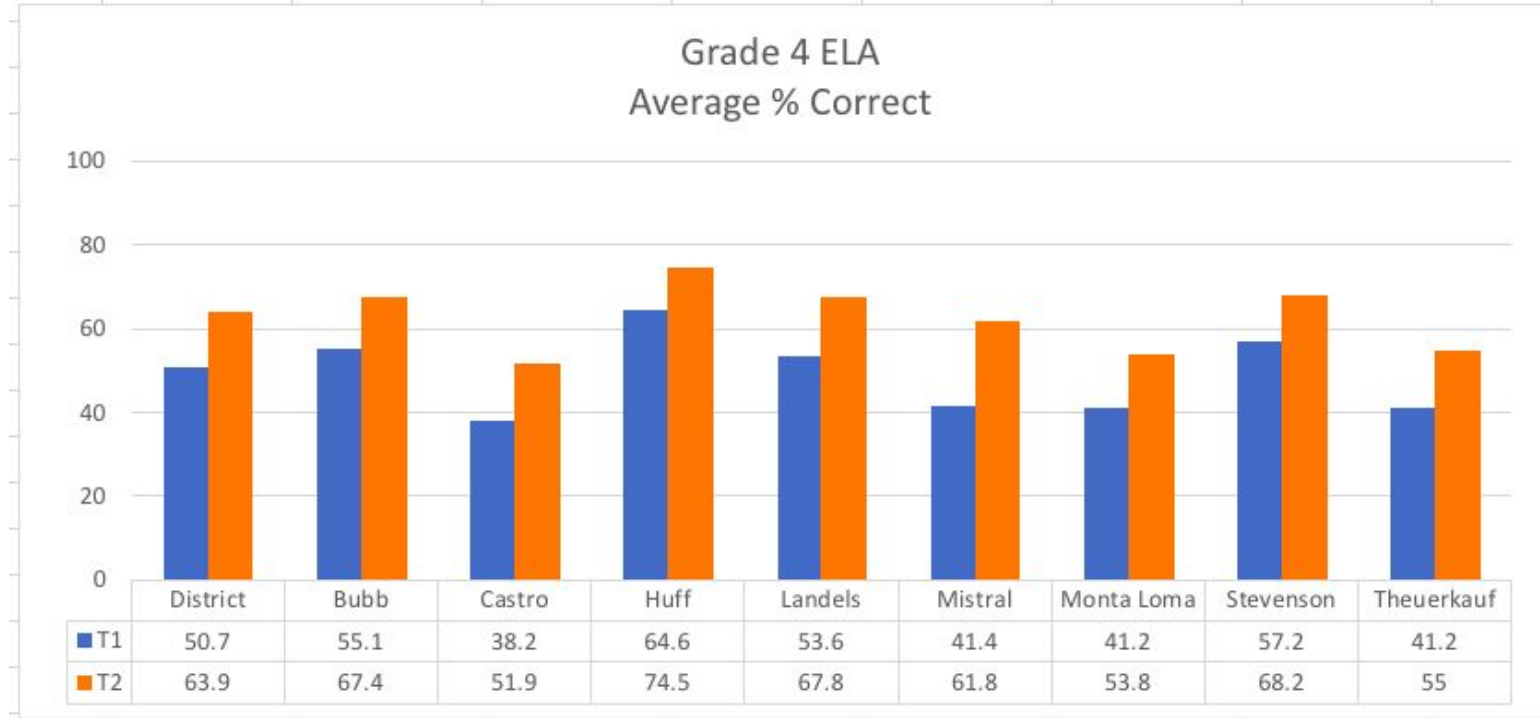
English Language Arts Benchmark



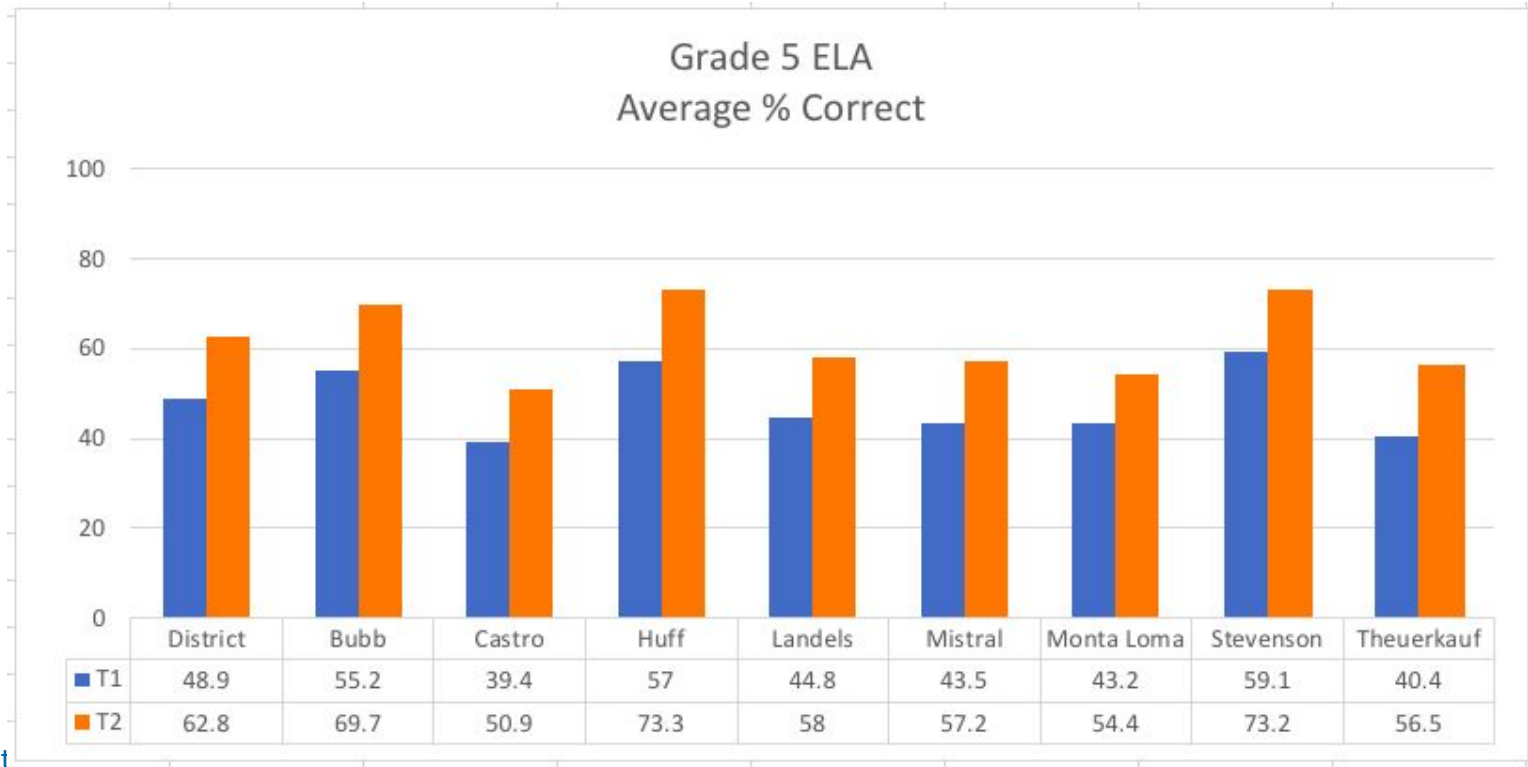
English Language Arts Benchmark



English Language Arts Benchmark



English Language Arts Benchmark

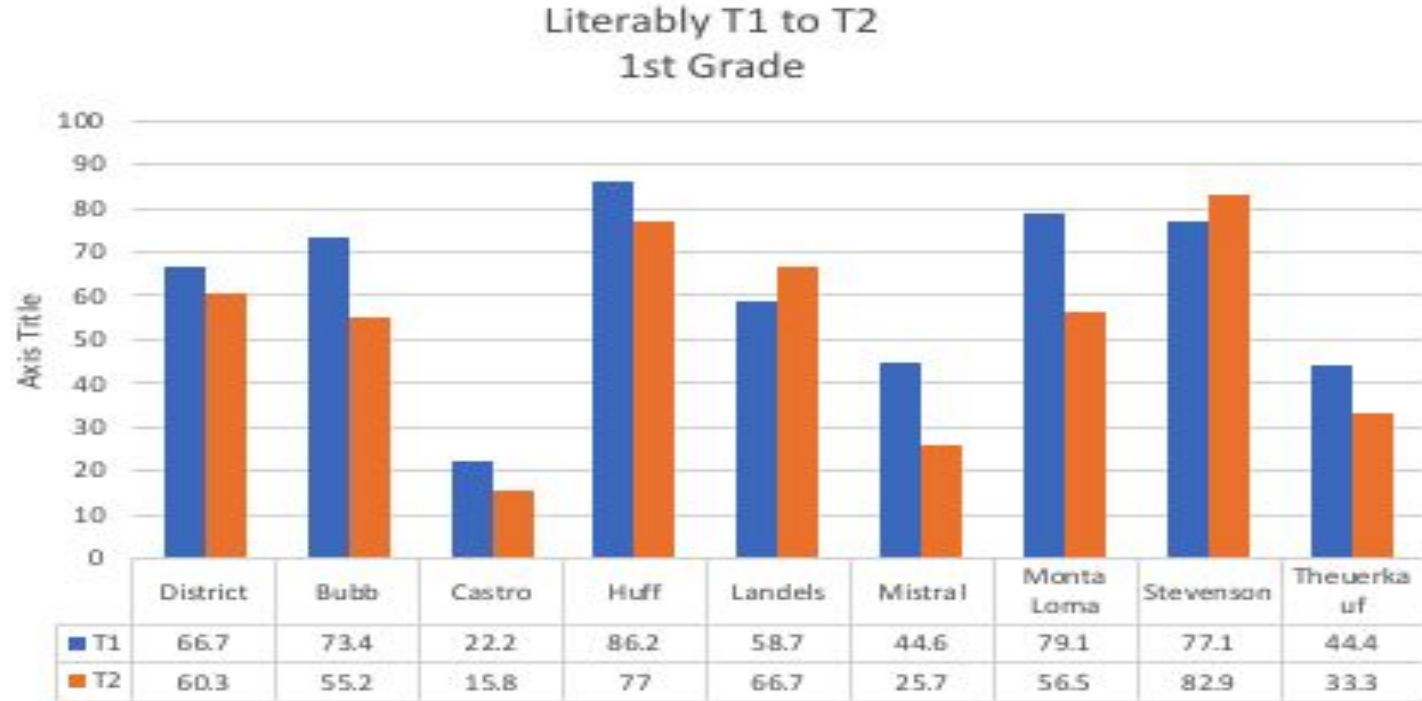


Mount

Literably

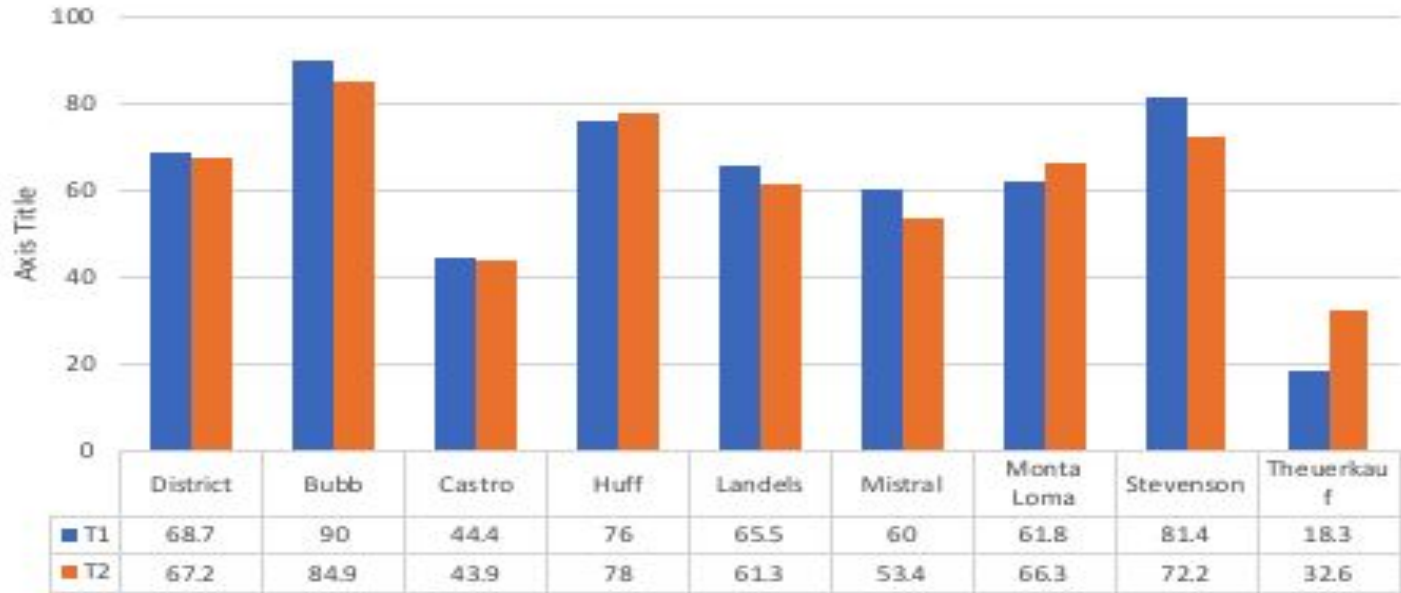
- Literably is an online reading assessment based on Fountas and Pinnell that is used at the end of each trimester.
- It gives us one piece of data that helps us understand the independent reading level of each student, including the student's reading strengths and challenges
- It provides a consistent point of data across all sites
- It allows us to listen to a student's reading, review a running record, review comprehension scores and errors, and review fluency and accuracy scores to inform instruction for students

Reading Assessment



Reading Assessment

Literably Data T1 to T2
2nd Grade

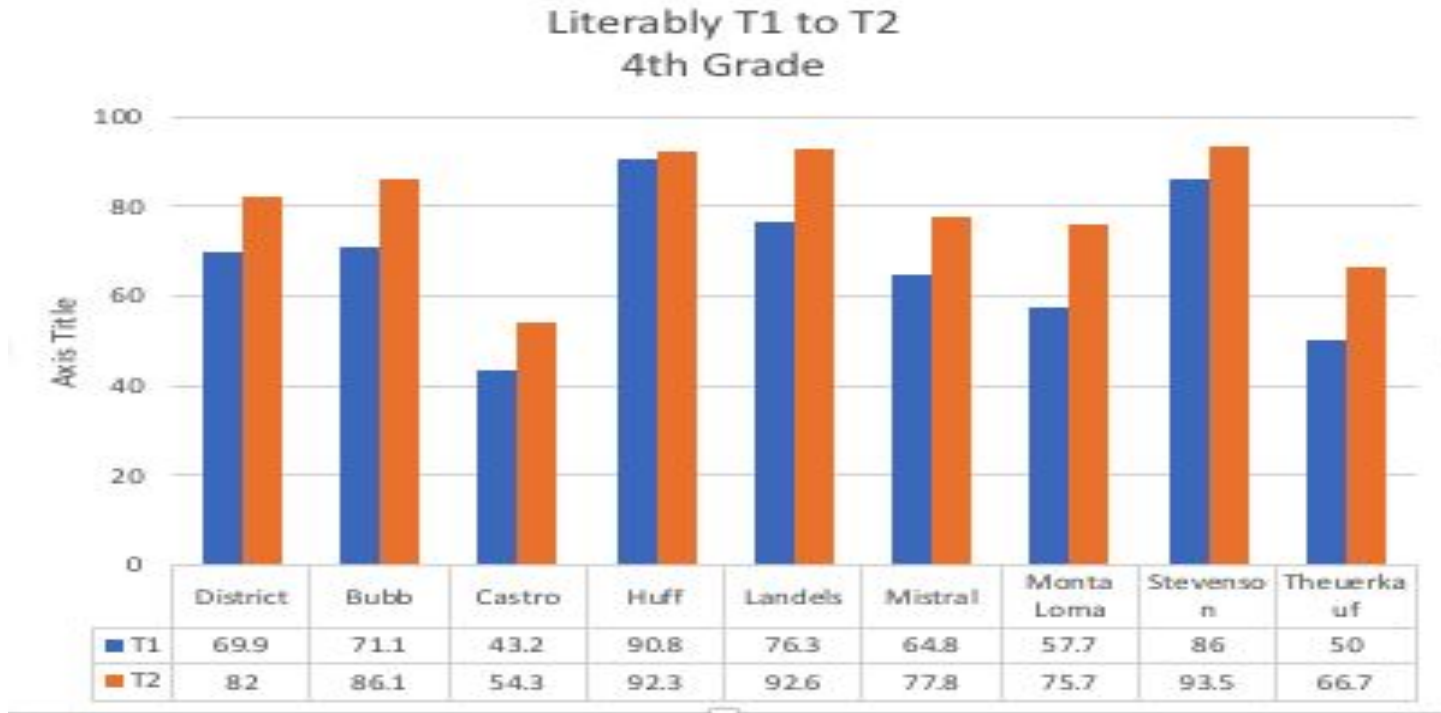


Reading Assessment

Literably T1 to T2
3rd Grade



Reading Assessment



Reading Assessment



Reading Comparison





Mountain View
Whisman
School District

Things to Consider

Things to Consider

- Some sites in year 1 of implementation
- Some in year 2 of implementation
- Castro is in year 4 of implementation
- Middle school is joining the RTI plan in 2018-19

Things to Consider

- RTI is a long term strategy
- Data analysis, collaborative work, and effective instructional practices are key components to RTI success
- Regrouping students helps target growth for all
- Reading in first grade has the largest jump of any grade level (begins at level 4, ends at level 18)

Successes

- Full RTI implementation at all elementary sites
- Sites developed and carried out their site specific RTI plans
- Gains in all schools in grades 2-5 on Benchmark from T1 to T2
- All schools made growth on Literably in 3rd grade
- Districtwide most significant gains in 4th grade on Literably

Opportunities for Improvement

- First grade support for strong literacy foundation
- Narrow the focus on target standards in each program
- Identify data beyond the District benchmark and Literably
- Identify additional materials to meet the needs of all learners
- There are variations in collaboration and regrouping among schools and at different grade levels within the same school
- Rigor of instruction during RTI block



Mountain View
Whisman
School District

Next Steps

Next Steps

- Professional development focus for next year -
 - digging deeper with data analysis
 - building on uses of our current curriculum (Benchmark Advance, Learning A-Z, Lexia, etc.)
 - regrouping strategies
 - small group instructional strategies
 - coaching support for teachers and administrators
- Build a middle school RTI model to address the needs of all students
- Identify additional data to collect beyond district assessments
- Develop common parameters for in-process data at each site to inform instructional decisions and show growth