

Why “Well Checks”?

Response to Intervention (RTI)

The practice of providing high quality instruction and intervention matched to student needs, based on data to collaborative educational decisions.

- ✓ **Data-based decisions**
- ✓ Global economy
- ✓ State initiative
- ✓ School-wide

- ✓ **Improve student achievement**
- ✓ Requires substantial educational & professional support
- ✓ 3-5 year implementation process





AIMSweb® Software

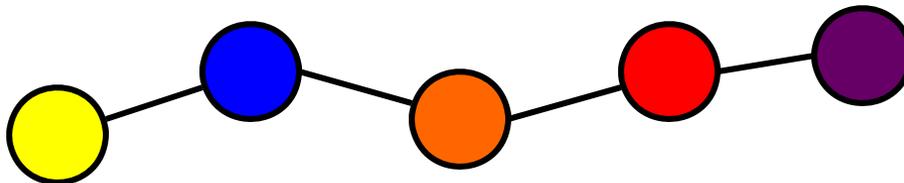
What is AIMSweb?

AIMSweb is a **research-based, data-driven** monitoring system focused on direct, frequent and continuous student assessment. AIMSweb was chosen because it is the most **valid** and **reliable** monitoring tool reported by the National Center for Response to Intervention.

The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine the response to intervention.

How do we use it?

- ✓ Universal Screening (Well Checks) to gather data
- ✓ Assess all students three times per year
- ✓ Monitor student progress



Advantages of Universal Screenings

- Universal Screenings are Curriculum-Based Measurements (CBM) that are supported by **30 years of school-based research**
- CBM is endorsed by the **United States Department of Education** as a method for assessing student progress
- **Reliable, valid indicators** – they don't measure everything, they measure the important things
- Direct **repeated measures of student performance**
- **Improves achievement** when used to monitor progress
- **Standardized test** to be given, scored, and interpreted in a **standard way**
- Correlates strongly with **“best practices”** and **research supported methods** for **assessment and intervention**
- Provides data that helps **teachers plan better instruction**



Universal Screening



The Universal Screening is only one of the assessments used to identify students for intervention.

Grade 1 Language Arts Universal Screening	Grade 1 Mathematics Universal Screening
<p>➤ <u>Test of Early Literacy (TEL)</u></p> <ul style="list-style-type: none">• Letter Naming Fluency (LNF)• Letter Sound Fluency (LSF)• Phoneme Segmentation Fluency (PSF)• Nonsense Word Fluency (NWF)	<p>➤ <u>Test of Early Numeracy (TEN)</u></p> <ul style="list-style-type: none">• Oral Counting (OCM)• Number Identification (NIM)• Quantity Discrimination (QDM)• Missing Number (MNM)
Grade 2 Language Arts Universal Screening	Grade 2 Mathematics Universal Screening
<p>➤ Reading Curriculum Based Measurement (R-CBM)</p> <p>➤ Reading Maze (R-MAZE)</p>	<p>➤ Math Concepts and Applications (M-CAP)</p>

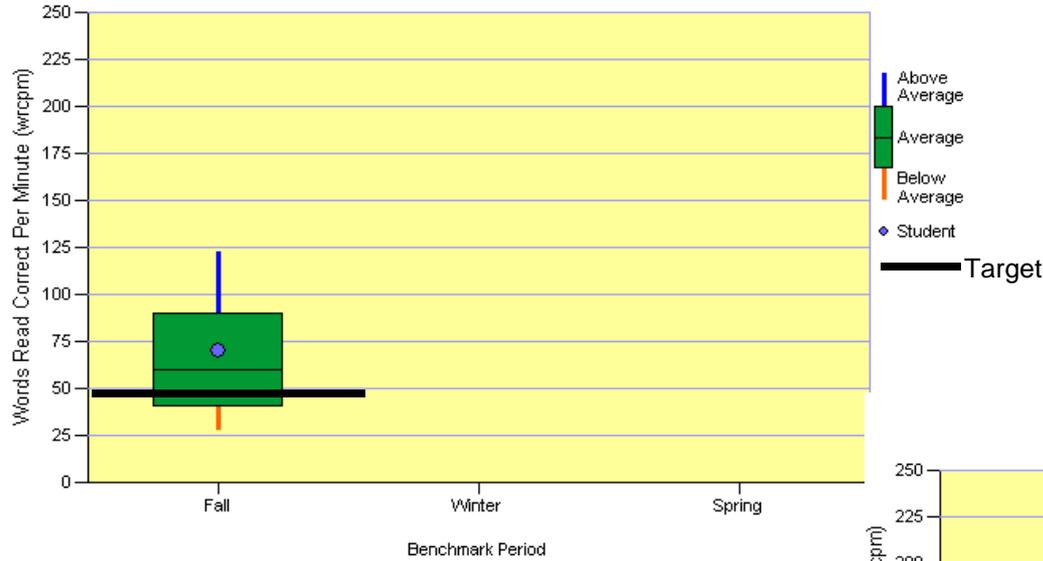
Test Administration

- Quiet, controlled setting
- One-on-one assessments for grade one
- One-on-one and small group assessments for grade two
- Supervision for the remainder of the group who are engaged in technology-based learning activities while assessments are completed
- Results directly imputed into the AIMSweb data-base system for one-on-one assessments, leaving no room for error
- Maintain inter-scorer reliability for small group assessments

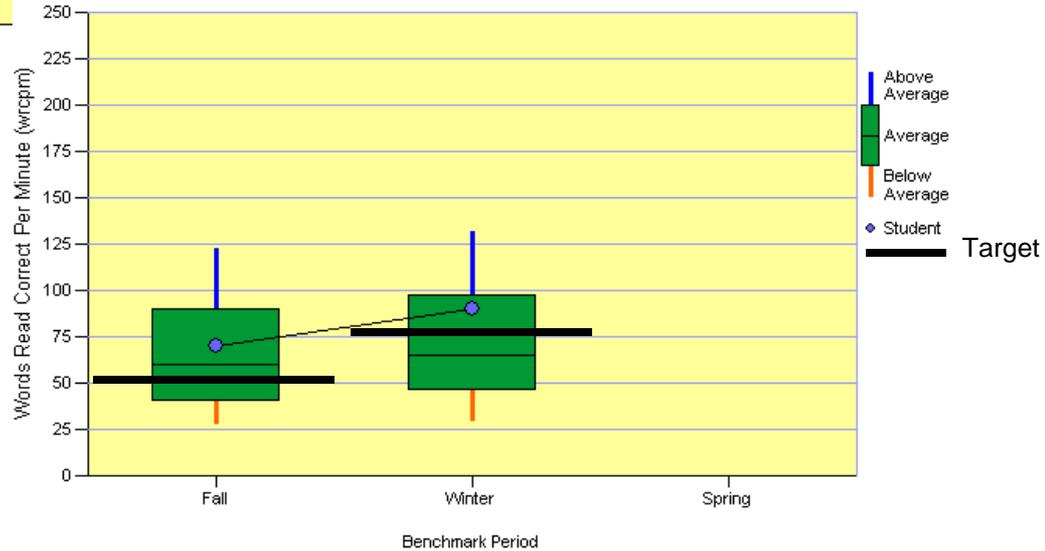


Well Check Reports

Washington School District - Washington Elementary
 Jamie Connor (Grade 3)
 Reading - Standard Benchmark Passages



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Framework for Providing Instruction

Tier 3: Intensive Interventions

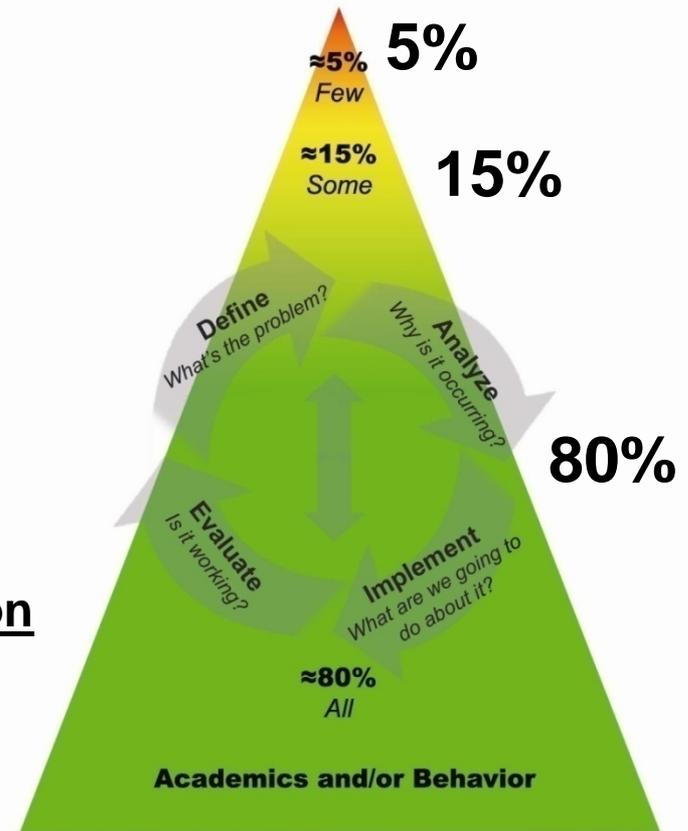
Few students who need individualized Interventions.

Tier 2: Strategic Interventions

Some students who need more support in addition to the core curriculum.

Tier 1: Core Curriculum Classroom Instruction

All students, including students who require curricular enhancements for acceleration.



Tier 1: Research Based Practices: Meeting the Needs of All Learners

The classroom teacher provides:

Flexible
Grouping

Differentiated
Instruction

Shared Reading
and Guided
Reading

120 Minute
Literacy Block

80 Minute
Mathematics
Block

Formative and
Summative
Assessments

Professional
Development

AIMS Benchmark
Assessments in
Fall/Winter/Spring

Tier 2: Strategic Interventions: Thirty Additional Minutes Three to Five Days Per Week

The reading/mathematics intervention teacher provides:

15% or Less of
Total
Population

Maximum of 5
Students

Differentiated
Learning Goals

Cycles of
Instruction

Weekly
Assessment and
Data Collection

End of Cycle
Analysis

Tier 3: Intensive Interventions: Thirty Additional Minutes Four to Five Days Per Week

The reading/mathematics intervention teacher provides:

**5% or Less of
Total Population**

**Groups of 1-3
Students**

**Learners
Grouped by
Learning Goals**

**Assessment and
Data Collected
Frequently**

**Cycles of
Instruction**

**End of Cycle
Analysis**

Summary

Whole group setting...

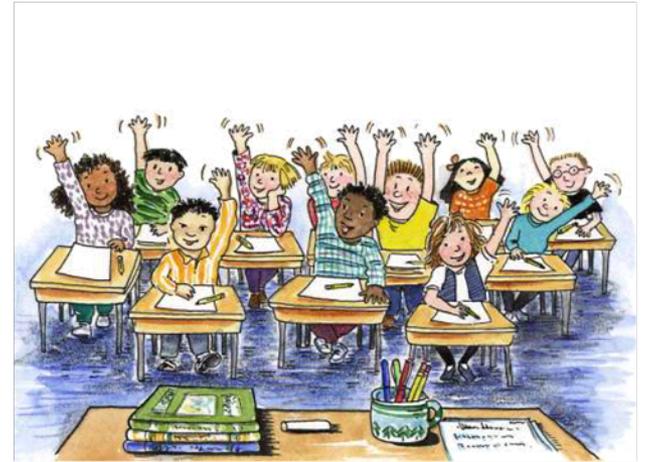
- Universal screening three times per year (Well Checks)
- Identify students who may need educational accommodations
- Develop instructional plans to meet the needs of all students

Small group setting...

- Differentiated learning goals
- Cycles of instruction
- Frequent assessment to monitor progress and inform instruction

At home...

- Support classroom learning
- Relate learning to everyday life
- Utilize resources provided





Parent Resources

Language Arts	Mathematics
<p><u>Reading Eggs:</u> www.readingeggs.com <i>On-line reading program that makes learning essential reading skills a fun and motivating experience.</i></p> <p><u>Raz Kids:</u> www.razkids.com <i>Children read leveled books on this fun and interactive site.</i></p>	<p><u>Everyday Math:</u> www.everydaymath.com <i>Popular games from the Everyday Math program to help students practice math concepts and skills.</i></p> <p><u>Soft Schools:</u> www.softschools.com <i>Fun games, and free printables organized by grades and topics to reinforce math concepts and skills.</i></p>
Response to Intervention Resources	
<p><u>A Parent's Guide to Response to Intervention:</u> www.abcadvocacy.net</p> <p><u>National Center on Response to Intervention:</u> www.rti4success.org Search parent resources</p>	

Why are we implementing Response to Intervention?

The answer lies in why we joined this profession in the first place—to help children. Our work must be driven by the knowledge that our collaborative efforts will help determine the success or failure of our students. RTI should not be a program to raise student test scores, but rather a process to realize students' hopes and dreams. It should not be a way to meet state mandates, but a means to serve humanity. Once we understand the urgency of our work and embrace this noble cause as our fundamental purpose, how could we possibly allow any student to fail?

~ Educational Leadership ~

October 2010