Getting Results From MTSS / RTI: 10 Success Factors
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Education Consulting and Professional Development
95 percent of students reading at grade level… an achievable goal

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First 5 Factors

First 5

1. Form intervention groups based on skill deficits (not "yellow" or "red" groups).

2. **Use effective diagnostic assessments.**

3. Implement a Walk-to-Intervention delivery approach for Tiers 2 and 3.

4. Add intervention blocks into the school's master schedule.

5. Flood a grade level with all possible extra help during Tier 2 & 3 times.

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Second 5 Factors

Second 5

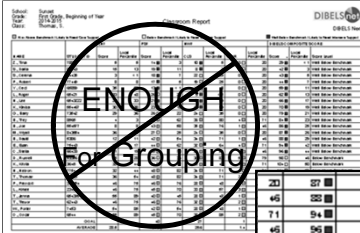6. Don't waste precious intervention time teaching students skills they have mastered.

7. **Use skills continua to pinpoint missing skills and instruct for mastery.**

8. **Be aware of which instructional characteristics make Tier 2 and 3 intervention effective.**

9. Align progress monitoring instrument to skills taught in each group.

10. INSPECT what you EXPECT by conducting brief snapshot observations.

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Factor #1
Form Groups Based on Skill Deficits

■ Instructional Recommendation Levels Aren't Enough
   for Forming Groups

Factor #2
Use Effective Diagnostic Assessments

4 Types of Assessments

■ Screening

■ Diagnostic

■ Progress Monitoring

■ Outcome

Universal Screener - ORF
Student #1 – 80 w.c.p.m.

Example of Oral Reading Fluency Passage Student 1

My family went on vacation to the beach last summer. The first day was sunny, and we built sand castles with my uncle. My castle was a shark, and my sister's castle was a house with a moat.

When we got up the next morning, there had been a storm over night. The waves were so high that our castles were completely gone. My sister cried, but we decided to build more castles. This time, they were farther from the water.

The next day, when the waves returned, they did not reach our new castles. Now every time we build sand castles, we know to build them far from the shore.

WRC = 80   80/81 = 99% accuracy

Student read 81 words.
Missed 1 word.
Accuracy rate is 99%.

Student #2 – 80 w.c.p.m.

Example of Oral Reading Fluency Passage Student 2

My family went on vacation to the beach last summer. The first day was sunny, and we built sand castles with my uncle. My castle was a shark, and my sister's castle was a house with a moat.

When we got up the next morning, there had been a storm over night. The waves were so high that our castles were completely gone. My sister cried, but we decided to build more castles. This time, they were farther from the water.

The next day, when the waves returned, they did not reach our new castles. Now every time we build sand castles, we know to build them far from the shore.

WRC = 80   80/98 = 82% accuracy

Student read 98 words.
Missed 18 words.
Accuracy rate is 82%.

Features of an Effective Diagnostic

What to Look For

- Measures 1 subskill at a time
- Skills measured in order of complexity
- Keeps subskill scores separate – adding them together masks deficits
- 10 probes is adequate
- 3 forms
  - Form A for initial assessment – 1st group placement
  - Forms B & C for progress monitoring

Scoring a Phonics Diagnostic

- Score reflects errors on target phonics pattern
- Notes show errors on other skills

Error on blend & vowel
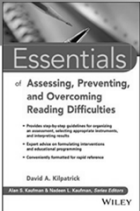
Skill 3: Consonant Blends					
triz	flug	*vug* / *plit* blat	mond	gamp	# Correct
stom stom	*spit* splet	prant	brund	*prest* grest	5 /10

Ferd
Fred was glad to swim to the raft at camp. | # Target Words Correct

storp *can't* *splits*
Brad held on to the strap so he could jump off the stilts. | 7 /10

Error on sight word

—Example from 95 Percent Group's
Phonics Screener for Intervention™ (PSI)

Use PHONICS Diagnostic Data to Group Students with Similar Needs

| Student Name | Beginning Phonics Skills | | | | | | Advanced Phonics Skills | | | | Other |
	1a: Letter Names	1b: Letter Sounds	2: VC/CVC	3: Consonant Blends	4: Consonant Digraphs	5: Silent-e	6: Vowel Teams (Predictable)	7: Vowel Teams	8: Vowel-r	9: Complex Consonants	Sight Words
Maximum Points	26	21Q/ 8V	10/10	10/10	10/10	10/10	10/10	10/10	10/10	10/10	/220
Brian			10/10	7/10	7/10	2/10					
Hadley			10/10	7/4							
Becca			6/10	7/7	6/7						
Mercedes			9/9	9/10	7/8	8/10					
Kristi			10/10	9/10	8/7	7/10					
Quinn			9/9	9/9	7/9	6/8					
Ted			9/10	9/7	6/8	7/6					
Jordan			9/9	9/10	9/10	4/10					
Brittanie			9/10	10/10	9/9	1/8					
Sommer			10/10	9/10	10/9	6/10					
Shandra			9/10	10/10	9/9	7/9					
Jaden			9/10	10/10	9/10	7/8					

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What About PA Assessment?

Essentials of Assessing, Preventing, and Overcoming Reading Difficulties

By
David A. Kilpatrick
(Wiley, 2015)

Essentials
of Assessing, Preventing, and Overcoming Reading Difficulties

• Provides step-by-step guidelines for organizing an assessment, selecting appropriate instruments, and interpreting results
• Expert advice on formulating interventions and educational programming
• Conveniently formatted for rapid reference

David A. Kilpatrick

Alan S. Kaufman & Nadeen L. Kaufman, *Series Editors*

WILEY

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Development of PA Skills

For Normally Progressing Students

By Mid-1st Grade   Grades 3 & Beyond

PSF

Phoneme Analytical Skills

K   1   2   3   4

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25 Phonological Awareness Skills

Phonological Awareness

Skill 5 Phonemes

Skill 4 Onset-Rime

Skill 3 Syllables

Compound Words
Segmentation/Blending (3.1)

Application:
Identification (3.2)
Categorization: Position (3.3)

Manipulation:
Addition (3.4)
Deletion (3.5)
Substitution (3.6)

Noncompound Words
Segmentation/Blending (3.7)

Application:
Counting (3.8)
Categorization: Number (3.9)

Onset-Rime
Blending (4.1)
Segmentation (4.2)
Isolation (4.3)

Application:
Identification (4.4)
Categorization (4.5)

Manipulation:
Substitution (4.6)

Single Phoneme
Isolation (5.1)

Application:
Identification (5.2)
Categorization: Position (5.3)
Categorization: Exclusion (5.4)

All Phonemes
Blending (5.5)
Segmentation (5.6 & 5.7)

Application:
Categorization: Number (5.8)

Manipulation:
Addition (5.9)
Deletion (5.10)
Substitution (5.11)

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Factor #3 – Use Effective Delivery Model Intervention in the Classroom With Support

Writing Workstation

Library

Aide or Title I teacher with intervention group

Teacher with Small Skill Group

Listening

Computer Workstation

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"Walk-to-Intervention" Grouping Across a Grade Level

3rd Grade
4 Classrooms
94 students
6 Staff Members

Decoding Group
4 students
Spec. Ed. Teacher

Decoding Group
6 students
Reading Teacher

Decoding Group
6 students
Classroom Teacher # 1

Advanced Word Study Group
18 students
Classroom Teacher # 2

Fluency Group
30 students
Classroom Teacher # 3

Enrichment Group
30 students
Classroom Teacher # 4

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Factor #4 – Add Intervention Blocks to Master Schedule

Sample Master Schedule
(Includes an Intervention Block for Each Grade)

One Column per Grade Level

In-class intervention in **gray**

Pull-out Intervention in **turquoise**

Time
In 15-minute increments

Reading Coaches' Schedule

Coach available during each grade level's intervention block

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Factor #5 – Flood Grade Level
Many Possible Interventionists

Decoding Group
4 students
Spec. Ed. Teacher

Decoding Group
6 students
Reading Specialist

Decoding Group
6 students
Classroom Teacher # 1

3rd Grade
4 Classrooms
94 students
6 Staff Members

Advanced Word Study Group
18 students
Classroom Teacher # 2

Fluency Group
30 students
Classroom Teacher # 3

Enrichment Group
30 students
Classroom Teacher # 4

50% MORE

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Factor #6

6. Don't waste precious intervention time reteaching students skills they have mastered.

DO teach what students need
Use continua to instruct in a sequence

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Intervention Studies

Essentials
of Assessing, Preventing,
and Overcoming
Reading Difficulties

- Provides step-by-step guidelines for organizing an assessment, selecting appropriate instruments, and interpreting results
- Expert advice on formulating interventions and educational programming
- Consistently formatted for rapid reference

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WILEY

*Essentials of Assessing,
Preventing, and Overcoming
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Successful Intervention

"The highly successful intervention results involved eliminating the phonological awareness difficulties in those weak readers. Other intervention studies that did not eliminate phonological awareness deficits had less impressive outcomes."

*Essentials of Assessing, Preventing,
and Overcoming Reading Difficulties*
Page 66
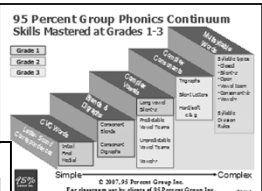
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Factor #7: Use Skill Continua
Provides Sequence of Skills for Intervention

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25 Phonological Awareness Skills

95 Percent Group Phonics Continuum
Skills Mastered at Grades 1–3

Factor #8: Tier 2 & 3 Instructional Characteristics that Make it Effective

Understand the Difference

Routines & Explicit Instruction

Activities are practice **after** explicit instruction

Example of Explicit Instruction
Blend and Segment Onset

man

/m/ an

man

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Technique to Teach Rhyming

I Do—Shapes
- We're going to listen to 2 words and decide if the ending parts, or rimes, are the same or different. We'll use this mat and some pictures and shapes.
  1. Watch me. My turn. (Place man next to green onset in top row and point to it.) The first word is man.
     - I tap the first part and say /m/. I tap the rime and say /an/.
  2. (Place fan, yellow onset, and red rime in bottom row and point to fan.) The next word is fan.
     - I tap the first part and say /f/. I tap the rime and say /an/.
     - (Tap both rimes.) These 2 parts look the same. They sound the same, /an/, /an/. These 2 parts rhyme. When words rhyme they sound the same at the end.

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Characteristics of Routines

- Multisensory
  - Uses multiple modalities
- Cueing
  - Hand signals
  - Verbal cues
- Minimal teacher talk

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Example – Multisyllable Routines
3 Steps in Teaching a Syllable

Step 1 – Recognize the Syllable Type

▼

Step 2 – Read Single-Syllable Pseudowords

▼

Step 3 – Read Two-Syllable Pseudos and Real Words

Example: Teaching P-G Mapping
7 Colors

⬤	Consonants
⬤	Consonant Digraphs
⬤	Short Vowels
⬤	Long Vowels
◯ ⬤	Vowel Teams
⬤ ⬤ ◯	R-Controlled Vowels

Phoneme-Grapheme Mapping

Steps 95 Percent Group Recommends:

- Say the word
- Fingerstretch the sounds
- Count the sounds
- Draw around the boxes
- Pull down one sound at a time
- Write the letters below each box
- Say the word

Factor #9: Use Progress Monitoring Data

Beginning of Year | Middle of Year

Benchmark 40 %

Benchmark 55 %

Strategic – Below 35%

Strategic – Below 30%

Intensive Well Below 25%

Intensive- Well Below 15%

31
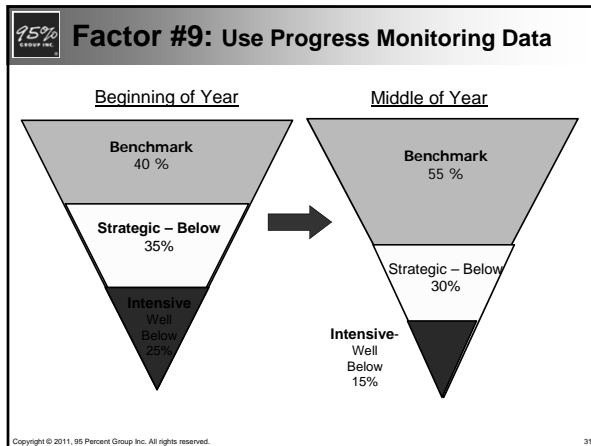
Factor #10: Inspect What You Expect

Informal Spontaneous Observations
Minnesota-Toronto Study

PERSPECTIVE

"High-scoring principals frequently observed classroom instruction for short periods of time, making 20-60 observations a week, and most of the observations were spontaneous."

The School Principal as Leader
The Wallace Foundation

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Questions?

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