Response to Intervention (RtI) at IHGMS

Why We Have RtI and How it Works

Where we were at:

- Our Student Intervention Team (SIT) was challenged to support students who were not demonstrating success over time regardless of the interventions already recommended and implemented by our teachers.

- Similar outcomes from previous years.

Rationale:

The definition of insanity is **doing the same thing** over and over again and **expecting** a **different** result.

These words are usually credited to the acclaimed genius Albert Einstein

If you do what you've **always done,** you'll **get** what you've **always gotten.**

- Tony Robbins

IHGMS SBA/SAS* - % Students Level 3 & 4

ELA	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	Math	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018
Grade 3					**Grade 3**				
Raymond	53	48	60	60	**Raymond**	43	47	63	57
State	55	57	54	61	State	53	57	56	63
Grade 4					**Grade 4**				
Raymond	54	42	50	40	**Raymond**	44	38	55	45
State	56	58	56	50	State	49	52	51	57
Grade 5					**Grade 5**				
Raymond	60	54	58	44	**Raymond**	31	28	34	32
State	63	63	61	55	State	44	47	46	45
Grade 6					**Grade 6**				
Raymond	61	62	61	51	**Raymond**	48	31	30	13
State	57	60	58	58	State	45	47	46	49
Grade 7					**Grade 7**				
Raymond	53	66	78	76	**Raymond**	47	53	55	35
State	62	64	63	59	State	51	53	50	35
Grade 8					**Grade 8**				
Raymond	51	47	64	60	**Raymond**	37	42	49	35
State	58	62	59	66	State	44	47	46	39

*SBA - 2015-2017   SAS - 2018

What we did:

- Fall 2017 - Came to the conclusion that we couldn't continue doing the same thing and expect different results.
- Fall/Winter - Began to research academic intervention models that had data to support that they were successful.
- Winter - Reached out to other NH middle schools with successful Response to Intervention (RtI) models.
- Spring 2018 - Began to develop the IHGMS RtI plan and rolled out to faculty.

What it looks like:

- Converted AIB to RtI & moved them so each grade level is at a different time.

- "All hands on deck" approach; 13-14 RtI groups per grade
  - Classroom teachers, Interventionists, Title I, & Spec Ed

- Students sorted into small groups based on their fall STAR benchmark assessment scores in Reading & Math

- Students in each RtI group have similar Scale Scores

What it looks like:

- The school year is divided up into five - six week RtI sessions.

- One week "inter-session" between each six week session.

- Students are assessed at the end of each six week session in the subject of their RtI group (reading <u>or</u> math)

- RtI team reviews data every six weeks and makes adjustments as needed

- Benchmark assessments (reading & math) 3x / year

What it looks like:

- Activity based, engaging, fun learning activities

- Focused on the needs of the small group

- Intervention groups work on supporting knowledge & skills
  - Math groups - ie: math facts
  - Reading groups - ie: comprehension

- Enrichment groups - challenge activities
  - Math - ie: problem solving
  - Reading - ie: persuasive speaking

What we have learned:

- Grouping by similar scale score is appropriate
- Activity based lessons seem to be more engaging
- Assessing student growth every 6 weeks is sufficient
- Representative RtI team creates opportunities for 2-way communication with teacher teams & team level "experts"
- Working with other middle schools with successful RtI models has been very informative

What does the data tell us?

(All IHGMS students are participating in mid-year STAR benchmark assessments the week of Feb. 11-15 and the RtI team will analyze the data on Feb. 19 to be shared at the Feb. 20 board meeting)

IHGMS Response to Intervention

Questions?