

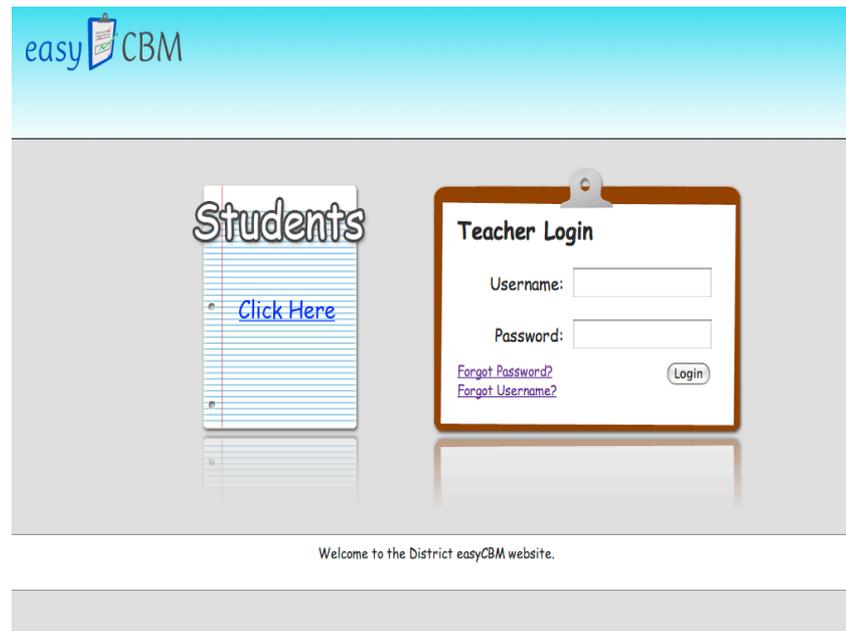
Interventions Being Implemented in RTI: A Snapshot of the Nation

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Sample

We sampled a subset of **15 districts** (**5 large**, representing over 30,000 students, K-12; **5 medium**, representing between 6,000 and 20,000 students, K-12; and **5 small**, representing fewer than 5000 students K-12). Within each size range, we sampled districts to achieve geographic diversity, reporting all interventions they had logged into the easyCBM system for the 2014-2015 School Year. In all, our sample yielded **23,220 logged interventions**.



Data Collection

All Students

Ball, Adalberto	1	>
Bernier, Alaina	1	>
Bohman, Janett	1	>
Cerrato, Oliver	1	>
Cupp, Mary	1	>
Dimauro, Bobbie	2	>
Disher, Kara	0	>
Engstrom, Darline	0	>
Fairfax, Marcene	1	>
Klopfers, Emiko	0	>
Leiser, Perry	0	>
Leiser, Mike	1	>

Reading Example

Tier	Subject	Ratio	Duration	Frequency
1	Reading	3-5 : 1	15 min/day	5 days/week

A short description of the Reading Example intervention.

Curricula

Treasure Chest (ELL) i

Strategies

- Teach students to identify and use organizational structures
- Drill and practice to build fluency
- Guided practice

Notes

Data Collection

Create Template ✕

- Description** >
- Intensity >
- Curricula >
- Strategies >

Label

Subject

Reading Math Spanish

Description

A short description of this intervention...

[<< Back](#) [Next >>](#)

Data Collection

Create Template Rapid Reader ×

- Description >
- Intensity >**
- Curricula >
- Strategies >

Tier

Tier 1 Tier 2 Tier 3

Student-Teacher Ratio

1 : 1 2 : 1 3-5 : 1 6-10 : 1 11+ : 1

Duration/Frequency

min minutes per day days days per week

« Back Next »

Data Collection

The screenshot shows a 'Create Template' dialog box for 'Rapid Reader'. On the left is a sidebar with menu items: 'Description', 'Intensity', 'Curricula' (highlighted), and 'Strategies'. The main area is titled 'Curricula' and contains a search bar with the text 'Add new curriculum' and a green '+' button. Below the search bar is a list of curriculum options, each with an unchecked checkbox and an information icon (i):

- Reading Triumphs
- Little Treasures
- Treasures Reading
- The Reader's Journey
- OWL
- Reading Street Common Core
- Literacy by Design

At the bottom of the dialog box, there is a progress indicator on the left and two buttons: '« Back' and 'Next »'.

Data Collection

The image shows a 'Create Template' dialog box for 'Rapid Reader'. On the left is a sidebar with menu items: 'Description', 'Intensity', 'Curricula', and 'Strategies' (which is highlighted in blue). The main area is titled 'Instructional Strategies' and contains a search bar with the text 'Add new strategy' and a green '+' button. Below the search bar is a list of strategies, each with a checkbox and an information icon (i):

- Drill and practice to build fluency
- Scaffold practice with visual prompts / crib sheet with steps
- Use visual representations / models / manipulatives
- Reciprocal teaching
- Explicit demonstration / modeling
- Teach students to identify and use organizational structures
- Frequent cumulative review

At the bottom of the dialog, there is a blue progress bar on the left, a 'Back' button with a left arrow, and a green 'Create' button.

Instructional Reading



Tier	Subject	Ratio	Duration	Frequency
SPED	Reading	1 : 1	30 min/day	5 days/week

One-on-one instruction with the student to help improve reading

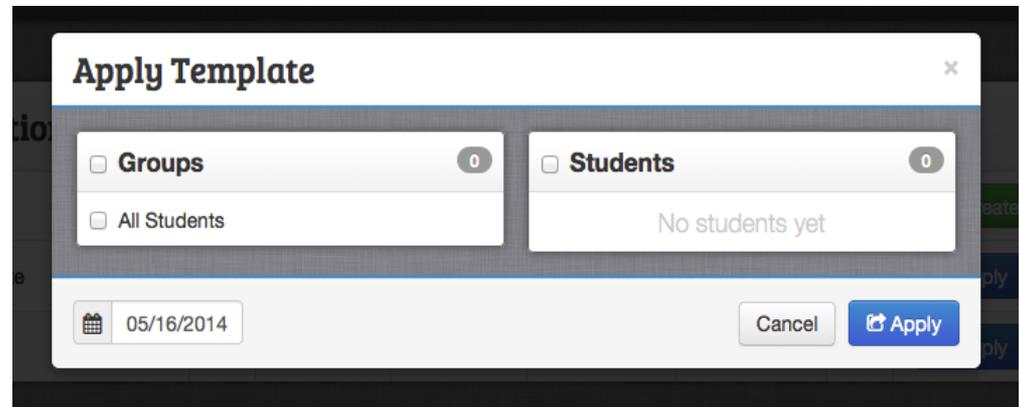
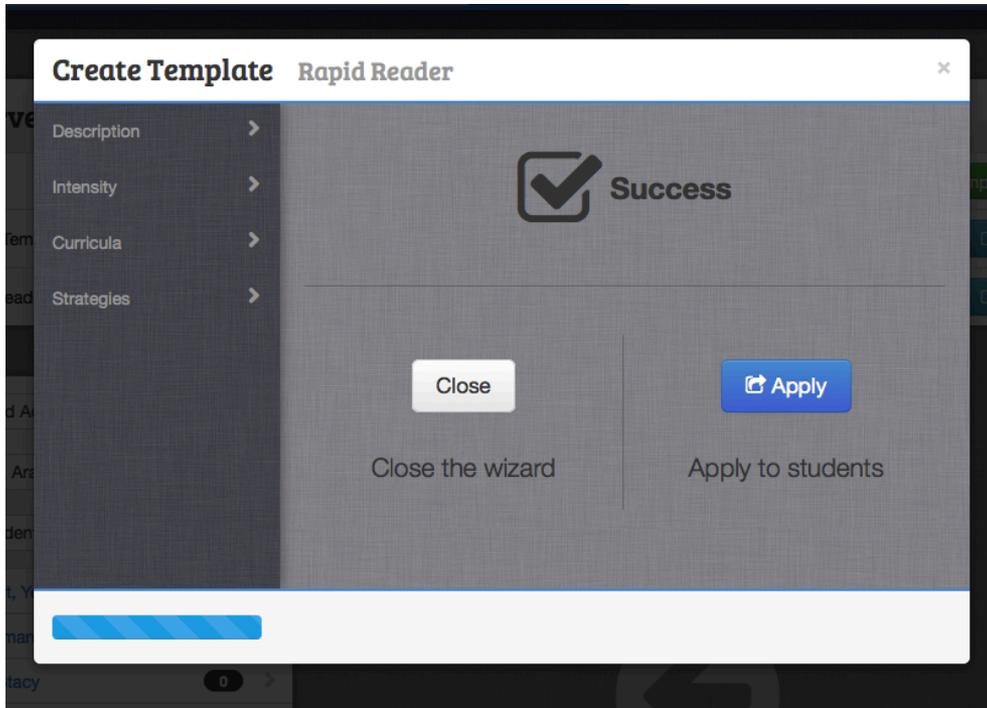
Reading Advantage	
Explicit demonstration / modeling	
Add a note...	

Explicit demonstration / modeling

In *explicit demonstration/modeling*, teachers intentionally show students how to approach a learning situation (e.g., making sense of a written text or solving a mathematical problem), providing step-by-step examples of how they would work their way through the problem. *What Works Clearinghouse* indicates that, in conjunction with other strategies such as guided practice and then independent use, this strategy has demonstrated moderate to strong effectiveness.

Started: 1/28/2016

Data Collection



Demographics

Table 1

Demographics of Districts Sampled

Size	District #	State	Student enrolment, K-12	% Free & Reduced Price Meals	% Minority	# of Interventions logged
Large	1	Texas	45,000	80%	96%	1283
	2	Oklahoma	43,000	88%	82%	11,714
	3	Florida	40,000	63%	60%	468
	4	Oregon	39,800	39%	26%	1479
	5	Georgia	39,000	31%	26%	530
Medium	6	Oregon	17,368	39%	30%	2026
	7	Illinois	14,057	67%	75%	332
	8	Oregon	10,895	76%	54%	2392
	9	Oregon	10,600	33%	35%	1597
	10	Indiana	6583	72%	48%	103
Small	11	Oregon	4574	63%	18%	756
	12	Washington	4185	65%	33%	512
	13	Louisiana	4018	75%	46%	101
	14	Washington	1350	55%	54%	37
	15	Maine	634	7%	5%	44
Total						22,220

Interventions Logged, By Subject

				Days/Week	Ratio: Student/Adult
1-3	Math	2061 (9%)	<i>M = 35.10; Mode = 30;</i> Range = 5-70	1 = 84 (4.1%) 2 = 192 (9.3%) 3 = 250 (12.1%) 4 = 986 (47.8%) 5 = 549 (26.6%)	1:1 = 31 (1.5%) 2:1 = 25 (1.2%) 3-5:1 = 394 (19.1%) 6-10:1 = 910 (44.2%) 11+:1 = 701 (34%)
1-3	Reading	20,159 (91%)	<i>M = 30.87;</i> <i>Mode = 30;</i> Range = 1-213	1 = 570 (2.8%) 2 = 982 (4.9%) 3 = 2050 (10.2%) 4 = 4045 (20.1%) 5 = 12,418 (61.6%) 6 = 70 (0.3%) 7 = 24 (0.1%)	1:1 = 1106 (5.5%) 2:1 = 456 (2.3%) 3-5:1 = 9195 (45.6%) 6-10:1 = 5293 (26.3%) 11+:1 = 4109 (20.4%)

Reading = 91% of logged interventions

Math: 4 days/week; 6-10:1

Rdg: 5 days/week; 3-5:1

Interventions Logged, Tier 1

		Minutes/Session	Days/Week	Ratio: Student/Adult
1	Math	219 (1%)	$M = 35.84$; Mode = 70 ; Range = 5-70	1 = 84 (38.4%) 2 = 26 (11.9%) 3 = 24 (11.0%) 4 = 60 (27.4%) 5 = 25 (11.4%)
				1:1 = 8 (3.7%) 2:1 = 3 (1.4%) 3-5:1 = 46 (21%) 6-10:1 = 27 (12.3%) 11+:1 = 135 (61.6%)
1	Reading	3332 (15%)	$M = 33.13$; Mode = 30 ; Range = 1-213	1 = 204 (6.1%) 2 = 530 (15.9%) 3 = 195 (5.9%) 4 = 549 (16.5%) 5 = 1830 (54.9%) 7 = 24 (0.7%)
				1:1 = 266 (8%) 2:1 = 56 (1.7%) 3-5:1 = 818 (24.5%) 6-10:1 = 892 (26.8%) 11+:1 = 1300 (39%)

Math in Tier 1 more minutes/session, but fewer sessions/week

Interventions Logged, Tier 2

		Minutes/Session		Days/Week	Ratio: Student/Adult
2	Math	1372 (6%)	<i>M = 34.68;</i> <i>Mode = 30;</i> Range = 5-65	1 = 0 2 = 116 (8.5%) 3 = 124 (9%) 4 = 742 (54.1%) 5 = 390 (28.4%)	1:1 = 8 (0.6%) 2:1 = 1 (0.1%) 3-5:1 = 156 (11.4%) 6-10:1 = 758 (55.2%) 11+:1 = 449 (32.7%)
2	Reading	12,095 (54%)	<i>M = 30.42;</i> <i>Mode = 30;</i> Range = 1-120	1 = 305 (2.5%) 2 = 300 (2.5%) 3 = 1388 (11.5%) 4 = 1550 (12.8%) 5 = 8482 (70.1%) 6 = 70 (0.6%)	1:1 = 537 (4.4%) 2:1 = 123 (1%) 3-5:1 = 5872 (48.5%) 6-10:1 = 3480 (28.8%) 11+:1 = 2083 (17.2%)

Math substantially less time than Reading
 ~ 30/min less/week, group size double

Interventions Logged, Tier 3

Table 2

Combined Results, Representing 15 Districts and 22,220 Interventions Logged

Days/Week

Ratio: Student/Adult

Tier	Subject Area	# (and %) of Interventions	Mean, Mode, & Range in Duration in Minutes per session	Days per Week	Teacher : Student Ratio
3	Math	470 (2%)	<i>M</i> = 35.98; <i>Mode</i> = 25; Range = 10-60	1 = 0 2 = 50 (10.6%) 3 = 102 (21.7%) 4 = 184 (39.1%) 5 = 134 (28.5%)	1:1 = 15 (3.2%) 2:1 = 21 (4.5%) 3-5:1 = 192 (40.9%) 6-10:1 = 125 (26.6%) 11+:1 = 117 (24.9%)
3	Reading	4732 (21%)	<i>M</i> = 30.46; <i>Mode</i> = 30; Range = 1-150	1 = 61 (6.4%) 2 = 152 (3.2%) 3 = 467 (9.9%) 4 = 1946 (41.1%) 5 = 2106 (44.5%)	1:1 = 303 (6.4%) 2:1 = 277 (5.9%) 3-5:1 = 2505 (52.9%) 6-10:1 = 921 (19.5%) 11+:1 = 726 (15.3%)

Tier 3 more similar (Rdg & Math) than Tiers 1 or 2

Strategies Logged for Mathematics

Table 18

Strategies Logged for Different Tiers of Student Groupings in Mathematics

Strategy	Tier				% of Total
	1	2	3	1-3	
Use visual representations, models, manipulatives	48	889	374	1311	16%
Drill and practice to build fluency	78	817	350	1245	15%
Guided practice	108	743	409	1260	15%
Explicit demonstration/modeling	69	716	374	1159	14%
Corrective feedback on performance	14	723	346	1083	13%
Frequent cumulative review	65	378	216	659	8%
Verbalization of thought processes	34	291	286	611	7%
Teach student to identify and use organizational structures	31	310	169	510	6%
Scaffold practice with visual prompts	1	136	111	248	3%
Reciprocal teaching	4	3	60	67	1%
Token reinforcements	1	80	31	112	1%
Direct instruction	0	45	0	45	1%
Peer tutoring	6	13	42	61	1%
Individualized computer-based practice	13	9	5	27	<1%
Choral response	0	0	27	27	<1%

Strategies Logged for Reading

Table 19

Strategies Logged for Different Tiers of Student Groupings in Reading

Strategy	Tier				% of Total
	1	2	3	1-3	
Drill and practice to build fluency	1411	4072	2225	7708	11%
Guided practice	1038	4327	2336	7701	11%
Explicit demonstration/modeling	555	4321	1974	6850	10%
Corrective feedback on performance	831	3719	2022	6572	9%
Phonemic Awareness skills	647	1493	406	2646	4%
Vocabulary enhancement	969	854	778	2601	4%
Frequent cumulative review	216	1785	920	2921	4%
Letter sounds	632	1128	396	2156	3%
Ask who, what, when, where, why questions as the student is reading	739	605	646	1990	3%
Sight words	720	902	706	2328	3%
Differentiated instruction	191	618	1383	2192	3%
Direct instruction	71	1846	0	1917	3%
Use visual representations/models/manipulatives	215	822	1050	2087	3%
Verbalization of thought processes/strategies	345	335	1136	1816	3%
Alphabet recognition	396	841	337	1574	2%
Building Background knowledge	482	484	483	1449	2%
Comprehension questions	511	479	305	1295	2%
Reciprocal teaching	183	1109	1424	1716	2%
Scaffold practice with visual prompts	68	387	746	1201	2%
Teach students to identify and use organizational structures	301	178	632	1111	2%

Strategies Logged for Reading

Table 19

Strategies Logged for Different Tiers of Student Groupings in Reading (Continued)

Strategy	Tier				% of Total
	1	2	3	1-3	
Comprehension questions	511	479	305	1295	2%
Breaking words down into smaller units	311	677	526	1514	2%
Technology	211	177	273	661	1%
Word wall	534	338	102	974	1%
Fluency	178	188	265	631	1%
Listen to the text	299	165	226	690	1%
Lexicon reading vocabulary	536	170	132	838	1%
Use spelling to teach rules of reading	196	547	182	925	1%
Peer tutoring	273	279	319	871	1%
Structures of English language	83	162	267	512	1%
Decoding strategies	24	79	499	602	1%
Token reinforcements	34	167	472	673	1%
Chunking words/Blending CVC words	0	308	60	368	1%
Payne Phonics	0	125	120	245	<1%
Graphic organizers	0	0	148	148	<1%
Review/reteach	10	9	97	116	<1%
Word attack	0	0	91	91	<1%
ELD teacher (pull out instruction)	4	38	46	88	<1%
Repeated readings	0	0	55	55	<1%
Readers' theater	0	0	49	49	<1%
Choral response	8	0	16	24	<1%