

Schools in New Mexico and around the nation must respond quickly to the needs of all students to insure they receive proper interventions that insure their success. This provides a real challenge to administrators and teachers because it necessitates the timely collection and evaluation of data. Teachers do not have the tools they need to do this. The solution to this dilemma is the implementation of the Classroom Performance System (CPS) by eInstruction. CPS is an interactive wireless student response system that allows teachers to collect data immediately and anonymously and make changes in instruction right away. The following document takes wording from the RtI document (in black) on the New Mexico Public Education Department website and answers (in red) how the Classroom Performance System can meet the schools' needs for RtI. CPS is the tool needed by teachers to finally respond quickly to student needs.

**Response to Intervention (RtI) is the practice of providing high-quality instruction and interventions to meet student's needs and monitor progress in order to ensure effectiveness of instruction and/or interventions.**



Response to intervention (RtI) has three fundamental premises:

- (1) it is a logical structure for allocating precious instructional resources efficiently and targeting them specifically to student needs - all student needs (How does a teacher meet the needs of all students without the tools needed to collect and analyze data in a timely fashion?);
- (2) it is a commitment to use the best findings from our current and emerging knowledge base (scientific research) as we go about our instruction (eInstruction's Classroom Performance System has been awarded the Gold Standard by Education Underwriters, an independent non-profit organization committed to serving educators seeking to meet NCLB requirements and to establishing best practices in education.); and
- (3) it is a commitment to use a logical, decision-making framework to guide our instruction (this has been variously referred to as data-based decision making or the problem-solving method). (Good decisions cannot be made without valid and timely data.)

New Mexico's RtI process has the capacity to improve outcomes and provide support for all students, including students who are struggling academically and/behaviorally for a variety of reasons.

- In this prevention approach, it is maintained that approximately 80% of students will benefit from the implementation of research-based core curricula that are delivered with a high degree of fidelity (this level is referred to as "Tier I"). (Even with a research-based core curriculum, teachers need to be able to check for understanding and give immediate feedback in order to increase student learning.)
- An estimated 15% of students will need additional intervention support beyond the core curricula (typically referred to as "Tier II"). (These students can be identified in a timely fashion with the use of the Classroom Performance System, CPS.)
- Finally, 5% of students who do not respond to Tier I and Tier II efforts may require more intensive, individualized support (i.e. "Tier III" support).

Both general and special education teachers must use evidence-based curricula and methodologies with fidelity in their classrooms, **conduct regular progress monitoring (Teachers do not have the tools such as the CPS to do this effectively.), and use the data to make educational decisions (CPS provides several reports that help teachers make these decisions.).**

Using the Instructional Map, school-based teams, discuss and document program aspects such as: specific skills to be taught, curriculum to be used, number of instructional minutes per day, grouping size, and **assessment/progress monitoring** for each content area, as well as behavioral systems. To the greatest extent possible, each of these areas should be research-based and implemented with fidelity.

Fidelity refers to the intensity and accuracy with which instruction and intervention are implemented. Implementing instruction with high fidelity means that the teacher is following the implementation protocol established by the relevant research design.

Teaming is an essential component of an effective RtI process. For example, **initial data analysis and planning may be best accomplished through grade-level professional learning communities (Timely collection of data with CPS allows for extremely effective professional learning communities.)** At this level, a group of teachers may find that fewer than 80% of their students are meeting expectations and decide to investigate ways to strengthen their curricula or instruction. If the core program is meeting the needs of 80% or more of the students, the teachers may decide to differentiate instruction for those students performing below expectancies.

Teachers need to know when a student is at-risk of failure in core subject areas or is not making significant gains to meet New Mexico Content Standards and Benchmarks. This **requires that valid data are collected and analyzed on a regular schedule (with CPS)** to determine students that need strategic or intensive interventions. Data that may be used to inform these decisions include short-cycle assessments (**can be given with CPS**), NM Standards-Based Assessments, and Curriculum Based Measures. It is essential that ongoing data are collected and reviewed for all students (**with CPS**). Even though students are already identified as ELL, receive remedial services, or have an IEP, their **achievement and progress is part of the system and must be continuously tracked (CPS)**.

Students who are identified as needing strategic or intensive interventions need to receive **systematic intervention and frequent progress monitoring (CPS)**.

Progress monitoring is the practice of **collecting student data (CPS)** to determine whether the student is benefiting from instruction and building more effective programs for those who are not. Progress monitoring must include **clear benchmarks for performance (can assess standards with CPS), be easy to administer, and be sensitive to small amounts of academic growth.**

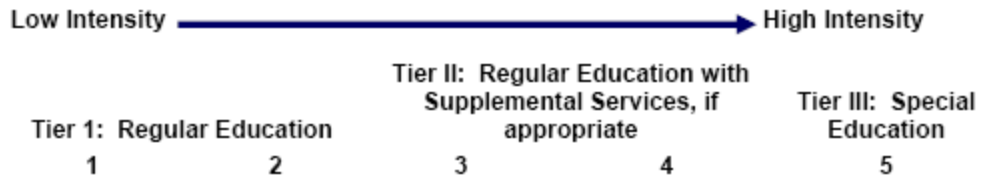
#### **Decision Rule: Tier I to Tier II?**

**Data are systematically analyzed (CPS) to identify those students who score in the lowest 25 percent of their grade level peer group based** on district short-cycle assessments. School leadership should consider referring these students to Tier II for additional support. Students may also be referred to Tier II by parent and/or teacher concern, particularly if the area of concern is behavior.

#### **Decision Rule: Tier II to Tier III?**

**Based upon a systematic assessment of student, classroom, and district-wide progress monitoring data (CPS)**, SATs determine which students are not yet demonstrating evidence of meeting goals. SATs may consider initiating a comprehensive diagnostic evaluation to determine whether a student may have a disability and whether they are eligible for special education services. SAT may recommend a comprehensive diagnostic evaluation for those students whom the team suspects as having a disability or those students who demonstrate a dual discrepancy as defined by the Specific Learning Disability section of the New Mexico Technical Evaluation and Assessment Manual.

Table 3: Levels of Intervention Intensity Matrix



	Tier I: Regular Education		Tier II: Regular Education with Supplemental Services, if appropriate		Tier III: Special Education
	1	2	3	4	5
<b>Program Emphasis</b>	Use core program and explicitly teach priority skills	Use extensions of the core program	Supplement core with re-teaching or intervention components of core	Replace current core program with intervention program	Implement specially designed program (IEP)
<b>Time (Opportunity to Learn)</b>	Schedule and deliver 60-90 minutes of daily instruction (minimum of 30 minutes in small group)	Increase opportunities to respond during core instruction	Schedule core + supplemental period (90+30 or 60+30)	Schedule two intervention sessions daily (no less than 90 minutes total)	Implement specially designed program (IEP)
<b>Grouping for Instruction</b>	Check group placement and provide combination of whole and small-group instruction	Schedule small-group opportunity for specific practice	Reduce group size down to three students or less	Provide individualized instruction	Implement specially designed program (IEP)
<b>Assessment</b>	Student Work Samples (SWS) NM Standards-Based Assessments (NMSBA) Short-Cycle Assessments		SWS NMSBA Short-Cycle Assessments Curriculum-Based Measures (CBMs)		SWS NMSBA Short-Cycle Assessments CBMs Diagnostic Tests

We at Team 1<sup>st</sup> LLC would be glad to help you get the Classroom Performance System, CPS, into your schools. Please contact us and visit our website, [www.team1stllc.com](http://www.team1stllc.com), for more information.

Trisha Dworsky  
505-263-0869  
[trisha.dworsky@einstruction.com](mailto:trisha.dworsky@einstruction.com)

Howard Karnes  
505-379-1294  
[einstructionhk@aol.com](mailto:einstructionhk@aol.com)

Dave Dworsky  
505-263-1592  
[davdworsky@msn.com](mailto:davdworsky@msn.com)