"Our RTI Center Runs on *i-Ready*."

The program's Diagnostic, online lessons, and instructional resources support a bustling intervention center and its dedicated leader in San Bernardino, California.

> **❝By the winter *i-Ready Diagnostic*, 48 percent of our kids had already gone up a whole grade level in *i-Ready*.❞**
>
> —Malissa Esquibel

It took just a few months of using *i-Ready* for Malissa Esquibel to spot encouraging trends in her Response to Intervention (RTI) Center's assessment data.
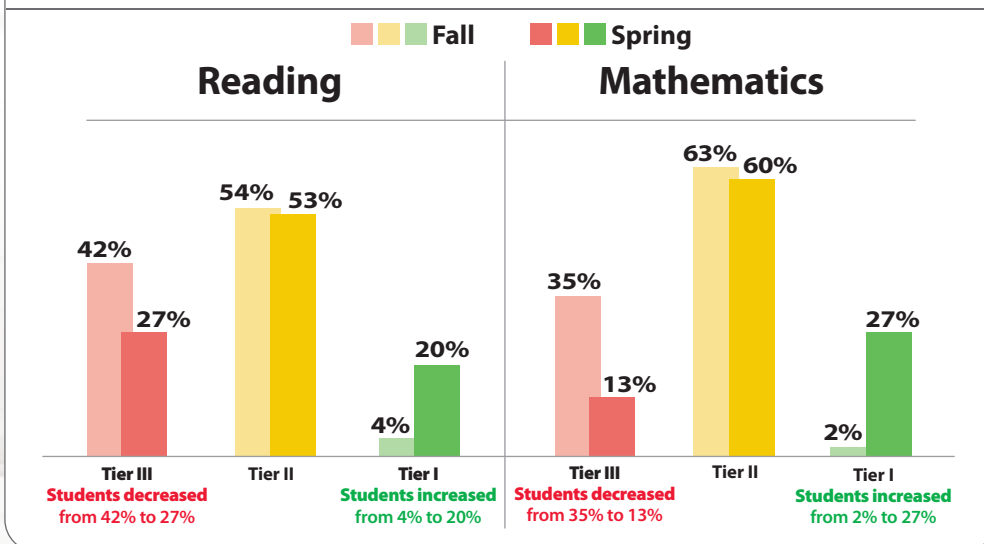
"By the winter *i-Ready Diagnostic*, 48 percent of our kids had already gone up a whole grade level in *i-Ready*," she says. "And 18 percent of them went up two or more."

Esquibel is the Intervention Specialist at Muscoy Elementary School, where 97 percent of students qualify for free or reduced lunch, and an above-average number of students have fallen more than one grade level behind.

She and Muscoy Elementary Principal Dana Jamison are leading a schoolwide effort to chart paths to proficiency rooted in diagnostic data and instruction tailored to each student's needs.

After two years with *i-Ready*, the school continues to see results:

Muscoy Elementary RTI Center

Objective: Intervention for each skill deficit hindering proficiency among the school's lowest-performing Tier III students

Grades Served: **1–6**

Students Served per Grade: **20**

RTI Block Duration: **45 Minutes**

Teaching Days per Week: **4**

Planning Days per Week: **1**

Center Staff Teachers: **2**

Center Teaching Interns: **6**

Look Inside

for Muscoy Elementary's step-by-step approach to using *i-Ready* for RTI.

Distribution of Tiers I, II & III Using *i-Ready Diagnostic* at Muscoy Elementary

Legend: ▮▮▮ Fall ▮▮▮ Spring

Reading

- Tier III: 42% → 27% — **Students decreased from 42% to 27%**
- Tier II: 54% → 53%
- Tier I: 4% → 20% — **Students increased from 4% to 20%**

Mathematics

- Tier III: 35% → 13% — **Students decreased from 35% to 13%**
- Tier II: 63% → 60%
- Tier I: 2% → 27% — **Students increased from 2% to 27%**

Using *i-Ready* for Screening, Goal Setting, Intervention, and Progress

Since 2017, Muscoy Elementary has used *i-Ready* for screening, targeted intervention, and progress monitoring in their RTI Center and beyond. Here's how they do it:

✅ ***i-Ready Diagnostic* screens for eligibility.**
Esquibel collects the lowest-performing students on the first Diagnostic for each grade and corroborates their referral by reviewing results from various assessments and the Consortium on Reaching Excellence in Education® (CORE) phonics surveys. About 120 students are enrolled in the RTI Center in August each year.

✅ **The Intervention Specialist assigns caseloads and trains teacher interns.**
The RTI Center employs a team of college interns—three for Math and three for Reading—each of whom is assigned an *i-Ready* roster of 40 students to follow for the year. Interns receive rigorous training and this impassioned directive from Esquibel: "These kids aren't traditional learners. In intervention, you're a detective. If students don't get it, then we haven't taught it the way that they need it. It's on us to figure out what will work."

✅ **Between *i-Ready Diagnostics,* students work toward four to five concrete learning goals.**
Esquibel combs through the data and *i-Ready*'s recommended Next Steps for Instruction to document each child's learning objectives. In the early grades, the Center prioritizes addressing missing skills from the subdomains Number and Operations (Math) and Phonological Awareness (Reading).

✅ **One day per week is dedicated to planning skill-by-skill instruction.**
On Mondays, the Center is closed to students while the team plans the week's small group instruction. Under Esquibel's direction, the interns work off their kids' learning objectives to identify the instructional and assessment materials they will pull for each lesson.

For teaching resources, the team often turns to *i-Ready*'s Tools for Instruction, the program *PHONICS for Reading*, and publications from CORE.

✅ **During the RTI block, teachers pull small groups while remaining students work independently on their *i-Ready* lessons.**
Each student has a folder with an Intervention Sheet that sets out the skills being taught, measurable learning objectives, and the resources being used to teach them. After the lesson, the teacher records results of an informal assessment of the skill: "Must be data-driven, numeric results," says the Intervention Sheet's instructions.

After small group instruction, a follow-up *i-Ready* lesson on the targeted skill is assigned to validate progress.
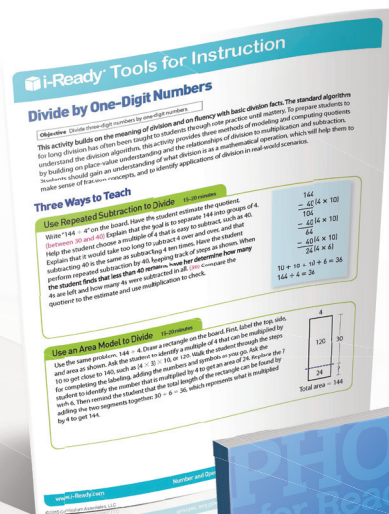
i-Ready

"*i-Ready* gives us the precision to know where to go and what to do to fill the gaps," says Esquibel, pictured with her RTI Center staff.

✅ **When a student's not getting it, teachers stay positive and get creative.**
"You can't be rigid," Esquibel says about the dynamic work of trying alternative methods on non-responders.

To encourage understanding, Muscoy Elementary has assembled a corner of materials, such as manipulatives and modeling clay. Once students have acquired the skill, the evidence is documented and they are moved on to the next goal.

✅ **The general education classrooms have followed the RTI Center's lead.**
"Sometimes funds run out and an RTI Center disappears," Esquibel says, explaining one reason that data-based goal setting and the use of her Intervention Sheets has been rolled out schoolwide.

Along with *i-Ready*, the district's scope and sequence and professional learning plans contribute to Tier I instruction. If students are falling behind, classroom teachers must document their intervention practices as a prerequisite for starting a rigorous Student Study Team (SST) referral process. As a result, everyone has become well-versed and invested in RTI.

✅ **Each subsequent *i-Ready Diagnostic* yields insight into growth and updated intervention goals.**
"We treat its administration as seriously as the CAASPP," says Jamison, referring to California's state assessment.

With each new data set, Muscoy Elementary educators get a fresh snapshot of student needs and, when indicated, refer non-responding students for further evaluations or to the SST process.
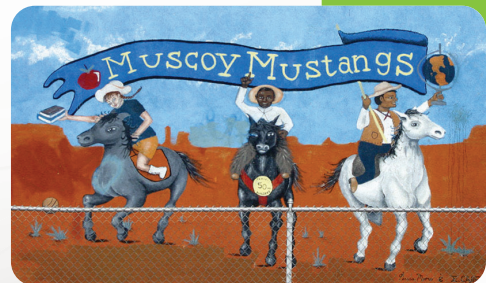
RTI at Muscoy Elementary

i-Ready Diagnostic is used for academic screening in the fall and for progress monitoring in the winter and spring.

i-Ready's Next Steps for Instruction identify skills gaps and link to aligned resources for teaching and assessing each skill.

All classrooms take part in a 45-minute RTI block four days a week. During that time, the school's lowest-performing Tier III students report to the RTI Center, where they learn in small groups and work on *i-Ready*'s online lessons.

NCII NATIONAL CENTER ON INTENSIVE INTERVENTION at American Institutes for Research
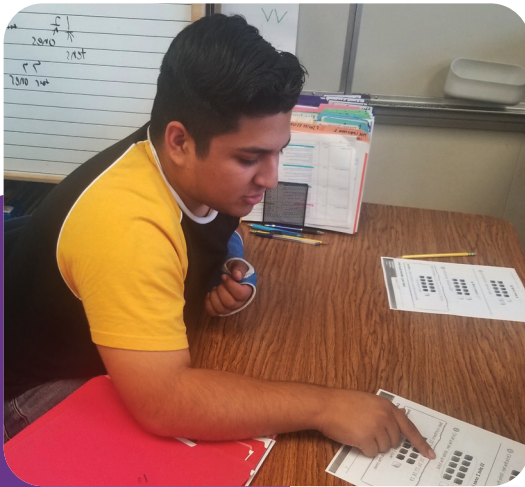
i-Ready received high ratings from the NCII, which means you can confidently use its data to identify students in need of additional support, including RTI Tier III Instruction.

> " *i-Ready* gives us the precision to know where to go and what to do to fill the gaps. Somehow the system has failed these kids, and that's not their fault. We tell students, 'We've got ya! Now let's do this.' "
>
> **—Malissa Esquibel**
> Intervention Specialist,
> San Bernardino City Unified School District

i-Ready®

Are your teachers equipped to support your students with skill-by-skill precision?

Visit **i-Ready.com/Empower** to see how *i-Ready* helps teachers detect each student's skills gaps and find the right resources to address them.

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