

# **Strand 19: Rtl Implementation at the Administrative Level - 'Yes, It's Still a 'Thing'!'**

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AMY PIPER

JANUARY 19, 2016

# Learning Targets:

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In this second session, participants will review the pillars of each tier in implementation of RtI (benchmark assessments, goal setting, progress monitoring, interventions, etc), and the best practices necessary at each tier for improved student achievement.

Administrators will also be given an overview of data-based decision making and how this impacts effective implementation of RtI. We will look at how these meetings can be run in efficient and effective ways to best meet the time demands of teachers, parents and administrators.

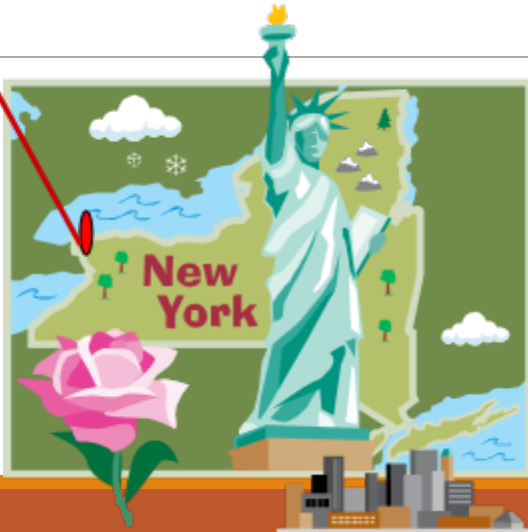
# Fredonia Central School District

Amy Piper, Ed.S., NCSP

Elementary Principal

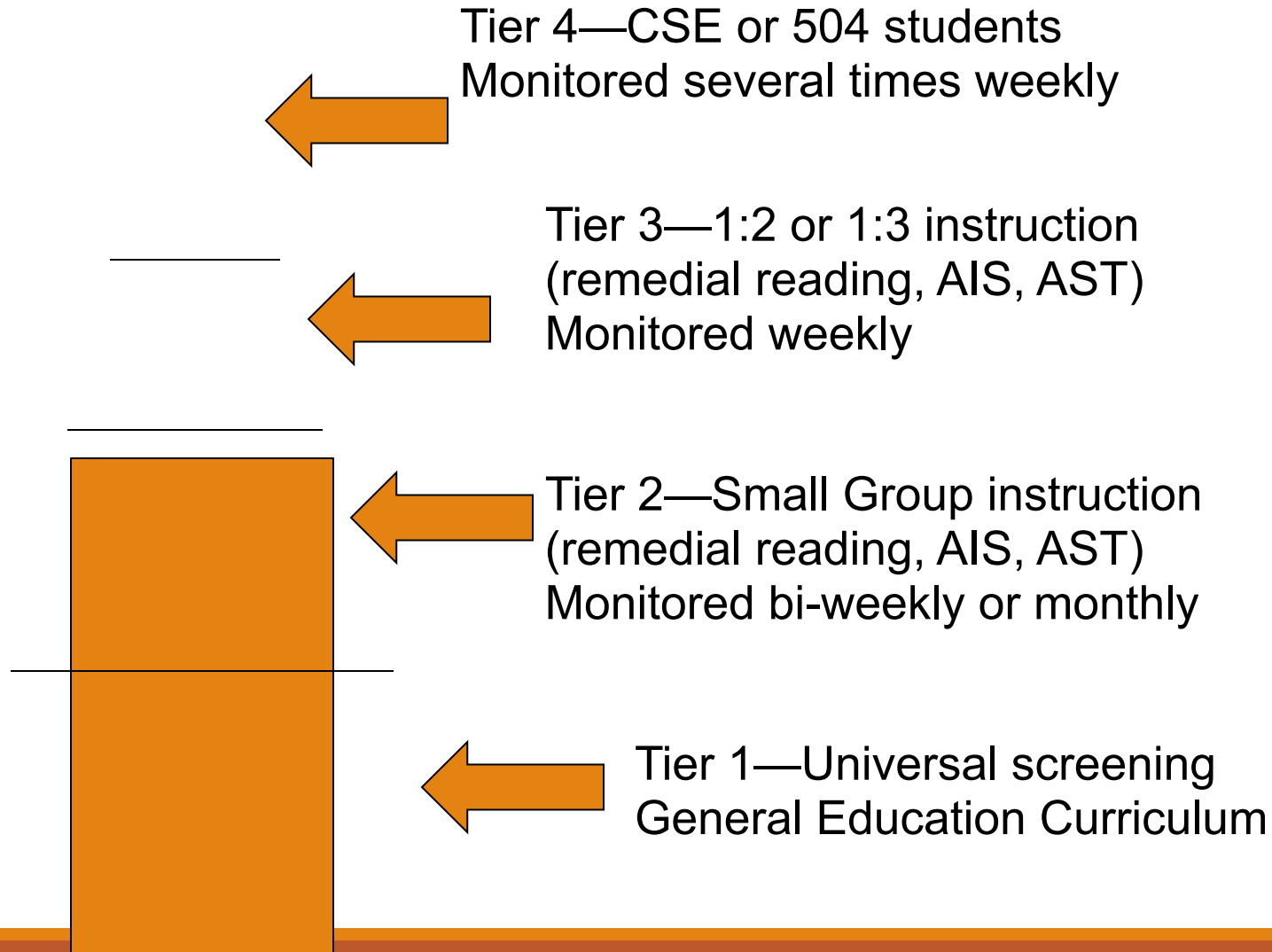
- Community of approximately 11,000 residents
- Enrollment of approximately 1600 students in grades K – 12
- Located in the southwestern corner of New York State, approximately 50 miles southwest of Buffalo and over 400 miles west of NYC

Fredonia, NY



- Free/Reduced Lunch Rate = 43%
- Student Stability = 97%
- Ethnicity:
  - 92% White
  - 4% Hispanic
  - 2% African-American
- Limited English Proficient = 3%

# One approach to RTI— 4 Tier Model





# Definition of Rtl

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Rtl is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions.



## Four essential components of RTI:

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1. A school-wide, multi-level instructional and behavioral system for preventing school failure
2. Screening
3. Progress Monitoring
4. Data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance with state law).

*(National Center on Response to Intervention, 2010)*

# Tier 1

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## Benchmark Assessment 4x/year

- Aimsweb, STAR, FASTBridge, etc.
- Interim Assessments
- Local Assessments (sight words, classroom assessments)

## Tier 1 Service:

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For children requiring monitoring and/or classroom interventions in ELA, as specified by Data Team recommendations:

**Intervention provided by  
classroom teacher**

# Grade Level Meetings/PLC's

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Teams meet weekly (during scheduled prep)

Formal agenda (see handout)

Review Interim Assessment data prior to building level meeting

Create Grade Level action plans

Review specific student concerns with grade level rep before building level meeting



# Team Meeting Agenda

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Team meeting work to ensure learning:

- 1) What do we expect students to learn?
- 2) How will we know if they learn it?
- 3) How do we respond when students don't learn?
- 4) How do we respond when students do learn?

# Team Meeting Agenda

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1. Review Norms	
2. Pacing Calendar - ELA	TO DO: (who/by when)
3. Pacing Calendar - Math	TO DO: (who/by when)
4. Data Discussion (interim assessments, module assessments, etc.)	TO DO: (who/by when)

# Team Meeting Agenda

Successes from Today:

Focus for Next Meeting:

What to Bring: (data, resources, etc.):

Questions/Concerns:

Needs from Building Administrators:



# Interim Assessment Results

	Questions #						2	3	5	6	7	8	9
	Gr. 3 ELA Second Interim Assessment		MULT. CHOICE: Total correct	MULT. CHOICE: % CORRECT	OPEN-ENDED : % POINTS POSSIBLE	COMBINED PROFICIENCY SCORE:	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 1 pt.	3.RI.7. Use information gained from illustrations and the words in a text to demonstrate understanding of the text. 1 pt.	RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text. 1pt.	L.3.4 Determine or clarify the meaning of unknown and multiple meaning word and phrases. 1pt.	3.RL.1 Ask and answer questions to demonstrate understanding of a text. 1pt.	3.RL.1 Ask and answer questions to demonstrate understanding of a text. 1pt.	3.RL.1 Ask and answer questions to demonstrate understanding of a text. 1pt.
Class	Student Name						2	3	5	6	7	8	9
C. Lowther	Jovanna	7	64%	90%	76%							a	
C. Lowther	Amber	8	73%	80%	76%	b		d					
C. Lowther	Ian	8	73%	40%	57%	c		a					
C. Lowther	Timothy	6	55%	50%	52%	b		a					

# Interim Assessment Results

Gr. 3 ELA Second Interim Assessment		MULT. CHOICE: Total correct	MULT. CHOICE: % CORRECT	OPEN-ENDED : % POINTS POSSIBLE	COMBINED PROFICIENCY SCORE:	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 1 pt.	3.RI.7. Use information gained from illustrations and the words in a text to demonstrate understanding of the text. 1 pt.
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Total correct per question						55	35
Percentage correct per question						63%	40%

# Grade Level Action Plans

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Standards/Question #'s that were not mastered:

Deep-dive Analysis:

3.RI.7. Use information gained from illustrations and the words in a text to demonstrate understanding of the text. 1 pt.

What misunderstandings are revealed in the data? Why do you think students failed to reach mastery? What gaps in the instruction of the standard contributed to these misunderstandings?

- The students did not understand the question

What will you do to help students achieve mastery?

- \*Teach the word "Except"
- \*Work on test taking strategies and tricky questions
- \*Retest on 30 week assessment.

# Teacher Specific Action Plans

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Teacher meets with principal

Review classroom results from interim

Create teacher/student specific action plans



# Building Level Data Analysis Team

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## Members:

- Principal
- School Psychologist
- School Counselor
- Rtl Teacher
- Special Education Teacher
- Grade Level Representative



# Schedule

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Meet every 10 weeks

Full day of meetings

- Broken into grade-level meetings
- For example:
  - 8:45 – 9:30 Kindergarten
  - 9:40 – 10:40 First Grade
  - 10:50 – 11:50 Second Grade
  - 12:30 – 1:30 Third Grade
  - 1:40 – 2:40 Fourth Grade

# Special Education

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At the end of every grade level portion, we review the progress of the students with disabilities.

Helps with recommendations for services at upcoming CSE meetings

Helps drive IEP goals



# Data Base—First Grade

## First Grade Data Base

Last Name	First Name	Teacher	Sept. R-CBM (13,6)	Tier	Nov. R-CBM (22, 11)	Tier	Jan. R-CBM (36,19)	Interim	Run. Rec.	PM	Recommendations
	Benji	Cookson					0				
	Aerin	Cookson	3	4	4	4	3	32			
	Lex	Cookson	3	4	2	4	4	26		3	
	Devin	Cookson	2	4	10	4	6	19			
	Conner	Cookson	4	4	4	4	7	36			
	Dominic	Carmello	5	3	6	3	9	46	B	17	Tier 3 (SAT)
	Wilson	Carmello	3	3	8	3	10	49	C	14	Tier 3 (SAT)
	Julian	Young	6	3	11	3	10	42	B	11	Tier 3 (SAT)
	Yael	Benchley	9	3	11	3	13	27	B	17	Tier 3 (SAT)
	Aracelis	Cookson	11	4	23	4	14	47			
	Brooke	Carmello	10	2	11	3	15	45	B	15	Tier 3
	Steven	Carmello	6	3	7	3	17	55	B	11	Tier 3 (SAT)
	Caleb	Carmello	8	2	12	3	17	41	B	16	Tier 3

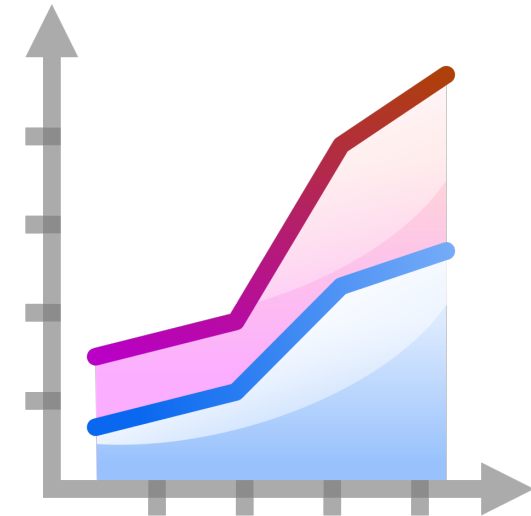


# Agenda

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## Review ELA data first

- Establish cut-scores for Tier 2 and Tier 3
  - AIMSWeb
  - STAR
  - Interim Assessment
  - Classroom Assessments
- Review individual scores and areas of strengths and weaknesses
  - Rtl groups are based on skill deficit areas



# Agenda

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## Review Math data second

- Establish cut scores for Tier 2 and Tier 3
  - AIMSWeb Plus
  - Interim Assessment Results
  - Chapter/Module test results
- Review individual scores and areas of strengths and weaknesses
  - Rtl groups are based on skill deficit areas

# Data Base—Third Grade

Last Name	First Name	Grade	CSE	NYS Math	Sept. AIMSweb M-Comp	Avg. of My Math Chapter Tests 1, 2, 4	Overall Score on 10 Week Math Interim	January M-Comp	Average of My Math Chapter tests 5, 6, 11, 12	Overall Score on 20 Week Math Interim	Math recommendations Feb.	Homeroom
	Jacob	4			7	54	4	31	26	15	Tier 3	Aul
	Emma	4			13	61	19	55	52	15	Tier 3	McAfee
	Tegenya	4			33	61	27	62	70	20	Tier 2*	Cybulski
	Cameron	4		288	25	70	35	42	64	20	Tier 3	J. Clark
	Mark	4		283	26	66	46	61	58	25	Tier 3	Aul
	Claire	4		269	23	59	27	56	81	25	Tier 2*	Cybulski
	Joshua	4	x	272	18	65	23	51	58	25	CSE	J. Clark
	Hunter	4	x	272	29	50	35	61	61	25	CSE	J. Clark

# Principal's role

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Keep a good pace

Be firm about cut-score decisions

Ensure cut-scores are accurate

Deter outside distractors

Determine if SAT meetings should be held

Give referrals for attendance, counseling, etc.

Send data to each team after each meeting

## **Tier 2: Defined**

Core curriculum with small group differentiation PLUS additional instruction that is targeted and definable for students who are at risk for maintaining state standards of proficiency.

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**Each school can define Tier 2 themselves.**

## Tier 2 Service: Fredonia

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For children with **moderate** levels of delay or skill/strategy deficits in ELA, as specified by Data team recommendations:

2 x 30, or 3 x 30 minutes per week

In groups of **no more than 4** during **small group instruction** or **independent work time**

**Primarily within the 90 minute ELA block**

**Intervention provided by reading, special education, ELL or speech teachers**

Team Meeting Date: \_\_\_\_\_ Area of Concern: ☐ Reading ☐ Math ☐ Writing ☐ Behavior  
 Student Name: \_\_\_\_\_ (complete 1 form for group, make copies, and write individual student names on one form for each participating student)

<b>PROBLEM IDENTIFICATION</b>			
List the data reviewed by the team for selection of students		List the criteria determined for inclusion in the group intervention	
<b>BRIEF PROBLEM ANALYSIS</b>			
Describe the common instructional need identified among this group of students			
<b>PLAN DEVELOPMENT</b>			
<b>GOAL SETTING</b>			
<input type="checkbox"/> On each individual student progress monitoring graph, list student baseline score and goal			
<b>INTERVENTION</b>			
Brief Description:		When:	
Description of Needed Materials:		Where:	
Intervention Implementor:		How Often:	
<input type="checkbox"/> Intervention script is attached which describes the intervention activities in detail			
<b>MEASUREMENT SYSTEM</b>			
Data Collection System:		Frequency of Data Collection:	
Data Collector:		When will Data be Collected?	
What Will Be Recorded?			
<b>DECISION MAKING RULE</b>			
<input type="checkbox"/> Slope / Trend Analysis <input type="checkbox"/> Consecutive Data Point Rule <input type="checkbox"/> Level of Performance <input type="checkbox"/> Other: _____			

Intervention Start Date: \_\_\_\_\_ Review Date: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_

<http://www.scred.k12.mn.us/School/Index.cfm/go:site.Page/Page:29/Area:8/index.html>

# Obtaining Relationship Building: Tier 2

Here are things you can do...

- **Examples:** Have classroom teachers and support staff provide examples of Tier 2 *research based* interventions at staff meetings
  - **"Intervention of the Month"** presented at grade-level teams
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- **Train** grade level team facilitators in data interpretation
  - **Provide opportunities** to network with other team leaders
  - **See and celebrate** success



# Challenges at Tier 2

- **Reduce talking about each kid more than talking about group support.**
    - Emphasis on GROUP instruction
    - Reduce time complaining about each kid (BMW time)
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- Increase time talking about how to act upon group needs

## Tier 3 Service: Fredonia

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For children with significant delays or gaps in ELA skills/strategies:

At least 5 x 30 minutes per week, **individually or in groups no larger than 2**  
**Supplemental to the 90 - 120 minute ELA block**

**Weekly Progress Monitoring**

**Intervention provided by reading, special education, ELL or speech teachers**

# Tier 3 Infrastructure Challenges

- There is NEVER enough time in the day, whether its finding intervention time, holding meetings, conducting additional assessment, doing integrity checks, etc., etc.
- Ensuring that students identified as Tier 3 actually receive more intensive and/or targeted intervention than Tier 2.
- Prioritizing and remaining focused on students with the most intensive needs, rather than briefly touching on large numbers of students.
- Document, document, document!

## Tier 3

- **Tier 3 buy-in usually needed in the areas of:**
  - Ambitious goal-setting
  - Value of frequent data collection



# Obtaining buy-in regarding goal-setting

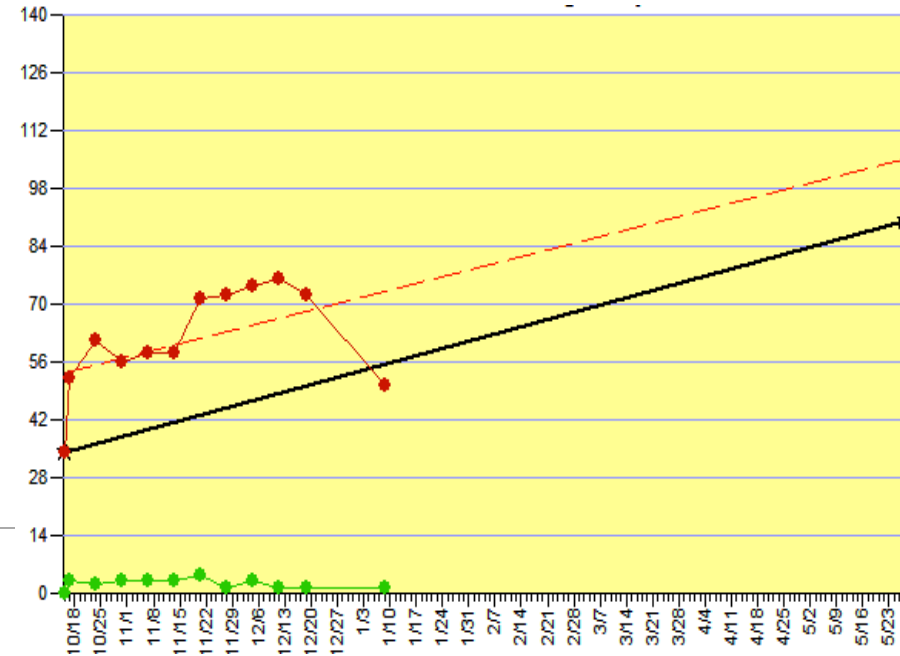
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- Setting Ambitious Goals
  - In-depth PD on goal setting, including general rules of thumb to be used district-wide
  - Share your own district's rate of improvement (ROI) data

Sharing our special education growth rates with teachers was eye-opening, as our students had higher ROIs than expected, challenging many prejudices / stereotypes about expected progress for students with disabilities.

# Obtaining buy-in regarding goal-setting: Challenges

- Expect some pushback from staff about setting ambitious speed goals
- Sometimes district culture has encouraged lower goal-setting to ensure goals are met



# Obtaining buy-in regarding frequent data collection: Challenges

- To increase perceived value of frequent (weekly) data collection:
    - Make a flip video of teacher testimonials
    - Encourage staff to show graphs to students, because they LOVE to see their data, which then quickly hooks the teachers into collecting the data regularly
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- Remind staff that if monitoring students with IEPs, this is great data to use for goal reporting, so they don't see it as ANOTHER thing to do

## General Guidelines Based on Best Practices & Research

Progress Monitor (PM) Testing Frequency	**Probable strength of PM data's ability to reliably inform instruction:				R-CBM Recommendation <i>(Other measures need only one probe per session.)</i>
	After 4 week period	After 6 week period	After 8 week period	After 10+ week period	
2x/week	**Good	**Excellent	**Excellent	**Excellent	1 probe
1x/week	** Fair	** Fair	**Good	**Excellent	1 probe
Every ~10 days	**Poor	**Poor	**Fair	**Good	1 probe
Every 2 weeks	**Poor	**Poor	**Poor	**Fair	1 probe
Every 3 weeks	Poor	**Poor	**Poor	**Poor	Median of 3 probes
Every 4+ weeks	Poor	Poor	**Poor	**Poor	Median of 3 probes



Nuances may impact decision-making.

1. Consider If:

- **ALL** of the data points are *below the aim line*,
- And the trend is clearly heading “*down*”
- **Then:** Additional data may not be needed in order to make a decision.

2. Conversely, if:

- **ALL** of the data points are *above the aim line*,
- And the trend is going “*through the roof*,”
- **Then:** You are able to see the effect of the intervention sooner than listed (right) and this is good news!

Progress Monitor (PM) Testing Frequency	**Probable strength of PM data's ability to reliably inform instruction:				R-CBM Recommendation (Other measures need only one probe per session.)
	After 4 week period	After 6 week period	After 8 week period	After 10+ week period	
2x/week	**Good	**Excellent	**Excellent	**Excellent	1 probe
1x/week	** Fair	** Fair	**Good	**Excellent	1 probe
Every ~10 days	**Poor	**Poor	**Fair	**Good	1 probe
Every 2 weeks	**Poor	**Poor	**Poor	**Fair	1 probe
Every 3 weeks	Poor	**Poor	**Poor	**Poor	Median of 3 probes
Every 4+ weeks	Poor	Poor	**Poor	**Poor	Median of 3 probes

In key instances that occur when the trend is either hovering close to the aim line or is flat, the question becomes,

*“How long do you want to keep a student in a potentially ineffective program at this rate before a change is made?”*

The matrix (upper right) offers a guideline for the frequency and duration of data collection needed before a reliable decision may be made under many common conditions.

Final Thoughts to Consider:

- The consequences of poor decisions are worse for kids not making progress.
- In contrast, if you err and judge the impact of a seemingly effective program “*too soon*,” it is likely that you are going to judge that program as one that *is working*, and thus maintain the program as is while continuing to collect data for future decision making.

# SAT process (Student Assistance Team)

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Full day of meetings (scheduled every 45 minutes)

2 subs for the day (1 for GE teacher/1 for SE teacher)

Members:

- Classroom Teacher
- Special Education Teacher Representative
- Parent
- Rtl teacher (reading and/or math)
- OT/PT/Speech Teachers, if appropriate
- School Psychologist
- School Counselor
- Run by Principal

# SAT Process

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Referral comes from Data Analysis Team

Parents notified by Classroom Teacher

- Phone Call
- Informational Brochure

Teacher completes initial portion of SAT form and sends it to the principal or school psychologist

# SAT Form

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Fredonia Central Schools

*Student Assistant Team/ Response to Intervention Form*

Name of Child:          Grade:          Date of Birth:

Name of Parent(s)/Legal Guardian:

Address:                                  Phone #:

Name(s) and Position(s) of Person(s) Making Referral:

Previous Retention:      If yes, grade:\_\_\_\_\_

Medical Issues:\_\_\_\_\_

Medication:\_\_\_\_\_

Other Services:      Response to Intervention services in ELA and Math

Date of meeting:

In attendance:

# SAT form

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**What can the student do? (List at least 3 skills that the student displays to some degree of competency)**

**What would you like the student to do? (List one or more areas which the student needs to improve to be successful in school—AREAS OF CONCERN)**

**Description of Concern:**

**Present Level of Performance:** (Include AIMSWeb, Classroom Assessments, Sight Words, etc.)

**2016-17 Fall/Winter/Spring AIMSweb:**

**Other Assessments / Screens:**

# SAT

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Interventions and Goal set

Progress Monitoring scheduled

Follow Up Meeting scheduled

Minutes printed and given to parent immediately

Minutes e-mailed to SAT team

# Tier 3 Infrastructure

- **How do we fit in all the Tier 3:**
    - Interventions
    - Data collection
    - Interventionist Data Team Meetings to analyze Tier 3 data
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# Tier 3 Infrastructure Tips

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- **Fitting in Interventions:**

- Concentrated times/blocks for interventions

- **Fitting in Data Collection:**

- Have teachers brainstorm data collection methods, such as:
  - Have a data day
  - Test one student at end of small group time each day, so all kids are tested by end of week
- Challenge teachers to include data collection in weekly schedule/lesson plans

- **Fitting in Data Team Meetings**

- Schedule regular (every 6-8 weeks) data team meetings among interventionists to look exclusively at Tier 3 data



# Building Infrastructure - In practice

- In-depth district PD on problem-solving processes, including
  - - how to identify, prioritize, and operationalize problems
    - how to collect assessment information for better problem analysis
    - elements of plan development and implementation
- 
- plan evaluation
  - documentation requirements, etc

# Words of Wisdom:

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What teachers see you placing importance on and taking the time to be a part of, are the things they know you place the most importance on for your school.

The Response to Intervention model encompasses almost ALL of the Best Practices seen in successful schools.

Make good RtI procedures a priority!