Response to Intervention: Principles & Practices to Improve Outcomes for ALL Students

Cambridge Public Schools
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Goals of the Presentation

- Principles and Practices in a Tiered System of Support: Dr. Christopher Parker, IDEAL Consulting Services.

- Review the Five Foundational Factors in making RTI Work and the 5-8 Year Process of Implementation: Dr. Christopher Parker
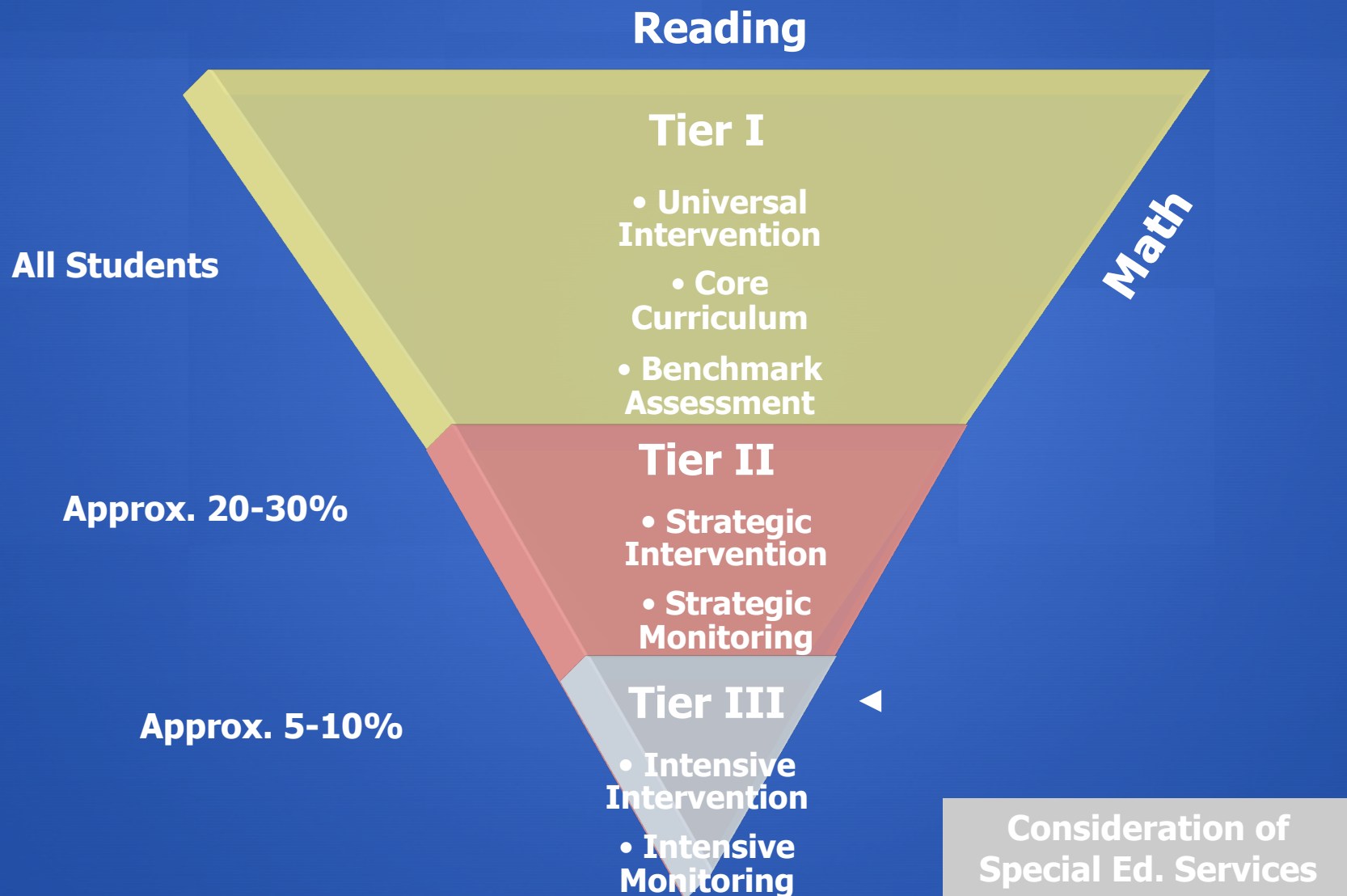
Cambridge Public Schools Process – Haggerty and K-Lo Admin and Staff -

  - Year 1: Research Based Assessment System and Data Teams
  - Year 2: Tier 1 Differentiated Instruction, Targeted Intervention, Progress Monitoring.
  - Year 3: Problem Solving and Analysis: going deeper on the Five Foundational Factors, Student Support Teams, and Pre-Referral Processes
  - Years 4 and 5: continued deepening of practice

- What we are learning: Data Teams, Data and Outcomes- Haggerty and K-Lo Admin and Staff
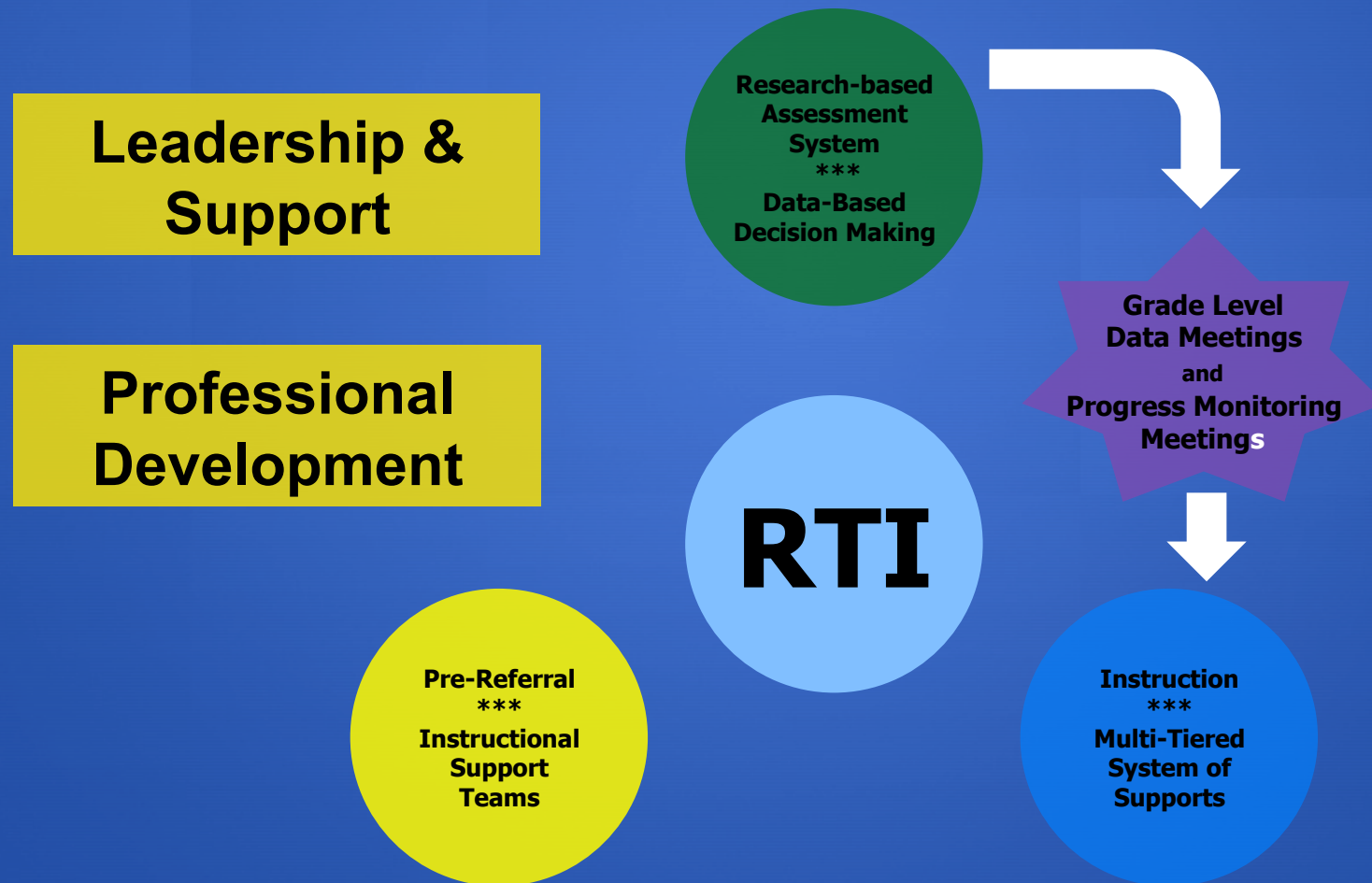
- Next Steps and Needed Support

Principles and Practices in a Tiered Systems of Support

Dr. Christopher Parker

Multi-Tiered System of Supports (3-Tier Instructional Model)

Reading

Math

All Students

Approx. 20-30%

Approx. 5-10%

Tier I

- Universal Intervention
- Core Curriculum
- Benchmark Assessment

Tier II

- Strategic Intervention
- Strategic Monitoring

Tier III

- Intensive Intervention
- Intensive Monitoring

Consideration of Special Ed. Services

Making RTI work –
Five Foundational Factors

Leadership & Support

Professional Development

Research-based Assessment System
***
Data-Based Decision Making

Grade Level Data Meetings
and
Progress Monitoring Meetings

RTI

Pre-Referral
***
Instructional Support Teams

Instruction
***
Multi-Tiered System of Supports

Process of Implementation

Year 1

Foundational Factor No. 1...
Research-Based Assessment System

- **As a result of the passage of federal laws (IDEA '04) and initiatives (Reading First), school personnel must implement a research-based assessment system to track student outcomes.**

- **Thus, *good* assessment procedures, including *good* tests, are of paramount importance within educational settings.**

Assessing Basic Skills

- **The four purposes of Academic Assessments:**
  1. <u>Screening</u>: Designed as a first step in identifying children who may be at high risk for delayed development or academic failure and in need for further diagnosis of their need for special services or additional intervention.
  2. <u>Diagnosis</u>: Helps teachers plan instruction by providing in-depth information about students' skills and instructional needs.
  3. <u>Progress Monitoring</u>: Determines through frequent measurement if students are making adequate progress or need more intervention to achieve grade-level academic outcomes.
  4. <u>Outcome</u>: Provides a bottom-line evaluation of the effectiveness of core programs in relation to established performance levels.

The Link between Assessment & RTI

- **A research-based assessment system to *inform decisions at each tier of service delivery* is an essential element of determining students' response to intervention.**

- **The overarching format for this system involves *General Outcome Indicators*, including curriculum-based assessment and its variants such as CBM (Deno, 1985; Shinn, 1989), CBE (Howell & Nolet, 1999), and DIBELS (Kaminski & Good, 1996).**

Adapted from: National Association of State Directors of Special Education (2006). *Policy Considerations and Implementation.*

A Little History
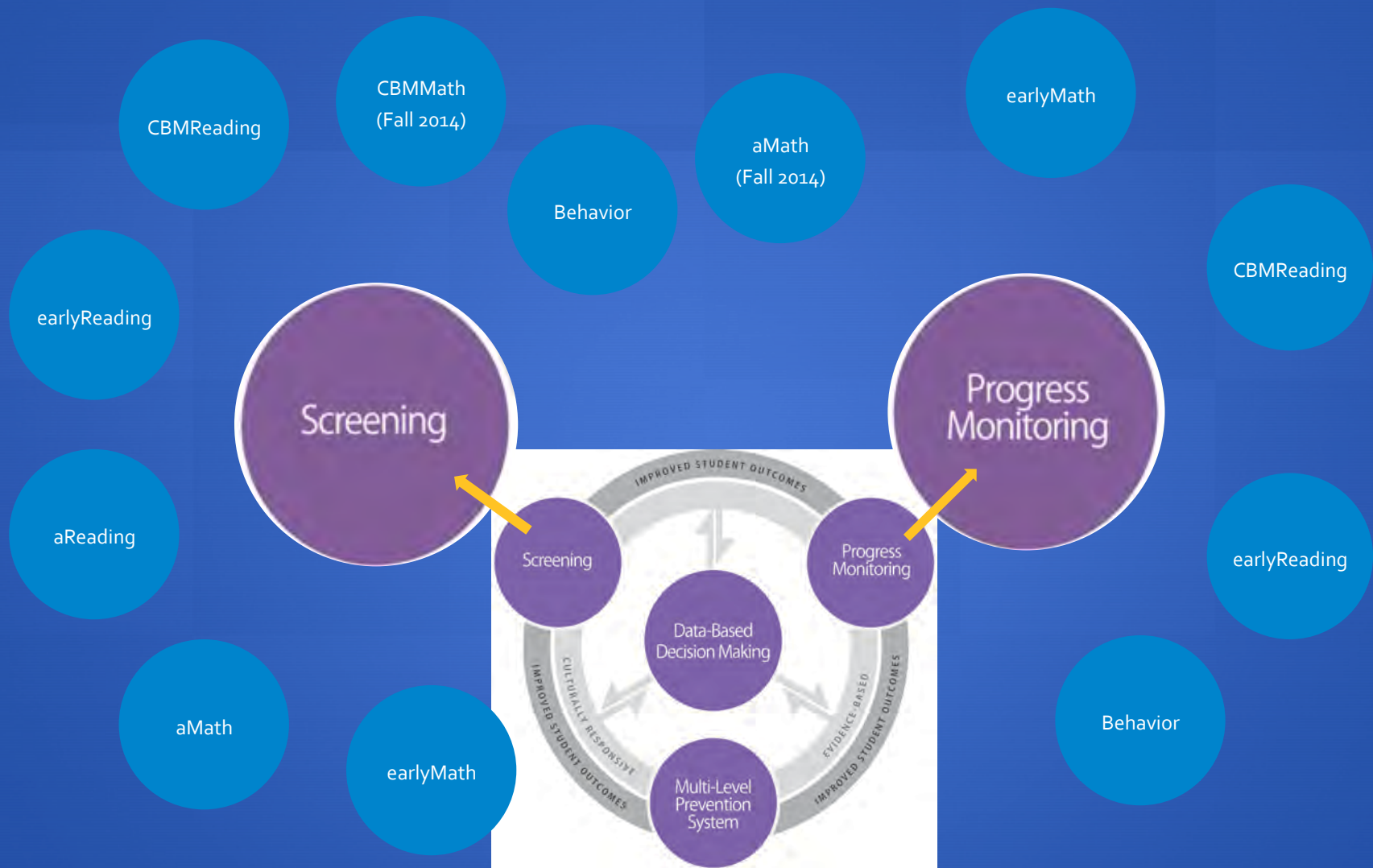
RTI in Cambridge

Cambridge Assessment System
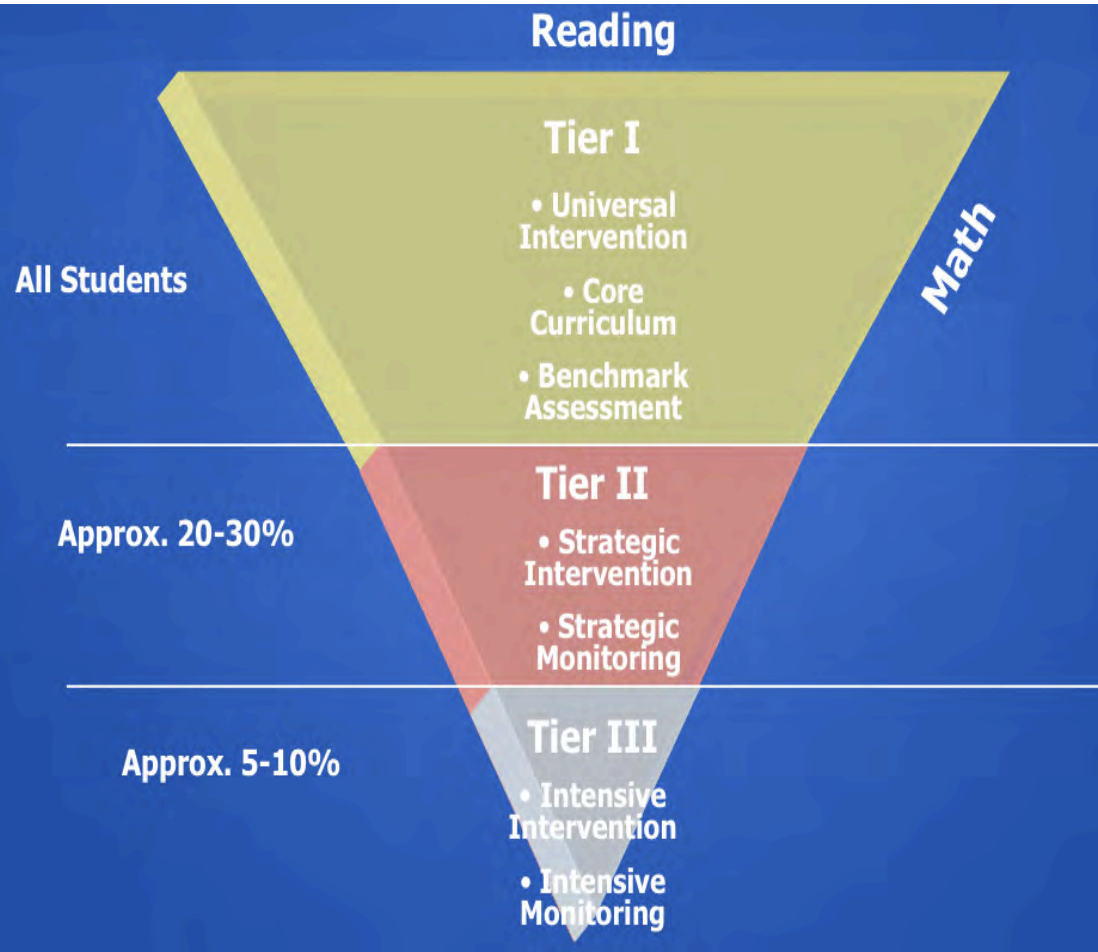
Research Based Assessment

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- Formative Assessment System for Teachers (FAST) battery of norm-referenced assessments (Universal Screeners) that assess phonemic awareness, phonics, fluency and comprehension in K-2

- In Math the Universal Screening Tool used in CPSD is Symphony Math (it also functions as an intervention tool)

- FAST battery of norm-referenced assessments that assess fluency and comprehension in grades 3-5

FAST & Response to Intervention

	KINDERGARTEN			FIRST			SECOND			THREE, FOUR & FIVE		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Concepts of Print	●											
Onset Sounds	❖	❖										
Letter Names	❖											
Letter Sounds	❖	❖	❖									
Word Rhyming												
Word Blending												
Word Segmenting		❖	❖	❖	❖	❖						
Decodable Words* (can be used instead of nonsense words)												
Nonsense Words		❖	❖	❖	❖	❖	❖					
Sight Words			❖	❖	❖	❖						
Sentence Reading				❖								
CBM Reading					❖	❖	❖	❖	❖	❖	❖	❖
aReading	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖

Reading

Tier I
• Universal Intervention
• Core Curriculum
• Benchmark Assessment

Math

All Students

Tier II
• Strategic Intervention
• Strategic Monitoring

Approx. 20-30%

Tier III
• Intensive Intervention
• Intensive Monitoring

Approx. 5-10%

Tier 1: Core Instruction

Universal High Quality, Rigorous Teaching in Every Classroom

Tier One

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- **Reading Workshop happens five times a week.**
  - **Mini-lesson (whole class)**
  - **Small Group instruction**
    - **first dose is with the classroom teacher**
    - **students requiring Tier II interventions then receive a second dose of targeted, adult led small group instruction**

What are the Five Key Components?

1. **Phonemic awareness**

2. **Phonemic Decoding (Word Study)**

3. **Fluency**

4. **Comprehension**

5. **Vocabulary (Oral Language)**

We also can't forget

1. **Background Knowledge**

2. **Writing (esp. Reading Response work)**

3. **Syntax (Grammar)**

4. **Motivation**

The Effectiveness of Tier I Instruction will Drive Proper RTI Implementation

- **Effective Tier I Instruction is comprised of:**
  - **Differentiated Instruction**
    - **Differentiated Assessment**
    - **Differentiated Content**
    - **Differentiated Delivery**
    - **Being CLEAR ON LESSON PURPOSE**

Differentiating Content: The Reading Competence Continuum

Strand 2

- Oral Language & Vocabulary
- Listening & Reading Comprehension
- Syntax & Grammar
- Background Knowledge

Strand 1

Sound → Word → Phrase & Sentence → Connected Text

- Phonemic Awareness
- Phonemic Decoding / Automaticity
- Fluency
- Fluency
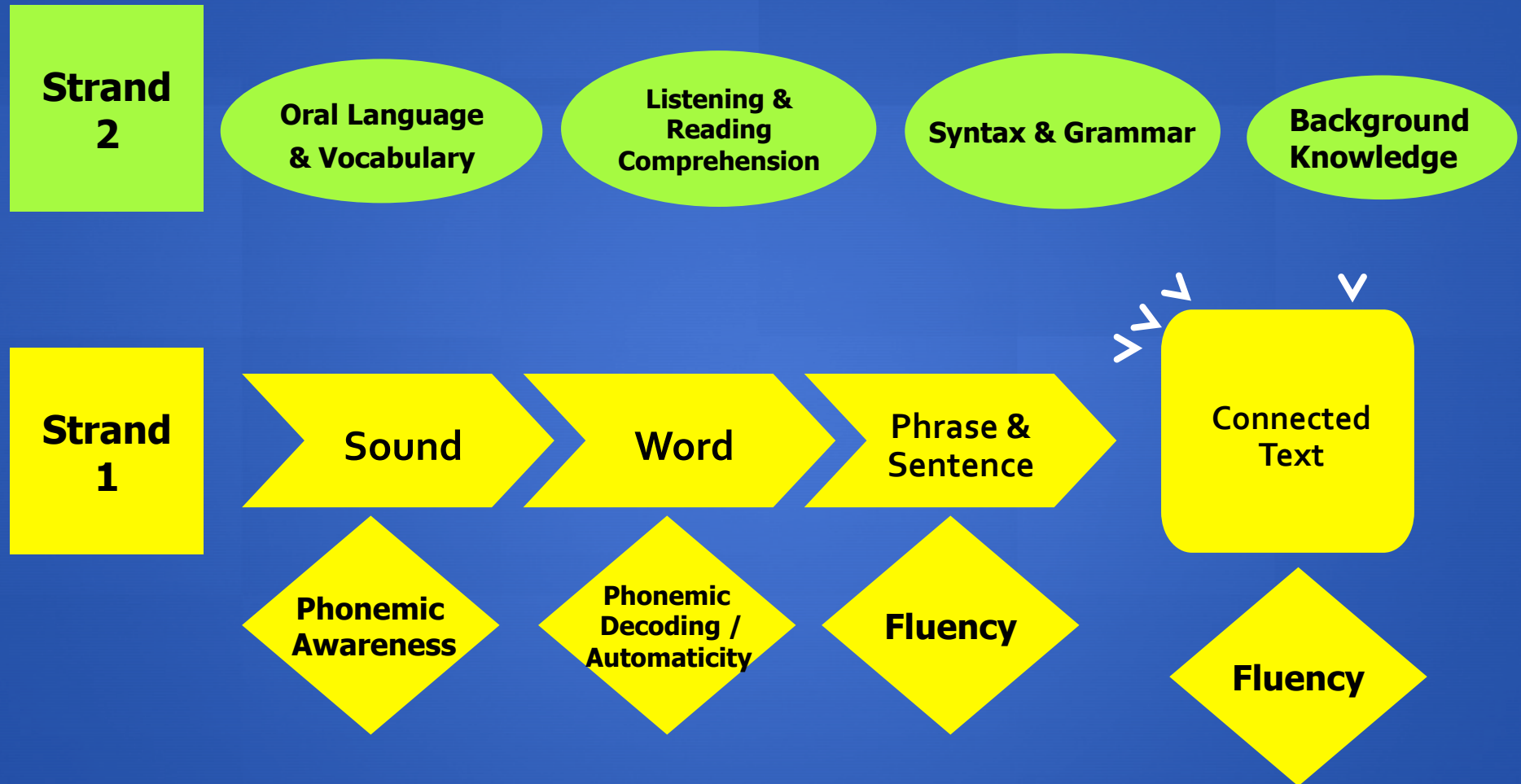
What is your Lesson Purpose?

Differentiating Delivery includes…

- **Grouping for instruction via Grade Level Data Mtgs**

- **Establishing an Instructional Routine**

- **Classroom Rules**

- **Job Chart**

- **Rotation Chart**

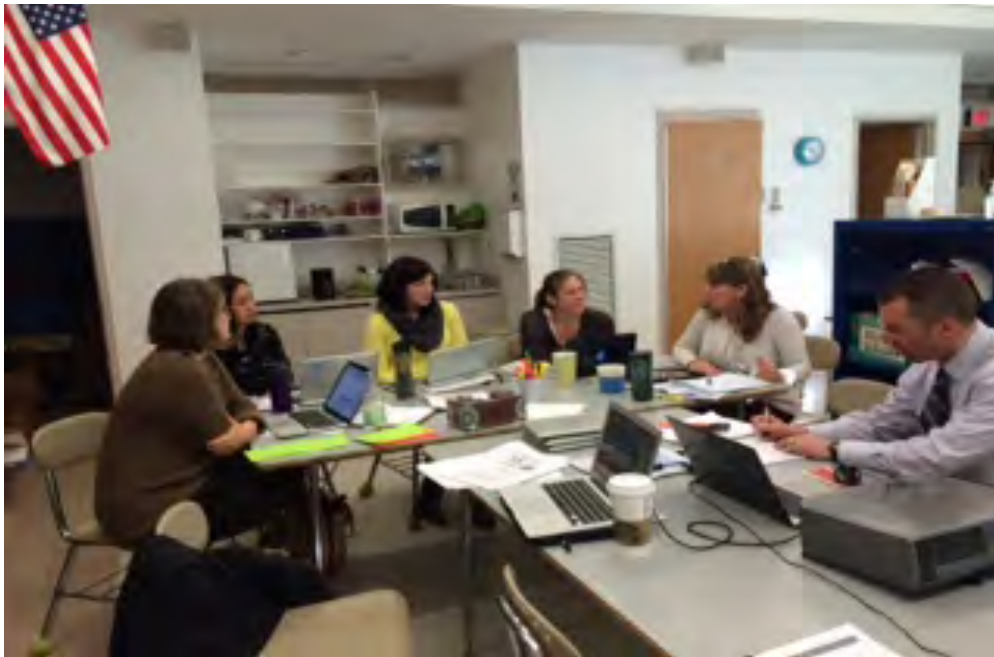# Rotation Chart is Posted – Sample 1

Four Group / Three-Rotation Chart (80 minute Literacy Block)

Group Name	Students	Whole Group Mini Lesson (8:20 – 8:35)	Small Group Rotation 1 (8:35 – 8:55)	Small Group Rotation 2 (8:55 – 9:15)	Small Group Rotation 3 (9:15 – 9:35)	Whole Group Share (9:35 – 9:40)
Group 1 (Above Level)	Marcus James Kimball Nader Sylvia Anne	All Students	Collaborative Practice # 1	Collaborative Practice # 2	Independent Practice [Includes Independent Reading]	All Students
Group 2 (On Level)	Jackson Cristian Abbey Lucy Natasha Remy		Independent Practice [Includes Independent Reading]	Collaborative Practice # 1	Teaching Table # 1	
Group 3 (Below Level)	Dylan Luke Auriana Nelly Akim		Teaching Table # 1	Teaching Table # 2	Collaborative Practice # 1	
Group 4 (Well Below Level)	Tobey Cole Maxwell Julia Samantha		Teaching Table # 2	Teaching Table # 1	Collaborative Practice # 2	

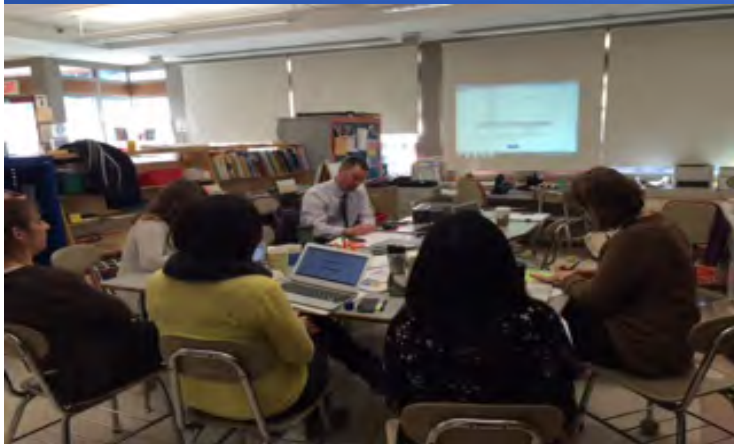Helps students know WHAT to do, WHO they work with, & WHEN & WHERE they work

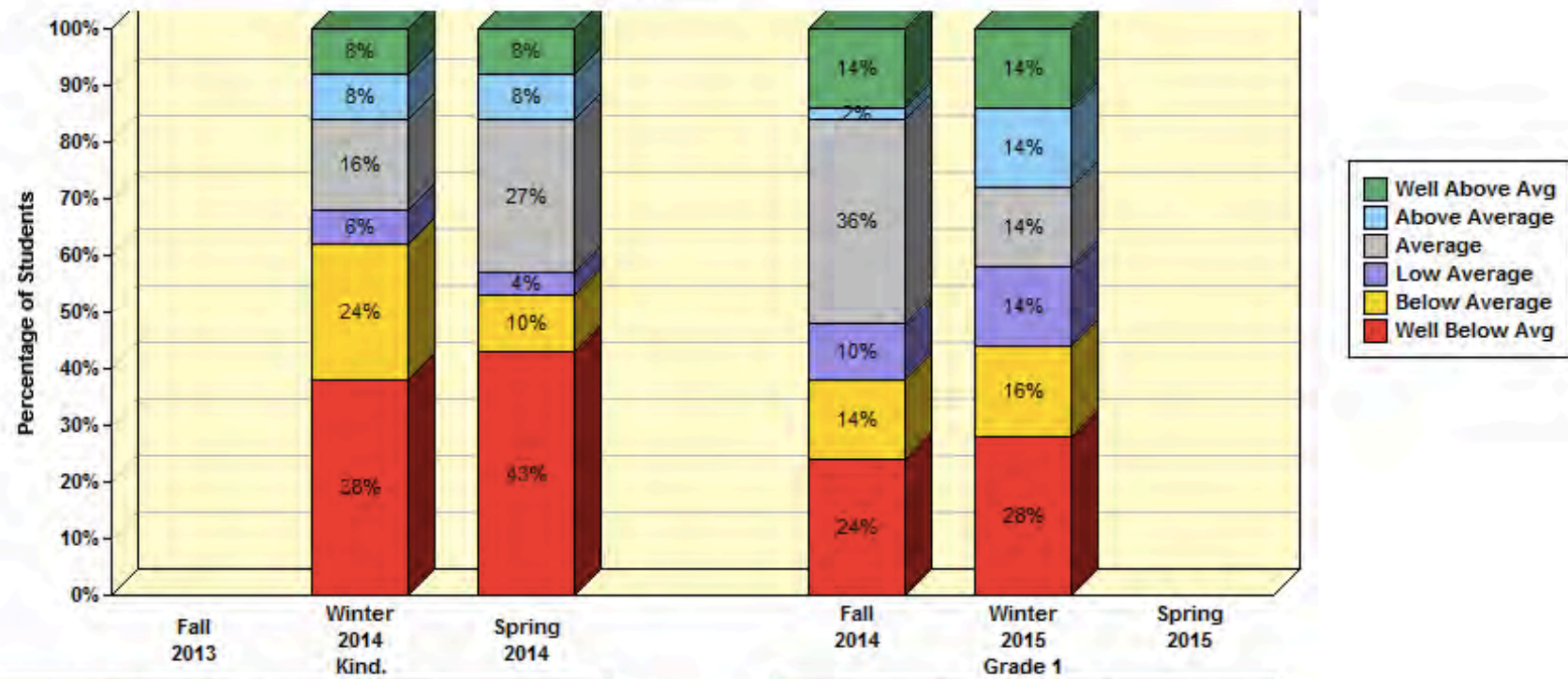Adapted From: V. Gibson (2008). Differentiating Instruction: What do we need to know?

Reading Jobs

| Che Amyrrah Takhai | Semir Kinnell Teyana Gabby | Jaylin Lelia Beckett |

Takhai's Word Study List

√ price
√ spine
√ lime
√ wife   through
√ shy   view
√ try   wait
√ dry
√ eye
√ bye
√ buy

High Frequency Words

Che's Word Study List

√trimming √
√popping √
√dragging √
  quitting √   should
√driving √   through
√riding √   view
√sliding √
√whining √
√pushing √
√munching √

High Frequency Words

Semir's Word Study List

√affection
√distinction
√selection
√extinction   application
√prediction   combination
√expression   destination
√profession
√discussion
√succession
√impression

High Frequency Words

Tier 1

Universal Screening and Data Teams

Longitudinal Data Analysis

Kennedy-Longfellow School • 2014-2015 School Year

Longitudinal Analysis - Norm Referenced Comparison (Same Cohort)
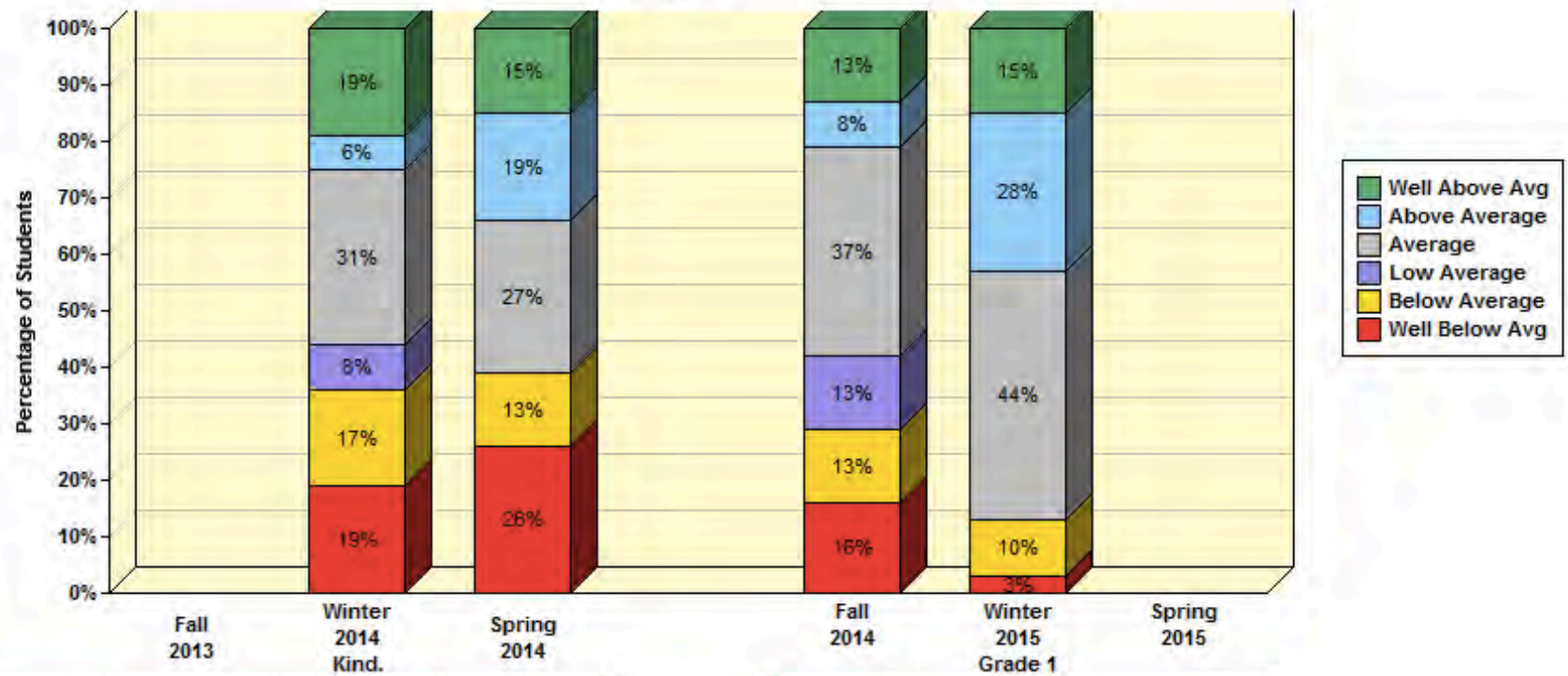
Grade 1-Nonsense Word Fluency-CLS

• All Students

	Fall 2013	Winter 2014	Spring 2014		Fall 2014	Winter 2015	Spring 2015
Well Above Avg	0	4	4		6	6	0
Above Avg	0	4	4		1	6	0
Average	0	8	13		15	6	0
Low Avg	0	3	2		4	6	0
Below Avg	0	12	5		6	7	0
Well Below Avg	0	19	20		10	12	0
Total	0	50	48		42	43	0

Haggerty School • 2014-2015 School Year

Longitudinal Analysis - Norm Referenced Comparison (Same Cohort)

Grade 1-Nonsense Word Fluency-CLS

• All Students

	Fall 2013	Winter 2014 Kind.	Spring 2014		Fall 2014	Winter 2015 Grade 1	Spring 2015
Well Above Avg	0	9	7		5	6	0
Above Avg	0	3	9		3	11	0
Average	0	15	13		14	17	0
Low Avg	0	4	0		5	0	0
Below Avg	0	8	6		5	4	0
Well Below Avg	0	9	12		6	1	0
Total	0	48	47		38	39	0

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Kennedy-Longfellow School • 2014-2015 School Year

Longitudinal Analysis - Norm Referenced Comparison (Same Cohort)
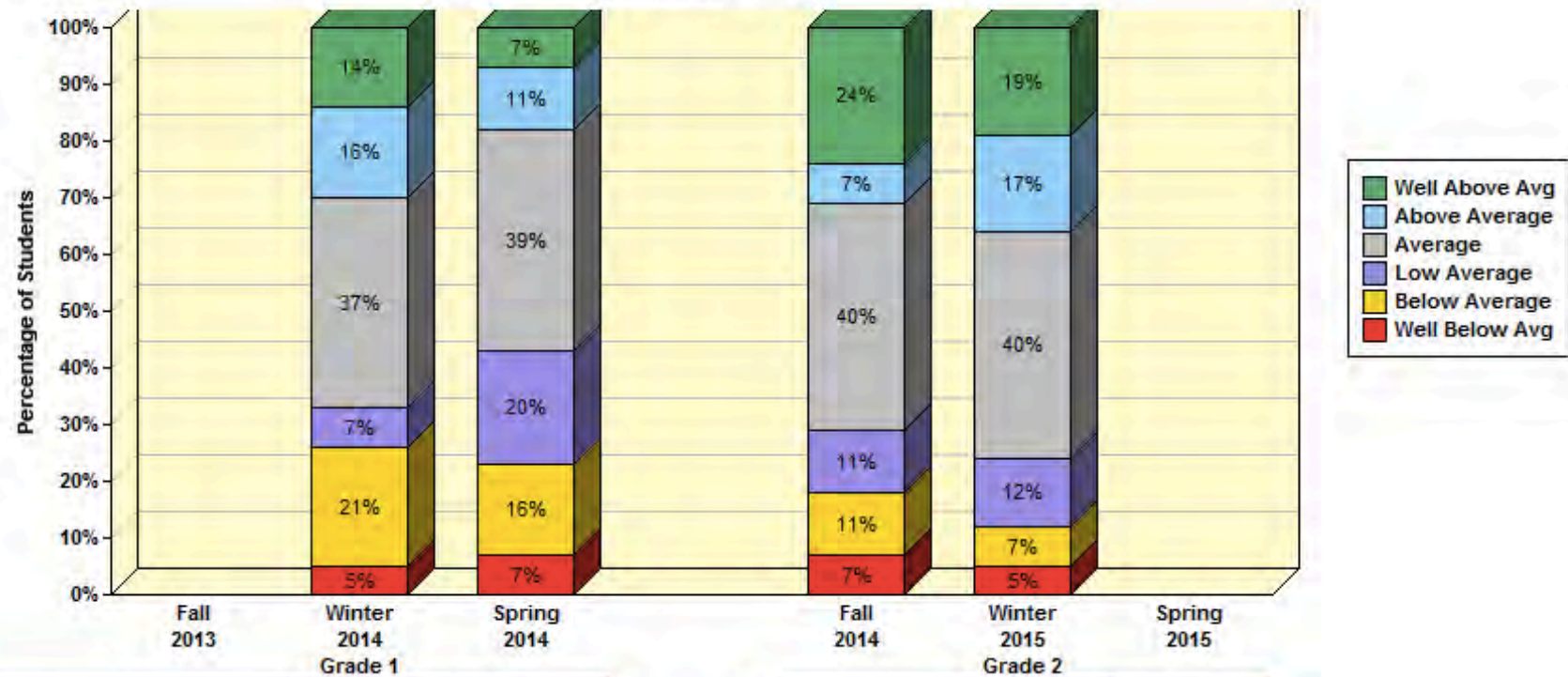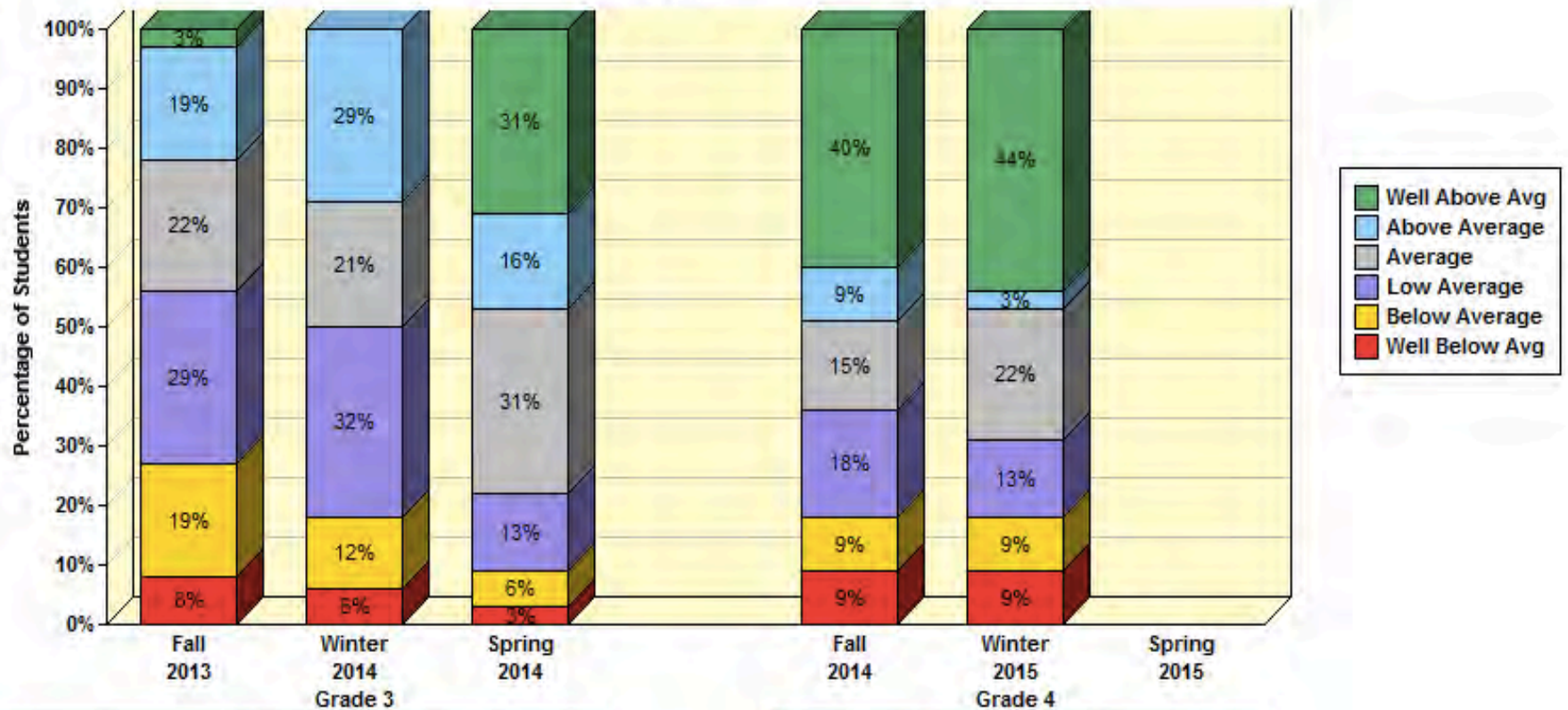
Grade 2-CBM Reading

• All Students

	Fall 2013	Winter 2014	Spring 2014
Well Above Avg	0	3	1
Above Avg	0	2	1
Average	0	10	6
Low Avg	0	8	12
Below Avg	0	12	10
Well Below Avg	0	2	6
Total	0	37	36

	Fall 2014	Winter 2015	Spring 2015
Well Above Avg	2	1	0
Above Avg	1	1	0
Average	10	8	0
Low Avg	4	7	0
Below Avg	6	6	0
Well Below Avg	8	6	0
Total	31	29	0

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Haggerty School • 2014-2015 School Year

Longitudinal Analysis - Norm Referenced Comparison (Same Cohort)

Grade 2-CBM Reading

- All Students

	Fall 2013	Winter 2014	Spring 2014	Fall 2014	Winter 2015	Spring 2015
Well Above Avg	0	6	3	11	8	0
Above Avg	0	7	5	3	7	0
Average	0	16	17	18	17	0
Low Avg	0	3	9	5	5	0
Below Avg	0	9	7	5	3	0
Well Below Avg	0	2	3	3	2	0
Total	0	43	44	45	42	0

Kennedy-Longfellow School • 2014-2015 School Year

Longitudinal Analysis - Norm Referenced Comparison (Same Cohort)

Grade 4-aReading

- All Students

	Fall 2013	Winter 2014	Spring 2014		Fall 2014	Winter 2015	Spring 2015
Well Above Avg	1	0	10		13	14	0
Above Avg	7	10	5		3	1	0
Average	8	7	10		5	7	0
Low Avg	10	11	4		6	4	0
Below Avg	7	4	2		3	3	0
Well Below Avg	3	2	1		3	3	0
Total	36	34	32		33	32	0

Legend:
- Well Above Avg
- Above Average
- Average
- Low Average
- Below Average
- Well Below Avg

Haggerty School • 2014-2015 School Year

Longitudinal Analysis - Norm Referenced Comparison (Same Cohort)

Grade 4-aReading

• All Students

	Fall 2013	Winter 2014	Spring 2014		Fall 2014	Winter 2015	Spring 2015
Well Above Avg	2	1	13		19	19	0
Above Avg	9	12	9		7	2	0
Average	16	18	10		9	10	0
Low Avg	7	3	1		1	4	0
Below Avg	1	1	3		1	0	0
Well Below Avg	1	0	0		0	0	0
Total	36	35	36		37	35	0

Other Reports

- Intervention Effectiveness

- Response to Intervention

- Weekly Gains

- Sorts
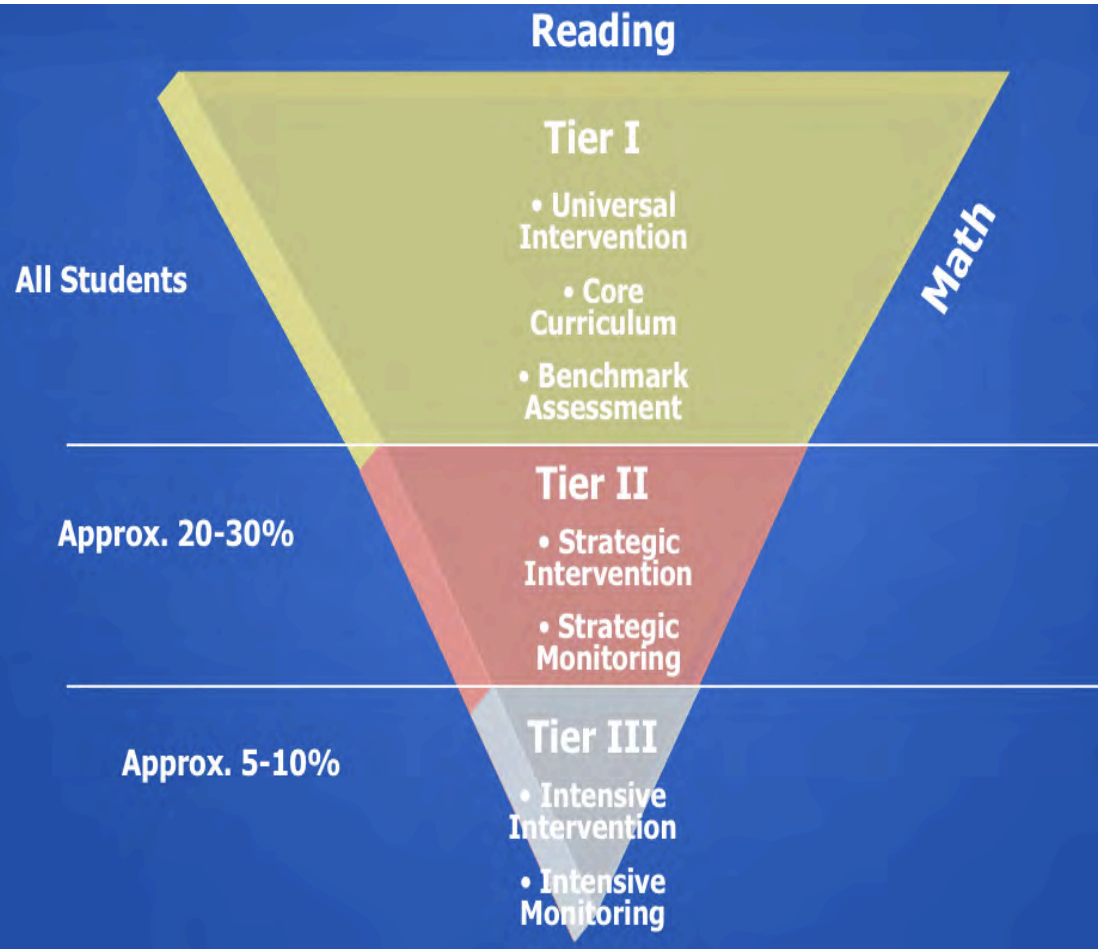
Tier II Intervention

- Students who receive Tier II services require an additional dose of adult led small group instruction in addition to Tier I (Core Curriculum)

- Tier II is 3-5 times a week with a duration of 15 – 30 minutes

Goal Setting and Progress Monitoring

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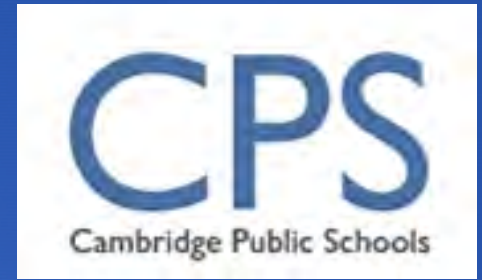
- **Most students who receive Tier II services in literacy have a goal that is set in SPS so that we can measure progress**

- **Teachers and interventionists are monitoring student progress twice a month for 8-10 weeks.**

Progress Monitoring

Subtest	Weeks	Ambitious	Typical	Less than Typical
	5	≥ 11	8-10	≤ 7
CBM/ORF/D-ORF*	8	≥ 17	12-16	≤ 11
	10	≥ 21	15-20	≤ 14

Grade 2 : CBM Reading
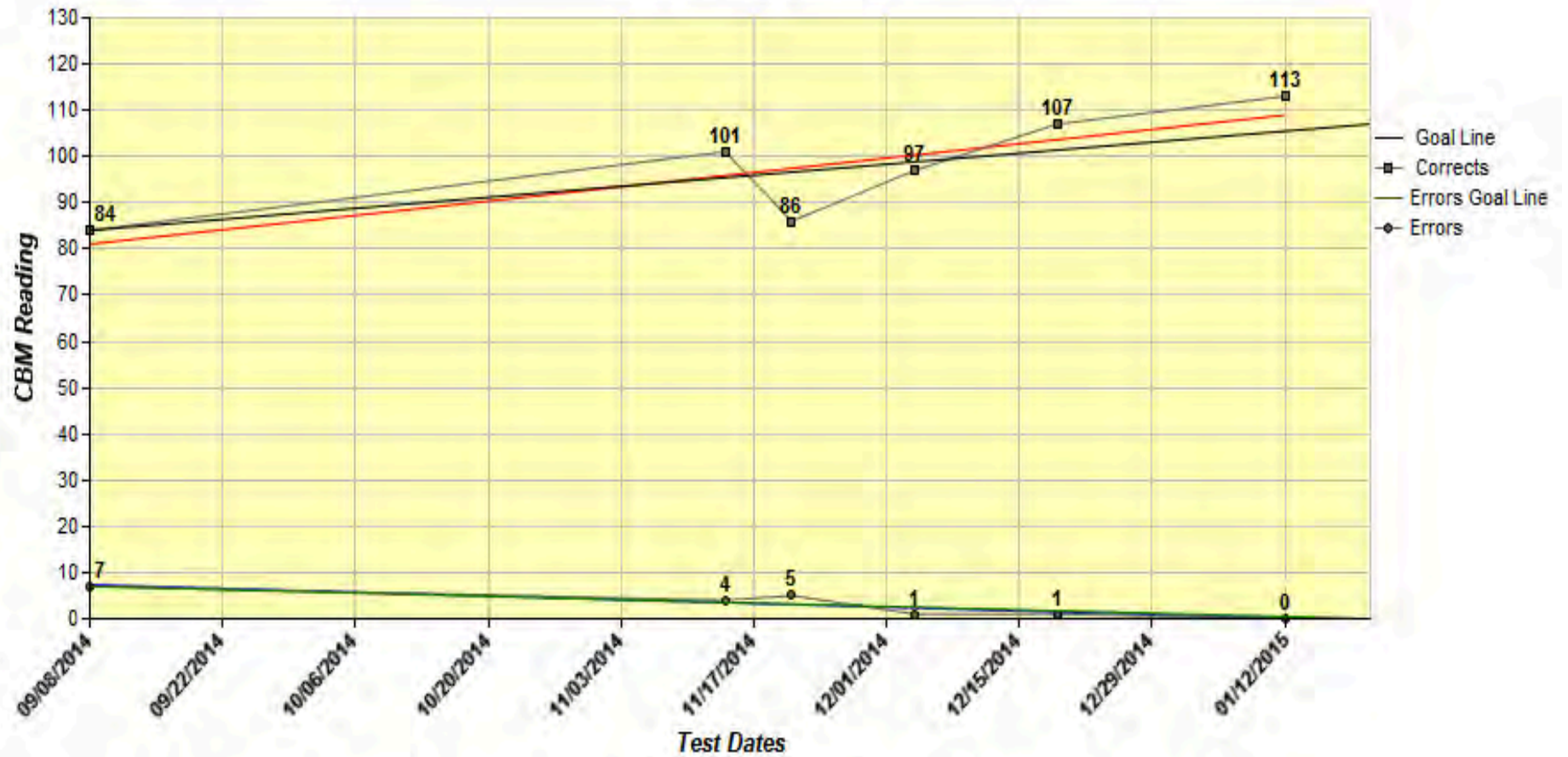
Date	09/08	11/14	11/21	12/04	12/19	01/12
Corrects	84	101	86	97	107	113
ROI		1.89	0.2	1.08	1.64	1.61

Goal Statement

In 11 weeks, ███████████ will achieve **107** Words Read Correct from the Grade 2 CBM Reading subtest.

The rate of improvement (ROI) should be 2.09 Words Read Correct per week. The current rate of improvement (ROI) is 1.61 Words Read Correct per week.

Goal Change(s)

Previous Goal(s)

Start Date	End Date	Frequency	Goal Corrects	Goal Errors
11/03/2014	12/15/2014	Weekly	90	0
11/03/2014	01/21/2015	BiWeekly	90	0
11/03/2014	01/21/2015	BiWeekly	90	4

Program Description

Tier I

███████████'s instructional program is delivered using a multi-tier intervention model. Tier I instruction is delivered by Francis-Hassett (2) 20 min./day , 3 days per instructional cycle (as determined by the school). The primary instructional package used within Tier I is Adult-led, Small Group, Skill Specific Instruction Materials.

Tier II

Tier II instruction is delivered by Luizzi (Spcl) 20 min./day , 5 days per instructional cycle (as determined by the school). The primary instructional package used within Tier II is Leveled Literacy Intervention Materials.

Haggerty School • (Winter 14 - Winter 15) School Year
Longitudinal Analysis - Norm Referenced Comparison
Grade 1: Nonsense Word Fluency
• All Students
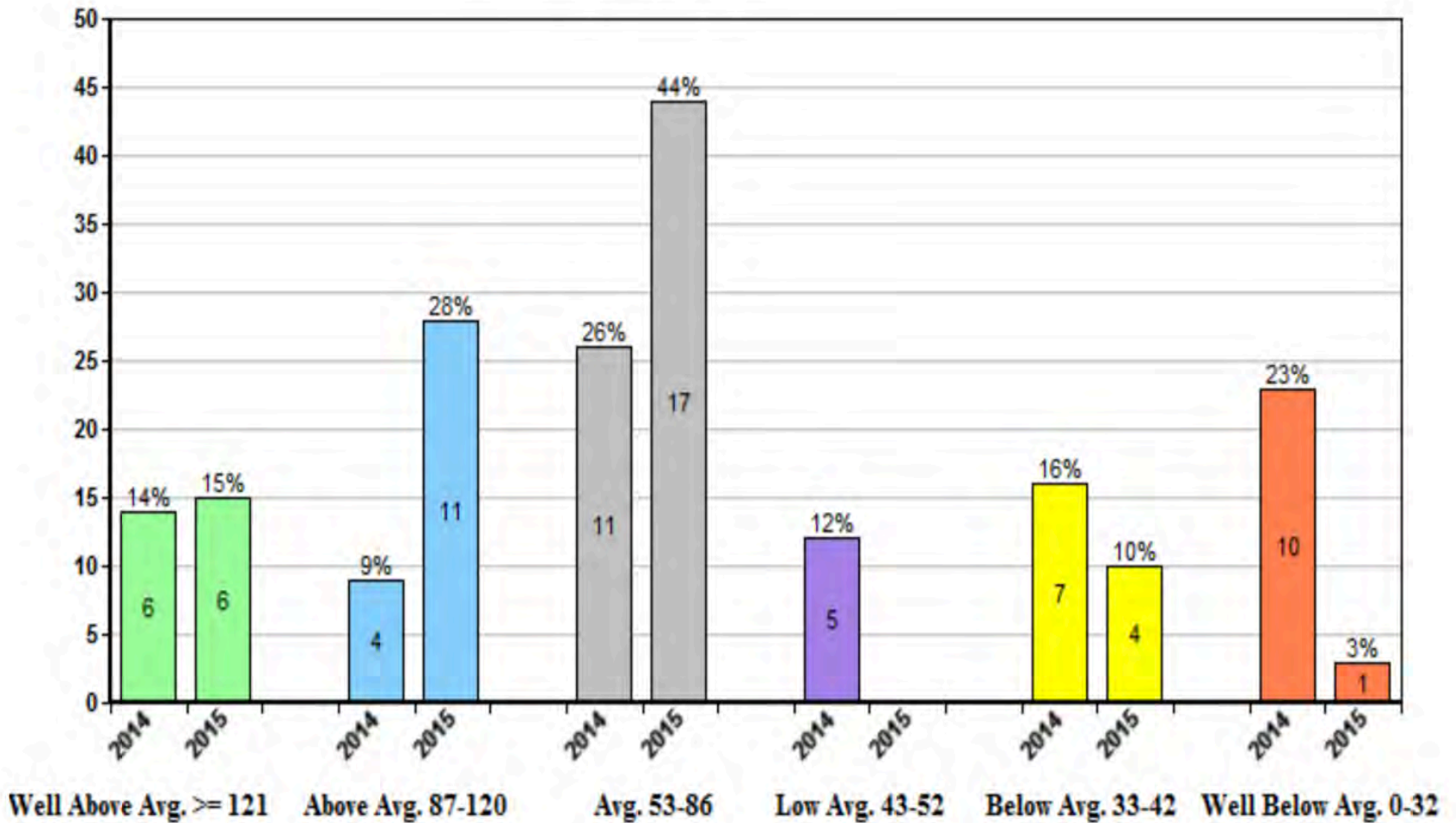
Note: The Low Average Normative Category did not exist until the 2010-2011 school year.

Note: The value within each bar signifies the number of students.

Haggerty School : Fall 2014 - Winter 2015
All Students
All Teachers
Intervention Effectiveness - Norm Referenced Comparison
Nonsense Word Fluency-WWR
Grade 1

◉ Numbers ◯ Student Names

	Fall 2014	Winter 2015											
		Well Above Avg		Above Average		Average		Low Average		Below Average		Well Below Avg	
	N	N	%	N	%	N	%	N	%	N	%	N	%
Well Above Avg	5	4	80%	0	0%	1	20%	0	0%	0	0%	0	0%
Above Average	4	0	0%	2	50%	2	50%	0	0%	0	0%	0	0%
Average	15	0	0%	5	33%	10	67%	0	0%	0	0%	0	0%
Low Average	2	0	0%	0	0%	1	50%	0	0%	1	50%	0	0%
Below Average	11	0	0%	0	0%	6	55%	1	9%	3	27%	1	9%
Well Below Avg	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

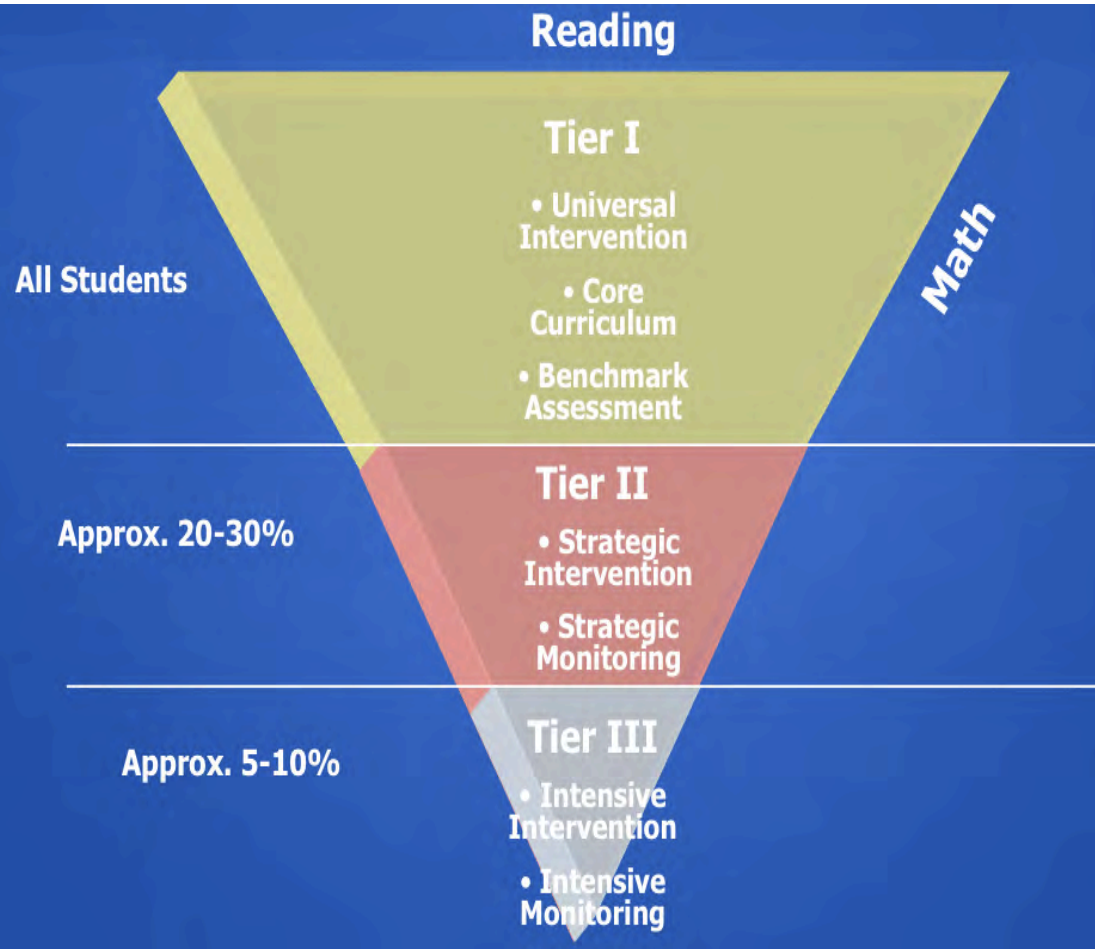Note: N = number of students; % = percentage of students

Haggerty School : Fall 2014 - Winter 2015
All Students
All Teachers
Gain Scores Sort - Norm-Referenced Comparison
Nonsense Word Fluency-WWR
Grade 1

◉ Numbers ◯ Student Names

	Fall 2014	Winter 2015							
		Exceeds		Ambitious		Typical		Less than Typical	
	N	N	%	N	%	N	%	N	%
Well Above Avg	5	3	60%	1	20%	1	20%	0	0%
Above Average	4	0	0%	2	50%	0	0%	2	50%
Average	15	0	0%	11	73%	3	20%	1	7%
Low Average	2	0	0%	0	0%	1	50%	1	50%
Below Average	11	0	0%	6	55%	1	9%	4	36%
Well Below Avg	0	0	0%	0	0%	0	0%	0	0%

Note: N = number of students; % = percentage of students

40

![Reading and Math intervention pyramid diagram showing three tiers. Tier I (yellow): Universal Intervention, Core Curriculum, Benchmark Assessment — All Students. Tier II (red): Strategic Intervention, Strategic Monitoring — Approx. 20-30%. Tier III (gray): Intensive Intervention, Intensive Monitoring — Approx. 5-10%. CPS Cambridge Public Schools logo. Title: Tier 3: Intervention and Support]

Tier III: Tools

Tier III: Is the third dose of adult led small group skill specific instruction: greater intensity, frequency.

- Leveled Literacy Intervention

- Reading Recovery

What We've Learned

Haggerty and Kennedy Longfellow Staff

Lessons

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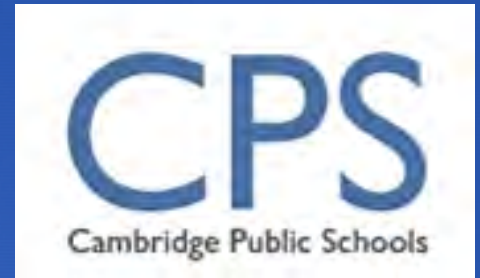
- Targeted Instruction and Intervention early is a powerful strategy to close gaps and ensure students have a strong foundation in skill development.

- Need for more time to go deeper around what to provide specifically to each individual child

- Students are moving guided reading levels fast in the early grades.. But still need skill specific interventions.. So the need for scheduling to be fluid to provide this is challenging.

Lessons Learned

- **Being really strategic in making sure that students are getting tier 2. It takes a strong, functioning team to be flexible, inquire, problem solve and work to ensure students are getting what they need.**

- **All HANDS ON DECK is imperative for this to work!**

- Common Planning time is CRITICAL

- Teaching same material allows for greater collaboration

- Not pulling students with Special Needs from the reading and math blocks.

- Principal Leadership and Vision is essential

Important Considerations

- "In a new relationship with data, it is not enough to simply determine whether a child is "proficient" (i.e., at grade level) in reading. In elementary schools, and especially in the early grades, we also need assessments to give us indicators of potential risk before hidden weaknesses manifest as reading problems" (Dickinson & Tabors, 2001; snow, Burns, & Griffin, 1998; Scarborough, 2002) – (Lesaux and Marietta).

Important outcomes from this work
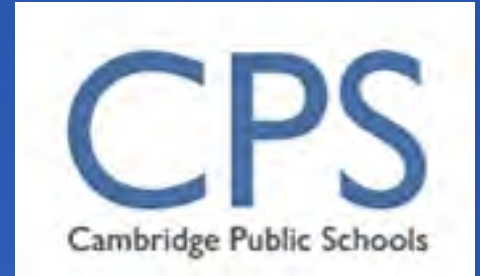
- Common Language and Shared Understandings

- Instruction is more targeted to student need

- Conversations are deeper and more diagnostic

- Clarity on assessments: data points that are normed

- Common Planning Times - Learning to use data to reflect on how effective their teaching is and then make plans for what to change

- "Individuals can only be clearly identified as having risks when most of their peers are performing at grade-level expectations; otherwise it is difficult to disentangle individual development from the instructional environment." (Lesaux and Marietta)

- "Only when we know if the student's difficulties are truly individual difficulties and not issues with the instructional core do we move to supplemental, targeted supports." (Lesaux and Marietta)
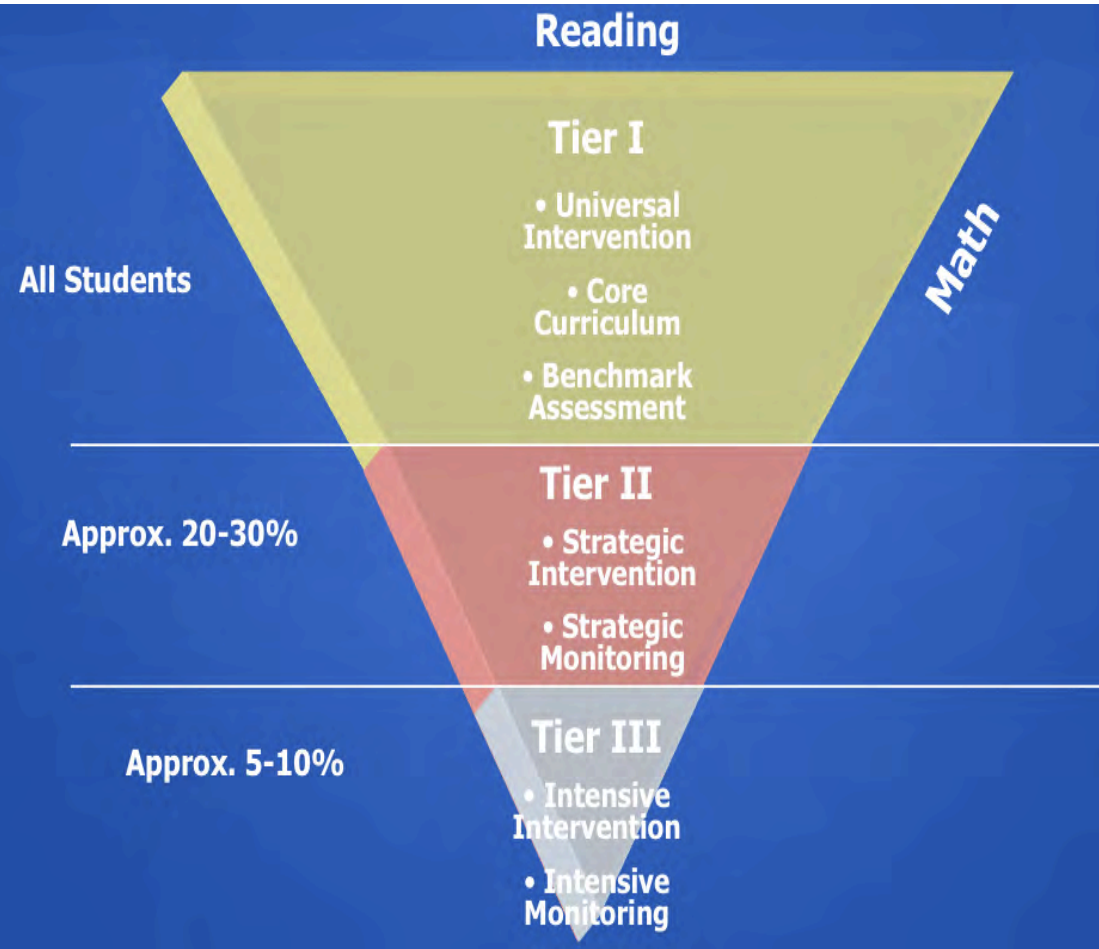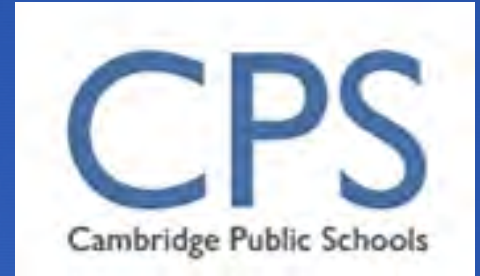
Next Steps

Year 3 and Moving Forward

Next Steps
Year 3 and Beyond

- **Continue to strengthen all the tiers, especially Tier 1**

- **Tier III Interventions: Greater Intensity, Frequency**

- **Development of Student Support Teams and Processes**

- **Building capacity of staff around Problem Solving, Analysis, and Diagnostic of reading issues.**

- **Continue to develop menu and matching of intervention services**

- **Pre-Referral Process: Determining when special education referrals are made – Clarity**

- **Goal to incorporate special education staff into Data Teams and the larger RtI process**

Student Support Teams

- **Student Support Teams (SSTs) represent an innovative and proactive means for supporting teachers and other school personnel in their efforts to *accommodate diverse learners* within the general education setting.**

- **SSTs are teams of educators with varied backgrounds who are committed to using a *data-based , problem solving approach* to create, monitor, and refine *individualized, classroom-based interventions* to assist a wider range of students in regular education.**

Response to Intervention Model

Stage 1: GLDMs & PMMs
- Basic Skills-Intervention
- Behavior-Intervention

Student Does *Not* Respond to INTERVENTIONS

▼

Stage 2: Instructional Support Team
- Identify the Problem
- Develop Goals & Objectives
- Design Support Plan
- Regularly Monitor Student Progress

Student Does *Not* Respond to INTERVENTIONS

▼

Stage 3:Special Education
- Further Clarify the Problem
- Formulate IEP
  - Develop Goals & Objectives
  - Design Intervention Strategies
- Regularly Monitor Student Progress

Response to Intervention Model

Easy...eh???

Under the best of circumstances…expect a 5 to 8 year initiative to implement RTI effectively!

Take Home Points

- RTI is <u>NOT</u> simply a method to identify students with learning disabilities – it is about <u>improving results for students</u> – the fact that it can help systematically identify students with Learning Disabilities is incidental.

- This can be done in practice.

- It takes a tremendous amount of time and support for *TEACHERS AND ADMINISTRATORS*

- It is good for kids!

Thank You!!

Questions…

References

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