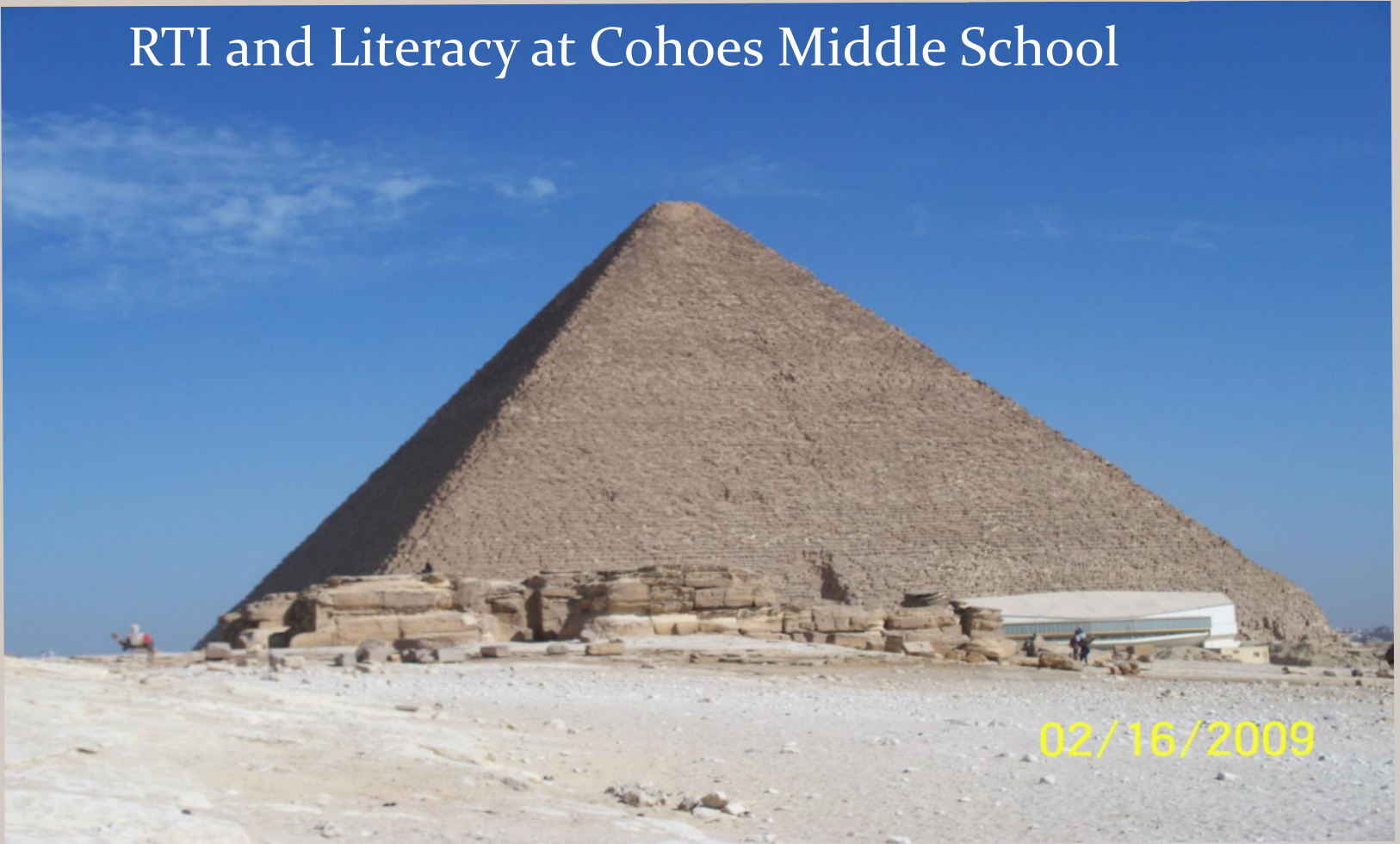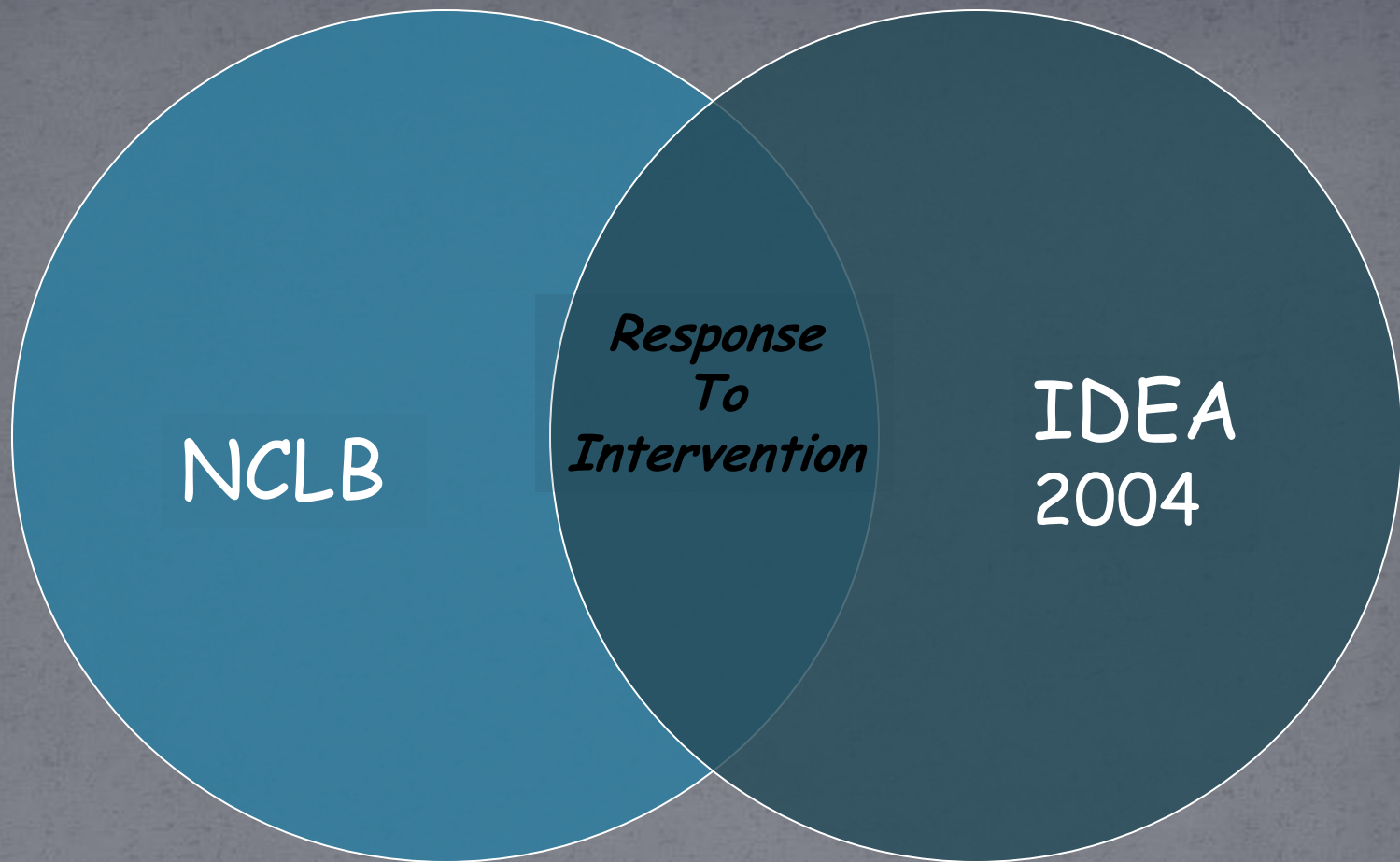# Building The Pyramid

RTI and Literacy at Cohoes Middle School

02/16/2009

Presented by Karen Kemp, Mark Perry and Alison Craver
Cohoes City School District

Cohoes, 2009

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NCLB

Response To Intervention

IDEA 2004

RTI is the intersection of the two federal laws governing our work

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RTI is NOT. . .

- pre-referral
- program
- a curriculum
- a teacher
- an intervention
- a way to get more or less students into special education or decrease the current numbers
- a checklist to determine a disability

Meet CMS

- Cohoes, NY: 10 miles N of Albany

- Cohoes CSD: small urban LEA, school-wide Title I designation (56% Free/Reduced Lunch)

- CMS: 446 students grades 6-8, 12% ethnic minority, 13% SpEd
  - 3 admin, 2 couns, 1 slp/1 sw, 46 teachers, 12 ta/ps

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Gearing Up For RTI in the District

- Special Programs Director

~2003 – replaced norm-ref achievement tests with CBM for initial and three year evaluations

~2004 – referrals to CSE required documented interventions
– serious attention to exclusionary factors

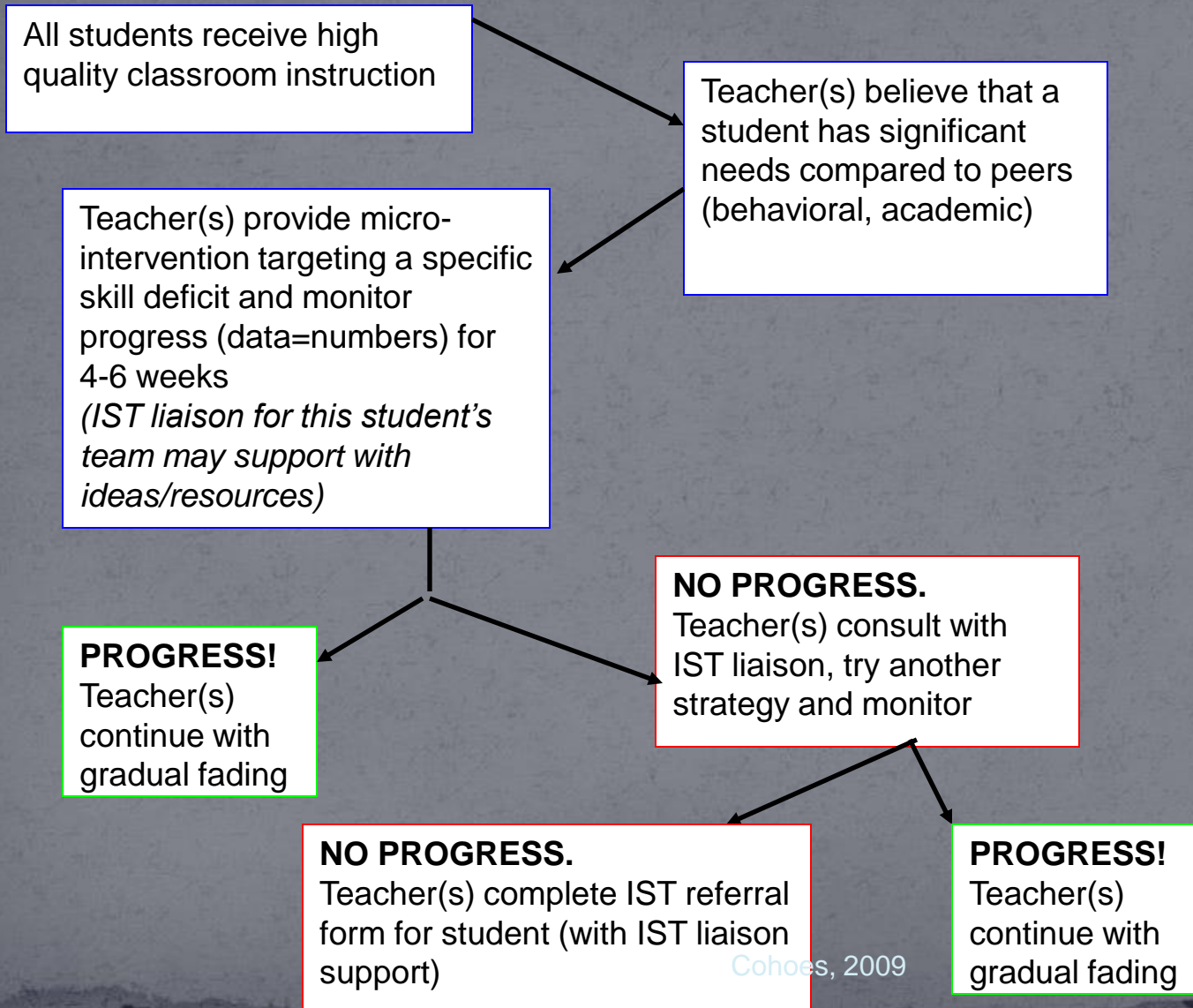Cohoes, 2009

Gearing up for RTI at CMS

Beliefs:

- Working with data can be a positive, collaborative experience.

- Grade level teams have a collective responsibility to collect and analyze data.

- Data should be made visual where possible.

Our View of RTI

- A continuous process!   Not a one shot deal.

- Useful for making educational decisions.

- IST (Instructional Support Team) compatible.

Tier 1: RTI begins in the classroom

All students receive high quality classroom instruction

Teacher(s) believe that a student has significant needs compared to peers (behavioral, academic)

Teacher(s) provide micro-intervention targeting a specific skill deficit and monitor progress (data=numbers) for 4-6 weeks
(IST liaison for this student's team may support with ideas/resources)

PROGRESS!
Teacher(s) continue with gradual fading

NO PROGRESS.
Teacher(s) consult with IST liaison, try another strategy and monitor

NO PROGRESS.
Teacher(s) complete IST referral form for student (with IST liaison support)

PROGRESS!
Teacher(s) continue with gradual fading

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Implications of RTI:

- Instructional plans based on student needs with frequent, data-based monitoring

- Increased collaboration between general ed and special ed including transitions

- Misclassifications minimized and appropriate services provided to those who need them

Removal of ours/theirs dichotomy

Other Considerations

- An increased urgency to improve fundamental, or "tool," skills so that all students can progress in all areas of curriculum

- A need to look at student strengths and needs in a broad, strategic way
  - What can we do to improve student outcomes?
  - How do we know if it's working?

- Goal: that all-or-nothing Regents diploma

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Tier I

CMS incoming (Fall 2008)

Cohoes City Schools

5th to 6th Grade Student Transition Recommendations

Student Name: _____   5th GradeTeacher: _____
School (circle):   HH   AL   VS

1	2	3	4
Significantly below grade level expectations for this time of year	Difficulty meeting grade level expectations for this time of year	Meets grade level expectations for this time of year	Strong grade level achievement for this time of year

Please use the scale above to rate this student's development in the following areas:

	Rating (1-4)		Rating (1-4)
Reading Ability		Homework Completion	
Math Ability		Quality of Work	
Writing Ability		Home/School Communication	
Maturity Level		Discipline Problems	
Attendance		Self-Direction	

Please indicate the student's score on the most recent NYS Exams taken:

	Rating (1-4)	Grade taken		Rating (1-4)	Grade taken
ELA			Social Studies		
Math			Science		

Please circle all that apply and write in as necessary:

CSE Classified N / Y (consultant / self-contained)

CSE Declassified N / Y (test accommodations N / Y)

CSE Evaluation – Did Not Qualify N / Y (school year: _____)

Section 504 Plan N / Y (disability area: _____)

ELL (English Language Learner) N / Y (service time: _____)

5th grade IST/CST N / Y (behavior / academics)

5th grade interventions N / Y (Tier 1 / Tier 2 / Tier 3)

*   *   *   *   *   *   *   *   *   *   *

Please attach documentation of situations marked "Y" above.

Feel free to comment or provide additional information on the reverse.

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Tier I
CMS incoming info (through 2008)

- Results used to
  - Plan class assignments

- Establish intervention groups
  - Reading
  - Math
  - Self-monitoring / executive skills
  - Social skills / behavior support

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- High-Quality Instruction

  - differentiated learning opportunities, modeling and guided practice of new skills

  - frequent checks to see whether students are making desired progress toward expected outcomes

Tier I- It's just "best practice"!

- Think of it as Responsive Teaching and Instruction. *What do you think this means?*

- Techniques and strategies you should be using in your classroom to enhance student achievement.

- Difference between best practice and Tier 1 intervention:

A tier 1 intervention is targeted to a specific need for a student or group of students AND monitored for a specific time period!

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Best Teaching Practices:

- Building upon students' prior experience, knowledge and learning.

- Engaging in "hands-on, minds-on" learning

- Using wait time or other techniques

- Asking questions that cause students to synthesize, analyze, and evaluate information

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Best Teaching Practices:

- Addressing learning styles and multiple intelligences

- Implementing cooperative learning and peer tutoring

- Re-teaching as necessary.

- On-going student assessment that is varied

Intervention Buffet for the Classroom

Area of Concern	Intervention Ideas
Comprehension	▪ Guided Notes ▪ Graphic Organizers ▪ Preview & Review ▪ KWL Chart…..
Writing	▪ Outlines ▪ Rubrics ▪ Graphic Organizers ▪ Teacher and Peer Conferencing,
Behavior	▪ Immediate praise for desired behavior ▪ Breaking down assignments into manageable pieces ▪ Reward system
Vocabulary	▪ Flashcards ▪ Represent new words in different ways (define, draw a picture….) ▪ Post content vocabulary in the classroom and use it daily
Motivation	▪ Work with students on setting goals and monitor progress ▪ Self-monitor using graphs (ex. Multiplication facts) ▪ Vary methods of instruction
Math	▪ Daily review problems ▪ Intermingle easy and more difficult problems on a worksheet ▪ Flash cards

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Assessment and Instruction

- In a world of **perfect** lesson plans, instructional methods, students and circumstances, that would be sufficient to make and maintain appropriate progress.
- For some students, that *is* sufficient.
- For the rest, there is RTI.

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Universal screening/Benchmark assessment

- Screen groups of students
  - ☞Determine "at risk"
  - ☞Determine "higher levels"

- Evaluate and make decisions about program / instruction

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Drawbacks of Traditional Tests

- National "average" may vary from average in school or region

- Skills covered may not mirror local curriculum

- Tests cannot be given often and are not designed to measure progress

- Scores reflect comparison to others rather than skill mastery (I.e. consistent score of 70 means student is keeping pace with peers in terms of skill growth)

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CBM Options

- Scientifically-validated, research-based CBM is an option in:
  - Reading (all areas measured by DIBELS; ORF through grade 8; MAZE grades 2-12)
  - Math (Calculation: Correct Digits)
  - Writing Fluency (CWS K-8, C-IWS 6-12)
 - Spelling
  - Vocabulary

RTI- Benchmark-
After Intervention

	Sep-06	Feb-07	slope
Mean	39	48	1.8
T1	36.1	43.5	1.48
T2	36.4	49.3	2.58
T3	42.8	47.8	1
T4	42.1	53	2.18

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Intervention Considerations:

- Is this a behavioral or academic concern?

- What do I want the student to be able to do?

- How do I think I can modify what I am doing to address this concern?

- How can I monitor student progress?

- When will I check data to assess student progress?

- When do I decide that a concern is out of my hands?

Using CBM Data – Tier I

grade 6 cws progress by team
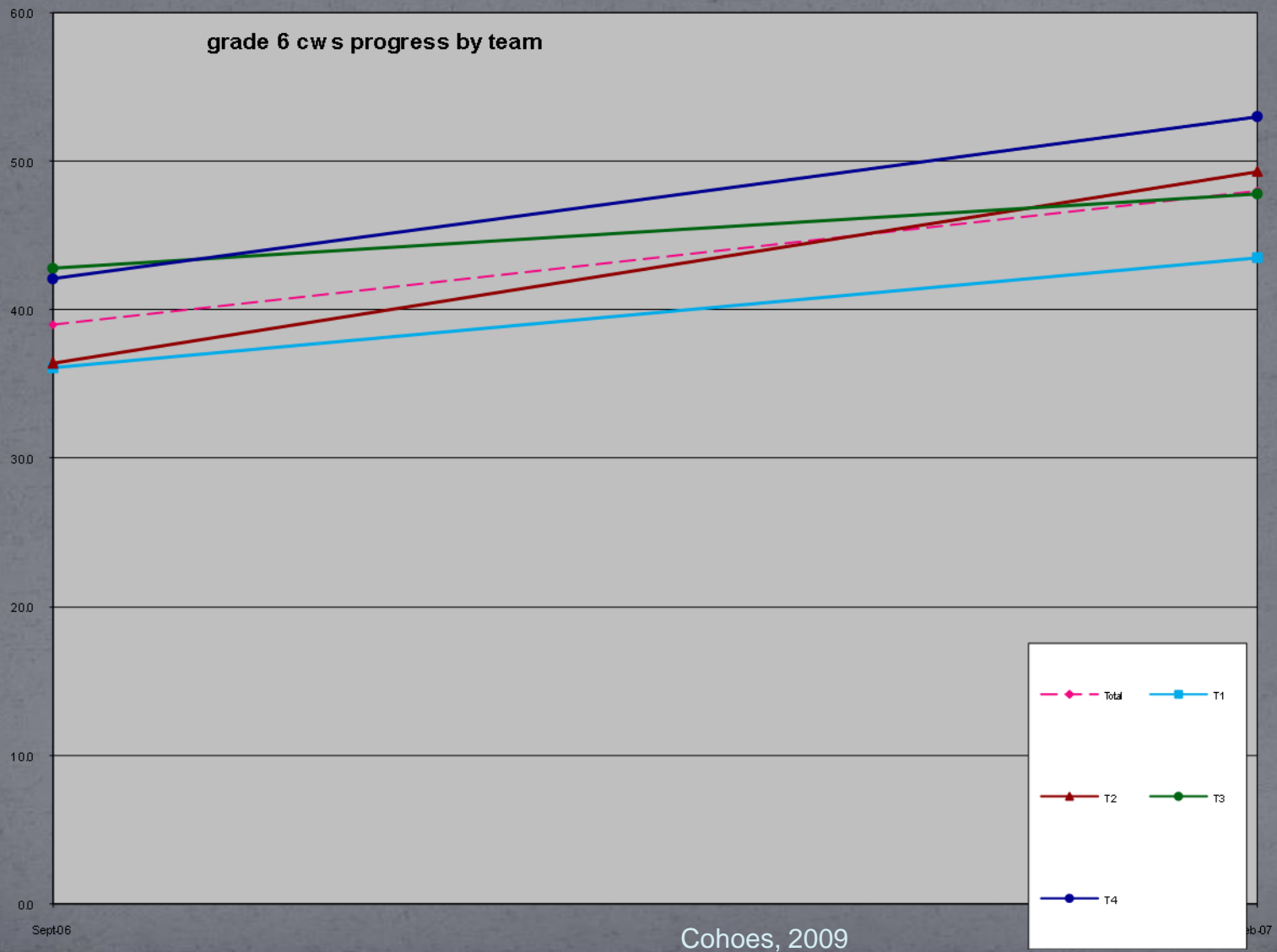
Tier 2

- Provide intervention based on needs determined at Tier 1

- Monitor student rate of progress under typical and intervention circumstances to determine appropriateness of instruction and response to intervention

Tier 2

Benchmark assessment ⟶ progress monitoring
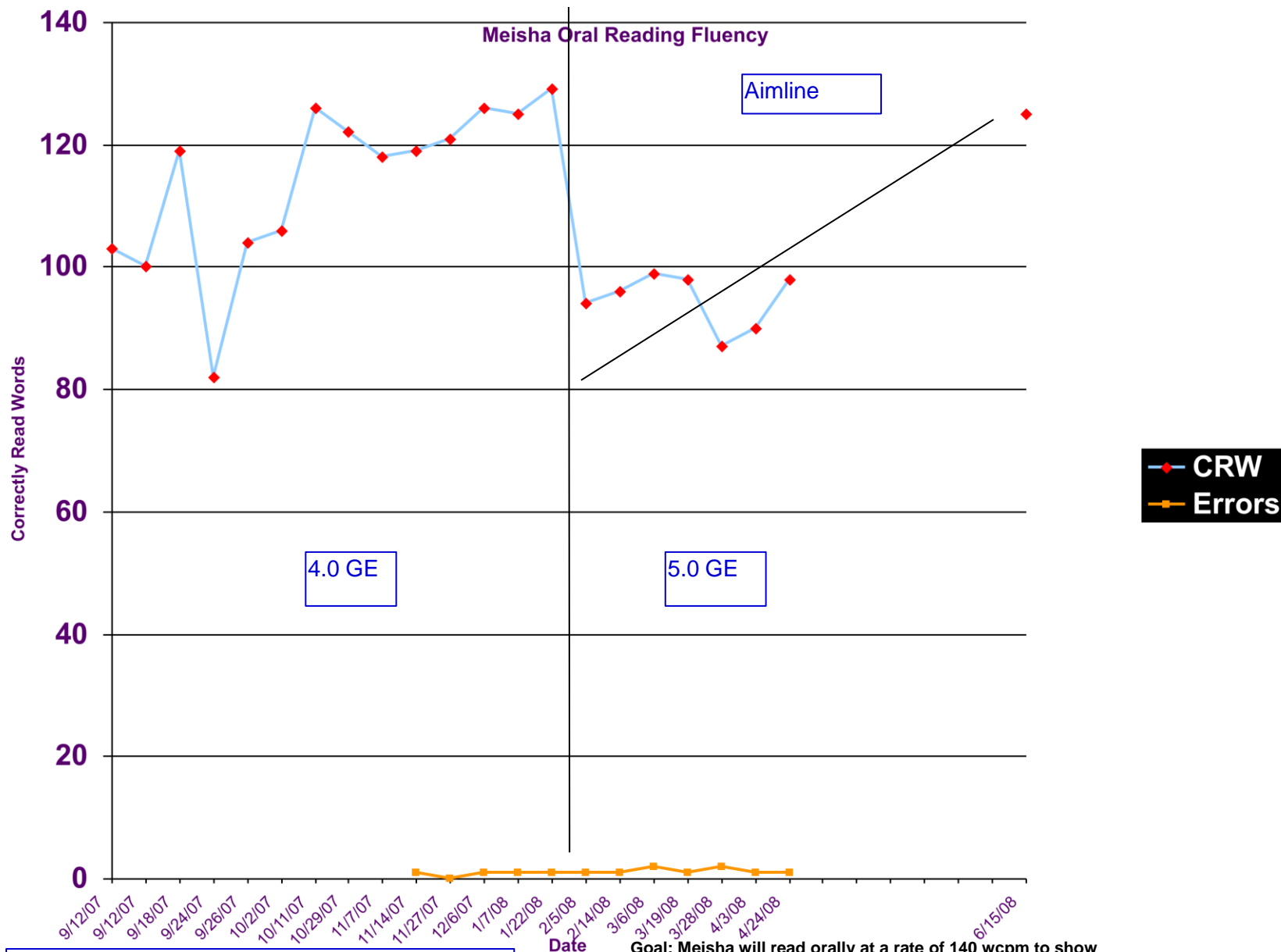
Curriculum Based Measurement (CBM)
- Simple, practical, statistically reliable
- Used to measure basic skills in reading, math, spelling, written expression and readiness skills

Look at actual vs. expected rate of progress (slope)

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Progress Monitoring Standardization

Standardized elements ensure that we are measuring what we want to measure

- Materials
- Directions for administration
- Time limit
- Scoring rules

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Meisha Oral Reading Fluency

Correctly Read Words (y-axis): 0, 20, 40, 60, 80, 100, 120, 140

Aimline

4.0 GE

5.0 GE

CRW
Errors

Date (x-axis): 9/12/07, 9/12/07, 9/18/07, 9/24/07, 9/26/07, 10/2/07, 10/11/07, 10/29/07, 11/7/07, 11/14/07, 11/27/07, 12/6/07, 1/7/08, 1/22/08, 2/5/08, 2/14/08, 3/6/08, 3/19/08, 3/28/08, 4/3/08, 4/24/08, 6/15/08

Goal was increased from 123 CRW @ 4.0 GE on 2/5/08 based on student having achieved the goal.

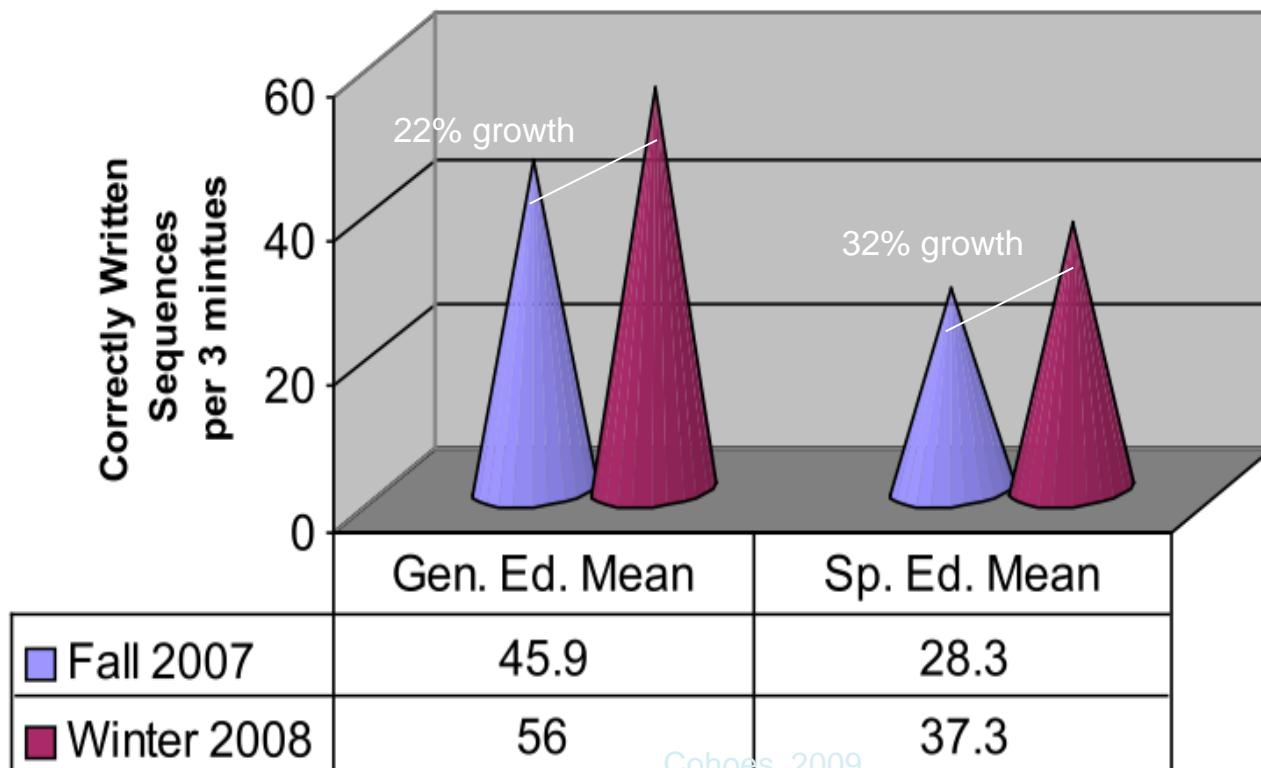**Goal: Meisha will read orally at a rate of 140 wcpm to show improved reading fluency at the 5th grade reading level with 2 or less errors.**

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What We Look For in PM

- Students with increasing scores
  - Indicates their skills are improving

- Students whose scores are flat
  - Indicates they are not benefiting and require a change* in their educational program

  *change in intensity, methods, target skills, placement, etc.

Using CBM Data - Tier 3

Grade 8 Writing Fluency Benchmarks (2007-08)

22% growth

32% growth

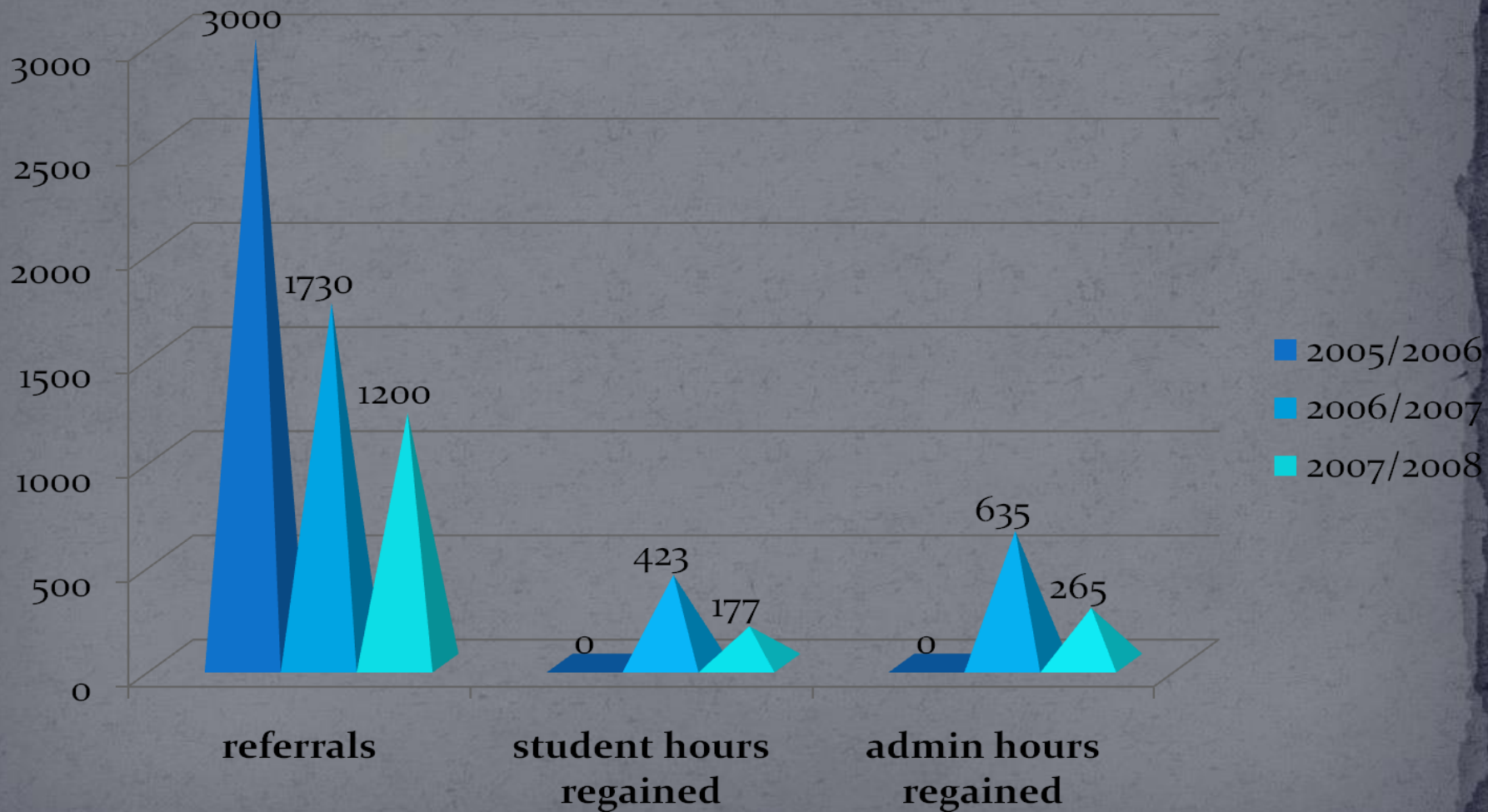|	Gen. Ed. Mean	Sp. Ed. Mean
■ Fall 2007	45.9	28.3
■ Winter 2008	56	37.3

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Testing at CMS Now:

- *Summative assessment*
  -Have students met desired outcomes?
- *Formative assessment*
  -Are students on pace to meet desired outcomes?

Typically,
- What is the purpose of assessment?
- How are assessment outcomes used?
- What action(s) result from assessment?

Indirect Results
CMS Referrals/Regained Hours

Chart legend: 2005/2006, 2006/2007, 2007/2008

referrals: 3000, 1730, 1200
student hours regained: 0, 423, 177
admin hours regained: 0, 635, 265

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RTI: Today & Moving Forward ....

Strengths at CMS:
- Principal's Cabinet
- IST
- Team Meetings
- Monthly Interest Meetings

Challenges everywhere:
- Inconsistent /disparate programs
- Admin/Staff turnover
- Inertia
- Communication with numerous professionals

Validation of our hard work!

- Validated as a **S³TAIR* Project** mentor school: "have implemented and sustained effective, evidence-based practices resulting in positive outcomes for students with disabilities"

  *Supporting Successful Strategies to Achieve Improved Results in NYS (NYS grant awarded by OSEP, USDOE)

  www.s3tairproject.org

What Does RTI Take?

- a school-wide initiative.

- integrated participation among system stakeholders.

- organized professional development.

- a pre-established infrastructure for data-based decisionmaking and intervention delivery for at-risk students.

- a critical review of each of the RTI components especially curriculum and instruction

Next Steps District Wide

- **Common language among all stakeholders**

- **Consistency of definitions for tiers and interventions (at MS and ES)**

- **Communication regarding interventions in building and building transitions (ES to MS, MS to HS)**

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Thank You!

Have Questions?
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