

Integrating Tiered Data Based Decision Making to Address Essential Questions in an RTI Process:

District and School Level Decision-Making

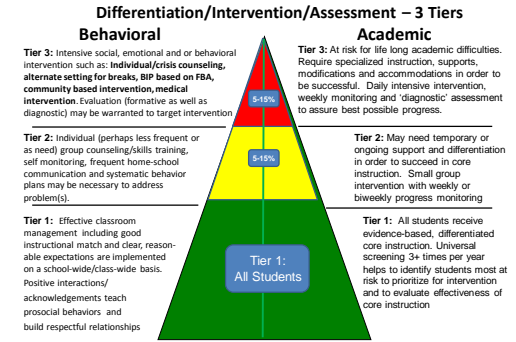
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 Bilingual School Psychologist

Today we will focus on

- Communication among problem solvers across the school/district:
 - Grade level teams
 - Individual student problem solving teams
 - Multi-Disciplinary Teams
 - School RTI Teams
 - District RTI Team
- School/district RTI teams *that inform and are informed by* grade level teams
- Using data to identify and prioritize acquisition and allocation of resources (staff, materials) and professional development
- Developing an infrastructure for planning, communicating and responding to students' and educators' needs
- Using RTI information for special education decision-making
- Synergy

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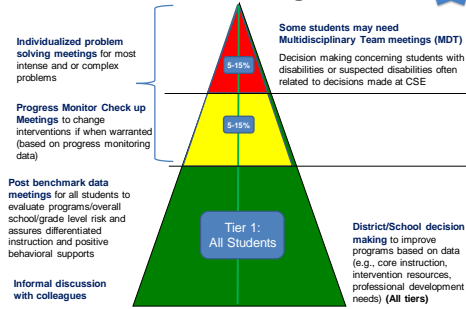
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Tiered Problem Solving



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DBDM is part of the RTI problem solving process and addresses the following questions

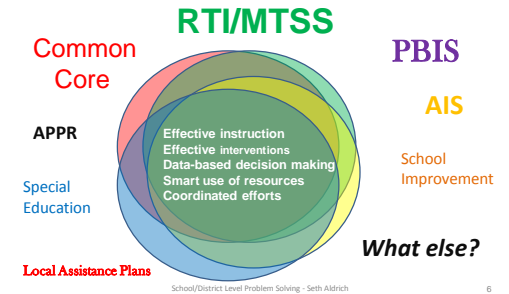
- What do the students know? (What are their needs and what do we need to teach?)
- Are programs in our school effective in meeting student needs? (Are there certain groups whose needs are not being addressed?)
- Who are the students who we prioritize for additional supports? (At this level it may also be teachers, grade levels)
- Is the student making progress (Do I stay the course or make an instructional adjustment?)
- What do we need to do to improve our educational system for all students? (e.g., materials, scheduling, professional development)

Data needs to be organized and communicated effectively with key audiences

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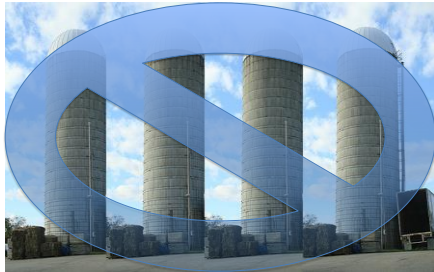
DBDM can be used to support other school/state requirements. Work smart and coordinate these efforts.



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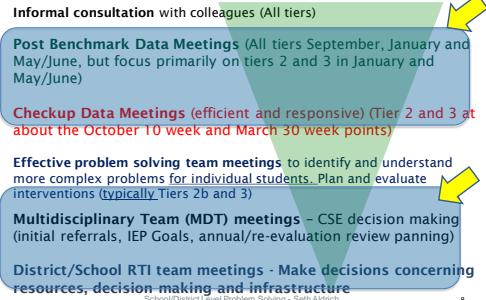
Don't work in Silos!



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Response to Intervention (RTI)

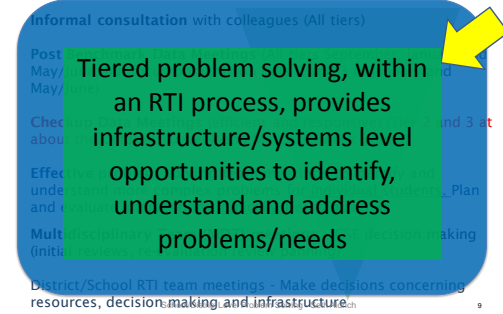
A tiered problem solving process in schools might be:



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Response to Intervention (RTI)

A tiered problem solving process in schools might be:



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Problem Solving Steps (see 5/24/16 webinar)

1. Identify prioritized problem(s)
2. Analyze the problem: What contributes to the problem?
Don't get trapped into admiring the problem and discussing factors over which you have no control!
3. Plan interventions that will address prioritized problems/needs (e.g., Resource acquisition/allocation, professional development, scheduling)
4. Set realistic but ambitious goals
5. Plan how to evaluate outcomes (With a well functioning RTI model, assessments in place should be adequate for ongoing program evaluation)
6. Plan how to support intervention/interventionist, address challenges, and follow up
7. Plan communication with relevant audiences

See accompanying resources: RTI Action Plan 5.30.16
Grade Level Data Meeting Input for School & District Team

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School Level Rtl Teams

Frequency	Members	Purpose
Four to six times per year or as requested by the Grade Level Data Teams.	<ul style="list-style-type: none"> Principal Teachers reps (general and special education) Interventionists School psychologist Specialists (e.g., Literacy Coordinator, ENL teacher) <p>May consider</p> <ul style="list-style-type: none"> Other faculty members* Parents* Community member* <p>*= as needed</p>	<ul style="list-style-type: none"> Coordinate RTI for building. Coordinate assessment and problem solving schedules, and support for teachers. Plan professional development for interventions and strengthening core instruction. Report to the grade levels and district team.

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Purposes of the School Team

- Analyze school screening & progress monitoring data
- Identify needs across grade levels and within subgroups
- Informs acquisition and allocation of necessary resources
 - Staff
 - Materials
 - Schedules
- Develop a school-wide action plan and goals to address area of need
- Evaluate effectiveness of school-wide plan, including evaluation of core curriculum/ instruction
- Evaluate progress towards school level goals
- Planning and scheduling benchmarks and data meetings
- Works to improve decision making process

See accompanying 'RTI Action Plan' adapted from NYS RTI document

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School Level RTI Team DBDM Questions

Also informed from information collected at grade level data meetings

See accompanying 'RTI Action Plan' adapted from NYS RTI document and Grade Level Data Meeting Feedback for School & District Team

- What percentage of students at each grade are at risk?
- Is risk diminishing over time (across the school year, over multiple years)?
- What are the areas of need? What might be creating or maintaining the problem(s)?
- Are subgroups reaching expected cut scores (e.g. students with disabilities, English Language Learners)?
- Where are our instructional/intervention gaps?

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Data Meeting Input for School/District RTI Team

School: _____ Grade level: _____ Date of Meeting: _____

Concerns identified:
What contributes to grade level concerns:
Possible ideas to address concerns:

Possible Barriers
Change strategies:
Scheduling:
Resource acquisition/allocation:
Professional development needs:
Additional supports for instructional/intervention implementation:
Other

Possible Opportunities
Change strategies:
Scheduling:
Resource acquisition/allocation:
Professional development needs:
Additional supports for instructional/intervention implementation:
Other:

What would grade level like to see happen? (Goal)

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District RTI Team Membership

When	Members	Purpose
As needed, but at least twice per year. Perhaps after each benchmark. There may be situations that arise that require coordinated decisions	<ul style="list-style-type: none"> • Superintendent and or Assistant Superintendent • Director of Curriculum and Instruction • Pupil Service Director • Special Education Director • Principals • Teacher reps • Interventionist representative • Support Staff rep 	<ul style="list-style-type: none"> • Examine grade, school, district level needs (including core instruction – these needs should be documented at grade level meetings) • Determine needs gaps and redundancies in assessment (considering multiple purposes for assessment – APPR, RTI, Special Ed, program evaluation) • Determine needs, gaps and redundancies in interventions • Determine needs, gaps and redundancies in professional development • Schedule coordinated teams/meetings • Develop decision rules (e.g., LD determination) • Determine how information is shared with parents • Support RTI and coordinate with other district initiatives/processes/policies.

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|---|---|
| <ul style="list-style-type: none"> • What gaps are we finding in our core instruction/interventions? • What gaps are we finding in our assessment practices, process, scheduling? • What materials are lacking? • What professional development do we need? • Are there obstacles (e.g., scheduling, technology) to full implementation? | <ul style="list-style-type: none"> • What decision rules guide placement into tier 2 or tier 3 interventions? • What have we discovered about what works and what doesn't through our program evaluation? • What materials have we thoroughly investigated that will address curriculum/intervention needs? • Determines assessments used district-wide • What is considered a Tier 2 intervention? Tier 3? • What is our process for professional development |
|---|---|

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Advanced and Ongoing Preparation for the Post-benchmark Meeting (Fall, Winter, Spring)

School/District RTI Team with input from grade level staff complete this intervention resource inventory and update continuously

Intervention Name	Grade(s) used	Skills(s) addressed	Source of evidence	Needed supports (training, staff)	Time per day needed	Days per week	Group size	How fidelity is assessed

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Grade Level Data Meeting Step 1 Examine grade level needs and effectiveness of core instruction (Tier 1)

Look at big picture:

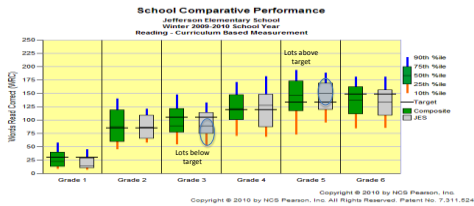
- What % of students at grade are at some risk? At high risk?
- Is risk reducing over time (across the school year, over multiple years)? (Winter and Spring)
- Whose risk is reducing/increasing?
- How does your school compare?
- *What are possible areas of weakness in core?*

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Step 1: Problem Identification: Charts used (AIMSweb) at a school/district level to identify proportion of students at risk and evaluate core instruction (Tier 1 program evaluation). Used to plan resource allocation and professional development needs

AIMSweb example comparing risk at each grade level at one benchmark period. **Compare grade 3 with grade 5.** Interpretation depends on the time of year the benchmark was taken. If this is fall benchmark, identify potential weakness in grade 2 instruction and what grade 4 is doing to accelerate students. Spring? Grade 3 may need some work and grade 5 is doing something right.



Step 1: Problem Identification: Examples of charts used to identify proportion of students at risk and evaluate core instruction (Tier 1 program evaluation)

Example of **District level** data (FastBridge) that shows risk (proportion of red and yellow) increasing significantly at both schools over the school year



A **school level** report by class examining proportion of students at risk. This type of data can identify areas of significant need in terms of resources and professional development.

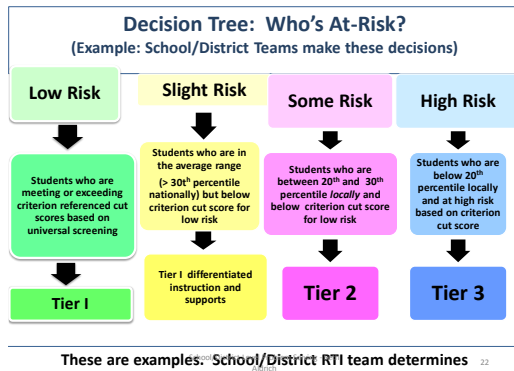


Step 2 Analyze/understand the problem: Examine grade level needs and effectiveness of core instruction (Tier 1)

Reflecting on current practice

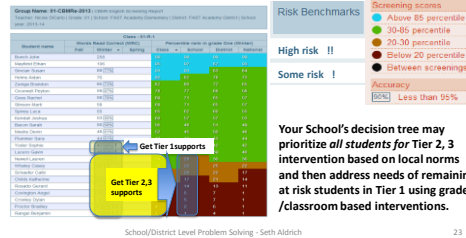
- What are the specific areas where many of our at-risk students are deficient (*diagnostic data*)?
- Is there data to suggest what aspects of core instruction need to be addressed?
- Are there reasons why some students are not making gains?

Bring this information to the school/district RTI team

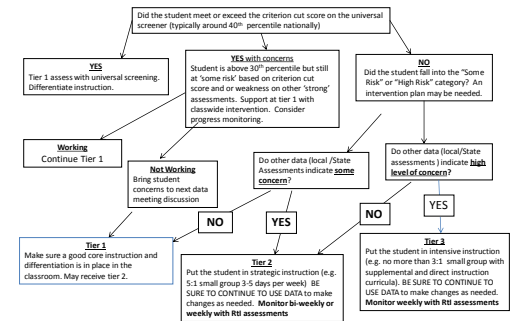


Step 2 Prioritize students for targeted tiered intervention: Decision rules

Addressing needs of only those students below 30th percentile (local norm) may not be enough (especially in 'low performing' schools). On the other hand since low risk is associated with the 40th percentile nationally, most schools do not have the resources to put all students at some or high risk in Tier 2 or Tier 3.



RTI Decision Tree for Universal Screening and Progress Monitoring



Multidisciplinary Team Meetings

Frequency	Members	Purpose
As needed (or when parents request CSE evaluation)	Principal, special education director, special education staff, reading staff, nurse, school psychologist, literacy coordinator, social worker and or any other staff who may have a supportive or diagnostic role.	To manage formal services provided to students through the Special Education Department. Students are referred to MDT when problems persist despite various attempts to intervene and the student is suspected of having an educational disability.

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- Initial referrals, annual reviews, IEP goal setting, re-evaluation reviews
- What challenges are we encountering when trying to teach our students who are referred for LD evaluation? (Was adequate instruction provided? Are there concerns that we have curriculum casualties as opposed to students with learning disabilities?)
- What materials do we need to acquire /allocate for more effective instruction/intervention?
- How do we assure that the RTI process was fully implemented and the correct data gathered?
- What professional development do we need to improve?
- What challenges are we encountering when trying to teach our students who are referred for LD evaluation or who are currently receive special education services? (Are there concerns that we have curriculum casualties?)
- Are students with disabilities making adequate progress per state guidelines?
- What are requirements for our referral process?
- What decision rules guide designation of students as having educational disabilities?

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NYSED Guidance: SLD Determination

“Effective on and after July 1, 2012, a school district must have an RTI process in place as it may no longer use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading.

The data from RTI can help to document that the reason for a student’s poor performance or underachievement is not due to lack of appropriate instruction or limited English proficiency. Along with other individual evaluation information, RTI data can yield important descriptive information about how children learn and why they may be having difficulties.”

Refer to Appendix B, NYSED RTI Guidance Document (2010)

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Minimum Requirements of a Response to Intervention Program (Rti) X. Use of Rti in the Determination of a Learning Disability Retrieved 5/14/16 : www.p12.nysed.gov/specialed/RTI/guidance/LD.htm

- When determining if a student has a learning disability, the data from multiple sources indicates that the student, when provided appropriate instruction:
- does not adequately achieve grade level standards in the areas of reading and/or mathematics; and
- (a) is not making sufficient progress toward meeting those standards when provided with appropriate instruction consistent with an RTI model; **OR**
- (b) exhibits a pattern of strengths and weaknesses in performance and/or achievement relative to age or grade level standards as found relevant by the CSE; and
- has learning difficulties that are not primarily the result of a visual, hearing or motor disability, mental retardation, emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

(Bold/color/italicize added)

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Minimum Requirements of a Response to Intervention Program (Rti) X. Use of Rti in the Determination of a Learning Disability Retrieved 5/14/16 : www.p12.nysed.gov/specialed/RTI/guidance/LD.htm

Section X notes that “A student suspected of having a learning disability must receive a comprehensive multidisciplinary evaluation.”

“The student-centered data collected and information on instructional strategies used throughout an RTI process provides important information to inform the CSE about the student’s progress to meet age or State-approved grade-level standards. This data should include, but not be limited to:

- data that demonstrates that the student was provided appropriate instruction delivered by qualified personnel including research-based instruction in reading;
- progress monitoring data that describes how a student responded to particular interventions of increasing intensity;
- instructional information on a student’s skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks; and
- evaluative data including CBM regarding a student’s performance that is useful and instructionally relevant.”

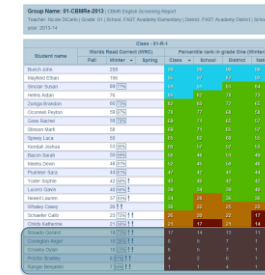
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Building a Case For or Against a Learning Disability: The Dual Discrepancy Model

1) Discrepant From Peers (need specialized instruction)



These students are below the 15th percentile compared to local and national norms. Cut scores for decision making concerning student disability is typically made at a district level and national level

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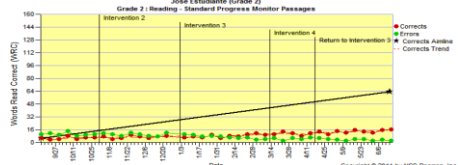
2) Discrepancy or 'Gap' in 'Expected Progress'

"Progress monitoring data that describes how a student responded to particular interventions of increasing intensity;" ... "evaluative data including CBM regarding a student's performance that is useful and instructionally relevant."

- Typical ROI Fall to Winter for 2nd graders in Jonesville = .9
- Typical rate of improvement AIMSweb 2nd grade norms = 1.2
- Jose's RTI goal 1.5
- District identified criteria for insufficient progress = $\leq .7$

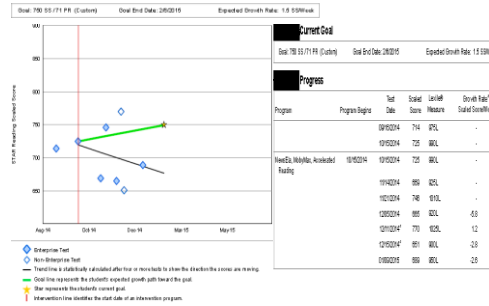
Jose's intervention slopes:

- 1) .32 2) .24 3) .43 4) -.29 5) .40



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Example of STAR Progress Monitoring: Inadequate Growth



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But: What is expected/sufficient progress???

➔ District (LEA) needs to develop a consistent policy

RTI goals set for students:

- Expected Rate of Improvement (ROI) for RTI: Accelerated growth rate (e.g., 75th percentile rate of improvement)

- Expected progress norm: 50th percentile growth

- Reach __ criteria by the end of the year

...But what constitutes less than 'sufficient' progress for LD decision making???

Local Education Agency (your district) decides

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Some Options for 'Less than Sufficient Progress':

- Below the RTI rate of improvement goal (e.g., 75th percentile ROI). (This will include many students – probably too many 'false positives')
- Any score below the average rate of improvement for a student in that grade. (Based on the assumption that if they are receiving exceptional and additional instruction we should expect exceptional progress).
- A rate of improvement that is 1 standard deviation or one SEM from the average rate of improvement
- (e.g., Average ROI FastBridge 2nd graders CBMReading = 1.36 words per week; SD = .38; Less than sufficient progress is $\leq .98$ per week growth). AIMSweb lists SEM for RCBM at .5

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ROI growth norms to determine 'expected growth' and 'below expected growth'?

Some districts may determine expected growth as 50th percentile ROI and below expected growth as 1 standard deviation below that rate.

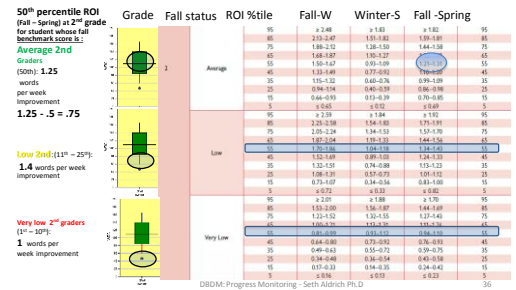
Grade	Spring (Fall)			Winter (Fall)			Fall (Spring)			Weekly Growth by Percentile Group			
	Mean	SD	SEM	Mean	SD	SEM	Mean	SD	SEM	1 st - 25 th	25 th - 50 th	50 th - 75 th	75 th - 95 th
2008	123	146	152	149	142	135	156	219	202	1.14	0.80	1.03	0.79
80th	113	138	151	139	138	139	244	138	149	0.79	0.76	0.85	0.65
60th	104	131	145	164	138	162	228	181	179				
40th	97	125	140	184	132	170	214	167	170				
20th	91	119	131	184	132	170	202	133	163				
70th	86	114	130	194	132	176	190	144	156				
50th	81	109	120	199	138	181	180	134	149				
30th	76	106	122	194	138	179	170	128	142				
10th	71	100	117	178	140	173	161	113	137	1.44	1.08	1.36	0.98
2009	67	96	111	164	138	170	151	108	131				

For 2nd grade CBMReading, average weekly growth, fall to spring, is 1.36 words. The standard deviation is .38. Therefore is a student is making less than .98 words per week growth, that rate is below what would be expected

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ROI growth norms to determine 'expected growth' and 'below expected growth'? Some districts may determine expected growth as 50th percentile ROI and below expected growth as 1 standard deviation below that rate.

AIMSweb Example:



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Using RTI Process to Rule In/Rule Out Learning Disabilities

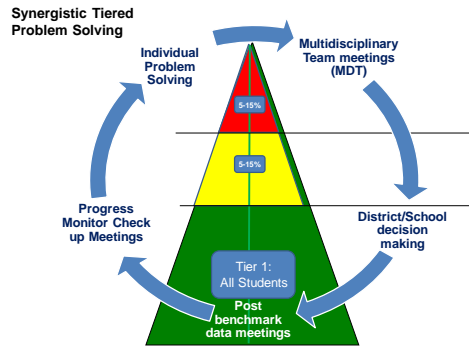
In addition to the aforementioned 'Dual Discrepancy', several other factors must be considered (e.g., Was RTI implemented?)

See accompanying resources for considerations:

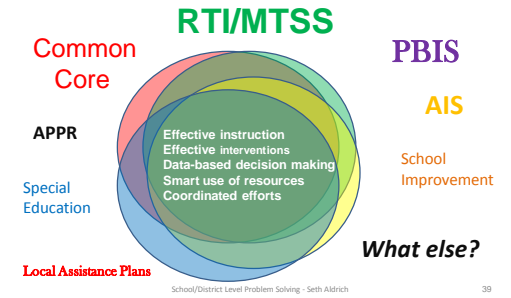
- Referral checklist - Academic
- Referral Checklist -Social Emotional Behavioral

Other helpful resources:

- www.nysrti.org/docs/NYSED%20RTI%20Guidance%20Document.pdf (New York)
- www.p12.nysed.gov/specialed/RTI/guidance/LD.htm (New York)
- www.rtinetwork.org/getstarted/sld-identification-toolkit



Developing a well functioning, systematic RTI process using data based decision making, that is part of the school's infrastructure, is not a quick process. DBDM can be used to support other school/state requirements. Work smart and coordinate these efforts.



Thank you!

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