Response to Intervention: A Standards-aligned System for Student Success

An Overview of Response to Intervention
Overview: Table of Contents

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Pennsylvania’s Commitment to Least Restrictive Environment (LRE)

Recognizing that the placement decision is an Individualized Education Program (IEP) team decision, our goal for each child is to ensure IEP teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.
Connection to Pennsylvania’s Standards Aligned System and School Improvement Process
Pennsylvania’s Standards-Aligned System

- Clear Standards
- Interventions
- Materials & Resources
- Instruction
- Curriculum Framework
- Fair Assessments

Student Achievement
Phase 1: Organize and Review Data
- RtI-Data driven process
- Multiple data sources
- Balance of local and state assessments
- Summative Assessments
- Formative Assessments
- Perceptual Demographic Data

Phase 2: Analyze Data and Discover “Root Cause”
- RtI-Data teaming process
- Current student data
- Prioritize areas of strength and concern
- Underlying causes of current state of student achievement
- Potential improvement strategies

Data From:
- PSSA
- 4Sight
- PVAAS
- Locally relevant assessments
- Guiding questions for “root cause” analysis
- Vital few research-based or promising strategies

Phase 3: Plan Solution
- RtI Strategy
- Student achievement improvement targets
- Action Sequence in 1-2-3-4-5 Steps!

- NCLB AYP target
- Action Sequence
  - Step 1: Data
  - Step 2: Design
  - Step 3: Delivery
  - Step 4: Development of People
  - Step 5: Documentation
How Did We Get Here?

- Summative and Formative Assessment Tools
  - PSSA, PVAAS
  - 4Sight Benchmark, DIBELS, other district assessments
- Getting Results! - School Improvement Process
- Scientifically research-based Reading, Math and Behavior Initiatives
- Effective Instruction
  - Flexible Grouping
  - Differentiated Instruction
  - Scaffolding
  - Feedback
- Progress Monitoring
- Data-based decision making
Overview
of
Response
to
Intervention
LEGAL AUTHORITY
Influences on Current Practice

• Where we’ve Been:
  
  – IDEA 1997
  
  – LD Summit – August 2001
  
  – President’s Commission on Special Education

• Where We Are:
  
  – Reauthorization of IDEA 2004 (underway)
  
  – Gaskin
  
  – No Child Left Behind
NCLB:

– Provided the impetus for school improvement through AYP accountability.

– Defined and required implementation of ‘scientifically research-based practices’.

– Supported involvement of all children in the general education curriculum.
IDEA 2004: Specific Learning Disabilities

“The LEA shall not be required to take into consideration whether the child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, reading fluency, mathematical calculation, or mathematical reasoning.”
IDEA 2004 Specific Learning Disabilities

“In determining whether a child has a specific learning disability, a local educational agency may use a process which determines if a child responds to scientifically research-based interventions.”
RtI and PA Screening Regulations

1) Academic assessment
2) Behavioral assessment
3) Intervention based on assessment
4) Assessment of response to intervention
5) Lack of instruction or limited English proficiency
6) Ability of the regular education program to maintain the student
7) Activities designed to gain the participation of parents
§14.122 Screening.
“(c) The screening process shall include: (1) For students with academic concerns, an assessment of the student's functioning in the curriculum including curriculum-based or performance-based assessment. (2) For students with behavioral concerns, a systematic observation of the student's behavior in the classroom or area in which the student is displaying difficulty. (3) An intervention based on the results of the assessments under paragraph (1) or (2). (4) An assessment of the student's response to the intervention. (5) A determination as to whether the student's assessed difficulties are due to a lack of instruction or limited English proficiency. (6) A determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.”
What is Response to Intervention?

• A comprehensive, multi-tiered intervention standards-aligned strategy to enable early identification and intervention for students at academic or behavioral risk.

• An alternate to the aptitude-achievement discrepancy model for the identification of students with learning disabilities.
*The most crucial work of RtI implementation is ensuring quality teaching in the standards aligned general education core curriculum.
Core Characteristics of RtI

**Standards-aligned instruction:** All students receive high quality research-based instruction in the general education standards aligned system. Differentiated core program instruction should be sufficient for the needs of 80% of students.

**Universal Screening:** All students are screened to determine academic and behavior status against grade level benchmarks.
Core Characteristics of RtI

*Shared Ownership of All Students:* All staff (general education teachers, special education teachers, Title I, ESL) assume an active role in students’ assessment and instruction in the standards-aligned system.
Core Characteristics of RtI

Data-based Decision making

Progress Monitoring: *Continuous progress monitoring* of student performance and use of progress monitoring data to determine intervention effectiveness and drive instructional adjustments, and to identify/measure progress toward instructional and grade level goals.

Benchmark and Outcome Assessment: Student progress is *benchmarked throughout the year* to determine level of progress toward monitoring and assessing the fidelity of intervention implementation.
Core Characteristics of RtI

**Tiered Intervention**: Students receive increasingly intense levels of targeted scientifically, research-based interventions dependent on student needs.

**Parental Engagement**: Parents are informed of their child's needs, interventions, intervention schedule, progress and their right to request a special education evaluation at any time.
RtI Foundations

- Standards-aligned system and assessment
  - Quality Teaching and Learning: Effective Instruction

- Teaming (grade level, department, etc.)
  - Teacher teams learning, designing and revising instruction and assessments procedures

- Formative and Summative Assessment
  - Data collection, analysis and use

- School Organizational Structure
  - Adjustment of Infrastructure, i.e., Flexible scheduling, assignment of teachers

- Realignment and Flexible Use of Resources
  - Title I, ABG., EAP Tutoring, Special Education
Data Tools for RtI

• **All students** receive high quality, scientifically research-based instruction in the general education core program.
  – PVAAS
  – PSSA
  – 4Sight
  – Others

• **All staff** (general, remedial, and special education) assume an active role in student assessment and instruction in the core program.
  – Perceptual Data
  – Others

• Student progress is **continually monitored** (universal screening, progress monitoring) to identify learner needs and design instruction to meet those needs.
  – 4Sight
  – AimsWeb
  – DIBELS
  – Others
Data – Three Perspectives

Looking Back...

Summative Data:
• PA AYP
• eMetric
• PVAAS School and Diagnostic Reports
• Final 4Sight Proficiency and Subscale Reports
• Final MBSP Data
• Final Aimsweb Reports

RtI Goal Setting

Looking Today

Current Formative Data:
• Current 4Sight Proficiency and Subscale Reports
• Current Dibels data
• Current Aimsweb data
• Current SWIS data
• Other formative data

RtI Decision Making

Looking Ahead

Current 4Sight Proficiency and Subscale Reports
• PVAAS Projections
RtI: What it Is and What it’s Not!

• RtI is a (n)…
  – general education led effort implemented within the general education system; coordinated with all other services including special education, Title I, ELL, Migrant Education, etc.
  – system to provide instructional intervention immediately upon student need.
  – process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures.
  – alternative approach to the diagnosis of a Specific Learning Disabilities. Instead of using the well known discrepancy model, local education agencies may now use this diagnostic alternative.

• RtI is not a (n)…
  – pre-referral system
  – individual teacher
  – classroom
  – special education program
  – an added period of reading instruction
  – a separate, stand alone initiative
Pennsylvania’s RtI Approach

A Standards Aligned Strategy to Improve Student Achievement
Response to Intervention Framework

Tier 1:
Foundation Standards Aligned Instruction for All Students

Tier 2:
Interventions for Some Students

Tier 3:
Interventions for A Few Students

Continuum of Time, Intensity and Data Increases

Percentage of Students Requiring Intensive Supports Decreases

RtI in PA
- High quality, effective instruction in the general education curriculum
- Data Analysis Teaming
- Universal Screening
- Progress Monitoring
- 4Sight Benchmark Assessments
- Clear and high expectations for student learning and behavior
- Support to enhance student engagement and to promote school completion

**Tier 1**
Foundation-Standards Aligned Instruction for All Students
10 Effective Teaching Principles

1. Engaged Time
2. High Success rates
3. Opportunity to learn content
4. Direct and supervised teaching
5. Scaffolded instruction
6. Critical forms of Knowledge
7. Organizing, storing and retrieving knowledge
8. Sameness taught
9. Strategic Instruction
10. Explicit Instruction

Ellis, E. S., et. al. (2000)
RtI Management: Teams...

- Review school-wide student performance data
- Prescribe instructional or behavioral interventions for students based on intensity of identified needs
- Set short term and long term goals for the school and students to progress toward established benchmark or standards
- Group all students via level of intervention based on student performance data
- Monitor students’ progress toward established goals and benchmarks
- Adjust interventions based on student performance data
Tier 1: Foundation-Standards Aligned Instruction for All Students

**Definition:** Standards aligned instruction and schoolwide foundational interventions provided to all students in the general education core curriculum.

- *Effective instruction*
- *Clear expectations*
- *Effective student support*
- *Periodic benchmark assessments*
- *Universal prevention*

Tier I also is used to designate benchmark students, students who are making expected grade level progress, in the standards-aligned system and who demonstrate social competence.
Tier 1 Functions

• Universal screening and Benchmark Assessment
  – 3 times per year for ALL students in reading, math, and behavior.

• Data analysis teaming
  – Analyze grade level trends in student learning and instructional practices
  – Set grade-wide goals and begin student identification.

• High Quality Instruction in the General Classroom
  – Differentiated Instruction
  – Whole group teaching
  – Small, flexible group teaching
  – All staff are active in assessment and instruction.
  – School-wide behavior supports in the general classroom
Tier 1: Foundation-Standards Aligned Instruction for All Students

Examples: Strategies/Interventions

• Core instructional program available to all students in general education curriculum

• High quality, differentiated instruction within the core curriculum

• School-wide Positive Behavior Support (SWPBS)
Examples

• Elliot, Rob, Kendra
• 3rd grade regular education
• DIBELS benchmarks
  – Fall 77 words correct per minute
  – Winter 94 words correct per minute
  – Spring 110 words correct per minute
• Progress monitoring data
  – Tier 1 x3 per year
  – Tier 2 every other week
  – Tier 3 weekly
Elliot

3rd grade benchmarks: Fall = 77; Spring = 110

Elliot’s Attained Scores: Fall = 79; Spring = 113

Tier 1 is working for Elliot
Tier 1: Potential Outcomes

- Responders - Continue effective practices

- Non-responders – Add Tier 2 intervention (s) OR Tier 3 intervention (s) (depends on severity of need)
Tier 2
Interventions for Some Students
Students receive additional academic and behavioral support to successfully engage in the learning process and succeed in the standards-aligned system.

- Increased Time and Opportunity to Learn:
  Supplemental small group instruction in addition to
  - Use of standard protocol interventions
  - More Frequent Progress Monitoring (every other week)
    - FBA/BIP
Tier 2: Interventions for Some Students

- **Definition**: Academic instruction and behavioral strategies, methodologies and practices designed for some students not making expected progress in the standards-aligned system and are *at risk* for academic and behavioral failure. Students require additional academic and behavioral support to successfully engage in the learning process and succeed in the standards-aligned system.
Tier 2: Interventions for Some Students

• In addition to core instruction.
  – *May include enhanced core instruction or supplemental programs*

• Use of standard protocol interventions

• Scientifically research-based interventions
  – *Academic*
  – *Behavior*

• Specialists may provide strategic instruction in general education classroom or in homogeneous skill groups
A Standard Protocol Intervention

- is scientifically research-based.
- has a high probability of producing change for large numbers of students.
- is designed to be used in a standard manner across students.
- is usually delivered in small groups.
- is often very structured and explicit.
- can be orchestrated by a grade level or data analysis team.
Tier 2: Interventions for Some Students (cont.)

- Increased opportunity to learn
- Increased instructional time
- Small group instruction
- Increased assessment
  - Data collection and analysis twice per month
  - Data-based decision-making
Kendra

3rd grade benchmarks: Fall = 77; Winter = 94

With 6 data points, Kendra is on target to reach 94

With 6 data points, Kendra is on target to reach 94

Kendra’s current rate of progress will allow her to reach winter benchmark

Tier 2

Weeks

W = Needed

C = Benchmarks

P = Attained

M = Benchmarks

Kendra’s current rate of progress will allow her to reach winter benchmark

= Needed

= Benchmarks

= Attained
Rob

3rd grade benchmarks: Fall = 77; Winter = 94

With 6 data points, Rob is not on target to reach 94

Rob’s current rate of progress will not allow him to reach winter benchmark
Tier 2: Potential Outcomes

• Responders
  ○ Move to Tier 1
  ○ Continue Tier 2 intervention

• Non-responders
  ○ Adjust instruction and continue Tier 2 intervention
  ○ Move to Tier 3 intervention
Tier 3: Interventions for a Few Students

- Intensive instruction
- Use of standard protocols interventions
- Supplemental instructional materials for specific skill development
- Small intensive, flexible groups
  - Additional tutoring
  - Weekly progress monitoring
  - FBA/BIP
Tier 3: Interventions for a Few Students

• **Definition**: Academic instruction and behavioral strategies, methodologies and practices designed for a few students significantly below established grade-level benchmarks in the standards-aligned system or who demonstrate significant difficulties with behavioral and social competence.
Tier 3: Intensive Interventions

- In addition to core instruction
- Use of standard protocols
- Supplemental instructional materials
- Small intensive, flexible groups
- Can be outside the general ed. classroom
- Tutoring provided
- Increased progress monitoring (weekly)
Tier 3: Instructional Strategies

Examples

- Increased direct instruction time
- More time on task
- More immediate and corrective feedback
- More opportunity to respond

- Functional behavior analysis (FBA), Positive behavior support plan (PBSP)
- More frequent progress monitoring (once per week)
- Core curriculum and intensive intervention
3rd grade benchmarks: Fall = 77; Winter = 94

Data shows that Rob is responding to Tier 3

Rob
Tier 3: Potential Outcomes

• Responders
  – Move to Tier 2
  – Continue Tier 3 intervention

• Non-responders
  – Adjust instruction and continue Tier 3 intervention
  – Refer for special education evaluation
Lessons Learned

Pennsylvania’s Pilot Sites
Other RtI Efforts

• Detailed review and analysis of screening, tier movement, and progress monitoring data from all sites
• Level of Implementation Data for all sites
  – Personal interview by independent rater
• Level of Implementation for Standard Protocol Interventions and Data Analysis Teaming across 4 sites.
  – Personal interviews and direct observation.
End of Year 2 Status, 2007-2008

- All sites established models with 3 tiers
- All sites established strengths of tier 1 in reading/math.
- All sites established clearly defined standard protocol interventions at tiers 2 and 3
- All sites established school wide data analysis teams that met around data-based decisions regarding student assignment to tiers
- All sites emphasized RTI in reading, a few also involved math
End of Year 2 Status, 2007-2008

• All sites had an established core program at tier 1

• All sites established “tier time” (called different titles at different sites) where all students received some form of supplemental instruction including those at benchmark

• Tiered intervention consisted of 30 to 45 minutes, 3 to 7x per week (tiers 2 or 3) across sites
End of Year 2 Status, 2007-2008

- Progress monitoring for students at tier 2 (once every other week) and tier 3 (once per week) implemented primarily in reading across sites

- Special education students were included among those in tiered intervention across some sites
THE 4 KEY OUTCOME EVALUATION QUESTIONS

1. Risk Levels

2. Tier Movement

3. Progress within Tiers

4. Special Education Referrals
Cross Year DIBELS Risk Spring 07 to Spring 08 - KDG
6 Schools

Percent of Students

Low Risk
Some Risk
At Risk
Low Risk
Some Risk
At Risk

K-PSF
K-NWF

6% 11% 8%
3% 2% 3%
17% 19% 17%
8% 8% 9%
Cross Year DIBELS Risk Spring 07 to Spring 08
GRADES 2, 3, 4

Percent of Students

- Low Risk
- Some Risk
- At Risk

Grades 2 (7 schools):
- Low Risk: 50% (Spring 08), 59% (Spring 07)
- Some Risk: 20% (Spring 08), 19% (Spring 07)
- At Risk: 24% (Spring 08), 22% (Spring 07)

Grades 3 (6 schools):
- Low Risk: 45% (Spring 08), 48% (Spring 07)
- Some Risk: 34% (Spring 08), 36% (Spring 07)
- At Risk: 18% (Spring 08), 17% (Spring 07)

Grades 4 (6 schools):
- Low Risk: 56% (Spring 08), 53% (Spring 07)
- Some Risk: 31% (Spring 08), 26% (Spring 07)
- At Risk: 18% (Spring 08), 23% (Spring 07)
Team Decision Cross Year Tier Movement
Across Grades & Schools

Moved to more intensive tier

Moved to less intensive tier

Percent of Students Who Changed Tiers

T1 to T2 to T3  T3 to T2 to T1

Grade

K (n=4 schools) 1 (n=5 schools) 2 (n=5 schools) 3 (n=5 schools) 4 (n=5 schools) 5 (n=3 schools)
Team Decisions
Tier Movement Across Year, Across Grades, Across Schools

43.5% Moved to more intensive tier
56.5% Moved to less intensive tier

T1 to T2 to T3

T3 to T2 to T1
Rate of Improvement
Average Target vs Attained ROI Across Schools
Special Education Decisions

• Data for this question are still in the early stages of collection
• We are looking at various indices that can be used to reflect outcomes of RTI
• Will be looking at these types of data in more detail in the subsequent year
What We’ve Learned

• Focus must be instruction

• Supports for RtI must be in place
  – Schedule adjustments
    • Time for tiered interventions
    • Time for staff learning
  – Opportunity for teacher-talk
    • Data discussions for instructional decision making (data analysis teaming)
  – Professional Development
    • Must be onsite, job-embedded and onsite
    • Must focus on capacity building

• It Takes a Minute!
Resources

- www.pattan.net
- Florida Center for Reading Research: www.fcrr.org
- Oregon Reading First Center: reading.uoregon.edu
- Texas Center for Reading and Language Arts: www.texasreading.org
- Best Evidence Encyclopedia: www.bestevidence.org