RtI Summit

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Information:

* RtI is a change process that takes 3 – 5 years to implement fully
* Elementary v. Secondary have very different implementation models
* CO is a mandate state (1/5) to follow the RtI Model; full implementation required starting in school year 2009
* States have rights for educational laws, BUT federal government gives $$ to states, so we do what they tell us
* REQUIRES a change in instructional practices; DIFFERENTIATION IS KEY
* MUST communicate vertically between grades
* Purpose of RtI is to keep students in general education
* RtI IS NOT AT SPECIAL EDUCATION ISSUE
* If you send non-identified students to a Special Education teacher for interventions, you are in violation of Section 504 of the Americans with Disabilities Act (you are treating them like they have a disability)
* By 2030, 50% of kids will not have English as their first language
* “Can’t Do” students turn into “Won’t Do” students when they don’t have the skills
* Educational evaluation must be done at the school (not independently); the IEE must be done with the same framework as the school
* Can’t take students out of reading for reading help; same with math
* Students must have free reading time, and if you have to take 5 minutes from everything else (specials, lunch, recess), you must in order to get that 30 minutes of “intervention time” in
* Data teams look at students, intervention teams look at interventions
* When setting reasonable goals, need to be realistic; can’t expect a 5th grade student reading at a 2nd grade level to increase to grade level with one round of intervention in 9 – 12 weeks; this is not a “healing” process
* Suspension is NOT an intervention
* Kindergarten is the MOST IMPORTANT time; structure, structure, structure or we are creating violence/aggression in middle school years
* Current litigation is primarily seen in the domains of requesting an evaluation and not getting it (using RtI as a delay tactic) or the effectiveness of Tier 1 Instruction
* “Though no one can go back and make a brand new start, anyone can start from now and make a brand new ending.”

Principal…

* If RTI works, it’s because of you.
* If RTI doesn’t work, it’s because of you.

Differentiation:

* Multiple means of providing instruction
* Multiple means of assessing instruction
* Takes 2 – 3 years to train teachers
* MUST look at Curriculum and Instruction – look at the WHOLE picture, not just how students are performing

5 Phases of Implementation:

1. Awareness
   1. Why?
2. Commitment
   1. ALL staff must buy in to the process
   2. A pendulum shift
   3. Teachers in business a long time, so they wait for the next “fad”
   4. “Common core” + “RtI”
3. Capacity
   1. What are we going to use for universal screening?
      1. Skill issue, not content mastery
      2. Summative evaluation – did the student learn? (ex: TCAP)
      3. Formative evaluation – is the student learning? (ex: CBMs)
   2. What are we going to use for Progress Monitoring?
   3. What are the interventions? (Programs, not strategies)
4. Implementation
   1. MUST be through the first three phases before this or you’ll be back at the beginning anyway
   2. Remediation (content) vs. Intervention (skills)
   3. The “2 mores” v. the “40 mores”
5. Evaluation
   1. RtI is a journey, not a destination

8 Non Negotiables:

1. Universal Screening
   1. Identify at risk kids on skill level
   2. If everyone in the room was given a thermometer, 2 of the 25 students would have a fever (going to look different in every school – important to get local norms – ex of 96%ile norms vs student performing at 40%ile)
   3. Who stands out as being different in your school population?
   4. Begins in Kindergarten! (interventions should be starting in December)
2. Multiple Tiers
   1. Universal, Targeted, Intensive
3. Progress Monitoring
   1. Must link to universal screening – are we measuring the same thing?
   2. Ex: If you have a dress in your closet for 8 weeks from now and you need to lose 20 lbs.; in order to diet, you must get on the scale (not just the 1st and the 8th week)
   3. Pre/Post tests die on face value
   4. For tiers 2 and 3, MUST PM weekly
   5. 4 consecutive data points above OR below the aim line to even think about making a decision about changing the intervention
   6. Above the aim line: raise the goal or withdraw the intervention
   7. Below the aim line: intervention not working and a decision must be made
   8. RATE OF GROWTH: must know for all students to know if you’re closing the gap; success in RtI at a rate that will allow us to close the game while with that child
   9. Also must look at the fidelity of the intervention if the student is below the aim line (ex: if you do 20 minutes for a 30 minute intervention, the student will never reach the goal; intervention must last for the amount of time it was researched for)
   10. Sometimes an outside person can help complete the PM for help and fidelity (Principal, AP, psychologist, reading coach, etc.)
   11. Recommended to use general CBM tools instead of the ones provided by specific programs
   12. INFORMS INSTRUCTION
4. Problem Solving Team/SIT team/SAT team
   1. If a student does ok in class, but the ORF score is low, do NOT move to tier 2
   2. How do we determine who gets tier 2 services?
   3. NO SPED AS STANDING MEMBERS (they should only be called in for their expertise)
   4. Example given of School Psych and AP
5. Integrated data collection/assessment system
   1. Can be done in Xcel, but gets overwhelming; better to use Aimsweb or EasyCBM
   2. Must be so all teachers understand; visual
   3. If collecting data, but don’t do anything, nothing changes
   4. Data must be visual (graphic) which is helpful for parents as well
   5. Must remember that the data refers to the students, NOT the teacher
6. Scientific, research based interventions
   1. Ex: car, boat, plane parts
   2. Cannot confound interventions; will be counterproductive/ineffective
7. Fidelity:
   1. Intervention must be done to show growth
   2. Doing it for the amount of time stated
   3. Using it the way it was designed
   4. Administrator (heat, light, air) v. Instructional Leader (in the classroom)
   5. Also, an random times, an independent person should come in with a fidelity check list
      1. Should only take 6 – 10 minutes
      2. Not an evaluation, but an observation
      3. How much fidelity is enough fidelity? Have to decide how comfortable you are with defending the percentage
8. Professional Development
   1. What are the minimum expectations?
   2. Differentiation – multiple means of providing and assessing instruction, progress monitoring
   3. If staff are not trained, it will be a disjoined system

Federal Language: As of July 1, 2005 (based on IDEIA) “appropriate instruction in the classroom setting by qualified personal that uses data-based documentation of repeated assessments of achievement at reasonable intervals which were provided to parents…”

\*\*when moving between tiers, fidelity to the intervention + motivation need to be looked at

Tier 1: 80 – 90%

* Most important
* Preventive, proactive
* All settings, all students
* If this is not happening, tier one MUST be fixed (80% needs being met)
* Strategies!
* Classroom teacher is completing the Progress monitoring for at least 6 – 8 weeks

Tier 2: 5 – 10%

* At-risk students
* High efficiency with rapid response
* Scientifically based research programs must be used
* The more we get away from teachers providing classroom interventions, the more it looks like old Special Education model
* Interventions MUST be…
  + Minimum of three 30 minute sessions/week
  + 9 – 12 weeks
  + Groups no more than 5 students
  + In addition to classroom core instruction, NOT in place of

Tier 3: 1 – 5%

* Individual students
* Assessment based
* High intensity
* Scientifically based research program must be used
* Interventions MUST be…
  + Minimum of TWO 30 minute intervention periods DAILY
  + 9 – 12 weeks
  + Groups no more than 3 students
  + If no progress here, THEN Special Education Referral
* Students can last years in tiers 2 and 3; the goal is not necessarily to get them Proficient on this years’ state test
* Some students will fluctuate between tiers their entire educational career without ever needing a referral to special education

Questions:

* Do you have students who struggle in reading or math?
* How do you determine which students?
* How long does it take to determine which students?
* What are you doing about it?
* Where do you get help for these students?
* How does delivery of instruction change in your classroom after you realize they struggle ein reading, writing or math?
* How do you measure the child’s understanding of your instruction?
* Is this information addressed with advanced kids?

After school models:

* Issues with transportation
* The student has been in school for 8 hours, now they are getting help?
* Can be viewed as a punishment
* Considered more of a remediation as opposed to intervention (e.g. tutoring)

Statistics:

* 5th graders at the 10th percentile were reading 1.1 min/day in a regular book, 0.1 min/day in a textbook and 0.6 min/day in a math book
* 5th graders at the 50th percentile were reading 13.8 min/day
* 5th graders at the 90th percentile were reading 54 min/day
* 5th graders at the 98th percentile were reading 132 min/day

Example of how to create the “intervention” time:

* School of 300 students, staff of 12 teachers
* Tier 1: 240 students (80%) get to free read with supervision of para
* Tier 2: 45 students (15%) are considered low performing and go to interventions that split up between 10 of the Highly Qualified Teachers
* Tier 3: 15 students (5%) are GT students who are divided between 2 other Highly Qualified Teachers

4 Types of Learners:

1. Advanced
   1. At or above grade level standards
   2. Sometimes can appear bored
   3. Take advanced classes
   4. Need enrichment
   5. Tier 4 in GA
2. Benchmark
   1. Can meet standards
   2. Adapts to teaching style
   3. Report cards are ok for information
   4. Where the curriculum is designed
3. Strategic
   1. Fall in the 30th – 49th percentile
   2. Have gaps in skills
   3. Can appear unmotivated
   4. 1 – 2 years behind
   5. Progress Monitor with high frequency
4. Intensive
   1. Below the 20th percentile
   2. High frustration/low motivation
   3. Don’t turn in homework
   4. Attendance can be an issue

How do students get help under RtI?

* Majority of referrals come from the DATA
* Should have FEW teacher referrals
* May have SOME parent referrals

Interventions ARE NOT:

* Preferential seating
* Modified assignments
* Parent contacts
* Classroom observations
* Suspensions
* Doing more of the same
* Retention
* Peer tutoring (unless using PALS)

Intervention Plans: something DIFFERENT and IN ADDITION to what you are already doing in core instruction

* Description of specific intervention
* Duration of intervention
* Schedule and setting
* Personal responsible for implementation
* Measurable outcomes
* Description of measurement and recording techniques
* PM schedule

Data:

* If you have random spike up, the student may…
  + Have had content knowledge of the probe
  + If all students spiked up, the probe is misaligned with the grade level
* If you have a negative dive in the graph…
  + Something situational occurred
  + Was the probe done with fidelity
* If your trend line is ABOVE the aim line, your intervention is working
* If your trend line is BELOW the aim line, your intervention is NOT working
* Must have 4 data points ABOVE OR BELOW before you can make a decision
* DO NOT withdraw the intervention he first time the goal was reached; student MUST be able to sustain (recommended to not remove until have 3 data points at or above aim line); educators have a tendency to back off when things are going well
* If a student is more than 2 years behind grade level, PM at their instructional goal level
* Graphs should be self-sufficient: LABEL them
  + Long whisker: long range of needs
  + Short whisker: smaller range of need
* A principal used to require that weekly data be entered by Friday at 4pm; if not, they would have to meet first thing Monday morning

Formative evaluations:

* Variety of data collection methods
* Examines student performance frequently over time, to evaluate response to intervention in making data-based decisions
* On-going, systematic process for gathering data

Resources:

* RtI Rubrics (see book)
* Wrights Law Website
* Florida Center for Reading and Research
* What Works Clearinghouse
* RtI network