

We're "Doing RTI"

A Closer Look at Implementation

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Overview

- o Rationale & Purpose
- o Prior work
- o Description of measurement tool
- o Description of interview process & reports
- o Interrater agreement
- o Summary of findings to date
- o Illustrative Example: White River's Implementation Journey
- o Next steps

Rationale

- o 171 of 295 Washington school districts reported implementing RTI in 2010.
- o Unknown implementation quality
- o Unclear implementation metric in prior evaluation of RTI pilot sites

Purpose

- o Desire to identify areas of relative implementation strength/weakness to:
 - o Help schools/districts plan future professional development and school improvement efforts
 - o Help OSPI staff determine areas requiring broader state-level support
- o Begin to determine extent to which implementation may affect changes in:
 - o Student achievement
 - o Number/accuracy/type of special education referrals/eligibility

Prior Approaches

- o General staff interviews
- o Few scripted questions
- o Variable turnaround of reports (typically several months)
- o General recommendations/feedback provided
- o Surveys that went to all staff

Measuring Implementation

- o National Center on RTI (NCRTI) Implementation Integrity Rubric (Pilot)
 - o Essential Components
 - o Overarching Factors
 - o Ratings of 1-5 across factors
- o Structured interview based on rubric language
 - o 28 items
 - o Precise questioning



RTI Essential Components Integrity Rubric

Instructions—This rubric and the accompanying worksheet is for use by those responsible for monitoring school-level fidelity of RTI implementation with respect to the essential components of RTI (NCRTI, 2010) developed by the National Center on Response to Intervention. The RTI Essential Components Integrity Worksheet may be used to document the information collected for each school through interviews and first-hand experience. Ratings of 2 and 4 may be assigned in the event that you judge the school to be between the described ratings. For example, if for a particular trait, you judge a school to be higher than a 3 but not quite a 5, you should rate the school a 4.

| Trait | 1 | 3 | 5 |
|---|---|---|---|
| Screening—The RTI framework accurately identifies students at risk of poor learning outcomes or challenging behaviors. | | | |
| Screening Tools | No evidence indicates that the instruments used for the screening are valid, reliable, and accurate, and reasons exist to question the validity and reliability of the system. | Evidence supports that the instruments used for the screening are valid and reliable but some question exists about its ability to predict which students are at risk of poor learning outcomes or challenging behaviors. | Evidence supports that the instruments used for the screening are valid, reliable, and accurately predict which students are at risk of poor learning outcomes or challenging behaviors. |
| Universal Screening | Screening is not conducted for all students or cut points are arbitrary. | Universal screening is conducted at least once during the school year for students or weaknesses exist in the system regarding the degree to which screening is reaching all students, definition of cut points, or the system to verify the initial findings of the screening. | All students are screened three times during the school year to identify those who may be at risk for poor learning outcomes or challenging behaviors. The identification is based on a well-defined cut point and procedures are in place to verify the results for all students who score below the cut point on the universal screening. |
| Screening Process | The process used to implement the screening undermines the accuracy of the results. | Screening procedures are in place but there are some aspects of the process that could undermine the accuracy of the results, or the administration is not in accordance with developer guidelines, or the process allows for inconsistent administration. | Procedures are in place to ensure that the screening is conducted in a manner that ensures accuracy of the results and administered in a consistent manner in accordance with the developer guidelines. |
| Multi-Level Prevention/Intervention System—The framework includes a school-wide, multi-level system for preventing school failure. | | | |
| Primary Level Prevention/Core Curriculum | | | |
| Evidence-Based Curriculum Materials | Few curriculum materials used for the core curriculum are evidence-based for the target population of learners. | Some of the curriculum materials used for the core curriculum are evidence-based but generally represent a mixture of teacher-developed materials and supplementary materials from 3 rd party vendors. | The curriculum materials used for the core curriculum are evidence-based for the target population of learners. |
| Articulation of Teaching and Learning | Teachers have a great deal of autonomy regarding teaching and learning and there is little or no effort to articulate the teaching and learning from one grade to another or between teachers at the same grade or subject. | Teaching and learning is somewhat articulated from one grade to another (vertical) and within grade levels (horizontal) but some students have different experiences depending upon teacher assignment. | Teaching and learning is well articulated from one grade to another (vertical) and within grade levels (horizontal) so that students have the same experience regardless of their assigned teacher. |

Pilot Sample

- o 11 Elementary Schools (pilot districts)
- o 11 Middle Schools (pilot districts)
- o Building RTI Teams
 - o Administrator
 - o RTI Coach/District Coordinator
 - o Specialist(s)
 - o Classroom teacher(s)
- o Reading & Math (when relevant)
- o Teams asked to bring & discuss evidence

Procedure

- o 4 external evaluators & OSPI staff person
- o 2-3 hour interview with building RTI team
- o Structured interview with 28 items covering:
 - o Essential Components
 - o Fidelity (assessment & instruction)
 - o Instruction across levels (Primary, Secondary, Intensive/Tertiary)
 - o Screening & Progress Monitoring
 - o Data-based decision-making
 - o Overarching Factors (leadership, parents, staff perceptions, training etc.)

Scoring

- o Scored against specific language/definitions listed in the rubric
- o When in doubt, rounded scores down
- o Used scores of “2” and “4” when implementation did not exactly match definitions of a “1,” “3,” or “5.”
- o Scores averaged across implementation area
- o Components not in place scored a “1.”
- o Considered evidence when determining scores

Reports to Schools

- o Targeted feedback & scores
 - o Notes across questions
 - o Specific recommendations
 - o Identification of relative strengths & challenges
- o Faster turnaround (average 1-2 weeks)
- o Also revised the survey process to better target appropriate staff

Interrater Agreement

- o 2 Interviewers
- o Both took detailed notes
- o Discussed items following interview
- o Scored independently following discussed items
 - o Required agreement within 1
 - o If discrepancy >1 , discussed and agreed on score

Average Agreement

- o Within 1 Point
 - o Reading ($n = 20^*$): 99.8%
 - o Math ($n = 17$): 99.6%
- o 100% Agreement
 - o Reading ($n = 20^*$): 88.3%
 - o Math ($n = 17$): 87.2%

**Scores in one district were not assessed for reliability because we were piloting the interview and scoring process.*

Elementary

Mean(SD)

| | Reading (<i>n</i> = 11) | Math (<i>n</i> = 9) |
|---------------------|-----------------------------|-------------------------|
| Screening | 3.96 (.57) | 3.28 (.75) |
| Primary (L1) | 3.15 (.47) | 3.13 (.69) |
| Secondary (L2) | 3.34 (.55) | 2.92 (.72) |
| Tertiary (L3) | 3.02 (.79) | 2.63 (.86) |
| Progress Monitoring | 3.76 (.73) | 2.48 (1.04) |
| DBDM | 3.18 (.98) | 2.33 (.87) |
| Overarching Factors | 3.41 (.54) | 3.27 (.57) |
| Overall | 3.38 (.45) | 2.90 (.64) |

Middle School

Mean(SD)

| | Reading (<i>n</i> = 11) | Math (<i>n</i> = 10) |
|---------------------|-----------------------------|--------------------------|
| Screening | 3.68 (.46) | 3.35 (.53) |
| Primary (L1) | 2.71 (.71) | 2.88 (.80) |
| Secondary (L2) | 2.66 (1.15) | 2.73 (.53) |
| Tertiary (L3) | 2.80 (.99) | 2.52 (.85) |
| Progress Monitoring | 2.76 (.83) | 2.24 (.96) |
| DBDM | 2.91 (.83) | 2.60 (.84) |
| Overarching Factors | 3.16 (.54) | 3.18 (.50) |
| Overall | 2.95 (.61) | 2.82 (.52) |

Other Factors

| | Elementary | | Middle | |
|--------------------------------------|-------------|------------|------------|------------|
| | Reading | Math | Reading | Math |
| Evidence-Based Practice Composite | 3.33 (.52) | 2.78 (.65) | 2.64 (.71) | 2.53 (.76) |
| Fidelity Composite | 3.05 (.58) | 2.58 (.84) | 2.67 (.81) | 2.46 (.77) |
| Fidelity of Assessment | 3.68 (.51) | 3.0 (.79) | 3.27 (.72) | 2.90 (.74) |
| Fidelity of Instruction | 2.63 (.86) | 2.30 (.92) | 2.27 (.98) | 2.17 (.92) |
| Decision-Making Composite | 3.15 (.96) | 2.26 (.80) | 2.63 (.98) | 2.23 (.82) |
| Cultural & Linguistic Responsiveness | 3.01 (.83) | 3.11 (.78) | 3.01 (.83) | 3.0 (.82) |
| Parent Communication | 2.91 (1.04) | 2.67 (.87) | 3.0 (.94) | 3.0 (.94) |

RTI in White River: The Implementation Journey

o District Team 2006-2007

- o Membership: School Psychologists, Elementary Principal Rep, Director Student Support Services, Title One/LAP Reading Specialists, Special Education & General Education**

o PSESD RTI Grant

- o RTI Readiness Surveys**
- o Interviews w/Building Teams**

Site Visit-Tigard-Tualatin-April 07

- o Team: Elem. Reading Specialist, School Psych. HS Assist. Principal, MS Principal, Elem. Counselor, & Director SSS.**
- o General overview-Visitation to an elementary, middle and high school**

Implementation Journey

- o TTSD Two Day Training-April 30/May 1, 2007
 - o Staff included District RTI Team, additional members included special education and other building principals
 - o Agenda
 - o RTI Overview
 - o Three-Tiered Model
 - o Universal Screening
 - o Data system
 - o Team Process
 - o TTSD Data

Rationale for change?

- o Our data indicates that we have significant numbers of students not being successful in the core curriculum
- o We have significant equity issues as assessment and interventions vary building to building and grade to grade
- o Research and best practice support and integrated approach to change

Rationale for change?

- o We currently have a model that waits for the student to come to us rather than identifying early those students who are at risk
- o We have limited resources and need to focus intensive support on those most in need
- o WAC Revisions will require many RTI components for special education eligibility as learning disabled

The Journey

- o PSESD Cohort Training
 - o Foothills & Elk Ridge Elementary RTI Teams
 - o Four days of training with Wayne Calender
- o During the 2007-2008 School Year

The Vision

- o A systemic intervention process for every student who struggles
- o A seamless, tiered intervention system
- o Better results, behaviorally and academically for students who struggle
- o Interventions are evaluated for effectiveness
- o Effective core programs implemented with fidelity
- o Use of assessment data to make instructional decisions

The Journey

- o WRSD: Major emphasis upon development of a Professional Learning Communities model
 - o Administrative staff attend Dufour, PLC Summit-Everett-August 2006
 - o Leadership of Janel Keating-Deputy Superintendent
 - o Implementation of PLC Teams in each building

Integration with PLC Process

- RTI is fundamentally linked to the third question in a PLC model:
 - How will we respond when some students don't learn?
- RTI is a process that systemically and empirically addresses the extra supports needed for students who are not learning.
- PLC and RTI are cultural shifts in how districts educate their students

The Journey

- o Phase One: Submitted April 2008
- o Phase Two: Submitted June 2008
 - o Three year plan-Extended to five
 - o \$225,000
 - o Decrease grant support each year
 - o Six district awards
 - o Application addressed
 - o PD, Sustainability, RTI Coach, District support

The Grant

| First Year Activity According to the Grant (2008-2009) | Current Status- 2009 |
|--|--|
| <ul style="list-style-type: none"> •Establishment of the building RTI Coach Position | <ul style="list-style-type: none"> •Each building has an RTI Facilitator |
| <ul style="list-style-type: none"> •18 days of in district training for building RTI teams by Wayne Callender | <ul style="list-style-type: none"> •Presently each building has had a least a full day with Wayne Calender |
| <ul style="list-style-type: none"> •Establishment of the .291 RTI clerical support position at the district office | <ul style="list-style-type: none"> •RTI Clerical Support person was hired during the beginning of October |
| <ul style="list-style-type: none"> •Substitute release for District RTI Leadership Team to attend four required training days | <ul style="list-style-type: none"> •District Leadership Team has met in September. Remaining meeting days have been revised in consultation with OSPI |
| <ul style="list-style-type: none"> •Two members of the District RTI Team to attend The National RTI Conference in Utah | <ul style="list-style-type: none"> •Decision that money could be better spent with getting district teams trained. |

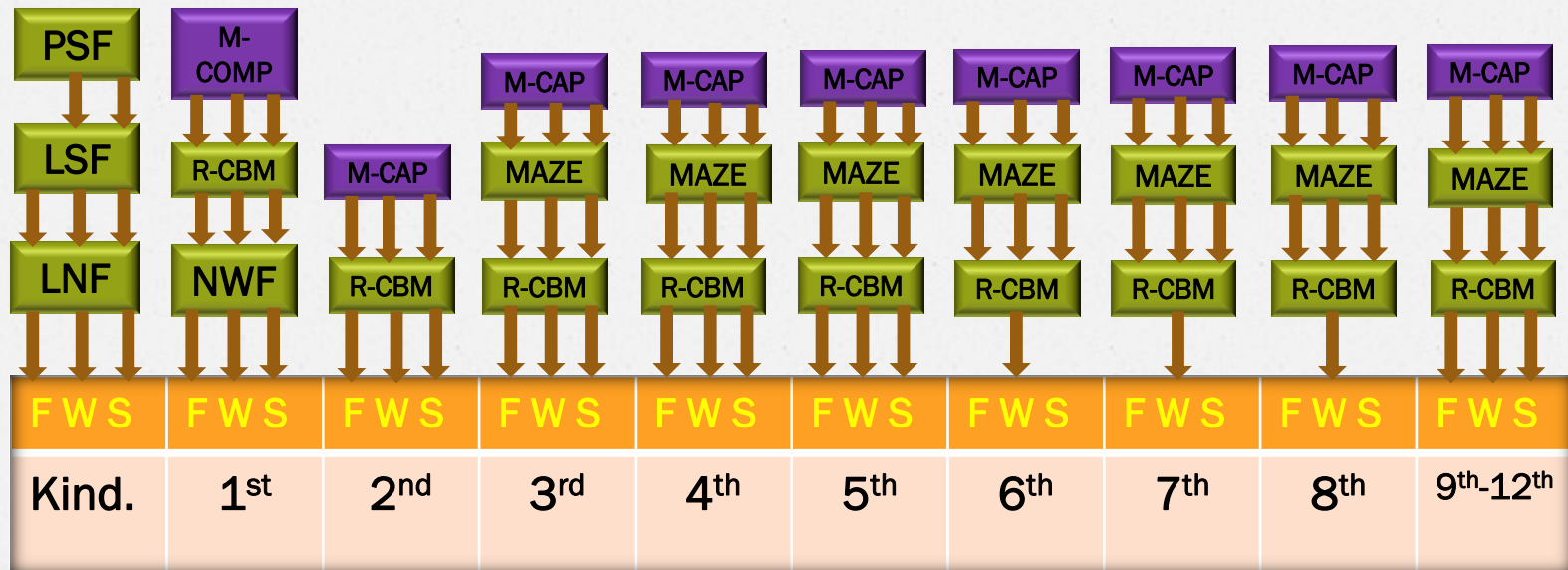
The Grant

| | |
|--|--|
| ●Site visit to Tigard-Tualatin School District | ●Sent WRHS RTI team to Hanford High in Richland School District |
| ●Training for Language! Intervention | ●Six staff from WRHS sent to Language! training in the Tahoma School District in October 08 |
| ●PSESD-RTI Cohort #1 Year Two Training | ●RTI Teams from FH/ER attended training September and attended in December |
| ●PSESD-RTI Cohort #2 Year One Training | ●RTI Teams from MM, SOD, WK attended training September & November and will attend in December, January, February, March and May |
| ●Purchase of Tier 2 & 3 math and reading interventions | ●Corrective Reading purchased for Tier 3 in reading grades 3-5 |

The Grant-2009-2010

| | |
|--|---|
| <ul style="list-style-type: none"> •Purchase of Tier 2 & 3 math and reading interventions | <ul style="list-style-type: none"> •Training provided by SRA in Corrective Reading to all Elementary & Title One staff. Including certificated and para educators. |
| <ul style="list-style-type: none"> •Implementation of Corrective Reading for Tier-3 Grades 3-5 (not a explicit goal stated in the grant) | <ul style="list-style-type: none"> •Fidelity checklists developed-Observations by RTI Coordinator |
| <ul style="list-style-type: none"> •Read Well Template training provided by Pam Cavenee to K-1 teachers (not an explicit goal stated in the grant) | <ul style="list-style-type: none"> •Template training implemented and building administrators given “look fors” information |
| <ul style="list-style-type: none"> •Not specifically noted in grant | <ul style="list-style-type: none"> •Monthly meetings w/District RTI Coordinator and building RTI Coordinators. Elem. Special educators attended. |
| <ul style="list-style-type: none"> •Not specifically noted in grant | <ul style="list-style-type: none"> •Fidelity observations |

White River-Universal-Benchmark Screening



PSF: Phonemic Segmentation Fluency, LSF: Letter Sound Fluency, LNF: Letter Naming Fluency, M-COMP: Math Computation, R-CBM: Reading Curriculum Based Measurement (ORF), NWF: Nonsense Word Fluency, M-CAP: Math Computation & Application & MAZE: Reading Comprehension. (AIMSweb)

RTI Updates 2010-2011

- o Standardized Reading & Math Pathways have been developed
- o Evidence-based interventions @ Tiers 2 & 3 for K-12
- o RTI Data team protocols
- o AIMSWeb has added additional content areas in math, K-5, and comprehension 4 & 5.

RTI Updates 2010-2011

- AIMSWeb has added additional content areas in comprehension 6-8.
- Fidelity checklists have been developed and initial implementation is moving forward
- Use of Kid Graphs has increased
- Data is routinely being used to change instruction

Activities since February, 2010

- o We are beginning to build “in program “ assessments from our interventions into SOAR
- o AIMSWeb is increasingly being used to display data
- o The district has had visitation teams from Edmonds, Auburn, Yelm, Hood River, Carnation, Richland, Puyallup, and North Thurston School Districts

WRSD RTI Math Pathway

| G R | <i>Advanced</i> | <i>Tier I-CORE Program Components</i> | <i>Strategic Tier II Program Components</i> | <i>Intensive Tier III Program Components</i> |
|--------|--|--|--|--|
| K | Core: <ul style="list-style-type: none"> •Bridges Math •Number Corner •Work Places | Core: <ul style="list-style-type: none"> •Bridges Math •Number Corner •Work Places | Core: <ul style="list-style-type: none"> •Bridges Math •Number Corner •Work Places Plus Targeted Intervention options: <ul style="list-style-type: none"> •More Intensive Workplaces | Replacement Core: <ul style="list-style-type: none"> •Connecting Math Concepts Plus targeted intervention options: <ul style="list-style-type: none"> •Double dose of replacement core |
| 1 | Core: <ul style="list-style-type: none"> •Bridges Math •Number Corner •Work Places | Core: <ul style="list-style-type: none"> •Bridges Math •Number Corner •Work Places | Core: <ul style="list-style-type: none"> •Bridges Math •Number Corner •Work Places Plus Targeted Intervention options: <ul style="list-style-type: none"> •Computational Fluency •More Intensive Workplaces | Replacement Core: <ul style="list-style-type: none"> •Connecting Math Concepts Plus targeted intervention options: <ul style="list-style-type: none"> •Double dose of replacement core |
| 2 | Core: <ul style="list-style-type: none"> •Bridges Math •Number Corner •Work Places | Core: <ul style="list-style-type: none"> •Bridges Math •Number Corner •Work Places | Core: <ul style="list-style-type: none"> •Bridges Math •Number Corner •Work Places Plus Targeted Intervention options: <ul style="list-style-type: none"> •Computational Fluency •More Intensive Workplaces | Replacement Core: <ul style="list-style-type: none"> •Connecting Math Concepts Plus targeted intervention options: <ul style="list-style-type: none"> •Double dose of replacement core |

WRSD RTI Reading Pathway

| G R | <i>Advanced</i> | <i>Tier I-CORE Program Components</i> | <i>Strategic Tier II Program Components</i> | <i>Intensive Tier III Program Components</i> |
|----------------|--|---|--|--|
| K | <p>Core:</p> <ul style="list-style-type: none"> •Early Reading Intervention •Read Well •Non-Fiction Trade Books •Leveled Content Readers | <p>Core:</p> <ul style="list-style-type: none"> •Imagine It •Leveled Content Readers | <p>Core: Plus Targeted Intervention options:</p> <ul style="list-style-type: none"> •Language for Learning | <p>Replacement Core:</p> <ul style="list-style-type: none"> •Reading Mastery Kindergarten – Signature Edition <p>Plus targeted intervention options:</p> <ul style="list-style-type: none"> •Language for Learning |
| 1 | <p>Core:</p> <ul style="list-style-type: none"> •Imagine It! •Leveled Content Readers •Novels integrated with Science or Social Studies content •Non-Fiction Trade Books | <p>Core:</p> <ul style="list-style-type: none"> •Imagine It! •Leveled Content Readers | <p>Core:</p> <ul style="list-style-type: none"> •Imagine It! <p>Plus Targeted Intervention options:</p> <ul style="list-style-type: none"> •Language for Learning | <p>Replacement Core:</p> <ul style="list-style-type: none"> •Reading Mastery First Grade-Signature Edition <p>Plus targeted intervention options:</p> <ul style="list-style-type: none"> •Language for Learning •Double dose of replacement core |
| 2 | <p>Core:</p> <ul style="list-style-type: none"> •Read Well •Imagine It! •Leveled Content Readers •Novels integrated with Science or Social Studies content •Non-Fiction Trade Books | <p>Core:</p> <ul style="list-style-type: none"> •Imagine It! •Leveled Content Readers | <p>Core:</p> <ul style="list-style-type: none"> •Imagine It! <p>Plus Targeted Intervention options:</p> <ul style="list-style-type: none"> •Read Naturally •Language for Learning | <p>Replacement Core:</p> <ul style="list-style-type: none"> •Reading Mastery Second Grade-Signature Edition <p>Plus targeted intervention options:</p> <ul style="list-style-type: none"> •Language for Learning •Double dose of replacement core |

Foothills Elementary

Mean

| | Reading | Math |
|---------------------|------------|------------|
| Screening | 4.5 | 4 |
| Primary (L1) | 3.6 | 4 |
| Secondary (L2) | 3.8 | 3 |
| Tertiary (L3) | 3.4 | 3.2 |
| Progress Monitoring | 4 | 3.2 |
| DBDM | 3 | 3 |
| Overarching Factors | 3.8 | 3.8 |
| Overall | 3.7 | 3.5 |

Glacier Middle School

Mean

| | Reading | Math |
|---------------------|------------|------------|
| Screening | 4.5 | 4 |
| Primary (L1) | 4 | 4.2 |
| Secondary (L2) | 3.7 | 3.5 |
| Tertiary (L3) | 3.2 | 3.4 |
| Progress Monitoring | 4 | 4 |
| DBDM | 3 | 3 |
| Overarching Factors | 3.8 | 3.8 |
| Overall | 3.7 | 3.7 |

Overall Summary

Overall Strengths noted in:

- o Elementary Reading
- o Screening
- o Fidelity of Assessment
- o Progress Monitoring in Elementary Reading
- o Several individual buildings with very comprehensive systems in place

Overall Summary

o Overall Challenges noted for:

- o Fidelity of Instruction
- o Data-based decision-making (i.e., moving students and/or changing instruction in a timely manner)
- o Consistent implementation of tertiary interventions
- o Parent Involvement/Notification
- o Progress Monitoring in Mathematics

o Vague information for:

- o Cultural & Linguistic Responsiveness
- o Evidence of differentiation

Feedback to Date

- o Coordinators & teams noted finding feedback:
 - o More reflective of their current status
 - o Timely & helpful for planning
 - o Targeted specific concerns
 - o Facilitated useful conversations with RTI teams as they prepared for interviews
- o Some need to clarify purpose of interview process

Next Steps

- o Incorporate findings into annual evaluation report
- o Regression analysis to determine:
 - o Impact on overall achievement
 - o Impact on special education referral trends
- o Revisions to clarify language in some interview questions
- o Expand data-based decision-making section
- o Interview additional schools
- o Plan additional PD opportunities reflecting implementation challenges observed
- o Investigate options for evaluating behavior
- o Implementation monitoring

Implementation Monitoring & Training

- o 5 trained evaluators
- o Available to provide support to schools/districts upon request
- o Hope to train an additional 5-10 people to conduct interviews with other interested districts during the coming year

Questions, Comments?

Contact...



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