Comprehensive Student Support (CSS)/Response to Intervention (RTI)

July 19, 2013
## Presenters

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Ernest Muh</td>
<td>Principal: Helemano Elementary School</td>
<td><a href="mailto:ernest_muh@notes.k12.hi.us">ernest_muh@notes.k12.hi.us</a></td>
</tr>
<tr>
<td>Ms. Julie Do Solarz</td>
<td>Teacher: Helemano Elementary School</td>
<td><a href="mailto:julie_do@notes.k12.hi.us">julie_do@notes.k12.hi.us</a></td>
</tr>
<tr>
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<td>Educational Specialist: OCISS</td>
<td><a href="mailto:sandra_yoshimi@notes.k12.hi.us">sandra_yoshimi@notes.k12.hi.us</a></td>
</tr>
</tbody>
</table>
Objectives

Participants will gain an understanding of:

- CSS and RTI
- what is involved in the implementation of CSS/RTI in schools.
- the impact CSS and RTI have on Student Success.
WHY CSSS and RTI?
To provide support for all students to achieve success!
Helping Today’s Students Navigate Tomorrow’s World
Why RTI?

- Sustained improvements in academic performance
- Decreased expulsion, behavioral referral, and suspension rates
- Decreased inappropriate special education referral and placement rates

(www.rti4success.org)
What is CSSS and RTI?
Defining RTI

Response to intervention (RTI) integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavior problems.

(National Center on Response to Intervention)
www.rti4success.org
Essential Components of RTI

- Universal Screening
- Progress Monitoring
- School-wide, Multi-Tiered Prevention System
- Data-Based Decision Making for:
  - Instruction
  - Evaluating effectiveness
  - Fluid movement within the multi-level system
  - Disability identification (in accordance with IDEA and Hawaii state law)
Universal Screening

PURPOSE: To identify students who are at risk for poor learning outcomes.

FOCUS: ALL students

TOOLS: Brief assessments that are valid, reliable, and demonstrate diagnostic accuracy for predicting learning or behavioral problems.

TIMEFRAME: Administered more than one time per year (e.g., fall, winter, spring)
## NCRTI Screening Tools Chart

### Tool: A+ LearningLink: Progress in Math
- **Area:** Math
- **Classification Accuracy:** Moderate
- **Generalizability:** Low
- **Reliability:** Moderate
- **Validity:** Low
- **Administration:** Group
- **Efficiency:** 35 - 40 Minutes

### Tool: AIMSwed Math - CBM
- **Area:** Math
- **Classification Accuracy:** Moderate
- **Generalizability:** High
- **Reliability:** Moderate
- **Validity:** Low
- **Administration:** Group
- **Efficiency:** 2 Minutes

### Tool: AIMSwed R-CBM Oral Reading
- **Area:** Reading
- **Classification Accuracy:** Moderate
- **Generalizability:** High
- **Reliability:** Moderate
- **Validity:** Low
- **Administration:** Individual
- **Efficiency:** 2 Minutes

### Tool: Test of Early Numeracy - Missing Number
- **Area:** Mathematics
- **Classification Accuracy:** Moderate
- **Generalizability:** Broad
- **Reliability:** Moderate
- **Validity:** Low
- **Administration:** Individual
- **Efficiency:** 2 Minutes

### Tool: Test of Early Numeracy - Number Identification
- **Area:** Mathematics
- **Classification Accuracy:** Moderate
- **Generalizability:** Broad
- **Reliability:** Moderate
- **Validity:** Low
- **Administration:** Individual
- **Efficiency:** 2 Minutes

### Tool: Test of Early Numeracy - Oral Counting
- **Area:** Mathematics
- **Classification Accuracy:** Moderate
- **Generalizability:** Broad
- **Reliability:** Moderate
- **Validity:** Low
- **Administration:** Individual
- **Efficiency:** 2 Minutes

### Tool: Discovery Education Predictive Assessment: Math
- **Area:** Mathematics
- **Classification Accuracy:** Moderate
- **Generalizability:** High
- **Reliability:** Moderate
- **Validity:** Low
- **Administration:** Group
- **Efficiency:** 40 Minutes

### Tool: Discovery Education Predictive Assessment: Reading
- **Area:** Reading
- **Classification Accuracy:** Moderate
- **Generalizability:** High
- **Reliability:** Moderate
- **Validity:** Low
- **Administration:** Group
- **Efficiency:** 40 Minutes

### Tool: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- **Area:** Letter Naming Fluency
- **Classification Accuracy:** Moderate
- **Generalizability:** Low
- **Reliability:** Moderate
- **Validity:** Low
- **Administration:** Individual
- **Efficiency:** 2 Minutes

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www.rti4success.org
## Progress Monitoring

**PURPOSE:** Monitor students’ response to instruction and intervention.

**FOCUS:** Students who are identified through screening as at risk for poor learning outcomes.

**TOOLS:** Brief assessments that are valid, reliable, and evidence based.

**TIMEFRAME:** Students are assessed at regular intervals (e.g., weekly, biweekly, or monthly).
NCRTI Progress Monitoring Tools Chart

<table>
<thead>
<tr>
<th>Tools</th>
<th>Area</th>
<th>Reliability of the Performance Level Score</th>
<th>Reliability of the Slope</th>
<th>Validity of the Performance Level Score</th>
<th>Predictive Validity of the Slope of Improvement</th>
<th>Alternate Forms</th>
<th>Sensitive to Student Improvement</th>
<th>End of Year Benchmark</th>
<th>Rates of Improvement Specified</th>
<th>Norms Disaggregated for Diverse Populations</th>
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</table>
Multi-Tiered System of Instruction and Intervention

Tier 1
- **Universal**
  - 80-90%
  - All Students
  - High quality core instruction
  - School-wide positive behavior support
  - Differentiated instruction
  - All students screened and monitored 3x year

Tier 2
- **Targeted**
  - 10-15%
  - Some students
  - Small group
  - Targeted skill instruction
  - Positive behavior group interventions
  - Progress monitoring every other week

Tier 3
- **Intensive**
  - 1-5%
  - Few students
  - Small group or individual
  - Increased intensity and duration
  - Specialized, intensive interventions for high-risk behavior
  - Progress monitoring weekly or more

Academics

Behavioral
Tier 1: Universal

FOCUS: ALL students

INSTRUCTION: High quality curriculum (CCS)
             High quality evidence-based instruction

SETTING: General education classroom

ASSESSMENTS: Screening, continuous progress monitoring, formative and summative assessments
Tier 2: Targeted

FOCUS: Students who are identified through screening as at risk for poor learning outcomes.

INSTRUCTION: Targeted, supplemental instruction delivered to small groups

SETTING: General education classroom or other general education location within the school

ASSESSMENTS: Progress monitoring, formative and summative assessments.
Tier 3: Intensive

FOCUS: Students who have not responded to primary or secondary level prevention.

INSTRUCTION: Intensive, supplemental instruction delivered to small groups or individually.

SETTING: General education classroom or other general education location within the school.

ASSESSMENTS: Progress monitoring, diagnostic, formative/summative assessments.
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<th>Program</th>
<th>Study</th>
<th>Participants</th>
<th>Design</th>
<th>Fidelity of Implementation</th>
<th>Measures</th>
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</table>

www.rti4success.org
Data-Based Decision Making:

- Analyze data at all levels of RTI implementation (e.g., state, district, school, grade level) and all tiers of intervention.

- Establish routines and procedures for making decisions.

- Set explicit decision rules for assessing student progress (e.g., stat benchmarks, level, and/or rate).

- Use data to compare and contrast the adequacy of the core curriculum and the effectiveness of different instructional and behavioral strategies.
Data-Based Decision Making: Types of Decisions

- Instruction
- Evaluate Effectiveness
- Movement within the multi-tiered prevention system
- Disability identification (in accordance with IDEA and Hawaii state law)
Team-Based Data-Driven Problem Solving Process

- **Action 1**: Collect & chart data
- **Action 2**: Analyze to prioritize
- **Action 3**: Set SMART Goals
- **Action 4**: Select interventions & strategies
- **Action 5**: Determine results indicators
- **Action 6**: Monitor & evaluate results
Data-Based Decision Making: IDEA 2004 Learning Disability Eligibility

To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation described in 34 CFR 300.304 through 300.306:

- Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and

- Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child’s parents.

(www.idea.ed.gov)
How do you implement RTI?
Implementing the RTI Framework

Helemano Elementary School
Mr. Ernest Muh Principal
Ms. Julie Do Solarz Teacher
**Desired Outcome**

- Share Helemano Elementary School’s implementation of a school wide Response to Intervention System (RTI)
- Share a RTI implementation checklist
- Disclaimer/We are not experts
- Every school is different
Helemano Elementary School

- K-5 school located in Whitmore Village
- 640 students
- 30% military dependents
- 70% local students
- 65% economically disadvantaged students
- 10% English Language Learners
- 10% receive Special Education Services
- 36% attend pre-school before kindergarten
Where have I worked?

• Kahuku Elementary School  
  (1995-1997) 6th grade  
• Mililani Mauka Elementary School  
  (1997-2003) 5th and 6th grade teacher  
• Mililani ‘Ike Elementary School  
  (2003-2005) 4th and 5th grade teacher  
• Waimalu Elementary School  
  (2005-2008) Vice Principal  
• Helemano Elementary School  
  (2008-present) Principal
Central District RTI Pilot School
Desired Outcomes

• Increase student achievement for all
• Use data to inform instruction
• Increase improvement in early detection of struggling students in literacy
• Decrease referrals for special education
Why Response to Intervention?

• Placement in special education is not the MAGIC BULLET!

• 50%-60% of students in SPED are identified as SLD (Specific Learning Disabled)

• 40% of SLD students do not need SPED services

(Reschly)
Why Response to Intervention?

- It answers one of the critical questions that professional learning communities must address.
- How will we respond if students are not learning?

Revisiting PLCs at Work, 2008
RTI Implementation Checklist

- Belief that all children can learn
- Consistent school wide curriculum/interventions
- Universal Screening /Progress Monitoring Tool
- Trained test administrators
- Personnel to interpret the data
- Time in school for interventions to be provided
- Personnel to provide timely and appropriate interventions
- Time to conduct problem solving meetings
Universal Screening

• Definition: Brief assessments of age appropriate critical skills
• Standardized or curriculum based measures (CBM)
• Purpose: To provide feedback about class performance and identify students who need closer monitoring in the general education curriculum
• Frequency: 3 times a year
Universal Screening Tool
Phoneme Segmentation Fluency

Fall:
- % Achieved Target: 32
- % Established: 28
- % Emerging: 12
- % Deficient: 11

Winter:
- % Achieved Target: 59
- % Established: 29
- % Emerging: 11
- % Deficient: 12

Spring:
Universal Screening Tool
Nonsense Word Fluency

- Fall: 62.5%
- Winter: 72%
- Spring: 18.3%

Legend:
- Green: % Established
- Yellow: % Emerging
- Red: % Deficient
Universal Screening Tool
Reading - Curriculum Based Measurement

- Fall:
  - % Achieved: 37%
  - % Established: 28%
  - % Emerging: 31%
  - % Deficient: 8%

- Winter:
  - % Achieved: 62%
  - % Established: 25%
  - % Emerging: 8%
  - % Deficient: 0%
Three Tiers of Intervention/Tier 1

- **Tier I (80-90% of the student population)**
- Teachers identify students who may be at-risk for failure by assessing all students.
- Teachers provide core instruction to all students
Tier 2

Tier II (10-15% of the student population): Targeted Interventions

Teachers give students in Tier 2 more intensive services and interventions. The services are provided in small group settings and they are in addition to the core instruction.
Tier 3

Tier III (5-10% of the student population): Intensive Interventions

Teachers give students in Tier 3 individualized, intensive interventions that target their skills deficit. Students who do not respond to the targeted interventions are considered for special education testing.
Interventions

• K-1 Phonics: letter names, sounds, phoneme segmentation, regular/irregular sight words, and spelling rules
• K-1 Fluency: regular/irregular sight words in stories, spelling rules, reading comprehension, and writing
• 2-3: phonics, fluency, comprehension, syllabication/morphology, and writing
• 4-5: phonics, syllabication/morphology, fluency, and comprehension, and writing
Progress Monitoring

• Definition: Assessment procedures for determining the extent to which students are benefiting from effectiveness of instruction
• Frequency: Once every two to three weeks
• Which students: Tier 2 and Tier 3
<table>
<thead>
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<th>Word</th>
<th>Phonemes</th>
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</table>

Use of data/Progress Monitoring
Phoneme Segmentation
Billy walked up the front steps. He rang the doorbell. He waited.

"Is anyone home?" he said. He hoped the door would open soon. He didn't like to stand alone on the front steps. It was cold outside. Billy could feel his toes getting cold in his boots.

"Maybe I came on the wrong day," thought Billy. "I thought he said he would teach me how to play chess Tuesday after school. We had art today, so I know today is Tuesday."

Billy was about to ring the bell again. He stopped when he heard footsteps inside the house. The old man was walking toward the door. Sometimes it took him a while to answer the door.

"Who's there?" said a gruff voice. "Is that Mr. Billy Black at the door? You can't just come running in here. What's the--"
Problem Solving Meeting/ILI

- Collaborative approach to analyzing a student’s progress
- Curricular Variables (Level of materials)
- Instructional Variables (Effective teaching)
- Student Performance Variables (Time, organizational skills, behavior)
- Environmental Variables (Home/School)
Implementation Timeline

• SY 2008-2009-Introduction to universal screening tool, analysis of data, and problem solving meetings for grades K-1
• SY 2009-2010-Formation of tiered intervention groups and progress monitoring in grade 1. Introduction to universal screening tool and analysis of data in grades 2-3
• SY 2010-2011: K-5 implementation of universal screening tool, progress monitoring, tiered intervention groups, and problem solving meetings
• SY 2011-2013: Refining the RTI System
### Initial Special Education Evaluations

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<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
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<td>Enrollment</td>
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<td>580</td>
<td>619</td>
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<td>Number of evaluations</td>
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<td>19</td>
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<tr>
<td>Number of students qualified under SLD</td>
<td>8</td>
<td>5</td>
<td>7</td>
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Universal Screening/HSA Correlation

- HSA Reading Spring 2012
- 80% Probability of students passing the HSA with a score of 143 on the R-CBM
  - Grade 5 results: 36 out of 39 passed=92.3%
- 80% Probability of students passing the HSA with a score of 136 on the R-CBM
  - Grade 4 results: 25 out of 25 passed=100%
- 80% Probability of students passing the HSA with a score of 119 on the R-CBM
  - Grade 3 results: 40 out of 40=100%
Universal Screening/HSA Correlation

- HSA Reading Spring 2013
- 80% Probability of students passing the HSA with a score of 143 on the R-CBM
- Grade 5 results: 38 out of 41 passed=93%
- 80% Probability of students passing the HSA with a score of 136 on the R-CBM
- Grade 4 results: 40 out of 43 passed=93%
- 80% Probability of students passing the HSA with a score of 119 on the R-CBM
- Grade 3 results: 53 out of 56=95%
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<th>Groups</th>
<th>2009 (58%)</th>
<th>2010 (58%)</th>
<th>2011 (72%)</th>
<th>2012 (72%)</th>
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<tr>
<td>All Students</td>
<td>58%</td>
<td>65%</td>
<td>83%</td>
<td>84%</td>
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<tr>
<td>Disadvantaged</td>
<td>53%</td>
<td>61%</td>
<td>78%</td>
<td>81%</td>
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<tr>
<td>Asian-Pacific Islanders</td>
<td>59%</td>
<td>65%</td>
<td>83%</td>
<td>86%</td>
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### HSA Math Scores

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<th>2010 (46%)</th>
<th>2011 (64%)</th>
<th>2012 (64%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>53%</td>
<td>58%</td>
<td>78%</td>
<td>78%</td>
</tr>
<tr>
<td>Disadvantaged</td>
<td>47%</td>
<td>56%</td>
<td>74%</td>
<td>74%</td>
</tr>
<tr>
<td>Asian Pacific Islanders</td>
<td>53%</td>
<td>58%</td>
<td>81%</td>
<td>79%</td>
</tr>
</tbody>
</table>
RTI Implementation Checklist

• Belief that all children can learn
• Consistent school wide curriculum/interventions
• Universal Screening /Progress Monitoring Tool
• Trained test administrators
• Personnel to interpret the data
• Time for interventions to be provided
• Personnel to provide timely and appropriate interventions
• Time to conduct problem solving meetings
Why Response to Intervention?

• Placement in special education is not the MAGIC BULLET!

• 50%-60% of students in SPED are identified as SLD (Specific Learning Disabled)

• 40% of SLD students do not need SPED services

• CCSS/SBAC/College and Career Readiness
Questions
Need More Information?

National Center on Response to Intervention
www.rti4success.org

RTI Action Network
www.rtinetwork.org

IDEA Partnership
www.ideapartnership.org
## Comprehensive Student Support System

### Implementation Continuum

Supporting Quality Implementation of the Hawaii Department of Education's 6 Priority Strategies

| School Climate and Culture | School staff rarely:  
- demonstrates nurturing practices and  
- implements a proactive student behavior support system.  
|----------------------------|
| Schoolwide Multi-tiered Continuum of Proactive Student Supports | The schoolwide multi-tiered continuum of proactive student supports provides services for prevention and early intervention to meet the needs of 0-39% of students.  
| CSSS Critical Learning Supports | The 6 critical elements of CSSS are rarely applied to meet the individual needs of all students:  
- Personalized Classroom Climate & Instruction  
- Family School Community Partnerships  
- Support For Transitions  
- Community Outreach  
- Crisis Assistance & Prevention  
| Response to Intervention | The following elements of RTI are rarely applied to meet the individual needs of all students:  
- Universal Screening  
- Progress Monitoring  
- Multi-tier System of Supports  
- Data-driven decision-making  

<table>
<thead>
<tr>
<th>1 ESTABLISHING</th>
<th>2 APPLYING</th>
<th>3 INTEGRATING</th>
<th>4 SYSTEMATIZING</th>
</tr>
</thead>
</table>
| School Climate and Culture | School staff occasionally:  
- demonstrates nurturing practices and  
- implements a proactive student behavior support system.  
| Schoolwide Multi-tiered Continuum of Proactive Student Supports | The schoolwide multi-tiered continuum of proactive student supports provides services for prevention and early intervention to meet the needs of 40-69% of students.  
| CSSS Critical Learning Supports | The 6 critical elements of CSSS are occasionally applied to meet the individual needs of all students:  
- Personalized Classroom Climate & Instruction  
- Family School Community Partnerships  
- Support For Transitions  
- Community Outreach  
- Crisis Assistance & Prevention  
| Response to Intervention | The following elements of RTI are occasionally applied to meet the individual needs of all students:  
- Universal Screening  
- Progress Monitoring  
- Multi-tier System of Supports  
- Data-driven decision-making  

Schools will use the Continuum to self assess their current status in program implementation of the priority strategies as part of the Academic Review Team Process. (7/2013)
Mahalo!