



RTI AND SLD ELIGIBILITY: "READY, FIRE, AIM"

Washington State Association of School Psychologists
Webinar Lecture Series
May 30, 2014

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Agenda...



1. Franklin Pierce info and activities
2. RTI and SLD federal regulatory issues
3. Goal setting in a multi-tiered system of supports
4. Franklin Pierce and the 6 components
 1. Dual-discrepancy

Gratitude First and Apologies Second

Thank you to WSASP for the honor of receiving the 2013 Best Practices in Research/Program Evaluation award and for inviting me to be a part of this webinar series.

Thank you to the Franklin Pierce school psychologists. You are the best psychs in the state. Your patience with the process and your professional contributions have been critical to the implementation of the MTSS/RTI structure.

Thank you to Dr. Jan Hasbrouck, Dr. Mark Shinn, Dr. Gary Germann, Dr. Rebecca Zumeta, Dr. Marcy Stein, Dr. Diane Kinder, Dr. Kevin Feldman, B.J. Wise, Wayne Callendar, Dr. Randy Sprick, Dr. Susan Ruby, Dr. Stevan Kukic, Dr. Lynn Fuchs.

If I express professional opinions and advocate for evidence-based procedures that may offend some professional sensibilities, I apologize. The intention is not to offend, but to ensure that students are learning. After all, that is what education, both general and special, is all about.

“Ready, Fire, Aim”...



- Relationships first
- Honor the implementation dip
- Behaviors before beliefs
- Communication during implementation
- Take risks and learn
- Forthrightly addressing people’s concern
- Develop a credible plan

Fullan: Motion Leadership, 2011.

Resources

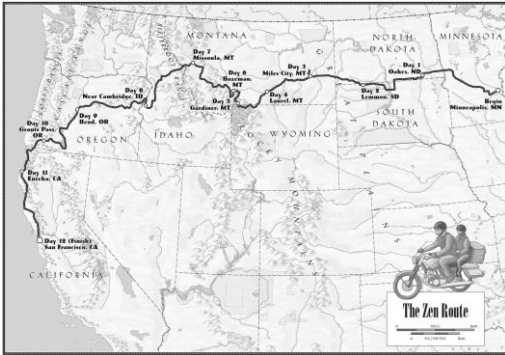
- Kovalski, VanDerHeyden, and Shapiro. *The RTI Approach to Evaluating Learning Disabilities*, 2013.
- Shinn, M. R. (2007). Identifying students at risk. Monitoring performance and determining eligibility within response to intervention: Research on educational need and benefit from academic intervention. *School Psychology Review*, 36, 601-617.
- Shinn, M.R., *Curriculum-Based Measurement: Assessing Special Children*, 1989.
- Shinn, M.R. and Walker, H. M., in *Interventions, Systemic, Evidence-based approaches for promoting student outcomes within a multi-tier framework: moving from efficacy to effectiveness*. 2010.
- Fuchs, Fuchs, and Stecker, *The “Blurring” of Special Education in a New Continuum of General Education Placements and Service*, 2010.
- Kansas Multi-Tier System of Supports, Website.
- Using Response to Intervention (RTI) for Washington’s Students, OSPI, 2006.
- Riley-Tillman, T. and Burns, M., *Evaluating Educational Interventions*, 2009.



“CBM: Assessing Special Children”

- Published in 1989. We still have not learned the lessons this book teaches us.
- Chapter 1 by Dr. Stan Deno should be required reading for any professional involved with the assessment and instruction of students with SLD.
 - Special education is characterized as a service delivery system but that the effect of focusing attention on admin arrangements rather than the essential servie provided through special education- problem-solving.
 - Mager and Pipe (1970) used the term “performance discrepancy”. Performance discrepancies, regardless of their etiology, are inadequate levels of performance that must be overcome for students to be viewed as successful.

MTSS/RTI Much Like the Zen Route





“Cheshire,” Alice began rather timidly, “Would you tell me please, which way I ought to go from here?”
 “That depends a good deal on where you want to get to,” said the Cat.
 “I don’t much care” said Alice.
 “Then it doesn’t matter which way you go,” said the Cat.

Alice’s Adventures in Wonderland
 by Lewis Carrol



Dr. James Ysseldyke (1988) stated:
 “Professionals have spent considerable time admiring problems and listing reasons why change would be difficult.



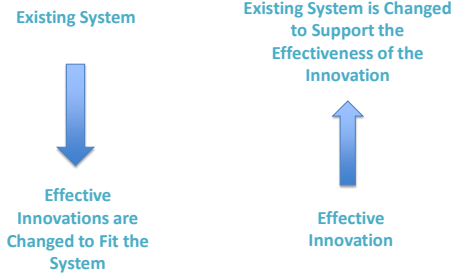


Mindset

Fixed
v.
Growth

Dweck, 2006

Moving the Indicators



Fixsen et al. 2005



Wanted: Disposition for Asking...

- How do I know this is working?
- How can I compare "this" with "that".
- What is the merit and worth of this influence on learning?
- What is the magnitude of the effect?
- What evidence would convince you that you are wrong?
- Where is the evidence?
- Do I share a common conception of progress?

Hattie, 2012

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FPS Facts...

- 7,600 students
 - 8 elementary schools
 - 2 middle schools
 - 2 high schools
 - Alternative programs
- 72% Receive Free and Reduced Lunch
 - 2 schools with over 90%
- 28 Languages
- 30% Mobility Rate
- 12.2% Receive Special Education Services
- **NO** Priority, Focus or Emerging Schools

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Franklin Pierce Schools...

| School | Achievement |
|-----------------------------|--|
| Brookdale Elementary | High Progress in Math |
| Central Ave. Elementary | English Language Acquisition 4 Time School of Distinction |
| Christensen Elementary | Reading and Math Growth English Language Acquisition |
| Elmhurst Elementary | English Language Acquisition |
| James Sales Elementary | School of Distinction |
| Harvard Elementary | School of Distinction |
| Franklin Pierce High School | High Progress |

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ELL Success...

- Trained teachers and staff
- Strong advocates for students
- Instruction aligned with content and ELDs
- Research-based models
- MTSS/RTI in place/progress monitoring/strategic instruction
- SIOP at secondary levels
- Scaffolding language acquisition

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Summary of Activities

- A meeting with Elementary Principals, Learning Support Services, and Teaching and Learning about CBM 2001-2002.
- Dr. Jan Hasbrouck consults 2001-2002 and 2013
- The elementary principals decided to start reading CBM in grades 1-5 and early literacy measures in K. AIMSweb adopted.
- District RTI committee established for elementary level 2007
- Wayne Callendar supports individual buildings 2009-2012
- RTI implementation K-12 is included in the district improvement plan, 2009-2010
- K-5 reading pathways consensus 2010-2011.
- Coaches and psychologists attend RTI Innovations Conference in Salt Lake City, 2011.
- Elementary committee begins math RTI discussion, 2012.
- Dr. Rebecca Zumeta consults on math MTSS/RTI, 2012
- Dr. Mark Shinn consults with FPS 2005 and 2013-2014



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FPS and MTSS/RTI

- National Center on Response to Intervention (NCRTI)
 - Washington State, one of eight states, to sign a MOU with NCRTI for technical assistance.
 - WA State developed a cadre of trainers.
 - NCRTI Training Modules
- UWT and OSPI Project RTI
 - NCRTI Implementation Matrix
- MTSS/RTI component of District Improvement Plan, 2008
- Six FPS schools included in *the National Evaluation of Response to Intervention Practices in Elementary School Reading*.
 - Congressionally mandated study by IES
- American Institutes for Research (AIR) i3 Grant?



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Multi-Level Prevention Systems

Research-Brief: Urban Schools Leadership Collaborative, May 2011

- Training and technical assistance to build capacity to scale up implementation
- Recalibration of district roles to cross functionally support implementation.
- Identify district level committee whose primary function will be on planning and implementation and evaluation.
- Data management and technology support
- Identification of level 1, 2, and 3 assessment and instruction.
- Establishment of decision criteria at each level.
- Modification of school schedules.
- Alignment of professional development.



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Lack of cohesive implementation guarantees poor outcomes.

Solution:
District MTSS/RTI Leadership Teams
2014-2015



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IDEA 2004 SLD Evaluation Procedures

(6) Specific learning disabilities.--

“(A) In general.--Notwithstanding section 607(b), when determining whether a child has a specific learning disability as defined in section 602, a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in oral expression,

listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning.

“(B) Additional authority.--In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures described in paragraphs (2) and (3).

Washington is an “OR” State. What’s an “OR” State?

(2)(a) The student does not make sufficient progress to meet age or state grade level standards in one or more of the areas identified in subsection (1) of this section **when using a process based on the student’s response to scientific, research-based intervention** **OR** the group finds that the student has a **severe discrepancy between achievement and intellectual ability** in one or more of the areas identified in subsection (1) of this section; and

Washington is also a Loophole State

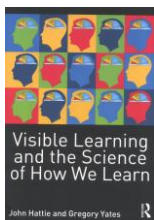
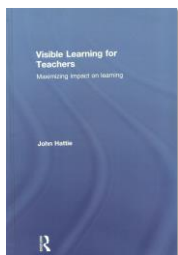
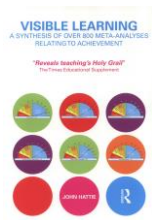
and
(b) When considering eligibility under (a) of this subsection, **the group may also consider whether the student exhibits a pattern of strengths and weaknesses** in performance, achievement, or both, relative to age, state grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, and through review of existing data.

Given That We Live in an “OR” State...

- **Why** would we NOT abandon Ab-Ach discrepancy?
- **Why** would we consider Patterns of Cognitive Strengths and Weaknesses?
- **Why** would we NOT embrace MTSS/RTI for SLD?

Why Would We not embrace MTSS/RTI for SLD?
Because...

MTSS/RTI Works...



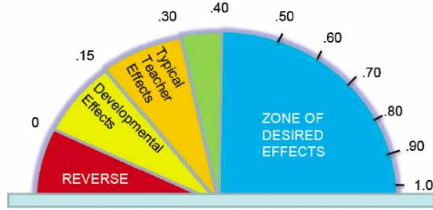


Effect Size

In statistics, an effect size is a measure of the strength of a phenomenon.



Hattie's Dashboard



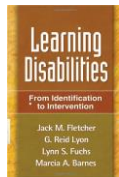
What Impacts Student Achievement?

| Effective Teaching Variable | Effect Size | Other Variables | Effect Size |
|---------------------------------|-------------|------------------------------------|-------------|
| Student Expectations | +1.44 | Socioeconomic Status | +0.57 |
| Response to Intervention | +1.04 | Parental Involvement | +0.51 |
| Formative Evaluation | +0.90 | Computer-Based Instruction | +0.37 |
| Reciprocal Teaching | +0.74 | Charter Schools | +0.20 |
| Feedback | +0.73 | Aptitude by Treatment Interactions | +0.19 |
| Teacher Clarity | +0.75 | Whole Language | +0.06 |
| Teacher-Student Relationships | +0.72 | Retention | -0.16 |

John Hattie, *Visible Learning, 2009 and Visible Learning For Teachers, 2012*

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Dr. Jack Fletcher: He knows...



Fletcher, J. M., Barth, A. E., & Stuebing, K. K. (2012). A response-to-intervention approach to SLD identification.
 Fletcher, J. M., Coulter, W. A., Reschly, D. J., & Vaughn, S. (2004). Alternative approaches to the definition of learning disabilities: Some questions and answers. *Annals of Dyslexia, 54*, 304-331.
 Fletcher, J. M., & Reschly, D. (2004). Changing procedures for identifying learning disabilities: The danger of perpetuating old ideas. *The School Psychologist*.
 Fletcher, J. M., & Vaughn, S. (2009). Response to Intervention models as alternatives to traditional views of learning disabilities: Response to commentaries. *Child Development Perspectives, 3*(1), 48-50.
 Shaywitz, S. E., Escobar, M. D., Shaywitz, B. A., Fletcher, J. M., & Makuch, R. (1992). Evidence that dyslexia may represent the lower tail of a normal distribution of reading ability. *The New England Journal of Medicine, 326*(3), 145-150.
 Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2007). *Learning disabilities: From identification to intervention*. New York, NY: Guilford.

| Ability-Ach Discrepancy or PSW | MTSS/RTI 37 |
|--|--|
| Preserves the Old Method(s) and Paramount Importance of Cognitive Assessment | Diminishes the Importance of Cognitive Testing |
| Preserves the Old Thinking That the Student is the Primary Cause of the Learning Problem | Changes the Thinking to Consider the Role of (Appropriate) Instruction |
| Absolves the School from the Problem | Requires the School to Examine (and Potentially) Change Its Responsibility |
| Preserves the Focus on Disability and Label and Special Education | Changes the Focus to Identifying Effective Interventions and Every Education |
| Preserves the Referral Driven and Reactive Process | Shifts Focus to Prevention and Promotion and Responsibility for Early Intervention Through Universal Screening |
| No Investment in Training and Resources Required (It's Cheap) | Requires a Commitment to Staff Development and Intervention Resources |
| Driven by (Some) Professionals' Needs | Driven by Students' Needs |
| Easier, FAR EASIER To Do | Difficult to Do. Everyone Has to Change |

Federal Preference...

Clear Federal Preference...

- **§300.307 Specific learning disabilities.**
- (a) *General.* A State must adopt, consistent with §300.309, criteria for determining whether a child has a specific learning disability as defined in §300.8(c)(10). In addition, the criteria adopted by the State--
- (1) **Must not require** the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability, as defined in §300.8(c)(10);
- (2) **Must permit** the use of a process based on the child's response to scientific, research-based intervention;

The "Comprehensive" Kerfuffle



- Under 34 CFR 300.301, the public agency must conduct a full and individual evaluation
- Under 34 CFR 300.304, the public agency must ensure:
 - The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities [34 CFR 300.304(c)(4)]
- The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs [34 CFR 300.304(c)(6)]
- Meaning? What constitutes a "comprehensive" evaluation is determined on an individual basis in accordance with a student's needs.

Comments to the 2004 Regulations



Discussion: Section 614(b)(6) of the Act prohibits States from requiring a discrepancy approach to identify children with SLD. **Changes: None.**

Discussion: The Department does not believe that an assessment of psychological or cognitive processing should be required in determining whether a child has an SLD. There is no current evidence that such assessments are necessary or sufficient for identifying SLD. Further, in many cases, these assessments have not been used to make appropriate intervention decisions. However, § 300.309(a)(2)(ii) permits, but does not require, consideration of a PSW... In many cases, though, assessments of cognitive processes simply add to the testing burden and do not contribute to interventions. As summarized in the research consensus from the OSEP Learning Disability Summit (Bradley, Danielson, and Hallahan, 2002), "Although processing deficits have been linked to some SLD (e.g., phonological processing and reading), direct links with other processes have not been established. Currently, available methods for measuring many processing difficulties are inadequate..."

Comments to 2004 Regulations



...Therefore, systematically measuring processing difficulties and their link to treatment is not yet feasible * * *. Processing deficits should be eliminated from the criteria for classification.

Concerns about the absence of evidence for relations of cognitive discrepancy and SLD for identification go back to Bijou (1942) Cronbach (1957) characterized the search for aptitude by treatment interactions as a "hall of mirrors," a situation that has not improved over the past few years as different approaches to assessment of cognitive processes have emerged (Fletcher *et al.*, 2005; Reschly & Tilly, 1999) 7. **Changes: None.**

Comments to 2004 Regulations



Comment: Several commenters stated that intra-individual differences, particularly in cognitive functions, are essential to identifying a child with an SLD and should be included in the eligibility criteria in § 300.309.

Discussion: As indicated above, an assessment of intra-individual differences in cognitive functions does not contribute to identification and intervention decisions for children suspected of having an SLD. The regulations, however, allow for the assessment of intra-individual differences in achievement as part of an identification model for SLD. The regulations also allow for the assessment of discrepancies in intellectual development and achievement.

Changes: None.

Federal Register Vol. 71, No. 156. 2006 Page 46651

A Legal Analysis Requires Legal Expertise

Perry A. Zirkel is university professor of education and law at Lehigh University, where he formerly was dean of the College of Education and more recently held the Iacocca Chair in Education for its five-year term. He has a Ph.D. in Educational Administration and a J.D. from the University of Connecticut, and a Master of Laws degree from Yale University. He has written more than 1,350 publications on various aspects of school law, with an emphasis on legal issues in special education.

Zirkel Legal Analysis

Learning Disabilities Quarterly, 2013.

- The reliance on the PSW provision is misplaced.
- The 2004 regulations, via the connector "or" provide the PSW language alternative to, not inclusive of, RTI.
- The OSEP commentary clarifies that the DOE does not believe that an assessment of psychological or cognitive processing should be required in determining whether a child has an SLD.
- Bill's commentary: Remember, we are talking about SLD, not Intellectual Disability. Case closed and let's move on.

“For more than 25 years, accumulated evidence has strongly suggested that most students labeled SLD are those students with severe educational needs (i.e., have performance discrepancies compared to students in their own communities), regardless of the stated eligibility criterion.”

Shinn, M. R. (2007). Identifying students at risk. Monitoring performance and determining eligibility within response to intervention: Research on educational need and benefit from academic intervention. *School Psychology Review*, 36, 601-617.



Sway: The Irresistible Pull of Irrational Behavior

“The more meaningful a potential loss is, the more loss averse we become. In other words, the more there is on the line, the easier it is to get swept into an irrational decision.”

Brafman and Brafman, 2008.

Goal Setting in a Multi-Tiered System of Supports

Overview Big Ideas and Key Vocabulary

- One of the Features of a Multi-Tier, Coordinated Early Intervening Services Model (aka RTI) is Data-Based Decision Making, Particularly Screening (Universal) and Progress Monitoring
- One Particular Type of Progress Monitoring, Frequent Formative Evaluation, is Among the Most Powerful INTERVENTIONS We Have, Especially for Students with Achievement Discrepancies and With Disabilities
- Basic Skills Progress Monitoring for At Risk, Significantly Discrepant, and Students with IEPs is One of Most Easily Solved Problems...Let's Get On With It!
- The Hard Parts of Frequent Progress Monitoring are
 - Selecting and Using a Data System with CONFIDENCE,
 - Goal Setting, Especially for IEPs and;
 - Supporting Teachers to USE the Data When Intervention Changes are Necessary

Current IEP Reading Goals

Annual Goal:
Frodo will increase his basic reading skills.

| | Objectives | Criteria | Evaluations | Schedule |
|----|--|----------|------------------------|----------------|
| 1. | Frodo will decode words containing long vowel syllable patterns | 80% | Documented Observation | Grading Period |
| 2. | Frodo will decode words containing the silent syllable pattern (CVCc) | 80% | Documented Observation | Grading Period |
| 3. | Frodo will decode words containing inflected endings (ing, ed, er, y, ly, ful) | 80% | Documented Observation | Grading Period |

Start By Abandoning Old Goals

- Student will perform spelling skills at a high 3rd grade level.
- Student will alphabetize words by the second letter with 80% accuracy.
- Student will read words from the Dolch Word List with 80% accuracy.
- Student will master basic multiplication facts with 80% accuracy.
- Student will increase reading skills by progressing through the reading program with 90% accuracy as determined by teacher made fluency and comprehension probes by October 2013.
- Student will be a better reader.
- Student will read aloud with 75% accuracy and 80% comprehension.
- Student will make 1 year's gain in general reading from K-3.
- Students will read 1 story per week.

Fewer, But More Scientifically Sound Observable and Measurable IEP Goals

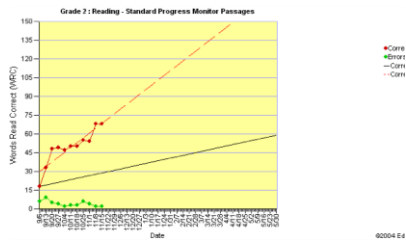
In 1 Year (Expiration of the IEP), John will

Read 115 Words Correctly (WRC) with 3 or fewer errors from a randomly selected Grade 4 Standard Reading Passage

Earn a score of greater than 35 points on a randomly selected Grade 5 Mathematics Applications Probe

Write 45 Total Words (TWW) with 40 Correct Writing Sequences (CWS) given a randomly selected story starter.

The Gold Standard for IEP Goals and Frequent Progress Monitoring

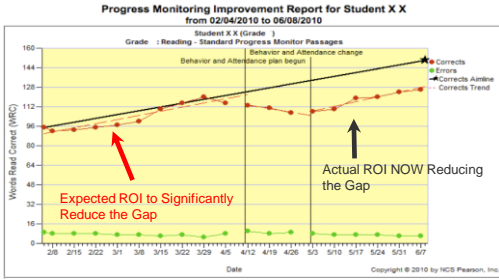


In 1 year, Johnny will read 60 WRC with less than 3 errors in Grade 2 Reading Passages.

Goal Setting in a Multi-Tiered Model

- Time frame
 - When the goal is to be reached
- Goal material
 - The assessment material in which the student is expected to be successful at the end of the intervention and in which progress will be measured.
- Present level of performance
 - The assessment material in the student is presently successful
- Criterion for acceptable performance (CAP)
 - How successful performance will be judged

Measuring The Progress Discrepancy



Criterion for Acceptable Performance (CAP)

How "Successful" Performance will be Judged

Norm-Based Approaches to CAP

Choosing to Define Success by How Other STUDENTS Perform

Standards-Based Approach to CAP

Choosing to Define Success by a Prediction of Passing Success on a State Standards Test

Norm-Based CAPS (Shinn, 2013)

Local Norm-Based (BEST)

Define Success by How Others in the School or Community Perform Using Percentiles and Corresponding Raw Scores

National Norm-Based (OK)

Define Success by How Others in the AIMSweb National Norm Data Base Perform Using Percentiles and Corresponding Raw Scores

National Norm-Based Rates of Improvement (ROI; Best Use is Tier 1)

Define Success by How Others in a Norm Data Base Perform Using Weekly Rates of Improvement (ROI)

Goal Format and Example

Goal Format:

<Student> <Behavior> <CAP> <Goal Material> <Time Frame>
 <Time Frame><Student> <Behavior> <CAP> <Goal Material>
 <Goal Material> <Student> <Behavior> <CAP><Time Frame>

Goal Example:

<Sue> <Will Read> <115 Words Correctly (WRC) with 3 or fewer errors> <from a randomly selected Grade 4 Standard Reading Passage> <by the end of the 2013 school year>
 <Sue> <Will Earn a score of greater than 35 points> <on a randomly selected Grade 5 Mathematics Applications Probe> <in 1 Year when his IEP expires>

FPS Goal Setting...



| Tier | Time Frame | Goal Material | CAP Outcome | PM Frequency |
|--------|------------------------|----------------------------------|---|------------------------------|
| IEPs | IEP Annual Review Date | Individualized to Reduce the Gap | Significantly Reduces the Gap/Local Norms | 1-2 Times per Week |
| Tier 3 | End of school year | Expected grade level | Significantly reduces the gap/local norms | 1 time per week |
| Tier 2 | End of the school year | Expected grade level | Reduces the gap/local norms | Monthly or 2 times per month |
| Tier 1 | End of school year | Expected grade level | Passing state assessment | Benchmark screening |

How We DON'T Write Goals

- Goals Are Not About US: What WE Can Accomplish
 - Therefore, We Don't Judge/Write Goals Based On Their "Attainability"
- Goals ARE About What STUDENT'S Need
 - Therefore, The Goals Should Drive Intervention Intensity

Think "Biggest Loser"

1. Lose 1 Pound Per Week
 - Entirely Doable
 - Wouldn't Take THAT Intense an Intervention to Achieve It
2. Lose 5 Pounds Per Week
 - Would Take a Much More Intensive Intervention to Meaningfully Reduce the Gap!

Time Frame

Goal Format

<Student> <Behavior> <CAP> <Goal Material> <Time Frame>

Tiers 1-3 and SE Eligibility Goal

John Will Read 115 Words Correctly (WRC) with 3 or fewer errors from a randomly selected Grade 4 Standard Reading Passage by the end of the 2013-2014 school year.

IEP Goal

John Will Read 115 Words Correctly (WRC) with 3 or fewer errors from a randomly selected Grade 4 Standard Reading Passage in 1 year at the IEP anniversary date.

Goal Material:

GOAL MATERIAL FOR TIERS 1-3/RTI = GRADE-LEVEL MATERIAL

- The material from the General Education Grade placement
 - e.g., Grade 2 Student = Grade 2 Reading Passages
 - e.g., Grade 5 Student = Grade 5 Reading Passages

GOAL MATERIAL FOR IEPs = INDIVIDUALIZED

- The material where we expect the student to be performing in successfully at the end of the time frame that reduces the gap
 - e.g., Grade 4 Student with a Severe Discrepancy May Be = Grade 2
 - e.g., Grade 4 Student with a Severe Discrepancy May Be = Grade 3

Frequency

Standardized within the Tier

- Tier 1 @ Benchmark (usually 3 times per year)
Usually Through the First Year of Middle School
- Tier 2 tied to Resources (repeating Benchmark monthly in Off Months, to 2 times per month, to weekly)
- Tier 3 Weekly

Criterion for Acceptable Performance (CAP)

| Tiers 1-3 | Individualized IEP Goals and SE RTI Eligibility |
|---|---|
| Norm-Based Tied or Normative ROIs OR Standards-Based Approach | Preferably Local Norms-Based Tied to Reducing the Gap, but Individualized Based on PLOP |

Criterion for Judging Success (Criterion for Acceptable Performance; CAP)

Two Approaches:

1. **Norm-Based Approaches**
 Reading as Well as Other Specified Students
 e.g., reading as well as students @ 50th percentile in School District A
 e.g., reading reading as well as students @ 50th percentile nationally
2. **Standards-Based Approaches**
 Reading as Well to Increase Likelihood of Meeting Standards on a High Stakes Test (Over the Bar)
 e.g., reading 80 WRC on Grade 3 probes because students with this score are highly likely to pass the Grade 3 State Standards Test
 e.g., reading 150 WRC on Grade 7 probes because students with this score are highly likely to pass the Grade 7 State Standards Test

Norm-Based CAPS

| Reading - Curriculum Based Measurement 2011-2012 School Year | | | | | | | AIMSweb® National Norms Table Reading - Curriculum Based Measurement | | | | | | |
|---|-------|------|-------|------|------|----------|---|-------|------|-------|------|------|----------|
| Grade | State | Item | Score | Mean | SD | Group SD | Grade | State | Item | Score | Mean | SD | Group SD |
| 1 | 01 | 01 | 132 | 126 | 1.12 | | 01 | 01 | 01 | 126 | 126 | 1.00 | |
| | 02 | 02 | 127 | 124 | 1.24 | | 02 | 02 | 02 | 127 | 127 | 1.00 | |
| | 03 | 03 | 125 | 125 | 1.18 | | 03 | 03 | 03 | 125 | 125 | 1.00 | |
| | 04 | 04 | 124 | 124 | 1.14 | | 04 | 04 | 04 | 124 | 124 | 1.00 | |
| | 05 | 05 | 123 | 123 | 1.10 | | 05 | 05 | 05 | 123 | 123 | 1.00 | |
| | 06 | 06 | 122 | 122 | 1.06 | | 06 | 06 | 06 | 122 | 122 | 1.00 | |
| | 07 | 07 | 121 | 121 | 1.02 | | 07 | 07 | 07 | 121 | 121 | 1.00 | |
| | 08 | 08 | 120 | 120 | 0.98 | | 08 | 08 | 08 | 120 | 120 | 1.00 | |
| | 09 | 09 | 119 | 119 | 0.94 | | 09 | 09 | 09 | 119 | 119 | 1.00 | |
| | 10 | 10 | 118 | 118 | 0.90 | | 10 | 10 | 10 | 118 | 118 | 1.00 | |
| 2 | 01 | 01 | 133 | 128 | 1.18 | | 01 | 01 | 01 | 128 | 128 | 1.00 | |
| | 02 | 02 | 132 | 127 | 1.14 | | 02 | 02 | 02 | 127 | 127 | 1.00 | |
| | 03 | 03 | 131 | 126 | 1.10 | | 03 | 03 | 03 | 126 | 126 | 1.00 | |
| | 04 | 04 | 130 | 125 | 1.06 | | 04 | 04 | 04 | 125 | 125 | 1.00 | |
| | 05 | 05 | 129 | 124 | 1.02 | | 05 | 05 | 05 | 124 | 124 | 1.00 | |
| | 06 | 06 | 128 | 123 | 0.98 | | 06 | 06 | 06 | 123 | 123 | 1.00 | |
| | 07 | 07 | 127 | 122 | 0.94 | | 07 | 07 | 07 | 122 | 122 | 1.00 | |
| | 08 | 08 | 126 | 121 | 0.90 | | 08 | 08 | 08 | 121 | 121 | 1.00 | |
| | 09 | 09 | 125 | 120 | 0.86 | | 09 | 09 | 09 | 120 | 120 | 1.00 | |
| | 10 | 10 | 124 | 119 | 0.82 | | 10 | 10 | 10 | 119 | 119 | 1.00 | |
| 3 | 01 | 01 | 134 | 129 | 1.19 | | 01 | 01 | 01 | 129 | 129 | 1.00 | |
| | 02 | 02 | 133 | 128 | 1.15 | | 02 | 02 | 02 | 128 | 128 | 1.00 | |
| | 03 | 03 | 132 | 127 | 1.11 | | 03 | 03 | 03 | 127 | 127 | 1.00 | |
| | 04 | 04 | 131 | 126 | 1.07 | | 04 | 04 | 04 | 126 | 126 | 1.00 | |
| | 05 | 05 | 130 | 125 | 1.03 | | 05 | 05 | 05 | 125 | 125 | 1.00 | |
| | 06 | 06 | 129 | 124 | 0.99 | | 06 | 06 | 06 | 124 | 124 | 1.00 | |
| | 07 | 07 | 128 | 123 | 0.95 | | 07 | 07 | 07 | 123 | 123 | 1.00 | |
| | 08 | 08 | 127 | 122 | 0.91 | | 08 | 08 | 08 | 122 | 122 | 1.00 | |
| | 09 | 09 | 126 | 121 | 0.87 | | 09 | 09 | 09 | 121 | 121 | 1.00 | |
| | 10 | 10 | 125 | 120 | 0.83 | | 10 | 10 | 10 | 120 | 120 | 1.00 | |
| 4 | 01 | 01 | 135 | 130 | 1.20 | | 01 | 01 | 01 | 130 | 130 | 1.00 | |
| | 02 | 02 | 134 | 129 | 1.16 | | 02 | 02 | 02 | 129 | 129 | 1.00 | |
| | 03 | 03 | 133 | 128 | 1.12 | | 03 | 03 | 03 | 128 | 128 | 1.00 | |
| | 04 | 04 | 132 | 127 | 1.08 | | 04 | 04 | 04 | 127 | 127 | 1.00 | |
| | 05 | 05 | 131 | 126 | 1.04 | | 05 | 05 | 05 | 126 | 126 | 1.00 | |
| | 06 | 06 | 130 | 125 | 1.00 | | 06 | 06 | 06 | 125 | 125 | 1.00 | |
| | 07 | 07 | 129 | 124 | 0.96 | | 07 | 07 | 07 | 124 | 124 | 1.00 | |
| | 08 | 08 | 128 | 123 | 0.92 | | 08 | 08 | 08 | 123 | 123 | 1.00 | |
| | 09 | 09 | 127 | 122 | 0.88 | | 09 | 09 | 09 | 122 | 122 | 1.00 | |
| | 10 | 10 | 126 | 121 | 0.84 | | 10 | 10 | 10 | 121 | 121 | 1.00 | |

Local Norms

National Norms

IEP Goals Big Ideas

- Nearly **Everyone Dislikes How We Typically Write IEP Goals Now...** It's **Process and Paperwork** and Doesn't Lead to Appropriately Intensive Intervention
- Improving IEP Goals, **Few, But Better,** Leads to **Better PM and Better Outcomes**
- **CBM Was Originally Developed** Through Federally Funded Research to **Provide SE Teachers with Simple, Scientifically Sound PM Tools** for Writing and Measuring Progress toward IEP Goals
- **Special Education Leads...** If There is **Better IEP PM, There Will Be Better Basic Skills PM for All Students**

Legal Requirements for IEP Goal Progress Monitoring

Individualized Education Programs

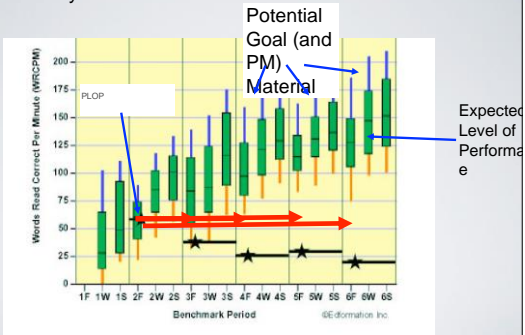
§ 300.320 Definition of individualized education program.

- (1) A statement of the *child's present levels of academic achievement and functional performance*.
- (2)(i) A statement of *measurable annual goals*, including academic and functional goals designed to—
 - (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and *make progress in the general education curriculum*;
- (3) A description of—
 - (i) *How the child's progress* toward meeting the annual goals described in paragraph (2) of this section *will be measured*; and
 - (ii) *When periodic reports on the progress* the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) *will be provided*;

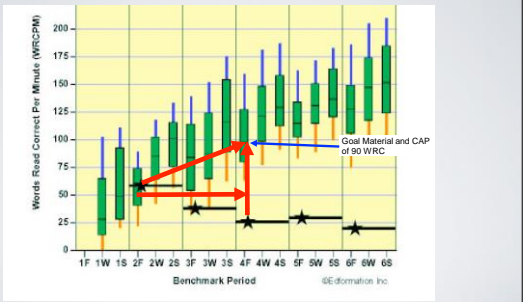
Individualized Goal Setting Strategies

- Determine the **Present Level of Performance (PLOP)** based on **Survey-Level Assessment (SLA)**
- Know the **Time Frame for the Goal** (typically the "**anniversary date**"--1 year).
- Determine the **Level of Curriculum Performance** That Defines Success and **Reduces the Gap**
- Define the **Criterion for Acceptable Performance (CAP)**

A Survey Level Assessment to Write Individualized Goals

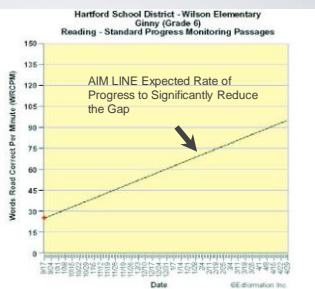


A Survey Level Assessment to Write Individualized Goals



IEP Goal is Turned Into an Expected Rate of Progress on a Graph

Ginny will read aloud **95 WRC** with 3 or fewer errors when given a randomly selected **Grade 4 reading passage** by June 1, 2013



5/29/14
Franklin Pierce Schools
Learning Support Services

SLD Eligibility Procedures Using MTSS/RTI Data in a Comprehensive Evaluation

Child Find Obligations within the Franklin Pierce MTSS/RTI System
Implementing a MTSS/RTI system does not alter the obligation of the Franklin Pierce School District to identify students with disabilities ("Child Find"). Parents, teachers, or anyone who can identify a concern at any time. District personnel should be aware that a parent has the right to make a special education referral even for students who have not yet demonstrated a lack of responsiveness to an intervention. The district may continue MTSS/RTI interventions if they have already been initiated while processing the referral and determining whether or not the student is a candidate for special education evaluation within required timelines.

Parent Participation
Involve parents or all others in a key aspect of a successful MTSS/RTI program. As members of the decision making team, parents can provide a critical perspective on students. Thus increasing the likelihood that MTSS/RTI interventions will be effective. For this reason, Franklin Pierce Schools shall make a concerted effort to involve parents as early as possible, beginning with instruction in the core curriculum. This can be done through traditional methods, such as parent teacher conferences, regularly scheduled meetings, or by other methods. This shall be done by notifying parents of student progress within the RTI system on a monthly basis.

Because MTSS/RTI is a framework of delivering the general education curriculum for all students, written consent is not required before administering universal screenings. However, when a student fails to respond to interventions and the decision is made to evaluate a student for special education eligibility, written consent must be obtained in accordance with special education procedures.

Data management is also crucial within a MTSS/RTI system. Schools that use MTSS/RTI for SLD eligibility will need to identify the person or persons responsible for ensuring that data are properly obtained and analyzed. As students' needs advance to more intensive interventions, school psychologists, special education teachers, counselors, speech/language pathologists, or other specialists may be called upon to manage, interpret or synthesize student data to support decision-making teams.

Special Education Referral Procedures:
A special education referral for a student suspected of having a Specific Learning Disability may be deemed necessary after the student has received tiered interventions.



Policy and Procedure Work...



- Policy 2163- Response to Intervention
- Procedure 2163P
- Policy 2161
- Procedure 2161P
- Send to OSPI
- Identify schools, grade levels, content areas using RTI for eligibility.
- Timeline for expanding the process district wide.

Recommendations for CBM in RTI as SLD Identification K-8
(Shinn, M. 2013 Presentation to FPS Staff)

Students May Be Eligible for Special Education under the Category of SLD K-8 IF:

1. Severe Achievement Discrepancy Below the 10th Percentile of Grade-Level Peers Locally as Measured By CBM Using Grade-Level Tests (a norm-based approach)
2. Progress On CBM is Below the Rate of Improvement (ROI) That Significantly Reduces the Severe Achievement Discrepancy When
 - (i) Tier 2 and 3 Intervention is of Appropriate Intensity
 - (ii) Delivered With Fidelity
3. The Proposed Special Education Intervention is Described in Sufficient Detail to Suggest that is Different in Meaningful Ways from Tier 3 Intervention and Reflects Specially Designed Instruction to Meet the Student's Unique Needs
4. All Other Procedural Requirements (Determinant and Exclusionary Components) Have Been Addressed

Special Education Referral



- The student's tier 1 general education core instruction provided the opportunity to increase the rate of learning.
- Two or more tier 2 and 3 interventions were implemented with fidelity and for sufficient duration that the rate of learning did not increase.
- The duration of the interventions was long enough to gather sufficient data below the aimline (4 data points) before changing the intervention.
- Early interventions have been demonstrated to change the relative position of students in a score distribution and can move students out of the risk range. (Kovaleski, et al. 2013)
- Interventions showing weekly gains on targeted skills (CBM), should be continued and "standards-based goals" should be periodically assessed to ensure skills are carrying over to in-class improvements. (Kovaleski, et al. 2013)

Comprehensive Assessment

- In the past, comprehensive assessment was interpreted to mean a common battery of tests for all students.
- During the MTSS/RTI process, data gathered is related directly to the student's performance in the learning context and it should reduce the need for a common battery.
- The RTI data is critical but other information is also needed and gathered using the RIOT protocol (Howell).
 - Record Review
 - Interviews
 - Observation
 - Testing

Six Components: RTI-Based Process

1. Failure to meet age or grade level state standards in one of 8 areas.
 2. Lack of sufficient response in scientific, research-based intervention.
 3. Exclusionary factors
 4. Lack of appropriate instruction in reading and math.
 5. Observation of student documents academic performance and behavior in areas of difficulty.
 6. Specific documentation for eligibility determination.
- 34 CFR 300.307-300.311 and WAC 392-172A-03080.



Component 1: Failure to meet age or grade level state standards in 1 of 8 areas when provided appropriate instruction

- Performance on state assessments
- Screening data focusing on foundational skills
- Formative assessments linked to CCSS
- Progress monitoring
- Classroom observations



Component 2: Lack of Response

- FPS uses a dual-discrepancy model
 - Performance discrepancy on a validated screening tool is at the 10th percentile or less. Team may verify with another data source.
 - An improvement discrepancy when the progress on CBM progress monitoring in below the ROI that significantly reduces the sever achievement discrepancy.
 - The goal is to determine the magnitude of difference between the student's present level of performance from what is expected for his or her age and grade (Deno, 2013)



Critical Vocabulary

Performance Discrepancy

- How a Student's **LEVEL** of Achievement Compares to the **EXPECTED LEVEL** of Achievement, **Norm-Based** or **Standards-Based**

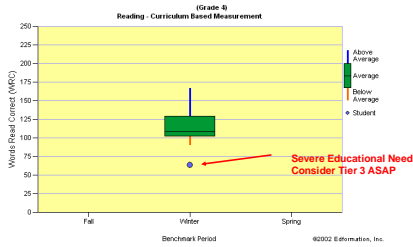
Progress Discrepancy

- How a Student's **RATE OF IMPROVEMENT (ROI)** Compares to the **EXPECTED LEVEL ROI** of Achievement, **Norm-Based** or **Standards-Based**

Dual Discrepancy

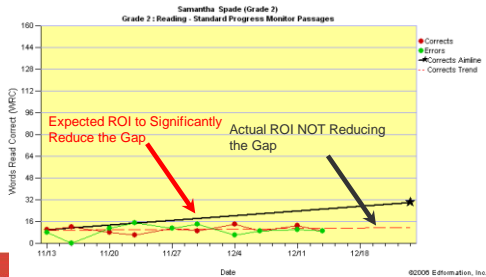
- When the **Performance Discrepancy AND Progress Discrepancy** are Used to **Make Decisions** in RtI **Special Education Eligibility** and **Annual/3-Year Reviews**

A Significant Performance Discrepancy (Educational Need) That Requires Powerful Intervention

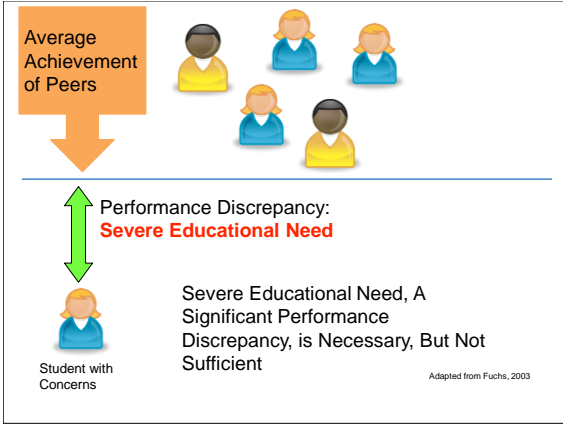


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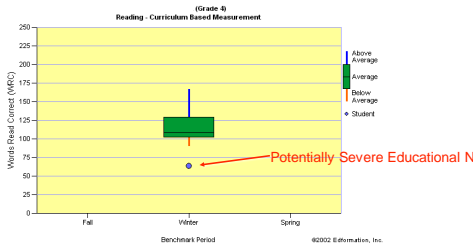
Measuring The Progress Discrepancy

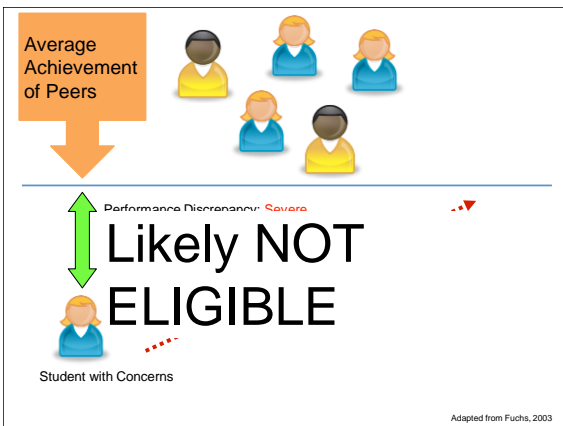


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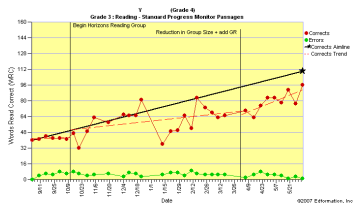


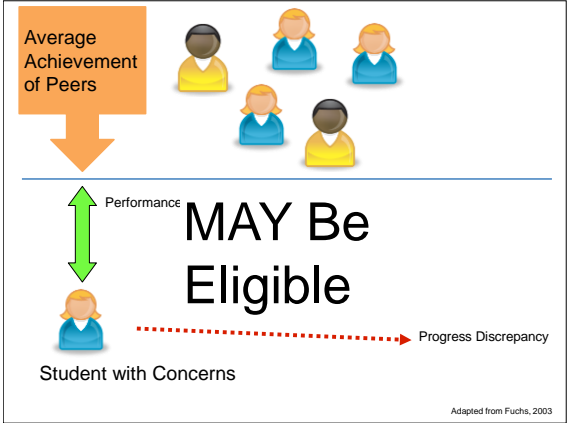
This Student HAS a Performance Discrepancy





NO Progress Discrepancy When Provided Tier 3 Intervention





Our Progress Monitoring Preferences

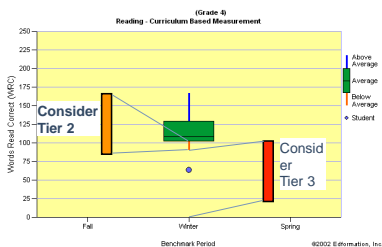


Progress Monitoring Requirements

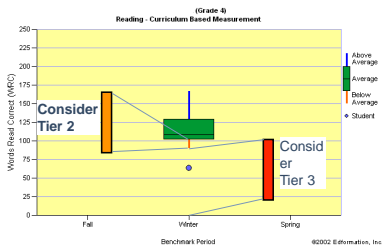


| Tier | Time Frame | Goal Material | CAP Outcome | PM Frequency |
|--------|------------------------|----------------------------------|---|------------------------------|
| IEPs | IEP Annual Review Date | Individualized to Reduce the Gap | Significantly Reduces the Gap/Local Norms | 1-2 Times per Week |
| Tier 3 | End of school year | Expected grade level | Significantly reduces the gap/local norms | 1 time per week |
| Tier 2 | End of the school year | Expected grade level | Reduces the gap/local norms | Monthly or 2 times per month |
| Tier 1 | End of school year | Expected grade level | Passing state assessment | Benchmark screening |

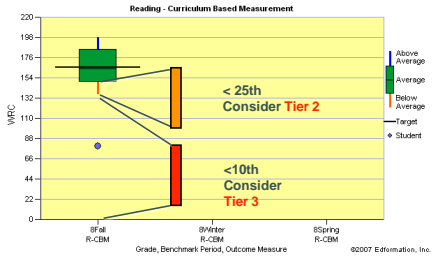
Triage to Appropriate Intervention



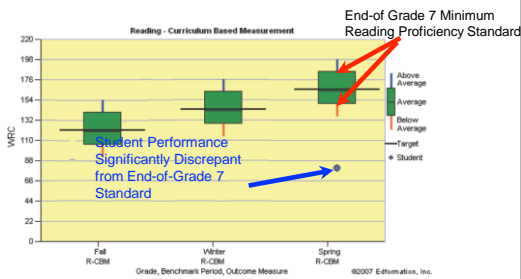
Elementary Triage



Middle School Triage



High School Triage





A Word About Screening Cut Scores

- Using standards-based cut scores like the triangle is inefficient. (red, yellow, green)
- Align cut scores to available resources is more efficient and helps to proactively plan and schedule interventions and interventionists.
- FPS math discussions around a 2 tier model rather than 2 tiers.



Component 3: Exclusionary Factors

- Vision, hearing and motor disability
- Intellectual disability
- Cultural factors
- Environmental or economic factors
- Limited English proficient
- Excessive absenteeism

Component 4: Lack of Instruction

- 34 CFR 300.304-300.306
- Data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel;
- 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.



Determining Appropriate Instruction

- Designs effective, standards-based instruction;
- Delivers high-quality, student centered instruction;
- Promotes high levels of student engagement;
- Uses assessment data for student learning;
- Uses a positive behavior management strategy;
- Has clear evidence students are learning.
- Source: R. MacGregor, the Essential Practices of High Quality Teaching and Learning, 2007.



U of Oregon Center for Teaching and Learning (Thomas Beck, 2006)

- Research-based Instruction:
 - Models instructional tasks when appropriate
 - Provides explicit instruction
 - Engages students in meaningful interactions with language
 - Provides multiple opportunities for students to practice
 - Provides corrective feedback and initial student responses
 - Encourages student effort
 - Students are engaged in the lesson during teacher-led instruction
 - Students are engaged in the lesson during independent work
 - Students are successfully completing activities to high criterion levels of performance



Effective Instruction (Hattie, 2009)

Synthesized several meta-analyses:

Active and guided instruction (e.g. direct instruction) is more effective than approaches that passively facilitate a student's learning (e.g. discovery learning).



Fully Guided Instruction

- Clark, Kirschner, and Sweller: *Putting Students on the Path to Learning: The Case for Fully Guided Instruction*, 2012.
- Many educators confuse "constructivism" which a theory of how one learns and sees the world, with a prescription for how to teach.
- Novice learners can engage in problem-solving for extended periods and learn almost nothing.
- There is no body of sound research that supports using "discovery" learning with anyone other than the most expert students.
- Evidence from controlled experimental studies uniformly supports full and explicit instructional guidance.

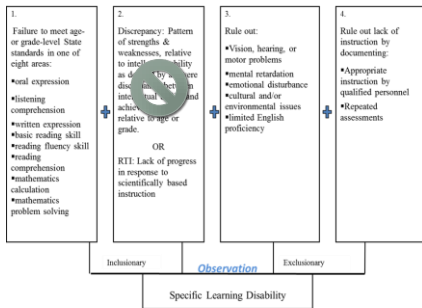
Component 5: Observation

- Behavioral observation i.e. event recording, time sampling, interval recording, etc.
- Informal and anecdotal
- Observation should be data-driven
- Questions to consider:
 - Student's performance and behavior in the area of concern "typical"?
 - What learning skills were difficult?
 - What are the student's strengths?
 - Was the student engaged?
 - Did the student's behaviors interfere with learning to such an extent that they might be the primary reason for not making sufficient progress?



Component 6: Documentation

- Necessary statements per WAC 392-172A-03055 through 392-172A-03070.
- Group member should be those involved in the MTSS/RTI process and familiar with the student's data.
- The school team will ultimately make a determination of the existence of SLD and the need for special education through examination of multiple sources of data.



Source: Kovaleski, J., VanDerHeyden, A., and Shapiro, E. (2013). *The RTI approach to evaluating learning disabilities*. New York: Guilford.

Stages of Implementation (and professional growth)



Fixsen, et. al., 2005

“Are school administrators, policy makers, researchers, and advocates willing to recognize that general education and special education have failed millions of America’s children and youth with severe learning problems? Are special educators and their organizations ready to grasp an opportunity to redefine special education in historic terms, to become capable of providing the most intensive instruction, and to prove their value in RTI frameworks?”

Fuchs, Fuchs, and Stecker, 2010 in *The “Blurring” of Special Education in a New Continuum of General Education Placements and Services*





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