Data-based Decision Making for Middle School: General and Special Education in RtI^2

Tennessee Department of Education
February 3-4 & March 2-4, 2015

Big Ideas and Guiding Principles

The Big Ideas

Secondary RtI^2:

1. Is Substantively Different than Elementary RtI^2
2. Has Much to Offer Students, Families, Teachers, Administrators, & Related Service Personnel
3. Depends on Key People Fulfilling Interdependent Roles
4. Lags Behind Elementary RtI^2 in Implementation… But Getting Better

Big Idea #1: Substantively Different

Feature	Elementary	Middle	Secondary
Screening	Skills Benchmarking (Repeated Universal Screening & Progress Monitoring)	Skills Benchmarking in 6th Grade, Shifting to Universal Screening 1x per Year	Universal Screening Only in Grade 9, Individual Screening after Grade 9
Intensive Basic Skills Interventions	Differentiated Tier 1, Plus Increasingly Intensive Tiers	Increasing Shift to Focus on Tier 2 & Tier 3	Increasing Shift to Focus on Tier 3
Quality of Tier 1	Basic Skills Language Arts, Mathematics, Behavior	Increasing Shift to Content Area Courses	Content Area Courses
Basic Skills Progress Monitoring	Universal (**Everyone**) Across 3 Tiers	Increasing Shift from Universal to Tiers 2 & 3	Increasing Shift to Focus on Tier 3

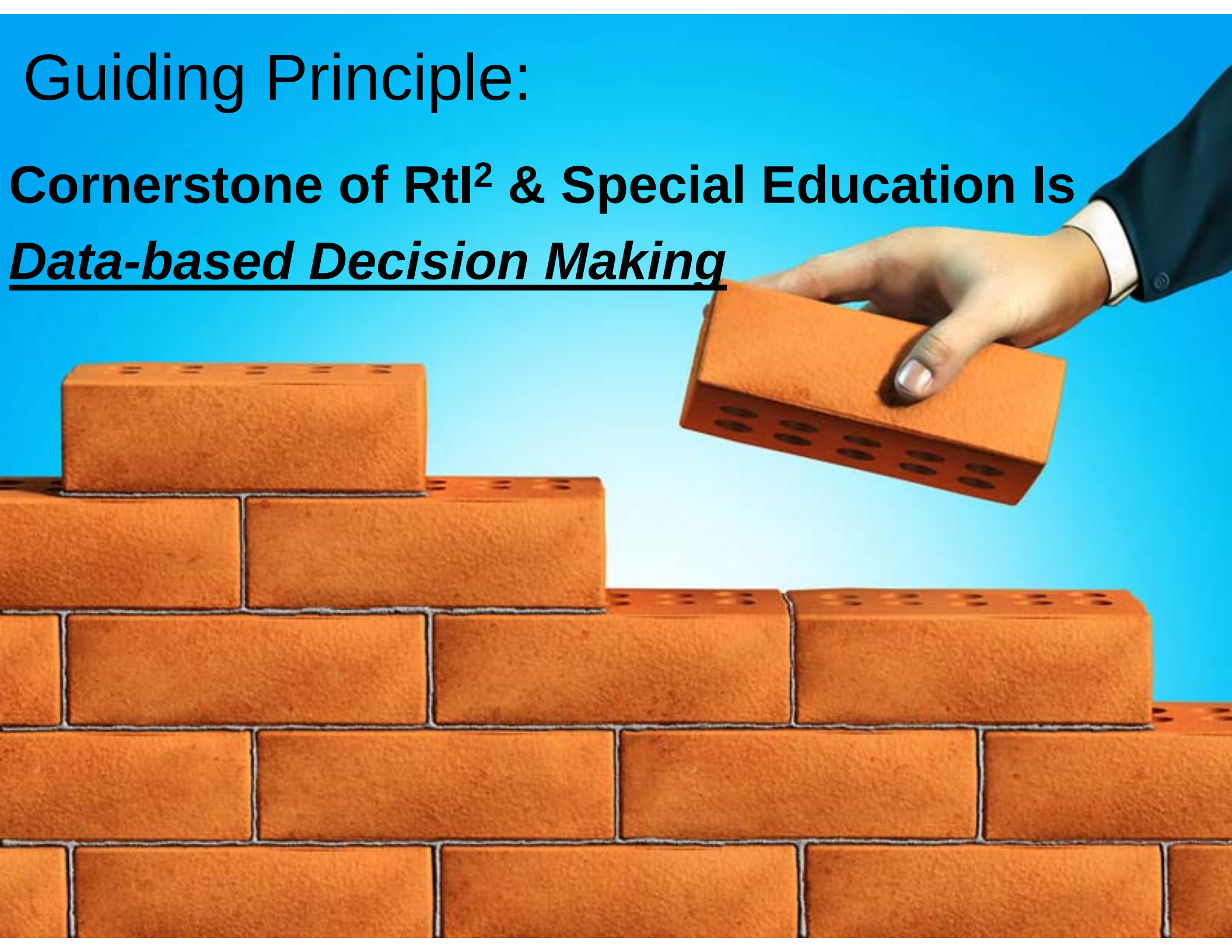
Big Differences

- Basic Skills Benchmarking for RtI^2 Intervention Continues through at Least the First Year of Middle School
- Disproportionate Numbers of Students At Risk may Indicate the Need to Continue Basic Skills Benchmarking of All Students
- At the End of Grade 6 → Shift to End of Year US
- Frequent PM for those Students in T2, T3, and SpEd

Guiding Principle:

Cornerstone of RtI^2 & Special Education Is

Data-based Decision Making

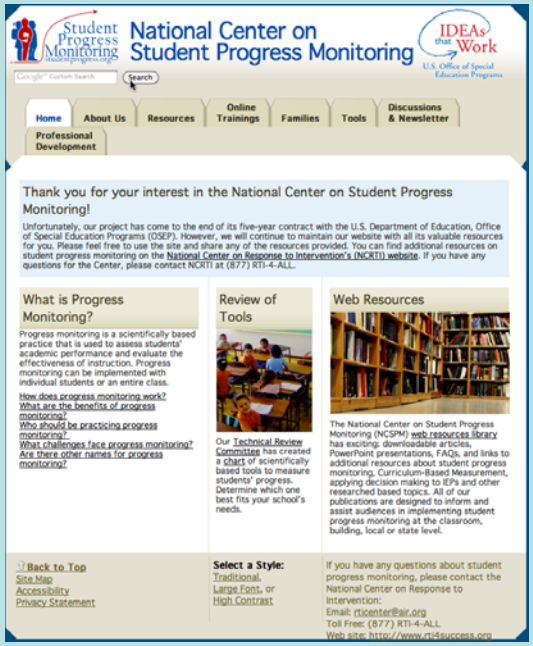


Things to Remember

- ✓ Basic Skills Screening Practices may be adopted More Quickly than Research-based Progress Monitoring Practices
- ✓ Progress Monitor Basic Skills to Determine if Interventions are Effective or Need Modification
- ✓ Examine Versatility of Selected Tests
- ✓ Stop-Gap Plan will be Likely to Support Comprehensive “Best Practices”
- ✓ Weighing the Cow Doesn’t Make it Fatter

Guiding Principle:

Validated Basic Skills Screening and Progress Monitoring Tests Should be Used. Not All Tests Meet Standards.



www.studentprogress.org
2003-2008

www.rti4success.org
2008-2013

http://www.intensiveintervention.org

Basic Skills Screening

Critical Vocabulary for Basic Skills Screening

- Universal Basic Skills Screening
- Individual Basic Skills Screening
- Universal Basic Skills Progress Monitoring
- Basic Skills Benchmarking, Benchmark Assessment
- Multiple Gating

Universal Basic Skills Screening: 6th – 8th

Grade 6	Grade 7	Grade 8
Universal Basic Skills Screening 3x per year (F, W, S) End of Year Results Used to Place Students for Interventions the Following Year (Grade 7) Follows Same Procedures as K-5	Universal Basic Skills Screening to Screen Skills at the End of the Year End of Year Results will be used to Place Students for Interventions the Following Year (Grade 8)	Universal Basic Skills Screening to Screen Skills at the End of the Year End of Year Results will be used to Place Students for Interventions the Following Year (Grade 9)

Middle School Basic Skills Screening Recommendations

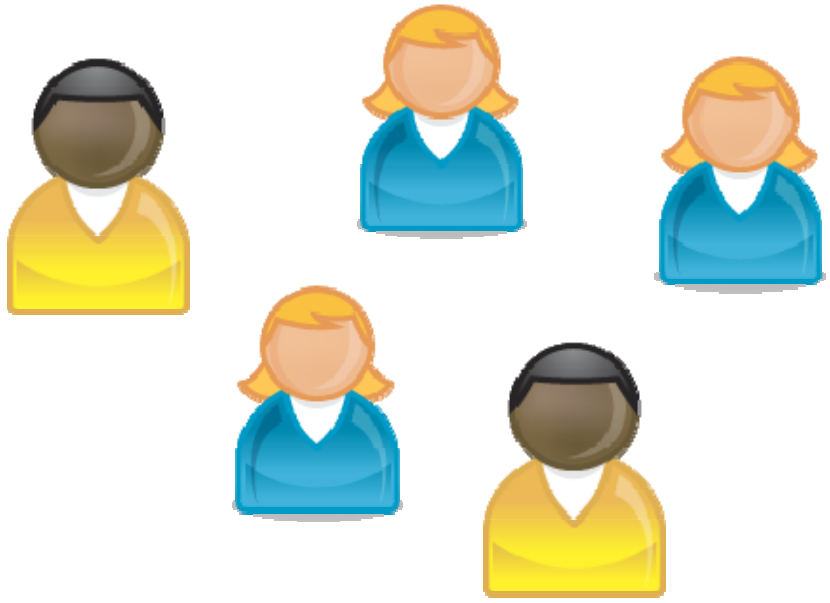
TERM	GRADE 6	GRADE 7	GRADE 8
FALL	BENCHMARK (UNIVERSAL SCREEN AND PROGRESS MONITORING) OR USE END-OF GRADE 5 BENHCMARK	USE END-OF-GRADE 6 BENCHMARK TO SCHEDULE TIERED INTERVENTION	USE END-OF-GRADE 7 TO SCHEDULE TIERED INTERVENTION
WINTER	BENCHMARK		
SPRING	BENCHMARK AND PLAN FOR GRADE 7	UNIVERSAL SCREENING AND PLAN FOR GRADE 8	MULTIPLE GATING FOR GRADE 9 PLANNING

Critical Vocabulary

Performance and the Performance Discrepancy

- A Student's Level of Achievement
- A Performance Discrepancy Exists when a Student is Significantly Below the Expected Level of Achievement
- Students with Severe Performance Discrepancies have Education Need that Requires More Intensive Intervention

Average Achievement of Peers

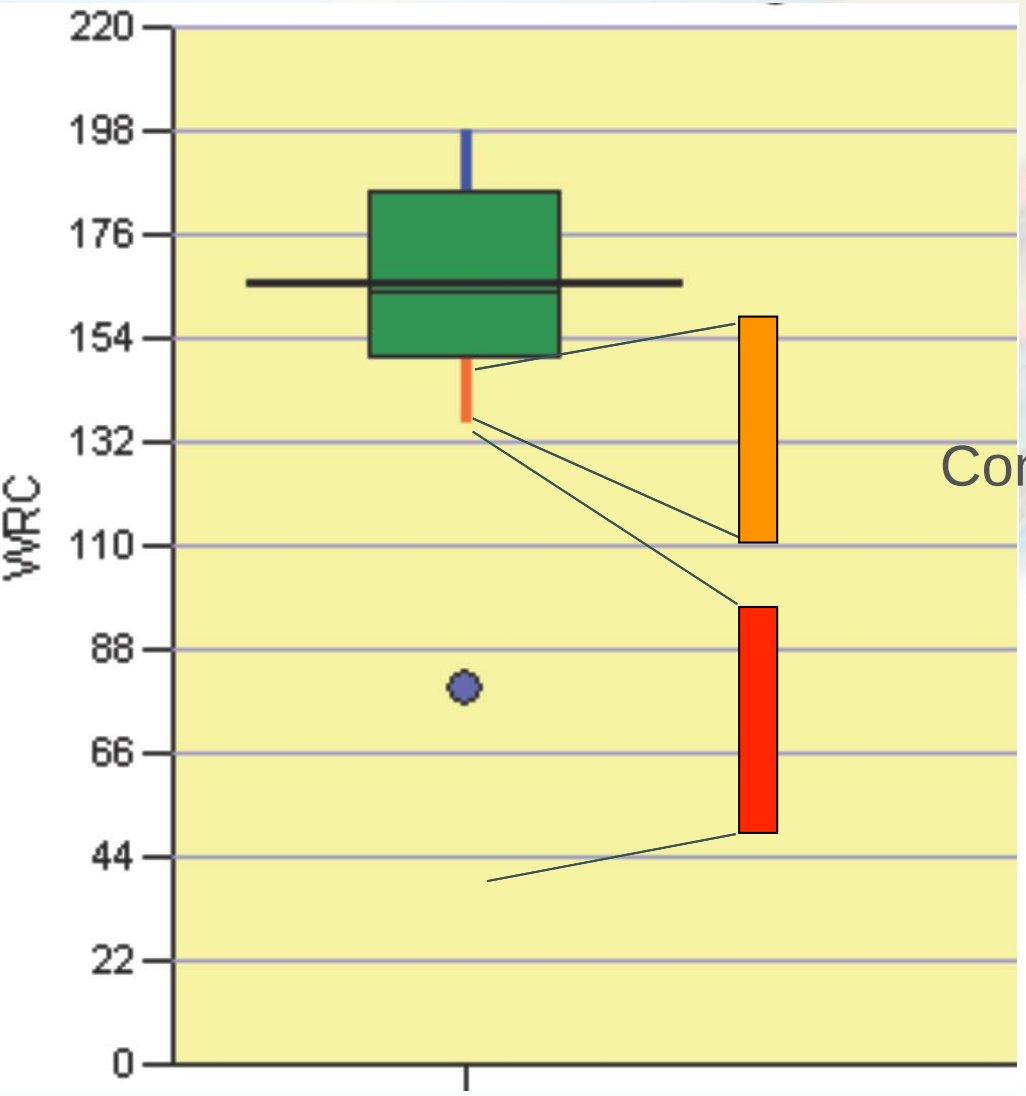


Student

Severe Performance Discrepancy: Severe Educational Need That Suggests the Need for Intensive Intervention

Adapted from Fuchs, 2003

We Triage Rather than Use "Failure to Respond" to Determine the Intensity of Intervention



Individual Student's End of Grade 6 R-CBM Score

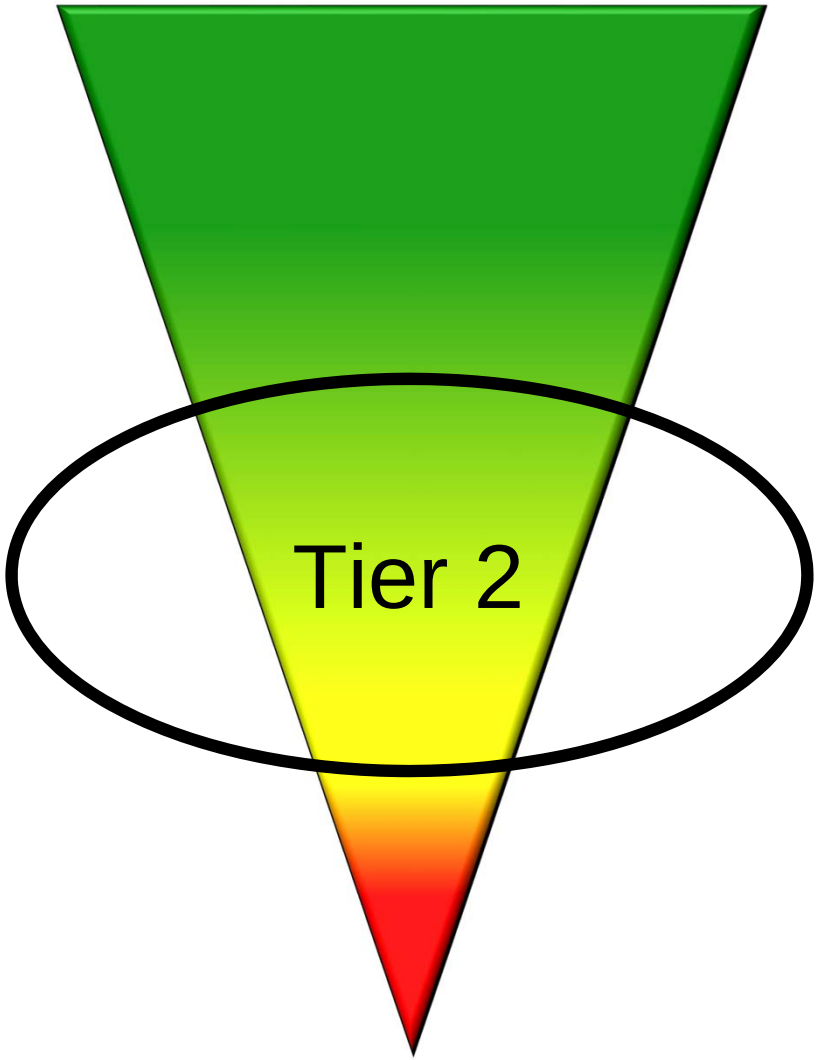
< 25th
Consider Tier 2

<10th
Consider
Tier 3

Remember These Big Ideas from the Key Note!

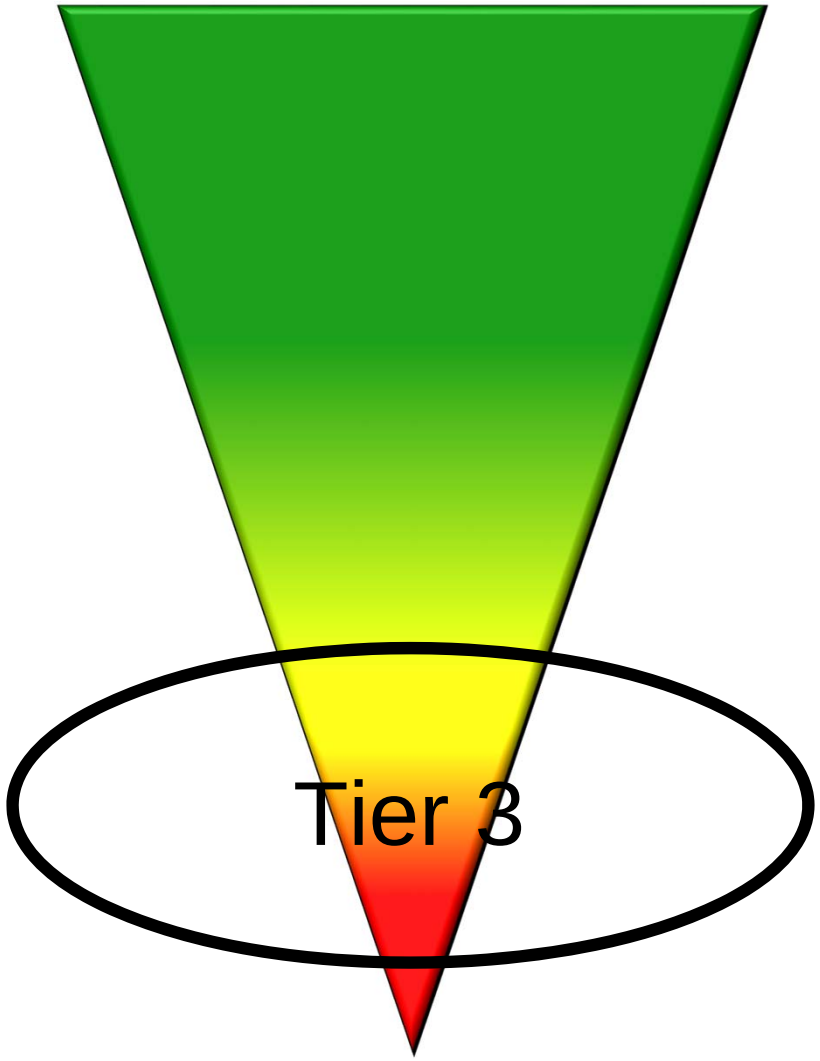
- ✓ Students Get Services they Need as Soon as they Need Them!
- ✓ Not a Wait to Fail Model!

Triage and Tiered Intervention Concepts



Tier 2 Interventions are Most Appropriate for Below Average Students for whom Supplemental Instruction May Reduce Some Significant Basic Skill and/or Strategy Gaps

Triage and Tiered Intervention Concepts



Tier 3 Interventions are Most Appropriate for Students with Severe Performance Discrepancies when Some Instruction is so Intensive that it May be Supplanted because Students have Many Significant Basic Skill and/or Strategy Gaps

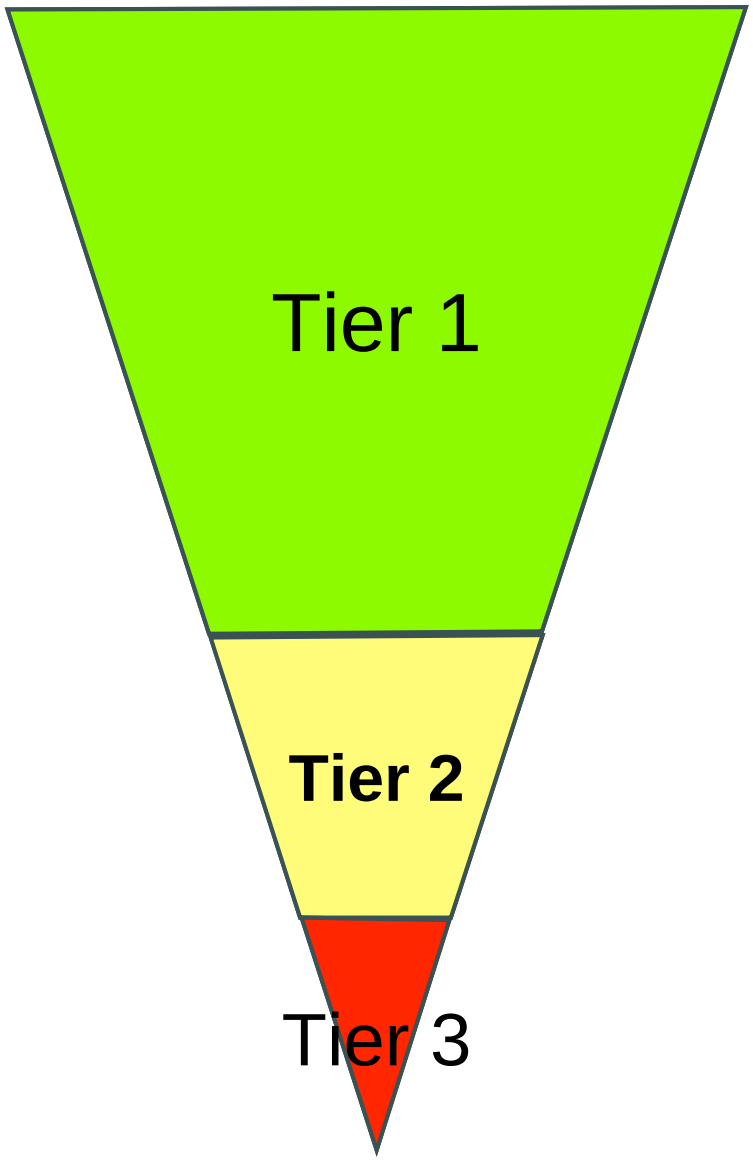
Basic Skills Progress Monitoring

Critical Vocabulary

Progress and the Progress Discrepancy

- A Student's Rate of Improvement (ROI)
- A Progress Discrepancy Exists when a Student's ROI is Significantly Below the Expected ROI or "Not Reducing the Gap"
- Students with Severe Progress Discrepancies are Not Showing Educational Benefit from Current Intervention and Modification Needs to be Considered

Progress Monitoring Across 3 Tiers and SE



Basic Skills Benchmark ALL Students Using 3x Per Year for Universal Screening AND Basic Skills Progress Monitoring-AND Program Evaluation
Not Typically Relevant for Many Middle Schools Beyond the First Year

Monitoring of Students Who Receive Tier 2 Intervention, 1x per Month, or 2x per Month or Weekly

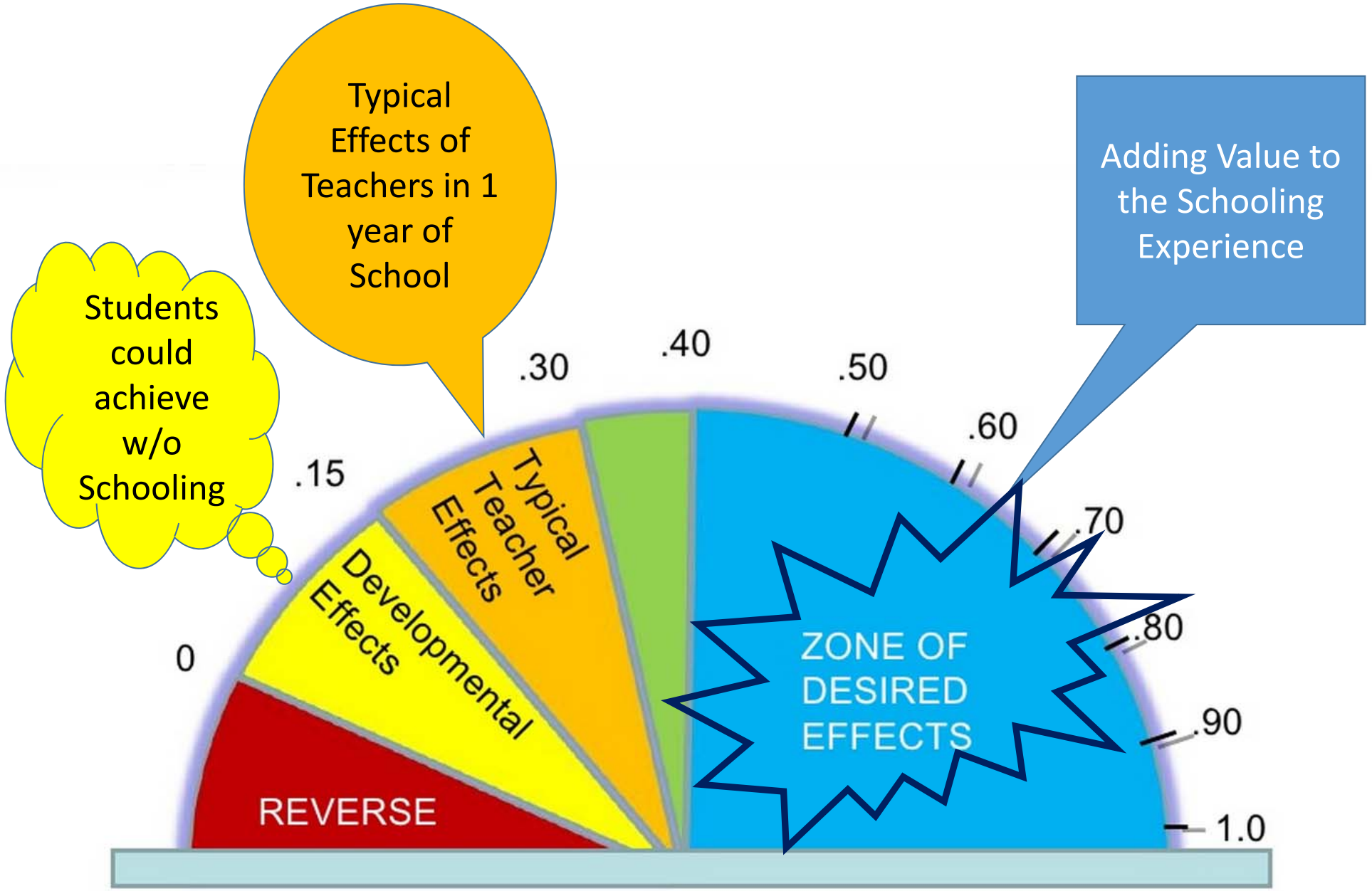
Frequent Monitoring Students Who Receive Tier 3 Intervention and With IEPs 1x per Week

Why Curriculum Based Measurement?

- ✓ Easy to Learn
- ✓ Efficient
- ✓ Basic Skills
- ✓ Inexpensive
- ✓ Easily Understood
- ✓ Helps Build Seamless System

What If

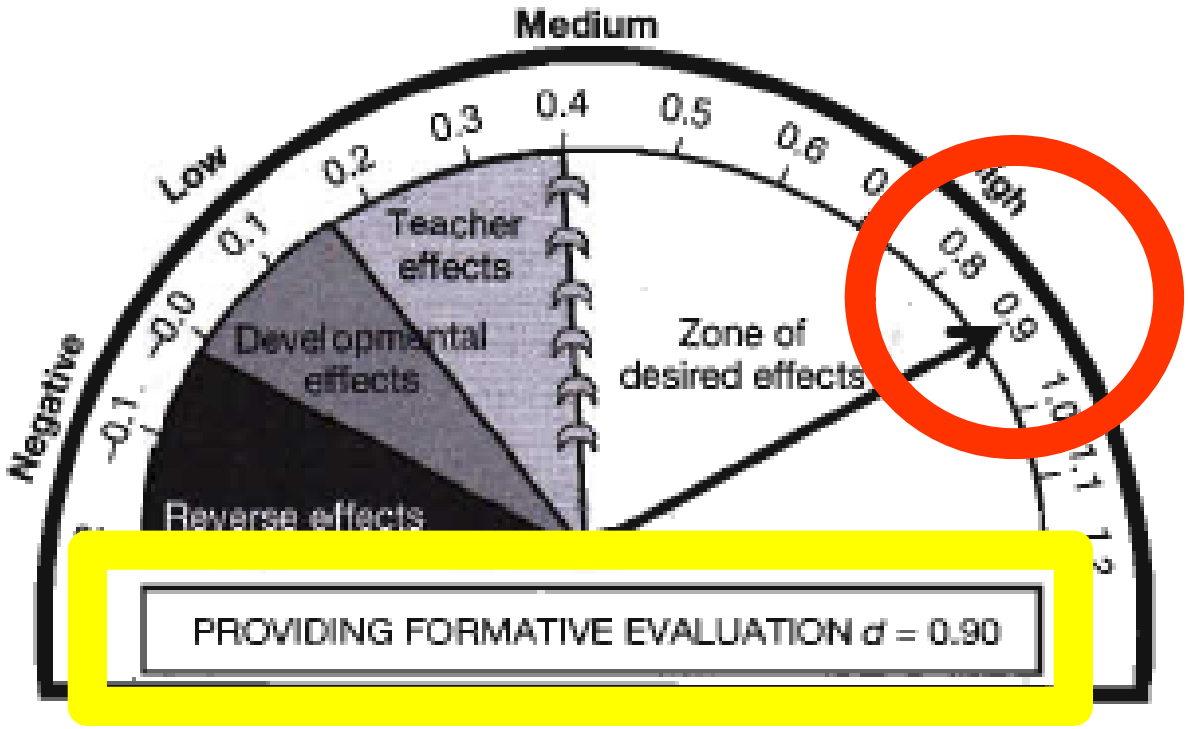
- ✓ Sample 240 Million Students
- ✓ 50,000 Vetted Research Studies
- ✓ 800 Meta Analyses
- ✓ Influences could be Rank-Ordered
- ✓ (like Consumer Reports !)



Effect Size =
0.40 – 1 year of Progress
1.0 = 3 years of Progress
< 0.0 = Negative Effect on Achievement

Visible Learning Laboratories

The #1 Most Powerful Teaching Variable…



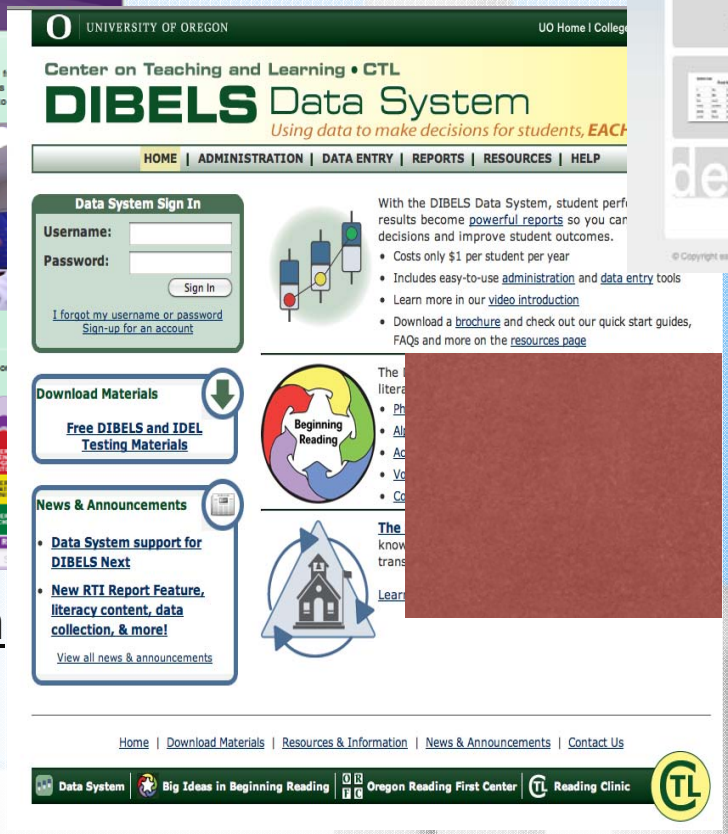
KEY	
Standard error	0.079 (Medium)
Rank	3rd
Number of meta-analyses	2
Number of studies	30
Number of effects	78
Number of people (1)	3,835

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

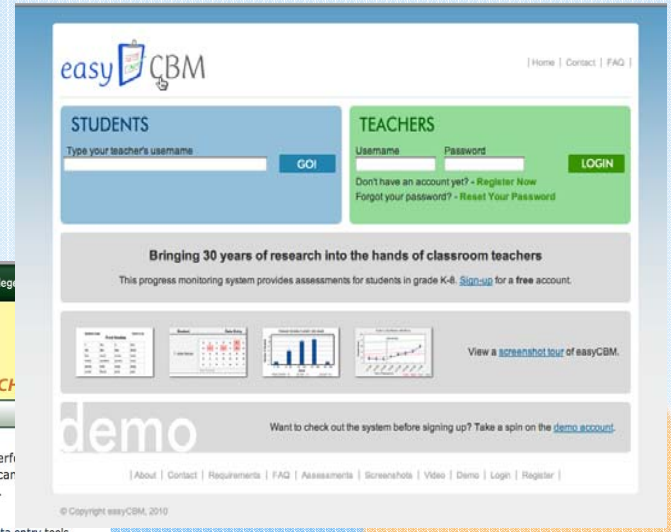
CBM PROVIDES MULTIPLE FORMS OF GRADED BASIC SKILLS ASSESSMENT MATERIALS
Reading
Spelling
Writing
Math

CBM "Families" of Basic Skills Assessments

www.aimsweb.com



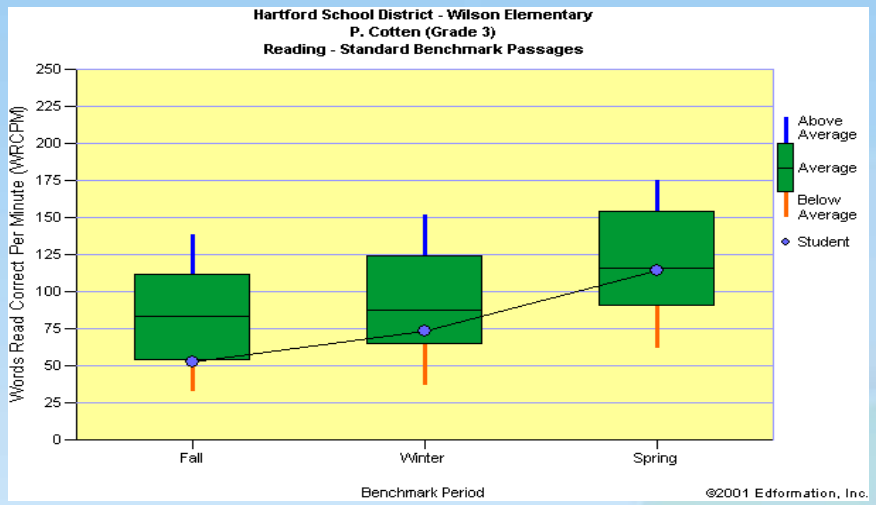
dibels.uoregon.edu



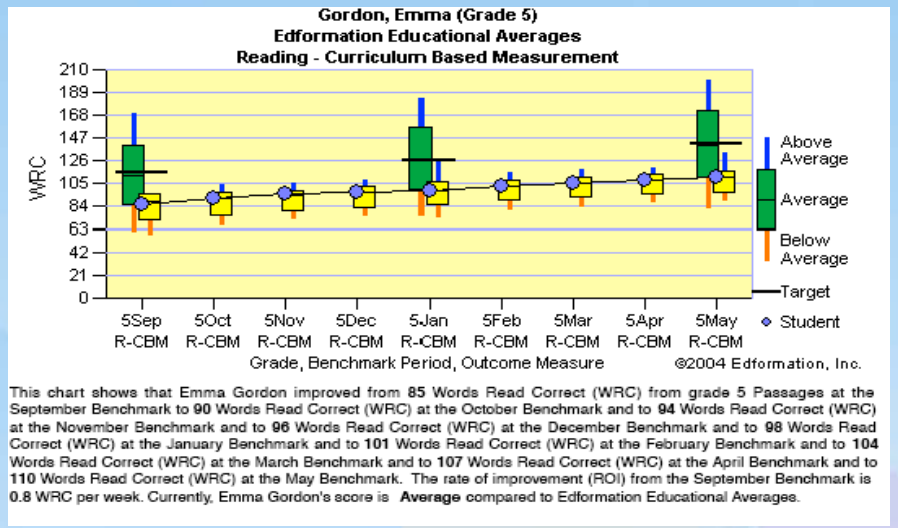
www.easycbm.com

www2.ctb.com/products_services/ypp

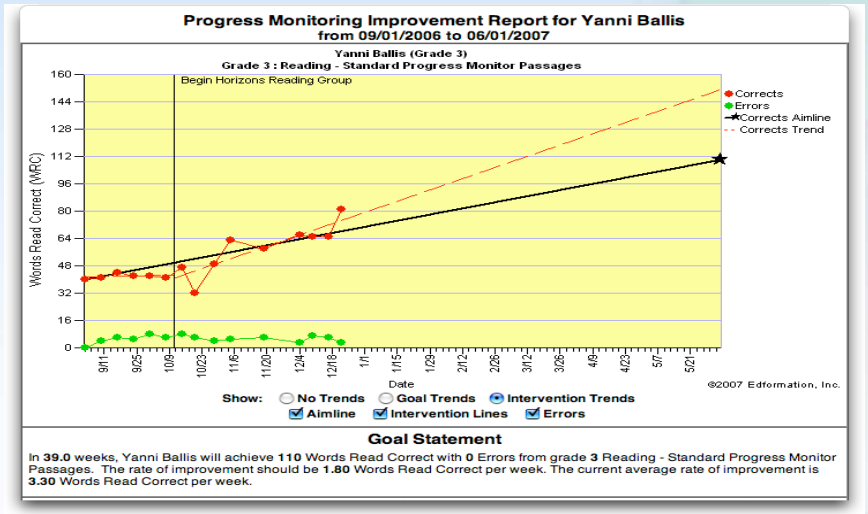
Seamless Across Tiers & Programs



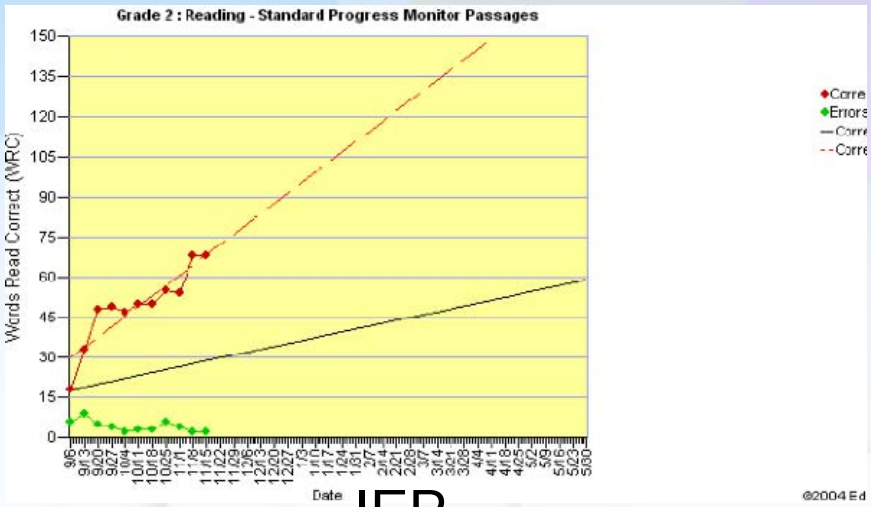
Tier 1



Tier 2



Tier 3



IEP Goals

SLD Eligibility in RtI^2

RtI Requires Us to Do Some Things Differently

Methods to Address…

Inclusionary Components ← Significant Attention

Determinant Factors ← More Attention

(e.g., Appropriate Instruction, Formal Assessment of Achievement at Reasonable Intervals, EL)

Exclusionary Components ← Minor Attention

(e.g., the same ones as previous)

Critical Vocabulary

Dual Discrepancy

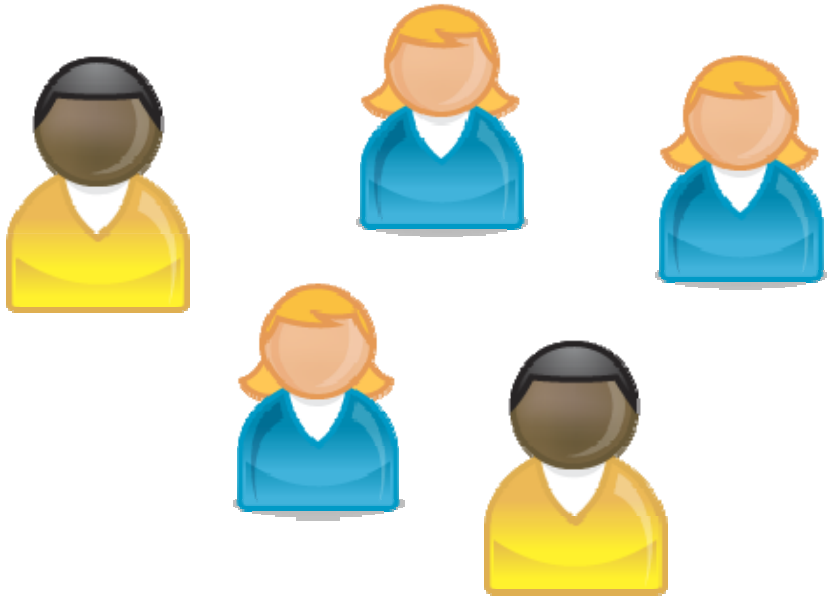
- A Student Displays a Severe Basic Skills Performance Discrepancy (Under-achievement) and a Severe Progress Discrepancy (Lack of Progress)
- Defines One of the Inclusionary Components – Things a Student "Must Have"

Critical Vocabulary

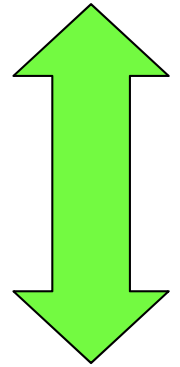
Instructional Need

- A Need for Specially Designed Instruction (i.e., Special Education) to Meet Student's Unique Needs
- Defines One of the Inclusionary Components – Things a Student "Must Have"

Average Achievement of Peers



Severe Performance Discrepancy: Severe Educational Need That Suggests the Need for Intensive Intervention

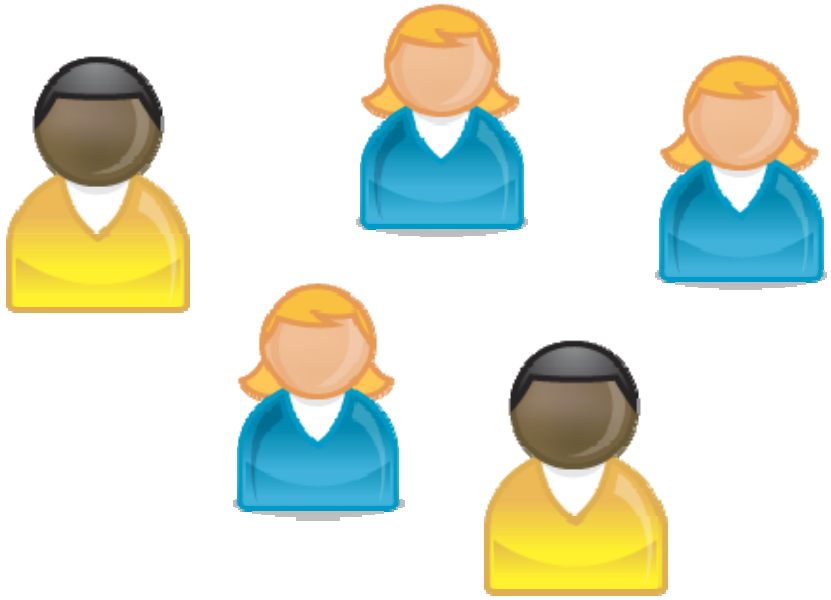


Student

Severe Performance Discrepancy, is Necessary, But Not Sufficient

Adapted from Fuchs, 2003

Average Achievement of Peers



Performance Discrepancy

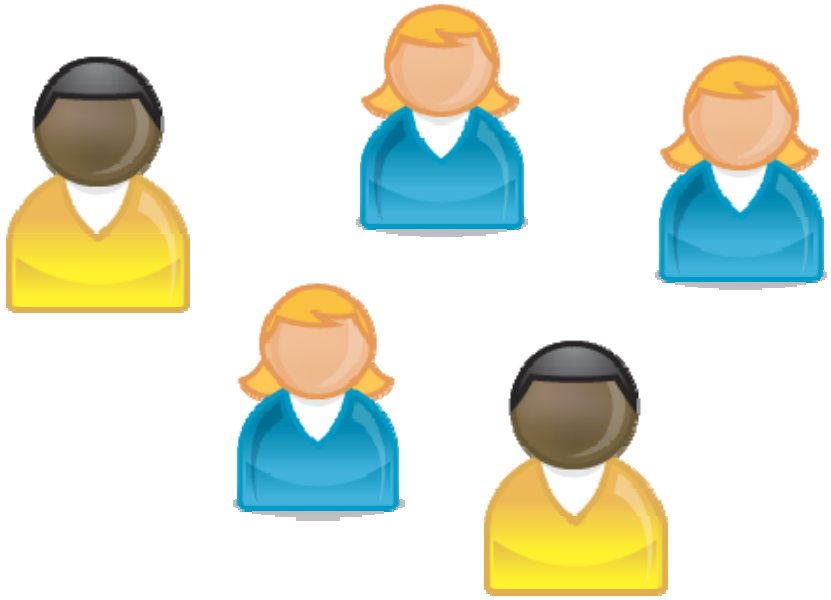
Student

No Progress Discrepancy:

Likely **Not** Eligible

Adapted from Fuchs, 2003

Average Achievement of Peers



Performance Discrepancy

And Progress Discrepancy

Student

May Be Eligible

Adapted from Fuchs, 2003

General Recommendations for RtI as Component of SLD Identification: Middle School

Students May Be Eligible for Special Education under the Category of SLD in Middle School If:

1. Inclusionary Factor 1: Severe Normative Performance Discrepancy on an Achievement Test Validated for Screening— Use Confidence Intervals and Don't Get Rigid on the Cut-Score

2. Inclusionary Factor 2: Severe Progress Discrepancy on an Achievement Test Validated for Progress Monitoring—Rate of Improvement (ROI) —that Fails to Significantly Reduce the Severe Achievement Discrepancy when:

   (a)Tier 3 Intervention is of Appropriate Intensity

   (b)Delivered With Fidelity

Students May Be Eligible for Special Education under the Category of SLD in Middle School If:

3. Inclusionary Factor 3: Need for Special Education Intervention (Specially Designed Instruction to Meet Student's Unique Needs)

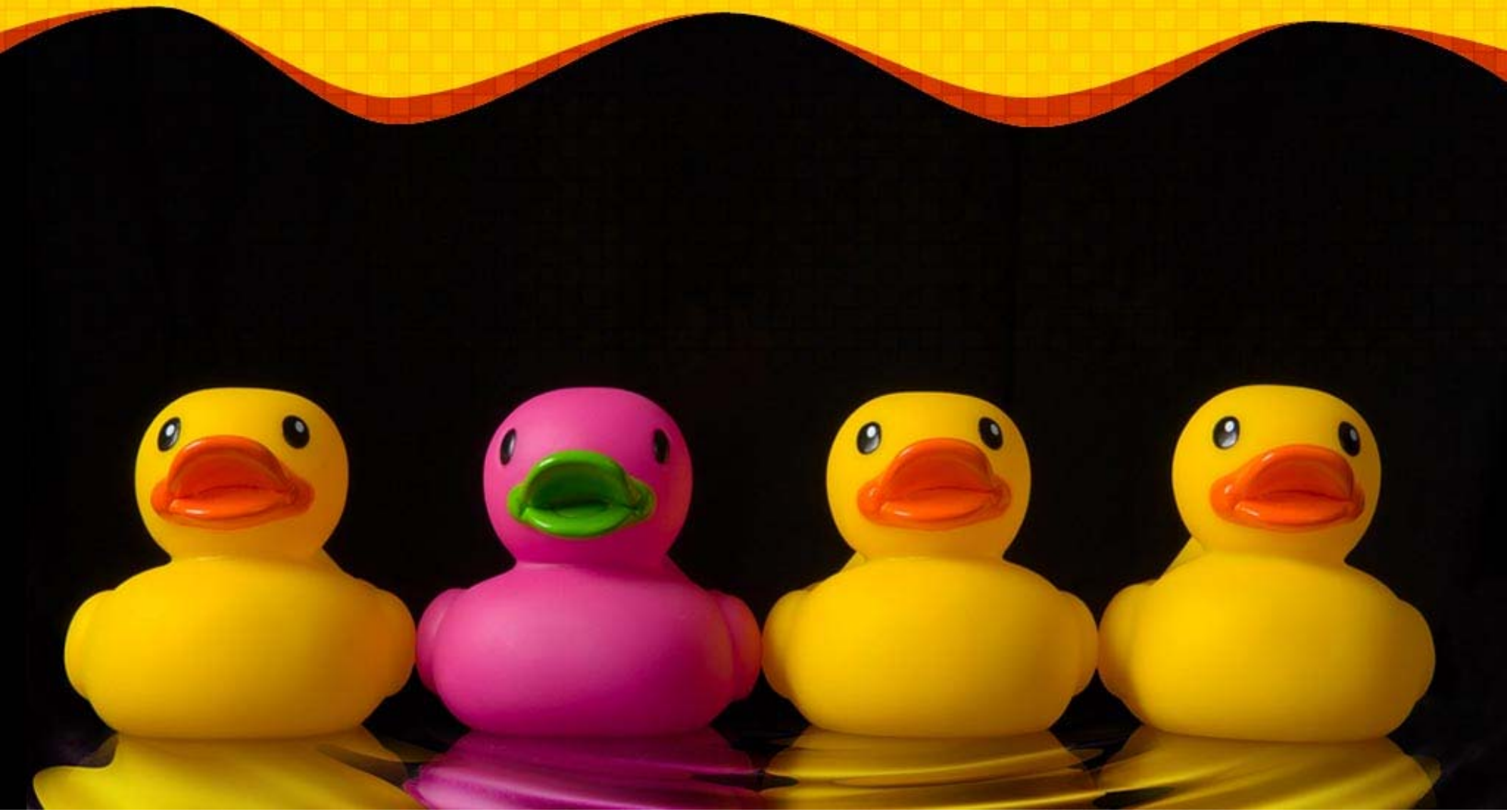
4. All Other Procedural Requirements (Determinant Factors and Exclusionary Components) Have Been Addressed

K-8 Caveats

K-8 Caveats

- Universal Basic Skills Screening Data Drive the Process
- Grade-level Teams w/ Administrative Support Proactively Triage Students into Tiers of Appropriate Intensity
- Process Does Not Include “Wait to Fail” at Tier 1 and Tier 2 to get to Tier 3 & Fail Again
- Only Rarely Do Tier 2 Students Move to Tier 3
- Interventions at Tiers 2 & 3 Use Intensive & Proven Programs

Better, More Straightforward IEPs and SE Progress Monitoring



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 (CVCe)	80%	Documented Observation	Grading Period
3	Frodo will decode words containing inflected endings (ing, ed, er, y, ly, ful)	80%	Documented Observation	Grading Period

Fewer, More Scientifically Sound, Observable, & Measurable Goals

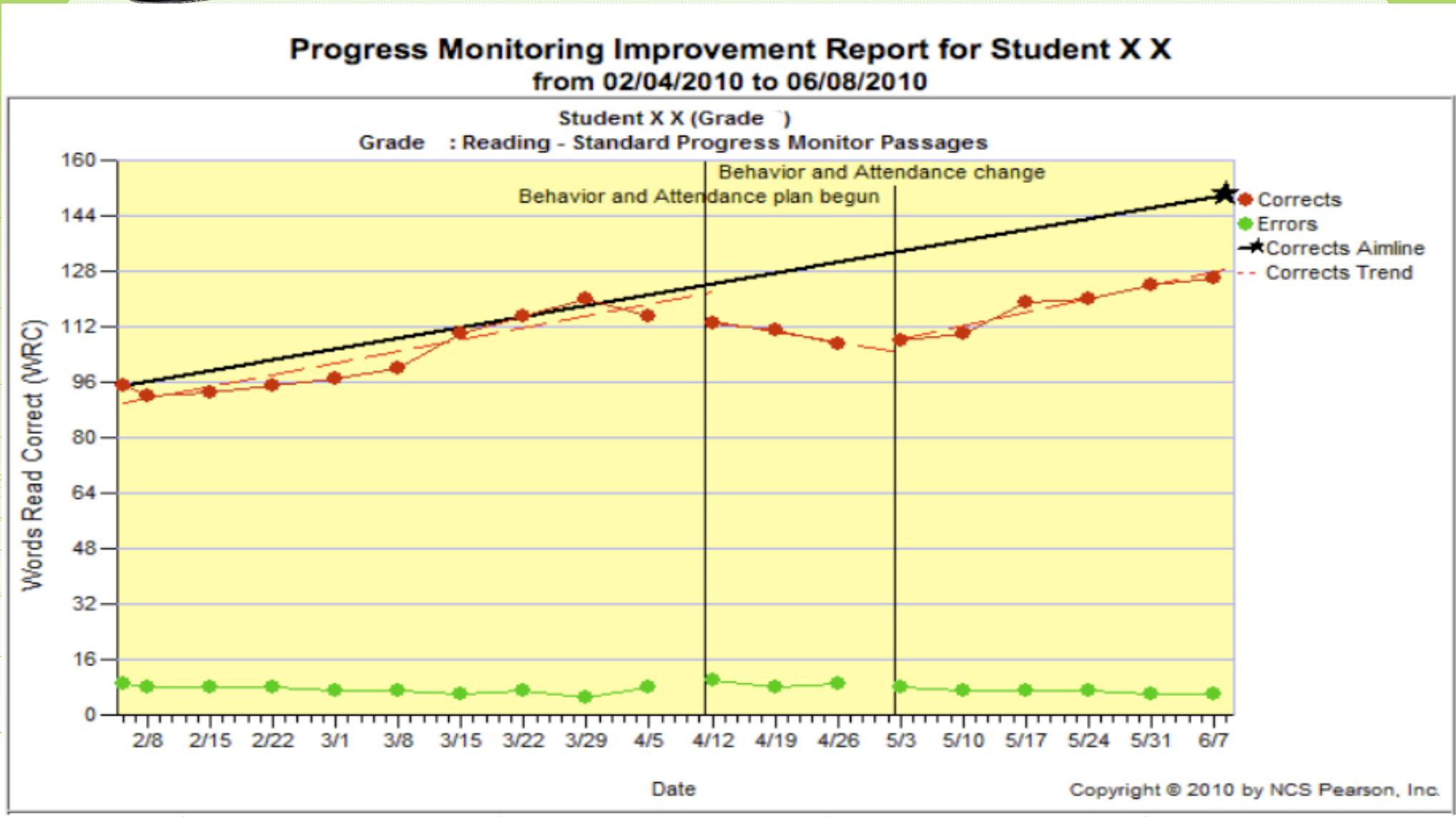
In 1 Year (Expiration of the IEP), John will:

Read 150 Words Correctly (WRC) with 3 or fewer errors from a randomly selected Grade 7 Standard Reading Passage
(Tied to the Standards That Defined the Performance Discrepancy)

Earn a score of greater than 35 points on a randomly selected Grade 6 Mathematics Applications Probe

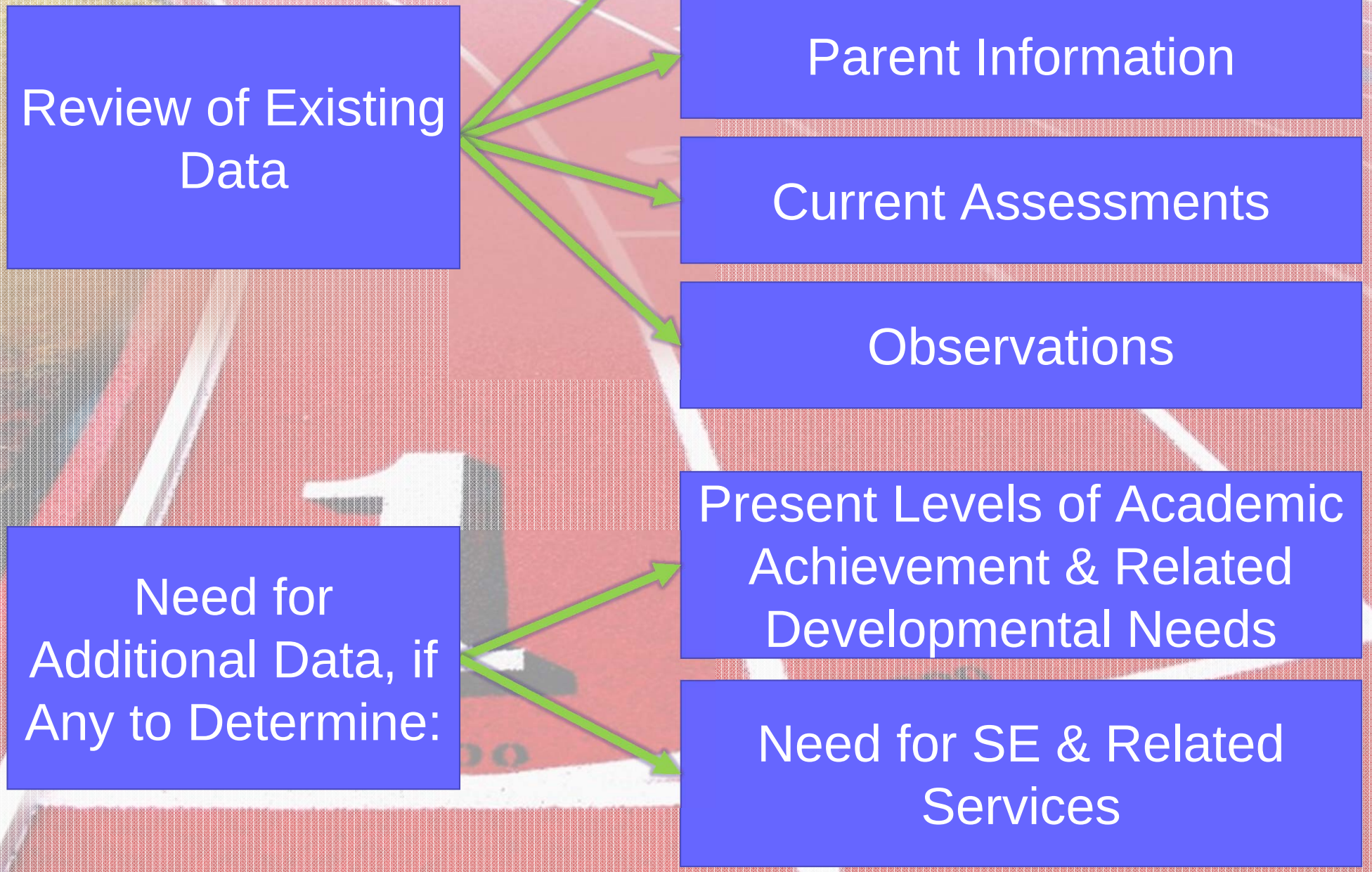
Write 65 Total Words (TWW) with 65 Correct Writing Sequences (CWS) given a randomly selected story starter.

Quality Progress Monitoring



More Efficient, Logical, & Relevant Re-evaluations & Annual Reviews

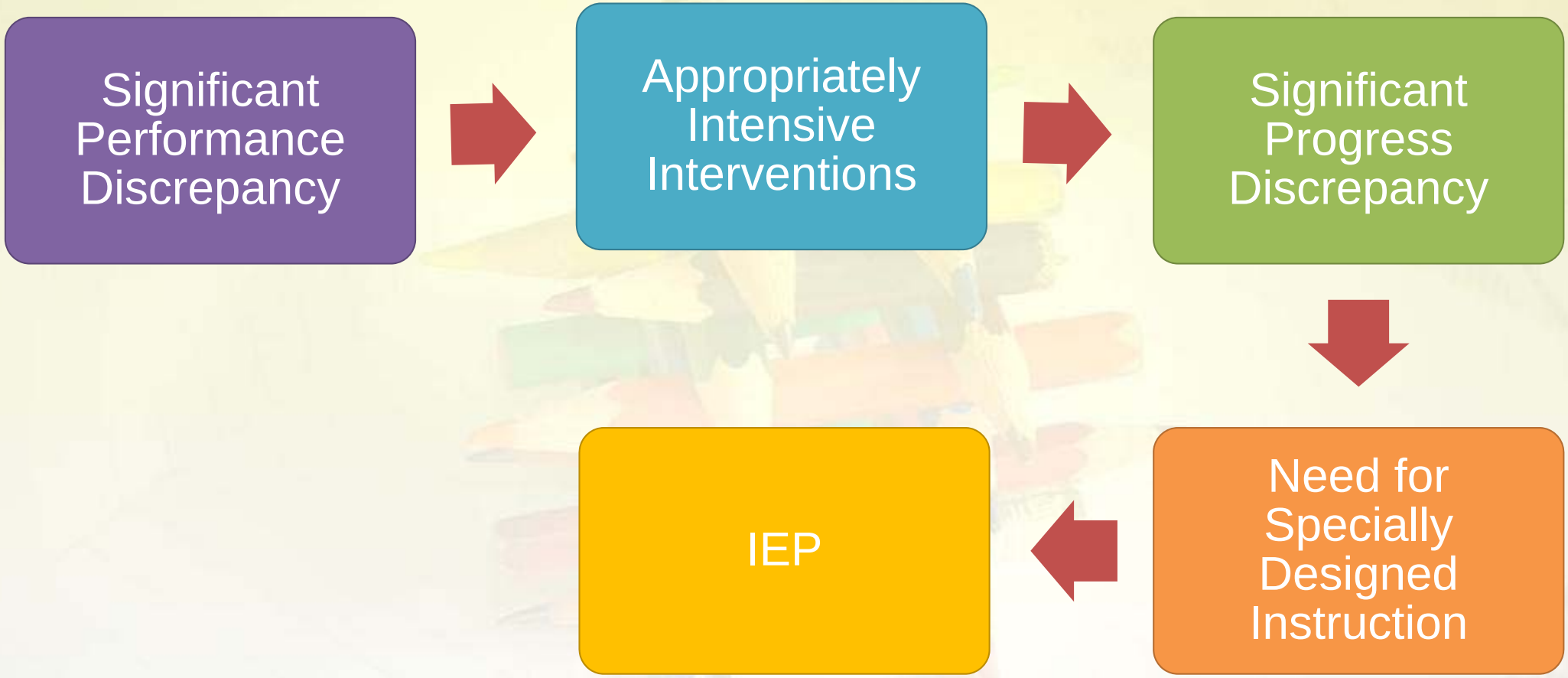
Start Here…


Review of Existing Data
Need for Additional Data, if Any to Determine:
Evaluations
Parent Information
Current Assessments
Observations
Present Levels of Academic Achievement & Related Developmental Needs
Need for SE & Related Services

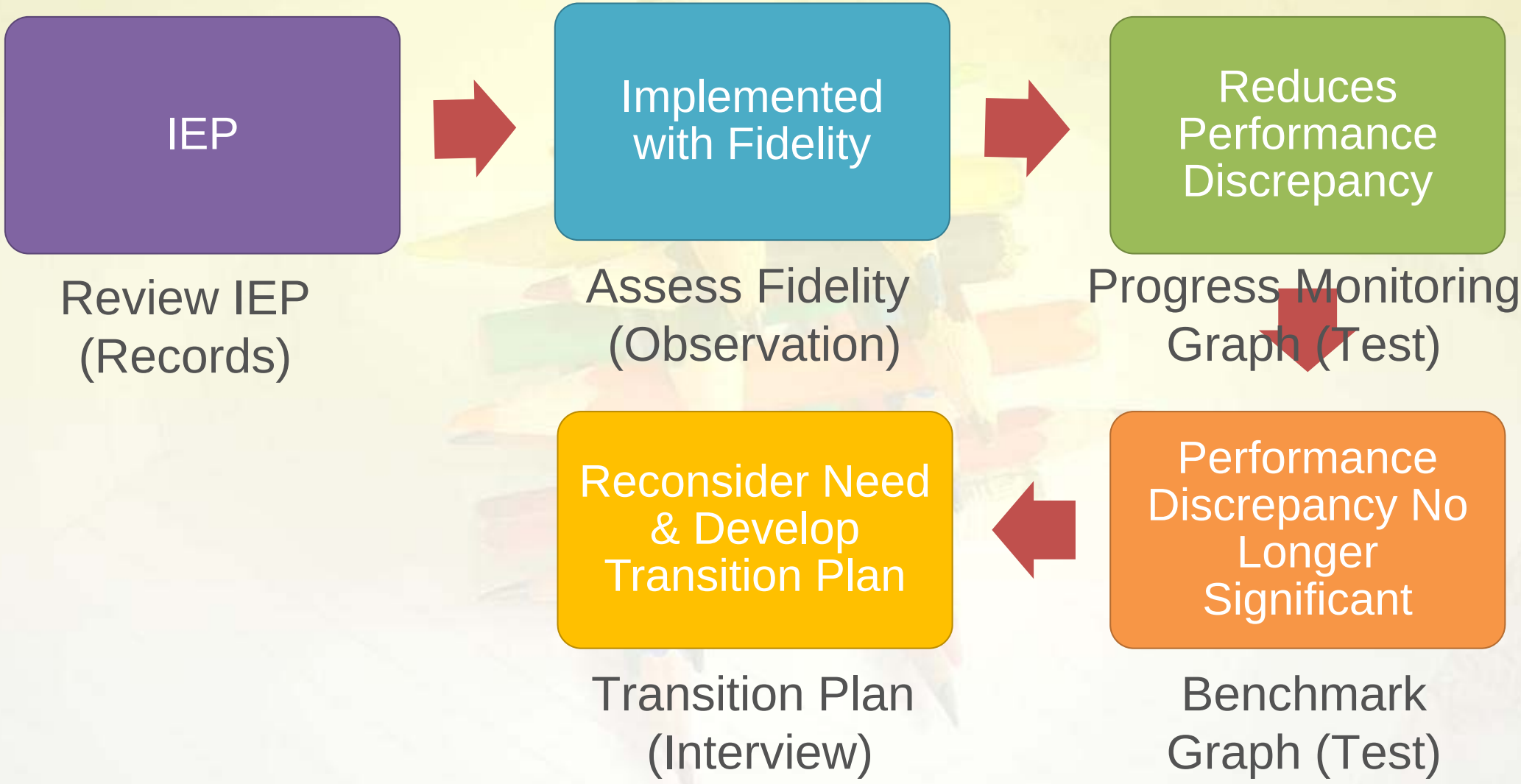
Key Questions

1. Is the Special Education Program Delivered as Intended?
2. Is the Special Education Program Benefitting the Student?
3. Does the Student Still Need Special Education?
4. Less Important—"whether the child continues to have such a disability"

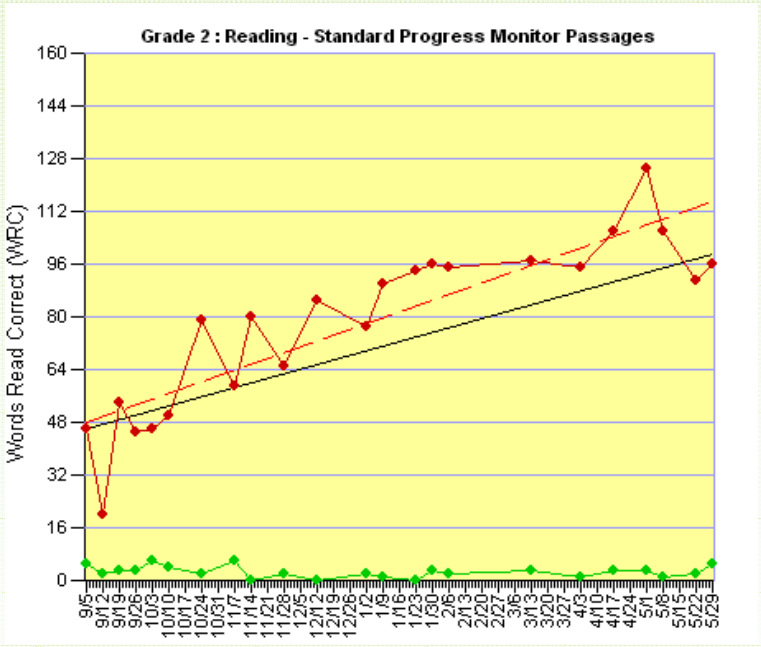
What Gets You Eligible in the First Place?

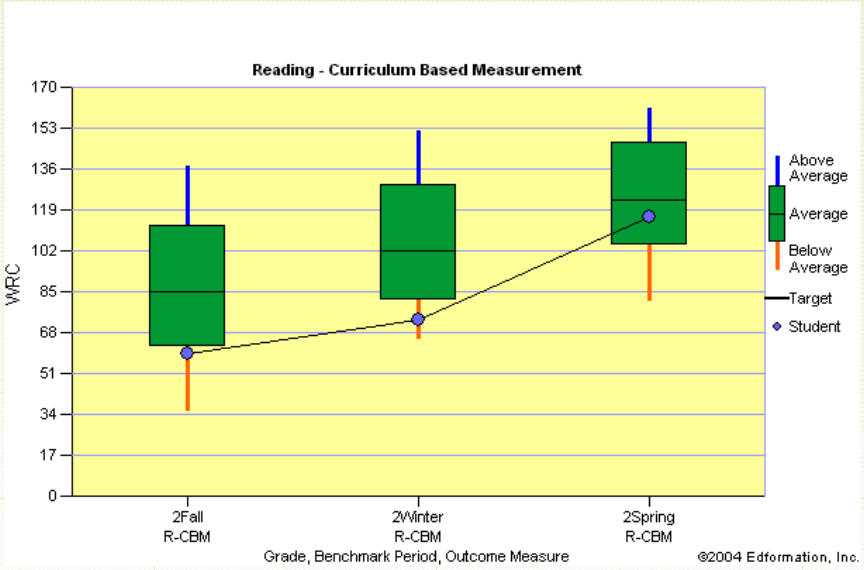


A Positive 3-year Re-evaluation and Annual Reviews…the Process in Reverse



What it Looks Like

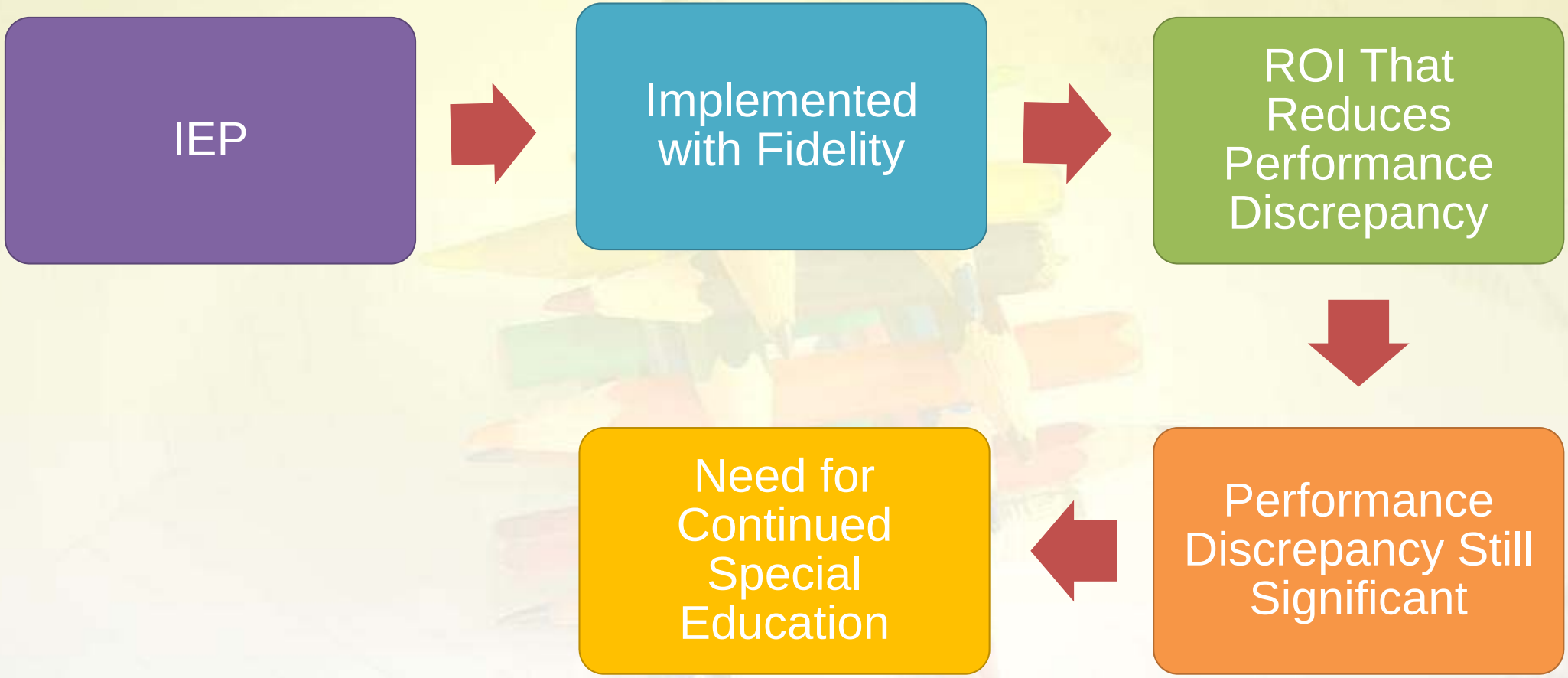




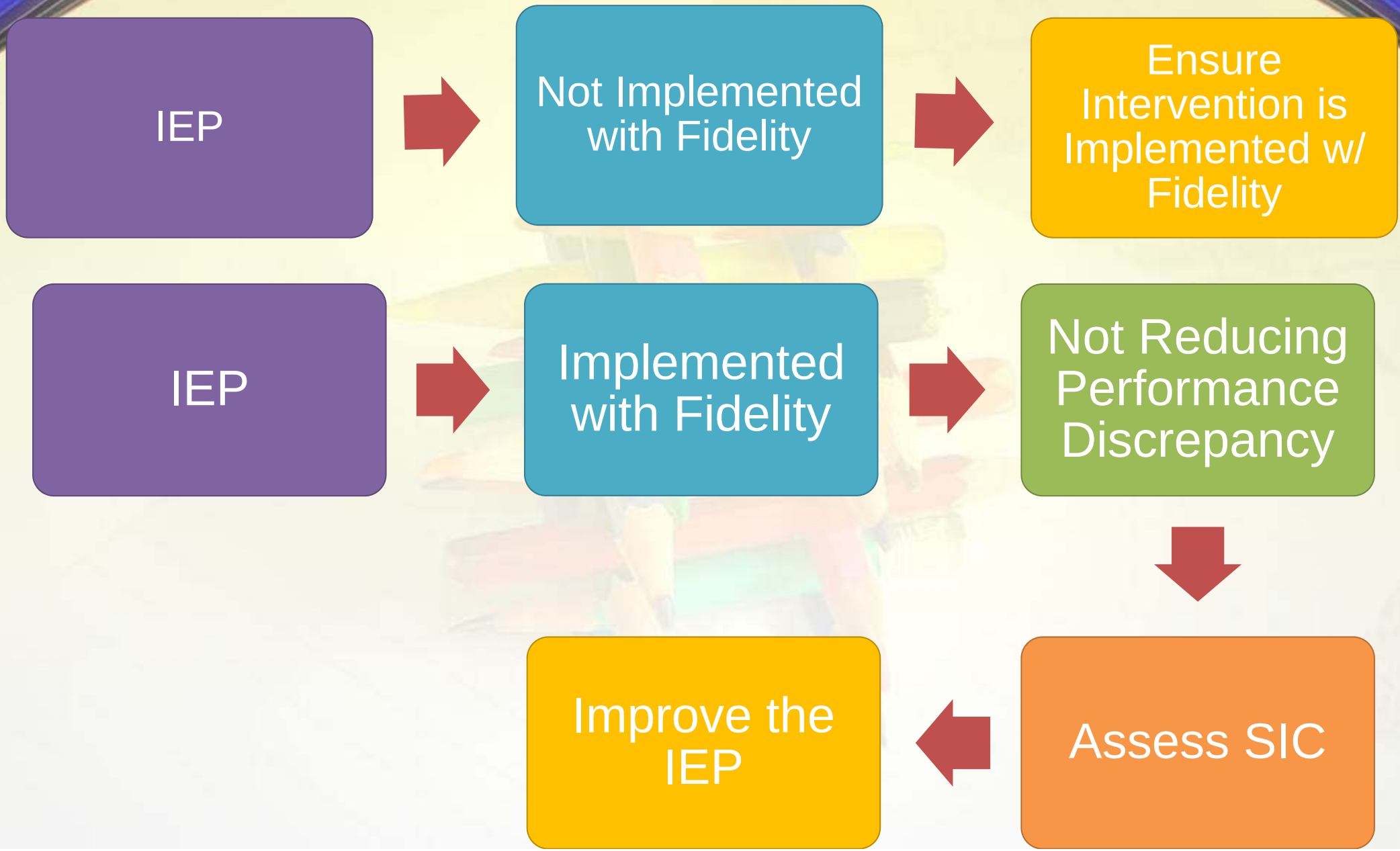
No Progress Discrepancy—Reducing the Gap!

No Significant Performance—No Need for Continued SE

Potential 3-year Re-evaluation and Annual Review



Potential 3-year Re-evaluation and Annual Review



Big Ideas: Require New Thinking

The Big Ideas: Require New Thinking

1. A Cornerstone of RtI2 is Data-Based Decision-Making
2. Old Thinking: Our Primary Assessment Focus for 40 Years Has Been on Special Education (SE) Eligibility—What a Student “Has”
3. New Thinking: Not Every Problem Learning is One That Requires SE

The Big Ideas: Require New Thinking

4. We Need to Shift Our Focus from an Obsession with SE Eligibility to One of Early Intervention and Providing Effective, Appropriately Intensive Intervention—What a Student “Needs”

5. With Quality RtI2 Decision Making Practices, SE Decision Making Becomes More Efficacious and Efficient

6. RtI2 Decision Making is Different in Meaningful Ways at High School Than at Middle or Elementary