# Response to Intervention: Demonstration Site Overview

## Laying the Foundation for RTI
## How it has Helped Students
## Lessons Learned
## Next Steps

Bremerton School District October 2007

*Jill Carlson, Principal of Crownhill Elementary School*
*Linda Sullivan-Dudzic, Special Programs Director and School Support*
*473-1061*

*These slides are a combination of OSPI RTI slides, Wayne Callender Training slides and Bremerton School District*

# Laying the Foundation for  RTI

**District-wide and building level support**
**Multiple funding sources**
**Principals and RTI leadership**

*These slides are a combination of OSPI  RTI slides, Wayne Callender Training slides and Bremerton School District*

# Response to Intervention: What are the big ideas?

- "RTI is the practice of providing high-quality instruction and/or intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions"

  » National Association of State Directors of Special Education Inc, 2005

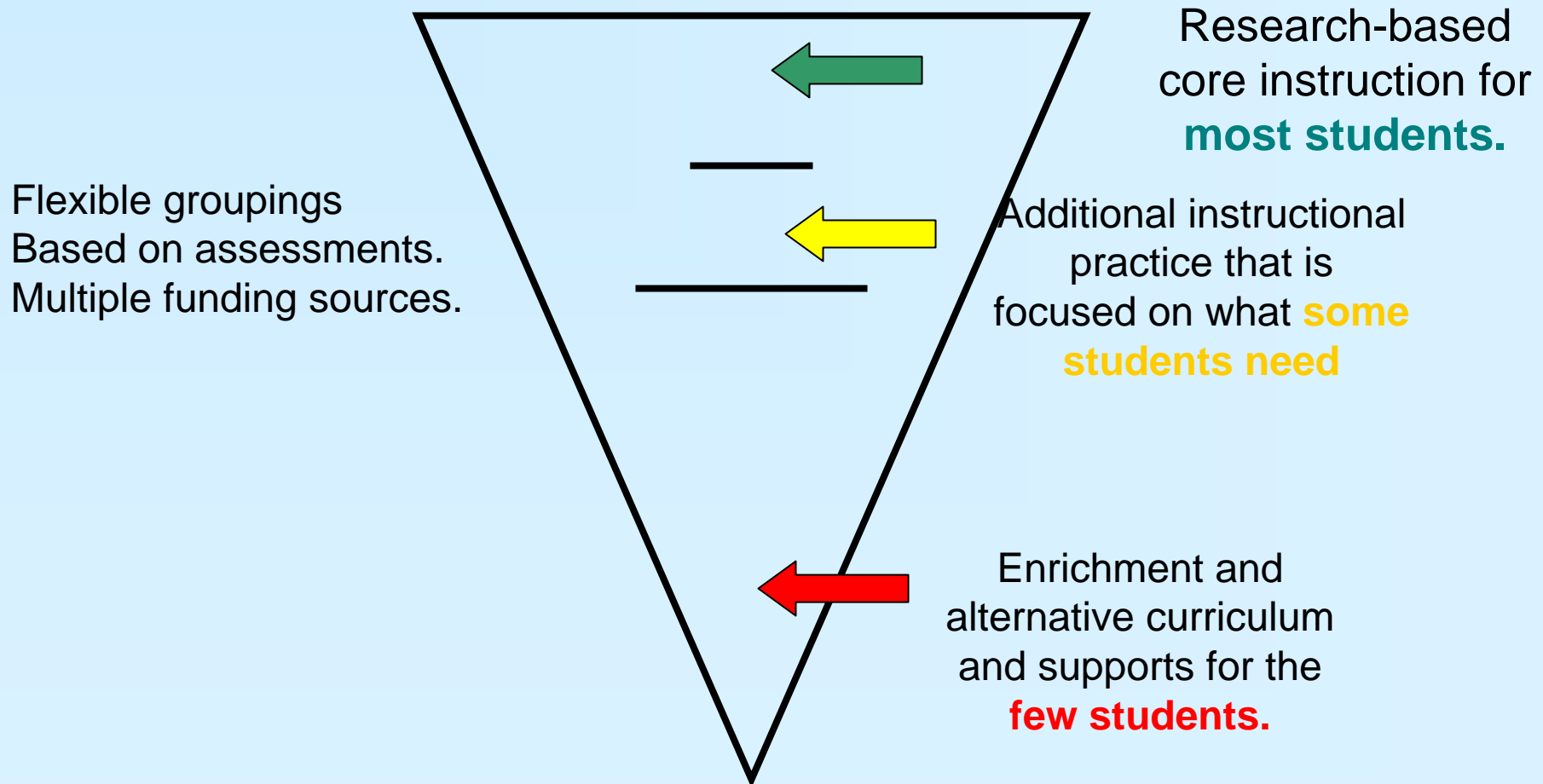**In Bremerton School District RTI is a general education initiative.**
**It is part of our district-wide and school wide plan to increase student achievement and reach every students.**

# Bremerton School District
## 360 473-1061

**Under the leadership of Linda Jenkins, asst. superintendent, we have been very intentional about building a system of support for students. We started with Reading and now are working on Math.**

Research-based core instruction for **most students.**

Flexible groupings
Based on assessments.
Multiple funding sources.

Additional instructional practice that is focused on what **some students need**

Enrichment and alternative curriculum and supports for the **few students.**

# RTI Process
# Laying the Foundation District Level

## 2 years reading research and core reading program adoption

| | |
|---|---|
| Sharon Vaughn | Marcy Stein |
| Dan Reschley | Jo Robinson |
| Anita Archer | Jack Fletcher |
| Jan Hasbrouck | Louisa Moats |

## Ongoing Professional Development (model teaching) on new curriculum

# System-wide Look
# Comprehensive Instruction Model

- **<u>Focus Instruction</u>** –

  Dr Sharon Vaughn – Tier 1,2,3

  Dr Jan Hasbrouck – 2 schools Tier 1,2,3

  Dr Jack Fletcher & Dr Dan Reschley – RTI

  Dr Louis Moats – Vocabulary LETRS

  Dr. Anita Archer

# System-wide Look Comprehensive Instruction Model

- **Alignment of District Resources and RTI** – Make all schools school-wide connect Special Programs, Special Ed, Title I, Title II, LAP,I-728, and General Ed.

# RTI & Big Ideas for Instruction

- **High quality instruction/intervention**: Instruction or intervention matched to student need that has been demonstrated empirically and by practice to demonstrate high learning rates for most students

- **Learning rate and level of performance**: Learning rate refers to student's growth in academic or behavioral skills over time in comparison to prior levels and peer growth rates.  Level of performance refers to a students relative standing (growth) on some critical dimension of academic or behavioral skills compared to expected/predicted growth.

- **Important educational decisions:** Decisions about intensity and duration of interventions are based upon data across multiple tiers of intervention.

# District Reading Curriculum Map

| | Kindergarten | 1st grade | 2nd grade | 3rd grade |
|---|---|---|---|---|
| **Core Plus Enrichment** (90 minutes of core at advanced level) DIBELS Benchmark Testing 3 x per year | Read Well 1 and Plus | Read Well Plus Open Court 2nd Grade | Open Court 3rd Grade | Open Court 4th Grade |
| **Core** (90 minutes of core with differentiation) DIBELS Benchmark Testing 3 x per year | Read Well –K | Open Court | Open Court | Open Court |
| **Core With Intervention** (90 minutes of core plus 30-60 min. of intervention) DIBELS Progress Monitoring every 2 -4 weeks | Read Well –K | Read Well or Open Court with intervention | Open Court with intervention | Open Court with intervention |
| **Replacement Core** (90 minutes of replacement core plus 60 more min. of intervention) DIBELS Progress Monitoring every 1-2 weeks | Early Reading Intervention (ERI) then into Read Well K | Read Well Reading Mastery Classic | RW and RW Plus Reading Mastery Classic Kaleidoscope | RW and RW Plus Corrective Reading Kaleidoscope |
| **Individual Programming** (90+ minutes of individual programming –reserved for most significantly delayed SPED students) DIBELS Progress Monitoring as need. | Balanced Literacy | Balanced Literacy Exploring Nature Read, Write, Type | Balanced Literacy Exploring Nature Read, Write, Type Edmark Level 1 or 2 | Balanced Literacy Exploring Nature Read, Write, Type Edmark Level 1 or 2 |

# Supplemental Program Options
## (30 to 60 minutes of additional instruction)

| Supplemental Programs for Strategic Instruction<br>Tier II or III<br>(30 to 60 min. in addition to core instruction) | Phonemic Awareness | Phonics | Fluency | Comprehension | Vocabulary |
|---|---|---|---|---|---|
| **PROGRAMS** | | | | | |
| Kindergarten PALS | K | K | | | |
| First Grade PALS | 1 | 1 | 1 | | |
| Teacher Directed PALS | 1 | 1 | 1 | | |
| Open Court Phonics Kits | 1, 2, 3 | 1, 2, 3 | | | |
| Phonics for Reading | | 1, 2, 3 | 1, 2, 3 | | |
| SRA Early Interventions in Reading (EIR) | 1, 2, 3 | 1, 2, 3 | 1, 2, 3 | 1, 2, 3 | |

Bremerton School District Reading Map, revised 2007 Kelli Leavell and District TOSAs

# Add

- Powerful Teaching and

  Learning, *Duane Baker*

  *and Allison Olzendam*

- Behavior, *Dr. Jeff Sprague*

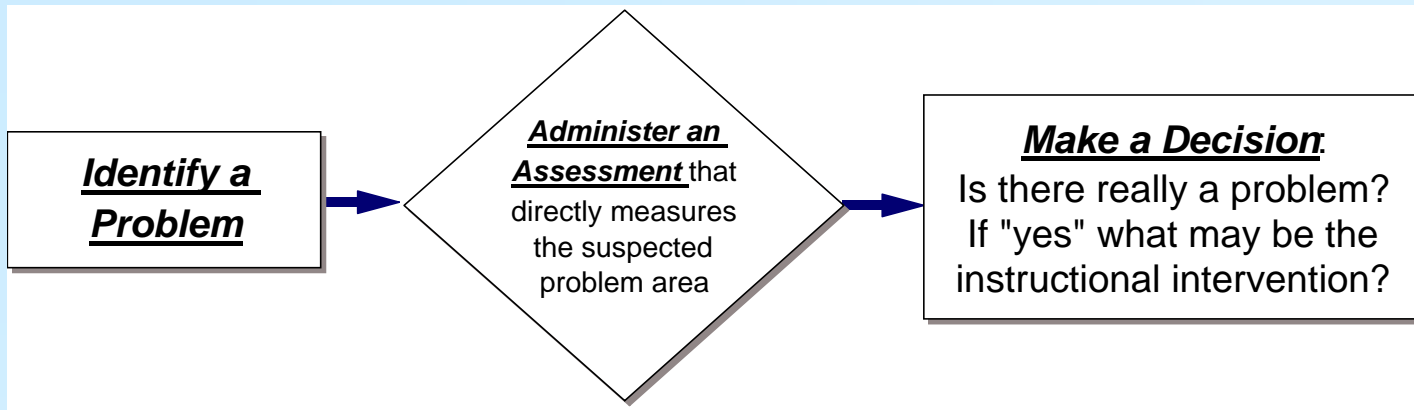- **Assessment Cadre***, Dr Bob Hamilton and Linda Jenkins*

Central Office and Principals
*"You cant lead what you don't know."* Linda Jenkins

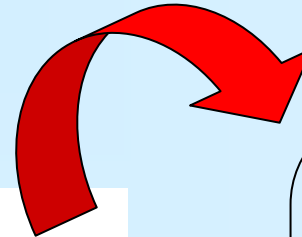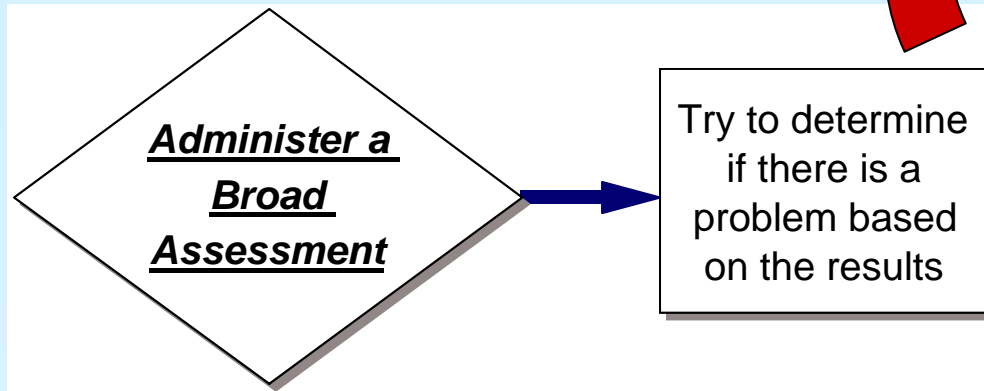Teachers
Instructional Coaches, TOSAs, Lead Teachers

# Many of you are not new to the problem solving approach. . .

- RTI helped us focus and gave us additional tools to use.
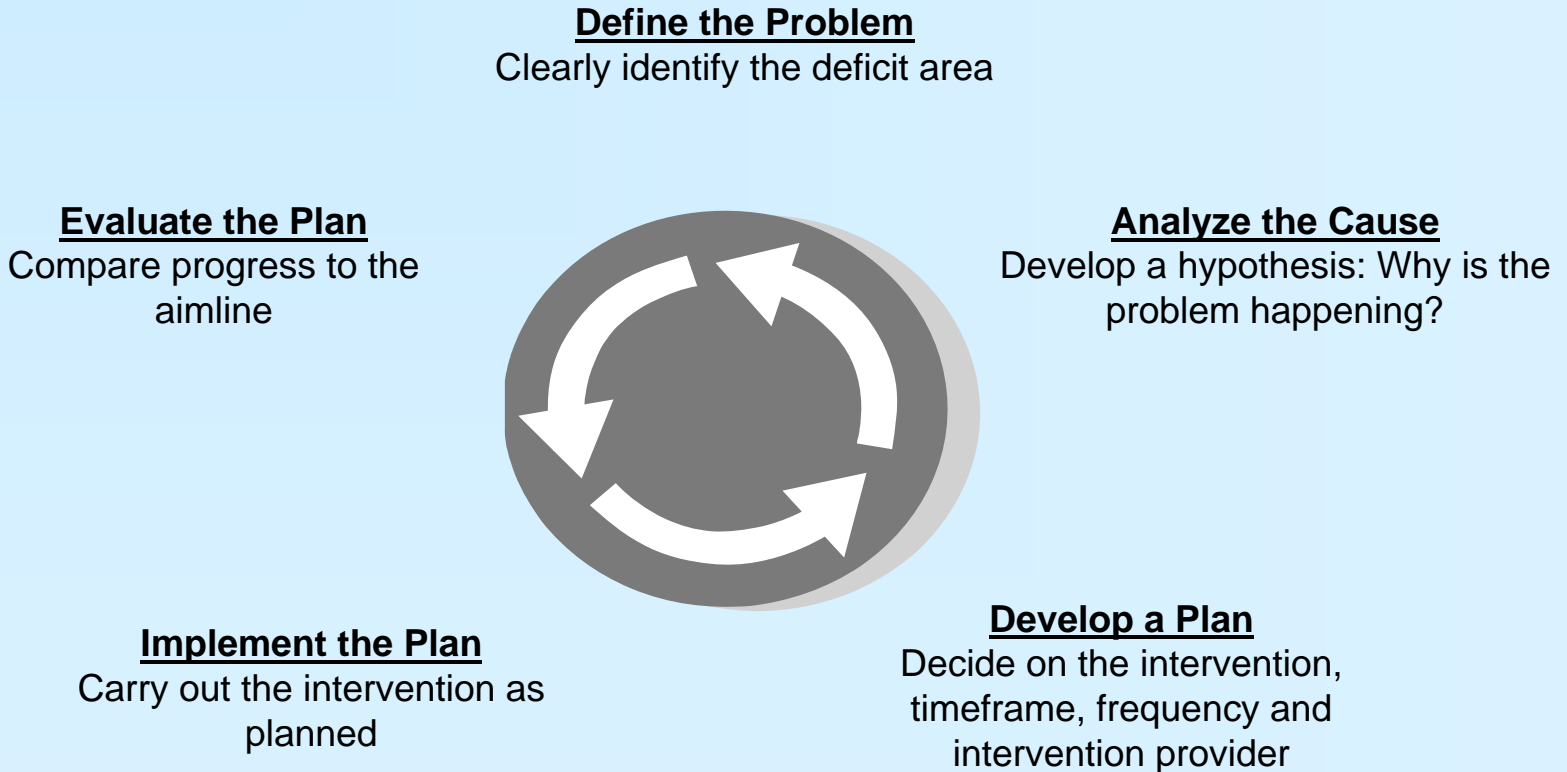
# Targeted Assessment

**_Identify a Problem_**

→

**_Administer an Assessment_** that directly measures the suspected problem area

→

**_Make a Decision_**: Is there really a problem? If "yes" what may be the instructional intervention?

# Non-targeted Assessment

**_Administer a Broad Assessment_**

→

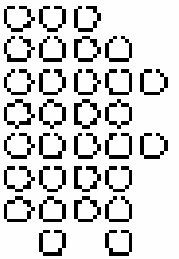Try to determine if there is a problem based on the results

The Problem is that we end up with data that we don't need and we haven't even confirmed the actual problem! *(data rich and analysis poor phenomenon)*

OSPI WA State
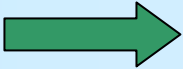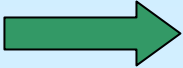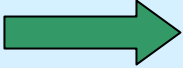
# A Problem Solving Process

**Define the Problem**
Clearly identify the deficit area

**Evaluate the Plan**
Compare progress to the aimline

**Analyze the Cause**
Develop a hypothesis: Why is the problem happening?

**Implement the Plan**
Carry out the intervention as planned

**Develop a Plan**
Decide on the intervention, timeframe, frequency and intervention provider

OSPI WA State

# New Perspective
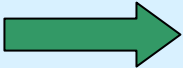
A Problem =

$$\frac{\text{What is Expected}}{\text{Performance}}$$

# New Tools Domains of Influence

| | | |
|---|---|---|
| **I.**nstruction | → | How we teach |
| **C.**urriculum | → | What is being taught |
| **E.**nvironment | → | Context where learning is to occur |
| **L.**earner | → | Characteristics that directly relate to the area of concern |

# R.I.O.T.

| Review | Interview |
|---|---|
| • Work Samples<br>• Cumulative Folders<br>• Health Records | • Teachers<br>• Parents<br>• Student<br>• Significant Others |
| **Observe**<br>• Student-teacher<br>• Student-peer | **Test**<br>• Curriculum based<br>• Norm referenced<br>• Criterion referenced<br>• Rating Scales |

# Ensure the Intervention is Working at the Anticipated Rate!
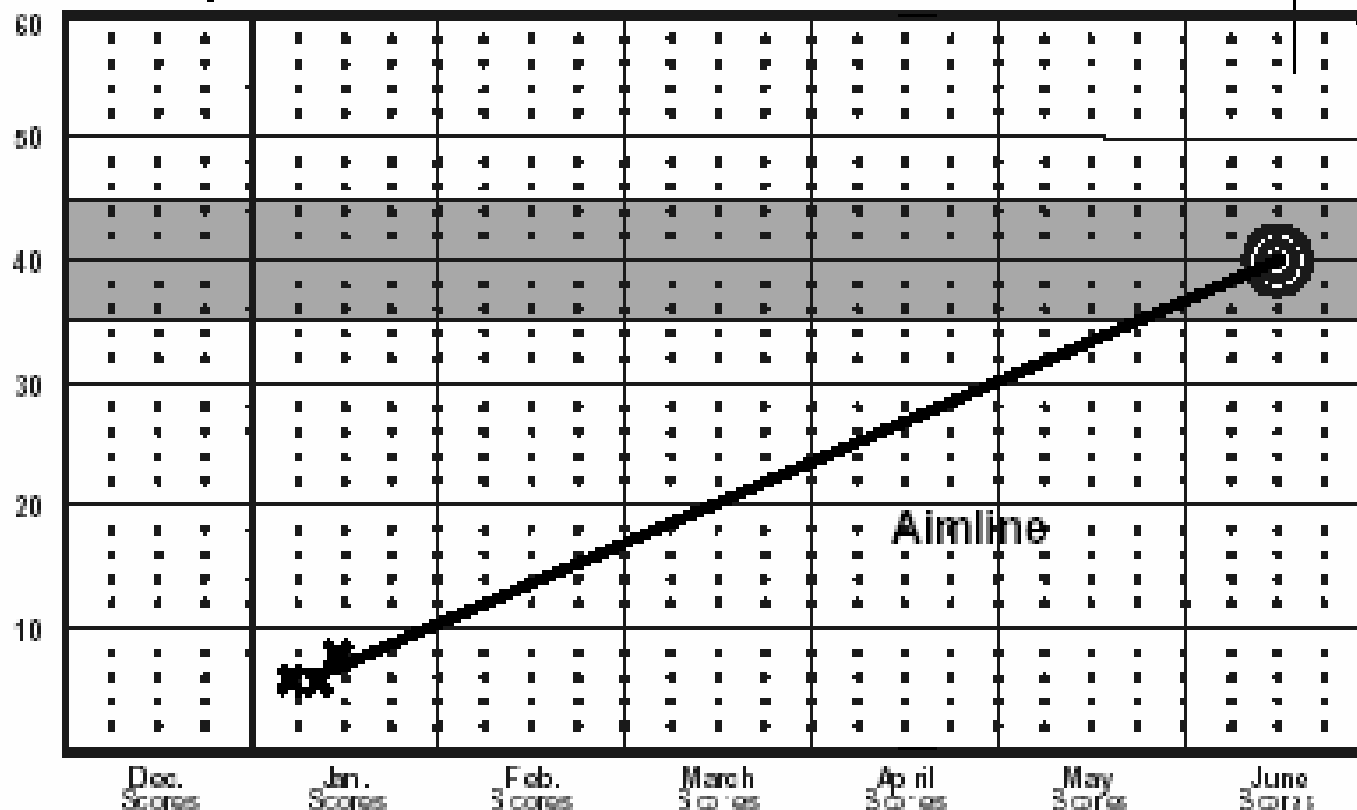


The <u>aimline</u> connects where you are to where you want to get to, and shows the course to follow to get there.

*New Tools*
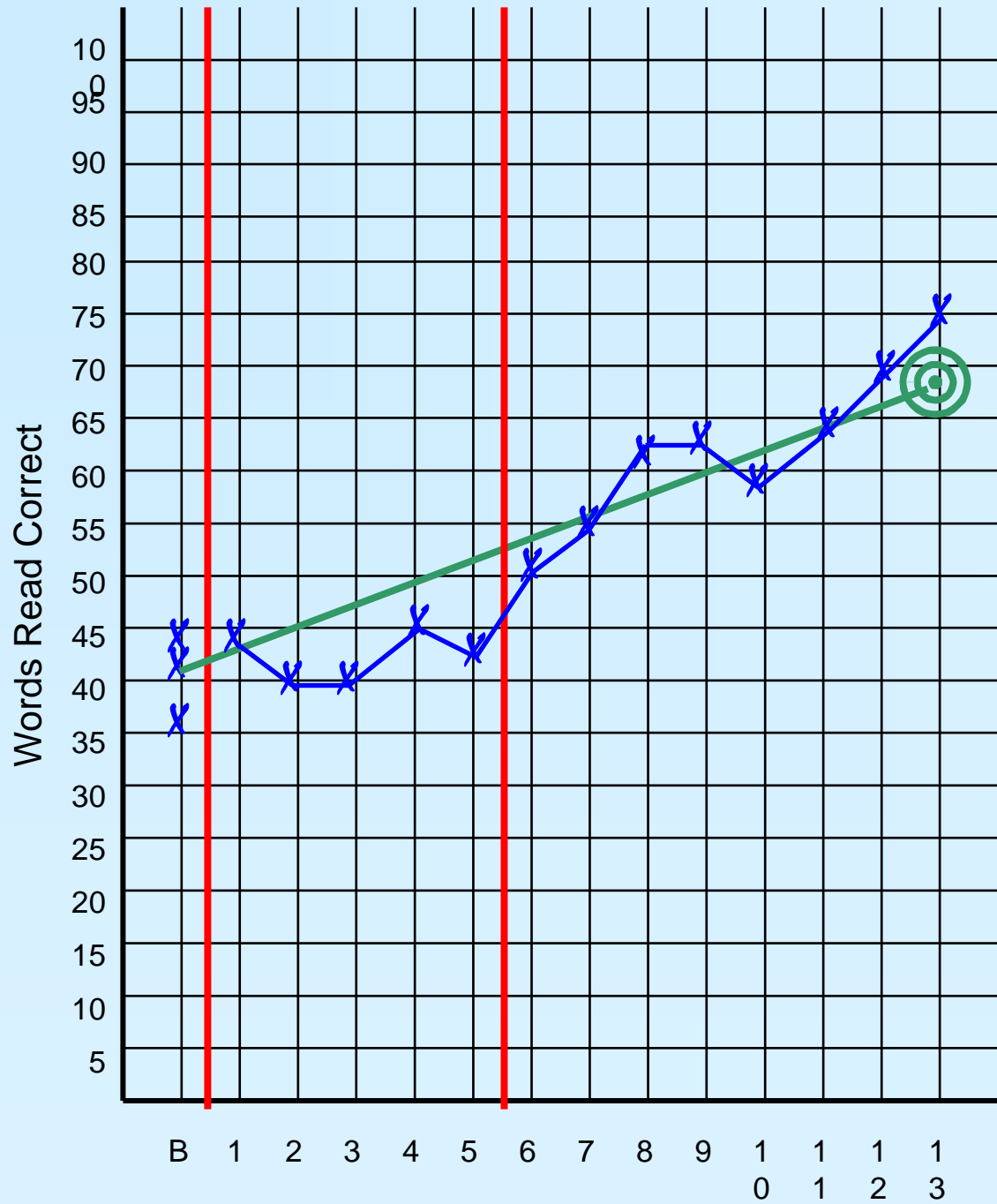
# Ready to Benefit
# RTI General Education Initiative



- Connecting Systems

- Started with Elementary
  - Structure in place
  - Had success (Reading)

# Process

- Teachers attended Reading Academy August 2005 heard Wayne Callender
- Brought Wayne back to our district Spring 2006 and asked for feedback at the end of the training.
- Spring 2006 Team visit to Oregon Federal Demonstration Site
- 2 year contract with Wayne and request to be a demonstration site for WA

# RTI Training and Support

Schools initiate a two-year implementation process for establishing RTI best practices

2006-7 with Wayne Callender:

- Representative teams from each school attend 6 days of core training
- Training and support occur across the school year in regular intervals to allow for systematic implementation of essential RTI components
- School-based teams meet weekly to implement RTI and complete assignments
- Teams consist of the building principal, regular and special education teachers, building specialists such as Title I, school psychologist, counselors, etc.
- Schools complete Action plans for system-wide implementation of RTI
- Program Evaluation: review effectiveness of RTI core components

CÓRE

# K–6 and 6–12 Implementation Rubrics

## K–6 Implementation Rubric

This rubric was developed to assist teachers and administrators in effectively implementing a research-based reading/language arts program. The criteria attached are consistent with the following National Academy of Sciences 1998 report *Preventing Reading Difficulties in Young Children, Reading IS Rocket Science* (AFT), the *Report of the National Reading Panel* (2000), *Put Reading First* (2001), the requirements of the No Child Left Behind Act, and many states' standards and legislation. The rubric includes the Secretary of Education's Six Steps to Success along with one additional step: the selection of research-based materials.

In order to make the structural and instructional changes necessary to ensure that all students will read well, school leaders play a vital role. It is not enough that teachers are trained, but schools must significantly alter the ways they organize and conduct the teaching of reading. Schools—more than at any time—will be under close scrutiny in the implementation of state program requirements. Large sums of money have been invested in professional development, but unless administrators and teachers are diligent and relentless in the pursuit of excellence in teaching reading, much of the money may be wasted. This rubric is intended to serve as a blueprint to assist administrators and others responsible for literacy leadership, as well as classroom teachers, to understand the elements that must be in place for full and successful implementation leading to high student achievement.

This rubric is not to be used for teacher evaluation; rather, it is a continuous improvement document that should be used for support and growth.

**Key to ratings (column headers in table)**
4 represents full implementation and strong evidence of the component.
3 indicates implementation is evident but not consistent.
2 indicates the components are evident in a limited way.
1 indicates poor implementation and limited evidence.

SBRR = Scientifically-based reading research
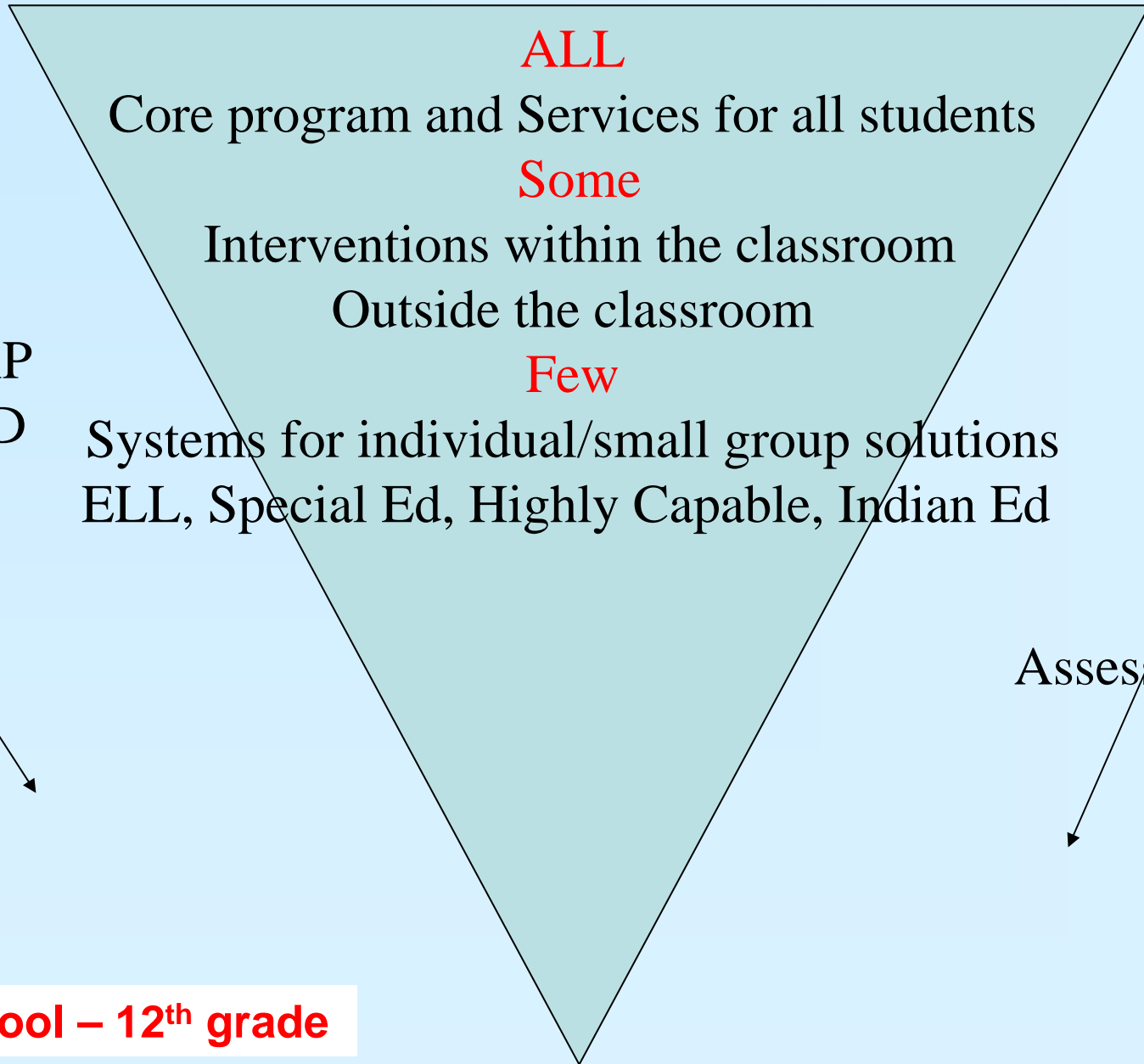
# RTI Training and Support

Year 2007-8

- School-based teams attend advanced/follow-up training
- Extensive on-site support is provided to participating schools
- Schools complete sustainability plans
- District creates RTI support plan to ensure alignment of practices/policies  between buildings and district office
- 6$^{th}$ grade team joins in.
- Add Math

# Bremerton Pilot Schools

- Armin Jahr
- Naval Ave.
- Crownhill
- View Ridge
- West Hills
- Kitsap Lake

- Secondary Schools are building a system of support working with
- Dr. Jeff Sprague on Positive Behavior Support System
- Our Secondary TOSAs, Department Heads, Principals & Administrative Teams to develop a system of support in Math and Language Arts.

# Response to Intervention

- *General Ed Initiative*
- *Principal sits on the RTI team*
- *All members attended a district wide session with Wayne Callender*
- *Meet each week*
- *11 –12 Team members*
- *Interventionist or designated person keeps the paperwork and various forms*

ALL
Core program and Services for all students
Some
Interventions within the classroom
Outside the classroom
Few
Systems for individual/small group solutions
ELL, Special Ed, Highly Capable, Indian Ed

Title I/LAP
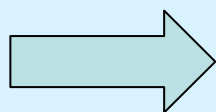Special ED

Assessment

**Preschool – 12th grade**

# **IDEAL** Process

- **Identify** the problem
- **Define** the problem
- **Explore** the intervention (options)
- **Act** on the plan
- **Look** at the plan

Assessment Procedures/Data Sources — Date

| | R (Review) | I (Interview) | O (Observe) | T (Test/Assess) |
|---|---|---|---|---|
| **I** Instruction | | | | |
| **C** Curriculum | | | | |
| **E** Environment | | | | |
| **L** Learner | | | | |

| **Clipp** | Assessment Procedures/Data Sources | **ICEL Assessment Summary** |
|---|---|---|

| | R (Review) | I (Interview) | O (Observe) | T (Test/Assess) |
|---|---|---|---|---|
| **I Instruction** | 1. Students receive only primary instruction; no supplemental instruction in core classes<br>2. No specific reading instruction for struggling readers<br>3. Overall reading scores average<br>4. 15% failure rate in Language | 1. Teachers report need for supplemental/basic courses for stuggling student (to address basic skill deficits)<br>2. Teachers feel instructional format appropriate for most students<br>3. No supplemental instruction in reading | 1. Students work on incomplete work/get assistance with homework during At-Risk class<br>2. Limited accomodations offered for students (all classes)<br>3. Chad struggles with pace (all classes), asks many questions during instruction in math | Mixed results on Checklist of Effective Instruction: should consider professional development opportunities for all staff. Target areas include: grouping, explicit instruction and progress monitoring. |
| **C Curriculum** | *Overall class ISAT scores in reading and math average<br>*Intervention program not research based<br>*No specific At-Risk curriculum - focus is completing work and passing classes. | Teacher uncertainty regarding curriculum accommodations to assist struggling students<br><br>Teachers desire program to assist struggling students<br><br>At-Risk teacher no formal training teaching reading | English curriculum appears difficult for class, especially for struggling students<br><br>Students highly engaged in Science curiuculum<br><br>Student s working on homework in At-Risk class | No specific curriculum used in At-Risk<br><br>English text readability = tenth grade<br><br>Physical Science readability = ninth grade<br>Math= consistent with intermediate level math and state standards. |
| **E Environment** | *Classroom expectations communicated to sudents<br>*No school-wide systematic intervention program<br>*No school -wide reinforcement/assistance programs<br>*15% failures in Language , 9% in math | 1) At-Risk teacher indicates class has too many students, many are not motivated to work<br>2) Chad indicates it is difficult to concentrate during At-Risk & language classes | Classroom environments generally conducive to learning (e.g., good structure and organization)<br><br>Students appear attentive in regular classes; less attentive in At-Risk (on-task 65%) | The classroom Environment Scale indicates strengths in areas of discipline, management of learning, orderly environments, student involvement (Lang. & Science).<br>At-Risk - concerns in content and student involvement |
| **L Learner** | I-SAT Reading = 5th grade, average in other areas including math<br><br>Not previously evaluated for special education<br><br>Received supplemental instruction in reading (3 yrs. in Elem. and 2 yrs. in MS) | Parents concerned about reading - are considering Sylvan Learning Center<br><br>At-Risk teacher reports Chad tries hard and works well<br><br>Chad reports not liking reading - does not like being in "dummy classes" | Chad is generally attentive in classes<br><br>Does well in classes that do not require extensive reading or that allow/ make accommodations<br><br>Avoids reading activities, but is motivated to learn | *Survey Level Reading = beginning 5th grade (105 wpm)<br>* Word attack skills (polysyllabic words) impact fluency. Over reliance on sight words<br>*Good basic math skills<br>*Good writing skills, poor spelling |

# Functional Assessment of Academic Skills

## Looking Deeper with Problem Analysis
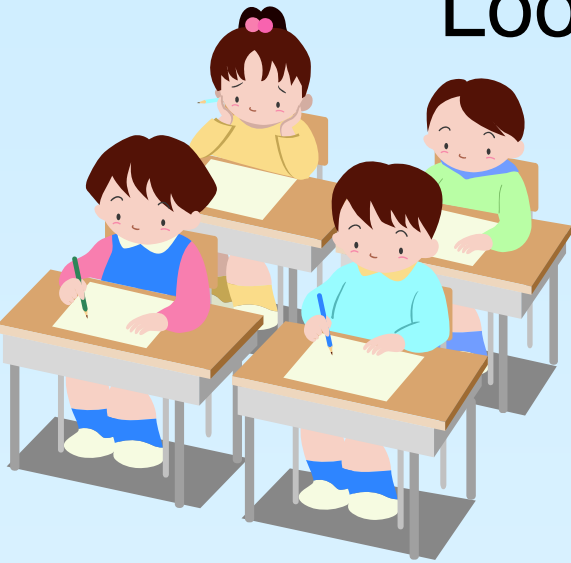
- Tools to identify core pre-requisite skills.

- A process of assessment that will assist in pinpointing student instructional needs.

From Wayne Callender & Amy Ruane
  (our RTI consultants)
  Training August 2007
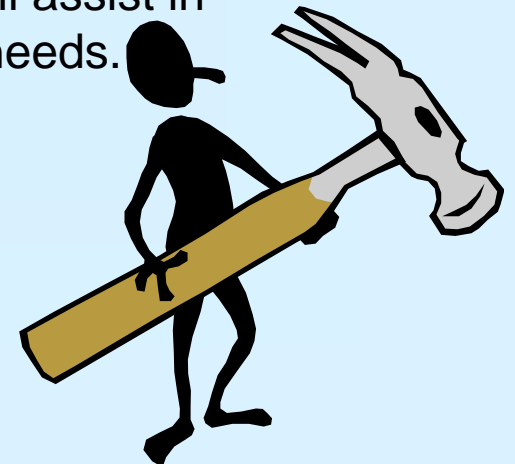
# Functional Assessment of Academic Skills

- Assess what is taught

- Assessment directly linked to intervention

- Interventions are direct and explicit



From Wayne Callender & Amy Ruane (our RTI consultants) Training August 2007

# Questioning Process

- Has the student had enough help doing it?
- Has the student had enough practice doing it?
- Does the student want to do it?

  - Validate
  - Validate

From Wayne Callender & Amy Ruane
(our RTI consultants)
Training August 2007

# Response to Intervention

- *Fall: Each grade level met with team to look over DIBELS and build a system of support*

- *Future meetings go over students who are struggling plug into the system of support or build a system of support.*

- *If student is still struggling, do RTI*

# Instructional Action Plan for Learners Kindergarten

| Instructional Recommendation | Curriculum | Time Allotted | Assigned to | Organization Delivery Models | Monitoring/ Frequency | Professional Development Desired | Resources Needed |
|---|---|---|---|---|---|---|---|
| Benchmark (Most) | Read Well K to Read Well 1 Phonemic Awareness thru LETRS K- Pals (Erickson only) | 90 min WTR 40 min whole group 30 min Lit Centers | Erickson Group size: 19 Rice Group size: 21 | Direct Instruction Small Group One-on-one | DIBELS 3 x year | LETRS | Americorp-Rice 40 min IA- Erickson 90 min |
| Strategic (Some) | K- Pals Phonemic Awareness Activities A-Z | 90 min WTR 40 min whole group 30 min Lit Centers | Petersen Group size: 17 | Direct Instruction Small Group One-on-one | Progress monitoring monthly | LETRS | IA- Petersen 90 min |
| Intensive (Few) | Read Well KPhonemic Awareness thru LETRSK-PalsPhonemic Awareness Activities A-Z | 90 minWTR 30 min in double dose 30 min lit centers 40minwhole group | Morley/ Cleveland Liz Shelton 75 min Group size:17 | Direct Instruction Small Group One-on-one | Progress monitoring weekly | LETRS | Americorp 40 min |

# Positive Impact on Children and Families



- **Early Intervention services ECCE Early Childhood Care and Education Group**

- **Free Full Day Kindergarten for all**

- **Additional Support/Services for children when they need it.**

# Expanded Planning and Partnerships:

Abundant Life Preschool

Bremerton Parks & Rec

One World Montessori Preschool

Embassy Educational Center

Sylvan Way Preschool

## Early Childhood Care & Education

A
Community
Working Together

Friends Preschool & Childcare

View Ridge Preschool (OESD & BSD)

Jessie Kinlow Early Learning Center

AND
## Bremerton School District
### Building  Early  Literacy  Skills

Covenant Preschool

**ECCE Goals:**
*To increase the number of children entering kindergarten with early literacy foundation skills.*
*To decrease the number of children with learning disabilities associated with reading difficulties.*

All KCR Head Starts & ECEAP

Memorial Lutheran preschool

Jessie Kinlow Early Learning Center
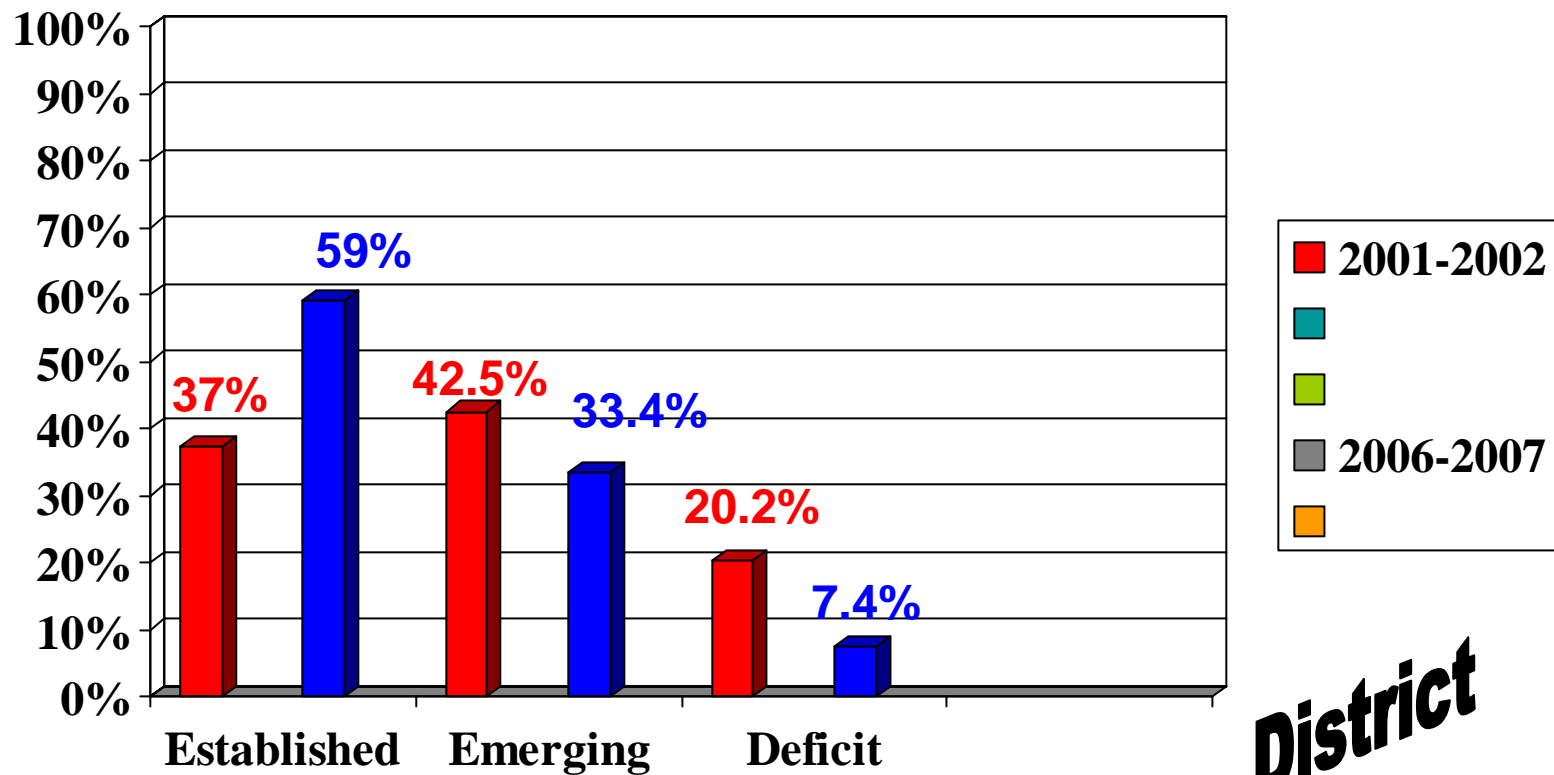
# Preschool
## Early Reading Efforts and Student Achievement
## Children entering Kindergarten
## Reading Instructional Level Based on DIBELS

Legend:
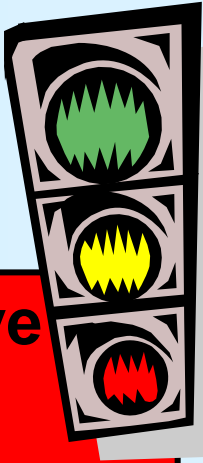- 2001-2002 (red)
- (teal)
- (green)
- 2006-2007 (grey)
- (orange)

Established: 37% (red), 59% (blue)
Emerging: 42.5% (red), 33.4% (blue)
Deficit: 20.2% (red), 7.4% (blue)

District

# Early Intervention Changes Reading Outcomes



**Reading grade level** (y-axis)

**Grade level corresponding to age** (x-axis)

5.2

4.9 — **With substantial instructional intervention**

**Low Risk on Early Screening**

Intervention

Control

3.2 — **With research-based core but without extra instructional intervention**

2.5

Bottom 15% in PA and letter knowledge

**At Risk on Early Screening**
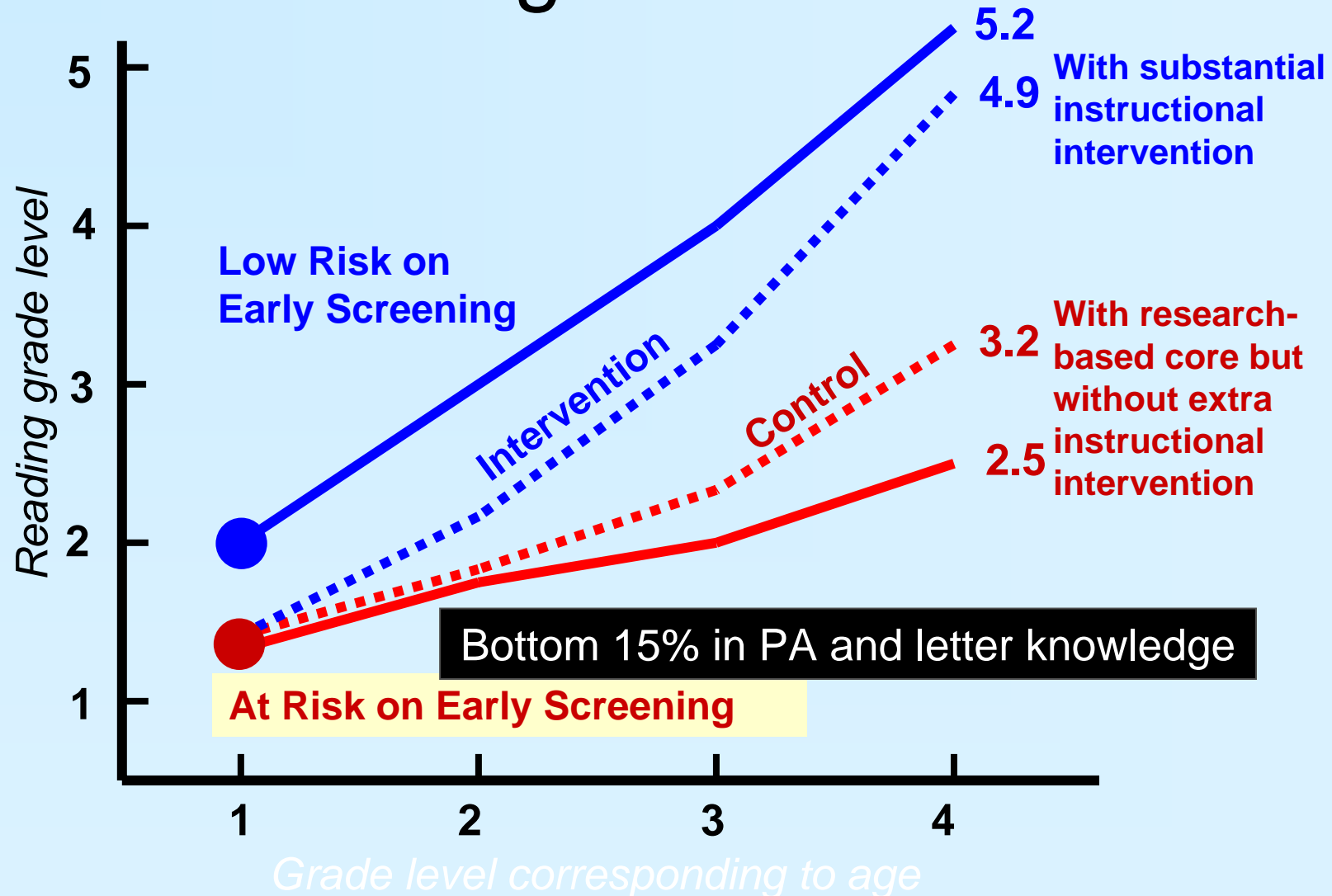
# Bremerton School District
# Early Childhood Partnership Results

| | | Benchmark | Strategic | Intensive |
|---|---|---|---|---|
| **May 2007** | *All Day Kindergarten* | 92.3% | 5.9% | 1.8% |
| **May 2006** | *Extended Kindergarten* | 79.1% | 15.3% | 5.6% |
| **May 2005** | *Extended Kindergarten* | 70% | 23.7% | 6.3% |
| **May 2002** | *Early Childhood Partnerships* | 55.9% | 31.5% | 12.6% |

# III. LESSONS LEARNED



*Builds a system of support for all students*

*Work at the highest level of impact (district, school-wide, grade level, classroom, student)*

*Maximize resources*

*Start with one content area*

*Give yourself time, continue to problem solve as a larger group (principal's meetings, budget meetings).*