

USING DECISION RULES WITHIN AN RTI MODEL

Cazenovia Central School District

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NYS TAC Conference

June 27, 2011

DATA SYSTEM

- ✕ Importance of strong data system

HISTORY OF OUR DECISION RULES

YEAR 1

- ✖ Transitioned from “Child Study” to “SST”
- ✖ Screened K DIBELS to provide model of proactive intervention
 - + Created SWAT team (training provided only to team members)
- ✖ Met with grade level to determine students in need of intervention (excel spreadsheet) ELP, DRA & Teacher Recommendations
 - + Grade level meetings
 - + Developed intervention groups with SLP's
 - + No progress monitoring by classroom teachers

HISTORY OF DECISION RULES

YEAR 2

- ✖ Created District RTI Committee & Data Committees - training on Collaborative Learning Cycle
- ✖ Dist. Data Coordinator (BOCES) position expanded
- ✖ Screened entire K-4 Building benchmark only
- ✖ Started data meetings - many mistakes (time, presentation of data, outcome)
- ✖ No progress monitoring - started discussions about changing instruction

HISTORY OF DECISION RULES

YEAR 2

- ✖ Formalized Guidance Document for Progress Monitoring

Progress Monitoring

Burton Street Elementary

Progress Monitoring is defined as a specific tool designed to check if an intervention is working. Progress Monitoring can be administered several times a week to once a month. It is important to note, the progress monitoring tools are only meant to check the effectiveness of the intervention. Progress monitoring tools are not interventions.

Normal Circumstances:

Low Risk Score on DIBELS Screening = No progress monitoring required by classroom teacher.

Some Risk Score on DIBELS Screening = No progress monitoring required by classroom teacher. It is recommended to progress monitor at least once a month with Dibels progress monitoring by classroom teacher. These scores will not be collected by the Literacy Coach.

At Risk Score on DIBELS Screening = Weekly progress monitoring with Dibels by classroom teacher required. These progress monitoring results are due to the Literacy Coach by the first Friday of every month.



Special Circumstances:



Low Risk Score on DIBELS, but Student is receiving AIS from a Reading Teacher = Weekly progress monitoring with appropriate progress monitoring tool. For example, if the student receives LLI as the intervention then the student should be progress monitored with LLI. The LLI data will be entered in RTI-M by the reading teacher monthly. It is important to note these are special cases and should not be the norm.

General Guidelines and Practices

- All students must be benchmarked at grade level
- Monthly progress monitoring scores should be submitted to the Literacy Coach by the first Friday of the month (i.e. March scores are due on April 2nd)
- In RTI-M the “reason for discontinuance” needs to be supported with progress monitoring data
- Students who are 2 years or more behind their peers can be progress monitored with an off-level progress monitoring tool
- Tier 2 and Tier 3 interventions need to be given a minimum of 8 weeks to measure effectiveness
- Students being successful (5 consecutive data points above aim line) must be discontinued
- Movement between interventions and tiers need to be documented with data and teacher recommendation
- Movement between tiers must go through the SST process

HISTORY OF DECISION RULES

YEAR 3

- ✖ Continued benchmark screening
- ✖ Introduced Intervention Library
- ✖ Literacy Coach position created through this grant
- ✖ Introduced Progress Monitoring by classroom teacher
 - + All classroom teachers mandated to progress monitor at “At-Risk” students
 - + Teacher discretion to progress monitor “Some Risk” students

CONTINUED YEAR 3

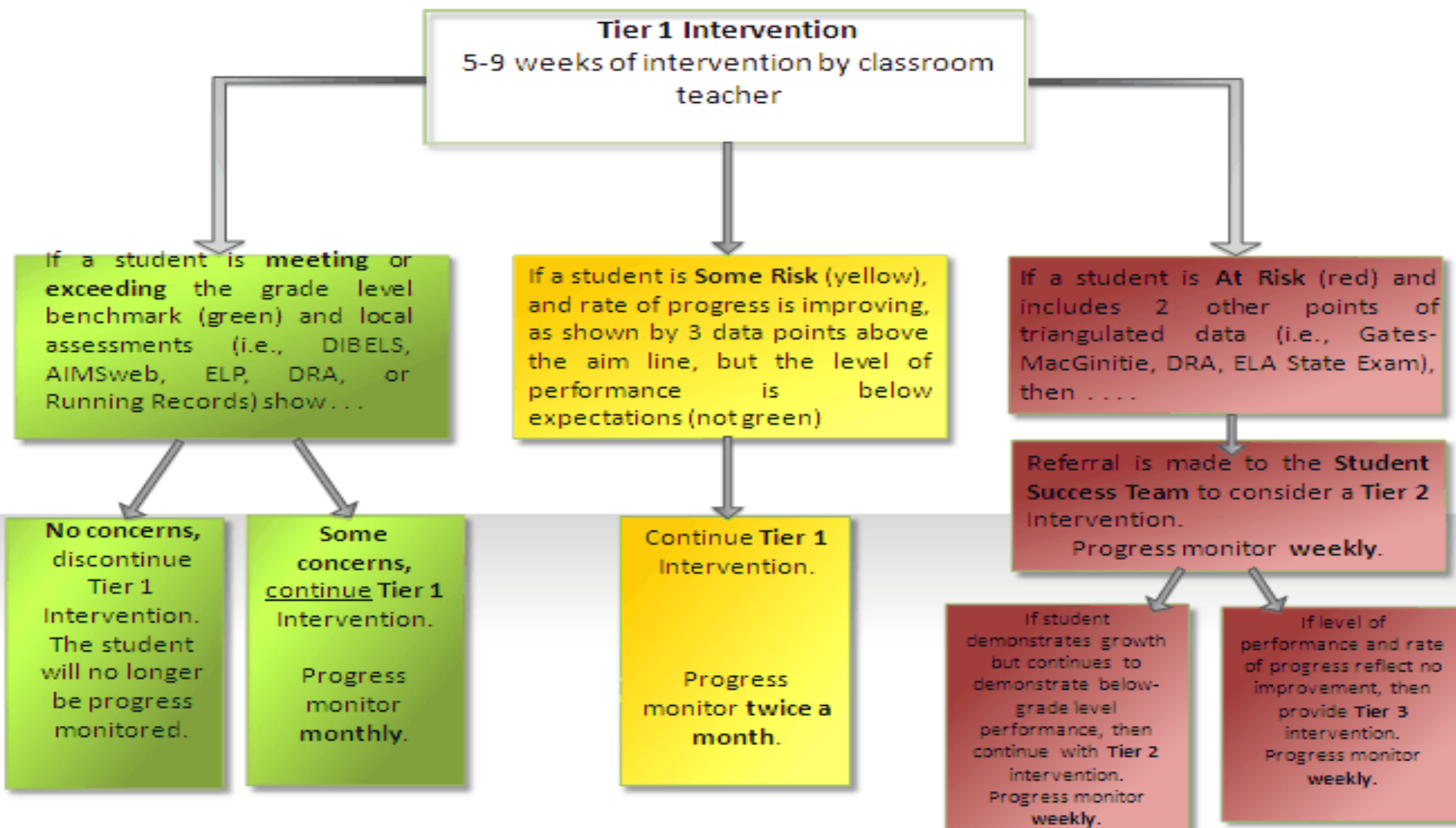
- ✖ Implemented Leveled Literacy Intervention (LLI) & Fast ForWord
- ✖ Expanded grade level data meetings & introduced Tuning Protocol
 - + Reviewed progress monitoring data & guidelines

THIS YEAR ... OUR CURRENT DECISION RULES

- ✕ Credit to West Street School, Geneva, NY
 - + Teacher friendly format
 - + Revised as building leadership team
 - + Solicited teacher & SST feedback to clarify language & process
 - + RTI TAC liason input -Tanya Eckerd

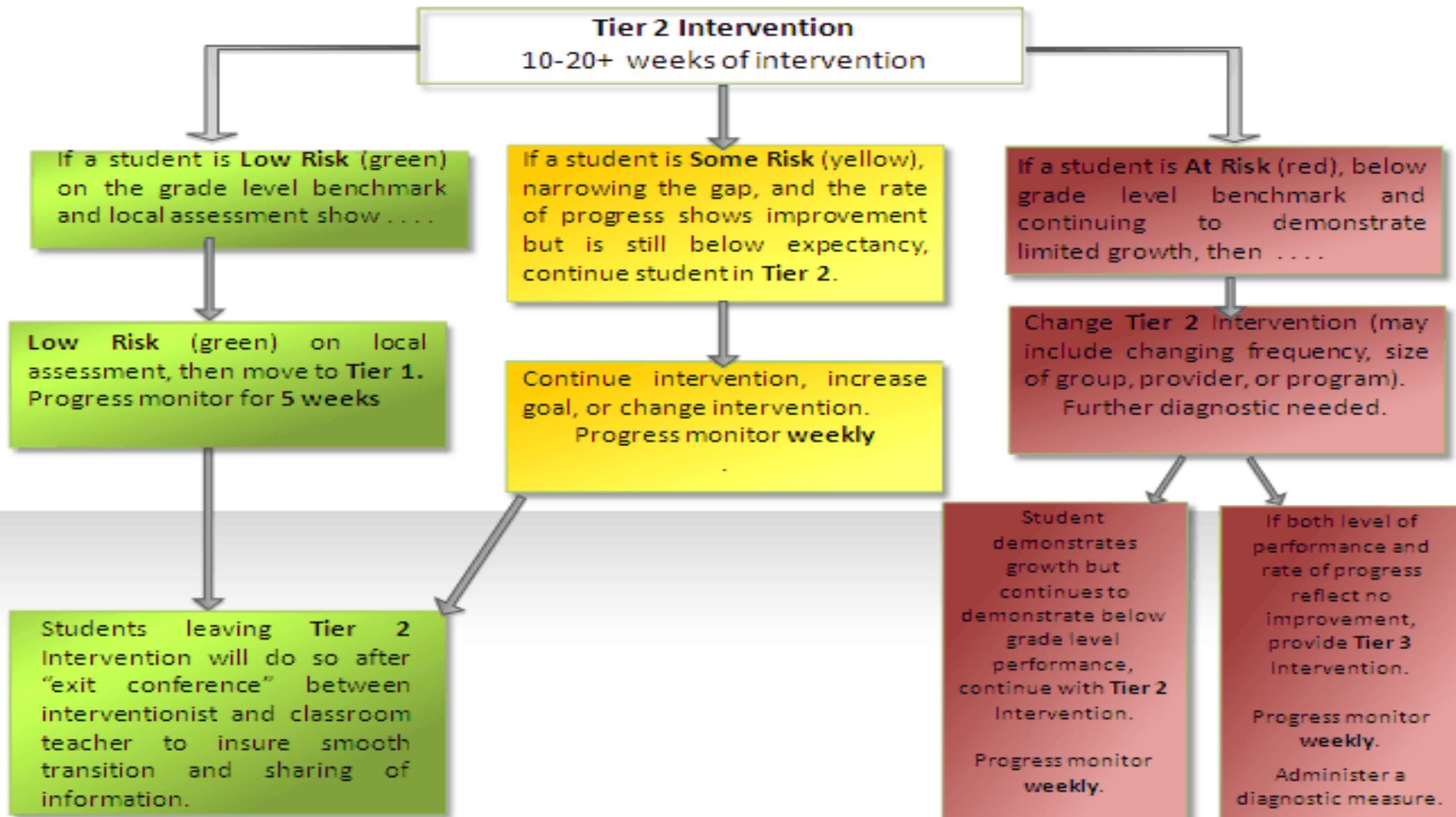
PRESENT YEAR

Burton Street Decision Guidelines for RTI



PRESENT YEAR

Burton Street Decision Guidelines for RTI



PRESENT YEAR

Burton Street Decision Guidelines for RTI

Tier 3 Intervention 10-20 weeks of intervention

If a student is **meeting or exceeding** the grade level benchmark (green) or **Low Risk** according to progress monitoring...

with **No concerns**,
move to Tier 1.
Progress monitor for 5 weeks.

with **Some concerns**,
move to Tier 2.
Progress monitor weekly.

If a student is **Some Risk** (yellow),
and approaching the grade level benchmark....

Continue **Tier 3** Intervention,
increase goal, or change
intervention.

Progress monitor **weekly**.

If a student is **At Risk** (red) and
below grade level expectations,
then

Change the **Tier 3** Intervention by
altering duration, frequency, size
of group, provider, or program.

Progress monitor **weekly**.
Further **diagnostic assessment**
may be given.

If, after a total of 40 weeks in **Tier 3** the student is ...

still below benchmark, but
making adequate or accelerated
progress, continue in **Tier 3**.
Progress monitor **weekly**

still below benchmark and not
making adequate progress,
continue **Tier 3**.

Progress monitor **weekly** and
refer student to CSE.

APPLYING DECISION RULES

- Building , Grade, Classroom and individual student
- Process
 - Building leadership team
 - Data team meetings-grade level
 - SST/individual student

MID-WINTER SHUFFLE

Last	First	Teacher	Mid Year	MAZE	Avg. Score	Prac	Needs Intervention		
☞ 8 9 7 4 10	☞ 10 3 3 3	☞ 0 3 3 3	42	4	23.0		SPR		
☞ 6 7 2 0 5 10	☞ 6 1 3 3	☞ 0 3 3 3	45	2	23.5		SPR		
☞ 0 5 3	☞ 0 0 3	☞ 4 0 0 3	53	13	33.0	*	x		
☞ 9 4 0 10	☞ 5 3 3	☞ 1 3 9 3	63	8	35.5	*	x		
☞ 5 3 6	☞ 5 5 3	☞ 4 0 0 3	64	9	36.5	*	S		
☞ 6 6 3	☞ 1 10 0 0	☞ 0 3 3 3	69	4	36.5	*	RR		
☞ 3 0 6	☞ 3 1 3	☞ 4 0 0 3	70	7	38.5	*	S change intervention)		
☞ 3 4 0 6 3	☞ 0 3 6 3	☞ 4 0 0 3	78	5	41.5		?		
☞ 3 9 2 3	☞ 3 3 3	☞ 1 3 3 3	73	10	41.5	*	S1:1		
☞ 3 6 3 1 4	☞ 9 6 3	☞ 10 3 3 3	81	9	45.0	*	S		
☞ 0 5 3	☞ 6 7 3	☞ 1 3 9 3	81	9	45.0		x		
☞ 1 10 2 3 3	☞ 2 3 3	☞ 4 0 0 3	78	12	45.0		S		
☞ 0 10 8 9 6	☞ 3 3 4 6	☞ 10 3 3 3	78	12	45.0	*	x		
☞ 3 3 10 10 6	☞ 3 3 3 5	☞ 0 3 3 3	80	12	46.0	*	S		
☞ 1 10 3 3	☞ 6 3 5 3	☞ 1 3 9 3	84	9	46.5	*	FFX5		
☞ 8 8 0 6 3	☞ 3 6 4 3	☞ 1 3 9 3	82	11	46.5	*	x		
☞ 6 1 3 0 6 0	☞ 5 3 3 3	☞ 10 3 3 3	79	15	47.0	*	RR		
☞ 1 10 10 0 10 0	☞ 9 3 3 3	☞ 1 3 3 3	88	12	50.0	*	x		
☞ 3 3 3	☞ 3 9 0 10	☞ 0 3 3 3	88	13	50.5		?		
☞ 9 1 4 4 6 3	☞ 3 3 6 3	☞ 1 3 9 3	86	17	51.5				
☞ 3 0 5 0 3 3	☞ 3 3 1 3	☞ 0 3 3 3	96	9	52.5		?		
☞ 3 6 4 10 6 3	☞ 3 9 6 3	☞ 0 3 3 3	100	6	53.0	*	FF?		
☞ 4 4 3 5 5	☞ 3 2 0 5	☞ 0 3 3 3	91	15	53.0				

SEPTEMBER

Interventions services

2-every day

15 every other day

3 providers and 3 types of
interventions

MID-YEAR

✗ Intervention services

✗ 19 every day

✗ 0 every other day

✗ 5 providers and 4 types of
interventions

APPLYING DECISION RULES AT BUILDING AND GRADE LEVEL

GRADE LEVEL OUTCOME

FILTER:

Composite: Onondaga Cortland Madison BOCES

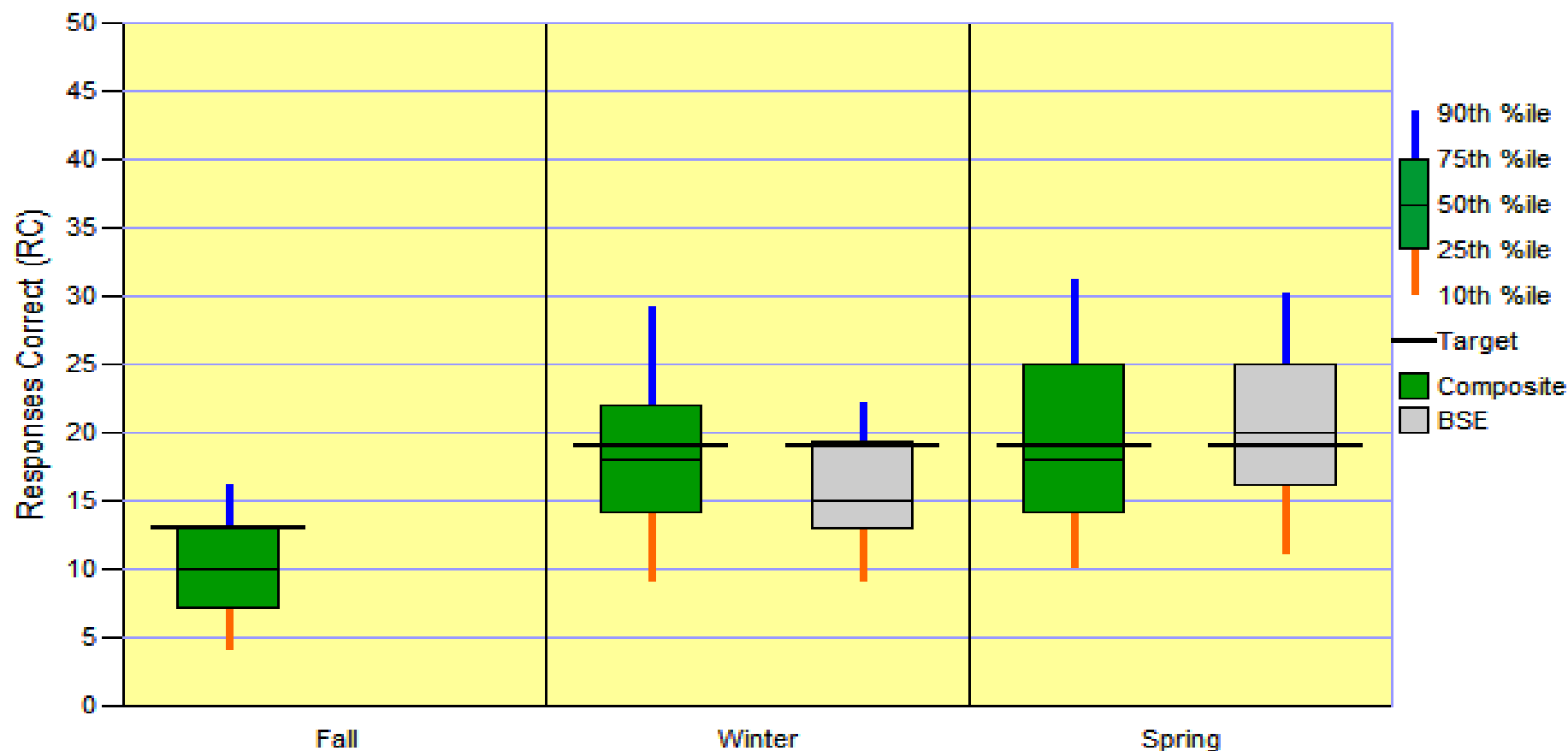
Target Sets: AIMSweb Defaults 2010-2011

Comparative Performance

Burton Street Elementary

Grade 4 : 2010-2011

MAZE - Comprehension

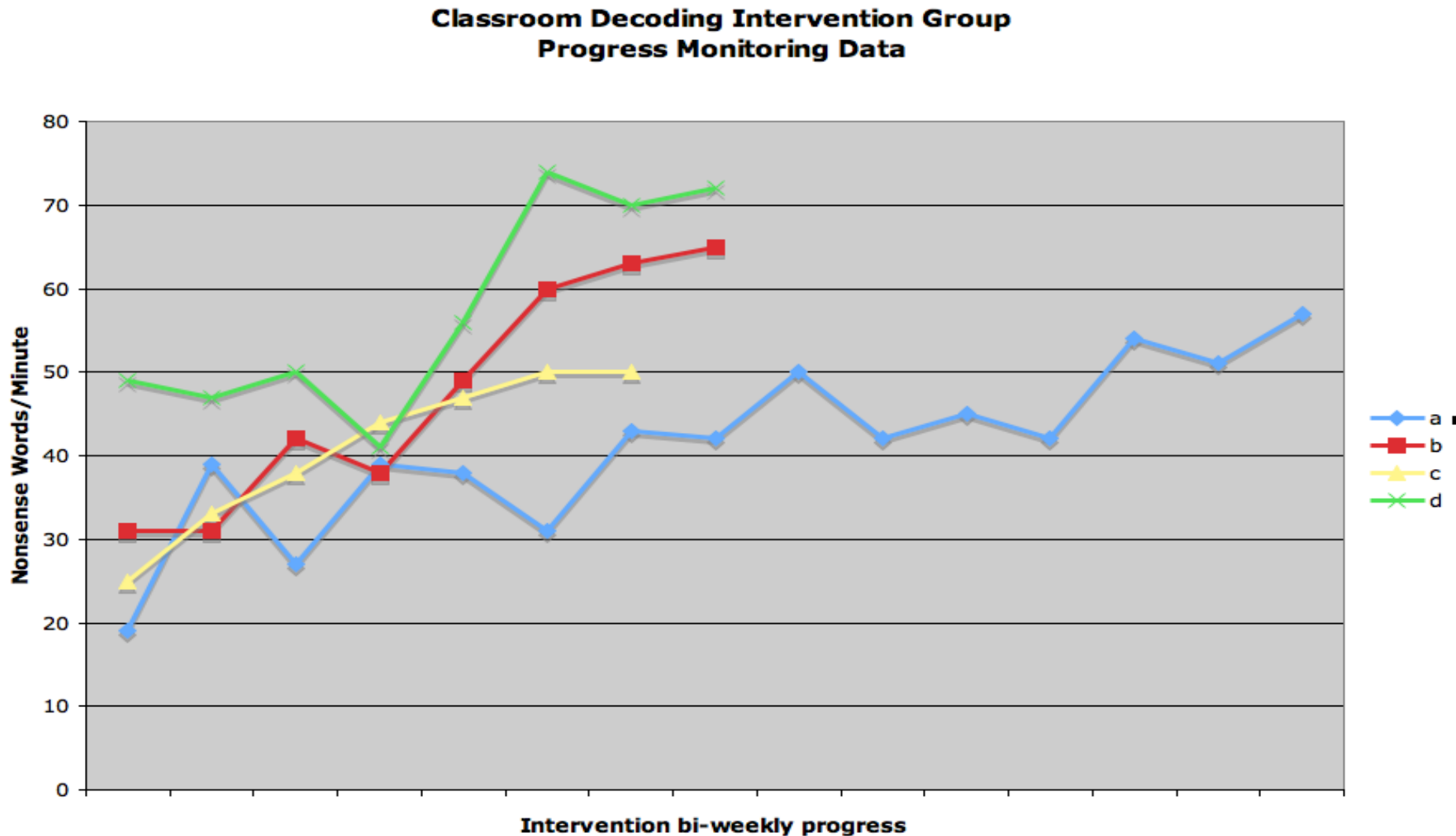


ISF

Grade K

[illegible]

APPLYING DECISION RULES WITH CLASSROOM DATA



APPLYING DECISION RULES FOR INDIVIDUAL STUDENT

Oral Reading Fluency



BURTON STREET: A WORK IN PROGRESS

- ✖ Still in learning process
 - + First year with RTI-16 students through SST
 - + Current year with RTI-40 students through SST
- ✖ Continue to use the rules
- ✖ Future plan is Applying Decision Rules just part of our culture

CONTACT INFORMATION

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