

Vision: Every child in every district receives the instruction that they need and deserve...every day.

Building and Evaluating your RTI System

COSA Summer Assessment Institute
August 6, 2014



Oregon Response to Intervention



Oregon Response to Intervention

www.oregonrti.org

Data-Based Decision at the Student Level

Tier 3:
Individual Problem Solving Meetings

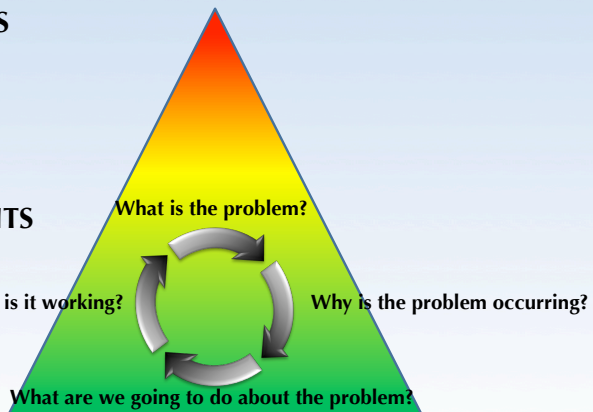
FEW STUDENTS

Tier 2/3:
20% Meetings

SOME STUDENTS

Tier 1:
100% Meetings

ALL STUDENTS



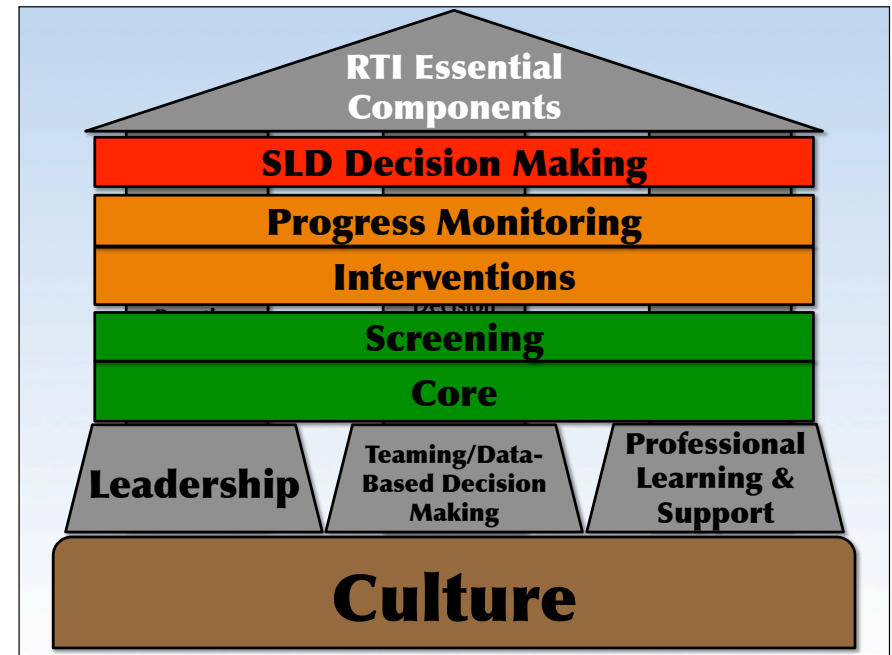
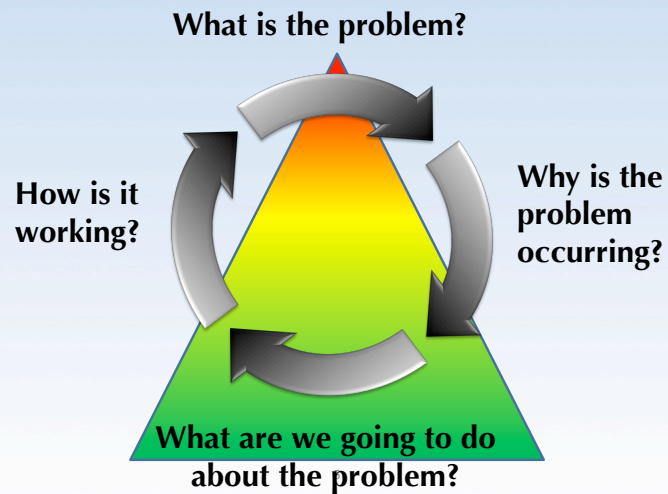
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Data-Based Decision Making at the Systems Level



Culture

- Do we believe **all** kids can learn?
- Do we believe **we** can impact powerful educational outcomes for our students?
 - Do we believe what **we** do matters?

What we do matters

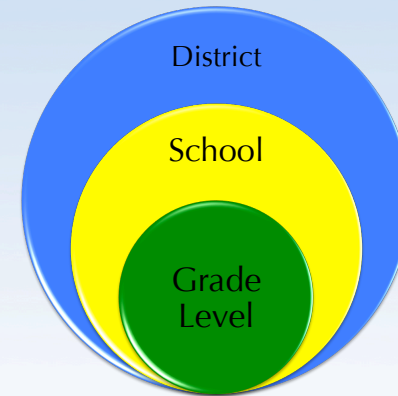
| Effective teaching variables | Effect size | Other variables | Effect size |
|--------------------------------------------------|--------------|-----------------------------|--------------|
| Formative Evaluation | +0.90 | Socioeconomic Status | +0.57 |
| Comprehensive interventions for students with LD | +0.77 | Parental Involvement | +0.51 |
| Teacher Clarity | +0.75 | Computer based instruction* | +0.37 |
| Reciprocal Teaching | +0.74 | School Finances | +0.23 |
| Feedback | +0.73 | Family Structure | +0.17 |
| Teacher-Student Relationships | +0.72 | Whole Language | +0.06 |
| Direct Instruction | +0.59 | Retention | -0.16 |

John Hattie, *Visible Learning*, 2009

Culture

- Do we believe **all** kids can learn?
- Do we believe **we** can impact powerful educational outcomes for our students?
 - Do we believe what **we** do matters?
- Do we have a culture of **learning**? Do we believe it's ok to make mistakes, as long as we don't continue to make the same mistakes?

Leadership at all levels



Standards
of
Practice

Data-Based
Decision
Making with
Decision
Rules

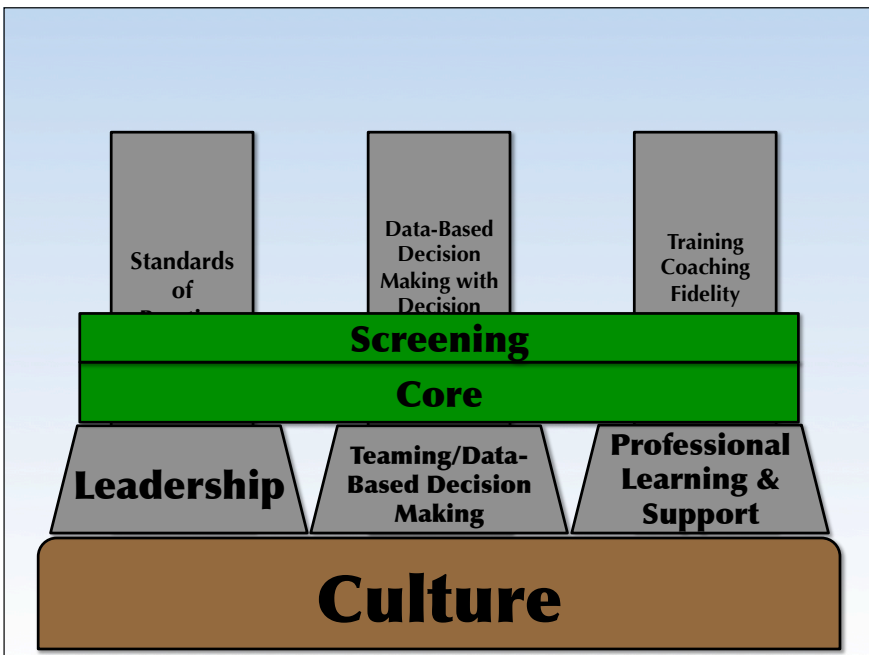
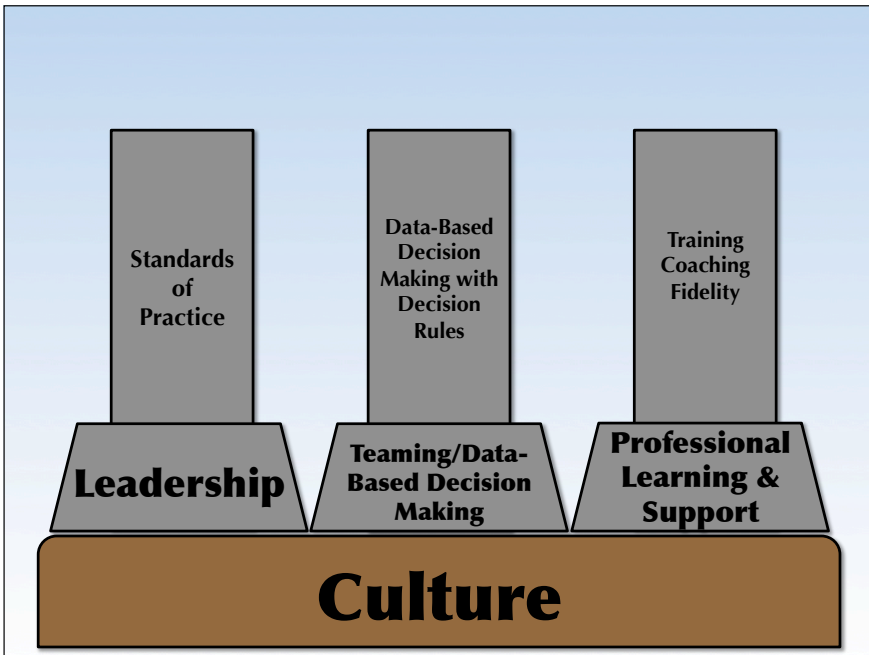
Leadership

**Teaming/Data-
Based Decision
Making**

Culture

Teaming/Data-Based Decision Making





Professional Learning AND Support

| Components of Training | % of Learners who will... | | |
|-----------------------------------|---------------------------|---------------------|-----------------------------------------|
| | ...know how to do it | ...be able to do it | ...do it consistently in daily practice |
| Presentation/Lecture | 10% | 5% | 0% |
| +Presenter Modeling | 30% | 20% | 0% |
| +Participant Practice & Feedback | 60% | 60% | 5% |
| +Ongoing Coaching & Admin Support | 95% | 95% | 95% |

Joyce & Showers, 2002

Core Program

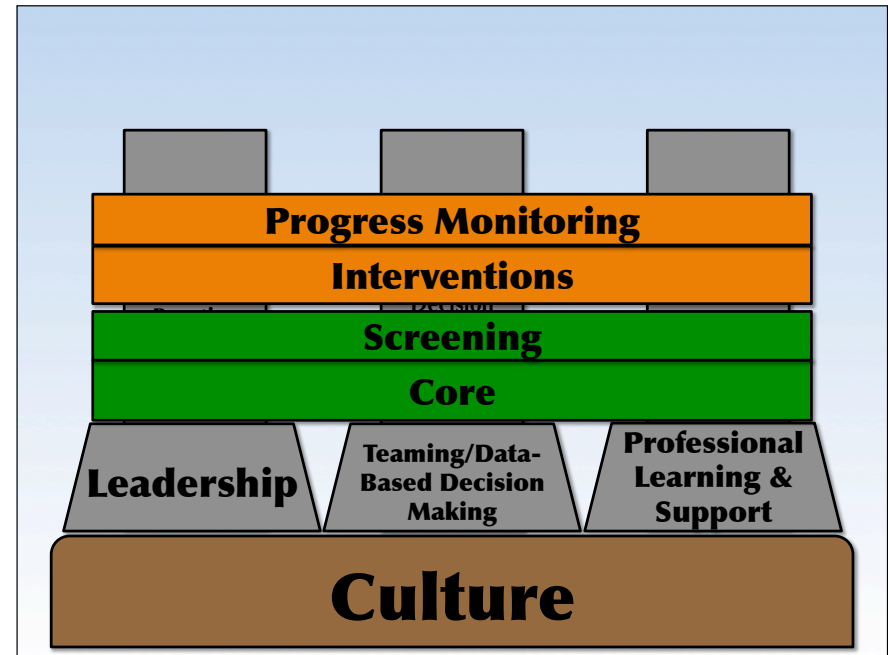
1. Sufficient Time (90 minutes)
2. Research-based core materials
 - Includes The **Big 5 of Reading**
 - **Pacing** and **scope & sequence** of adopted research-based core curriculum
 - Aligned with **Common Core State Standards**
3. Effective instructional strategies

Comprehension Vocabulary



Fluency
Phonics
Phonemic Awareness

Universal Screening



Interventions



More

MORE

More

MORE

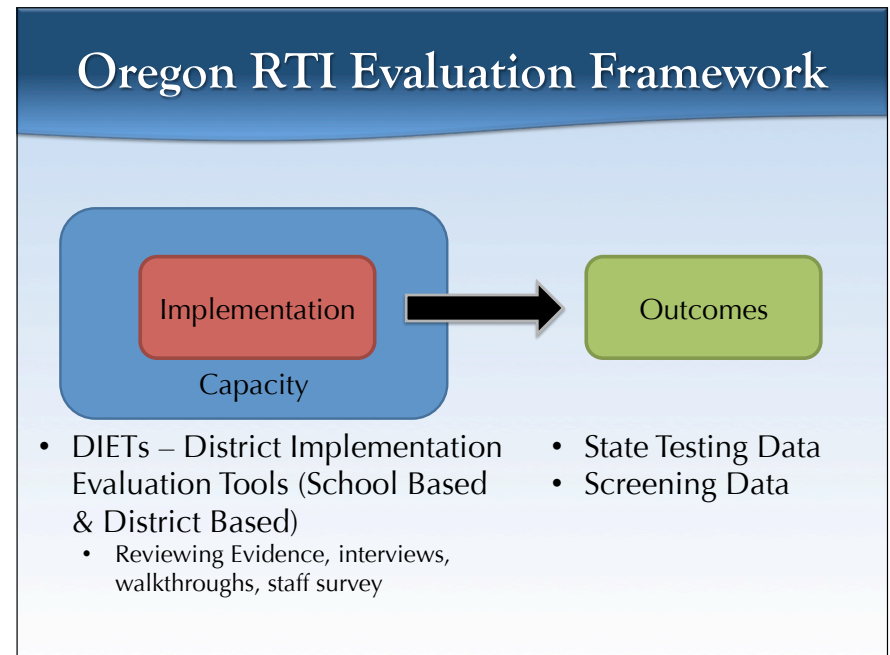
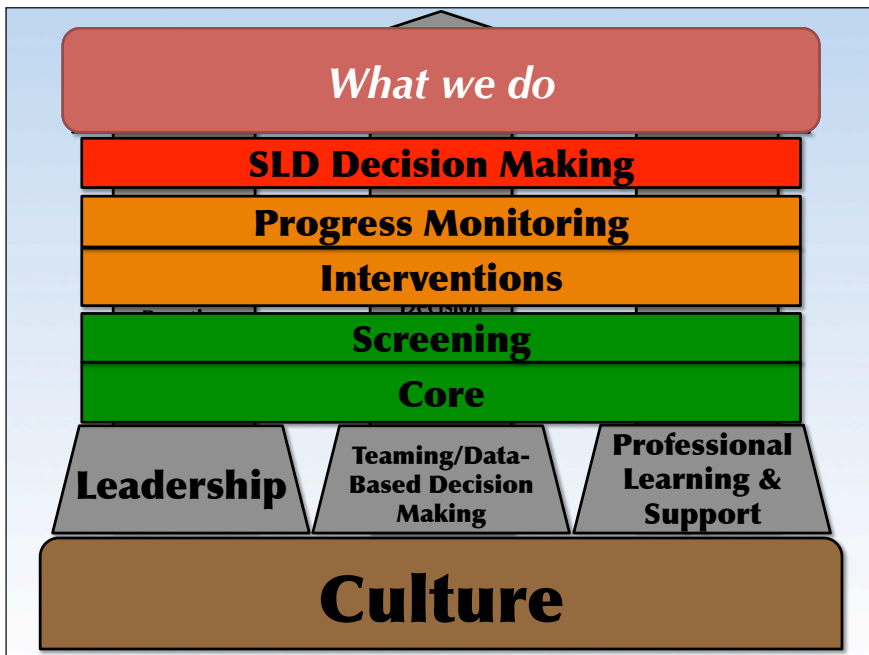
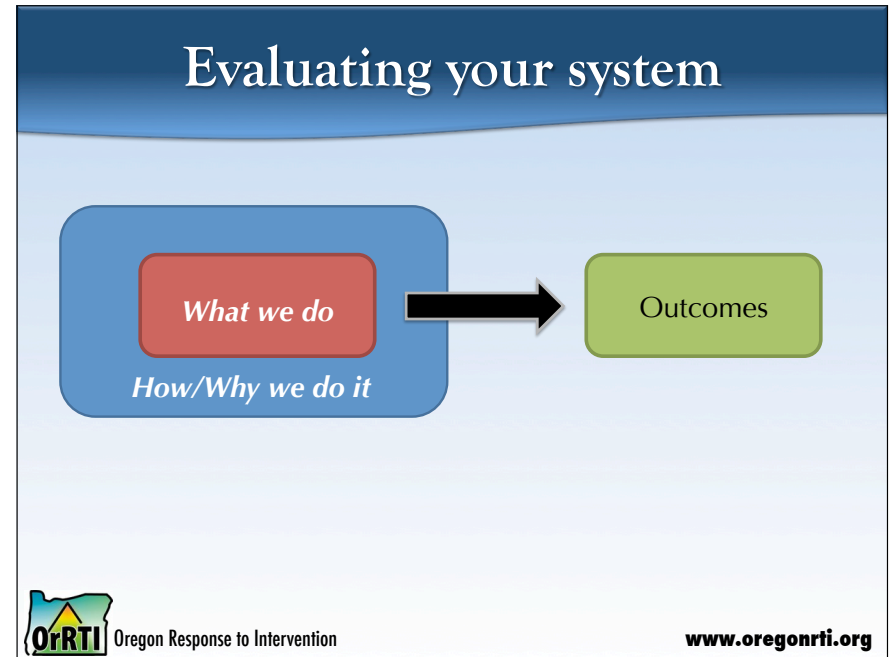
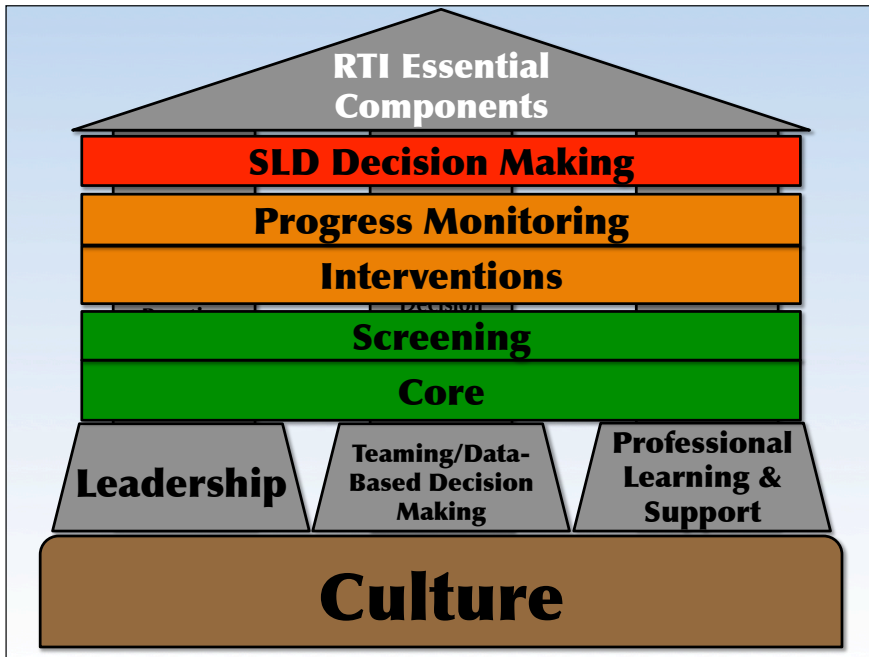
More

MORE

Progress Monitoring

Are the children learning?
How can we tell?



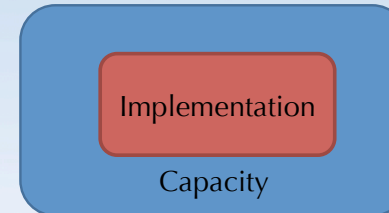


OASIS

Oregon RTI Assessment System for Implementation Support

- An online data dashboard, designed to provide easy access to multiple types and pieces of data
- Assesses the essential components of your school district's RTI system.
- *Currently being updated to improve usability*

Oregon RTI Evaluation Framework



- DIETs – District Implementation Evaluation Tools (School Based & District Based)
 - Reviewing Evidence, interviews, walkthroughs, staff survey

DIETs

- District Implementation Evaluation Tool (Version 2)
 - *DIET-SB2 (School-Based)*
 - *DIET-DB2 (District-Based)*
- Designed to be your screening and progress monitoring tool for RTI implementation
- Has some diagnostic properties as well

DIET-SB2 (School-Based)

- District Implementation Evaluation Tool – *DIET-SB2 (School-Based)*
 - Completed by OrRTI coach or other trained school district staff
 - 1 for each school in the district
 - Completed **ONCE** per year (Spring)
 - Measures school level **implementation** of RTI components and school **capacity**

DIET-SB2 (School-Based)

- Uses multiple data sources to evaluate each component:
Research Based Core (Tier 1)
 - *For example:*
 - *Reviewing building schedules*
 - *Reviewing standards or practice (Has the district defined what “core” is?)*
 - *Surveying staff (Do they know what “core” is and do they implement it regularly?)*
 - *Interviewing leadership (How do you check fidelity AND provide actionable feedback to staff?)*

DIET-DB2 (District-Based)

- District Implementation Evaluation Tool
 - *DIET-DB2 (District-Based)*
 - Completed by the OrRTI coach and District Leadership Team
 - 1 for the entire district
 - Completed **ONCE** per year (Spring)
 - Measures district **capacity** to implement and sustain RTI practices

DIET-DB2 (District-Based)

- Completed by interviewing the district leadership team
Professional Learning & Support
 - *For example:*
 - *Does the district use **data** to assess staff training needs?*
 - *Does the district have **a training plan** in place?*
 - *Does the district have staff that serve in **a coaching** role?*

DIET-SB2 and DIET-DB2

- Detailed reports indicating areas of strength and areas of need will be available online through the OASIS system.
- These new systems will be piloted this upcoming year and **hopefully** rolled out to OrRTI districts in Spring 2015 or Fall 2015.

Oregon RTI Staff Implementation Survey (ORSIS)

- Provides **staff input** on RTI implementation
- Measures **staff buy-in** to RTI processes in your district
- **Brief** (30-35 items, 5-10 minutes to complete)
- Distributed, completed, & analyzed **online**
- Individual results are **Anonymous**
- Can be administered **up to 2 times per year** (Fall and Spring)

ORSIS: What does it measure?

All questions grouped into 11 Essential Elements

1. Leadership
2. Culture
3. Core
4. Screening
5. Interventions
6. Progress Monitoring
7. Teaming/Data-Based Decision Making
8. SLD Decision Making
9. Behavior Support
10. Staff Development & Support
11. Outcomes

ORSIS: Benefits

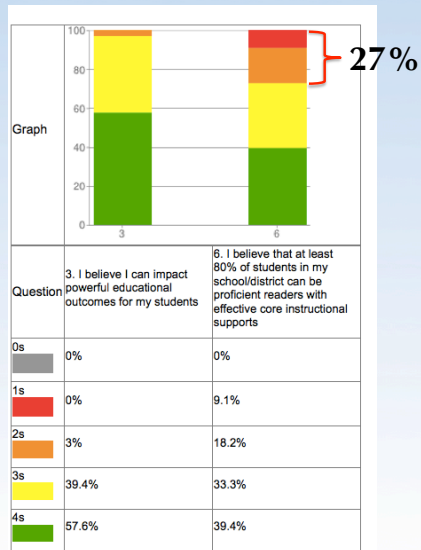
- Evaluate **fidelity of implementation** of their multi-tiered system of literacy support at the district and school level.
- Evaluate the level of implementation and understanding among **various stakeholder groups** in the district (e.g. teachers, administrators, non-certified staff, etc.).

Results: Analyzed 3 ways

1. By Entire District
2. By School
3. By Job Role
 - For example:
 - What do teachers say vs. What do administrators say?

Culture

I believe that at least 80% of students in my school can be proficient readers with effective core supports.

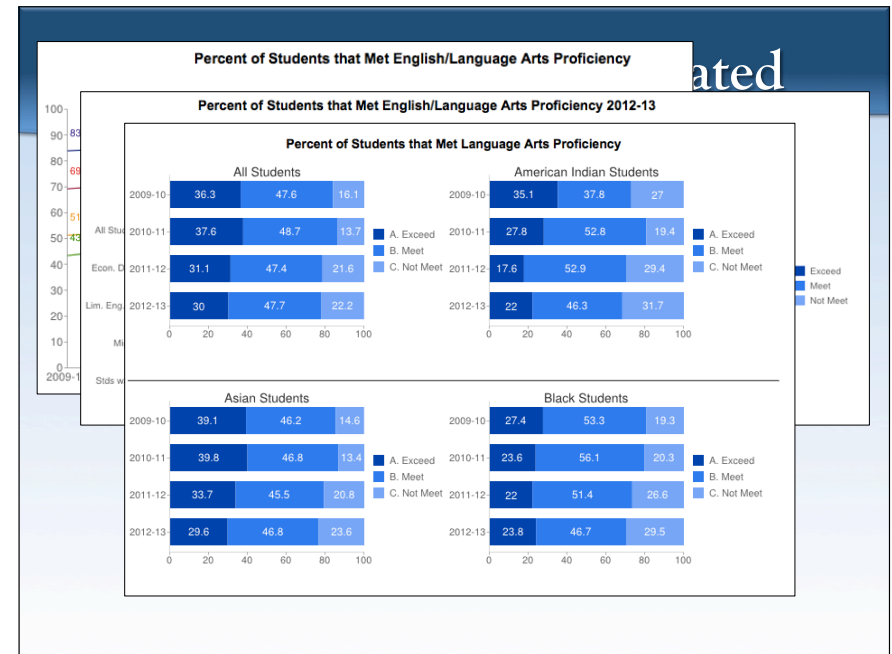
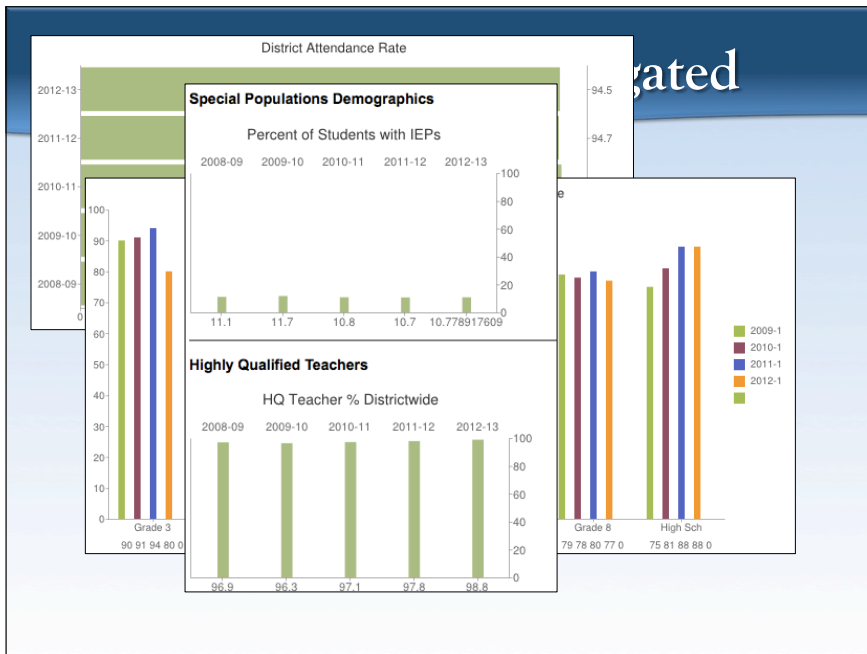


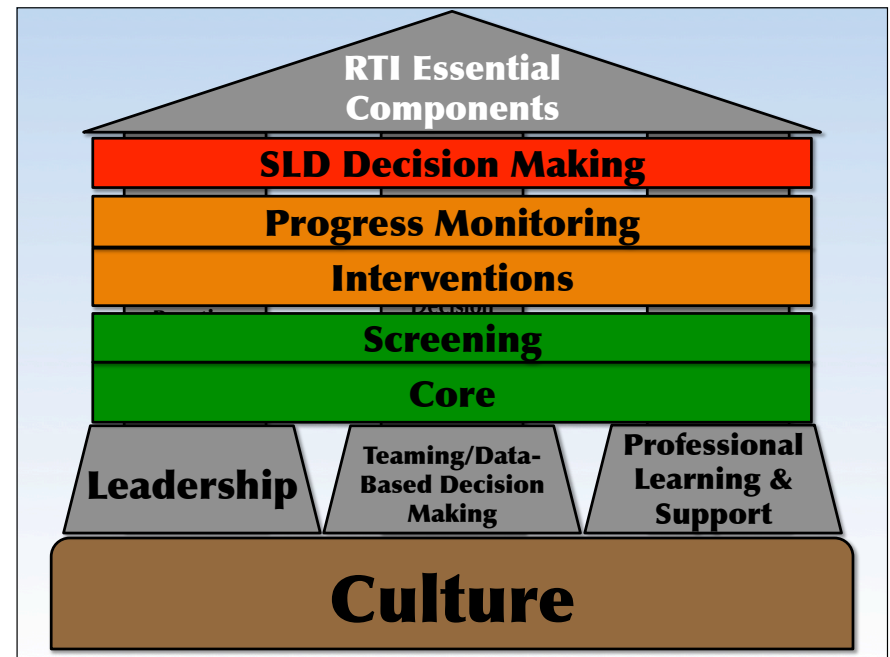
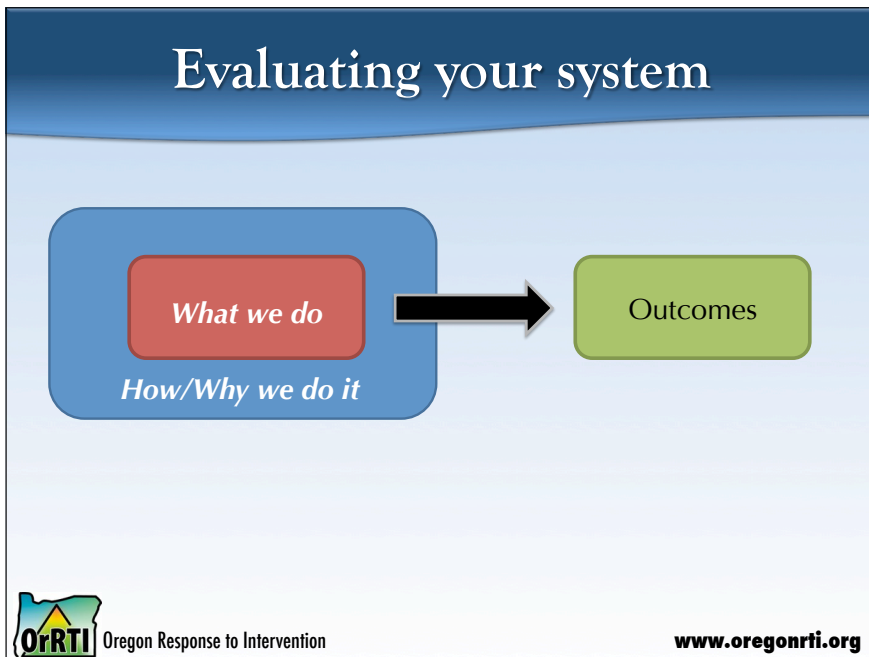
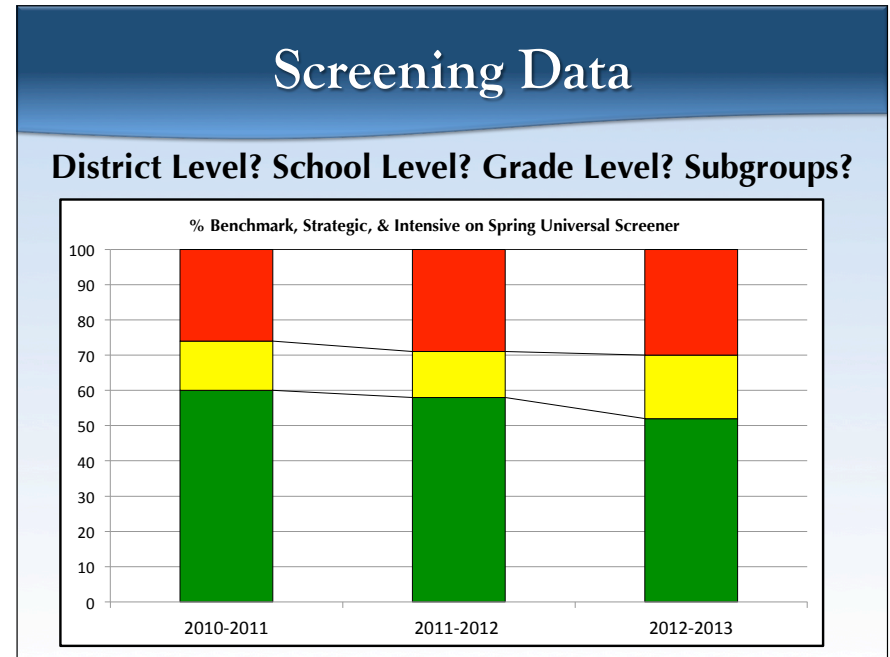
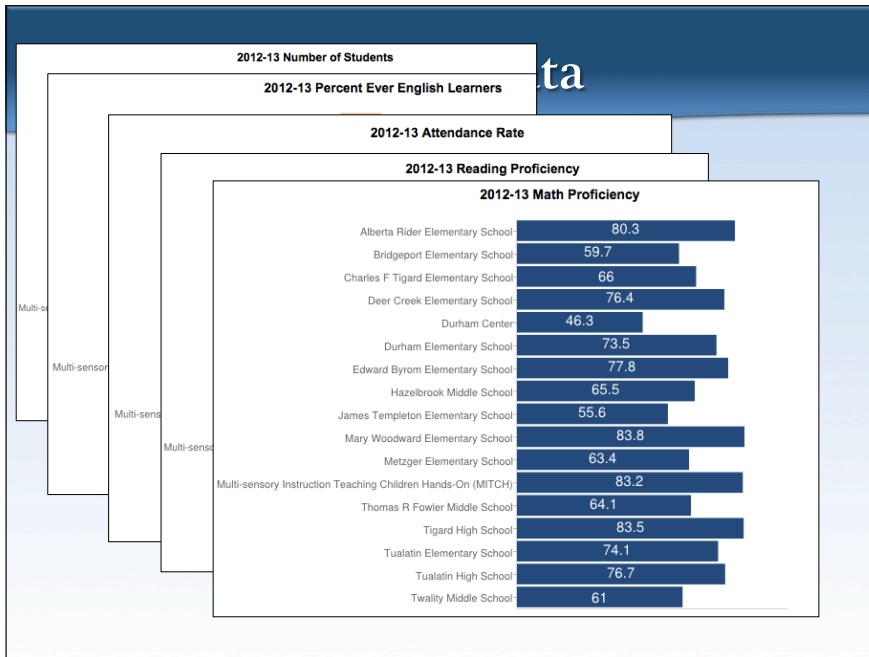
Don't know or Doesn't Apply
Strongly Disagree
Somewhat Disagree
Somewhat Agree
Strongly Agree

Oregon RTI Evaluation framework

Outcomes

- State Testing Data
- Screening Data





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