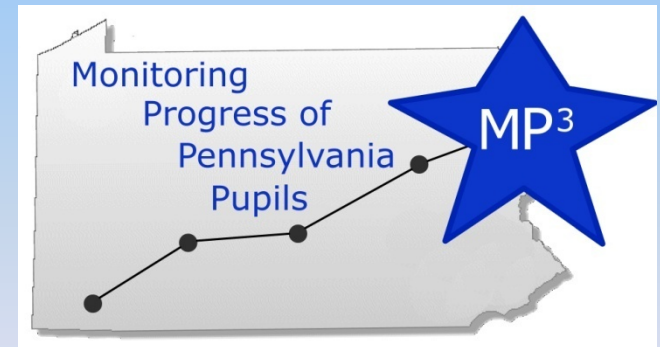


# Some Outcomes of RTI Implementation in PA

Edward S. Shapiro, Director

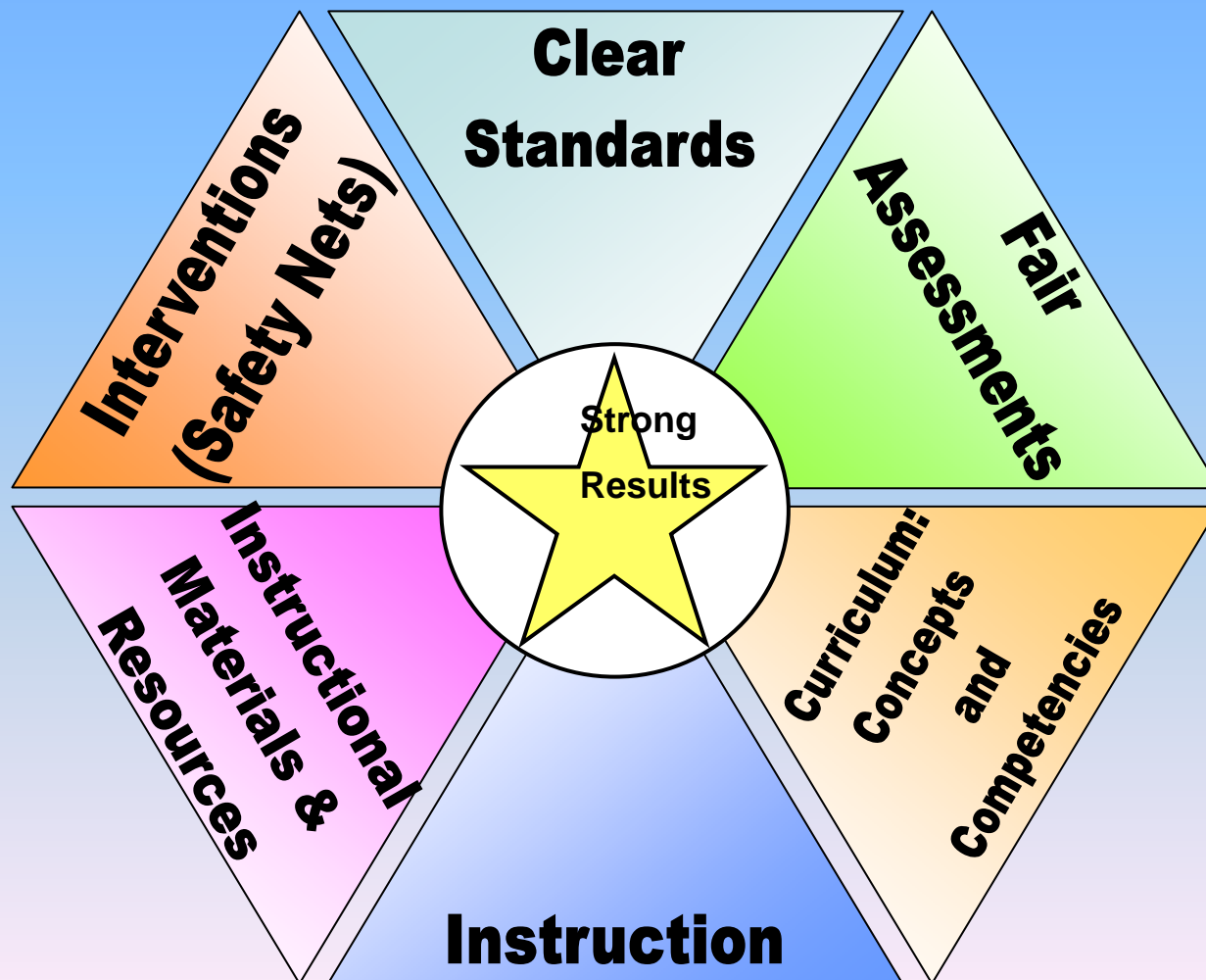
Center for Promoting Research to Practice

Lehigh University



Presented to On Line Chat  
The Institute For Literacy and Learning,  
Tuesday, May 27, 2008

# Addressing the Priorities: A Standards-Aligned System

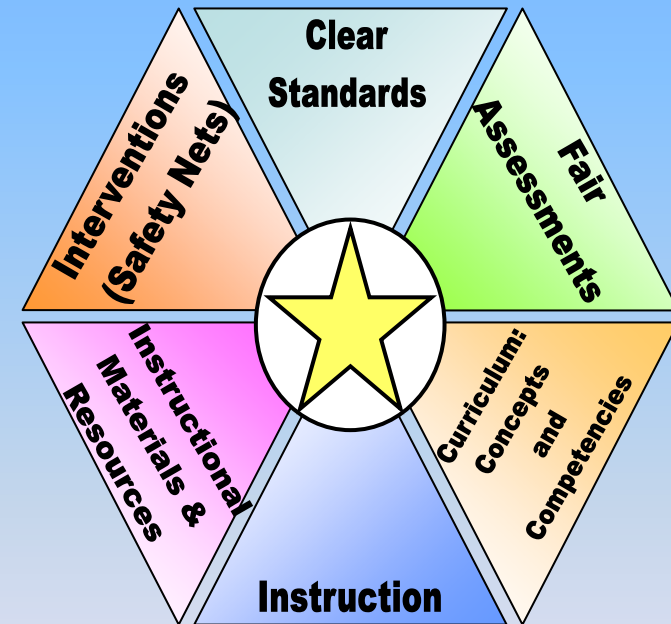


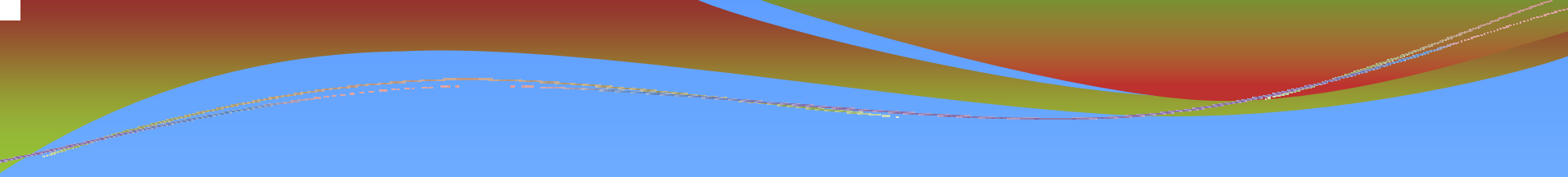
# **What is Response to Intervention?**

- A comprehensive, multi-tiered intervention standards-aligned strategy to enable early identification and intervention for students at academic or behavioral risk.
- An alternate to the aptitude-achievement discrepancy model for the identification of students with learning disabilities.

# Core Characteristics of Rtl

- Standards aligned instruction in a research-based core program
- Universal screening of academics and behavior
- Shared ownership of all students
- Data-based decision making
  - Progress monitoring
  - Benchmark and Outcome Assessment
- Tiered intervention and service delivery system
  - Research-based interventions
  - Flexible grouping
  - Fidelity of Implementation
- Parental engagement





\*The most crucial work of RtI implementation is ensuring quality teaching in the standards aligned  
**general education core curriculum.**

Start of School

Tier 1: All Students in Core Curriculum

Fall Benchmark

Student Benchmark  
Score = Benchmark

Tier 1 Enrichment  
20 min -45 min  
4-5x per week  
PM 3x/year

+

Student Benchmark  
Score = Strategic

Tier 2 Intervention  
20 min -45 min  
4-5x per week  
PM every other week

+

Student Benchmark  
Score = Intensive

Tier 3 Intervention  
20 min -45 min  
4-5x per week  
PM 1x week

+

Tier 1: All Students in Core Curriculum

Winter Benchmark

# Dimensions of Differentiation: Tier 2 and 3

- Frequency of intervention sessions
  - Same time in our model (20-45 min per day, 4-5 days per week)
- Nature of instructional interventions
  - Tier 2 = below benchmark but above at risk level in skill development
  - Tier 3 = at or below at risk level in skill development
- Size of groups
  - Tier 2 = 8-10
  - Tier 3 = 3- 5

# **Readiness for RTI? A tool for self-assessment**

- **Developed by PA Department of Education**
- **Based on each of the components of RTI**
- **Key to implementation is being ready to implement**

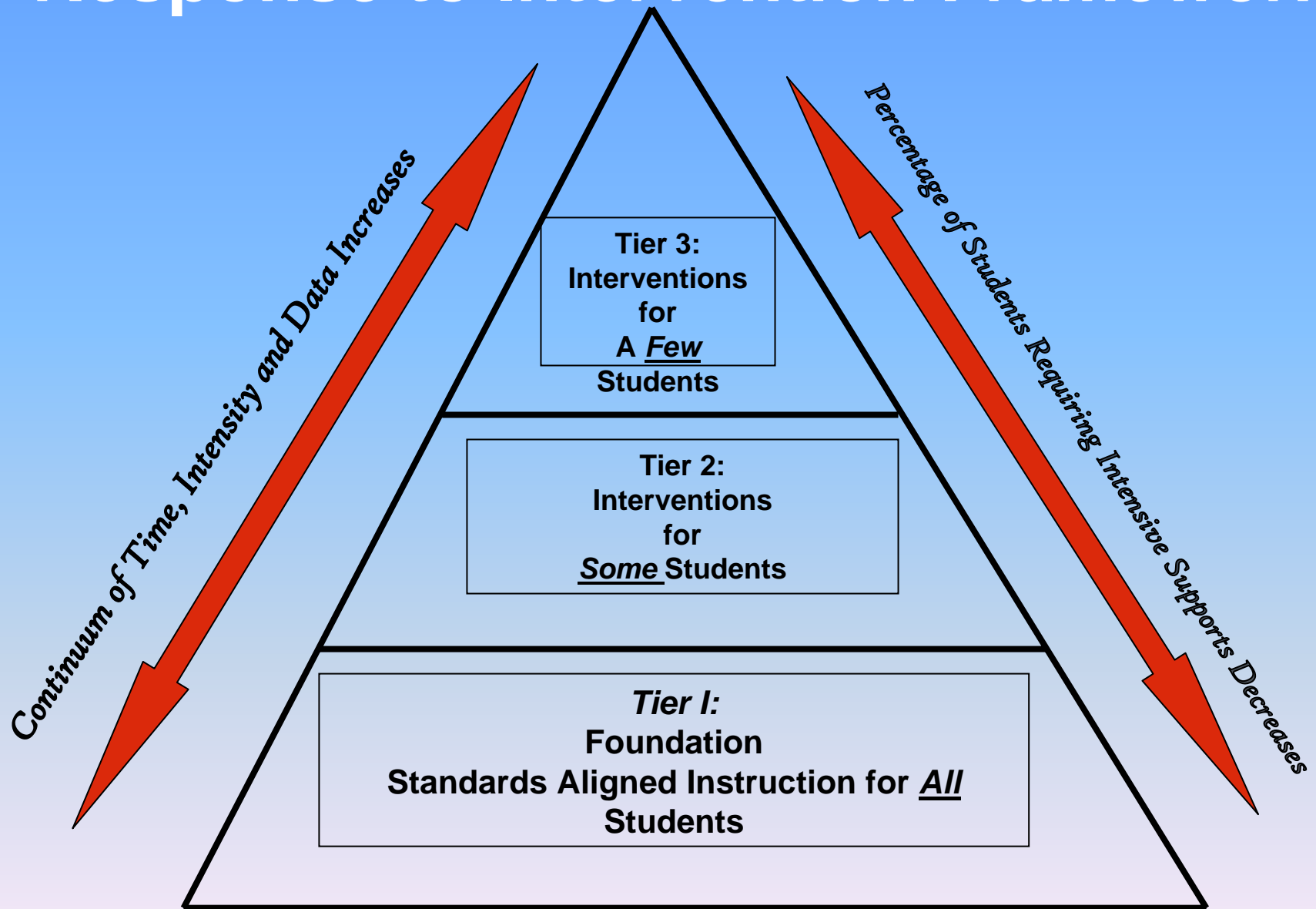




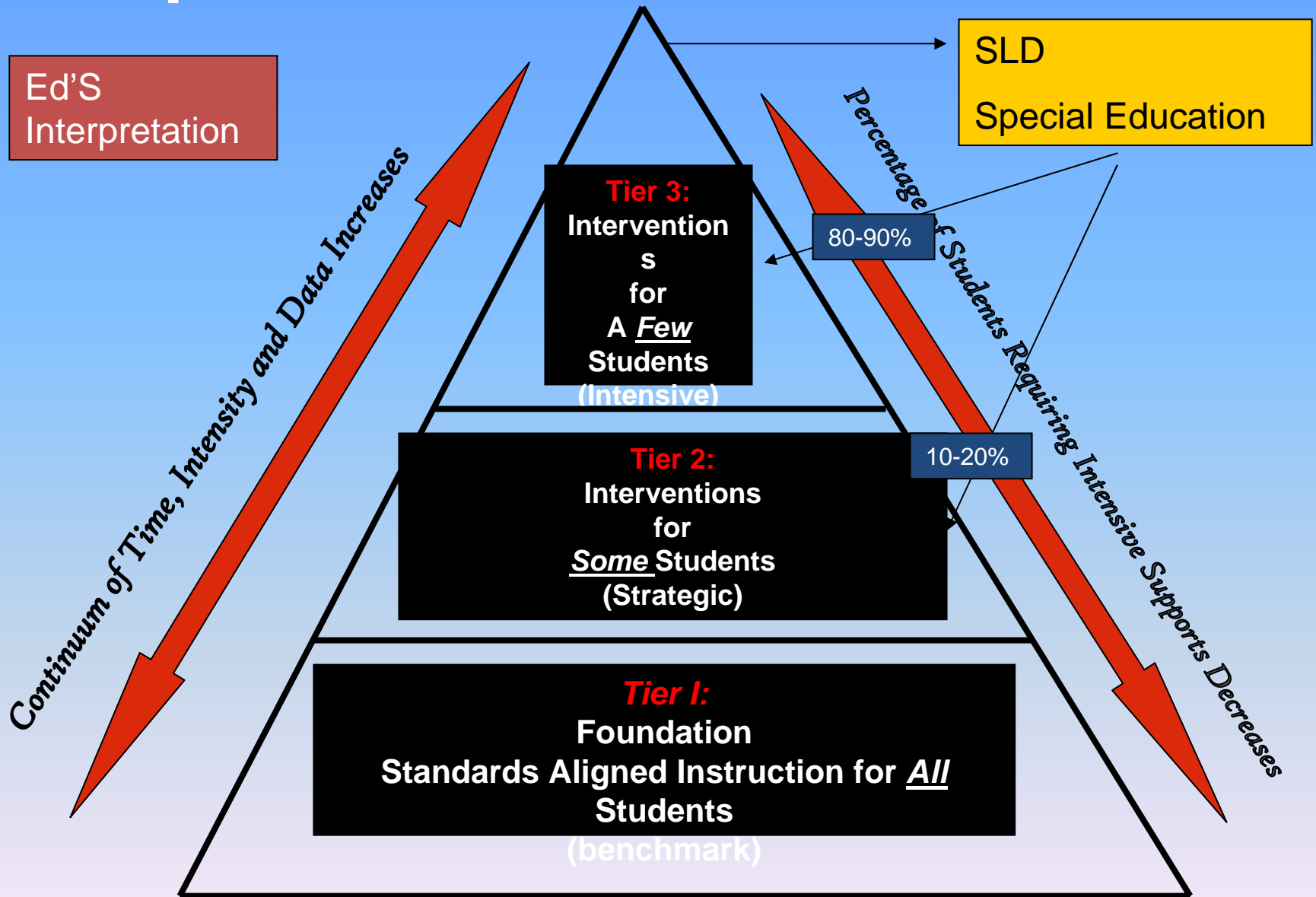
# **Pennsylvania's RtI Approach**

A Standards Aligned Strategy to Improve  
Student Achievement

# Response to Intervention Framework



# Response to Intervention Framework



# Some Lessons Learned

Pennsylvania's Pilot Sites  
Other RtI Efforts

# **Some Findings from Pilots**

- 4 Key Evaluation Questions
  - Risk Levels?
    - ORF?
    - Non-ORF data?
  - Tier Movement
  - Movement within Tiers
  - Referral to MDE from Tier 3

# Some Key Findings – Risk Levels Across Schools

- Largest gains occurs in youngest grades (k-1)
- Across 7 pilot sites, students at low risk in ORF at end of Grade 1 was 72% (range 62% to 83%), those at risk 8% (3% to 11%)
- Reading outcomes as assessed by ORF at grade 2 through 6 were variable across sites with those ending at Low Risk ranging from 42% to 74% across sites
- From grade 3 through 5, clear need for data beyond ORF in reading

# TriC-Same grade across years vs comparison school - Risk

# Comparison of Three Schools

## South Side

<b>K-5 Enrollment</b>	533
<b>% Free/Reduced</b>	44%
<b>% Minority</b>	57%
<b>% School Passing Reading PSSA 05-06</b>	52%

**Comparison**

## Tri C

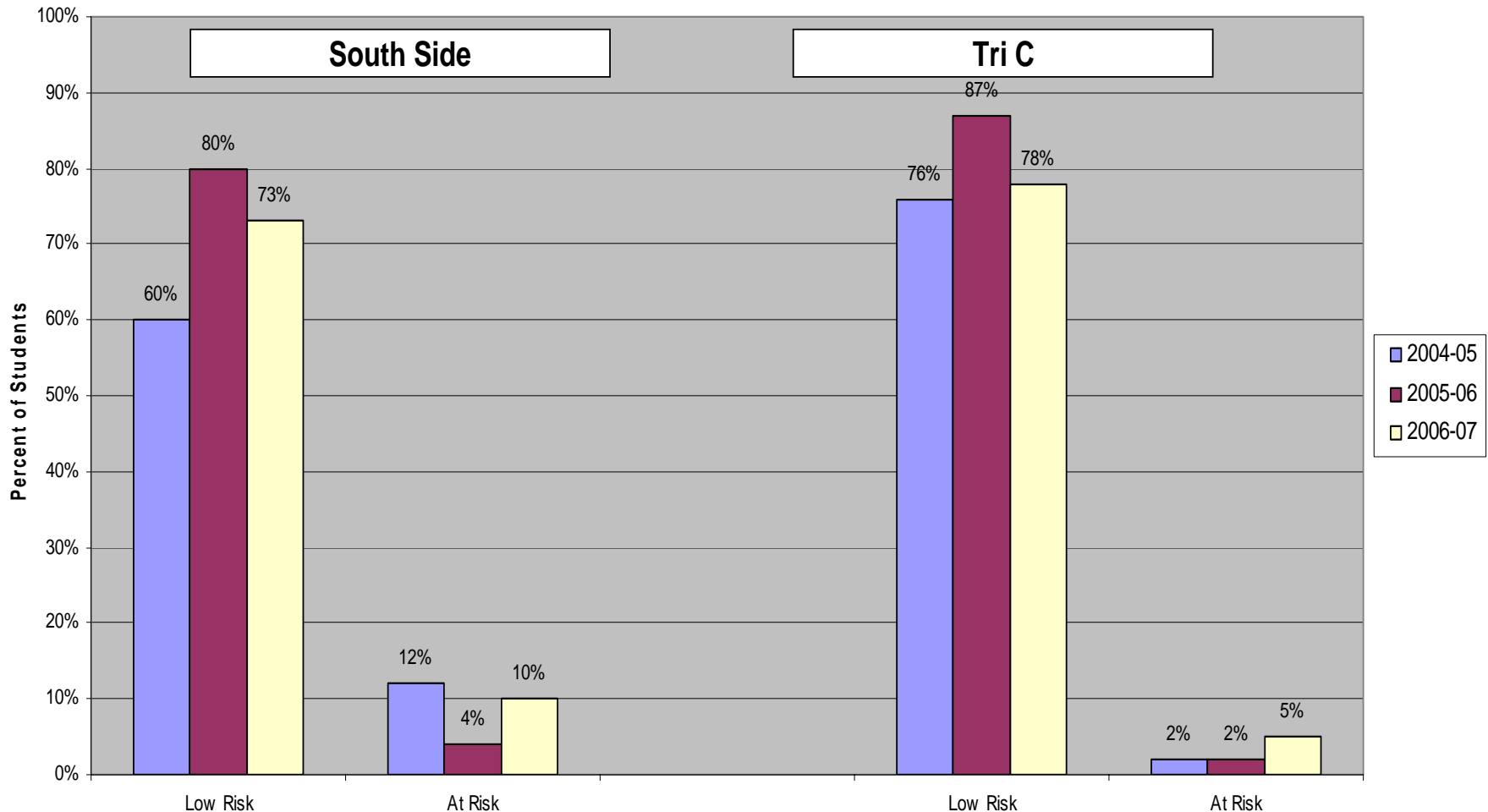
<b>K-4 Enrollment</b>	278
<b>% Free/Reduced</b>	62%
<b>% Minority</b>	60%
<b>% School Passing Reading PSSA 05-06</b>	50%

**Implementation- 3yr**



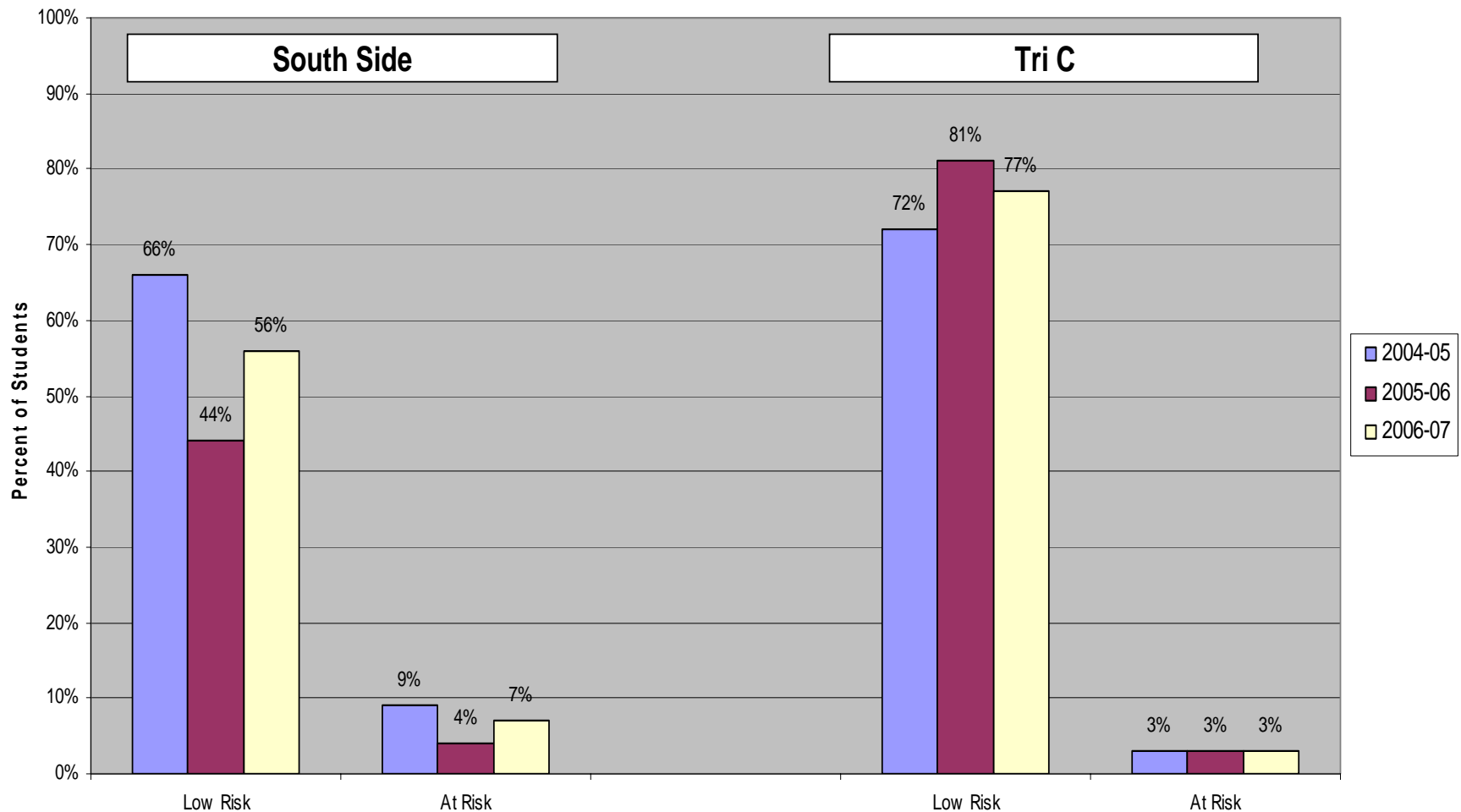
# TriC vs Southside- Risk: Kdg, PSF

Kdg Spring Dibels Risk Over Yrs - PSF  
TriC and Comparison School



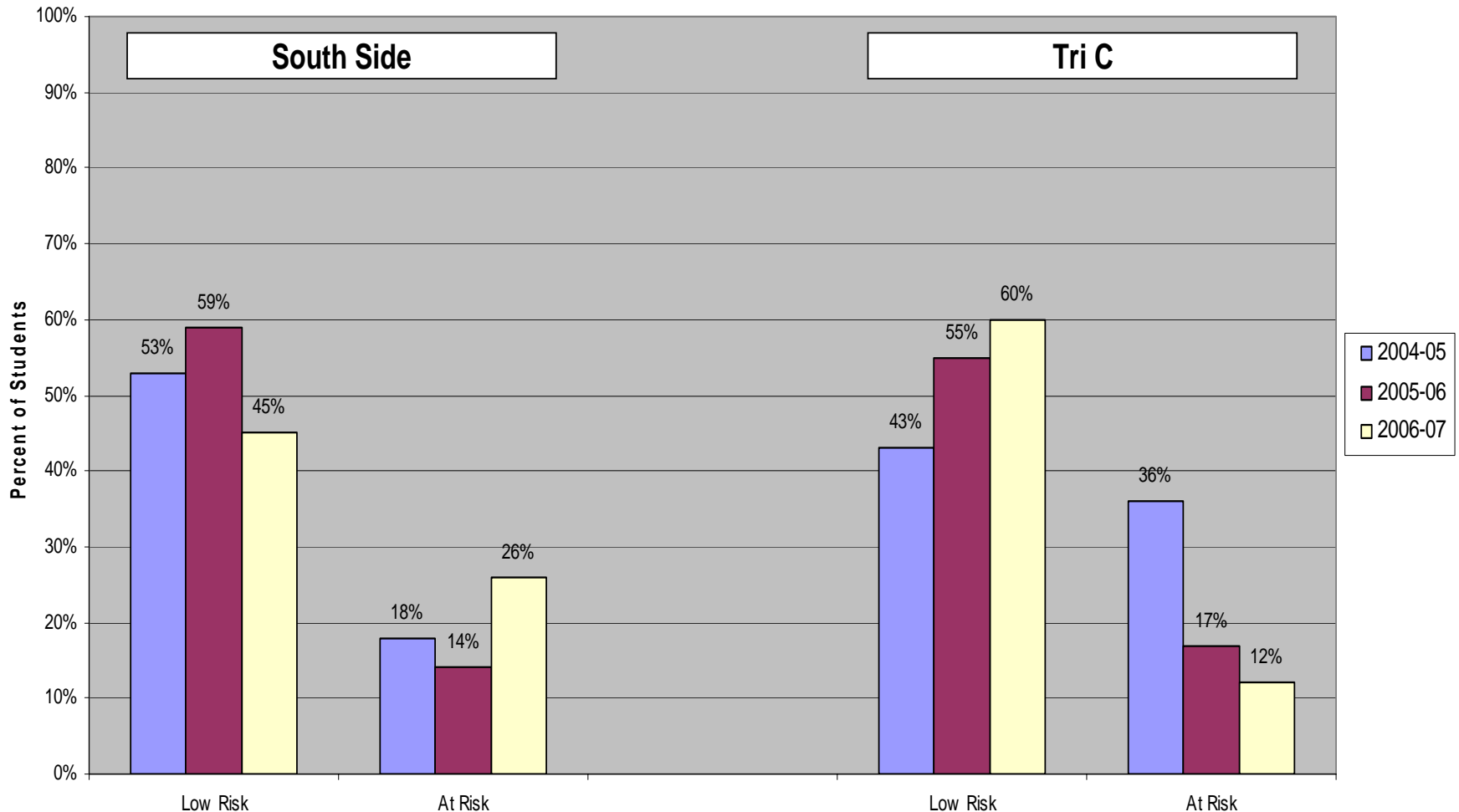
# TriC vs Southside- Risk: Gr 1, NWF

Grade 1- Spring DIBELS Risk Over Yrs- NWF  
TriC and Comparison School



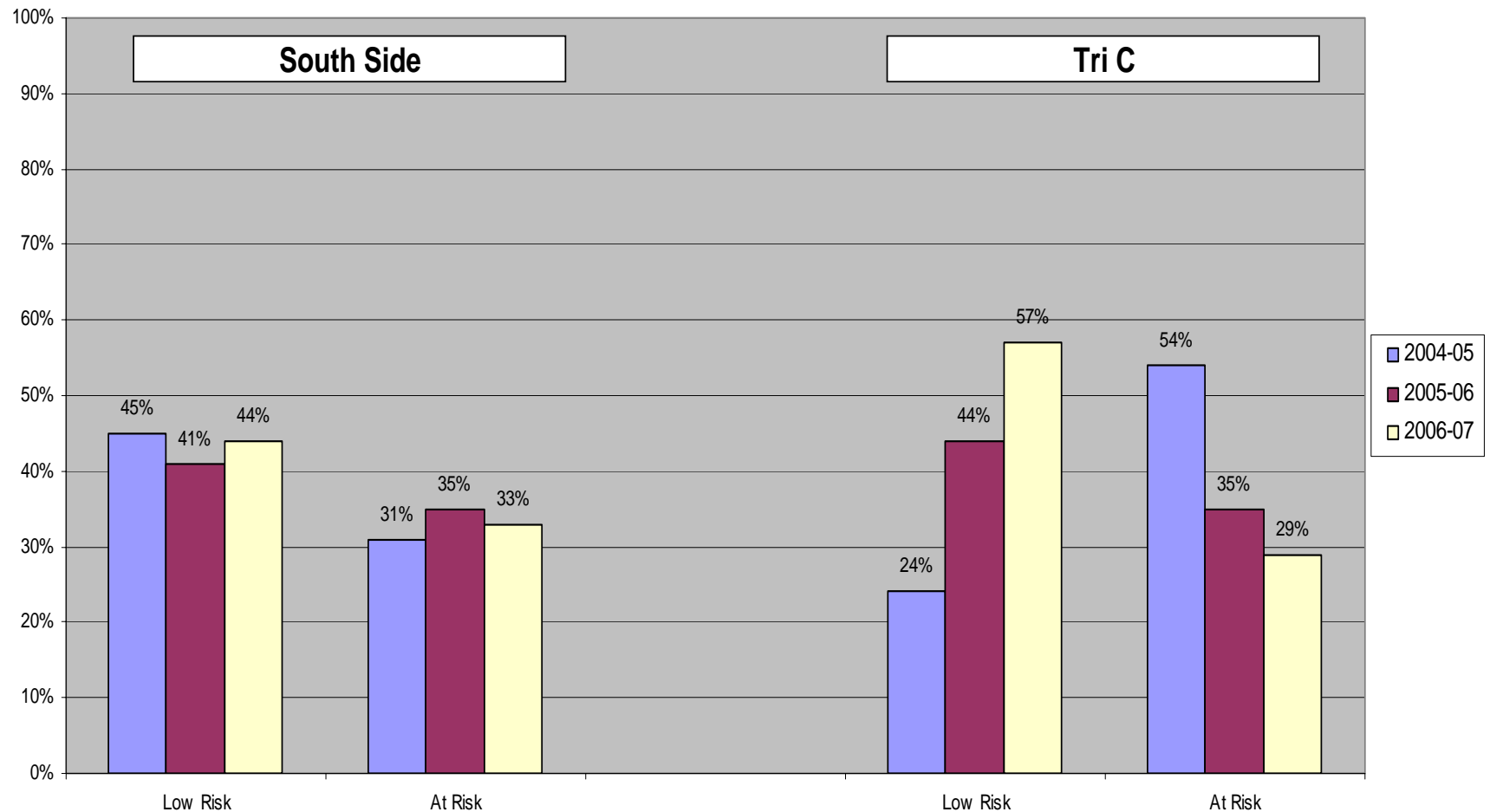
# TriC vs Southside- Risk: Gr 1, ORF

Grade 1- Spring DIBELS Risk Over Yrs- ORF  
TriC and Comparison School



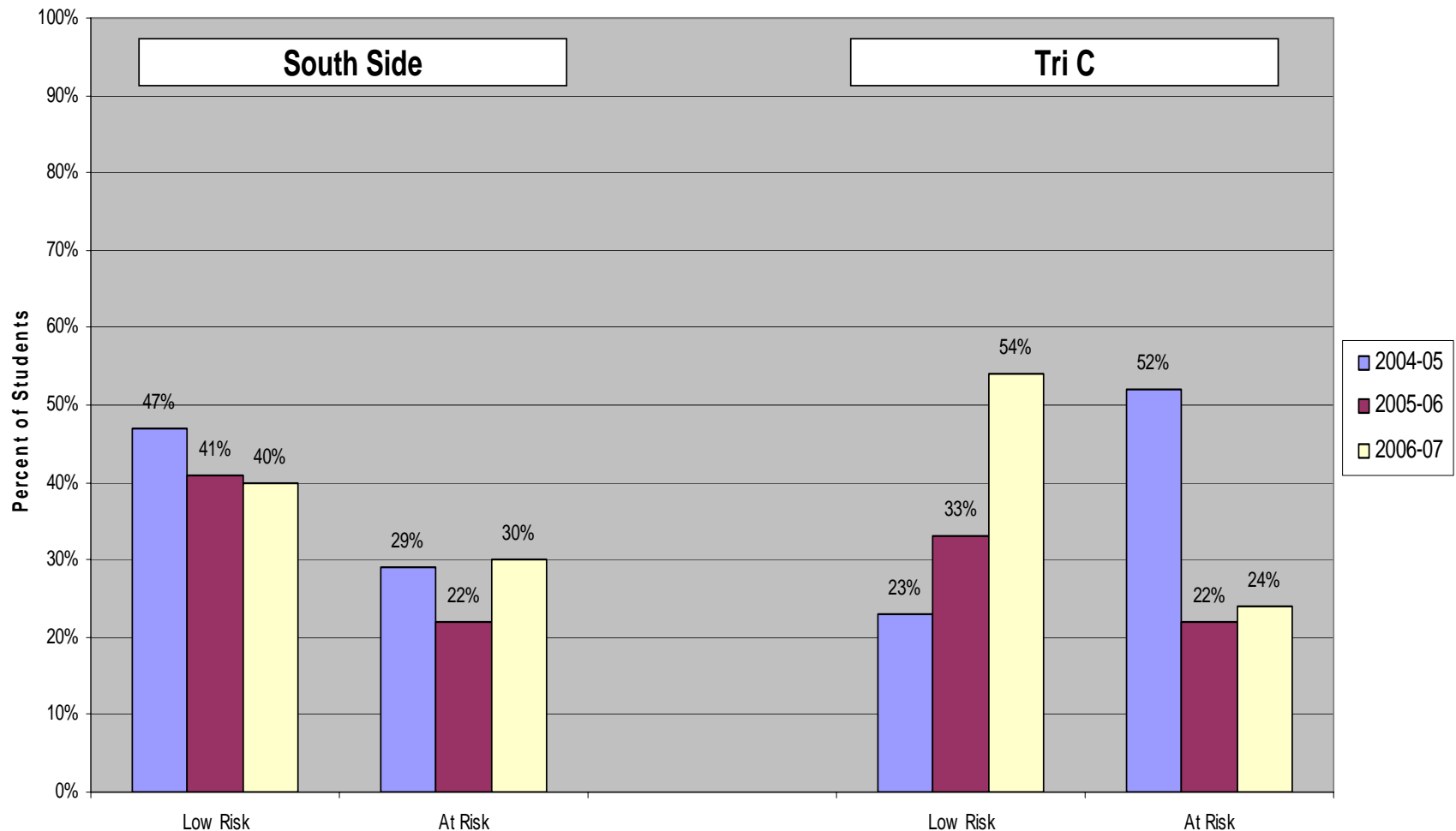
# TriC vs Southside- Risk: Gr 2, ORF

Grade 2- Spring DIBELS Risk Over Yrs- ORF  
TriC and Comparison School



# TriC vs Southside- Risk: Gr 3, ORF

Grade 3- Spring DIBELS Risk Over Yrs- ORF  
TriC and Comparison School



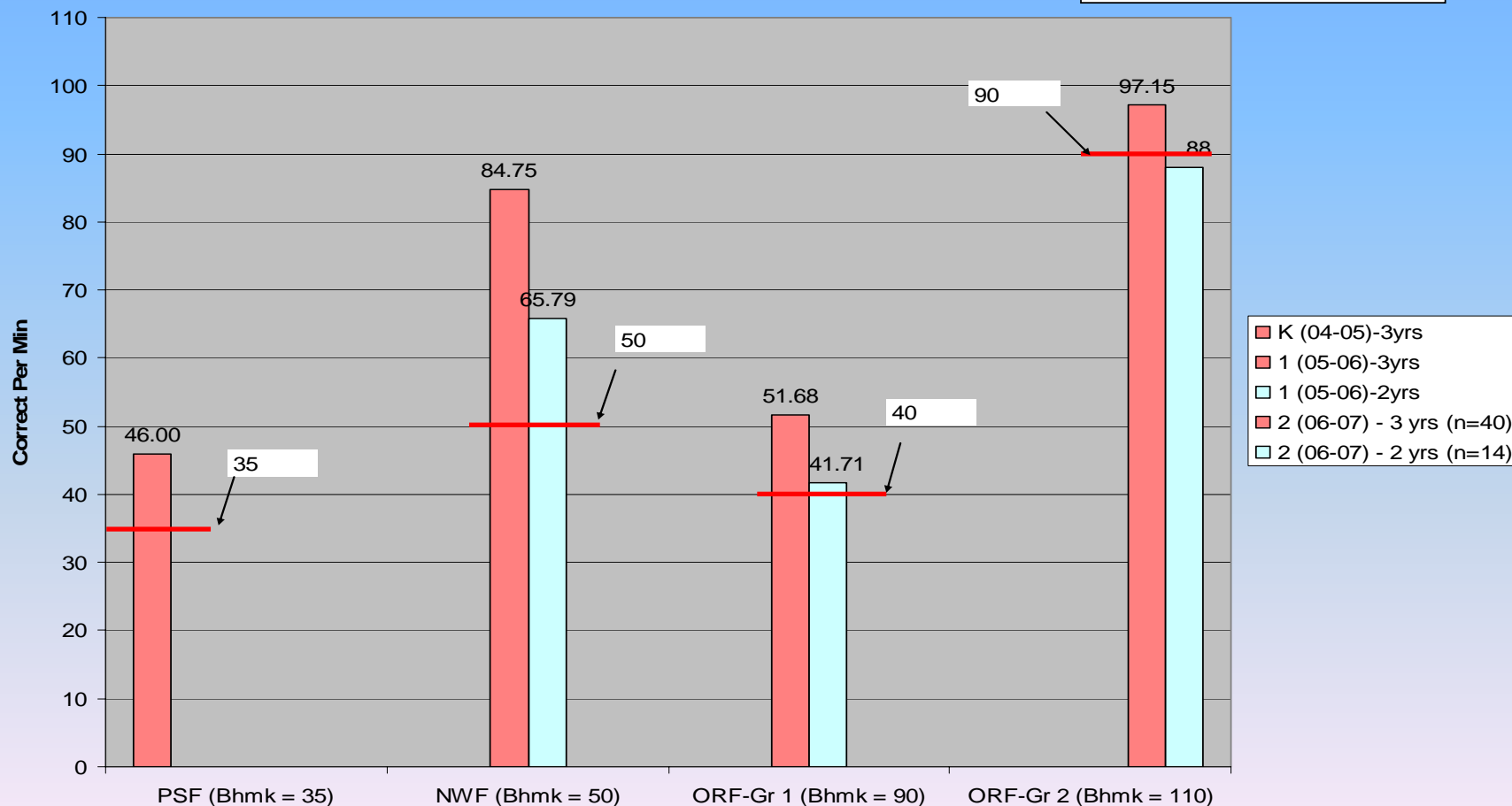
# Tri-C: Same students across years

- K through Gr 2

# Tri C- Level -Same Students K-Gr 2

**DIBELS**  
Mean Performance at EOY-  
Comparing 3 Yrs vs 2 Yrs at Tri-C

Red bar indicates benchmark level



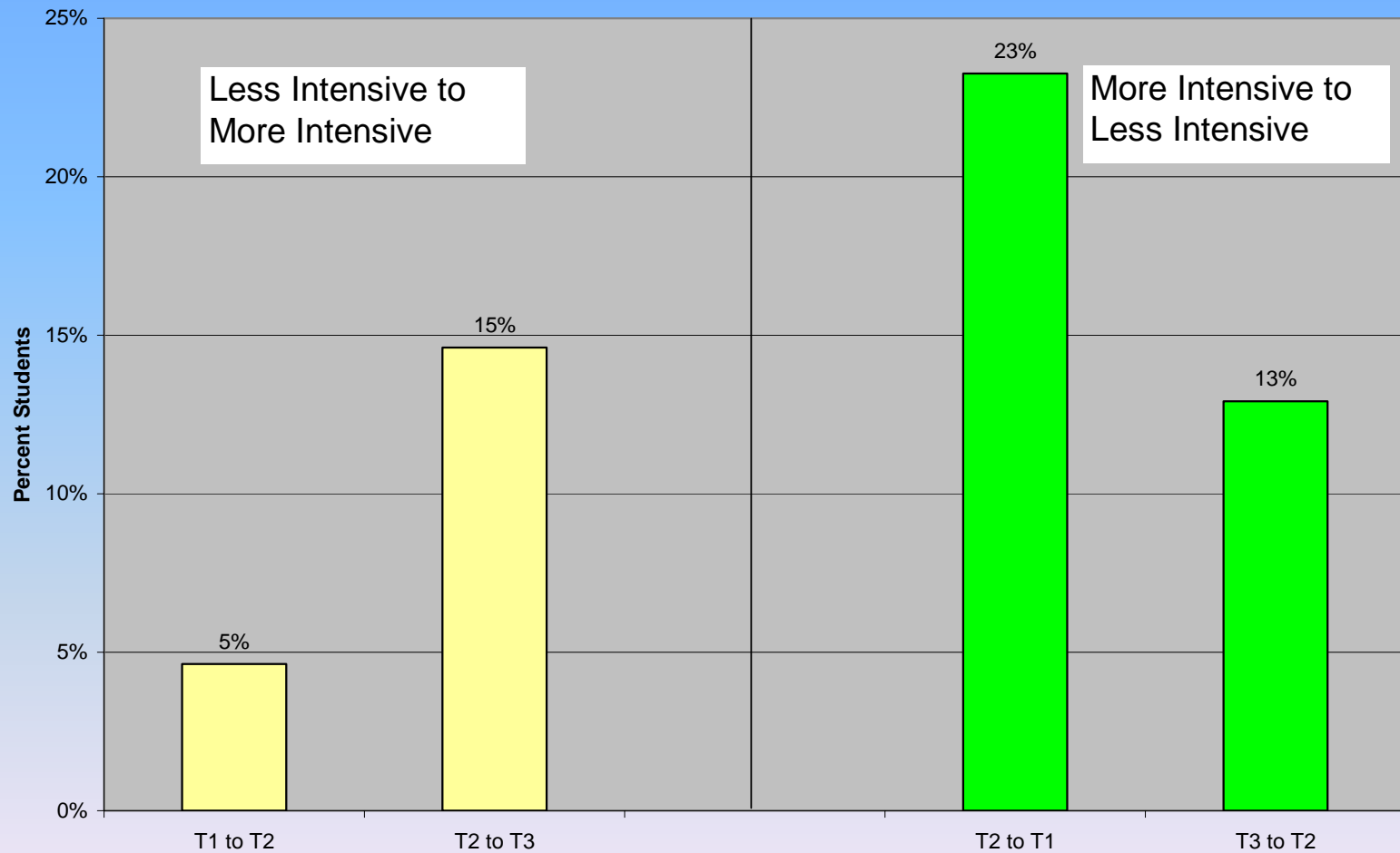
# Tier Movement

- Most movement across tiers occurred from Fall to Winter
- Across 4 sites, 36% of students moved from more to less intensive tiers (T3 to T2 or T2 to T1), while 20% moved from less intensive to more intensive tiers (T1 to T2 or T2 to T3)
- Some students remained in tiered intervention groups throughout the year as supplemental to core program instruction



# Tier Movement from Fall to Winter Across 4 Pilot Sites.

Average Movement Across Tiers

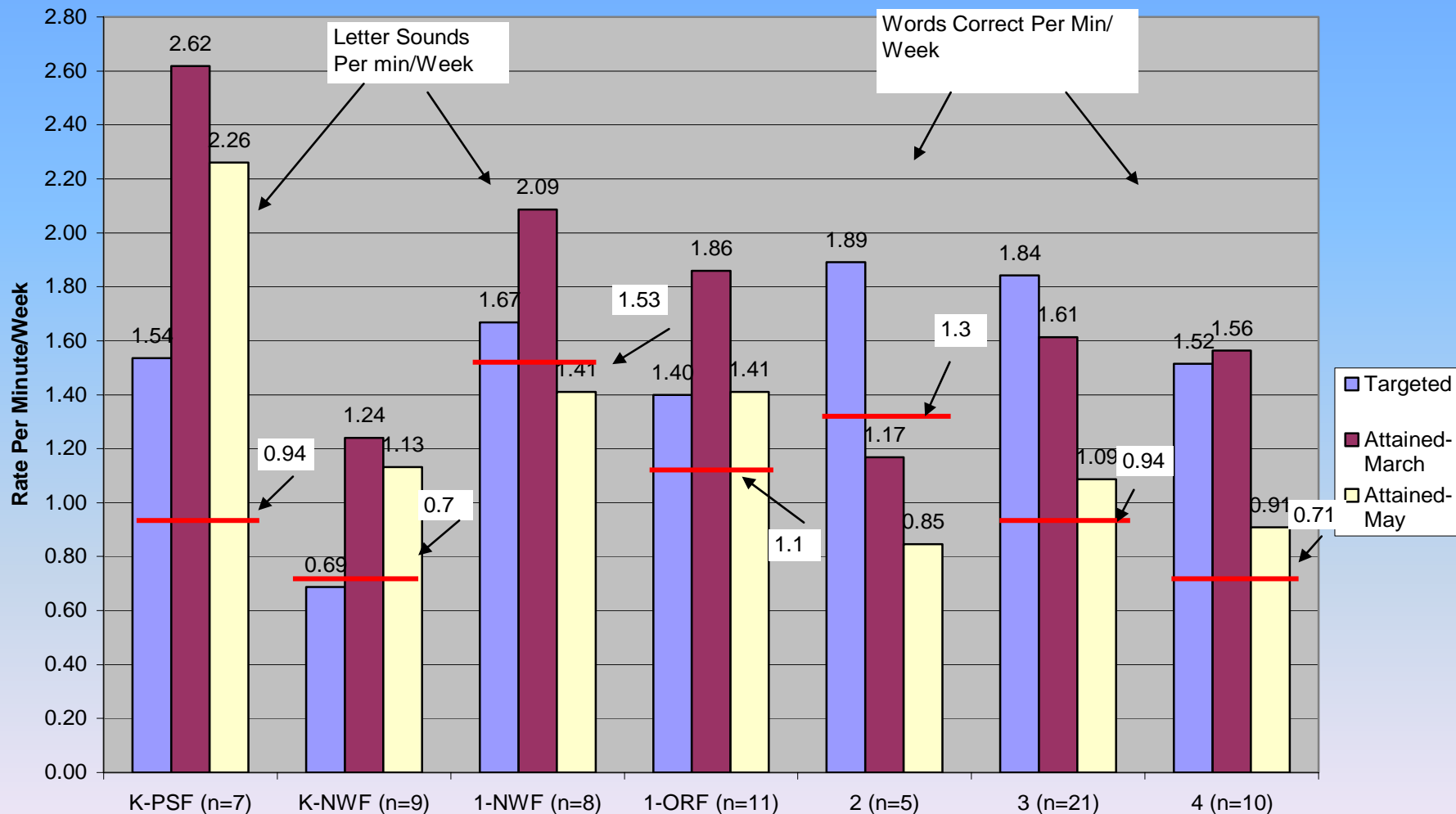


# Movement with Tiers

- Students remain in tier if:
  - Students are moving at rates equal to or ahead of typical performing students
  - Students are showing progress through benchmarking toward target benchmarks

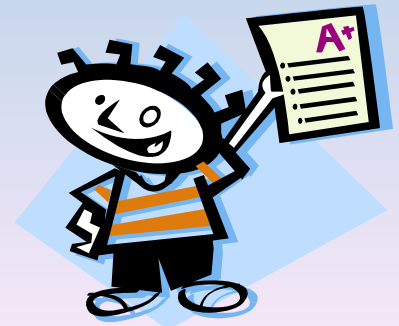
# Targeted vs Attained Levels of Progress Monitoring of Students at Tier 2 and Tier 3 for Montoursville.

Loyalsock- Targeted vs Attained-  
April and June



# What We've Learned

- Focus must be instruction
- Supports for RtI must be in place
  - Schedule adjustments
    - Time for tiered interventions
    - Time for staff learning
  - Opportunity for teacher-talk
    - Data discussions for instructional decision making (data analysis teaming)
  - Professional Development
    - Must be onsite, job-embedded and onsite
    - Must focus on capacity building



# Bottom Line Findings

- Fall to Winter = greatest gains
- Winter to Spring – slowed progress
- Need to tweak ALL interventions by March 1 (even those that appear to be working)
- Progress monitoring data, combined with benchmarking, combined with supplemental data source beyond grade 3+ make for the best decisions
- No one data source should be decision maker

# Conclusions

- Changes occur throughout a 3 to 5 year period
  - Strongest changes occur in youngest grades
  - Changes occur in quality of implementation, reflected in cohort changes across years
  - Changes occur in outcomes of implementation reflected in same students across years
- 
- A 3 – 5 YEAR CHANGE PROCESS BUT...
  - CHANGE CAN HAPPEN THROUGH RTI