Using Scientific Research-Based Interventions to Improve Outcomes for All Students

CT Association of Schools Mentor-Mentee Workshop

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SRBI

- **WE make a difference in student outcomes**
  - **Education Trust, Reeves, Schmoker, Hamden Public Schools**
  - **How can we be strategic about improved student outcomes?**
  - **Too many CT students receive disciplinary sanctions**
    - **62,823 (07-08 data)**
  - **Too many CT students are not reading at high levels**
    - **3rd grade = 181 busloads of students (CMT 2008)**

Where are these busses taking our children?

We play a critical role in their future!

Discussion

- What are our current practices for improving outcomes for students experiencing academic or behavioral difficulties?
- How do we currently help James?

Research suggests that if children aren't reading by 3rd grade, it is unlikely they will ever catch-up.

Juell, 1988
National Reading Council, 1998

Data…

- **CT has large achievement gaps, some of the largest in the United States**
- **Achievement as measured by critical indicators (CAPT, CMT, NAEP) is declining or stagnant**
- **Consistently flat reading achievement in CT over past 10 years**
- **Too many CT college students require remedial coursework**
- **CT's high school diploma has low economic value**

More data . . .

- **Large percentages of 16-18 year-olds are entering CT's Adult Education system**
- **CT has the second highest juvenile incarceration rates for Hispanic males and the third highest rate for African American males in the country**
- **Economists project that the bulk of CT's future work force will come from its major urban centers, where state achievement is lowest**
- **CT is 45th of 50 states in long-term job growth and has experienced the largest increase in income inequality in the nation since 1988**

Growing body of evidence – a model such as RtI can distinguish disability from difficulties or differences and holds considerable promise for improved student outcomes.

The Road to SRBI

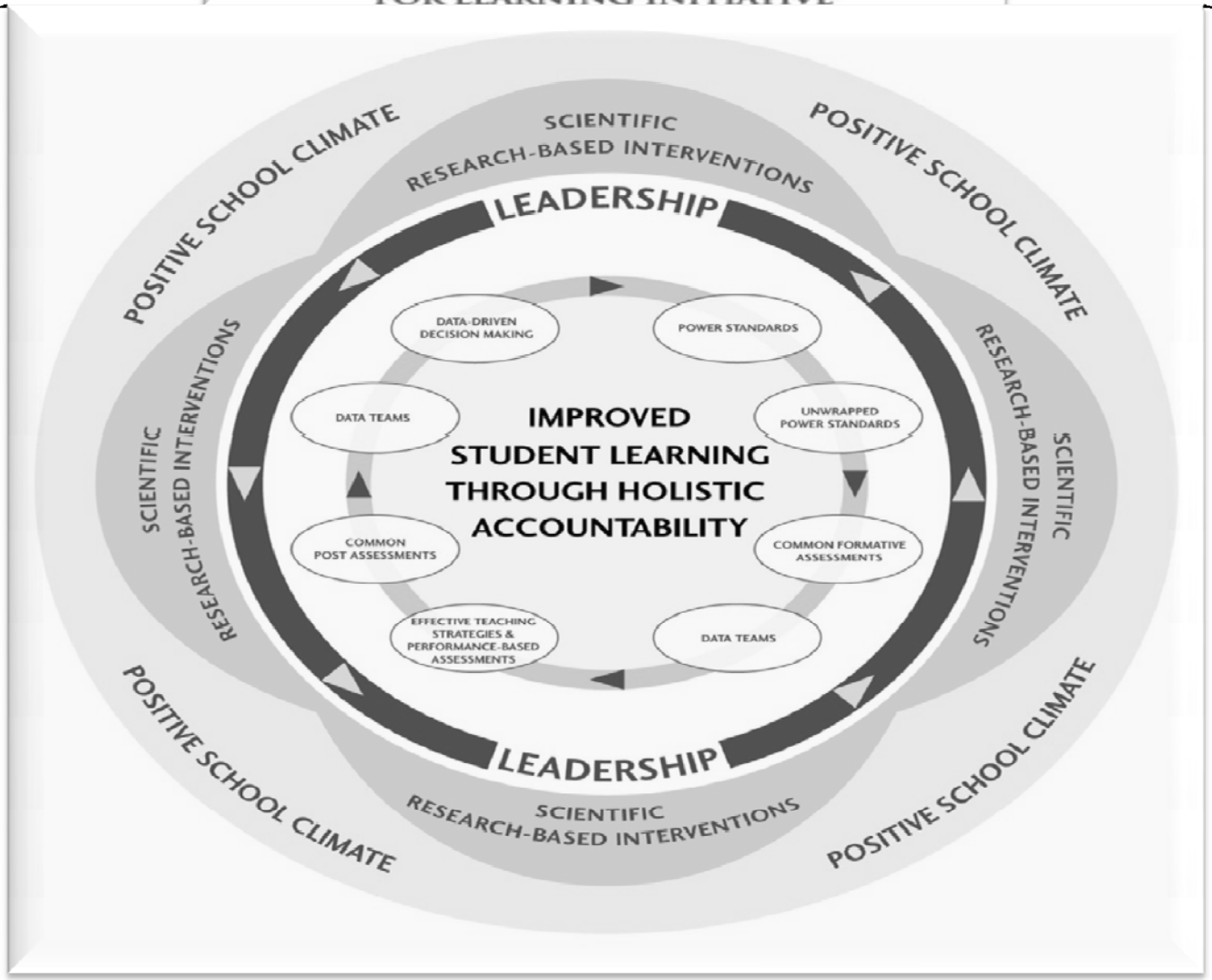
- Acting Commissioner Coleman convened a panel of 44 in 2006 to develop CT Response to Intervention Model
- SRBI – found in NCLB and IDEA
- CT's SRBI Framework for Continuous School Improvement – in Academic and Social Emotional Learning
- Not a path to Special Ed

CSDE Alignment

- **SRBI aligned with PD CALI offerings**
  - **Developed module with SERC/RESC/CSDE staff**
- **Aligned with proposed regulations – Certification work (training of higher ed)**
- **Aligned with Secondary School Reform work**
- **Working with RESC/SERC – building state capacity – State SRBI leadership team**

CAL

CONNECTICUT ACCOUNTABILITY FOR LEARNING INITIATIVE



Public Health Model of Prevention and Intervention for Quality Health

- **Screening Measures for All – to find out if conditions exist at an early stage (early detection) - and from screening (data) determine next steps (treatment plan) also informs practice in the CORE – in addition practices that predict good health are part of the core regimen – exercise, nutrition, supplements (prevention – Vitamin D)**
- **Treatment depends upon severity of need – specialist, medication, surgery**
- **Depending upon condition – may have treatment in all three tiers**
- ***Treat each patient as your only patient***

Essential Components of SRBI: TIER 1 The Core Curriculums

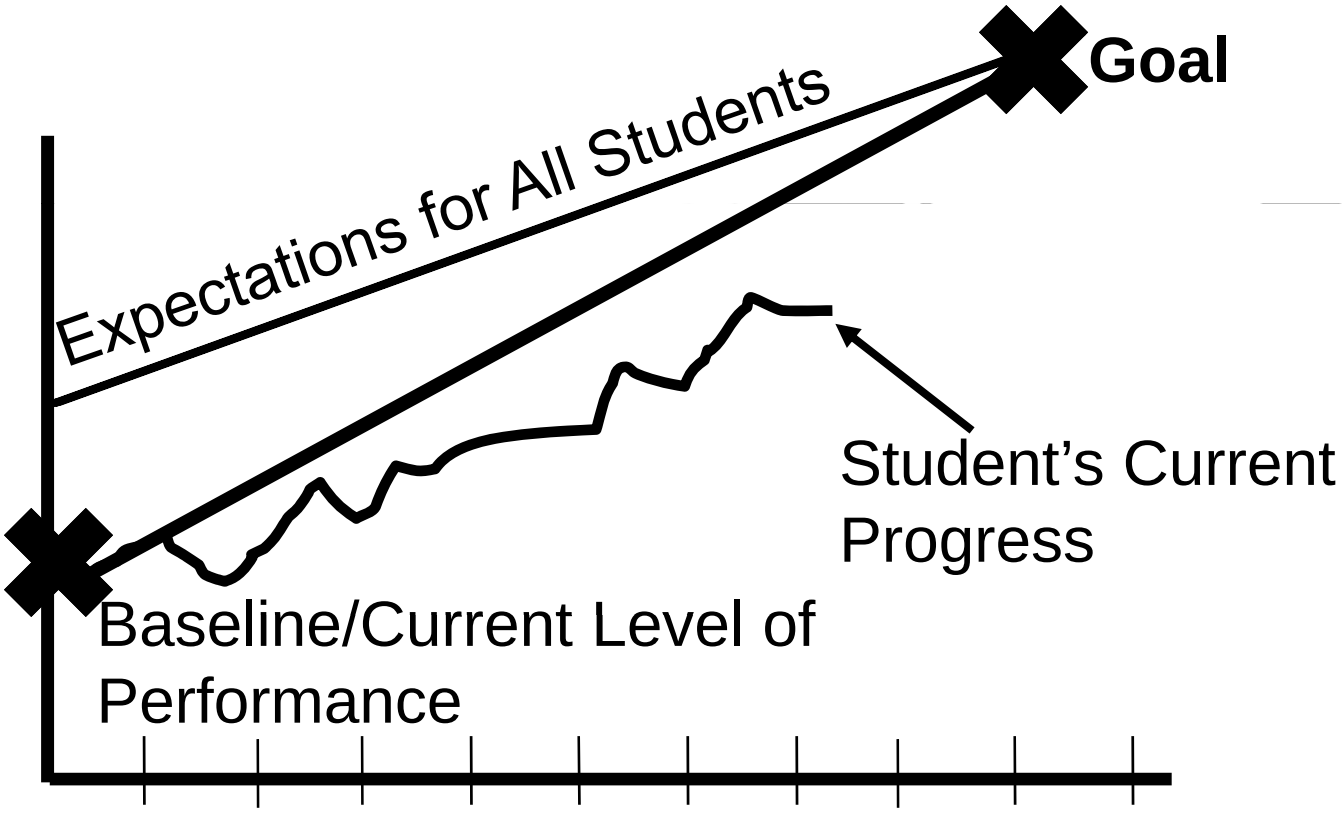
- Knowing who is at risk
- The core curriculums (Tier 1) are analyzed through universal common assessment which determine the percentage of students that are and are not meeting benchmarks
- Two Situations:
    - One school 70% of students are meeting benchmarks in reading
    - One school 40% of students are meeting benchmarks in reading

  – Same demographics, resources, same district, why the difference?

Essential Components

- **Based on assessment, decision rules are made – which students will need interventions – assessments also inform the curriculum**
  - **Past practice = remove students. Cannot fix core practice and challenges through student removal.**
    - **Dr. George Batsche**
- **Multi-tiered Interventions - involving increasingly intense levels of intervention – time and duration**
  - **Tier II targeted**
  - **Tier III individualized**
- **Progress Monitoring with Implementation Fidelity**

Charting Progress



IDEA 2004

- **New to LD - Definition of Appropriate Instruction 34 CFR §300.309**
- **"Data-based documentation of repeated assessment of achievement at reasonable intervals, reflecting formal assessment of student progress [progress monitoring], was provided to the child's parents.**
- **The above provision is required for all eligibility determinations - not only reserved for those states that eliminated requirement of IQ – achievement discrepancy**
- **As of July 1, 2009 school personnel may not longer use IQ achievement discrepancy to determine LD eligibility**

What's Wrong with IQ- Discrepancy?

- **IQ- discrepant and non- discrepant low achievers do not differ significantly in behavior, achievement, cognitive skills, response to instruction (Siegel, 1992; Stuebing et al., 2002)**
- **Formula does not differentiate between poor readers who were found to be readily remediated and those who were difficult to remediate (Vellutino, Scanlon and Lyon)**
- **IQ designation is arbitrary – context driven**
- **Status models are not reliable and valid - based on a single assessment (Francis et al., 2005)**
- **Little or no connection to instruction**
- **Identification Bias**

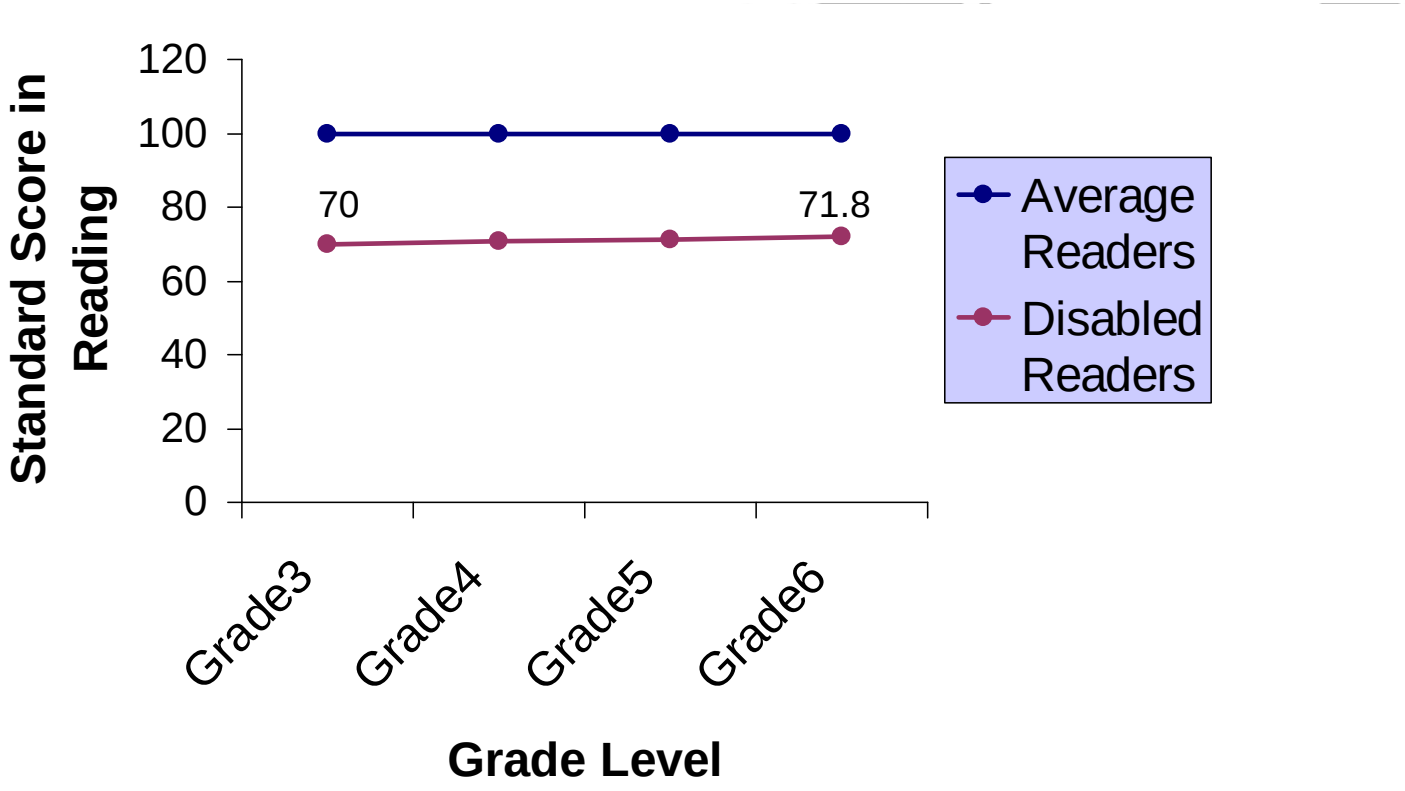
What about Students with Disabilities?

- Tiers are not gates to special education – past practice – ineffective interventions (paperwork) to finally get to a referral
- Students with disabilities are included in general education/core – continuum of support is fluid
- Students receive interventions prior to referral for special education evaluation
- Data on Instruction and interventions inform practice
- Data from interventions provide information relevant to eligibility for special education (specifically LD)

The Research - Special Education

- **Special education does not accelerate, it stabilizes**
- **Reduction or closing of gaps are hardly accomplished - a student never catches up (Fletcher)**

Change in Reading Skill for Children with Reading Disabilities in Special Ed : .04 Standard Deviations a Year



Quality Instruction is Directly Linked to Learning Problems and Learning Disabilities

Instructional factors are underestimated as a cause of LD (Fletcher et al., 2007)

- **Skills that prevent LD can be taught--they must be taught early in school**
- **Some children placed in special education may be instructional casualties because they did not get adequate instruction when it would be most effective**
- **Only by systemically strengthening the quality of both instruction and measuring a student's response to that instruction can inferences be made about the student's deficits (disability)**

Training

- **CSDE Training**
  - **07-08 10 sessions**
  - **08-09 6 sessions – Batsche, Klingner, Freiberg and Sugai**
  - **SERC website contains 30 minute video of 07-08 national presenters**
  - **CALI basic and certification training**

Treat each student as your only student

Sanders and Horn (1994) Three years of effective teaching accounts for an improvement of 35 to 50 percentile points on standardized testing. The effects are enduring.

Odden and Wallace (2003) improved classroom instruction is the prime factor to produce student achievement gains. Instruction itself has the largest influence on student achievement.

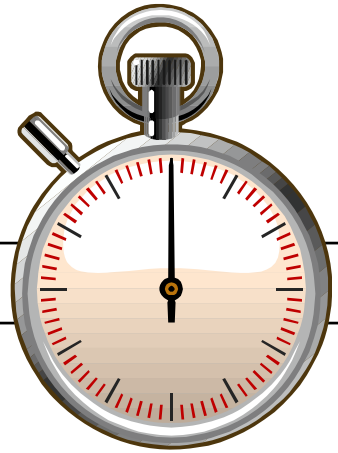
Assessment of Current Practices that are Elements of the SRBI Framework

- **General Education – Core Practices**
  - **Written Curriculum aligned with standards**
  - **Implemented with Fidelity**
  - **How do you determine effectiveness of CORE practices**
- **Universal Common Assessments**
  - **What are you using to determine if students are meeting standards?**
- **Use of Data**
  - **What is status of effective implementation of data teams in district, school, grade, instructional?**

Assessment of Current Practices that are Elements of the SRBI Framework

- **Progress Monitoring**
  - **How do you communicate student progress?**
  - **How do you monitor progress for students who are not meeting benchmarks?**
  - **How is this information accessible to staff, families, students?**
- **Interventions**
  - **How do you provide interventions for students who are not meeting standards? In the Core? Other services provisions?**
  - **How do you determine student outcomes?**

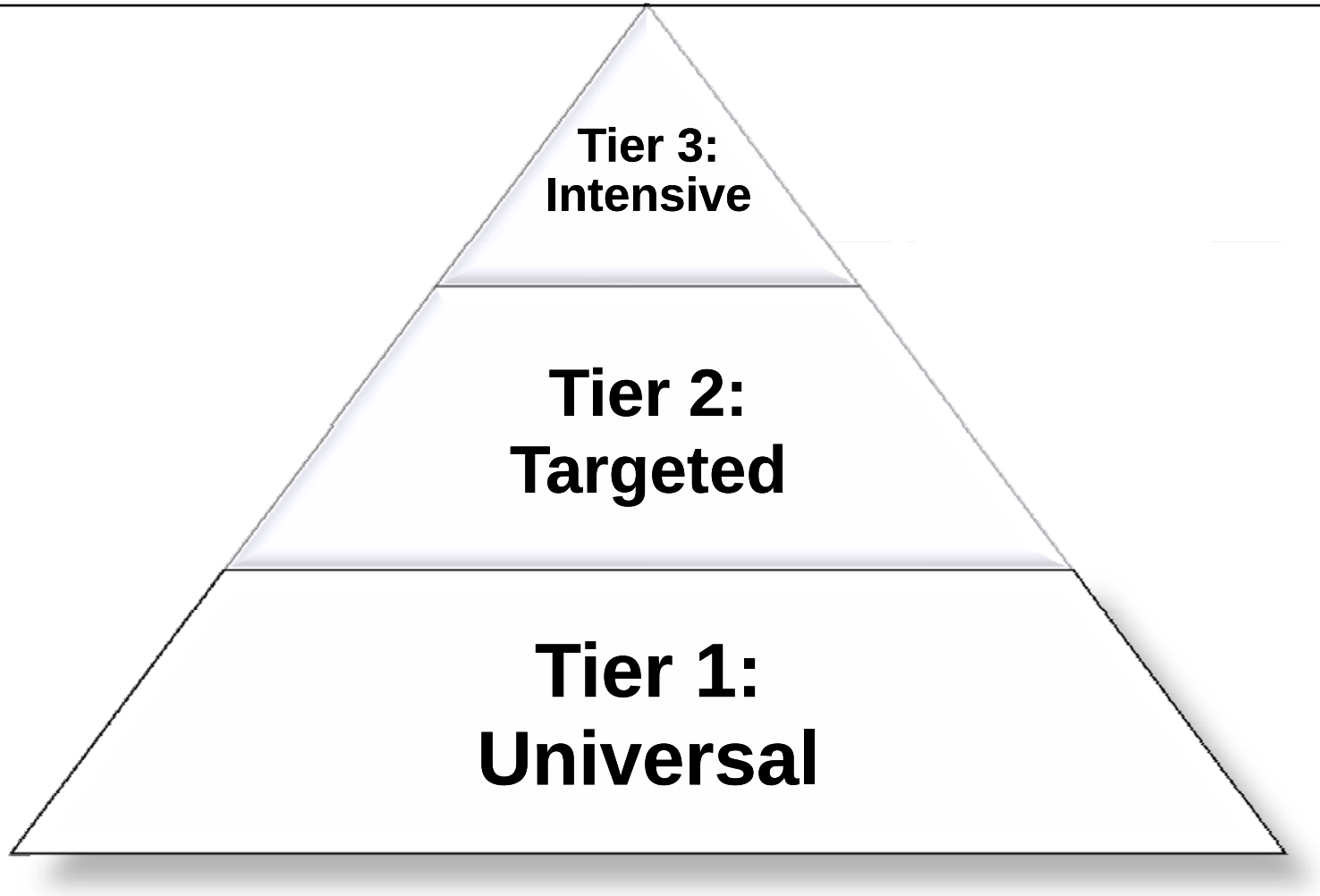
Resource Mapping



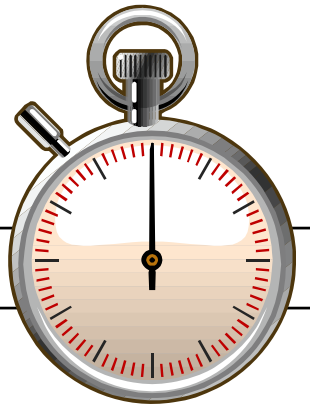
- Create a Resource Map with ideas for:
  - Curriculum, Instruction, & Learning Environment
  - Assessments
  - Decision-Making/Progress Monitoring
  - Staffing and Scheduling
- What do we have in place?
- What evidence do we have to support?
- What is having the most positive impact on student outcomes?

School:

Date:



Resource Mapping:
Questions to Consider



- Curriculum, Instruction & Assessment
  - Does curriculum already exist for the priority areas for intervention?
  - Have we identified effective instructional strategies?
  - What common assessments & behavioral data already exist that can be used as universal screening to identify difficulties in math and reading?
  - What progress monitoring tools already exist?

Next Steps

- Next steps with Faculty
- Resource Mapping and Analysis of Resources, Programs and Impact
- Online resources – self assessment and observation protocol
- http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322020

Tools - Websites

http://www.fcrr.org/

http://www.interventioncentral.org/

http://studentprogress.org

http://www.rti4success.org/

http://www.ncld.org/content/view/1002/389/
http://iris.peabody.vanderbilt.edu/index.html

http.//www.nccrest.org