Things to Consider When Developing an RTI Evaluation Plan

National Center on Response to Intervention
Session Agenda

- Rationale for RTI evaluation
- Defining RTI and the essential components of an RTI model
- Measuring fidelity of implementation
- Things to consider when evaluating RTI
- Ways to assess success indicators and examples of data
Session Objectives

- Recognize why it is important to evaluate the RTI model and what the evaluation might tell you.
- Develop an understanding of the essential components of an RTI model and whether they are being implemented fully.
- Increase understanding of key considerations for developing an RTI evaluation plan.
- Increase awareness of available evaluation tools and resources for measuring fidelity and implementation.
- Have a team discussion on success indicators and considerations for developing an evaluation plan.
RATIONALE FOR AN RTI EVALUATION
Why Evaluate RTI?

- Justify RTI Implementation to stakeholders
  - Resources, training efforts, funding
- Understand whether the essential components of RTI are being implemented with fidelity and refine the model as needed
- Assess the impact of the implementation of the RTI model or its components on student outcomes
- Empirically support statements about the effectiveness of RTI for stakeholders
Why Evaluate RTI?

- Identify areas for improvement or targeted technical assistance
- Assess implementation integrity and fidelity of
  - The RTI model
  - RTI model components
  - Implementation process
Key Evaluation Questions

1. How do I know whether my RTI model and the components of RTI are being implemented with fidelity?

2. How do I know if my RTI model is working and to what extent is it working?

3. If my RTI model is working, what will change for students, for schools, for districts?
WHAT IS RTI?
Defining RTI

- Response to Intervention (RTI) integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavior problems.

(National Center on Response to Intervention)
Defining RTI

- With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions based on a student’s responsiveness; and

- RTI may be used as part of the determination process for identifying students with specific learning disabilities or other disabilities.

(National Center on Response to Intervention)
RTI as a Preventive Framework

- RTI is a multi-level instructional framework aimed at improving outcomes for all students.
- RTI is preventive, and provides immediate support to students who are at risk for poor learning outcomes.
- RTI may be a component of a comprehensive evaluation for students with learning disabilities.
Essential Components of RTI

- Screening
- Progress Monitoring
- School-Wide, Multi-Level Prevention System
  - Primary level
  - Secondary level
  - Tertiary level
- Data-based decision making for
  - Instruction
  - Evaluating effectiveness
  - Movement within the multi-level system
  - Disability identification (in accordance with state law)
Essential Components of RTI
Screening

- **PURPOSE**: Identify students who are at risk of poor learning outcomes
- **FOCUS**: *All* students
- **TOOLS**: Brief assessments that are valid, are reliable, and demonstrate diagnostic accuracy for predicting learning or behavioral problems
- **TIMEFRAME**: Administered more than one time per year (e.g., fall, winter, spring)
THINK-PAIR-SHARE

- How are you implementing screening in your RTI model?
Progress Monitoring

- **PURPOSE**: Monitor students’ response to primary, secondary, or tertiary instruction to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the efficacy of different forms of instruction.

- **FOCUS**: Students identified through screening as at risk for poor learning outcomes.

- **TOOLS**: Brief assessments that are valid, reliable, and evidence based.

- **TIMEFRAME**: Students are assessed at regular intervals (e.g., weekly, biweekly, or monthly).
THINK-PAIR-SHARE

- How are you implementing progress monitoring in your RTI model?
Multi-Level Prevention System

**Primary level:**
School-wide/classroom instruction for all students, including differentiated instruction

**Secondary level:**
Supplemental group instruction for students with at-risk response to primary level

**Tertiary level:**
Specialized individualized instruction for students with intensive needs

~80% of Students

~15%

~5%
Changing the Intensity and Nature of Instruction

- Intervention
- Duration
- Frequency
- Interventionist
- Group size
THINK-PAIR-SHARE

- What does your multi-level prevention system look like? Are you fully implementing all three levels?
Data-Based Decision Making: The Basics

- Analyze data at all levels of RTI implementation (e.g., state, district, school, grade level) and all levels of prevention (i.e., primary, secondary, or tertiary).
- Establish routines and procedures for making decisions.
- Set explicit decision rules for assessing student progress (e.g., state and district benchmarks, level, and/or rate).
- Use data to compare and contrast the adequacy of the core curriculum and the effectiveness of different instructional and behavioral strategies.
Data-Based Decision Making: Types of Decisions

- Instruction
- Evaluate effectiveness
- Movement within the multi-level prevention system
- Disability identification (in accordance with state law)
THINK-PAIR-SHARE

- How are you using data to make decisions within your RTI model?
  - Are there data teams?
  - Do you have explicit decision rules?
  - Are there routines and procedures in place for collecting and reviewing data?
Essential Components of RTI
ASSESSING FIDELITY OF IMPLEMENTATION
What Is Fidelity of Implementation?

Fidelity of implementation, I think can best be explained this way. RTI, the people who first promoted RTI, were very much interested - and I think rightly.
Indicators of Successful Implementation

- Fidelity of implementation of essential components
- Effectiveness of the scale-up process
- Impact of RTI on service delivery (e.g., staff attitudes, delivery of instruction and supplemental supports, or design of instructional supports)
Monitor Fidelity

Ways to Measure Fidelity

- Self-report data
- Observation
- Logs, lesson plans, and student work
Self-Report Data

- May provide an indicator of teacher knowledge, context of implementation

**Types**
- Questionnaires
- Surveys
- Interviews

**Considerations**
- Often unreliable when used alone
- Efficient
Observation

- Types
  - Spot checks
  - Peer or administrator observations
  - Peer coaching
  - Item-by-item checklists of lesson components/rubrics

- Considerations
  - Develop checklists of critical implementation components
  - Record and listen to sessions at random
  - Least efficient but most reliable
Logs, Lesson Plans, Student Work

- Allows evaluation of what was done
  - Content covered
  - Student progress

- Considerations
  - Moderately efficient
  - Moderately reliable
  - Less information about delivery, dosage, adherence to scripts or lesson components (if applicable)
Measuring Fidelity Handout

Work with your team to

A. Choose an essential component to focus on during this activity.

B. Fill out the handout and discuss the last two columns relating to the essential component your team selected:
   - What are you currently doing to measure fidelity?
   - What can you implement to measure fidelity?
Examples of Measures and Tools for Evaluating Implementation of RTI Components and the RTI Process

- Fidelity-of-implementation forms
- Self-assessment rubrics
- Interview protocols
- Product review forms
- Free RTI surveys and checklists
- Direct observation instructions or rubrics
NCRTI Integrity Rubric and Worksheet

- Organized according to the essential components of RTI as identified by the NCRTI:
  - Screening, progress monitoring, multi-level prevention system, data-based decision making

- Includes overarching factors:
  - Staff qualification, cultural and linguistic competence, leadership, communication and involvement of parents, prevention focus
NCRTI Integrity Rubric

- Intended for use by individuals responsible for monitoring school-level fidelity of RTI implementation or as a measure of self-assessment.
- Provides descriptions of three levels of potential ratings (1, 3, or 5) across each factor.
## RTI Essential Components Integrity Rubric

The RTI Essential Components Integrity Rubric is for use by individuals who are responsible for monitoring school-level fidelity of RTI implementation. The rubric is aligned with *Essential Components of RTI: A Closer Look at Response to Intervention* (National Center on Response to Intervention, 2010).

<table>
<thead>
<tr>
<th>Item</th>
<th>1</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Screening</strong></td>
<td>The RTI framework accurately identifies students at risk of poor learning outcomes or challenging behaviors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Screening Tools</strong></td>
<td>Insufficient evidence that the screening tools are reliable; or that correlations between the instruments and valued outcomes are strong; or that predictions of risk status are accurate.</td>
<td>Evidence indicates that the screening tools are reliable and that correlations between the instruments and valued outcomes are strong. However, there is insufficient evidence that predictions of risk status are accurate.</td>
<td>Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.</td>
</tr>
<tr>
<td><strong>Universal Screening</strong></td>
<td>Neither condition is met: (1) Screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate).</td>
<td>Only one condition is met: (1) Screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate).</td>
<td>Both conditions are met: (1) Screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate).</td>
</tr>
</tbody>
</table>
Insufficient evidence that the screening tools are reliable; or that correlations between the instruments and valued outcomes are strong; or that predictions of risk status are accurate.
NCRTI Integrity Framework Worksheet

- Intended for use by RTI coordinators or evaluators with extensive RTI experience
- Provides space to develop a narrative rationale for each rating
- Data collected through interviews or site visits
<table>
<thead>
<tr>
<th>Item</th>
<th>Sample Interview Questions</th>
<th>Comments/Remarks</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Screening</strong>—The RTI system accurately identifies students at risk of poor learning outcomes or challenging behaviors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Screening Tools</td>
<td>What tools do you use for universal screening? When your school selected the screening tool(s), how much attention was paid to the evidence from the vendor regarding the validity, reliability, and accuracy of the tool? Does your school have documentation from the vendor that these tools have been shown to be valid, reliable, and accurate (including with sub-groups)? Do you have reason to believe that the screening tool(s) that you use may have issues with validity, reliability, or accuracy (including with sub-groups)? If so, please explain.</td>
<td></td>
<td>{1} {2} {3} {4} {5}</td>
</tr>
<tr>
<td>2. Universal Screening</td>
<td>Are all students at the target grade levels screened at the beginning of the school year? Does your school conduct screening throughout the school year? If so, how many times during the school year are students in the target grade levels typically screened? Is a well-defined cut score used to identify students at risk? Do you conduct a follow-up assessment to ensure that the results of the initial screening were accurate before placing a student in secondary prevention? If so, please describe. Describe the process for conducting the screenings. To what extent is this process consistently followed? How closely does the administration of the screening follow the developer guidelines? Are there differences in the process for different students? If yes, describe these differences. Is there anything about the process that you feel would jeopardize the accuracy of the results? If so, please describe.</td>
<td></td>
<td>{1} {2} {3} {4} {5}</td>
</tr>
</tbody>
</table>
### 1. Screening Tools

What tools do you use for universal screening? When your school selected the screening tool(s), how much attention was paid to the evidence from the vendor regarding the validity, reliability, and accuracy of the tool? Does your school have documentation from the vendor that these tools have been shown to be valid, reliable and accurate (including with sub-groups)? Do you have reasons to believe that the screening tools(s) that you use may have issues with validity, reliability, or accuracy (including with sub-groups)? If so, please explain.
The State Database provides resources on a number of topics related to response to intervention (RTI). The resources, which range from policy documents and briefs to trainings and tools, were developed by states, districts, or territories, in the U.S. who are in different stages of implementing Response to Intervention.

- **About** the RTI State Database
- **How to use** the RTI State Database
- **The States Chart** how do other states compare?

Example—Colorado’s RTI Implementation Rubric

**RtI IMPLEMENTATION RUBRIC: DISTRICT-LEVEL**

**LEADERSHIP**

Leadership refers to the activities of leaders, and includes:
- creating a clear vision and commitment to the RtI process
- inspiring, facilitating, & monitoring growth & improvement, along with holding high standards for everyone
- promoting the essential components of RtI & the significant systemic changes needed to implement RtI with fidelity
- committing resources, time, & energy to building capacity & sustaining the momentum needed for change
- supporting collaborative problem-solving approaches with colleagues, families, learners, & community members to build partnerships

<table>
<thead>
<tr>
<th>Key Anchors and Guiding Questions:</th>
<th>Emerging: Establishing Consensus</th>
<th>Developing: Building Infrastructure</th>
<th>Operationalizing: Gaining Consistency</th>
<th>Optimizing: Innovating and Sustaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How is a district leadership team formed?</td>
<td>District personnel discuss the need for a change in practices. An understanding of RtI’s rationale, definition, and general education purpose is understood.</td>
<td>A district leadership team and/or coordinator is formed that is responsible for scaling up RtI. Duties include, but aren’t limited to: - building understanding of the need for RtI across district - identifying funding sources and budget allocation - aligning initiatives with RtI - coordinating PD - outlining roles of principals, supervisors, office admins &amp; support staff</td>
<td>Leadership team meets on a regular basis and works through the action plan or goals of district-level RtI implementation. Team works with stakeholders, schools, and families to achieve goals.</td>
<td>Leadership team is continually refining RtI implementation as it analyzes data from students, families, and schools on the model’s effectiveness.</td>
</tr>
<tr>
<td>2. How is a vision and commitment to RtI created?</td>
<td>District administrators understand the need for RtI and understand it is a 3-5 year implementation process.</td>
<td>District administrators, faculty, and families draft a vision statement for RtI implementation. The district commits to a three-tiered model of academics, behavior, and social-emotional support for all students.</td>
<td>District administrators and faculty: - share the mission statement - align district policies with the RtI vision to support student success - implement and support RtI district-wide</td>
<td>Administrators, faculty, and families actively participate in a systemic, culturally-responsive RtI model. Data on its effectiveness is regularly analyzed to improve RtI implementation and effectiveness.</td>
</tr>
</tbody>
</table>

[http://www.cde.state.co.us/rti/](http://www.cde.state.co.us/rti/)
## Example—Connecticut’s Evaluation of Districts’ RTI Procedures: Self-Assessment

<table>
<thead>
<tr>
<th>Priority (H/M/L)</th>
<th>SRBI Self-Assessment</th>
<th>As Evidenced By:</th>
<th>Level of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Directions</strong>: Complete assessment with team. Describe evidence that supports the indicator. Determine current level of implementation based on evidence provided. Priority section will be determined with technical advisor at the culmination of visit. Action steps will be developed based on priorities.</td>
<td></td>
<td>0: Not Yet</td>
</tr>
<tr>
<td><strong>1. Effectiveness of Core Curriculums and Instruction—Systems of Multi-Tiered Interventions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>System in place to evaluate curriculums, instruction, and learning environments on a regular basis to determine effectiveness based on outcomes of all students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Evidence-based and culturally relevant practices are utilized and known by all staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>An alignment of curriculum, instruction, assessment and professional development is evident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Core general education practices are accessible by all students (regardless of language spoken at home, culture, ability)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Continuum of support for all students is clearly defined and articulated (addressing both academics and behavior)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>Core Reading curriculum is reflective of components of comprehensive literacy (phonemic awareness, phonics, fluency, vocabulary, oral and reading comprehension)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>A social/emotional learning (SEL) curriculum is in effect and represents core competencies (self-management, social awareness, relationship skills, and responsible decision making)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>School-wide behavior expectations are clearly defined, taught, and reinforced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j.</td>
<td>There is a culture of strengthening and building relationships (adult to adult, adult to student, student to student)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example—Connecticut’s Evaluation of Districts’ RTI Procedures: Interview

Questions May Include
• What is the purpose of your team?
• What are the activities of the team?
• What is the expectation of the team?
• How often do you meet? How long is the meeting?
• How is the agenda for the meeting determined?
• How are decisions determined?
• How are strategies for student improvement determined? How are they evaluated?
• How does the data team influence classroom/school-wide practice (e.g., coaching teachers, support personnel)?
• Give an example of how the data team supports improvement in student outcomes (e.g., academic or behavioral)?

Example—Connecticut’s Evaluation of Districts’ RTI Procedures: Permanent Product Review

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Category</th>
<th>Type</th>
<th>Aligned to</th>
<th>Purpose – Why?</th>
<th>Time Frame</th>
<th>How are these data analyzed?</th>
<th>What do these data tell you about student learning?</th>
<th>Who takes action on this data? What changes because of the data?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F - Formative</td>
<td>F - Formal Standardized</td>
<td>T - Textbook/Materials</td>
<td>1. Measure growth towards standards</td>
<td>Instructional Data Team</td>
<td>Instructional Data Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S - Summative</td>
<td>- CFA</td>
<td>C - Curriculum</td>
<td>2. Measure achievement of specific learning targets</td>
<td>School Data Team</td>
<td>School Data Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D - Diagnostic</td>
<td>- Quiz</td>
<td>S - CT Standards (CCSS)</td>
<td>3. Measure achievement status for grading</td>
<td>District Data Team</td>
<td>District Data Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B - Benchmark</td>
<td>- Performance</td>
<td>F - CT Standards</td>
<td>4. Measure validity of curriculum.</td>
<td>PLCs</td>
<td>PLCs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>P - Progress-monitoring</td>
<td>- Test</td>
<td>Framework and GLEs</td>
<td>5. Public Accountability</td>
<td>SRBI Team</td>
<td>SRBI Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sc - Screening</td>
<td>- Exit Slip</td>
<td></td>
<td>6. Improve learning and assessment</td>
<td>Peer Analysis(Student)</td>
<td>Peer Analysis(Student)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Circle all that apply</td>
<td>- Quick write</td>
<td></td>
<td>7. Programmatic Decisions</td>
<td>Student Work Analysis (Possible changing the section to questions)</td>
<td>Student Work Analysis (Possible changing the section to questions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 3-2-1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Concept Map</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment Module – Last Revised 12/8/11 – Modified from SRBI Assessment Inventory

Example—Connecticut’s Evaluation of Districts’ RTI Procedures: Building/Classroom Tour

• The observer would write down evidence of practice, notes, or comments for each of these key areas.

• The observer also may record the readiness level (beginning, developing, proficient, or exemplary) observed for each of these key areas.

<table>
<thead>
<tr>
<th>Walkthrough – Building/classroom tour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations:</td>
</tr>
<tr>
<td>Look for consistency of practice across classrooms/grades</td>
</tr>
<tr>
<td>Climate/culture of collective responsibility</td>
</tr>
<tr>
<td>Student and family friendly</td>
</tr>
<tr>
<td>Consistency in high expectations, rigor, relevance for all students</td>
</tr>
<tr>
<td>Evidence of a professional learning community</td>
</tr>
<tr>
<td>Quality of Adult-Adult, Adult-Student, Student-Student relationships</td>
</tr>
<tr>
<td>Objective on Board</td>
</tr>
<tr>
<td>Student work displayed</td>
</tr>
<tr>
<td>Teacher questioning</td>
</tr>
<tr>
<td>Classroom arrangement</td>
</tr>
<tr>
<td>Display of data</td>
</tr>
<tr>
<td>Student engagement</td>
</tr>
<tr>
<td>Differentiated instruction</td>
</tr>
<tr>
<td>Flexible grouping</td>
</tr>
<tr>
<td>Appropriate use of other support personnel</td>
</tr>
</tbody>
</table>

Example—Connecticut’s Evaluation of Districts’ RTI Procedures: Data Team Observation

In this example, observers would check the box if they saw evidence of the key area during the observation period.

Data Team Observation (30 minutes)

Observations:

Check all that apply:
☐ Prepared agenda
☐ Consistent schedule (weekly/bi-weekly)
☐ Facilitator
☐ Record or minutes taken
☐ Focus on student work/outcomes
☐ Collecting or analyzing data on all students
☐ Setting SMART goals
☐ Selecting effective teaching strategies
☐ Determining effectiveness of strategies
☐ Determining specific actions for subsequent data team meeting

### Example—Delaware’s District RTI Planning Guide

<table>
<thead>
<tr>
<th>Section III</th>
<th>Category A</th>
<th>Category B</th>
<th>Category C</th>
<th>Potential Team Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>III.1</td>
<td>Teachers do not implement all components of SBR core curriculum with fidelity</td>
<td>Some teachers implement all components of SBR core curriculum with fidelity but it is not a school-wide practice or expectation</td>
<td>All teachers implement all components of SBR core curriculum with fidelity because it is a school-wide expectation</td>
<td>School staff for schools in Categories A and B should be provided professional development on implementing the core curriculum with fidelity. For schools in Category C, arrange for professional development updates or initial professional development for new staff members as needed.</td>
</tr>
<tr>
<td>Elementary Schools in our district (List school under appropriate Category)</td>
<td></td>
<td></td>
<td></td>
<td>Team Notes:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III.2</th>
<th>Category A</th>
<th>Category B</th>
<th>Category C</th>
<th>Potential Team Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every student is taught at grade level standards and teachers implement an appropriate instructional sequence of skills during small group instruction (Module I, IV)</td>
<td>Teachers do not teach all students at grade level standards and have a difficult time matching instructional needs to the appropriate sequence of skills during small group instruction</td>
<td>Some teachers teach every student at grade level standards and match instructional needs to the appropriate sequence of skills during small group instruction</td>
<td>All teachers teach at grade level standards and implement an appropriate instructional sequence of skills during small group instruction</td>
<td>School staff for schools in Categories A and B should be provided professional development in teaching at grade level standards and decision making for matching instructional needs to the appropriate sequence of skills. For schools in Category C, arrange for professional development updates or initial professional development for new staff members as needed.</td>
</tr>
<tr>
<td>Elementary Schools in our district (List school under appropriate Category)</td>
<td></td>
<td></td>
<td></td>
<td>Team Notes:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III.3</th>
<th>Category A</th>
<th>Category B</th>
<th>Category C</th>
<th>Potential Team Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fidelity of core implementation is evidenced by walk throughs, observations, lesson plans, accessible, instructional materials, posted schedules, data (Module I)</td>
<td>Building administrators do not use systemic practices to evaluate the implementation of the core curriculum</td>
<td>Building administrators engage in some practices to evaluate the implementation of the core curriculum</td>
<td>Building administrators engage in systemic practices to evaluate the implementation of the core curriculum</td>
<td>Building Administrations for schools in Categories A and B should consider technical assistance in effective practices to evaluate the fidelity to core curriculum implementation. For schools in Category C, continue effective practices.</td>
</tr>
<tr>
<td>Elementary Schools in our district (List school under appropriate Category)</td>
<td></td>
<td></td>
<td></td>
<td>Team Notes:</td>
</tr>
</tbody>
</table>

CONSIDERATIONS FOR DEVELOPING AN EVALUATION PLAN
Things to Consider

- Data collection
- Staffing and expertise
- Funding
- Evaluation tools
- Timeframe
- Data analysis
- Sharing of results
Examples of Types of Data

- Compliance with state and federal regulations
- Components of the RTI process (i.e., screening and progress monitoring data)
- Fidelity of implementation
- Effectiveness of RTI (student outcome measures)
- Financial impact of RTI
Data Collection: Key Questions

- What data do we need to collect?
- Can we use existing data? If so, what sources?
- Do we need to collect additional data? If so, how will we collect the data?
- Can we use similar data sources across all sites?
Data Collection: Methods

- Consistency across schools’ data reporting systems and data collected
  - Use a common language across all schools
  - Collect consistent data across schools
  - Use consistent cut scores and benchmarks

- Multi-method/multi-measure assessment is preferred
# Data Collection: Methods

<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>Success Indicators</th>
<th>Type of Data Needed</th>
<th>Submission or Collection Methods</th>
<th>Timeframe of Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is it we want to know?</td>
<td>What is an indicator of what we want to know?</td>
<td>What type of data will provide information for the success indicator?</td>
<td>How will the data be collected and analyzed?</td>
<td>What is the timeframe for data collection?</td>
</tr>
</tbody>
</table>
Staffing and Expertise

- Who will oversee the evaluation process?
- Who will be responsible for collecting and analyzing data?
- Do we have sufficient internal staff expertise to design and conduct an evaluation?
- Do we need external expertise? What is available?
Funding

- What funding resources are available to support the ongoing evaluation of RTI?
- What funding is available to support knowledge development or engage experts?
- What funding is available to address any necessary changes to the RTI process?
Evaluation Tools

- What tools are currently available?
- Can we use existing tools? Do we need to adapt or develop new tools?
- What resources do we have for analyzing and reporting the results?
- Do we have sufficient training on how to use the tools and reporting information we select?

Note: This will be covered further in later sections of the presentation
Timeframe

- How much time is needed to plan for evaluation?
- When will data collection begin?
- Will multiple years or a single year of data be used for analysis?
- When will data analysis occur (single time point or multiple time points) and when will the results be reviewed?
Data Analysis

- How will we aggregate data (across students, classes, grades, schools)?
- Do we have consistent benchmarks (across grades, within the district)?
- How many years of data will we consider?
- Will we use a data system to support analysis? If so, which one?
Sharing of Results

- How will we report the results?
- How will we disseminate the results and next steps?
  - Parents
  - School board
  - Teachers
  - Administration
  - School staff
  - Others
THINK-PAIR-SHARE

- How will we share the results of our evaluation, or how do we currently share our evaluation data?
  - What methods will/do we use?
  - Who will be/is our target audience?
  - Will /do we use different methods for different audiences?
Reflection: Guiding Questions for Evaluation

- What do we want to know?
- What data do we have that we can use to evaluate (e.g., fidelity data, student outcome data)?
- Do we need to collect additional data? If so, what type?
ASSESSING STUDENT, SCHOOL, DISTRICT OUTCOMES
Different Levels or Types of Analysis

- Individuals, Grades, Schools, Districts
  - Aggregation of data
    - Mean (average) across students, grades, schools
    - Range (spread) of scores from low to high
Different Levels or Types of Analysis

- Single year or across multiple years of implementation
  - Comparing cohorts of students
- Schools implementing RTI, or comparison of schools implementing RTI with schools not implementing RTI
Data Systems

- Published data systems
  - *Pros*: Data can be accessed by multiple users; many systems provide easy-to-interpret printouts
  - *Cons*: Cost; lack of knowledge on how to use the system

- Excel spreadsheet
  - *Pros*: No cost; accessible; easy to use for basic analyses
  - *Cons*: Access to data is often limited to a few members; lack of skills in creating graphs and analyzing data
All measures of success are related to data-based decision making, but two common indicators of interest are

- Student outcomes (e.g., scores on end-of-year assessments, number of office referrals)
- Patterns of special education referral
Student Outcomes

- Student outcomes can include
  - State assessments
  - Discipline/behavioral referrals
  - Graduation rates
  - Retention rates
  - Dropout rates

- The percentage of students achieving, nearly meeting, or exceeding standards on outcome measures should increase across years.
Ways to Look at Changes in Student Outcomes

1. Changes in student outcomes by cohort across multiple years of RTI Implementation
2. Comparison of student outcomes for schools implementing RTI and schools not implementing RTI
Example 1—Comparison of Cohorts Across Years in Grades 3–5

Percentage of Students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>45%</td>
<td>60%</td>
<td>71%</td>
<td>55%</td>
<td>40%</td>
<td>29%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>45%</td>
<td>45%</td>
<td>57%</td>
<td>57%</td>
<td>43%</td>
<td>25%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>43%</td>
<td>43%</td>
<td>56%</td>
<td>57%</td>
<td>56%</td>
<td>60%</td>
</tr>
</tbody>
</table>
THINK-PAIR-SHARE

- What does the graph tell you about student achievement in the following grades?
- What trends do you see for students in third grade? What about fifth grade?
Example 2—Comparison of Proficiency on State Assessment Across Schools

<table>
<thead>
<tr>
<th>Year</th>
<th>Proficient</th>
<th>Not Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008–09</td>
<td>48%</td>
<td>50%</td>
</tr>
<tr>
<td>2009–10</td>
<td>52%</td>
<td>50%</td>
</tr>
<tr>
<td>2010–11</td>
<td>45%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Comparison Schools

RTI Schools
THINK-PAIR-SHARE

- What does the graph tell you about student proficiency at schools implementing RTI in comparison to those not implementing RTI?
Evaluation Plan Graphic Organizer

Work with your team to fill out section 1 of the graphic organizer, focusing on these questions:

- What are you currently doing to evaluate student outcome measures?
- What processes can you implement to evaluate student outcome measures?
Patterns of Special Education Referrals

- Fewer inappropriate referrals to special education
  - Efficiency of evaluation
  - Accuracy of referrals
Disability Identification

To ensure that underachievement in a child suspected of having a specific learning disability is not due to a lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation, what is described in 34 CFR 300.304 through 300.306:

- Data demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel.
- Data-based documentation of repeated assessments of achievement at reasonable intervals reflect formal assessment of student progress during instruction, which was provided to the child’s parents.
State Regulations for Disability Identification

- States have different regulations for referrals for disability identification.
- Contact the State Department of Education for additional information.
Evaluation Plan Graphic Organizer

Work with your team to fill out section 2 of the graphic organizer, focusing on these questions:

- What are you currently doing to evaluate patterns of special education referrals?
- What additional information do you need to evaluate patterns of special education referrals?
Identifying changes in the number of students identified as at risk or not at risk based on screening benchmarks
Indicators of Success: Using Screening Data

- Percentage of students achieving the benchmark should increase over the year.
  - Example: Oral Reading Fluency benchmarks (AIMSweb, DIBELS, local norms)

- Percentage of students achieving benchmark across years should increase toward ceiling levels.
  - The goal is to have at least 80% of students identified as not at risk
Why ~80%?

- The goal of at least 80% is based on the public health model.
- This goal may not apply to all schools
  - For example, schools with populations that are highly transient, high poverty, and/or have high percentages of English language learners (ELLs)
  - These schools should still have high expectations for their students
  - While they may use baseline data as starting points they should strive for the goal of 80%
Example: Establishing Goals for Benchmark at School A

- A small urban community, high poverty, failing school
- When an RTI model was introduced into that school
  - First universal screening revealed that 16% of students in the early grades met benchmark; 60–70% did not.
  - Rather than establish an unrealistic expectation that at least 80% of students reach benchmark over the course of several years, they established a goal of 50% at benchmark in year 1, and 60% at benchmark in year 2.
  - While the school did not reach 80% at benchmark, it improved over a three-year period to about 55% at low risk and only 20% at risk.
Ways to Look at Changes Using Screening Data

1. Changes in risk level aggregated across schools within the same school year (need a consistent cut score across the schools)
   a) Mean
   b) Range

2. Changes in risk level by cohort across multiple years of RTI implementation

3. Comparison of risk-level changes for schools implementing RTI and schools not implementing RTI
Example 1a—Average Within the Same Year

Risk Level: Aggregated Mean for Seven Schools Across One Year

Grade 1—Word Identification Fluency (WIF)
THINK-PAIR-SHARE

- What does the graph tell you about second graders’ progress in these 7 elementary schools?

- What questions might you raise based on the data?
Example 1b—Range Within the Same Year

Aggregated Range for Students Identified as Not at Risk Across Five Schools in One Year

Grade 1—Word Identification Fluency
Example 1b—Range Within the Same Year

Aggregated Range for Students Identified as at Risk Across Five Schools in One Year

Grade 1—Word Identification Fluency
Example 2—Comparison of Cohorts Across Years in the Same Grade

Percentage of First- and Second-Grade Students Identified as at Risk or Not at Risk Across Three Years

Grade 1—Word Identification Fluency

Grade 2—Oral Reading Fluency
Example 3—Comparison Across Schools and Years

Percentage of First-Grade Students Identified as at Risk or Not at Risk on the Word Identification Fluency Screener Across Schools Implementing and Not Implementing RTI for Three Years

- What does the graph say about the change in risk level across years of RTI implementation for schools implementing RTI?
Evaluation Plan Graphic Organizer

Work with your team to fill out section 3 of the graphic organizer, focusing on these questions:

- What are you currently doing to evaluate changes in student risk levels using screening data?
- What can you implement to evaluate changes in student risk levels using screening data?
Indicators of Success Using Progress Monitoring Data

Determine if students are making enough progress within prevention levels to close the gap.
Movement Within Levels: Using Progress Monitoring Data

- Rate of Improvement (ROI)
  - Typical ROI (National Norm)
  - Targeted ROI (Goal)
  - Attained ROI (Actual)
### Example: National Norms or Typical ROI for Weekly Improvement

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading—Slope</th>
<th>Computation CBM—Slope for Digits Correct</th>
<th>Concepts and Applications CBM—Slope for Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.8 (WIF)</td>
<td>.35</td>
<td>No data available</td>
</tr>
<tr>
<td>2</td>
<td>1.5 (PRF)</td>
<td>.30</td>
<td>.40</td>
</tr>
<tr>
<td>3</td>
<td>1.0 (PRF)</td>
<td>.30</td>
<td>.60</td>
</tr>
<tr>
<td>4</td>
<td>.40 (Maze)</td>
<td>.70</td>
<td>.70</td>
</tr>
<tr>
<td>5</td>
<td>.40 (Maze)</td>
<td>.70</td>
<td>.70</td>
</tr>
<tr>
<td>6</td>
<td>.40 (Maze)</td>
<td>.40</td>
<td>.70</td>
</tr>
</tbody>
</table>

Note: These figures may change with further RTI research and are specific to one assessment tool.
Ways to Look at Movement Within Levels of Prevention

1. Comparisons of typical, targeted, and attained ROI for a single student
   a) Not closing the gap
   b) Closing the gap

2. Aggregated data comparing targeted and attained ROI by grade level for students in a single school
Example 1a—Student Not Closing the Gap (Actual and Targeted ROI)

- Weeks of Instruction:
  - 1 2 3 4 5 6 7 8 9 10 11 12 13 14

- Words Read Correctly:
  - 0 5 10 15 20 25 30

- Actual ROI/trend line
- Targeted ROI/goal line

Example of student not closing the gap: Words Read Correctly.
Example 1b—Student Closing the Gap (Actual and Targeted ROI)

Words Read Correctly vs. Weeks of Instruction

- Actual ROI/trend line
- Targeted ROI/goal line
Example 2—Targeted Versus Attained Levels of Progress Monitoring for Students at Secondary Prevention

Grade 2—Passage Reading Fluency
- Targeted Rate of Improvement: 1.5
- Attained Rate of Improvement: 1.14

Grade 3—Passage Reading Fluency
- Targeted Rate of Improvement: 1.25
- Attained Rate of Improvement: 1.66

Legend:
- Red: Typical
- Green: Targeted
- Purple: Attained
THINK-PAIR-SHARE

Think about the data for first-grade students. The typical ROI for first-grade students is 1.8.

- How are the students in first grade doing?
- What does this say about the secondary model for first grade?
Evaluation Plan Graphic Organizer

Work with your team to fill out section 4 of the graphic organizer, focusing on these questions:

- What are you currently doing to evaluate student progress within prevention levels?
- What processes can you implement to evaluate student progress within prevention levels?
Indicators of Success Using Multi-Level Prevention System Data

Movement between prevention levels

- Movement to a higher level of intensity
- Movement to a lower level of intensity
- No movement
Change Within the Year

- Change in the level of intensity.
- Reflects growth in desired direction.
- Assume a general similarity in definition of levels of intensity.
- Uses multiple measures (not single metric).
Types of Changes

- May need to look primarily at changes from
  - Primary to Secondary
  - Secondary to Tertiary
  - Secondary to Primary
  - Tertiary to Secondary
  - Tertiary to Primary
  - No movement from Secondary
Example of an Effective RTI Model
Example of an Ineffective RTI Model
Ways to Look at Movement Between Levels of Prevention

1. Overall changes in the percentage of students within each level across the year

2. Percentage of students moving from a higher to lower level of intensity or lower to higher level of intensity
   a) Individual school
   b) Aggregated across schools
Example 1—Percentage of Students by Level at School A (Fall to Spring)

- Only Primary: 61% Fall, 79% Spring
- Secondary: 25% Fall, 15% Spring
- Tertiary: 14% Fall, 6% Spring
Example 2a—Changes Between Levels for First Graders in School A (Fall to Winter)

Percentage of Students Moved from less intensive to more intensive

- Primary to Secondary: 6.67%
- Secondary to Tertiary: 5.26%
- Secondary to Primary: 42.11%
- Tertiary to Secondary: 28.57%
- Tertiary to Primary: 14.29%
Example 2b—Changes Between Levels Across RTI Sites (Fall to Winter)

- **Primary to Secondary**: 5%
- **Secondary to Tertiary**: 15%
- **Secondary to Primary**: 23%
- **Tertiary to Secondary**: 13%

- **Moved from less intensive to more intensive**
- **Moved from more intensive to less intensive**
Evaluation Plan Graphic Organizer

Work with your team to fill out section 5 of the graphic organizer, focusing on these questions:

- What are you currently doing to evaluate movement of students between levels of prevention?
- What processes can you implement to evaluate movement of students between levels of prevention?
Guiding Questions Handout

- As a team, come to a consensus on the following guiding questions.
  - What do we want to know (e.g., evaluation questions)?
  - What is an indicator of what we want to know (e.g., success indicators)?
  - What type of data do we need to collect (e.g., format, existing or new)?
  - How will it be submitted or collected (e.g., by whom, data system use)?
  - How frequently will we collect this data? When will we collect and analyze?
  - Are there any potential challenges or concerns?
  - What fidelity data do we already have?
  - Do we need to adjust our process to make future evaluation efforts more successful? If so, what changes do we need to make?
Review Activity

1. What type of data analysis would you use to find out if
   a) Your students are making adequate progress within a prevention level?
   b) Schools that are implementing RTI are outperforming schools that are not implementing RTI?
   c) Your RTI model is working?

2. Why is fidelity important?

3. Provide three examples of data that can be used in an RTI evaluation.
Closing

- Good data in, good data out
- Evaluation plans help you understand whether your RTI model is working, and should include
  - Measures of fidelity
  - Measures of student, school, and district success
- There are multiple ways to evaluate your RTI model and analyze the data. Developing an evaluation plan is important.
Questions?

National Center on Response to Intervention

www.rti4success.org
This document was produced under U.S. Department of Education, Office of Special Education Programs Grant No. H326E070004. Grace Zamora Durán and Tina Diamond served as the OSEP project officers. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this publication is intended or should be inferred. This product is in the public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: www.rti4success.org.