

GLOBALSCHOLAR:

A TECHNOLOGY
COMPANY THAT
SHARES YOUR
PASSION FOR
EDUCATION.




GlobalScholar[®]
Empowering the world to learn



Documentation, Data and Assessment

Taking the Mystery out of Personalized
Instruction for All Students

November 15, 2011

Who are We?

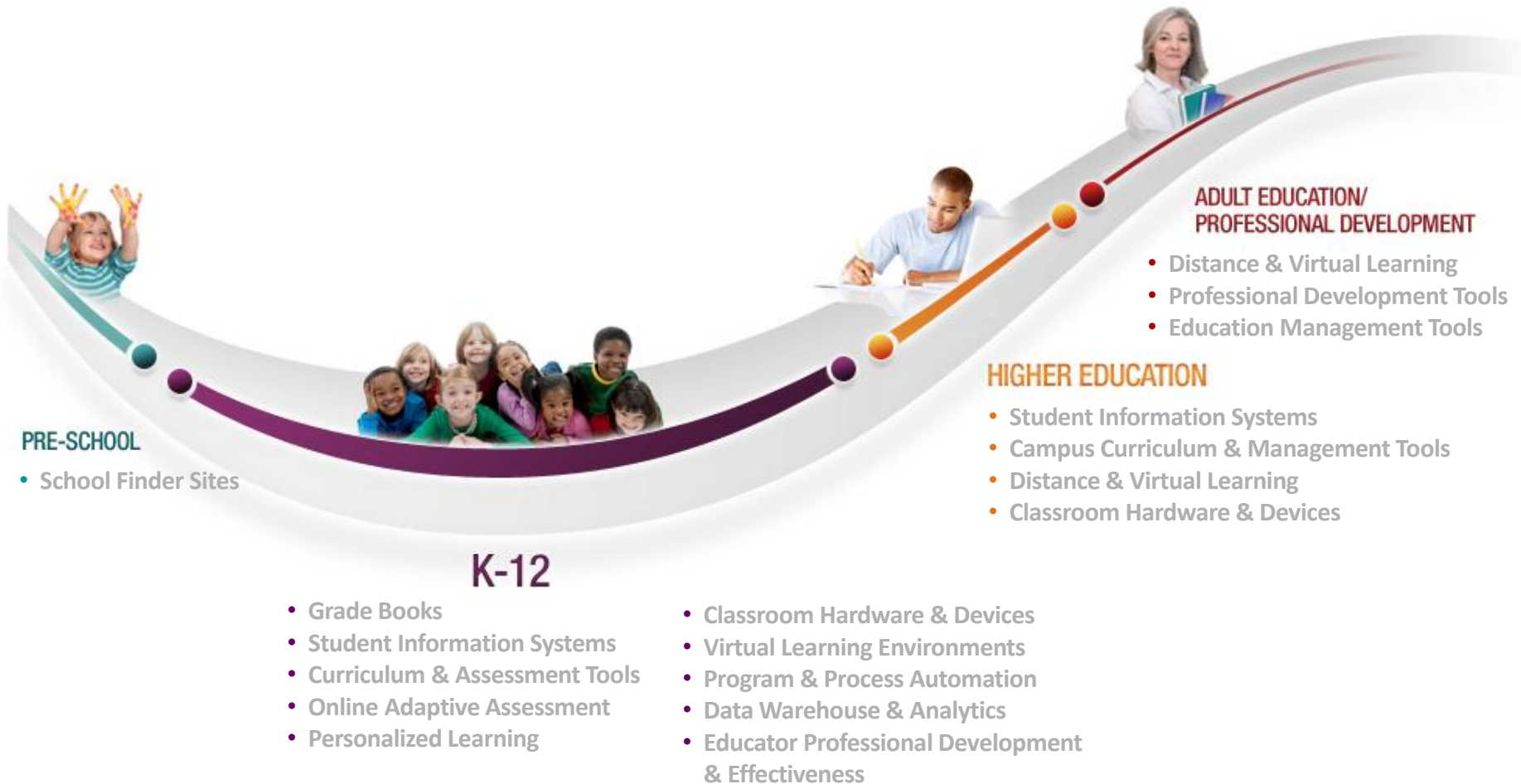


Leading Provider of End-to-End Education Technology Solutions



Empowering the world's students to learn, grow, and achieve by providing robust and integrated technology solutions to teachers, administrators, principals, parents, and students.

Learning Life Cycle



360° View of Student Achievement



RESPONSE TO INTERVENTION DOCUMENTATION: UNCOVERING THE MYSTERY SURROUNDING RTI DOCUMENTATION SESSION I



Andrea Ogonosky, Ph.D.
Educational Consultant
www.ogonokylearning.com

Session Goals

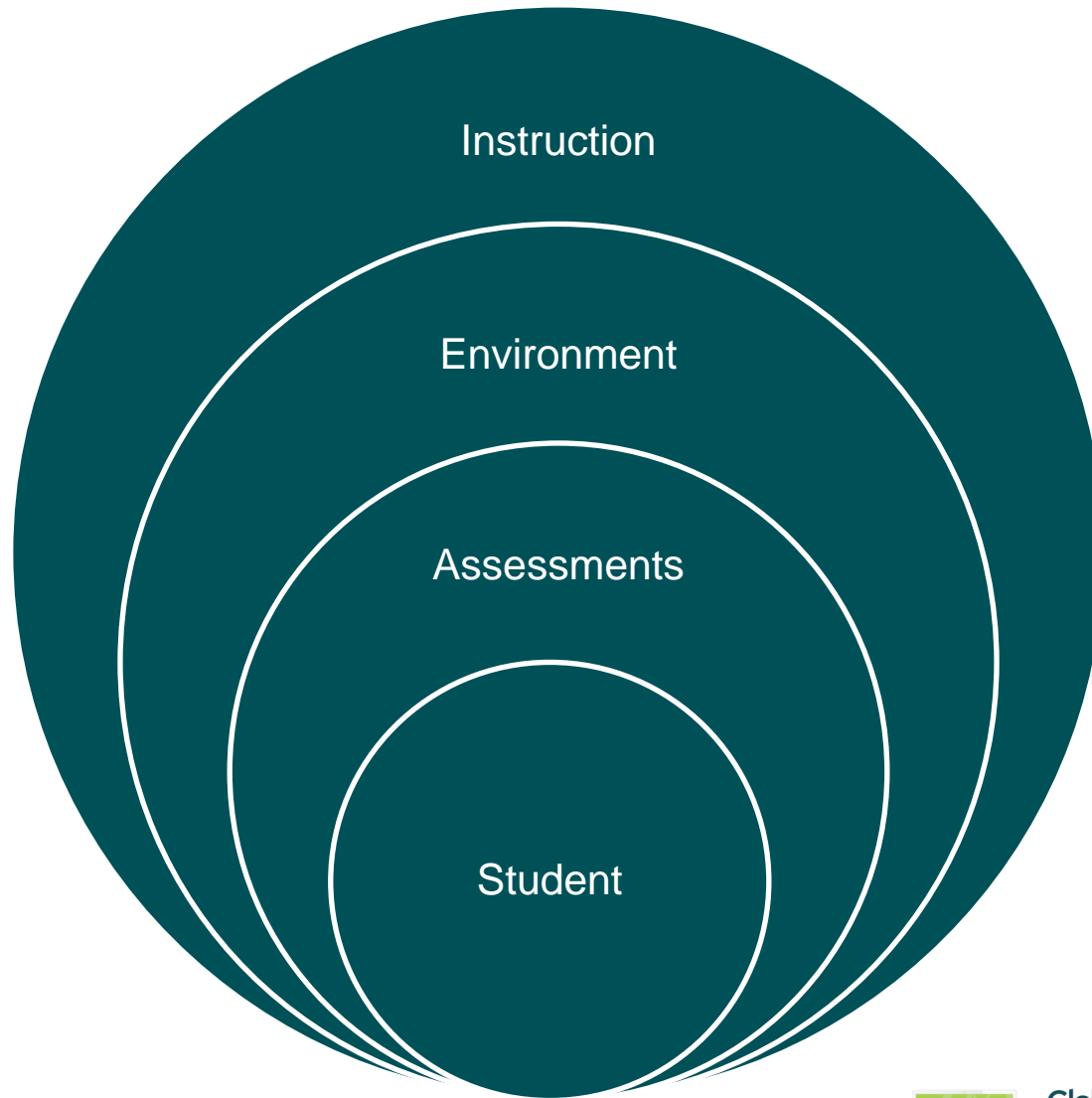
- What is fidelity and why is it important to document?
- Tiers of documentation
- Data necessary for 504 and IDEA decision making

Fidelity

- ✓ Integrity
- ✓ Reliability
- ✓ Trustworthiness

..... Consistent fidelity of the Rtl process is reported to be one of the most difficult aspects of Rtl implementation and documentation.

Multiple Sources of Data



Tier 1

Core Instruction and Universal Interventions

Academic	Behavioral
<ul style="list-style-type: none">• High quality instruction• Use of aligned learning strategies• Differentiated Instruction• Embedded Intervention	<ul style="list-style-type: none">• School-wide PBIS• Classroom management• Clear expectations• Social skills instruction• Proactive discipline policy aligned with PBIS

Tier 1 Documentation- Use Naturally Occurring Data

- Universal Screening of academics
- System of Instructional Support (District? Campus?)
Scientifically researched-based instructional delivery
- Assessments: Diagnostic, Progress, Outcomes
- Universal Screening of Behavior
- System of Behavioral Support

Documenting Curriculum

Lesson Plans: Use the rule of 3:

1. Content (aligned to state standards)
2. Evidence of least three methods by which instruction can be delivered?
3. Note how student performance is measured following instruction.

Lesson Plans

Discussed and reviewed during common plan times:

- Use an agenda
 - Simple scoring rubric
 - Flexible groups defined and assigned using data
- ✓ Access to Instruction

WARNING

Look for Evidence:

- Curriculum Mismatch/Disconnect
- Vocabulary within and across content
- Difficulty-level of content
- Opportunities for practice

Student Products

- Differentiated
- Aligned to state standards, goals and objectives
- More than worksheets
- If at-risk is determined, aligned with learning style

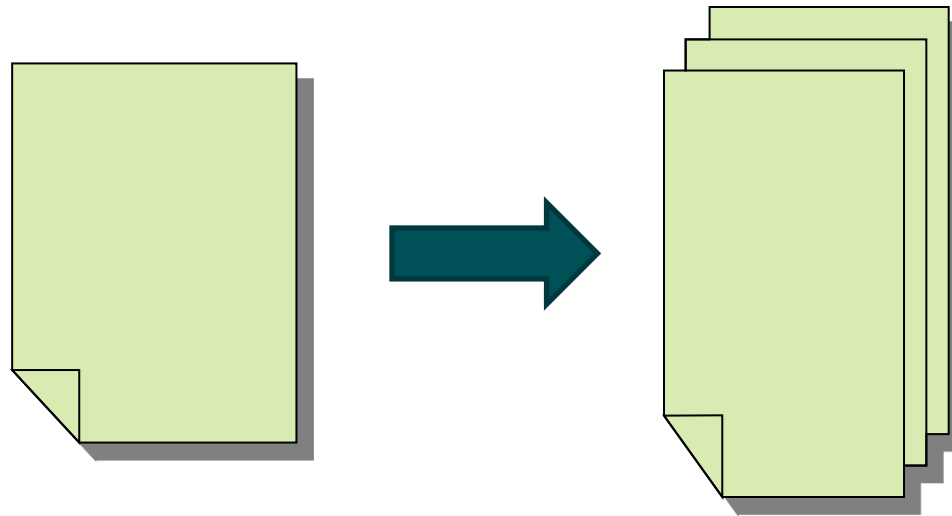
Assessments

- ✓ Universal screening
- ✓ Common assessments
- ✓ Benchmark data
- ✓ Classroom formative assessments
- ✓ Classroom summative assessments
- ✓ Criterion- and norm-referenced assessments
- ✓ Diagnostic data
- ✓ Teacher lesson plans
- ✓ Student products
- ✓ Classroom fidelity check
- ✓ Behavioral multiple-gate data collection (discipline referrals, behavioral screening, parent and teacher

Tier 2

Supplemental and Targeted Instruction

Academic	Behavior
<ul style="list-style-type: none">• Strategic instructional level of student, focused on critical skill development (need-to-knows)• Standard protocol (evidence-based and meets NCLB standards)• Small-group student-to-interventionist ratio of 5:1	<ul style="list-style-type: none">• Strategic instruction focused on building age-appropriate interpersonal skills• Evidence-based practices aligned social, emotional learning• Targeted social skills instruction• Peer and adult mentoring and modeling of strategies



Increase Documentation to Align With Intensity of Intervention!!!

Tier 2 Supporting Documentation

Continued Tier 1 documentation *and*

- ✓ District/campus rubric for decision making: decision rules, aimlines/goals, guidelines for increasing/decreasing support or changing intervention
- ✓ Focused & aligned progress monitoring
- ✓ Focused & aligned behavior charting (Antecedent-Behavior-Consequence frequency, duration, latency)

Tier 2 Meeting Documentation

- What data was used in the decision-making process for determining who, when, and length of time- for receiving Interventions?
- How well are the 'Tiers' working based on student performance data?
- What resources do I need at my school to implement with integrity?

Don't Forget. . . .

- Document training of interventionists
- Evidence of link between Tier 2 and Tier 1:
 - Tier 1 flexible grouping
 - Tutoring / small group instruction for grade level success connected to instructional level skill building
 - Automaticity (fluency) (knowledge, procedure, analysis & synthesis
 - Positive response at Tier 2 aligns with positive response at Tier 1 (i.e. grades)

Tier 3

Supplemental and Instructional

Academic	Behavioral
<ul style="list-style-type: none">• Increase in strategic, supplemental, and targeted supports• Decrease in student-to-teacher ratio to 3:1	<ul style="list-style-type: none">• Small-group counseling• Strategic behavior change plan (behavior action plan)• Frequent-mentoring• Intensified strategies to improve academic engagement time (AET)

Tier 3 Supporting Documentation

Continued Tier 1 documentation *and*

- ✓ Increased documentation of progress monitoring and behavior charting data
- ✓ Pattern of inadequate responses that leads to referral for Section 504 or special education

Tier 3 Meeting Documentation

- What data was used in the decision-making process for determining who, when, & length of time- for increasing Interventions?
- What resources do I need at my school to increase implementation with integrity?
- Is Tier 1 instruction intact and documented?

NCLB

. . . “holding schools, local education agencies, and States accountable for improving the academic achievement of *all* students” and “promoting schoolwide reform and ensuring the access of [*all*] children to effective, scientifically based instructional strategies” [PL 107-110 §1001(4) and (9); emphasis added].

Rehabilitation Act of 1973

This law ensures protection against discrimination for individuals with disabilities. School-age students fall under the protection of Section 504. . . . prohibits disability-based discrimination in all school programs

Section 504 cont....

The Section 504 regulations require a school district to provide a “free appropriate public education” (FAPE) to each qualified student with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the person’s disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student’s individual educational needs as adequately as the needs of nondisabled students are met.

IDEA

To fully understand the complexity of and expectations for establishing a learning disability condition, one must review the statutes and provisions within IDEA, particularly 34 CFR 300.307–311:

“[W]hen determining whether a child has a specific learning disability . . . , a local educational agency **shall not be required** to take into consideration whether a child has a **severe discrepancy between achievement and intellectual ability** . . .” [PL 108-446, §614(b)(6)(A)].

“In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child ***responds to scientific, research-based intervention*** as a part of the evaluation procedures . . .” [PL 108-446, §614(b)(6)(B); emphasis added].



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WEBINAR SERIES

Multiple Sources Documentation

What type of information do you need regarding the suspected eligibility to tell the educational story of the student?

How well are your teams functioning to provide the necessary data for Decision Making?



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WEBINAR SERIES

Documentation

- Problem solving
- Increased intensity of instruction
- Increased assessment
- Link assessment to lesson planning
- Monitor grade level and instructional level progress
- Show movement

Questions



GlobalScholar RTI Resources

(Spectrum K12 School Solutions at www.spectrumk12.com)

- RTI Corner- Link to Andrea's Website & Materials
- RTI Watch
- 2011 Response to Intervention Survey
- EXCEED RTI Live Demonstrations- Tuesday & Thursday's
- Upcoming Webinars:

Documentation, Data and Assessment :Deciphering Clues to Unravel the Facts around Strong RTI Data Collection and Documentation-
Session II, November 30th 2:00 EST



Contact Information

Machele Stefhon

mstefhon@spectrumk12.com

866.688.3857

www.globalscholar.com

