



Creating and Implementing Efficient and Effective Academic Decision-Making Documents for Schools

Loudoun County Public Schools

"Empowering all students to make meaningful contributions to the world."

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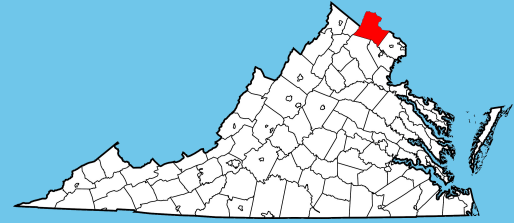
Learning Intentions

- Discuss our mission. Why did we do this?
- Review critical decision points and steps congruent with the data, systems and practices logic model
- Explore the LCPS resources



A little about LCPS

(as of September 1, 2019)



- Located west of Washington DC
- One of fastest growing school divisions in the nation
- 84,000 Students **+2%**
- 94 schools (59 Elementary, 17 Middle, 16 High, 2 Instructional Centers)
- 54% Non-White **+2%**
- 20% Economically Disadvantaged **+1%**
- 18% English Language Learners (EL) **+1%**
- 12% IEP *unchanged*

Three Integrated Frameworks

RTI (Reading and Math)

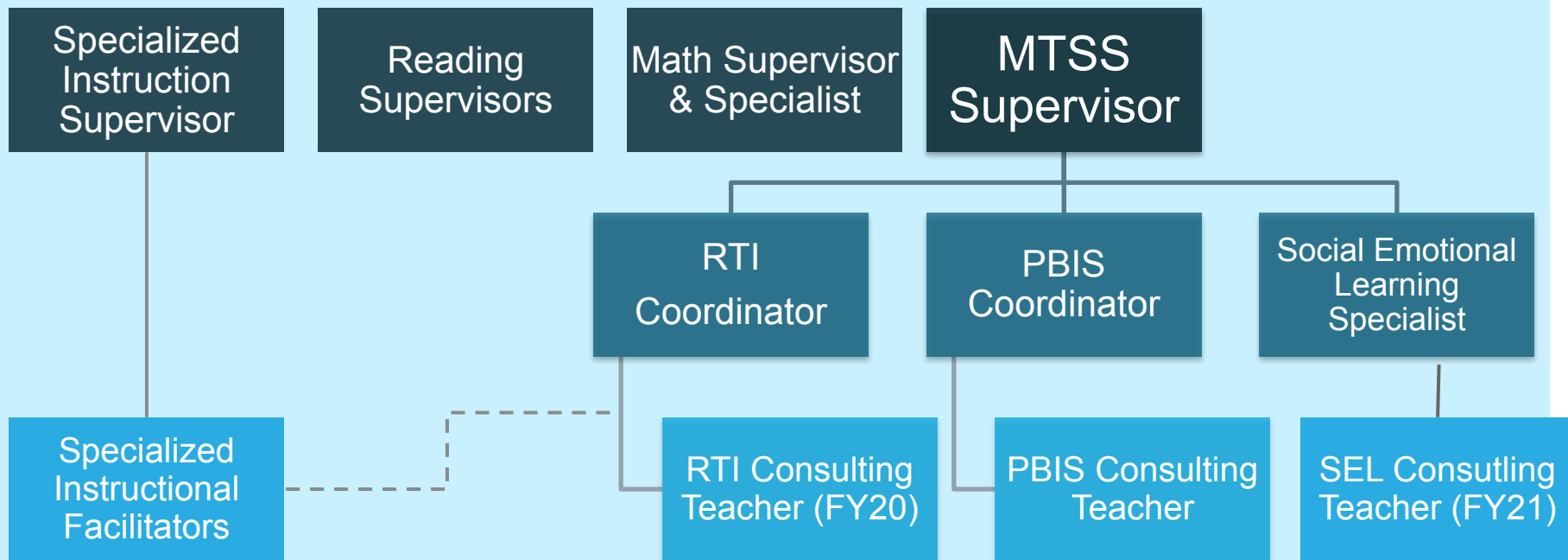
- Core Instruction
- Targeted & Intensive Intervention
- Specialized Instruction

PBIS (Behavior)

Mental Health



Integrated MTSS Team

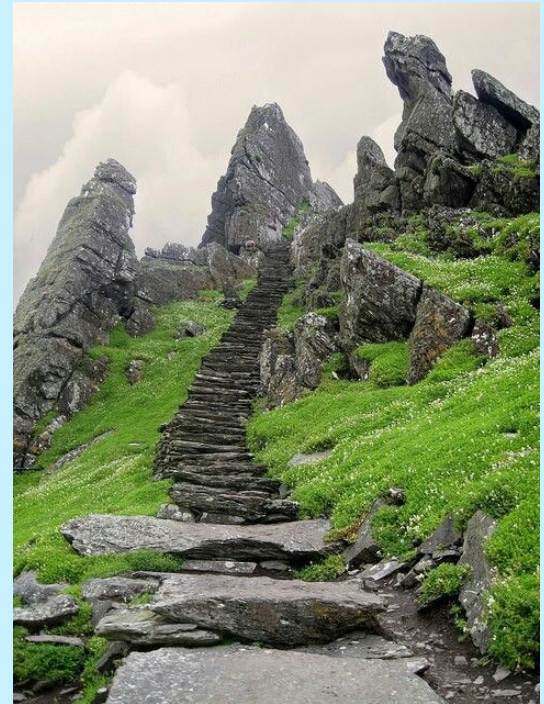


Our “RTI Journey”

Not This



This





RTI Renewal (2016-2019)

Recommendations:

- Improve collaboration for systemic implementation
- Reduce duplicate efforts → Increase aligned support
- Integrate instructional initiatives
 - First: Tier 1 Core Instruction
 - Next: Tier 3 Intensive Intervention (Specialized Instruction)
 - Then: Tier 2 Targeted Intervention
- **Integrate with School Improvement Planning**



LCPS RTI Core Components

Leadership

Data for Student Success

Includes universal screening and progress monitoring

Targeted Instruction

High quality core instruction at Tier 1

Strategic intervention at Tier 2

Intensive intervention at Tier 3

Data-Driven Decision Making

Evaluation

Fidelity of Implementation and Student Outcomes

⚓ Structures ⚓ Processes & Procedures ⚓ Professional Development

MISSION ~~IM~~POSSIBLE

Reduce time spent on assessment.

Increase time spent on instruction.

Increase effective **data-driven** decision making across the division

Create Effective Efficiencies

- Identifying students in need of tiered reading and/or math support
- Diagnosing root of students' difficulties
- Matching evidenced-based interventions to specific student needs (Just Right Fit)
- Monitoring effectiveness of match and student growth

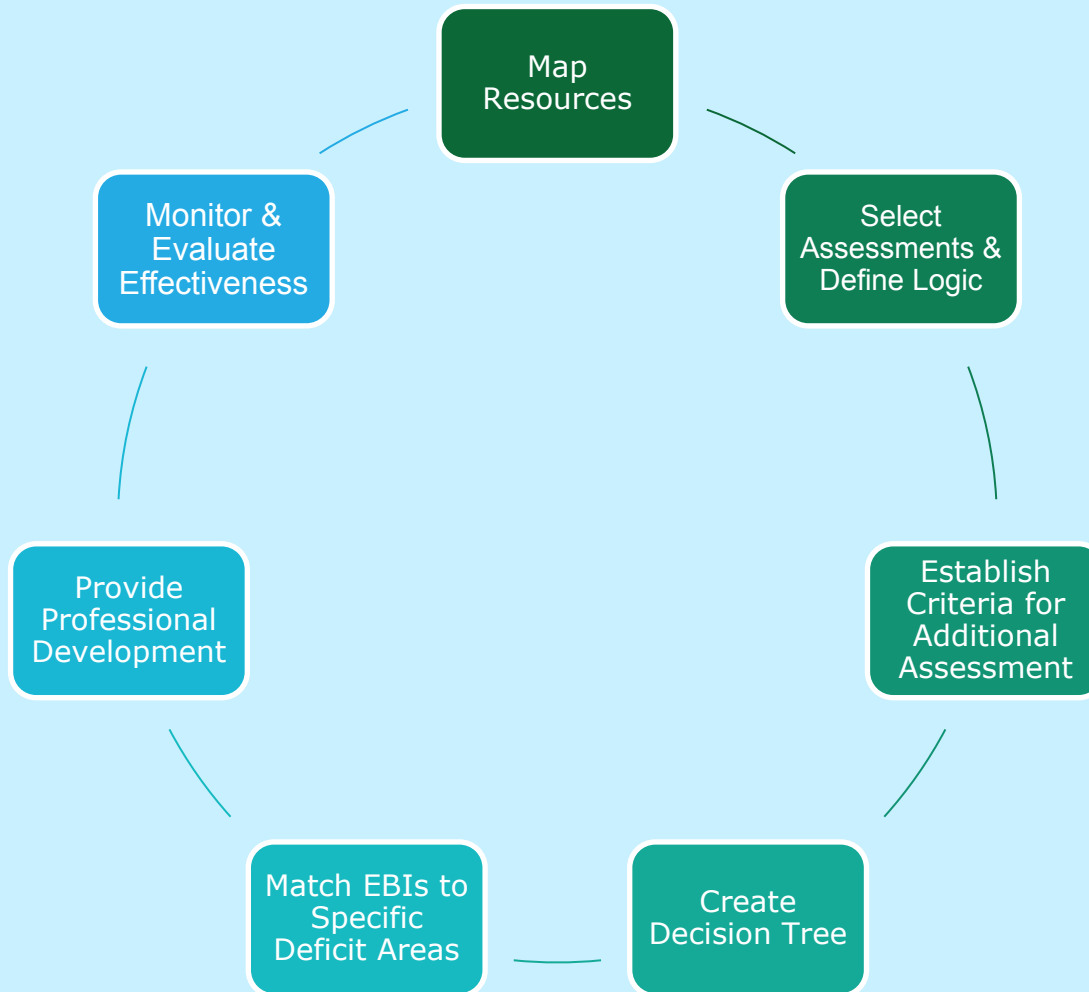
Our "Crew"

- RTI Coordinator
- Supervisor, Elem. Reading
- Supervisor, Math
- Supervisor, Secondary Reading
- Supervisor, Special. Instruction
- RTI Consulting Teacher
- Lead Educational Diagnostician

- Systems Logic
- Core Content
- Core Content
- Core Content
- Reading & Math Intervention
- Reading Intervention
- Assessment



Critical Decision Points



Map Resources

- What assessments do we have? For what? Who is trained to give them?
- What EBIs can we provide **with fidelity**? Who is trained to implement them? How much time is required?
- What's missing? What do we need? What is the cost, required training, and implementation time?

Select Assessments

PALS (K-1)

Phonological Awareness

MAP Growth (2-8)

ELA Content/Reading Comprehension

FAST (Formative Assessment System for Teachers)

Phonological Awareness Fluency, Phonics Fluency, Oral Reading Fluency

Developmental Spelling (DSA)

Words Their Way Inventories

Orton-Gillingham Phonics Inventory

Phonics

Define Assessment Logic

Universal - ALL

PALS (Grades K-1)

MAP Growth (Grades 2-8)

Supplemental- SOME

Formative Assessment System for Teachers (FAST)

Developmental Reading Assessment (DRA-2)

Diagnostic - FEW

Phonics Inventories

Breakout Discussion (8 minutes) followed by Share Out (2 minutes)

1. What advantages do you see to mapping assessments and creating an efficient and effective assessment plan?
2. What barriers do you anticipate? How might you address these?

Establish Criteria for Additional Assessment

PALS (Grades K-1)

Students who don't meet the fall benchmark

Students who meet the fall benchmark but team still has concerns

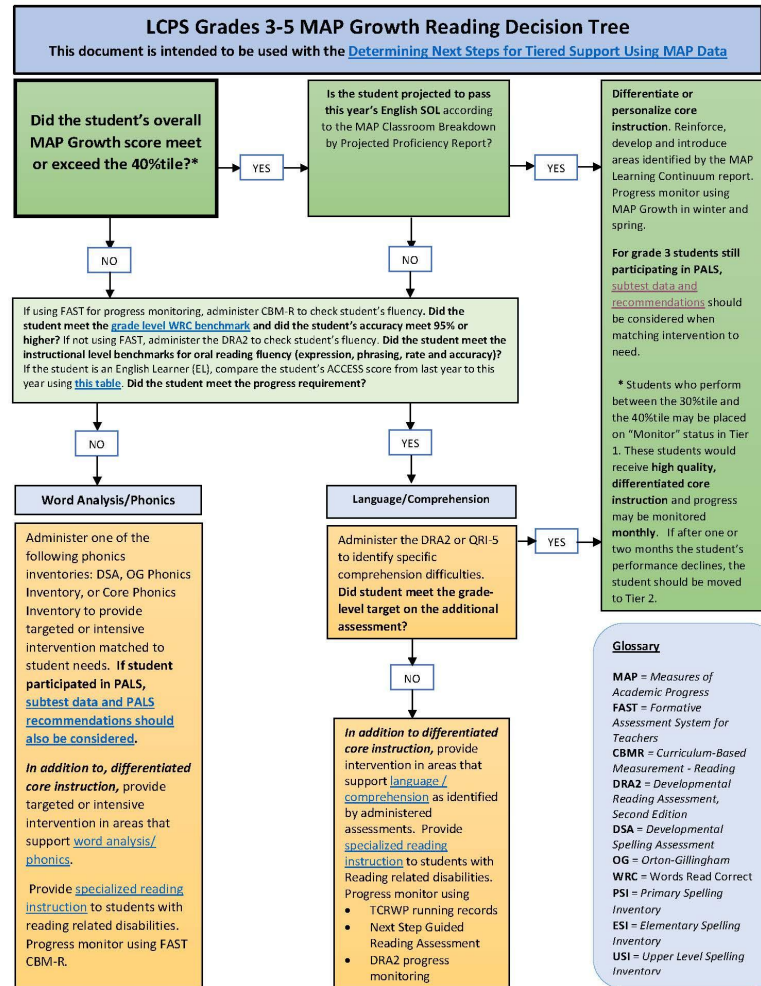
MAP Growth (Grades 2-8)

Grade 2 = Students whose score falls below the 40%tile

Grades 3-8 = Students whose score fall below the 40%ile –OR- are not predicted to pass the VASOL English per the Class Breakdown by Proficiency Report

Create Decision Tree

Created using
Microsoft Word
Converted to .pdf
Saved in Google drive



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Match EBIs to Specific Deficit Areas

LCPSS General Education Tier 2 Reading Intervention Matrix

Area of Concern	Broad		Word Analysis/Phonics		Language/Comprehension	
	General Reading	Phonological Awareness	Decoding	Sight Words	Comprehension (Vocabulary/Language)	Fluency
Recommended Approach	An approach that addresses all components of reading: Word Analysis/Phonics and Language/Comprehension. Most students need a general reading intervention; however, some students are challenged in a specific component of reading. This may require an intervention in these areas noted to right of this column.	An approach that focuses on letter/cluster of sounds and sound manipulation. Should include rhyming, blending, segmenting, matching and deletion of sounds.	An approach that may rely on learning rules for common letter patterns, but emphasizes sound sequencing and the structure of words. May use mnemonics and multi-sensory approaches to connect letter/sounds.	An approach that combines teaching letter clusters for both decoding and encoding and uses visualization and understanding of word forms and functions. May emphasize the "shape" of words and group words with the same pattern.	An approach that connects language and possibly imagery/pictures, to enhance the comprehension process. Includes targeted vocabulary instruction and verbal reasoning, as well as under-standing of word forms, functions and inflections.	An approach that emphasizes timed, repeated reading with student/teacher analysis of error patterns, can be layered with a more robust program for basic reading skills.
Recommended Evidenced-Based Resources	<p>Tier 2 <i>In addition to high quality, differentiated core instruction</i>, students in need of Tier 2 support receive small group (3-5), targeted intervention provided 3-5 days per week for approximately 30 minutes per day, generally from the classroom teacher. Progress Monitoring occurs at least every two weeks.</p> <ul style="list-style-type: none"> Levelled Literacy Intervention (LLI) The Next Step Forward in Reading Intervention Explole the Code Florida Center for Reading Research Phonological Awareness Activities Reading Rockets Classroom Strategies Phonics: Awareness: The Skills They Need to Help Them Succeed (Michael Hegarty) <p>Tier 3 <i>In addition to high quality, differentiated core instruction</i>, Tier 2 intervention is intensified when Tier 3 support is warranted. Smaller group (1-3) or individualized intervention is provided by a specialist 5 days per week for approximately 45-60 minutes per day. Progress Monitoring occurs weekly. Intervention decisions should be made on an individual basis. If a disability is suspected, the student should be referred to the Child Study Team.</p>					

Specialized Reading Instruction for Students with Reading-Related Disabilities

Matching Instruction to Specific Student Need

IMPORTANT: Students receiving Tier 3 Specialized Reading Instruction (SRI) should participate in the 10-minute mini lesson, participate in shared reading/read aloud with think aloud components of the Pathways model, and be provided daily opportunities to apply explicitly-taught decoding, fluency and comprehension skills, within the context of connected decodable and uncontrolled authentic text with direct teacher feedback. Supplemental interventions matched to student needs are provided and undertaken with the explicit end goal of transfer to independence in making meaning from text.

What is the nature of the reading related disability?	SLD, Dysgraphia/Dyslexia (Poor phonological processing along with poor long-term memory/ RAN)	SLD, Double Deficit/Dyslexia (Poor phonological processing along with adequate phonological awareness. May or may not have memory deficits)	SLD, Orthographic Dyslexia (Poor orthographic processing, often with adequate phonological awareness. May or may not have memory deficits)	SLD/SLI, Receptive and/or Expressive Language Deficits, Comprehension & Vocabulary difficulties with intact basic reading skills	Other Specific Learning Disability with Reading Fluency Deficits	Autism Spectrum Disorder	Hearing Impairment	Global Cognitive Delay/ Intellectual Disabilities, including those on the Autism Spectrum
What kind of approach may best serve their needs?	An approach that focuses on letter/cluster sounds and sound manipulation, includes encoding, and emphasizes rules and structure of words. (A different option may be best if child has HRP)	An approach that does not rely on learning rules, but emphasizes sound manipulation and letter patterns and may use mnemonics and multi-sensory approaches to connect letters/sounds	An approach that combines sound knowledge/letter patterns for both decoding and encoding and uses visualization and understanding of word forms and functions	An approach that connects language and possibly imagery/pictures, to enhance the comprehension process. Includes targeted vocabulary instruction and verbal reasoning	An approach that emphasizes timed, repeated reading, can also be layered with a more robust program in basic reading skills	An approach that is founded in the principals of Direct Instruction, communication needs	A program that develops phonemic awareness, reading, spelling, and speech by utilizing visual and kinesthetic strategies	An approach that is founded in the principals of Direct Instruction that is highly sequential and repetitive with mnemonics and multi-sensory approaches to connect letters/sounds
What are examples of programs/ approaches by grade level? (When moving through the tiers, consider increasing frequency or duration of the intervention before changing the approach)	<ul style="list-style-type: none"> Corrective Reading/Decoding Explole the Code Language Live (6-12) LPS (LMB) Merrill Orton-Gillingham Methodology (OGM) Recipe for Reading Reading Mastery Six Minute Solution Stevenson 	<ul style="list-style-type: none"> Corrective Reading/Decoding Explole the Code Language Live (6-12) LPS (LMB) Merrill Orton-Gillingham Methodology (OGM) Recipe for Reading Reading Mastery Six Minute Solution Stevenson 	<ul style="list-style-type: none"> Language Live (Grades 6-12) LPS (LMB) Merrill Orton-Gillingham Methodology (OGM) Recipe for Reading Reading Mastery Six Minute Solution Stevenson 	<ul style="list-style-type: none"> Corrective Reading/Comprehension Language Live (Grades 6-12) Orton-Gillingham Methodology (OGM) Recipe for Reading Reading Mastery Six Minute Solution Stevenson 	<ul style="list-style-type: none"> Read Naturally Six Minute Solution 	<ul style="list-style-type: none"> Corrective Reading/Comprehension Corrective Reading/Decoding Edmark Orton-Gillingham Methodology Reading Mastery Reading Milestones Talies (LMB) Unique Learning Curriculum Visualize and Visualize (LMB) 	<ul style="list-style-type: none"> Corrective Reading/Comprehension Corrective Reading/Decoding Edmark Orton-Gillingham Methodology Reading Mastery Reading Milestones Talies (LMB) Unique Learning Curriculum Visualize and Visualize (LMB) 	

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Pause

What questions might you have?



Create a Professional Development Plan

- Make it sustainable and cost-effective
- Appeal to several learning styles *and learning environments*
- Provide follow up sessions and/or provide coaching
- Evaluate effectiveness and use results to make improvements
- Revise plan annually
 - *What can we offer virtually in FY21?*

Monitor Effectiveness: School Improvement Plan

Example Outcome Goals:

In Spring 2020, students above the 40th achievement percentile on MAP reading will have an average fall to spring conditional growth percentile of 50 or higher. (Tier 1)

In Spring 2020, students below the 39th achievement percentile on MAP reading will have an average fall to spring conditional growth percentile of 55 or higher. (Tiers 2 and 3)

Monitor Effectiveness: School Improvement Plan

Example Process Goals:

Teachers in grades 2-5 will utilize the Pathways model to deliver differentiated reading instruction as observed through walkthroughs and lesson plan reviews 80% of the time during the 2019-2020 school year.

Teachers in grades 2-5 will implement an intervention framework to support all students in Reading as evidenced by Classroom observations and lesson plans 100% of the time.

Monitor Effectiveness: School Improvement Plan

Example Action Steps:

Pathways Coach will collaborate with grade level teams and provide job-embedded coaching and feedback

Teachers will discuss and plan for research based interventions during CLTs

Establish Power Up in the master schedule and monitor the use of power up

Teachers will utilize running records and FastBridge regularly to progress monitor students who are reading below benchmark.

Quarterly performance data will be reviewed during a regular grade level data meeting

Teachers will use the reading decision trees in response to MAP results; employing data driven decision making.

Evaluate Effectiveness: Implementation and Outcomes

LCPS MTSS-RtI IMPLEMENTATION RUBRIC: SCHOOL-LEVEL

S

The *RtI Implementation Rubric: School Level* is a rubric that serves as an overview of implementation for Response to Intervention (RtI). It describes what RtI looks like across the 4 components of RtI (i.e., *Leadership, Data-Driven Decision Making through a Problem-Solving Model, Targeted Instruction, and Data to Support Student Success*) and across 4 growth stages (i.e., *planning, developing, implementing, sustaining*).

The purpose of the rubric is to:

1. serve as an informational resource (i.e., blueprint, roadmap of RtI implementation)
2. measure fidelity of RtI implementation
3. assist with planning for the school improvement plan

Growth stages:

- **Planning-** The goal of this stage is to build consensus and buy-in for RtI implementation.
- **Developing-** This stage involves designing the infrastructure to implement RtI.
- **Implementing-** During this stage, the school implements the structures that were designed during the Developing stage and works to build consistency and fidelity.
- **Sustaining-** Within this stage, the model is embedded and done with fidelity. Schools now focus on how effective the model is and make changes based on data to ensure it is effective.

Each component has a list of anchors & guiding questions on the far left column. For the sake of consistency, each component has the same three anchors:

Structures- The pieces of an RtI model that are static and do not necessarily change (e.g., structure of a team).

Processes and Procedures- The pieces of an RtI model that are fluid and involve interactions among the structures.

Professional Development- The skills taught to staff and how the skills are monitored and used.

Directions:

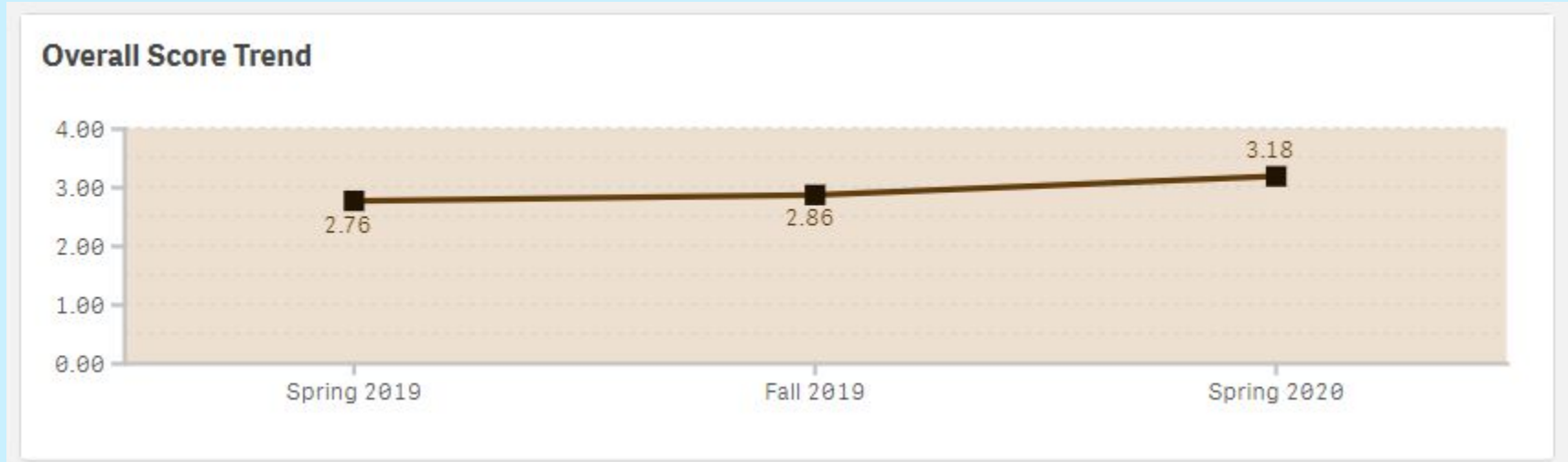
1. Read the rows and columns to get a sense of the scope of the component.
2. Using existing data, work your way through the rubric and highlight or circle the cells that describe your site. Transfer your responses to the LCPS MTSS-RTI Fidelity Implementation Rubric (Google Form). Only 1 person, either the administrator or team leader, should do this.
3. Once you have completed a rubric, write that growth stage your site is in on the *Scoring Summary*.
4. Identify desired level of implementation.
5. Compare the gap between desired level and current level.
6. Determine if you're going to focus on one component, several, or all of them.
7. Create actions or next steps and include them in your school improvement plan (SIP).
8. Check on progress throughout the school year and communicate progress through quarterly updates in your SIP.

Evaluate Effectiveness - Implementation

AREA	Measures		
	Spring 2019	Fall 2019	Spring 2020
Leadership	2.70	2.83	3.26
Data-Driven Decision Making	2.71	2.76	3.14

ANCHOR	Measures		
	Spring 2019	Fall 2019	Spring 2020
Structures	2.74	2.83	3.22
Processes & Procedures	2.84	2.91	3.20
Professional Development	2.65	2.82	3.03

Evaluate Effectiveness - Implementation





Evaluate Effectiveness - Outcom

Evaluate Effectiveness: Student Outcomes

MAP Conditional Growth Fall 2019-Winter 2020

	Reading	Math
Tier 1 (50%tile)	50	50
Tier 2 (55%tile)	61	58
Tier 3 (55%tile)	56	62
All	52	52

Share Out (5 minutes)

Add your thoughts to this padlet

- I like ...
- I know ...
- I wonder ...

Other LCPS Work

- Specialized Math Instruction (Fall 2019)
- Math Decision Trees (Fall 2019)
- Distance Learning Guidance for Targeted Instruction and Data-Driven Decision Making (Fall 2020)
- Expand implementation to middle and high schools (2021-2023)



Questions / Comments

Getting Started

Essential Questions:

- Would this benefit our division/school?
- Who should be on our crew?

Essential Actions:

1. Map your reading assessment resources
2. Select assessments and define logic (i.e., universal, supplemental, diagnostic)
3. Establish criteria for additional assessment

Final Thoughts

Is it good enough to try?

