Evaluating the Success of your RtI/MTSS Program

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National Standards and Benchmarks for Effective Catholic Schools

Standard 7
An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Standard 8
An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Standard 9
An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.
Outcomes

- Understand the systems, structures, and routines of Tier 1, 2, and 3 of a MTSS Program
- Evaluate your school relative to those components
- Identify strategies for improvement
RtI ➔ MTSS

- MTSS = RtI+
  - More comprehensive
  - Includes behavior and social/emotional supports
  - More emphasis on prevention
  - More ownership on classroom teachers (not just special ed)
What are the benefits of MTSS in a Catholic School?
How is RtI like a well check-up?

- Continuous stream of data before there is a problem
- Focus on prevention and early intervention
- Interventions are research-proven
- The intervention is temporary with an expectation of improvement
- The same intervention will not work for everyone
- After intervention is implemented, frequent checks for progress
Beyond the Squeaky Wheel

• RtI addresses the needs of all students.

• It allows you to find the quiet students who need your help.
8 Core Principles of RtI

1. We can effectively teach all students.
2. Intervene early.
4. Use a problem-solving model to make decisions.
5. Use scientific, research-based interventions and instruction.
6. Monitor student progress to inform instruction.
7. Use data to make decisions.
8. Use assessment for screening, diagnostics, and progress monitoring.

Batchse, et al., 2006
1. **We CAN** effectively teach all students.
   
   &
   
   **We SHOULD** effectively teach all students.
   
   Batchse, et al., 2006
We **CAN** effectively teach all students.

Do we have the systems, structures and routines in place to support a strong Tier I Program?
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Curriculum:
- Standards-aligned, backwards designed, written curriculum
- Evidenced-based Math and Reading programs
- On-going collaborative Planning
- Common Assessments to measure most important learning

Instruction:
- Effective instructional practices (gradual release, research-based strategies)
- Differentiation/UDL
- Peer Observation & Teacher Collaboration
Do we have the systems, structures and routines in place to support a strong Tier I Program?

- **Behavior (PBIS)**
  - School-wide behavior expectations which are explicitly taught
  - Positive reinforcement
  - Collect behavioral data

- **Assessment Literacy**
  - System for Universal Screening and Progress Monitoring
  - Access to Data and Data-based decision making
  - Professional Learning Communities (PLCs)
Evaluating the Success of Tier 1 Programming

★ Curriculum
  ○ Documents developed and utilized (classroom observations)
  ○ Improved achievement

★ Instruction
  ○ Differentiation & best-practice instruction evident (classroom observations)
  ○ Improved achievement
Evaluating the Success of Tier 1 Programming

★ Behavior
  ○ Fidelity to implementation of PBIS
  ○ Reduction in discipline referrals

★ Assessment
  ○ Utilization of universal screeners and progress monitoring
  ○ Adjusted instruction based on assessments (classroom observations, conversations with teachers)
Continuous Focus on Tier 1 Improvement

★ Utilize Tier 1 Assessments (Boyle, 2010) to determine what you have accomplished and what needs attention
  ○ If an area needs to be addressed by the entire staff, offer:

  Sustained **Professional Development** to develop a common understanding and framework and

  **Protected Time** to get the work done.
Continuous Focus on Tier 1 Improvement

⭐ Utilize Tier 1 Assessments (Boyle, 2010) to determine what you have accomplished and what needs attention
  ○ If an area needs to be addressed for certain individuals offer:

  **Instructional Coaching** to improve skills

  **Individualized Professional Development** to build knowledge base
What is a school-wide priority for Tier 1 improvement?

What are individual needs for Tier 1 improvement?
8 Core Principles of RtI

1. We **CAN** effectively teach all students.

   &

   We **SHOULD** effectively teach all students.

Faculty Dispositions and Beliefs
Catholic Schools can’t...

They shouldn’t have accepted him/her.

We don’t have the resources that public schools have.

It’s not fair to the other students.

We are a college prep high school.
Shifting Mindset:

★ Begin with Mission
  ○ Education
    ■ Catholic Social Teachings
    ■ Church documents and papal statements related to inclusion of persons with disabilities
  ○ Reflection
    ■ Personal and collaborative reflection on the mission of the Church, the school, and the individual
  ○ Consistent Messaging
Shifting Mindset:

★ Resources

○ One Spirit, One Body: An Agenda for Serving Students with Disabilities in Catholic Schools (Boyle & Bernards, 2017)

○ The National Catholic Partnership on Disability - Statement on Inclusion

○ Inspiration from the Holy Father
“...our communities are still struggling to practice true inclusion, full participation that finally becomes ordinary, normal. And this requires not only technical and specific programs, but first of all recognition and acceptance of faces, tenacious and patient confidence that each person is unique and unrepeatable...”

Pope Francis, June 11, 2016
To Participants in the Convention for Persons with Disabilities
Shifting Mindset:

★ Positive Experiences with Persons with Disabilities
  ○ An Investigation of the Attitudes of Catholic School Principals toward the Inclusion of Students with Disabilities (Boyle and Hernandez, 2016)

RELATIONSHIPS
What ideas do you have for changing the beliefs and dispositions of faculty related to serving students with disabilities?
1. Which students are experiencing problems?
2. What interventions or supports align with the problems?
3. How will we know if it is working?
8 Core Principles of RtI

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Batchse, et al., 2006
Do we have the systems, structures and routines in place to support a strong Tier 2 and 3 Program?

Teacher Assistance Team (TAT)
- Referral Process
- Effective problem-solving process

Implementation of Research-based Interventions (Academic and Behavioral)
- Resources/Materials to match remediation needs
- Classroom teachers understand role and are trained
- Data tracking tools
Do we have the systems, structures and routines in place to support a strong Tier 2 and 3 Program?

Referral Process for District Evaluation
● Teachers are trained on process and paperwork
● Communication with and support of parents
● Advocacy with the district

Catholic School Service Plan
● Protocol for developing and monitoring and Service Plan
● Teachers are equipped to provide accommodations and modifications for students
Evaluating the Success of Tier 2 & 3 Programming

★ Referral Process
○ Teachers utilize referral process
○ Fidelity of implementation of intervention plans

★ Research-based Interventions
○ Interventions are occurring at all grade levels (observations, data)
○ Student improvement as a result of interventions (data)
Evaluating the Success of Tier 2 & 3 Programming

★ Referral Process for District Evaluation
  ○ Staff members are able to complete necessary paperwork
  ○ Referrals are accepted by the district

★ Catholic School Service Plan
  ○ Plans are developed and routinely revisited
  ○ Fidelity to implementation of plans (classroom observation, services received, student progress)
Strategies for Improving Tier 2 & Tier 3 Programming

★ Distributed Leadership
  ○ Defined Roles and Responsibilities for:
    ■ TAT
    ■ Classroom Teachers
    ■ Resource Teachers
★ Development of Processes and Tools to Support Referral to TAT and/or district
Strategies for Improving Tier 2 & Tier 3 Programming

★ Professional Development and Coaching for teachers related to:
  ○ How disability interferes with learning
  ○ Providing accommodations and modifications
What are your priorities for Tier 2 and Tier 3 improvement?
Keep your eye out for....

Ensuring a Place at the Table: Serving Students with Disabilities in Catholic Schools

Michael J. Boyle, Ph.D.

NCEA Publication to be released this Fall
References


