

Using RTI Data Within a Comprehensive Evaluation Q&A

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Question:

What do we do when discouragement leads to absenteeism? (Vaughan A.)

Answer:

We are thinking that student discouragement usually starts when a student is not being successful either academically or behaviorally. The ability to support students and intervene early enough and powerfully enough to avoid huge problems and failure is a hallmark of a MTSS framework. You can construct your tier 2 and 3 interventions and instruction to quickly meet a student's need for support and avoid discouragement and therefore absenteeism.

Question:

Hi Kelly- Sorry, if I missed this. In the program that you are using, Fastbridge, does it automatically generate what the ROI would be based on the initial screening? (Catherine S.)

Answer:

In Fastbridge we (usually the learning specialist) will set the student's goal. From there, Fastbridge does calculate the ROI needed to meet this goal, and gives the ROI after each data point, beginning after the 3rd or 4th. Fastbridge does also offer to set goals for you. We do not use the Fastbridge goals, but rather set our own. Happy to share this as well, we update the goals annually based on norms.

Question:

What about students who have moved into your school from another school? How can we determine if a child has received appropriate and effective instruction when they were previously outside of your school, district, or state? (Alicia S.)

Answer:

We will reach out to the previous school to see if the student received an intervention of some sort, if there is a history of them struggling, or minimally, to ensure that the student actually attended. Regardless, as soon as the student arrives and we screen them (whole school is the first or second week, and move ins are screened within 3 days of enrollment) if they are in need of an intervention then the family is contacted and they are placed in one. Unless the student is referred by the family during enrollment, we would have some baseline data in our building. We generally don't weigh too much on previous information (excusing chronic absenteeism or something very odd) and proceed



with our systems in place. Statewide guidance from OSPI would be quite helpful with advancing consistent research-based instruction between districts.

Question:

Where and how are we considering implicit biases imparted with systemic racism? (Vaughan A.)

Answer:

One of the most effective methods to counter implicit bias is to promote the use of evidence-based practices and instruction. The effect of implicit bias will manifest in discrepant academic and behavioral performance between students. The best way to counter a lack of academic performance is to teach students effectively. We can overcome our implicit bias and develop cultural humility by using effective instructional methods and materials and a valid and reliable progress monitoring tool. A MTSS framework is built upon evidence-based practices.

Question:

How do you address evaluation requests from parents for transfer students where you only have initial benchmark data? (Julia C.)

Answer:

This has been addressed by meeting with them as a team and review the student's benchmark data and any other information available. If the student is in an intervention, we would explain the details of the intervention and how the student is doing so far (in program and progress monitoring). Even if the parent requested on the first day of school, interventions should be in place within 1-2 weeks. So, we would explain our MTSS supports. Generally, we would schedule the meeting out a little bit (but within our 25 days) and have some data at that point. Often times the parents are impressed that we've proactively put something in place and are asking for help out of fear that their child will fall behind. At the meeting we talk about data to decide if we suspect a disability or not. We're very clear on what we'd be looking at for SLD eligibility. At least in our experience, these meetings are positive and often times when the family understands that we have supports in place but need data they're ok with that. As a result, we often reconvene in a few weeks, when we have more data and at that time determine if we want to evaluate or not, once we have information to base the decision on.

Question:

In order to establish a district wide procedure 2161P - do we need to have everything in place, established and working or can we propose what our model will look like and utilize RTI qualification as we build? (Leslie L.)

Answer:

No, you can build the MTSS framework as you go but you will need to have a valid and reliable screening tool and progress monitoring tool to determine the performance and progress discrepancies. In addition, decision rules for the subject area and grade levels you are starting with. For example, how many points below the aim line do you need in order to decide the intervention is not being successful? What constitutes a significant performance discrepancy? Tenth percentile or lower? Also, a structure to provide at least 2 research-based interventions. See WAC 392-172A-03060. You can have both an RTI-based approach and ability-achievement discrepancy provided that the evaluation process used is the same for all students within the selected grades or buildings within



the school district and is in accordance with district procedures. As you develop your framework you can update your district procedures. See WAC 392-172A-03045.

Question:

Is it safe to say that it's not fully possible to do this if my building does not have a building-wide progress monitoring tool that is being used consistently? As in, currently, teachers are using their own assessments within their classrooms and it's different between teachers and grade levels... (Lacey J.)

Answer:

We would agree. How could you demonstrate a progress discrepancy without a valid measure of progress? So, no, in our opinions you wouldn't be able to use RTI to identify students with SLD without a valid and reliable progress monitoring tool being used consistently across the school and/or district. It is also not recommended that each school use a different tool. The school district must be able to demonstrate that the identification system is consistent and equitable throughout the district. We would advocate for the adoption of district-wide valid and reliable screening and progress monitoring tools.

Question:

I agree that admin support and teacher buy-in is necessary for implementation. Eligibility discussions & PD are mostly in the realm of special education. Do principals and teachers have an awareness of this? When it comes from a school psych, gen. ed. can easily dismiss the information. (Ken D.)

Answer:

Although the eligibility discussions generally do occur within SPED, MTSS is so much larger than SPED requires buy in from the district the top down. RTI for SLD is just an extension and small piece of the system. Principals and teachers are aware of the emphasis on MTSS in Franklin Pierce (FP) because of the district leaderships buy in. Having district guidelines that are very clear are incredibly helpful. In FP it is the expectation that all students are screened and those that fall in tier 2 and 3 and receive interventions are progress monitored, principals and teachers know this. If that isn't happening that's really more of an issue for the Principal to deal with. Our process (MTSS framework) is that teachers don't just refer students for evaluations but refer for a problem-solving team (PST) where we look at the data. There is a problem because the student is not responding and not meeting expectations. There is a problem to be solved and special education eligibility may not be the answer for the majority of students. Tiered support and instruction may be what is needed. We can't even have this meeting without data or make a decision about referring. A few times there has been pushback from gen. ed. teachers not liking progress monitoring data and they are told that's what we need to do for the kids and we're happy to support if they have questions on how to do so. Overall, Principals are definitely aware that we need screening, progress monitoring and in-program data to evaluate and teachers have become more and more aware as they participate in SLD evaluations. Finally, regarding your statement that general education can dismiss information from a school psychologist, we would say much of that depends upon how people view the role of the school psychologist. If the district leadership endorses an MTSS framework, the traditional role of the school psychologist will change from one of tester and gatekeeper to expert coach and colleague and people will view the school psychologist differently.



Question:

What system does Franklin Pierce use for report writing? Kelly showed some graphs and sections from her reports which did not look like it would be feasible to use in IEP online which my district currently uses. (Leslie W.)

Answer:

IEP online. We have a SLD addendum report for RTI where we put evidence of performance and progress discrepancies (i.e. graphs shown).

Question:

Is there a sample RTI eval report to view? I'd like to see what it looks like from start to finish to get a better sense of the report writing expectations (Leslie W.)

Answer:

If you would like to see a sample redacted report, please contact Kelly Glick at kglick@fpschools.org.

Question:

All of this discussion is about SLD and RTI, but I am wondering if the implementation of RTI/MTSS in schools also allows for less standardized assessment in general for other disability categories. In Franklin Pierce, do you use this data when assessing students under consideration of OHI as well? (Leslie W.)

Answer:

Yes. We definitely use the data collected through our MTSS system when considering evaluations or evaluating all students. Academic data is helpful when considering the educational impact for any student or disability and we find that screening, progress monitoring and intervention data can be more relatable than standardized assessments. Same goes for behavior. We use Fastbridge's social emotional screener, SAEBRs, which we'll consider. Many schools use this in combination with other data points to identify students for social skills groups. Again, we think this is helpful to note as well as if they receive an intervention and how they have responded. We find it really helpful to have all of this information prior to even opening the evaluation. From there as a team we'll have to decide if and what standardized assessments may still be needed for a comprehensive evaluation.

