64TH CONFERENCE ON EXCEPTIONAL CHILDREN

WORKING TOGETHER
TO ACHIEVE STUDENT SUCCESS

Using RTI for SLD Eligibility Determination – A Facilitated Discussion

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PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

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The difficulty lies, not in the new ideas, but in escaping from the old ones…….
Keynes

- Thanks to
  - Shinn
  - Shapiro
  - Kovaleski
  - VanDerHeyden
  - Reschly

What to Expect Today

- Background
  - Parameters of Today
  - Fidelity
- Eligibility
  - Best Practice Criteria
  - NC State Criteria
- Theory into Practice
  - Active Discussion
- Case study
  - Active Discussion
- Activity

Parameters of today

- K-8 implementation
- Slight differences in 9-12 implementation, but not enough time to discuss today
- Facilitated discussion
  - You participate
  - Sharing of ideas

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Fidelity (Treatment Integrity)

- Degree to which something is implemented as designed, intended, planned:
  - Delivery of instruction/intervention
  - Formative evaluation
- All involve multiple components
- Are they implemented with good fidelity?

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Fidelity Considerations

- Discussions about whether to include sped eligibility as part of your model should occur only after you can ensure fidelity of implementation
- Without fidelity you are making invalid decisions

Fidelity Considerations

- Consider that intervention response is required regardless of eligibility determination process
- Consider focusing on creating competence in understanding and presenting response data before focusing on sped eligibility
- Most districts are now focusing on gen ed first then special ed

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Fidelity Considerations

- Multi-tiered instructional model – are you implementing a complete model?
  - Three tiers differ by degree of children's needs, instructional intensity, and measurement precision and frequency
- 80-15-5 ?
- Instruction based on sound research
- Collaboration between general and special education – an educational initiative

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Fidelity Considerations

- Does your system have credibility-links between identification, treatment, improved outcomes
- Definitive description of operations, techniques, components
- Clear definitions of responsibilities by specific persons
- Feedback and decision making (formative evaluation for data based decision making)

Fidelity Considerations

- Is there a proactive universal screening process that's used to proactively triage students into tiers?
- Tier two students rarely move to tier three

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Fidelity Considerations

- 90 minutes core LA block
- 60 minutes core math block
- Tier two intervention 30 minutes 5X a week
- Tier three intervention 60-120 minutes a week (in addition)

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Fidelity Considerations

- Does your system include components for analysis of fidelity
  - Direct assessments of fidelity
  - Indirect assessments of fidelity
- Calculating a fidelity score (PSM fidelity checklists and grid, TIPS fidelity checklist and score for meeting foundations and PSM)

Eligibility Criteria

- Best practice (National Research Council)
  - Student exhibits large difference from typical level of performance and (inclusionary)
  - All procedural requirements are met
    - Fidelity
    - Intervention and data collection is appropriate intensity (exclusionary) and
- North Carolina
  - Student exhibits achievement that is not adequate for the student's age or the attainment of State approved grade level standards, despite appropriate instruction including at least two research based interventions in one of the eight areas of SLD **and**

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Eligibility Criteria

- Best practice (National Research Council)
- North Carolina
  - Student exhibits pattern of strength/weaknesses in performance or achievement or both relative to age, grade level standards, or intellectual development that is relevant to SLD or

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Eligibility Criteria

- Best practice (National Research Council)
  - Student exhibits insufficient progress/response to high quality interventions (inclusionary) and
- North Carolina
  - Student does not make sufficient progress to meet age or grade level standards in one of the eight areas of SLD when using a process based on the student's response to research based intervention

Eligibility Criteria

- Best practice (National Research Council)
- North Carolina
  - The team determines that the student needs an intervention, to make sufficient progress, that is beyond what can be provided in general education and

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Eligibility Criteria

- Best practice (National Research Council)
- North Carolina
  - Student exhibits characteristics of SLD consistent with the definition and

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Eligibility Criteria

- Best practice (National Research Council)
  - Exclusionary components are successfully addressed (exclusionary)
- North Carolina
  - The disability must not be a result of ……
    - Sensory deficitis
    - Motor deficits
    - Etc…….

Eligibility Criteria

- Best practice (National Research Council)
  - There is an adverse impact on educational performance and
  - It requires specially designed instruction and
- North Carolina
  - There is an adverse impact on educational performance and
  - It requires specially designed instruction

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Eligibility Criteria

- Best practice (National Research Council)
  - The proposed special education intervention is different in a meaningful way from the tier three intervention and reflects specially designed instruction to meet the student's needs
- North Carolina

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Theory to Practice

- In theory there is no difference between theory and practice, in practice there is. Yogi Berra

Key Concepts

- Dual discrepancy approach
  - Key to SLD identification
  - Achievement that is discrepant and progress that is discrepant

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Key Concepts

- **Part one of dual discrepancy**
  - **Performance discrepancy**
    - **Student is severely discrepant from grade norms or achievement standards**
- Part two of the dual discrepancy
  - Progress discrepancy
    - Student is discrepant from expected rate of progress
    - Expected rate of progress would indicate response to intervention that would significantly reduce performance discrepancy

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Performance Discrepancy

- Established relative to the typical level of performance, level of performance necessary to be successful in general education
- A criterion must be established that indicates severe educational need

Performance Discrepancy

- Thus, two things must be determined
  - **First, what constitutes typical achievement and who should student be compared to in order to determine significance of discrepancy**
  - Second, how large of a discrepancy from typical performance is required

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What is typical and how to compare?

- Four options
  - Two times discrepant gap analysis
  - Percentage gap analysis
  - Cut score analysis
  - Sample back to establish instructional level

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What is typical and how to compare?

- Option one – two times discrepant gap analysis
  - Divide proficiency benchmark score by student's benchmark score to determine if 2X discrepant
  - 94wpm/45wpm = 2.1
  - Significantly discrepant from typical

What is typical and how to compare?

- Option two – percentage discrepant gap analysis
  - Divide student's benchmark score by proficient benchmark score
  - 45wpm/94wpm = 48%
  - Student is performing 48% of what is expected for his age or grade level

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What is typical and how to compare?

- Option three – cut score analysis

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Cut Score Analysis

- Step One: Put all student scores on the universal screening measure on a histogram type chart.
- Step Two: Calculate typical Growth Rate of specific skills. Three formulas can be used here.
- **EOYBM – BOYBM / 36 weeks = ROI**
- **Or**
- **EOYBM – MOYBM / 18 weeks = ROI**
- **Or**
- **MOYBM – BOYBM / 18 weeks = ROI**
- Step Three: Determine the Targeted Rate of Improvement for students. Two formulas can be used here depending on the desired amount of ambitiousness.
  - **GR * 1.5 = TROI**
  - **Or**
  - **GR * 2.0 = TROI**

Cut Score Analysis

- Step Four: Calculate the Growth Goal for the instructional period.
- **TROI * NWI (18 or 36) = GG**
- Step Five: Calculate the Cut Score for determination of level of instruction. Two formulas can be used here depending on the length of the instructional period used in step four.
  - **MOYBM – GG = CS**
- **Or**
  - **EOYBM – GG = CS**
- Step Six: Using the Cut Score place a line of demarcation on the histogram created in step one. Any students above the Cut Score should obtain the GG via Core instruction. Any students below the Cut Score may need Strategic instruction to obtain the TGR and GG. Students in need of Intensive instruction should be identified using progress monitoring data during Strategic instruction implementation. Progress monitoring within all three tiers allows for students movement between the tiers during the instructional period.

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What is typical and how to compare?

- Option four – sample back to establish instructional level
  - Instructional level is skills on which student is performing at or just above 25th percentile
  - This speaks to intervention needed
  - Skills on which student is performing at instructional level are relevant to eligibility discussion

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Performance Discrepancy

- Thus, two things must be determined
  - First, what constitutes typical achievement and who should student be compared to in order to determine significance of discrepancy
  - **Second, how large of a discrepancy from typical performance is required**

How large of a discrepancy is significant? (Part One)

- Using multiple forms of data (state/district assessments, benchmark assessments, median score of last three progress monitoring data points)
- Determine if the student's level of performance is below the 10th percentile, despite implementation of effective instruction/intervention

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How large of a discrepancy is significant? (Part One)

- Years of research on achievement level differences between SLD students and typically achieving students and SLD students and low achieving students indicate that functioning at or below the 10th percentile should be the criterion that is used

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How large of a discrepancy is significant? (Part One)

- Using the 10th percentile, criteria #2, and rule out criteria leads to acceptable levels of diagnostic accuracy
- A fully implemented robust multi tiered system produces meaningful progress and 85% to 90% of students proficient

How large of a discrepancy is significant? (Part Two)

- Comparison of student's attained level of performance, as a result of intervention, to typical proficiency level
- Use multiple options as evidence
  - Two times discrepant gap analysis
  - Percentage gap analysis
  - Cut score analysis
  - Sample back to establish instructional level

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How large of a discrepancy is significant? (Part Two)

- SLD students should have a gap index of 50% or higher or be at least 2X discrepant

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Performance Discrepancy – What Tools?

- So, you could use a nationally normed, individually administered achievement test and look for a score at or below the 10th percentile
- But, remember all of the issues associated with those assessments
  - Earlier grades wait to fail
  - No correlation between district population and national norm
  - etc

Performance Discrepancy – What Tools?

- CBM
  - Based on a districts curriculum, which overlaps with state standards, so fulfills IDEA requirement for comparison to age or grade level standards

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Performance Discrepancy – What Tools?

- Achievement tests have been shown to have little overlap with most curriculums
- Creates errors in decision making
- Does not meet IDEA requirement

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Performance Discrepancy – What Tools?

- What constitutes typical achievement and who should student be compared to in order to determine significance of discrepancy
  - Who is the comparison group

Performance Discrepancy – What Tools?

- Absolute Achievement Discrepancy (AAD) vs Relative Achievement Discrepancy (RAD)

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Performance Discrepancy – What Tools?

- The intuitive answer is to use a national norm (AAD) but the research doesn't support
  - Using a national norm would lead to few students being identified as SLD in high performing districts and many students being identified as SLD in low performing districts
  - SLD would become a community based phenomenon

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Performance Discrepancy – What Tools?

- AAD
  - 80% of SLD students in low performing districts had a significant discrepancy from national norm, compared to only 22% of SLD students from high performing districts
  - SLD students in high performing districts performed more than a standard deviation better than SLD students in low performing districts

Performance Discrepancy – What Tools?

- RAD
  - When a severe discrepancy is determined by comparison to local students, nearly all SLD students in high and low achieving districts met this criteria
  - Also able to distinguish between SLD, low achieving, and typical students

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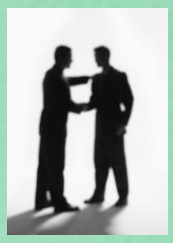
Performance Discrepancy – What Tools?

- How about AAD and RAD?



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Key Concepts

- Part one of dual discrepancy
  - Performance discrepancy
    - Student is severely discrepant from grade norms or achievement standards
- **Part two of the dual discrepancy**
  - **Progress discrepancy**
    - **Student is discrepant from expected rate of progress**
    - **Expected rate of progress would indicate response to intervention that would significantly reduce performance discrepancy**

Progress Discrepancy

- Must show evidence that the student is making insufficient progress/response to high quality intervention
- Student may have performance discrepancy but if they make satisfactory progress when provided high quality interventions, they are not eligible for SLD

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Progress Discrepancy

- ROI – rate of improvement – three types
  - Typical benchmark ROI
  - Attained benchmark ROI
  - Targeted benchmark ROI

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Progress Discrepancy

- Typical benchmark ROI - TyROI
  - Rate of peers progress from benchmark to benchmark as a result of instruction
  - Calculated using universal screening data

Progress Discrepancy

- Attained benchmark ROI - AROI
  - Rate of growth for target student moving from benchmark to benchmark as a result of instruction/intervention
  - Calculated using universal screening data

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Progress Discrepancy

- Targeted benchmark ROI - TaROI
  - Growth rate necessary for targeted student to meet the end of the year benchmark
  - TyEOYBM – ABOYBM / the number of weeks left of instruction/intervention

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Progress Discrepancy

- Progress monitoring from the beginning to the end of the intervention allows for calculation of AROI
  - This attained ROI is compared to typical ROI and targeted ROI
  - Essential for eligibility determination

Progress Discrepancy

- Calculation of AROI can be accomplished three ways
  - Two point ROI
  - Modified two point ROI
  - Ordinary least squares

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Progress Discrepancy

- Two point ROI
  - calculated by subtracting the first data point from the final data point and dividing by number of weeks of intervention
  - Vulnerable to outliers and ignores data in between

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Progress Discrepancy

- Modified two point ROI
  - Calculated by subtracting the median of the first three data points from the median of the last three data points
  - Removes effects of outliers but still ignores data in between

Progress Discrepancy

- Ordinary least squares
  - Regression line (slope)
  - Use charting software/spread sheet
  - Most precise method for obtaining ROI
  - Hand draw if still charting paper and pencil

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Progress Discrepancy

- Two steps when considering does student's ROI/growth/response necessitate SLD consideration?
  - Gap analysis on the student's ROI (AROI)
  - Determine the impact of the student's ROI (AROI) on the attainment of benchmark level of performance

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Progress Discrepancy

- Step one – Gap analysis of AROI
  - AROI (using OLS)/TyROI = percentage of the typical growth exhibited by target student
    - .96wcpw/.97wcpw = 99% the target student exhibited 99% of the growth exhibited by peers
  - AROI (using OLS)/TaROI = percentage of the targeted growth exhibited by target student
    - .96wcpw/.1.86wcpw = 51% the target student exhibited 51% of the targeted growth rate

Progress Discrepancy

- Step two – benchmark gap index
  - Student's attained level of performance at each benchmark over time/Typical level of performance (benchmarks)
  - Is the student's benchmark gap getting smaller over time as a result of intervention?

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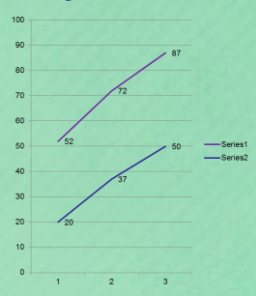
Progress Discrepancy

- Step two – benchmark gap index
  - 20/52 = 39%
  - 37/72 = 51%
  - 50/87 = 58%
- Student's benchmark gap index is increasing



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How slow is too slow?

- Gather multiple examples of the students AROI
- Compare progress monitoring AROI and benchmark gap analysis using AROI and TyROI

How slow is too slow?

- Graph is needed including
  - Student's progress monitoring data
  - Data of typical students
  - Trendlines for student (OLS)
  - Aimline according to TaROI
  - Indication of intervention changes (at least two)

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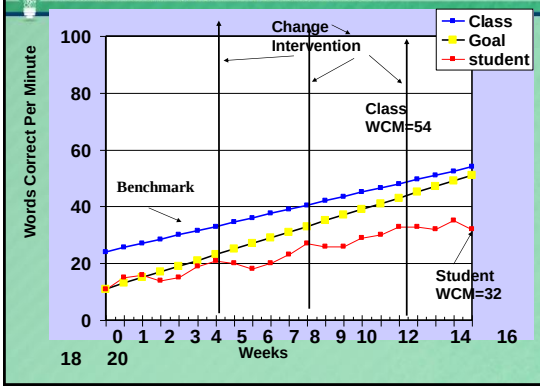

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How slow is too slow?

- Perform benchmark gap analysis
  - AROI (using OLS)/TyROI = x
  - AROI (using OLS)/TaROI = x
- Calculate benchmark gap index
  - Student's attained level of performance at each benchmark over time/Typical level of performance (benchmarks)

How slow is too slow?

- Need to determine if student will attain an accepted level of performance in a reasonable amount of time
- Currently there is no empirical guideline for a ROI criterion
- It should be a case by case determination depending on circumstances like age, school history, RTI, etc

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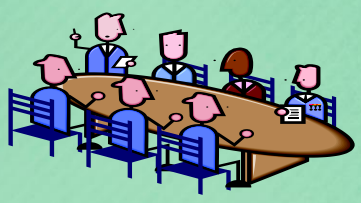
Case Study



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Case Study

- Third grade student, above proficiency on benchmark assessments for reading
- No behavioral or attendance issues
- Struggles with math, has received outside tutoring for math for the last year
- Has received passing grades in the past in math, but scored well below proficiency on second grade EOY benchmark

Case Study

- Prior to intensive intervention
  - BOYBM math calculation is 22, student's score was 6
  - MOYBM math calculation is 42, student's score is 13
  - Two times discrepant, percentage gap analysis?

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Case Study

- Prior to intervention
  - BOYBM for math concepts and applications is 7, student's score is 2
  - MOTBM for math concepts and applications is 11, student's score is 4
  - Two times discrepant, percentage gap analysis?

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Case Study

- Prior to intensive intervention
  - Sampling back technique revealed that student had mastered the conceptual understanding of addition and subtraction, but her calculations lacked fluency

Case Study

- Prior to intensive intervention
  - Sampling back technique revealed that student had not mastered
    - Addition and subtraction fact fluency
    - Multidigit addition and subtraction with and without regrouping
    - Place value, quantity comparison, combining and decomposing numbers

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Case Study

- Prior to intensive intervention
  - Student has the lowest scores in her class on double digit subtraction with regrouping and multiplication

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Case Study

- An intensive intervention plan was created targeting addition facts 0-20
- In three weeks the student's level of performance rose to proficiency level
- Intervention in this area was discontinued and an intervention plan was created to target multidigit addition with regrouping

Case Study

- After four weeks with no growth, the instructional coach completed an observation to ensure fidelity and an intervention change was made

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Case Study

- After three more weeks of intensive intervention, student stills exhibits a lack of growth – her growth rate was 1.14 digits per week (OLS) – how do we know that is lower than peers?
- Below tenth percentile? How do we know?

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Case Study

- Following intensive intervention
  - (BOYBM math calculation is 22, student's score was 6)
  - (MOYBM math calculation is 42, student's score is 13)
  - EOYBM math calculation is 56, student's score is 20
    - Student performance is below tenth percentile
    - AROI (OLS) from winter to spring is .49

Case Study

- Benchmark gap analysis
  - Is student significantly behind?
    - Below tenth percentile
    - Two times discrepant gap analysis - BM/student score
    - Percentage gap analysis – student score/BM

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Case Study

- Gap analysis indexes
  - Consider gap before and after intervention?
  - Did intensive intervention close the gap? Significantly close the gap?

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Case Study

- Questions to consider
  - Gap analysis for ROI - comparing AROI to TyROI and TaROI?
  - AROI/TyROI =
  - AROI/TaROI=

Case Study

- Consider addition criteria
- Thoughts?
- Questions?
- Issues not addressed?

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Questions to consider

- In your current practices, how are you determining if there is a performance discrepancy?
- Progress discrepancy?

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Questions to consider

- In your current practices, how are you ensuring fidelity of implementation?
- How are you addressing the exclusionary criteria?

Questions to consider

- How are you addressing:
  - The proposed special education intervention is different in a meaningful way from the tier three intervention and reflects specially designed instruction to meet the student's needs

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