Using the Outcomes-Driven Model as a Foundation for a Prevention-Oriented Response to Effective Intervention Model

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Eugene, OR
Brown Bag Presentation:
November 19, 2007

Topics

• Big Ideas in Early Literacy
• Outcomes Driven Model as a framework for a comprehensive reading assessment system.
• RTI within a comprehensive reading assessment system.
• Schoolwide System of Instructional Support: Three Tier Models of early literacy support.

Integration of Big Ideas

Big Ideas in Beginning Reading

- Phonemic Awareness
- Accuracy and Fluency with Connected Text
- Vocabulary
- Comprehension
- Alphabetic Principle

Reading in an Alphabetic Language

Kame'enui, Simmons, Coyne, & Ham, 2003

Outcomes Driven Model for RTI Decisions

<table>
<thead>
<tr>
<th>ODM Step</th>
<th>Decisions/Questions</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify Need</td>
<td>Are there students who may need support? How many? Which students?</td>
<td>Screening data (Benchmark data)</td>
</tr>
<tr>
<td>2. Validate Need</td>
<td>Are we confident that the identified students need support?</td>
<td>Diagnostic assessment data and additional information as needed</td>
</tr>
<tr>
<td>3. Plan and Implement Support</td>
<td>What level of support for which students? How to group students? What goals, specific skills, curriculum/program, instructional strategies?</td>
<td>Diagnostic assessment data and additional information as needed</td>
</tr>
<tr>
<td>4. Evaluate and Modify Support</td>
<td>Is the support effective for individual students?</td>
<td>Progress Monitoring data and formative evaluation</td>
</tr>
<tr>
<td>5. Evaluate Outcomes</td>
<td>As a school/district: How effective is our core (Tier I) support? How effective is our supplemental (Tier II) support? How effective is our intensive intervention (Tier III) support?</td>
<td>Outcome Assessment information (Benchmark data)</td>
</tr>
</tbody>
</table>
Outcomes-Driven Model

1. Identify Need for Support
2. Validate Need for Support
3. Plan Support and Implement Support
4. Evaluate Effectiveness of Support
5. Review Outcomes

Screening (Benchmark Assessment)
Additional information as needed
Assess strengths/needs
Progress monitoring
Outcome Assessment (Benchmark Assessment)

Outcomes Driven Model in a Picture

Implement a Research-Based Intervention

- Increase intensity of Intervention:
  1) Increase intervention fidelity
  2) Increase time
  3) Smaller Group Size

Mid-year cutoff at risk
Mid-year cutoff low risk

It Just Doesn’t Matter Which Specific Assessment you Use

- It does matter that you have some assessment system that has validity to evaluate (1) phonemic awareness, (2) phonics, (3) accuracy and fluency with connected text, (4) vocabulary and language development, and (5) comprehension.
- It does matter that the assessment can reliably and validly identify students who are at risk early, before a problem is established.
- It does matter that the assessment can help us make decisions about what to teach, how to teach, and establish goals to prevent or remediate problems.
- It does matter that the assessment is capable of frequent (weekly) monitoring of progress toward established, ambitious, meaningful goals.
- It does matter that the assessment can help us be reflective professionals and review the outcomes of our instructional system for the purpose of continually improving our system.

What is Response to Intervention? A or B?

A. An alternative approach to determine eligibility for learning disability under IDEA 2004:

- Response to intervention (RTI) functions as an alternative for learning disability (LD) evaluations within the general evaluation requirements of IDEA 2004 (20 U.S.C 1414 (B)(6)(A)) .
- IDEA 2004 adds a new concept in eligibility that prohibits children from being found eligible for special education if they have not received instruction in reading that includes the five essential components of reading instruction identified by the Reading First Program. RTI is included under this general umbrella.
What is Response to Intervention? A or B?

B. An approach for maximizing student learning and progress through formative, sensitive measurement of effects of instruction and using the data to improve the fit of the instructional support to the needs of the child:

- Diagnostic teaching
- Precision teaching
- Problem-solving model
- Outcomes-driven model

Description of RTI

- Students are provided with generally effective instruction by classroom teacher.
- Progress of all students receiving general education instruction (Tier 1) is monitored.
- Students who are not making adequate progress with Tier 1 instruction are identified early.
- Students who need more than Tier 1 instruction receive something else or something more (Tier 2), either from their teacher or someone else.
- The progress of students receiving something else/more is monitored and instruction is adjusted further as needed to make adequate progress.

A. Eligibility Only approach:
Those who display serious, stubborn, sustained lack of adequate progress are eligible for special education services.

B. Maximize learning approach:
Those who continue to make less than adequate progress get something else/more (Tier 3) until they make adequate progress.

Underlying Assumptions of RTI

A. Eligibility Only Model
- Disabilities are due to within child factors and are intractable.
- There are children who are "non-responders" or "treatment resistors".
- Starting point of the model is when the student is referred for special education evaluation.
- Goal/end point of the model is a special education eligibility decision.

B. Maximize Learning Model
- Most children can learn when provided with effective instruction.
- There are children for whom we have not yet found an effective intervention.
- Starting point of the model is before there are serious learning problems.
- Goal is to find the “match,” i.e., the instructional approach or strategies that are effective for the individual student.

Our View on RTI:

- **Referral** for special education eligibility evaluation because of academic difficulty is not an appropriate starting point.
- **Eligibility** based on lack of adequate progress is NOT a defensible endpoint.
- Response to intervention (RTI) in a prevention-oriented system of generally effective instruction (e.g., a three-tier model) IS a defensible means to maximize student learning and progress.
Potential Utility of RTI

- Requires measures that accurately identify risk early, that provide meaningful and important goals, and that evaluate adequate progress toward those goals.
- Requires a schoolwide system of increasing support to differentiate instruction and support based on student needs and progress.
- Requires a decision making model to support a prevention-oriented system of progress monitoring and evaluating system-wide effectiveness: Outcomes Driven Model
- The Primary Goal is to maximize learning for all students.
- Eligibility for special education services may occur within a maximizing learning model of RTI, but is not the primary goal.

RTI or RTEI?

- RTI logic requires that the intervention is generally effective – otherwise it indicates a teaching problem rather than a learning problem.
- Requires expertise in instruction and intervention as well as in assessment.
- We need to spend as much time assessing the quality of instruction and the effectiveness of the schoolwide system of support as we spend assessing the response to the instruction.
Outcomes Driven Model and RTI

1. Identify Need for Support
2. Validate Need for Support
3. Plan and Implement Support
4. Evaluate and Modify Support
5. Review Outcomes – Eligible

What is Generally Effective Instruction?

- Each Tier of our schoolwide system is effective if it meets the needs of most students who need that level of support.
  - **Benchmark Students**
    - *Generally Effective core curriculum & instruction:*
      - support 95% of benchmark students to achieve each literacy goal.
  - **Strategic Students**
    - *Generally Effective supplemental support:*
      - support 80% of strategic students to achieve each literacy goal.
  - **Intensive Students**
    - *Generally Effective interventions:*
      - support 80% of intensive students to achieve the goal or achieve emerging or some risk status.

How Effective is our Schoolwide, Three-Tier System of Support?

- In an effective system, each tier of support is effective.
- Rating each Tier of our Schoolwide System of Support:
  - **Strength:** Meets the standard of generally effective core (Tier I), supplemental (Tier II), or intervention (Tier III) support.
  - **Relative Strength:** Upper third compared to other schools in supporting students needing that level of support.
  - **Needs Support:** Middle third compared to other schools in supporting students needing that level of support.
  - **Needs Substantial Support:** Lower third compared to other schools in supporting students.

Schoolwide System of Instruction and Support - McKinley

- McKinley Tier 1 rated 67% **Needs Support**
- Tier 2 rated 8% **Needs Substantial Support**
- Tier 3 rated 50% **Needs Support**
Outcomes Driven Model and RTI

1. Identify Need for Support
2. Validate Need for Support
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Schoolwide System of Instruction and Support - Washington

- Washington Tier 1 rated 95% Strength
- Washington Tier 2 rated 67% Relative Strength
- Washington Tier 3 rated 60% Needs Support

Schoolwide System of Instruction and Support - Adams

- Adams Tier 1 rated 82% Relative Strength
- Adams Tier 2 rated 22% Needs Support
- Adams Tier 3 rated 80% Strength

RTI or PORTEI?

- RTI is most appropriate in a prevention-oriented framework.
- Previous disability models have been reactive and not proactive.
  - Reactive approaches waste time, effort, and resources before investing in interventions for children.
- Prevention oriented RTI is consistent with a continuum of support across general and special education like a three tier model.
- RTI should result in rapidly escalating support.
- The goal of RTI is to provide sufficient support so that each student makes adequate progress.
Implementing PORTEI in an Outcomes Driven Model

• Identify and Validate need for support.
  – Identify students early who need additional support and provide access to Tier 2 or Tier 3 support as necessary to make adequate progress.

• Planning and Implementing Support.
  – Develop a systematic plan for Tier 1, Tier 2, and Tier 3 support to meet student needs.

• Evaluate and Modify Support.
  – Adopt a progress monitoring and formative evaluation system to identify effective support student by student.

• Reviewing Outcomes.
  – Evaluate effectiveness of individual interventions and evaluate the effectiveness of the schoolwide system of support.