

**Response to Intervention
Cohort training session:
Process Evaluation: Is it Working?**

Session 1

**July 12 - July 13, 2012
Virginia Beach, Virginia
Sponsored by the
Virginia Department of Education
Office of Student Services**

Response to Intervention
Cohort training session: Process Evaluation: Is it Working?

VA_DOE_RTI_Session_1_7_12_2012_PART3.mp3

Application of VTSS Benchmarks for Evaluation: – 1:00 p.m. – 4:00 p.m.
The Virginia Tiered Systems of Supports Manual

Melissa Chinn, Instructional Coach
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Dr. Cave: Six years, and so when you think about the work we're going into what our fourth, our fifth year with Rtl, and trying to learn so we're glad we can have the expertise of a woman who has been working with school divisions over a long period of time, directly, and hands on. I love her description, we're so blown away about her experience, and you know, I'm a worker bee, I am just there, I am on the ground, I am working with all the school folks in a hands on way, and we said, that's exactly what we need, and we're glad to have you come and talk to us about how you all look at evaluation in Minnesota. And I need to tell you a few things about her experience so you know that we get very credentialed people here. She's at St. Croix River Education District, she is an instructional coach, and she's also is a trainer and a coach with the Minnesota Reading Corp.

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Dr. Cave: Which is the largest state AmeriCorps program in the country, but it originated in St. Croix River Education District. So she's extremely experienced, very knowledgeable, very hands on, and we're just lucky to have you. I'm glad you could come over here to the east coast, and so take it away.

Ms. Chinn: Oh you are so kind. I have, thank you. You're so kind, thank you for having me out here. I was, it's truly an honor to be even thought of to come here and talk about what we do. I work at the St. Croix River Ed. District in Minnesota, and although I've only been with the organization or five, six years St. Croix Ed. has been doing Rtl, or facets of Rtl for many many years. And so as I look at you, and as you're just beginning I can't think of how, how good it is for you.

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Ms. Chinn: I'm sorry I'm at a loss for words, but how lucky you are to have the expertise of the people around this table and others to help guide your process. Because where I

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work they really were pioneers, and starting without a lot of guidance. Just knowing what their vision was, and had the effort and the motivation, and some extremely intelligent people to get things off the ground and just do it. And so now we're at a, we're at a space now where we feel pretty comfortable, but it's no utopia either. Where there is always a lot of work to do, we have several districts, and they all range from being, having an excellent framework with a strong evaluation process, and framework in place. To those that even though they know about RtI and have for years because of other things that are going on in their district it's, it's been slow. So what my intent to work with you today is to show you some of the data that I have on some of these districts.

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Ms. Chinn: One in particular, and to walk you through the different processes and evaluations that we use within our framework, so you're going to be looking at real data from a real school, and I tried to pull the most extreme example, cause I thought the most extreme example is a little bit easier to look at and to pin point areas of difficulty, and what they need to work with. A little background here, we have six member districts, now I'm sorry I'm going to be Kevin and probably say districts versus divisions. So a little bit of vocabulary difference, which by the way I'm so impressed with being halfway across the country, how we have come so far over the years with RtI that we really do have a similar framework, and a similar vocabulary. And so we can all talk about what we're doing, very similar processes, it's very interesting for me to see that.

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Ms. Chinn: But we have six member districts, how to explain that. It would like six divisions. Now they're small, small districts, and what they, how St. Croix originated it was an attempt to save money by these small districts, and so they cooperated with each other to purchase special, basically at the beginning it was special ed., specialty services. Like your occupational therapists, your physical therapists, those people that they all need, but they couldn't afford originally. And from there the organization has really grown quite a bit, and so we have people who support regular ed., we have people who are collaborative planners is what they call them who specialize in reading and math at both the elementary and high school level. We have people who work with the gifted programs, we have people who work with tech, we have an outcomes manager, somebody who works with data.

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Ms. Chinn: Just this wide range of folks, so it's an interesting organization to be a part of for sure, my role is as a problem solving coach. That's my main role, so problem solving is kind of my thing, and I buzz up and down the highways every day to attend problem-solving meetings at different schools. So I'm on the road a lot, but this is, it's a

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fantastic opportunity to get in, and meet people, work with them, help guide them through the process, and they really have made an enormous amount of change just within a few years. Really my job is to work myself out of a job, which I'm not so sure what to think about that, cause it's getting close. They're getting pretty good. Our overall special ed. rate ranges from seven to eleven percent; I'm not sure how that compares with other districts. I know, I'm a recovering school psychologist, as I understand there are a few of these in here.

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Ms. Chinn: And when I worked in a traditional setting I know I had some schools that had well over twelve percent total, which was really high, and interestingly I checked back with one of those districts recently and found out that it's up to eighteen percent. They don't have an Rtl framework in place, could they use one? I think so. F and RL, that's free and reduced lunches, SCRAD where I work was the first district to pilot curriculum based measurements, are you all familiar with curriculum-based measurements? Yeah, so way back in the 70s when Stan Deno was designing them and working with districts, and doing pilots with them, so they're pioneers with that. And then they have of course over 30 years of data decision-making history, as I said I'm so proud of the Minnesota Reading Corp part, and I don't know if, are you familiar with AmeriCorps at all?

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Ms. Chinn: Okay, so I have to mention that too, cause I'm so proud even though it's not me, the organization I work with did start that. And we went statewide just a few years ago, and I got in kind of on the ground level as a trainer, and now it's exciting to find out that next year there are going to be three more sites across the country taking on the model, and Washington D.C. is one of them. So close to you, so is Rtl, is data based decision-making working for us? You can't hear, oh I'm sorry. While I'm at it, is that better? Okay, while I'm at it, I really hate being this taking head up here, so if at any point you have questions, if I'm assuming you know or understand something that you're not familiar with please raise your hand and ask questions.

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Ms. Chinn: Chances are if you have questions somebody else does too, and so I'd be more than happy to stop and answer it. This is your time, and your time to learn and process, so please, you know, I would like it to be interactive. Okay? So is it working for us? I would argue based on this that yes, we are seeing some nice progress. This graph looks at our RCBM scores, our oral reading fluency scores for the different grade levels across the bottom here, fall, winter, spring. So at the beginning it's 1st grade, winter and spring, and then here it's 2nd grade, fall, winter, spring, and so on. We call this the confetti graph, or party graph, it's a little hard to read because there is so many

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years of data, we've been collecting data a long time. From here we have '96-'97 as the first year. I think we do have a few years prior to that as well, but you get, it gets to a point where you can't just put any more on it, it becomes unreadable.

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Ms. Chinn: But I think what I think is cool about this, this is the tenth percentile score, the average tenth percentile score for that grade level for that benchmark period, and you can see right up, right around 3rd, 4th grade if you're looking at '96-'97 that's this with the circles, what's interesting to me is that the end of the year back in '96-'97 our students at the beginning of the year are performing than those at the end of the year, just so many years ago. So something is working. Here is another look at our success rate, or evidence that something is working well. This is our percentage of students receiving services for a specific learning disability, so this is just LD.

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Ms. Chinn: And you can see we're comparing our organization to region, and our state. And at the beginning back '94-'95 you can see that our rate of LD was higher than the state averages, and now we're down to here. So, and I think we're probably going to stabilize right about that, so some, some enormous progress there. This one? Can I talk about this a little bit more? Sure.

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Ms. Chinn: So this would be the, the different grade levels, and so it wouldn't, it's not the same group each year it's 1st grade every year. Every year 1st grade is compared to their average tenth percentile. Yeah, yeah it's not on cohort, it is the entire group of 8th graders across all of our districts, what their average score was at the 10th percentile, so it really wasn't even related to a cut score. It was just the 10th percentile score, does that makes sense? Okay, thank you for the question. So process and assessment, obviously the focus of your time together this, these next couple days has to do with evaluation and assessment. We're seeing that, I loved this activity here about talking about accessing your, your framework from the big picture all the way down to the, to the smaller details. So that's kind of the same theme that I'll be using with you today too.

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Ms. Chinn: I'm going to show you how we are accessing our framework from the big picture, looking at the data overall, all the way to telling about how we monitor for individual students, and how we look at the problem solving process for individual students. And basically we have a lot of assessment. When I first was asked to talk about this I, as I sat down to think about it I had forgotten how many ways we are

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accessing our system to make sure it's functioning well. We have built in a lot of things, and it did not happen over night, so just to reassure you that this is a process it takes time. But we can't go forward until we know what we have right? So that's why we've done it. These are the different types of assessments I'll talk about, our basic outcome measures.

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Ms. Chinn: The Rtl implementation survey, which is very similar to your benchmarks, except we've just quantified it, just to help numbers, it just having those numbers can, can give us some information over years. Can compare school to school and those types of things. I'll talk about grade level teams, and problem solving teams, and then individual cases. So first outcomes, we have three different kinds of outcome measures that we use on a regular basis. The first is curriculum based measurement, and we do that three to four times a year, depending on the grade level, so four times a year I actually say for our K-1 groups, and the rationale behind that once you think about it is pretty obvious. When you have those K students, and 1st grade students come in their skills are pretty low, but they make an enormous amount of growth within the first couple months of school.

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Ms. Chinn: So with that initial assessment in the fall it gives us an idea of where they're at, but then with that November we do it in November again, then we get a real good idea of okay now that they've had a few months of instruction how are they doing? As far as which measures we give, all students K-8 are administered our CBM, so we use the AIMSweb system for our CBM, and MCAP, so the math concepts and applications. But we are not limited to those two, we also use other measures. Some of them have been developed on sight, so for example we have, oh my goodness, must be these. The tests of early numeracy there are some within the AIMSweb system, but we choose not to use a couple of them, and have developed our own. Now I don't recommend you go out creating your own tonight, cause our, the process that we use is very slow, very deliberate. We pilot first, and then we're collecting data for a couple years.

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Ms. Chinn: And we're seeing if they're actually measuring the skills that we want, we're seeing if it can discriminate between students, can it correlate with our state test. You know, so there is all these things that we have to consider, and thank fully we have the staff to do that, but just kind of a thought not to just rush out and create things. But we have, we also have math facts we created, and those are also available on AIMSweb, but the ones that are used in our districts were actually created before the ones on AIMSweb were available. So we've continued to use the same ones that we have just to maintain consistency. We also have our own phoneme blending and segmenting

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assessment that we've used, and that was simply they decided to use that because we could actually get correlations with state tests with our own. So there is any number, that doesn't mean that we don't use other ones that are in AIMSweb.

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Ms. Chinn: For example we use Written Expression for progress monitoring but we don't benchmark with that. We also use the, the NWA map, measures of academic progress. Are you familiar with that? We do that both reading and math. So there again that is through 9th, 8th grade, and then for anyone older who is not meeting targets. And then we have the MCA once a year, which is our state test. Our version of the SOL, I believe that's what it's referred to. So and just to help define this too, to our targets we do have targets for our, our CBM, and for our map tests. Our targets are based on correlations with our state tests, so I know there has been some studies out there now where companies have actually correlated their tests with, with the state tests and created targets.

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Ms. Chinn: But we've done this for a long time, and, and started the process before those were available through any publishers, so we have a tier one target, and a tier two target. And a tier one target for us is the number at which the student needs to meet to have about a 75% chance of passing the state test or better. Our tier two target is, is the line at which a student who hits that or below has a 25% chance of passing the test or less. Okay, so we use those tier one, tier two targets them to help with our decision making process. Yeah. We use, no it's not K, it's, would be 2nd, 2nd grade through, K-8 for CBMs too.

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Ms. Chinn: And then for older students who are not meeting expectations. Any questions on that? So there is a lot of information that we collect, it is a testing machine where we work. We use our CBM, and we use oh my goodness, I wonder if I can turn these off, MCAP, which is math concepts and applications. Comprehension, well that would be our MAP test would cover those as well, so kind of comprehension, content the applied skills.

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Ms. Chinn: The MAP test, those are, they look at reading and they look at math. Now I'm not a MAP expert. I'm much more familiar with the CBMs, but it basically looks at more the applied skills, so with, with our CBMs, we're looking at our essential basic skills, and with MAP it's the next step. Do they, what is, it looks at vocabulary for example, literal versus non-literal comprehension, there is a, there is four strands, I can't

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remember what they all are. Everybody, yeah we give everybody then we can look at school wide data, and it does, gives you a different look at a child's skills, cause we're looking at real essential basic skills with the CBMs, but then this, the MAP gives us a better idea of their applied skills, their broader skills comprehension is looked at, those types of things.

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Ms. Chinn: So in math too there is, you know, there is different strands on the math as well, so it's a lot of testing that's for sure. And we are a testing machine, but they, our districts do get a ton of support from our staff at our organization. I was actually shocked to see how much support they provide, they provide copies of every probe for every benchmark for every student across the district. They also create workbooks, electronic excel workbooks where the schools can then input the results, send it off to our organization, and then we have an outcomes manager who then takes those notebooks, import it into our AIMSweb system, and into a data warehouse. So we, I don't know if any of you have data warehouses, I see some nods, so that is all imported into those systems, and then from there they can create all types of different reports that we need.

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Ms. Chinn: Yes. At this point we aren't doing that, that is you know, something that may be worth considering down the road. But no at this point we seem to get enough information from these two to move forward, and then from there of course we have more progress monitoring, diagnostic, assessment for those students who need it. But these are the big ones. I'm trying to think of an exception where they are not. They are kindergarten oral counting would not be, and there is a, there is a large group of people that want to go to the online RCBM, there are some people within my organization who are a little bit hesitant to do that because they're concerned about, you know, what problems might arise, you know. Not jumping ahead and just doing it, but I think there is going to be enough push to do the online.

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Ms. Chinn: But yes, everything else, office max gets a huge order from us three times a year, and there is always problems. So, but you know, I don't know if that's doable in every district. I know in those, in divisions with 90 schools I just cannot imagine having a group of people trying to put out probes for 90 schools, that's just crazy. So yes. The method that they use, I don't do the, the calculations myself, but it's a correlation. So they take several years worth of their data, the results, and correlate that with the results of the state test to see what score students were at in order to pass the state test. So then they based their targets on those.

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Ms. Chinn: And as far as what correlation process, I can't tell you that. Maybe we have some, some statisticians here. Yes, it does a pretty good job. It's not perfect by any means, but it, it does really give us a good broad view. And we never really start any intervention just based on one test either, we never make big decisions just based on one, we look for converging evidence. Which is another reason why we have more than one test, cause we want to look at both things. We want to also look at, you know, classroom performance, and all of those things before we jump and make any decisions. But yes overall it's been very helpful, very predictive of, of a student's performance. And I know there has been concerns about that in, and from time to time our staff is asked that questions.

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Ms. Chinn: And so they'll pull it up and say okay here you go, I know I just, I get questions every once in a while too. I'm trying to think about the one I had an address this spring, it was about practice effects, and CBM, and so I sat down one evening and went through the data just to show that, you know, because I was curious too. And I know all the research says there is no practice effect, but this is an older group of students. I was kind of questioning it too, and came to the conclusion that all the research that has said there is no practice effect was absolutely correct. You know, so but those questions do come up and so far so good. Any other questions? Okay, and as I said we have an outcomes manager who takes care of the, all of our data and puts together these enormous reports for our districts.

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Ms. Chinn: And it's quite a job that she has, and now has finally been provided an assistant this last year, because it was too much. And then she puts together report for each of our buildings, which also includes a district. There is 17 buildings, which doesn't sound like much I'm sure to some of you, but run 17 reports and then district reports, and sits down with staff, meets with all the staff from all the different buildings and shares this information, and facilitates conversations about what the data looked like. Is it what we expect to see? What do we need to do differently? And then we get some of that too? This is an example, one of the reports, or the first page of one of the reports of an actual school. This wasn't going to photocopy very well, so I took the data from this, and I put it in one of your handouts.

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Ms. Chinn: So this is it, you can see this. And so we have a little activity for you to look at some of this data. I'll explain this a little bit first, so here we have the performance changes across norm periods. This is just for 7th and 8th grade, and they combined the

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7th and 8th grade students as kind of a middle school period. And we have, if you look we have proficiency, tier one, two, and three on the bottom. And remember those, those scores are based on correlations with the state test. And then we have those cut scores, and across the top is fall student count. The number of students in that group. You can tell it's a pretty small district. And then fall student percentage within each, interestingly it came out almost or very close, so 66 students came out to 61%, so it was interesting. I didn't realize that until I started putting in these numbers, the winter count, spring count, so it's the percent of students at tier one, okay.

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Ms. Chinn: Here is percent of students at tier two in the fall, percent of students at tier three. And then the same for winter and springs, okay so this is for our CBM at the top, and then over here this is the reading math test, and it's done fall and spring, and we can look at the growth over the course of the year. How many students hit that tier one target in the fall? What percentage of students hit that tier one target in the spring? Okay? So, and then below that this is, might be a little Greek to you here, right below her it says, it's like a T1 to T1 equals 97%. That is the number of students that started out in tier one, and were in tier one at the end of the school year.

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Ms. Chinn: Okay, then it says tier two to tier one, how many students from that group of tier two students in the fall moved up to tier one? Okay, and then the bottom is the tier three, how many of those students moved up? Okay that original group, how many of those students moved up to tier two or tier one? Okay so we have that for both our CBM and MAP, and then below that I also added in, this district had some growth goals, so if you're familiar with MAP there is based on their scores, initial scores you can predict how much growth they should make through the year. And this district wanted at least 60% of their students to meet their growth goal, and from what I understand, like I said I'm not an expert on MAP, from what I understand 50% is typical, and they wanted to push that up to 60%.

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Ms. Chinn: And then it shows based on grade level how many did meet their growth goal. Okay so there is that in reading, it's also in math, I'm going to put up a series of questions, and I want you to discuss that at your tables. If you have only two, if you're comfortable with two that's fine, if you want to meet, group up with somebody else that's fine too. Whatever you're comfortable with, but I have a series of questions that I'll be asking. And I just want you to examine this data, and see what you come up with. I also included some extra information here, and the reason why I did that is because I thought in the back of my mind you might be considering whether it's a cohort of

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students, and so I, I added in 9th and 10th grade data for this year, and I also added in on the last page or the next page scores over time for that particular cohort.

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Ms. Chinn: So a 7th grade, what were their scores back when they were 3rd grade, what were, that particular group in 4th grade and so on. Okay so that you can look at whether is it a cohort, or is a systemic issue. Okay, so if you'll take a few minutes to look at that, talk about this, we'll come back and share. Any questions? Yes, they are nationally normed, but our percentages are based on our own criteria, the, the, our targets. Okay, with the exception of the growth goals. Okay. [Tape cuts] Yeah.

00:31:00

Ms. Chinn: That's a huge problem. Yeah, [LAUGHTER] can I just clarify something? In your, I had a great question and I'm sorry I didn't clarify that. When I'm looking at the tiers I'm, are you familiar with 80-15-5, kind of where you're like okay that's the same thing. So we would like 80% in tier 1, 15% or less in tier 2, 5% or less in tier 3, and yes when you're seeing some of those numbers that are abysmal, they're abysmal there is no other explanation for that, so you are seeing what you're seeing. It's not that the numbers are inverted or anything like that. The MCA is the state test, which is not on there.

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Ms. Chinn: So our CBM is oral reading fluency, it's a, and, and then measures of academic progress would be MAPS, it's more comprehensive it's beyond the basic skills. Which is, yeah, which is very predictive as well. And the reason we don't have any MCA results is because we don't get them until, I think the prediction is august at the earliest. And I heard for some of our state tests we won't get them until at least September. So they're useless as far as planning. [LAUGHTER] I like that. We get them too late, and...

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Ms. Chinn: They're all called, there is three, and so they, they, three and each of them are called, and then they take the median score.

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Ms. Chinn: [Tape cuts] It really is true, so how did they do overall? Is anyone...let's see. Does anyone want to give an overall?

Respondent 1: Actually we, we're kind of sitting here,--

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Ms. Chinn: Feeling really good about yourself.

Respondent 1: Yes.

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Respondent 1: And that's why I asked you the question do you look at 80, at 80% as where you should be, because if these are real scores and they're not made up--

Ms. Chinn: They're not made up.

Respondent 1: Then the question is do we want to do Rtl because you're going backwards and not forwards, so what's wrong/

Ms. Chinn: There is a lot more, I can give you a lot more information on this, on this particular building. Trust me this, like I told you before, this is an extreme example.

Respondent 1: So do you still have the same leadership there that's been there the whole time?

Ms. Chinn: That's part of the problem. [LAUGHTER]

Respondent 1: So do you need to think about making some changes at the top in that building and working your way down?

Ms. Chinn: Oh there has been all kinds of changes, just constant change year after year, yeah.

Respondent 1: Well all I could say then is I'm certainly glad that's not my building.

Ms. Chinn: Yes, yes I'll tell you more about the district in a minute, so did they make progress over the course of the year? In math, did they make progress?

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Respondent 2: It looks like they did from fall to winter, is this the same one we're looking at? Yeah from fall to winter there was some gains, but after winter to spring there was regressions, so there is definitely something going on, what were they focusing on during that time that kept, kept all the gains that they had made cause they lost--

Ms. Chinn: They lost ground. How about in reading? Sure.

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Respondent 3: On the, on the math data that spring count there are ten students not accounted for.

Ms. Chinn: Okay that's a good point.

Respondent 3: So I don't know that I could tell you whether they grew or didn't grow, because there are ten kids who aren't accounted for in your assessment.

Ms. Chinn: I was wondering if anybody would pick up on some of those. Cause there are, you'll notice that if you're looking at it very closely the number of students does not match the number of students at the end of the year, and so it messes with the percentage of students that stayed within the same tier.

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Ms. Chinn: Okay, how about, can we, can we find anything positive in this data? What were some of the high points? Reading, reading was stronger than math, 8th grade reading in particular. Where would you set your priorities if this was handed to you, and this was your district, or your division I'm sorry, your building?

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Ms. Chinn: That, that's a question that's a priority okay yeah, doing a better job at meeting the student needs basically. Try something different; okay I know you're curious. What might these results look the way they do, or why might they? I'll just fill you in, there are a number of issues in this building, a number of them. I don't know if any of you ever work, have you ever worked in a building, or in a situation, or in an office where no matter how much you invest it's like a black hole. You can never, ever, ever give enough because it just never changes, and this is what this building has been like in the six years that I've worked with them, and it's not just me. And it's because the problems that they have are so numerous, they are improving. I want to put that out there they are working on it.

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Ms. Chinn: One of the wishes of one of the people who is very passionate about improving that building I remember came up to me one day almost in tears begging me to contact somebody like in one of the universities, and I don't really know anybody. But to bring in a university, or somebody like that to help them change, because their problems were so broad and so diverse. So one of the things if you're talking about the numbers and how they're not matching up, a lot of that has to do with the high rate of mobility in that district, and our MCR, MCATs, or I'm sorry our MAP testing and our CBM testing are not done at the same time. So just based on that you can see the amount of growth, or the amount of movement in the population just within that period of

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time. It's very low SES, so when I showed you some of the stats on SCRAD, when it said 55, I can't remember what the lower number was to 55% free and reduced lunch, that is a district at the high end.

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Ms. Chinn: The big issue that I can, that I see with that though is their leadership. And I see that as having created the biggest problem of all, it's been constant change. Constant change, year after year after year, it's been a different administrator, a different administrative team, a different group of administrators, there as been absolutely zero consistency. Just this last school year their high school principal was fired a month into the year for who knows what reason, we really don't know. Their superintendent was released probably about in January or February for reasons unknown, and she had only been there a year and a half prior that, as had the high school principal. The year before that there was one person, a superintendent who was trying to be superintendent, high school, and elementary principal at once.

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Ms. Chinn: Doesn't work. Obviously this has impacted morale, and prior that the year before I started working there their superintendent was imprisoned for embezzling money from the school. So it's just been one thing after another, it has seriously impacted, you know, the reputation of the school. It's seriously impacted morale of the school. A lot of change and turnover in teaching staff. They had, they had to close down, they had like a small behavioral school, they called I the Camp, so it wasn't real small. But, the Camp, they closed that and because in Minnesota we have tenure, I don't know if you have that here.

00:42:05

Ms. Chinn: But you know, it's basically a seniority so even the best teachers are bumped out, and so when that camp closed they had to bring in all of those teachers because they had seniority, even though none of them had really worked in a regular classroom for years. And so they had to bring in those, I mean it was just one thing after another. There is how, they have been, probably not surprisingly they have been identified as one of the lowest achieving schools in the state, so if you've ever been curious about what that kind of data looks like for those low schools you're looking at it. But it's just been one thing after another. They are working very hard now, we do have some good people in administrative roles who I think will be there more than one year. They've really done some good work on curriculum development, looking at standards, building professional communities, those types of things so they really are trying hard.

00:43:03

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Ms. Chinn: I'm concerned about them for next year however, cause they've done all of this work, and next year they face within this building, and you can tell it's a small building, they're facing another 20% cut in staff. So I'm not sure how this is going to work for them, so it's, it's, it's discouraging. But on the other side there is a lot of hope too, because there are some really passionate wonderful people there. Oh it's all about leadership.

00:44:00

Ms. Chinn: Well they, we've been trying to support them for years, you know, within our own organization. One thing that they did do which I thought was a very wise decision on their part, when they released their superintendent this year they brought, did bring in somebody who is from the area, who just retired this year, who had a really tight ship before they retired. So I'm hoping that with his leadership that will help. They are trying to build from within, they really are examining their data, trying to build intervention groups, trying to strengthen their core, looking at standards, doing curriculum mapping those types of things. They're trying to do all those things, but of course it's going to take time. You know, it's not a process that's going to be completed over night, but it's in the works, so I haven't given up hope yet.

00:45:00

Ms. Chinn: But this is just one layer, okay. Any questions on that? We're at 2:10 before we take a break we need to do something with our handouts here. We're going to move on to this next pink one, and this is a, it's a little bit mixed up and so what we need to do is tear it apart and put it in the correct order so it makes sense when you look at it. Part of this, in this handout is the survey, and I, this is the, these are the results of the survey completed by staff at this building regarding their implementation status of the RtI framework. So if we tear this apart, if you want to take out your staple I'll tell you exactly the order this needs to be in.

00:46:00

Ms. Chinn: Okay, now this page here, that's actually, there are some comments written on it. It starts at the top, it says page 2, Q4, what is your role in the building, that's actually the last page so you can put that on the bottom. And then your first page, it says 4 of 16 on the bottom, there is nothing on the top, on the bottom it says 4 of 16, it is past, let's...so what I'm going to have you do is just put the number, number them in the correct order.

00:47:03

Ms. Chinn: If nothing else, so that, it says 4 of 16 at the bottom, and it should say parental involvement on it, and that is page 1. It looks like this, which most of the pages

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do look like this do I don't know how helpful that it. On the bottom it says 4 of 16, on the tops it says the first question is, all parents are provided information. Yeah, it's kind of in the middle yeah, on the bottom it says 4 of 16. Okay you found that? No not yet.

00:48:00

Ms. Chinn: Okay, so that's page one. Okay, the page that was next to it in your handout, it says, it doesn't say. It's, at the top it says toward your goals, that's page two. So I think the easiest thing to do is probably just to write the page number at the top, so rather than, because I noticed that the front to back part is not working. So we can't just put them in order, it says toward their goal. That would be page two, the heading is school culture and climate. [LAUGHTER] Thank you. Okay.

00:49:00

Ms. Chinn: The second one, page two it says toward your goals, and it also says a little bit further down school culture and climate, that's page two. Okay, and page three is on the backside of that, that's correct. Yes, administration and valued by educators is what it says. Okay so that's page three. Page four says curriculum and instruction on the top, and that one is correct, and the back of that is page five. Page six is measurement and assessment, and then the back of that is also correct, page seven.

00:50:02

Ms. Chinn: Okay, now this is where you might have to go backwards in your packet for page eight, for collaborative teams, so section nine, please write the following collaborative teams, that is page eight, and it's actually on the back of a form that says planning evaluation. Collaborative teams is page eight, yeah. Okay, and then let's see...eight...

00:51:00

Ms. Chinn: Okay, so and then page, what was on page eight? And now nine is actually one of the first pages in your handout, it says number eight all team members trained with regards to procedures, forms, and available resources for their teams, that should be page nine. Yeah, all right. Page ten is actually if you, if you tried to keep this in order, page ten will actually be on top where it says problem solving teams, so it's really mixed up right in here. That is actually page ten.

00:52:02

Ms. Chinn: And then page eleven is actually on the back of page nine. Oh, I need to back up? Page ten is problem-solving teams. Yes, back of page one. We're, now you're wondering why this school is having problems with math. [LAUGHTER] Okay,

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so that was ten, eleven is on the back of page nine. Yeah you think this is funny don't you? [LAUGHTER] And last but not least the last page is, it says page two question four, what is your role in the building at the top.

00:53:10

Ms. Chinn: That is the last page, and it's on the back of something that says grade level team meeting agenda. That would be twelve and your last page. Those are different example of forms, I'll, and I'll explain those. Thank you so much for your patience with this, I know it probably is still really mixed, up, but at least you have an idea of the sequence. Why don't we, are you ready for a little break I'm guessing? Why don't we break? You need some sugar? So why don't we break and come back around 2:35 or so?

00:54:00

Ms. Chinn: 2:30, 2:35 did I say something wrong? Sure. Pardon, ten minutes would be 2:30, so I said 2:35. Okay. What's that? [Tape cuts] We're ready. Yeah go ahead. Okay, so moving on. Any questions on that last piece, so that's looking at our outcome measures. If you noticed this was the end of the year school data for a real school.

00:55:05

Ms. Chinn: You might have noticed that there was no state test results on there, did anybody notice that at all? That's because we don't get our state test results until August, and depending on the test we may not get them this year until September, or October I heard with one of the tests because it's a new version of a test. Which of course is not very helpful when you're trying to plan ahead, or especially if you need to make changes, but that's why it's not included in that packet. The only thing we can do is look back at last years data, and I will at some point show you a grade level team report, and that will include MCA results from the previous year as well as this year's information. So that's a big look at one of our assessments to, to determine how we're doing, obviously this district isn't, and I just want to reiterate this is the extreme example. Most of the other buildings are doing just fine if not doing very well.

00:56:05

Ms. Chinn: So just so you know that. The next piece of implementation is the RtI status checklist, and that was that handout that we kind of reorganized and tried to get a handle on what order the pages were in. This is, this was completed by staff at the building from whom the data was collected, okay. We do this yearly, two years ago I redid the implementation checklist because the one that we had used prior to that was a little outdated. It assumed that we were just starting the process, and we needed to get some of the real basic stuff in place, it also was very elementary based, and so it was

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time to redo this. And it's, there is nothing really unique about this implementation checklist it's based on a lot of the other checklists that are out there, the one that we had, and then a lot of input from our different staff members about concerns they had about the old one.

00:57:06

Ms. Chinn: So that's, it consists of six sections and you can see what they consist of. Parental involvements, curriculum and instruction, school culture, climate, so on and so forth, it's given yearly, and it's nice to get it out to them before the end of the year so that they have some time to get the results back and plan. It's a bit tricky because there are 17 buildings, which means I'm trying to fit in 17 meetings before the end of the school year to, to go over the results with them. So there is a couple that are going to have to wait until the beginning of the school year in the fall. Let's see, I do use survey monkey with it, and I'm sure there might be other types of survey software out there that you can utilize. The benefits of that is that you can just email it out.

00:58:02

Ms. Chinn: Which is nice, we used to do it paper, pencil and then try to put it all together which was just a complete nightmare. But this provides us a way to put all of the results together and get a nice report. It also allows us to quantify the results, which again is nice, so you can look at, you can look at averages, we can look at items, so we can progress from year to year. Or we can compare area to area that kind of thing. There is some advantages and disadvantages to using this with the survey monkey, you can remain relatively anonymous, but then sometimes it's hard to follow up with. So anyway, I'm sure you have one that's very similar to your benchmarks. It's just in a little bit of a different format. Okay if you pull out the pages that we were working on, what I want you to do is to take a look at that.

00:59:05

Ms. Chinn: Kind of look through, and answer some of these questions. Again how are they doing overall? What were some of the high pints, and most importantly how do you think the results that you're seeing impact the outcomes? Are you seeing any relationship between the perceptions of the staff with the outcomes that we saw previously? And then in looking at the different areas where would you set your priorities for improvement, okay? Yeah it's the same building, it's not all of the same staff, and I have to admit that I didn't send it out to every staff member across our entire district because I have to hand enter every email address. [LAUGHTER]

01:00:03

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Ms. Chinn: And it just was a little bit overwhelming, what I did do in all of our buildings I sent it out to all the administrators, all the school psyches, most of the special educators, our grade level team facilitators, speech therapists, and then randomly selected quite a few general Ed teachers across grade levels and subject areas. So it's a nice sample, but it's not everyone. So, okay. Six would be a perfect, I'm sorry I should explain that. Six is a perfect score across all raters, okay when I looked at the results, anything that was around a three or lower was a red flag to me, and then I would say most people scores from other buildings were around four, fives, but three was definitely a red flag, and worth looking at more closely.

01:01:02

Ms. Chinn: Here, I'm just going to, I'll pull this slide up but I'll go back to the questions here. I just wanted to quickly show you kind of the averages, as you can see most of the averages for the different sections were around three to four. Here are the questions again. So go ahead and take some time and look through that. Page nine.

01:02:00

Ms. Chinn: [Tape cuts] Now remember this is their perceptions of their process. How has their implementation process been going? Do they, what are their perceptions? Is, we don't, you know, it is all based on their own observations and perceptions so we really don't have another measure to say is this in fact what's really happening? What we can look at however is their, their data to see does, does that support their observations. Okay, so what did you conclude? How are they doing overall as far as their implementation and implementation process. There were only, you are correct, there were only 12 completed. This is for a small high school building, so that sounds really bad, really low, but as I explained I didn't sent it to every staff member.

01:03:04

Ms. Chinn: And so I would say maybe 50 to 60% of those that I sent it to responded. Yeah, so how are they doing overall based on their perception? Good? Is that what somebody said, good? yeah their perception of how they're doing. Now does their data support that? So they have the process down right? They have an assessment and measurement process in place, that is true. They have a good assessment process in place, of course the results aren't so, so hot, but they do have a process. They've got good measures.

01:04:04

Ms. Chinn: You know, it's a good system, it's just that the results need some, some work. Anyone else? There was one person on here that obviously didn't have a clue, some guessing a lot of don't knows. What does that tell us? Communication exactly.

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Because, I'm sorry? So any of those don't know, whether they respond or not is definitely going to bring it down, but it's very informative too.

01:05:01

Ms. Chinn: So when I sent it out I really encouraged people if you don't know respond that you don't know. Because that is just as informative as if you said you knew something, it tells us that there is a professional development issue, a communication issue, and so on, and all the above. Did anybody see any high points? Assessment was rated high, anything else? [LAUGHTER] It's fun to pick apart isn't it? Definitely at the high school there is, there is not a good process there.

01:06:03

Ms. Chinn: It's very fragmented. There isn't communication between the different collaborative teams. People aren't aware of the process. Okay, how does this related to outcomes, could you as you're looking through can you see any relationship to the outcomes? What about the perceptions, about what is occurring as far as their process and their framework and how it's going or not going, how might that impact their scores, their results that we just saw a little while ago? Anyone?

01:07:00

Ms. Chinn: Could you hear that over there on the side of the room, she made an excellent point. That the, the people seem to believe that this is a program, rather than an entire framework or belief system, or something that is embedded within the system, that is just something separate and unique. Which is interesting, because I was just telling the group last night that one of the administrators asked my boss how much she should budget for the RtI program.

01:08:00

Ms. Chinn: So the problem solving teams aren't identifying the problem. They have, right, so they have the data but they don't seem to know what to do with it. So a lot of interesting things, and I would argue that a lot of those people actually do know what to do with it, either that or they were wearing ear plugs on a lot of those training days. I don't know, but just for comparison here, here is another school that is just a matter of 15-20 minutes down the road.

01:09:06

Ms. Chinn: Another high school, and this was, and that was their results. Now to me as I'm looking at it it's kind of interesting, because I see the target school, their score is around three to four. If it was me going in and rating them, I would probably rate them

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much lower. The comparison school, their scores are four and a half to over five, if I was in their rating them I would probably be rating them higher than that. So what does that tell me? Well just based on what I know about them, the higher performing schools they're much more critical of themselves, they're much more self evaluative, they want to constantly improve themselves, and because they're constantly looking and criticizing themselves they're seeing weaknesses and want to improve constantly, and so they're rating themselves a little bit lower than where they are relative to the others.

01:10:06

Ms. Chinn: In this school, you know, I don't know if it's learned helplessness, if it's being feeling overwhelmed, if it's denial, I'm not sure. A lot of just don't know, so I'm going to, you know, I know a little bit so I'm not sure, but it's a different perception so they, but they're rating themselves a little bit higher, so for whatever the psychology behind that is I'm not quite sure, but it is interesting to see. If you looked at the comments though you could see that some people were very frank, you know, we're, I'm sorry this looks, I don't know why she apologized. I'm sorry this looks so bad, don't say you're sorry to me. But, but she was right they are making significant gains; I expect that it will look better soon. Any questions on that?

01:11:00

Ms. Chinn: Both high schools, fairly rural. One is slightly bigger than the other, but not significantly. So but they have a lot of resources, and they've spent a lot of time implementing their system, being very systematic in their process, making sure that they've got it covered. You know, their measurement and assessment they've got that down, they're constantly working on tweaking that and making sure it's as efficient as possible. Their collaborative teams, they've done a ton of work with their grade level teams. At the high school level, which is fairly unusual, you know, but they've done a lot of work with that. The problem solving team, they rated themselves a 5.05, they're a fantastic team, they are phenomenal. The parent, parental involvement there is a little bit low, but again that is something that they've continued to work on, and actually that's a pretty good score. That, you know, if you want, if you're curious across all of our districts that's probably one of the lower scores of the different areas that we assess.

01:12:09

Ms. Chinn: And I think a lot of that has to do with just building that infrastructure, building your teams, your assessment system and so on takes so much energy that that parental piece gets a little bit forgotten about. But I'm seeing that over time now they're all coming back to that, all of, all of our different teams have not forgotten about it they just kind of put it off to one of the last. Whether that's right or wrong that's just the reality of what has happened. Any questions? Did I, did I cover the part you wanted?

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Okay, okay so the last section we'll be talking about today are grade level teams. I don't know what you can make of this, but it makes perfect sense to me.

01:13:02

Ms. Chinn: They are essential, and it makes so much sense, it seems so obvious now. When I first started there was an expectation that grade level teams would meet. That was a time of Reading First, and so at least there was an expectation for K-3 grade levels to be meeting and talk about their data and so on. They did get some support with that, and then after Reading First ended there was still the expectation that they would continue doing that, but of course it didn't happen. Our focus was not on grade level teams, our focus as an organization was always with the problem solving teams, and investing a lot of time with that group, and so there was this huge gap. And there was this expectation that our problem solving teams were going to solve all the problems for all the school, kind of like in the days when there was regular ed. and special ed. and nothing in between.

01:14:02

Ms. Chinn: It was kind of like that, we had regular ed. or our regular problem solving, well not even a problem solving team, our grade level teams talking about the class trips, or we had our problem solving team to deal with every other academic problem. So it wasn't working, our problem solving teams were spinning their wheels because there was nothing in place, you know, so finally about, well this will be our fifth year into grade level team, and it's called the grade level team facilitator project. And took on this huge project, but it really has gone over well, and it's to increase leaderships within the grade levels. So leadership, data based decision making, it's a very systematic training that they receive with ongoing coaching and follow up on how to facilitate team meetings, how to look at data, how to understand and interpret the data, look at interventions and so on and so forth.

01:15:06

Ms. Chinn: So there is a lot of things that are expected, our facilitators comes from every building within the district, and there is expected to be one for every grade level. So it's a large group of people, and I'm telling you the coordination of this is something else, but they do manage to do it. We have a big training at the beginning of the year, and then there is a series of video conferences that occur during the year, and then as part of this which is just amazing to me how they've worked this out, they get a sub then who will go from classroom, to classroom, to classroom as each of the facilitators take that hour to attend the video conference. So they do that several times through the year, and then there is different expectations, they need to facilitate the grade level team meetings.

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01:16:00

Ms. Chinn: So that includes preparing materials, using the agendas that are provided, so our organization, I have a, one of my colleagues is very meticulous and can break down how she wants a meeting to occur step by step by step, and that's provided to our teams to walk through. And then to provide notes to our grade level team, our meeting notes back to our organization, and ensure all of our databases are current. So as part of their meetings then they look at their data right? At the beginning of the year they determine whether there are groups of students who might need additional support right from the beginning, so they might, some of the teachers might be responsible for small group interventions, whether they occur, sometimes they occur in their class, sometimes there are other people assigned, and they have to decide who should be participating in those. So then it's up to our people to document that.

01:17:04

Ms. Chinn: We have a, something called a standard treatment protocol, and I think I have an example of that in your packet, and they're expected to document that within our software. So, and I'll talk more about the software later, but last year we were fortunate enough to work with a company who uses all of our, has used all of our forms in their online software program, and so now we have a nice way to document our problem solving and interventions. Okay, so unfortunately we don't, fortunately or unfortunately I'm not sure, because it would be a lot more work, we don't have a lot of direct measures to measure the functioning of our grade level teams. We do have a few indirect measures, you know, how are they functioning? Are they following a problem solving process? Are they making decisions, so on and so forth?

01:18:04

Ms. Chinn: We do have the indirect measures, so the summary of effectiveness, and you got a look at some of that, how that might look at how are the students doing, fall, winter, spring? You know, if they indeed are looking at their data, making decisions about them, providing interventions that match the need and so on. You would expect that you're going to see some gains by the students a whole across the year. We have the documentation of interventions within the database, so they're required to do that, they know that they are required. So if I go into the database and see that there is nothing there then I may start to question whether the teams are functioning appropriately, if they're making any decisions, if anything is being done, that kind of thing. It's a real indirect look at it. They are required to submit meeting notes, and I did put a, a web address there if you're curious about what, there is a couple examples of meeting note, like a form that they would submit.

01:19:09

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Ms. Chinn: And then there is the fidelity checklist. That would also, so if they are actually implementing small group interventions, as we would expect a grade level team to organize, then there is going to be a fidelity checklist. And so we talked about fidelity and the importance of that earlier. And this, you know, there is fidelity at many different levels, but then this would be at measuring the fidelity of the interventions that are provided. We do require all of our interventions to be observed for fidelity, sometimes we use the word integrity checklist, but some of the teaches have found that a bit offensive, and they don't want their integrity questioned. And it's really not about that, but okay we'll call it something else then.

01:20:01

Ms. Chinn: And then there are a couple of direct measures this, there is one the Florida RtI website some of you may be familiar with that, and then one of my colleagues here, they had just published a book this last year, and I noticed in the book, I just pulled it up and looked at it and I saw that they had one in there too. We don't use it within our system, but I can about guess who wrote it, the one who is very systematic. But there is one available there too, and I'm guessing there is other out there, that was just within, you know, maybe a ten minute search that I found those two okay. If you're curious after looking at the agenda that this is something that you want to implement, you want to build your grade level teams, you want to build that infrastructure at that level, there is more information on our website that you can certainly access, and there is agendas, a whole series of agendas that you could pull off the website and use if you're interested.

01:21:06

Ms. Chinn: There is agendas for every month, some after each benchmarking seasons, fall, winter, spring, there is an agenda for before school like in August, and then the months in between. Okay, so what I'm going to have you do now, our last activity. You should have something that looks like this in the white handout. And this is four pages long, for our grade level team facilitators they go into our data warehouse, they pull the grade level data from the warehouse and put it into this book, excel booklet that one of my colleagues has put together.

01:22:02

Ms. Chinn: Once it's entered into here this is the report that they get out of it, okay. So it's four pages long, and it starts, this one is for math. This is for 6th grade, okay from the same school but the 6th grade, and you can see at the top, tier one, tier two, tier three, there is the goal. Remember we talked about the 80, 15, 5, and then where their students were at, so here they have in the fall mapped 40% hit tier one targets. Okay, down below is, here is a summary of effectiveness, when I talked about moving from tier one to tier two, those who stayed at tier one to tier one, all of that information is there.

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And that's regarding the map over on the side here and then below that is students by tier, so it breaks down the percentages and provides you a little bit of a visual.

01:23:02

Ms. Chinn: On the next page there is a big blank, math concepts and application. Apparently this school decided not to give their 6th graders this assessment this year, why? I don't know. That was their local decision. They did however give Math Facts, which I had talked to you about previously. If there is any of our curriculum based measures that I don't like so much it's this one. And it's not that I don't like the measure so much, I don't like the criteria. It was, it's the only measure we use that is not correlated to our state test. They just decided a bunch of representatives from the school sat down and decided that they wanted their students by the end of 5th grade to be able to do 30 math facts in a minute, not based on anything else they just decided that.

01:24:02

Ms. Chinn: However, that does seem a little low doesn't it by the end of 5th grade to be able to do 30 basic math facts? With that in mind look at how all the 6th graders did. So just for that information there, and then starting on the third page on to the fourth, I've removed the names obviously. But these are lists of individual students, and their scores are color coded according to the tier that their scores fell in, tier one, two, three with, you know, red, yellow, green. Okay, and they're in order of, based on their performance on the MCA from last year, our Minnesota Comprehensive Assessment from last year. Okay, so I want you to take a look at that.

01:25:00

Ms. Chinn: And then based on that information answer the questions that are in your other packet. I think mine went, walked off somewhere let's see, oh here it is. It's on the back of page 12. And I don't want you to go through this entire thing. There is too much here, but just sort of the first section okay. What that will do is help you familiarize yourself with the information there, and after that with your partners, your team members talk through some of these questions okay. I'm really interested in what you have to say about if this was your outgoing class what we would do, if this was your incoming class what would you do?

01:26:01

Ms. Chinn: So you've got all this data now, what would you do based on this okay?

01:27:00

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Ms. Chinn: [Tape cuts] There is no data here, so you'll have a really hard time interpreting this. [LAUGHTER] What this is, is it's a scatter plot basically, so give us an idea of just how predictive our, our scores are. So you, you can figure that out if you look at it, but right now there is nothing there. And the reason why there is nothing there, is because these, the dots that would be plotted on here would be the red, yellow, and green ones here that would be our MCAs, and we don't have our MCAs back. [Tape cuts] --level teams here sitting at the table looking at the data, let's hear now you need to report back. So overall how did they do? Anybody.

01:28:00

Ms. Chinn: Not good. We can be honest here, not good. Did they make progress over the course of the year? Some, let's see we had a microphone here. Will you help me? Thank you. Okay, did they make progress over the course of the year, you said some. Whoever said that you could you explain that a little bit more what you saw, some progress.

Respondent 4: Eleven students shifted tiers, they made tier progress. So specific it has to be individuals' progress.

Ms. Chinn: Okay that's good though. And how many students were at this grade level? There were, can you tell off hand, so, you know, it's a fairly small grade level, so eleven is probably a pretty nice percentage of students who made, you know, significant improvements.

01:29:09

Ms. Chinn: Right? So that's a good thing. Okay, did, that was one of the highpoints, any low points?

Respondent 5: Tier two.

Ms. Chinn: Tier two, and what did you see at tier two?

Respondent 5: Tier two fell into tier three. [LAUGHTER]

Ms. Chinn: Okay, let's see you're looking at math right, okay. Why do you think these results might look the way that they do? Any thoughts?

Respondent 5: Obviously you have a problem inside the classroom for tier two interventions.

Ms. Chinn: Okay so the tier two interventions are not working.

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01:30:00

Respondent 6: I'm wondering going, going back to the survey where they showed that they didn't really have standards, decision points for saying this child needs additional help in tier two, or this child needs additional help in tier three. They said that they didn't look at problem, identify problems and pair them using measures to standards for where they should be. So either they're just all putting them in core, but they don't get it then they do individualized help it looks like to me. Maybe because they have no standards, they have no decision points. And if they don't they they really don't know what to do with these kids.

Respondent 7: There was a mention about a problem in tier two, which is true, but I mean there is a problem in tier one too.

Ms. Chinn: Yes, there is a big problem in tier one. You're absolutely right, just a little background on this they did switch curriculums a couple years back, and it might even be three years ago, and this might be one of the groups of students that are probably the most impacted by that change.

01:31:03

Ms. Chinn: It was a huge, huge difference between the expectations of the different curriculums, and we had these groups of students coming through that had several years of the old curriculum that were, it really was a poor, poor math curriculum. And all of a sudden they're in this new one, they're way behind grade level, and so they are kind of at a loss as to what to do with this group. Do they drop them down to a different grade level material; if they do that then they'll always be below. If they try and keep them at grade level they are going to, you know, really struggle at best because they lack some of those underlying skills. So it, they really do have a dilemma here and it's playing out in the data.

Respondent 8: My perception is that you have this really small district, but it's within, like we have schools that might a small school within our district, but this is a small district within a big district.

01:32:12

Ms. Chinn: No this is a, this is a building within a small district.

Respondent 8: But that small district is also within a bigger district is that right? Or do they have, do they have like a central office, and central office support? Or does that come from the big district?

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Ms. Chinn: So how it's laid out then we have, the buildings are then, so many buildings are part of a district, and then the district is most of our districts then are members of SCRAD, although we only provide certain types of services to them. But otherwise beyond us its' the state. There is no central office, so that, that concept is new to me actually.

Respondent 8: So if I'm in, if I'm at a high school which they couldn't pay me enough to be, but if I were and I'm the principal at that high school, the only people I have to rely on are the people in that high school?

01:33:08

Ms. Chinn: Yeah, and then you can also get some professional development support with data interpretation, analysis and other things from my organization. But as far as any other type of support and assistance such as what would, what would you think?

Respondent 8: Like intervention people, reading specialists, do they have people like that?

Ms. Chinn: That would be up to, we have some people who are specialized in those areas, but they serve every building within our organization. So as far as to actually serve specifically within that building, we don't have that kind of support.

Respondent 8: Then no wonder they're in trouble. [LAUGHTER]

Respondent 9: So that's where I was going, that's where I was coming from when is aid earlier there is no entity that would be in a position to move personnel from a high performing school to assist this school.

01:34:06

Ms. Chinn: No. To actually move personnel.

Respondent 9: Yeah, so that might be an intervention, a systemic intervention that somebody ought to consider if you have these regional education things. If you, I don't know what the advantage to being part of the region would be if the region can't help me. An observation that Rick and I made I think, and I don't have it in front of me, but the kids from the fall to the spring went, made almost 100% from 23% passing to 45%, and it was a, in between there the winter screening, the winter testing there was improvement also.

01:35:04

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Respondent 9: So I would wonder whether this might be a group of youngsters who could benefit from some kind of weekly feedback on their performance that would allow them to see gains that they've made more frequently that I would just say that, possibly more frequent progress monitoring. It's a hypothesis I would test.

Ms. Chinn: Okay, okay if this was your outgoing class and they're moving on to 7th grade next year, what things would you consider doing differently next year with your new group? Scheduling, and scheduling in what way, what would you tweak with the scheduling? Focusing on math.

01:36:01

Ms. Chinn: And most of our schools do have that built in. High school is a little bit different animal though. Yes monitor the fidelity to the intervention, absolutely. Do we know that it's the students? Do we know that it's the curriculum, do we know that it's the instruction? We're not sure. Okay, any other suggestions if this was your outgoing what you would do differently coming in?

01:37:00

Ms. Chinn: Okay, so some professional development, that is a wonderful question to raise. Did these people ever receive any training, or any professional development in the curriculum when they adopted it? And as you say that I don't believe they did, I just believe that they made the purchase, and handed the teachers the curriculum and said go. It's definitely a core issue, absolutely.

01:38:00

Ms. Chinn: Between the different grade levels, those are, I don't know if there used to be but I know that is definitely something that is starting to occur now. Especially when we're starting to look at standards and doing curriculum mapping, they're definitely having the conversations between grade levels, what are your expectations? Exactly how does this look in your grade level, so when they're coming in what do you, when our students leave what do you need them to have to do? So those conversations are beginning to occur in a much more systematic way.

01:39:00

Ms. Chinn: Yes absolutely, was everyone able to hear that? Basically reiterating the importance of core, and how that always needs to come first otherwise you're spinning your wheels with the other interventions. Okay, if this was your incoming class, if you were a 7th grade teacher, and you knew this group of students was coming in what would you do?

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01:40:00

Respondent 10: Hi my name is Regina I'm from Martinsville. What we, I would do what collaborate with the 6th grade teachers to see what strategies they used, what SOLs were the weakest, just look over the data, and you know, build on that, and so we could plan accordingly. And then when we give our first assessment we can see where we need to go from.

Ms. Chinn: So being very responsive and on top of things basically. So some assessment right away so you can plan accordingly.

01:41:01

Ms. Chinn: Okay, would you be a little nervous? Yes, absolutely they, and in fact I don't know if it's in this agenda, but it's in another one where when they're looking at the data for their incoming class they are, it is asked of them to set a goal. Where do they want that group of students to be? So absolutely they need to make something that's ambitious but yet attainable. Okay, anything else?

01:42:01

Ms. Chinn: So just a quick typical process for these grade level team meetings. All students below benchmarks are progress monitored, so they get this information at the beginning of the year. They're supposed, our teams, our grade level teams with guidance from their facilitator who has a lot of training will decide what to do with these students. Do they need to be placed? Do they need a small group intervention? Do they need to be immediately referred to a problem solving team? They look at all these different things. All students that come out in the fall below benchmarks then are progress monitored, somebody had talked a bout the progress monitoring and needing to increase that and that is standard policy. Anybody not meeting benchmark will be progress monitored but the frequency may depend on where they're at. If they're close to target they may be only monitored twice, or every two weeks to a month. If they are well below and receiving an intervention then it's every week to two weeks that they're being monitored.

01:43:05

Ms. Chinn: So there is a lot of data that is gathered on a regular basis. Teams then get together no later than October to again look at the individual student data, how are they doing within the interventions? How are they doing compared to the benchmarks in the fall? They make come up with these, there is like four different options that they may come, decisions that they might come to for each student. And then continue to monitor the student on a monthly basis, and talk about that. So this is just the process that is set in place for our grade level teams. Everyone's can look a little bit differently, but

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really the importance is to have something in place, to have something that's systematic that your team can turn to, so you're not just spinning your wheels and admiring the problem. But that you have a very systematic way to walk through your data and to make decision about what to do next.

01:44:03

Ms. Chinn: Any questions on that? Does this help? Does this help? Will this give you some things to talk about any way, in your won buildings? I know it's an extreme example, and if I have time tonight maybe I can pull something together of one of our more successful districts. Cause there are a lot more, but again I just wanted to pull this one for you because it's a lot easier to look at extremes than it is to pull out little fine details, and to discriminate between little differences in scores and things like that, so but this does provide some really rich conversation. Okay, tomorrow I believe you will be bringing some data from your own districts. Regina could you help me out with what the expectations are for that.

Ms. Pierce: So tomorrow, the email went out Tuesday that tomorrow everybody is going to bring some way of how you collect your data.

01:45:02

Ms. Pierce: So whether it's we asked for the district level, but you can also bring it from the school level. Or if you were just in charge of you know, Title 1 reading that you brought somehow the way you track your Title one reading. So we can all share around and talk amongst ourselves about how much of it is you actually track your data, and so, you know, we saw some examples from Minnesota what their reports look like. What do our reports look here in Virginia look like, so that we can share it with each other and then just have a look at that? And then later in the day we'll come back as teams and talk about what we need to do individually.

Ms. Chinn: And then the other two things that we'll cover tomorrow, we'll probably go, we'll talk about your data next because we've talked a lot about data, and processing that data, and using that data to inform our own RtI process and framework. So we'll probably do that first while it's still kind of fresh in our minds, and then I'll move on and talk to you a little bit about problem solving teams.

01:46:01

Ms. Chinn: And our process for that, and how we monitor problem solving team effectiveness. And then the last piece I'll just quickly go over, case review protocols. So that is kind of that last step as a student who is not responding to intervention might be referred for a special ed. referral, kind of that last step before they may go on to that

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where their problem solving paperwork is reviewed, and what that is supposed to look like. So we'll talk about that as well, okay any questions? Okay.

Dr. Cave: Thank you, thank you so much. [Applause]