



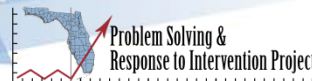
*A Multi-Tiered
System of Supports*

DISPROPORTIONALITY: EFFECTIVE INTERVENTIONS WITHIN A MULTI-TIERED SYSTEM OF SUPPORTS

Annual FASFEPA Conference

Chane Eplin
George Batsche

May 7, 2013



USF UNIVERSITY OF
SOUTH FLORIDA

Disproportionality



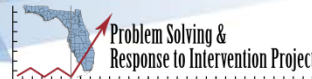
- Disproportionate representation...exists when one or more groups participate in special education (suspension/expulsion, etc) at levels significantly above or below their actual representation in the general population.
- Disproportional representation is NOT synonymous with overrepresentation. Underrepresentation is included as well
- No SEA or LEA has been cited by OSEP nor sued in courts for underrepresentation



*A Multi-Tiered
System of Supports*

DISPROPORTIONALITY IS THE
CULMINATION OF DECISIONS
MADE ABOUT INDIVIDUAL
STUDENTS, NOT GROUPS OF
STUDENTS

(RESCHLY, 2007)



USF UNIVERSITY OF
SOUTH FLORIDA

Social Consequence of Disproportionate Representation



- Disproportionate representation is a problem if individuals in a group.....
 - Experience misidentification of education performance as a disability
 - Stigma from special educational categorical designations
 - Limited educational opportunities due to restricted curricular offerings
 - Limited career opportunities as a result of special education identification and placement
 - Exclusion from general education instruction due to suspension, expulsion, classroom removal
 - Exclusion or restriction from high quality educational programs such as gifted, AP, honors, extracurricular activities

What Has NOT Worked to Reduce Disproportionality



- More stringent special education (or program specific) eligibility criteria
- “Nonbiased” assessments
- Admonishments to teachers to adopt more culturally sensitive curricula and instructional practices
- Scrutiny of the characteristics of minority children in special education
- *Special education disproportionality has only improved slightly since 1970* (Minority Special Education Disproportionality, 2007)

Disproportionality Statistics



- ***Composition:*** % of students in a given category compared to total students in that category (e.g., % white students in EBD compared to total number of students in EBD)
- ***Risk:*** % of students in a given category divided by the total number of those students in a district
- ***Relative Risk:*** Comparing risk of one group to the risk of all other groups. *Relative risk is the best indicator of disproportionate representation*

Population Statistics



Table 1: 2006 Estimated Population
Population Age 6-21 By Group

Group	N	%
Am Ind	637,687	0.97
A-PI	2,766,281	4.2
Black	9,828,925	14.91
Hispanic	12,196,634	18.51
White	40,473,449	61.41
Total	65,902,976	100

Some Statistics



Table 4: Emotional Disturbance

2006 Age 6-21 By Group

Group	N	Risk	Rel Risk	Comp
Am/Ind	7,159	1.12%	1.62	1.56%
A-PI	5,128	0.19%	0.26	1.12%
Black	131,773	1.34%	2.31	28.79%
Hispanic	50,756	0.42%	0.55	11.09%
White	262,917	0.65%	0.85	57.44%
Total	457,733	0.70%		100.00%

What Constitutes Disproportionality?



- Federal law does not require exactly equal representation
- All groups recognized in the US are differentially represented across a wide range of categories (e.g., diagnoses, occupations)
- The language of IDEIA (2004) indicates *significant disproportionality*.

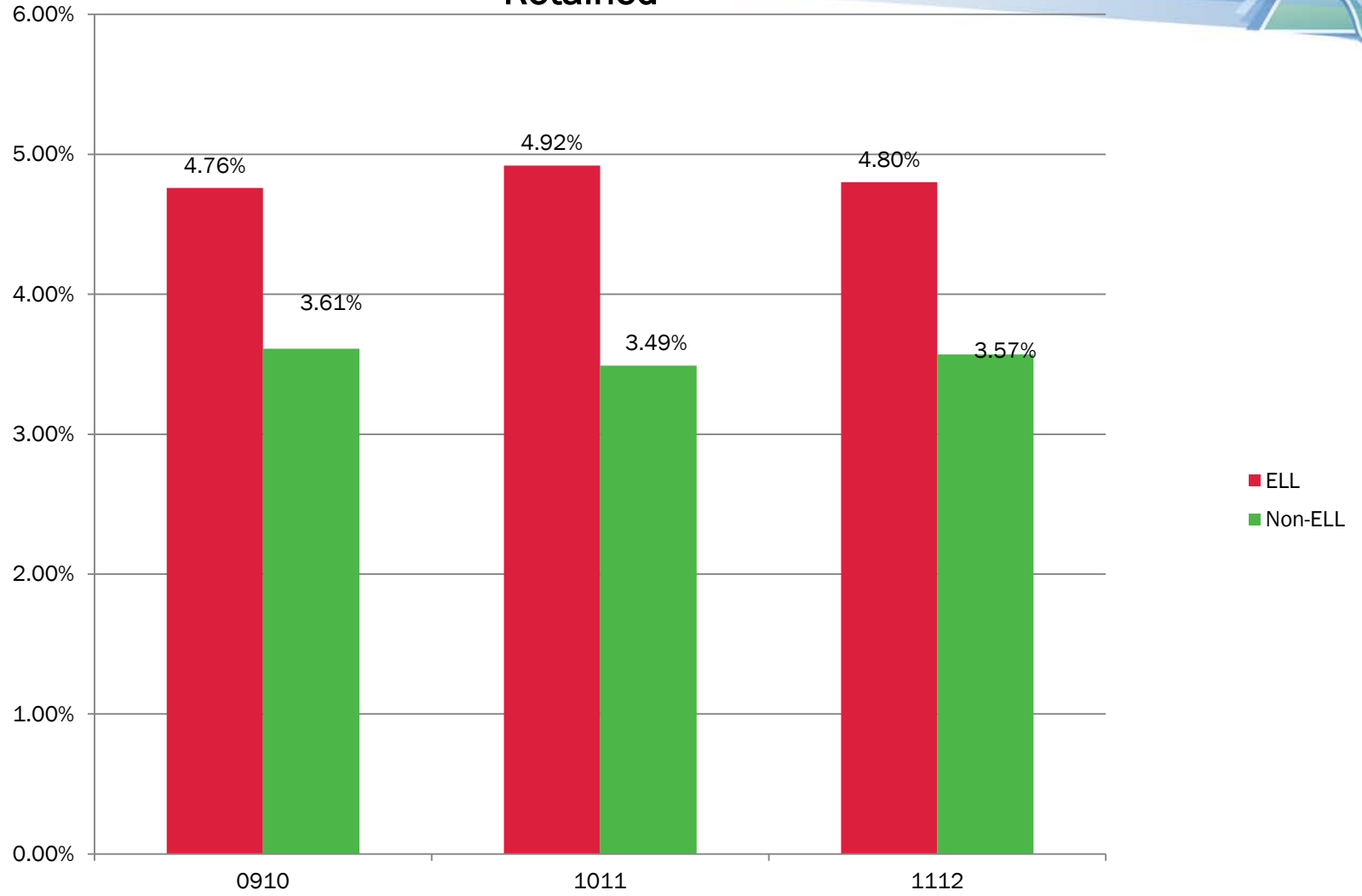
Example



- 24% of the 9th grade population in Florida is Black
- 39% of the 9th grade students suspended are Black

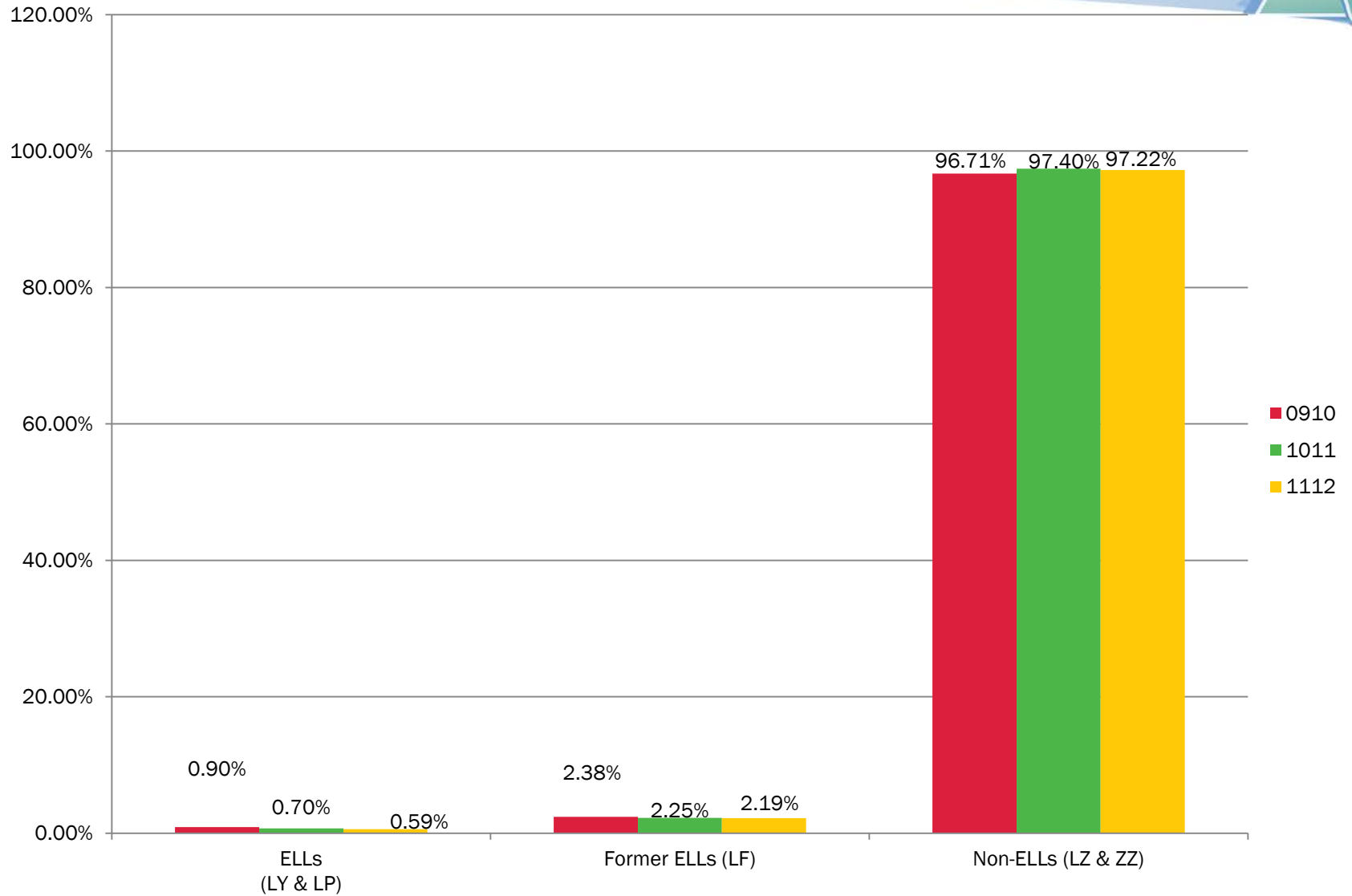


Retained



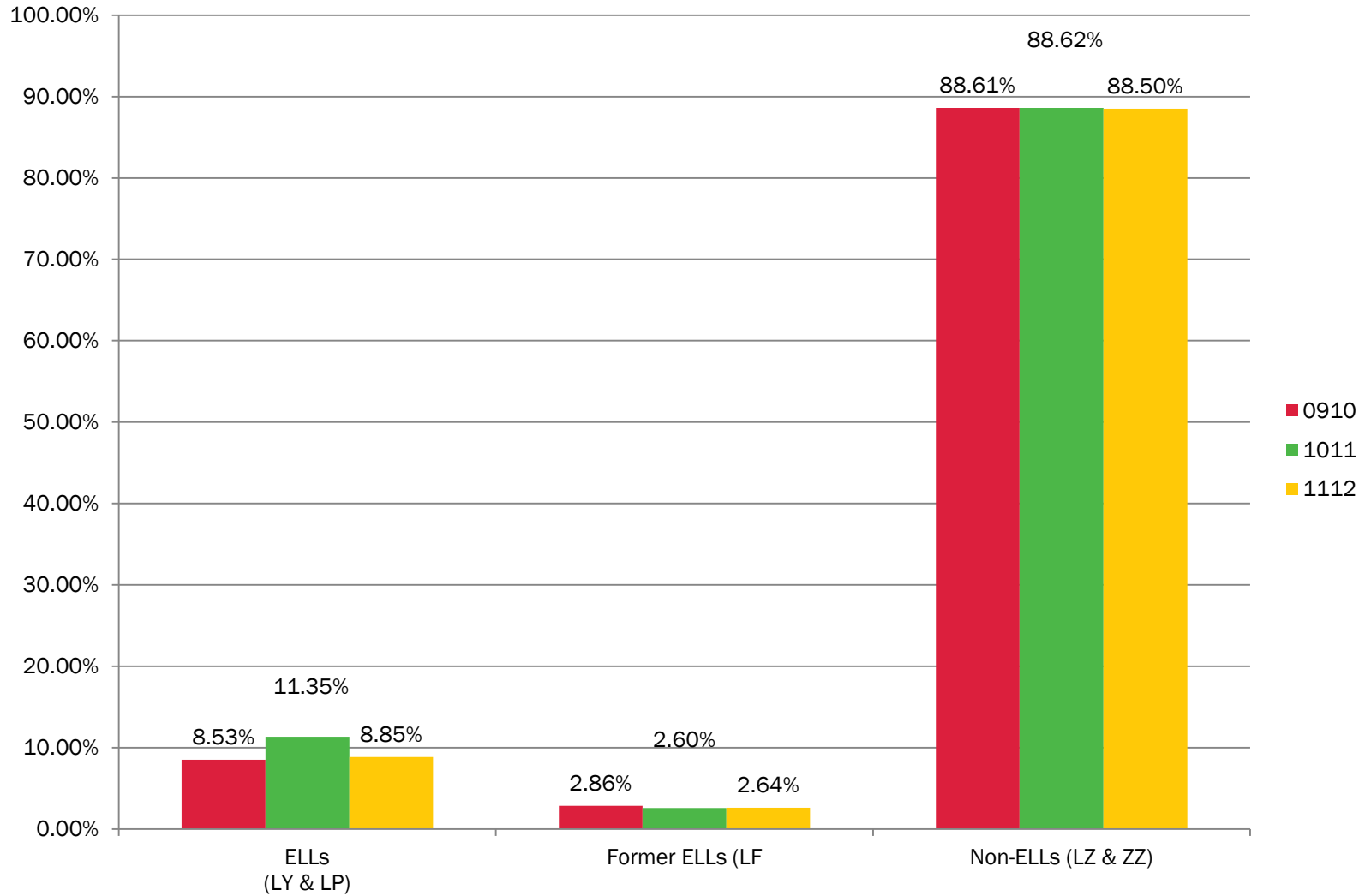


Gifted Students by ELL Status



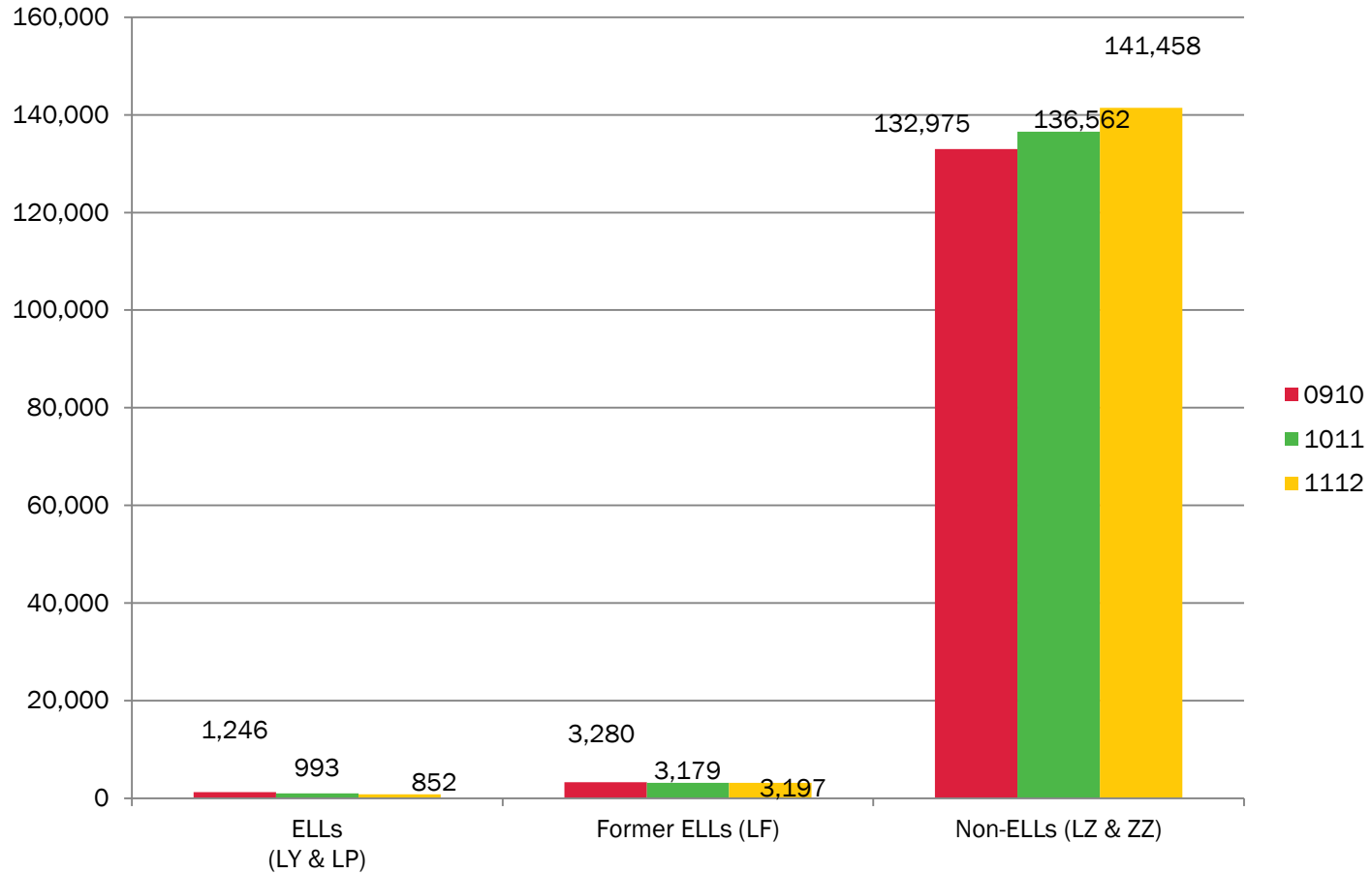


All Students by ELL Status





Gifted Students by ELL Status



Some Factors to Consider



- The level of failure in general education to prompt a teacher referral appears to be greater, not lessor, for minority than majority students
- Students referred have greater needs and therefore require greater attention
- Disproportionate representation occurs most frequently in the high incident special education categories (IND, EBD, SLD) and in behavior consequences

Strategies to Reduce Disproportionate Representation



- *Prevention in early grades is essential.*
 - Students below proficiency in reading leaving 3rd grade are unlikely to read well by age 18, successfully complete challenging course work in high school, access and successfully complete postsecondary education and acquire employment that will support a family (Donovan and Cross, 2002)
 - Reading failure in 3rd grade presents a greater risk to successful high school completion than living in poverty (Hernandez, 2011)
 - Substantial evidence exists with regard to BOTH behavior and achievement that early identification and intervention is more effective than later identification and intervention (NRC Panel)

Strategies to Reduce Disproportionate Representation

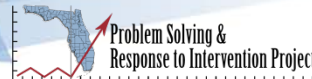


- *Academic and Behavior problems can be identified in early grades when they are less severe and more amenable to successful intervention*
 - Universal screening
 - Early intervention
- *Application of evidence-based practices in a multi-tiered system of supports that emphasizes prevention and early identification*
- *Use of Early Warning Systems at Middle and High School Levels are essential*



*A Multi-Tiered
System of Supports*

MULTI-TIERED SYSTEM OF SUPPORTS



USF UNIVERSITY OF
SOUTH FLORIDA

Response to Intervention



- Rtl is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions.

(Batsche, et al., 2005)

- Problem-solving is the process that is used to develop effective instruction/interventions.

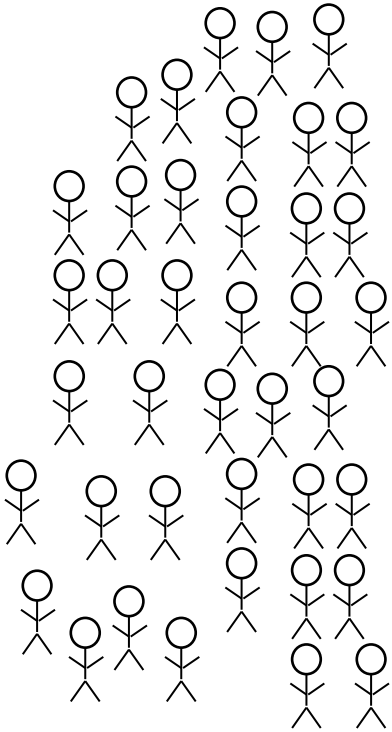
MTSS



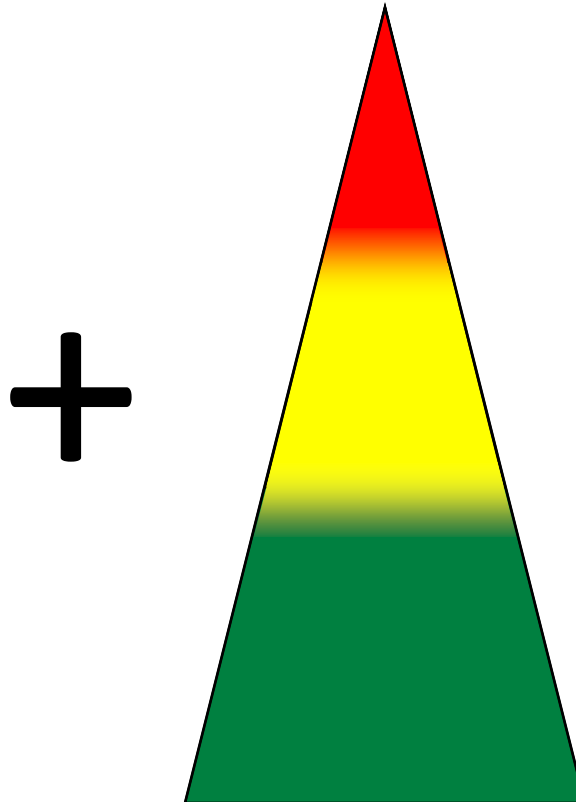
- A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention.
- The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.
- “Need-driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency .

Three Tiered Model of Student Supports

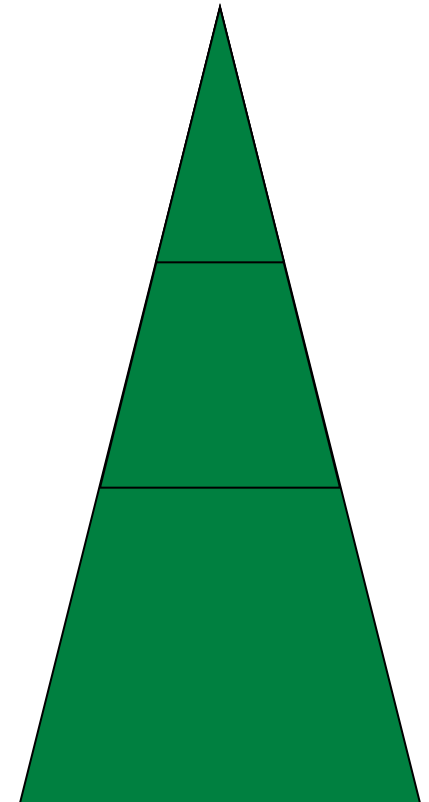
These students



get these tiers
of support



in order to meet
benchmarks.



The goal of the tiers is student success, not labeling.

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports.

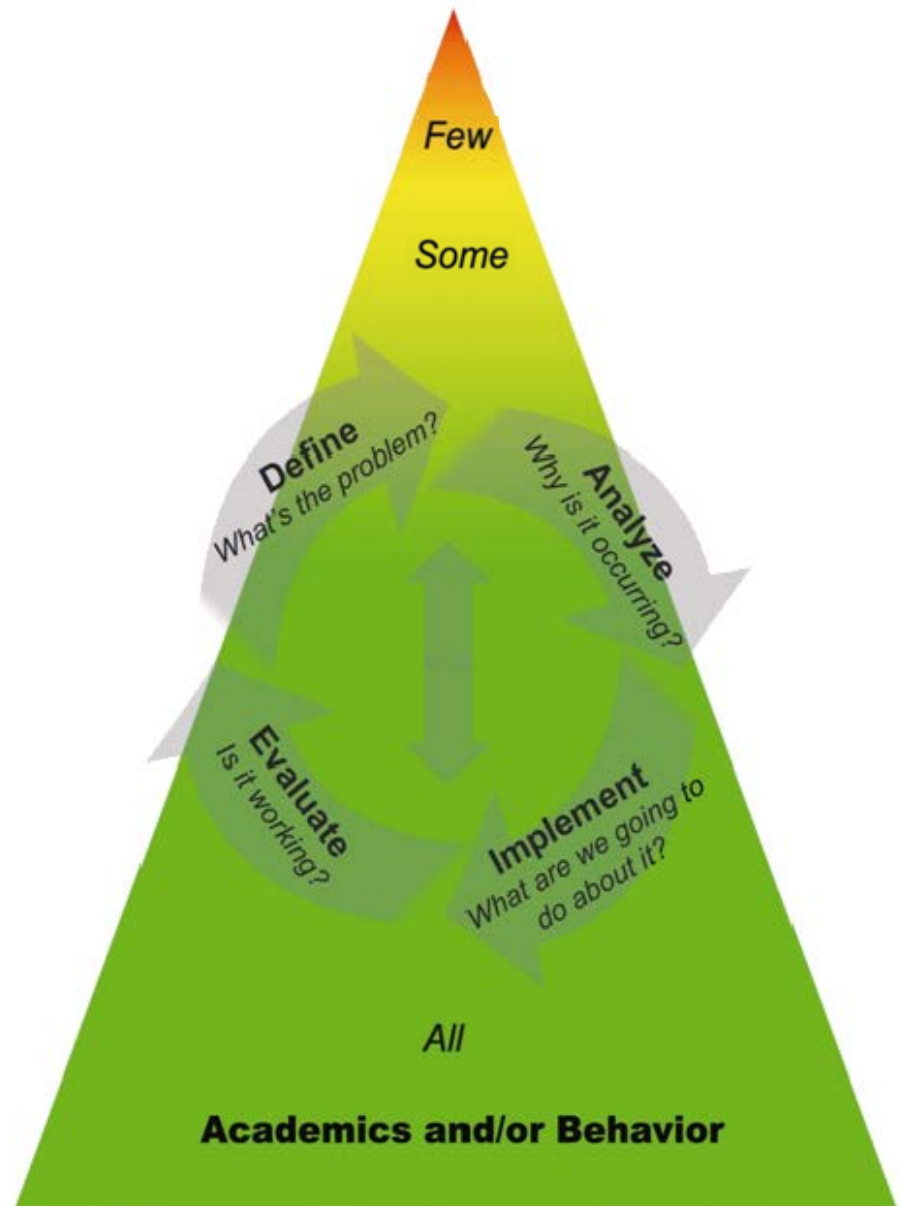
The most intense (increased time, narrowed focus reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports.

More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports.

General academic and behavior instruction and support provided to all students in all settings.





*A Multi-Tiered
System of Supports*

IT'S A FRAME, NOT A BOX



Parts of the “Frame”



- 3 Tiers of service delivery into which all academic and behavioral instruction/intervention “fit.”
 - Content is not been defined by the model
- Use and regular review of data to ensure students are responding to the tiered instructional delivery.

Parts of the “Frame”



- Instruction/interventions are modified and intensified based on student performance data
- Instruction is integrated and systematically planned across the tiers

Multi-Tiered System

Tier III

For Approx 5% of Students

Core

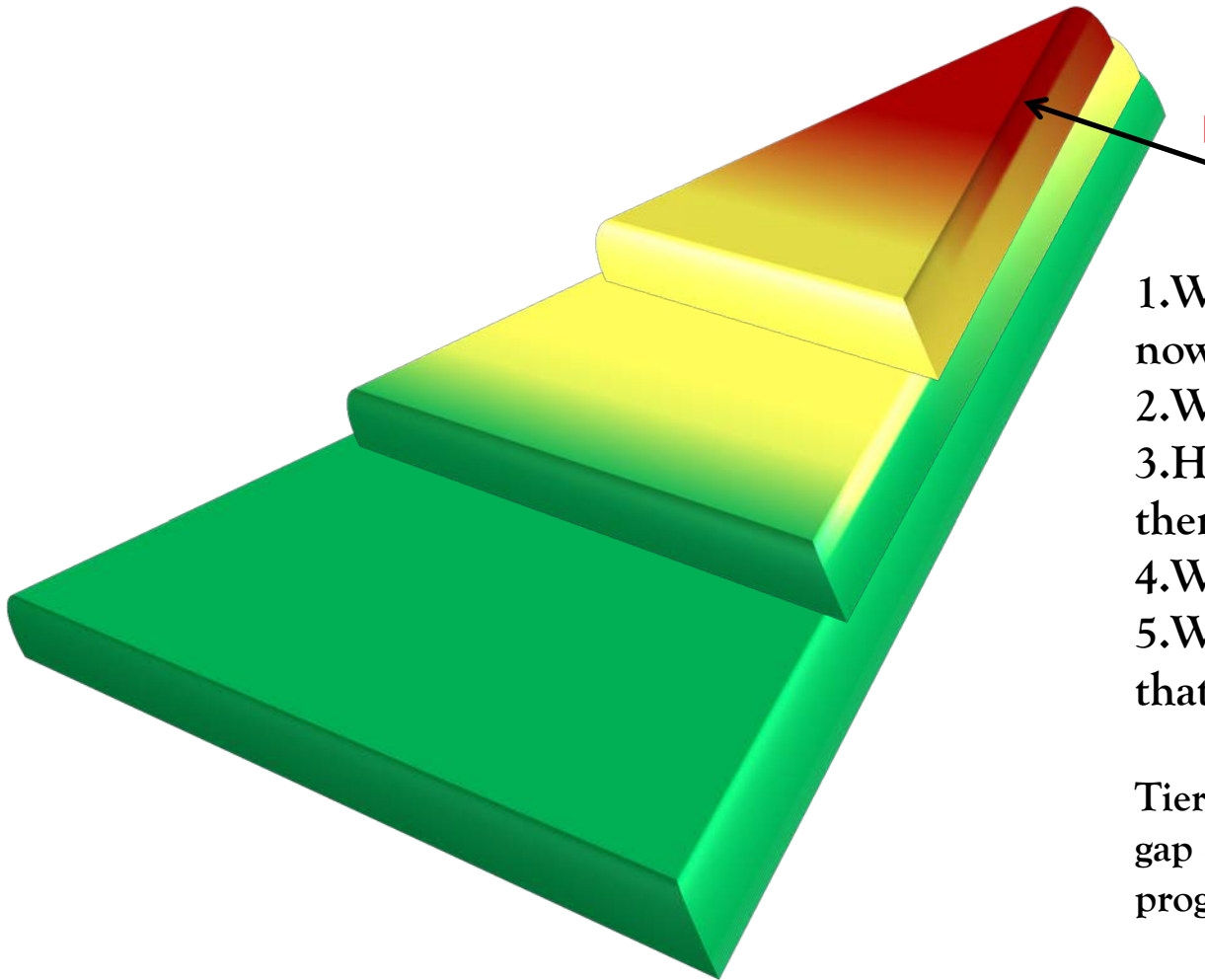
+

Supplemental

+

Intensive Individual Instruction

...to achieve benchmarks

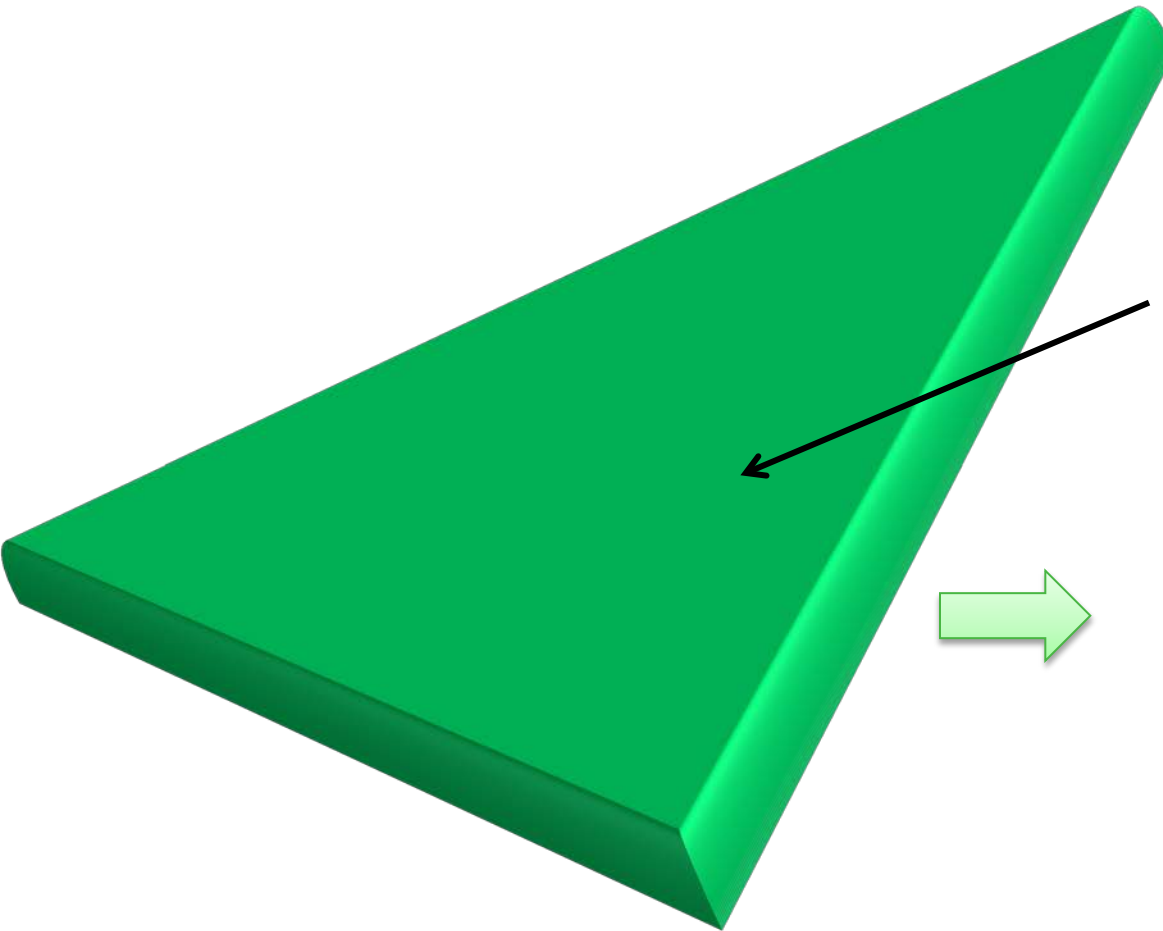


1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.

TIER I: Core, Universal Academic and Behavior

GOAL: 100% of students achieve at high levels



Tier I: Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

Tier I: Effective if *at least* 80% are meeting benchmarks with access to Core/Universal Instruction.

Tier I: Begins with clear goals:

1. What exactly do we expect all students to learn ?
2. How will we know if and when they've learned it?
3. How you we respond when some students don't learn?
4. How will we respond when some students have already learned?

Questions 1 and 2 help us ensure a guaranteed and viable core curriculum

Sources of Data



- Academic performance
- Discipline data- Office discipline referrals (ODR)
- Records
- Referral history
- Observation-Student Engagement Behaviors
- PBS benchmark assessment
- School climate surveys
- Attendance data

Class Recommended Level of Instruction Report

District: Your District **School:** Your School **Teacher:** Teacher Name

Grade: Kindergarten **Probe:** All **Student:** All

Assessment: All **School Year:** 2004-2005 **Date/Time:** 6/20/2005 8:40 AM

Class List

Assessment 1

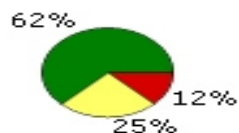
Assessment 2

Assessment 3

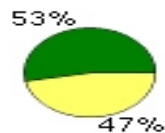
Assessment 4

Class List	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Student A	Initial	Initial	Initial	Initial
Student B	Strategic	Initial	Initial	Initial
Student C	No Level	No Level	Intensive	Intensive
Student D	Initial	Initial	Initial	Strategic
Student E	Initial	Initial	Initial	Initial
Student F	Strategic *	Strategic	Initial	Initial
Student G	Initial	Strategic	Initial	Initial
Student H	Initial	Strategic	Initial	Initial
Student I	Initial	Initial	Removed	Removed
Student J	Initial	Initial	Initial	Initial
Student K	Initial	Strategic	Initial	Initial
Student L	Strategic	Strategic	Strategic	Initial
Student M	Initial *	Initial *	Initial	Initial
Student N	Strategic	Initial	Initial	Initial
Student O	Initial	Initial	Initial	Initial
Student P	Initial	Initial	Initial	Initial
Student Q	Strategic	Strategic	Initial	Initial
Student R	Intensive	Strategic	Strategic	Initial
Student S	Intensive	Strategic	Strategic	Initial

* Score was not achieved in this class. Student is not represented in pie graph.



16



17



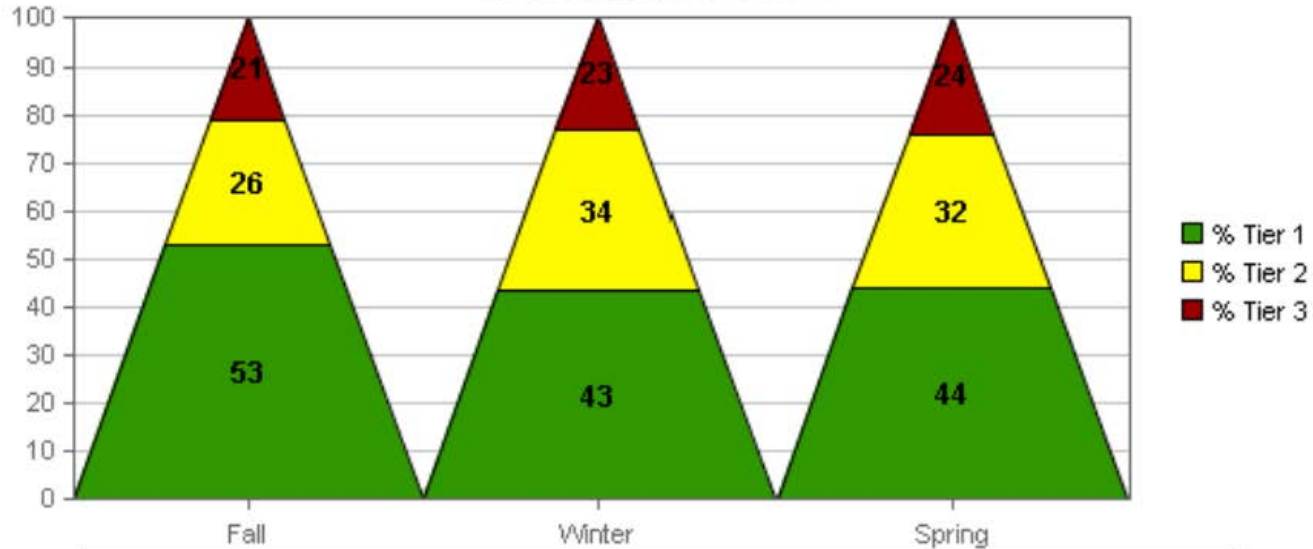
18



18

District Example

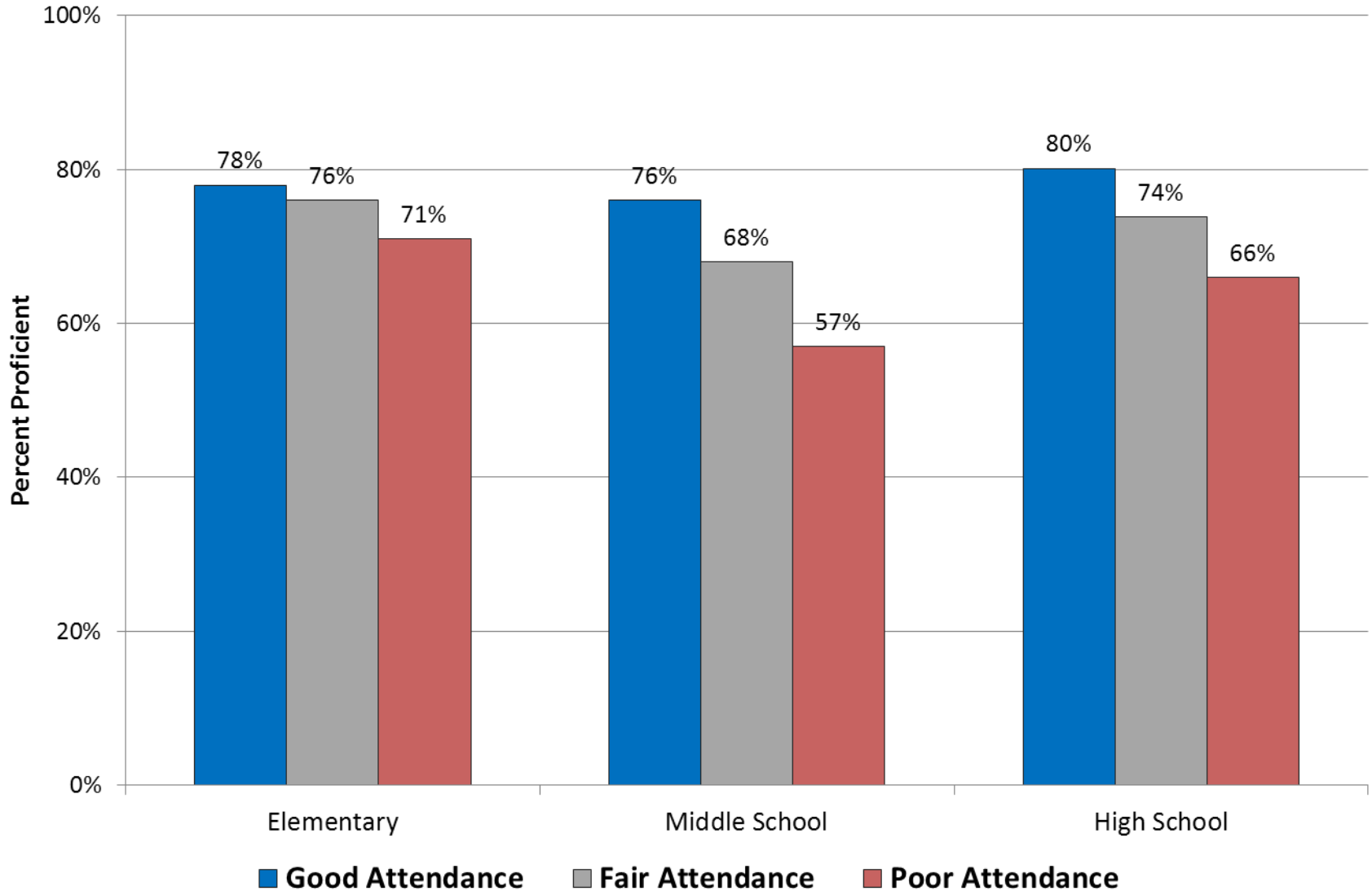
Reading - Curriculum Based Measurement
Grade 3 : 2010-2011 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	81 (21%)	70 11 0	91 (23%)	76 11 0	92 (24%)
Tier 2	101 (26%)	19 73 8	133 (34%)	15 94 24	124 (32%)
Tier 1	206 (53%)	0 39 160	168 (43%)	0 18 146	170 (44%)
New Student		14		2	
Unscored		8		8	
Total Students	388		392		386

Note: Unscored also includes any students who may have been transferred.

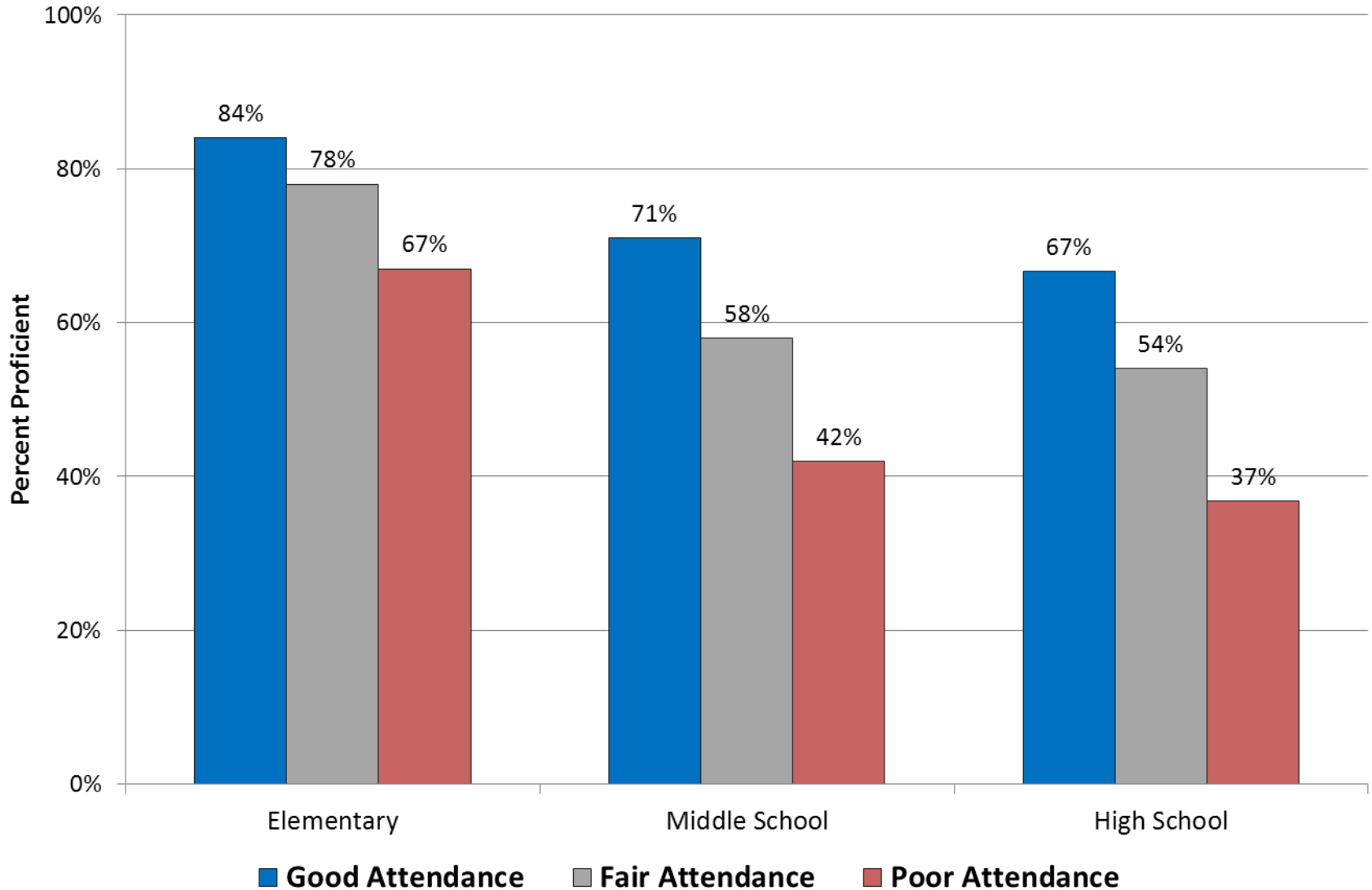
General State Reading Assessment Results by Attendance Category and School Level - Spring 2012



■ **Good Attendance** ■ **Fair Attendance** ■ **Poor Attendance**

Good Attendance = Less than 5% of school days missed throughout the school year (8 or fewer days)
Fair Attendance = 5%-10% of school days missed throughout the school year (8.5-16.5 days)
Poor Attendance = 10% or more of school days missed throughout the school year - i.e. chronically absent (17+ days)

General State Math Assessment Results by Attendance Category and School Level - Spring 2012



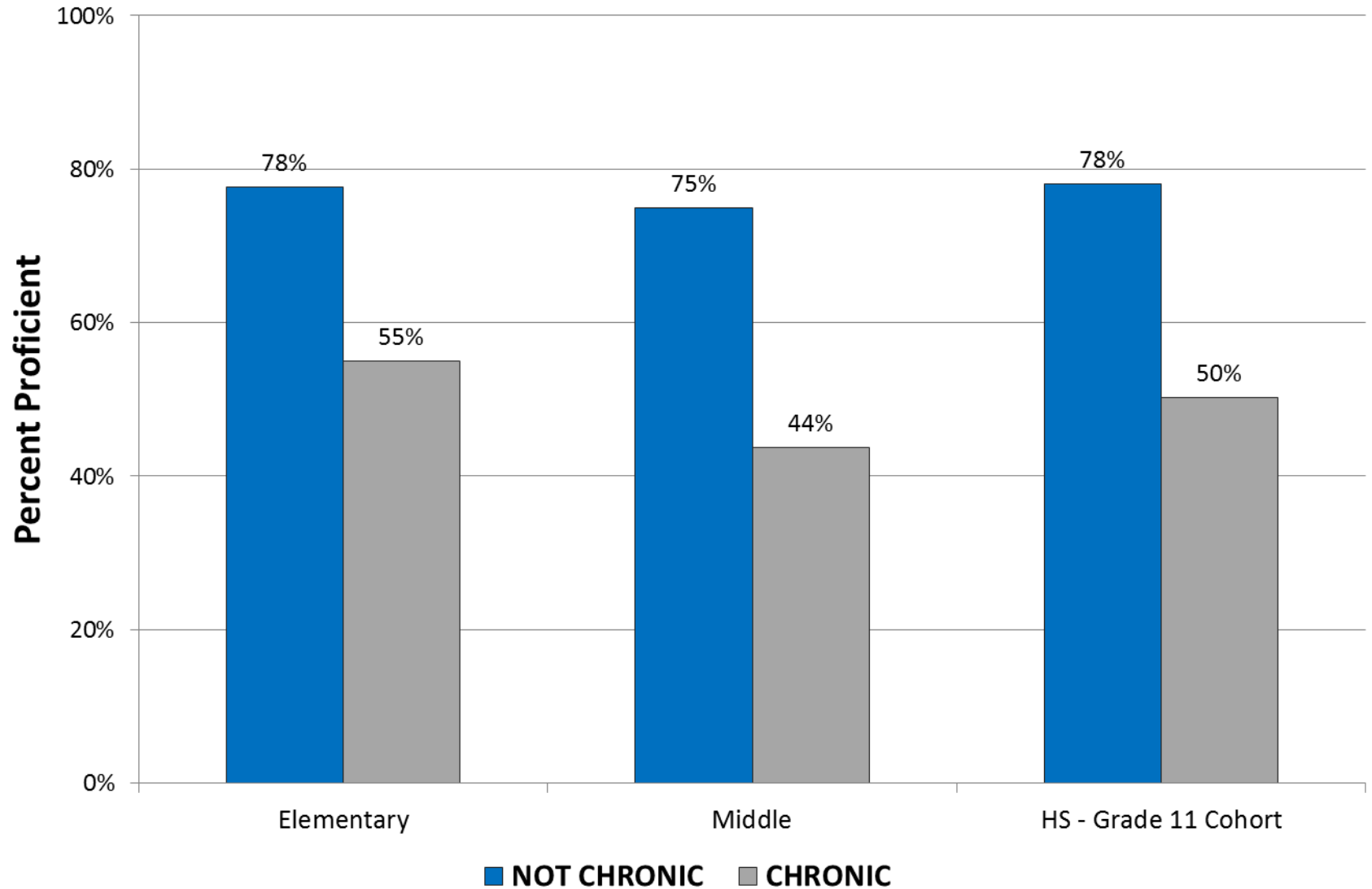
■ **Good Attendance** ■ **Fair Attendance** ■ **Poor Attendance**

Good Attendance = Less than 5% of school days missed throughout the school year (8 or fewer days)

Fair Attendance = 5%-10% of school days missed throughout the school year (8.5-16.5 days)

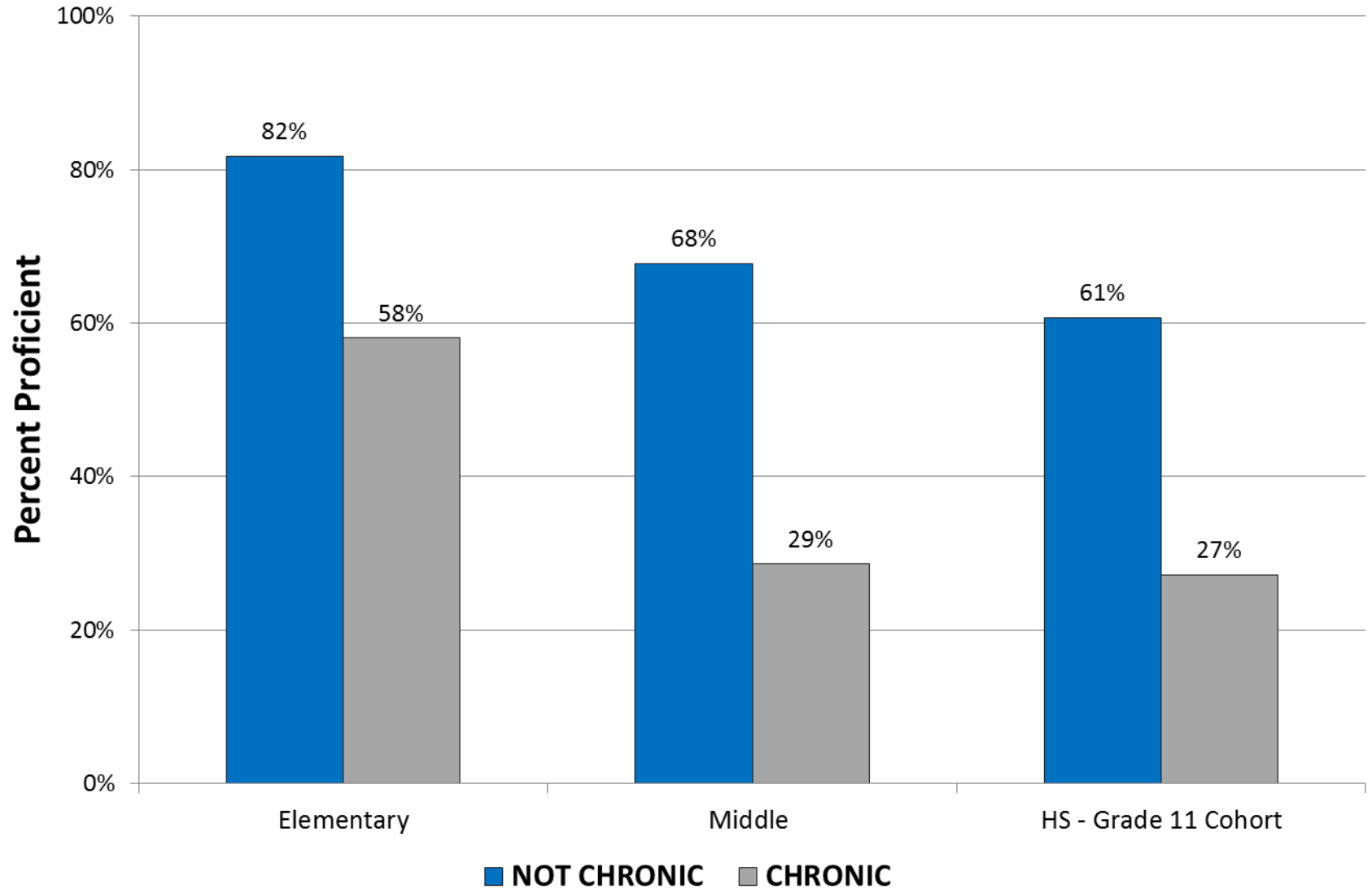
Poor Attendance = 10% or more of school days missed throughout the school year - i.e. chronically absent (17+ days)

General State Reading Assessment Results by PBR Category and School Level - Spring 2012



Chronic PBRs = top 25% of all students with PBRs. Elementary = 3+; Middle School = 6+; High School = 4+

General State Math Assessment Results by PBR Category and School Level - Spring 2012



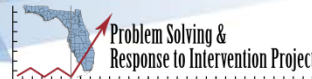
Chronic PBRs = top 25% of all students with PBRs. Elementary = 3+; Middle School = 6+; High School = 4+



*A Multi-Tiered
System of Supports*

EARLY WARNING SYSTEMS

WWW.BETTERHIGHSCHOOLS.ORG



Example: Credits Earned

1 st Semester
09-10 < 3 Credits
08-09 < 9 Credits
07-08 < 15 Credits
06-07 < 21 Credits

Extreme Off Track
 2-3 Years Behind
 No chance for graduation in a traditional school setting
 Disengagement

High Off Track
 Lacking 2 or more graduation requirements
 Behind 4 or more Credits
 Currently failing 3 or more classes
 Excessive Referrals and/or Absences

Off Track
 Lacking 2 graduation requirements
 Behind 1-3 Credits
 10% Absences
 3 or less Level 2 referrals or 2 Level 3 Referrals
9th graders indentified "at high risk" (3 F's in 8th grade)

At Risk for Off Track
 Lacking 1 of 3 Graduation requirements
 < 5% Absences
 3 or less Level 1 or 2 referrals

On Track
 Exceeding or Meeting all graduation requirements (Credits, FCAT Score, GPA)
 6 or less Absences
 No referrals

TIER II: *Supplemental, Targeted*

Tier II

For approx. 20% of students

Core

+

Supplemental

...to achieve benchmarks

Tier II Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).

1. Where are the students performing now?

2. Where do we want them to be?

3. How long do we have to get them there?

4. How much do they have to grow per year/monthly to get there?

5. What resources will move them at that rate?

Critical Questions/Issues

Tier 2



- Purpose and expectation of Tier 2 services should be explicit and understood by providers:
 - Increase performance of students relative to Tier 1 standards
 - Link curriculum content and strategies with Tier 1
 - Assess against Tier 1 expectations
 - 70% of students receiving Tier 2 should attain proficiency.

3 Fs + 1 S + Data + PD = Effective & Powerful Instruction



- **Frequency** and duration of meeting in small groups – every day, etc.
- **Focus** of instruction (*the What*) – work in vocabulary, phonics, comprehension, etc.
- **Format** of lesson (*the How*) – determining the lesson structure and the level of scaffolding, modeling, explicitness, etc.
- **Size** of instructional group – 3, 6, or 8 students, etc.
- Use **data** to help determine the 3 Fs and 1 S (*the Why*)
- Provide **professional development** in the use of data and in the 3 Fs and 1 S

TIER III:

Intensive, Individualized

Tier III

For Approx 5% of Students

Core

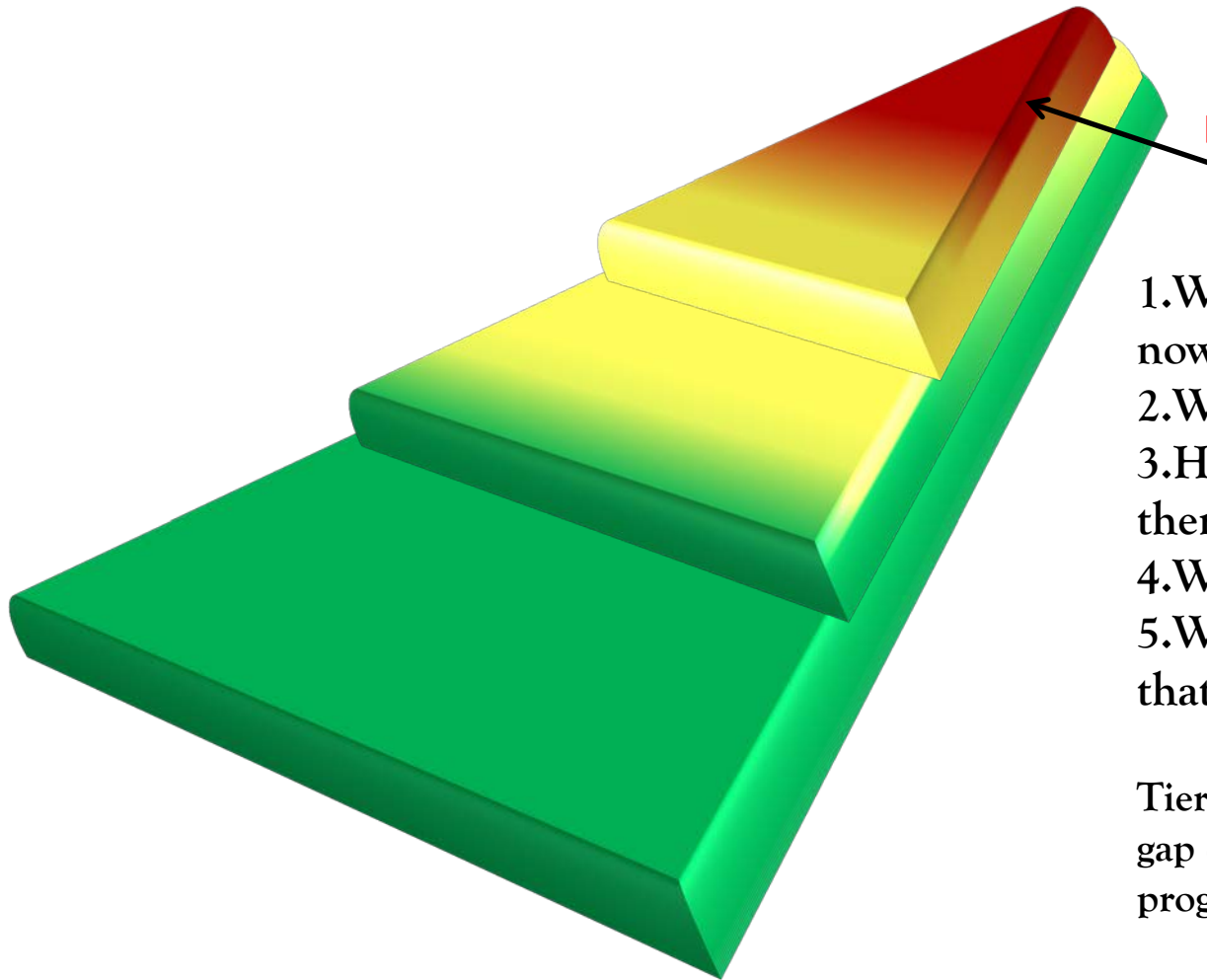
+

Supplemental

+

Intensive Individual Instruction

...to achieve benchmarks



1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.

Characteristics of Intensive Interventions:

Tier 3

More powerful instruction involves:

More instructional time

Smaller instructional groups

More precisely targeted at right level

Clearer and more detailed explanations

More systematic instructional sequences

More extensive opportunities for guided practice

More opportunities for error correction and feedback

} resources

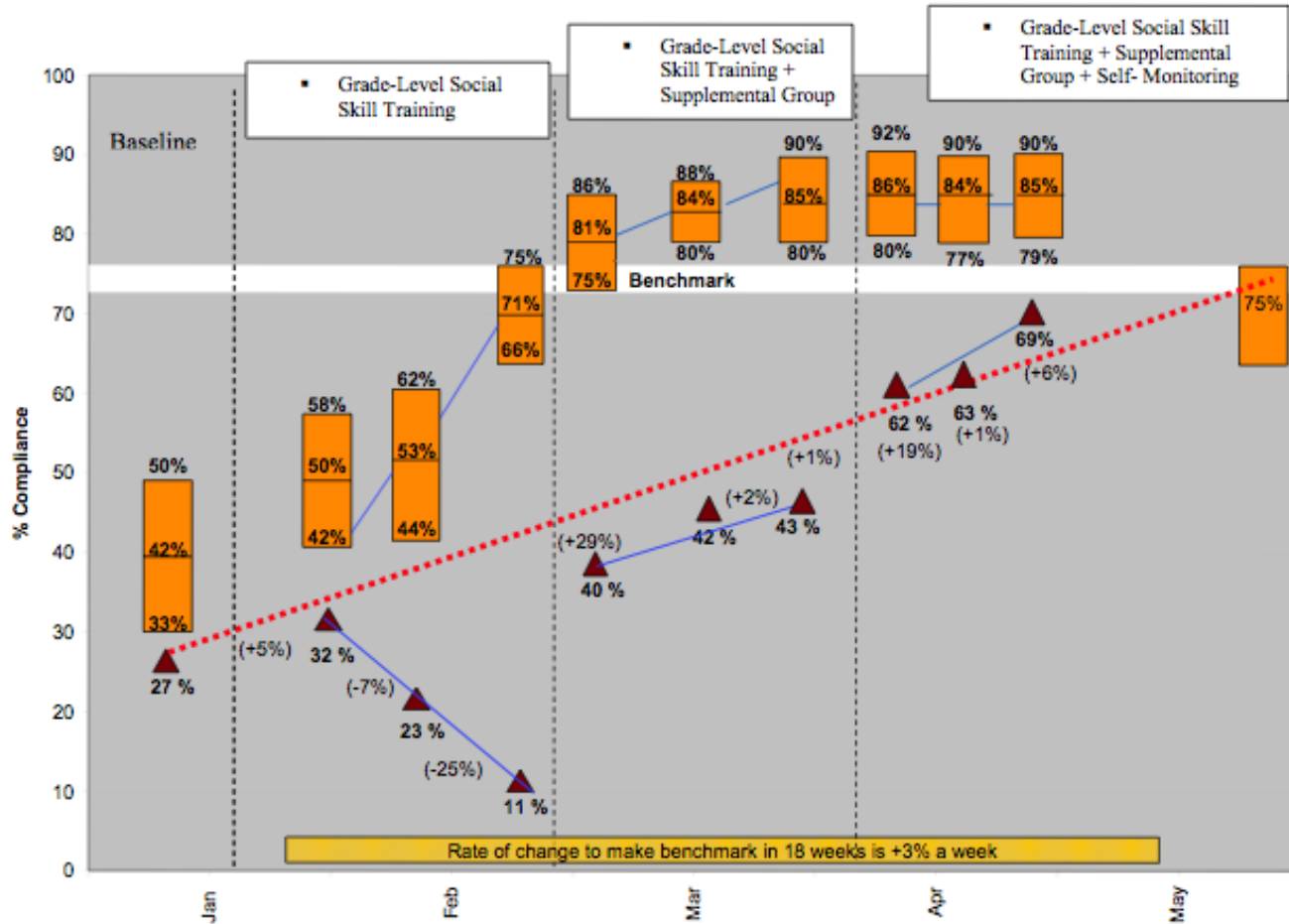
} skill

Characteristics of Specially Designed Instruction



- Focus is to reduce or eliminate the impact of a disability on academic and/or behavioral progress
- Designed specifically for an individual student following individual problem-solving
- Could be implemented in Tiers 1, 2 and/or 3
- Examples include: text to speech, unique teaching strategies to teach a skill or alternatives to a skill, feedback protocols

Tier I (Universal) and Tier II(Supplemental) Interventions



- = Peer Group
 - = Target Student
 - - - = Aimline
 - = Trendline
- *Rate of change required each week for target student to reach benchmark is (+3 %)

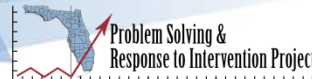
Intervention Effectiveness

Race/Ethnicity	Number of Students	Number Referred for Intervention	Number Referred for Evaluation	Intervention Effectiveness	Risk of Intervention
White	430	60	15	75%	13.95%
Black	250	48	32	33%	19.20%
Hispanic	210	10	5	50%	4.76%
Multiracial				#DIV/0!	
Asian/Pacific Islander				#DIV/0!	
American Indian/ Alaskan Native				#DIV/0!	
TOTAL	890	118	52	56%	13.26%
District/School:					



*A Multi-Tiered
System of Supports*

DATA-BASED PROBLEM-SOLVING PROCESS

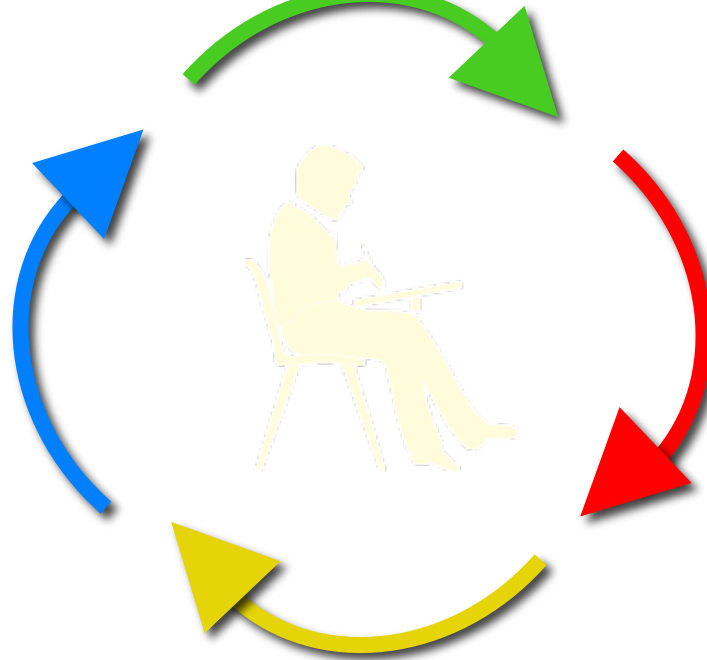


Problem Solving Process



Identify the Goal

What Do We Want Students to Know and Be Able to Do?



Problem Analysis

WHY are they not doing it?
Identify Variables that
Contribute to the Lack of
Desired Outcomes

Evaluate
Response to
Intervention (RtI)

Implement Plan
Implement As Intended
Progress Monitor
Modify as Necessary

Steps in the Problem-Solving Process



1. Problem Identification

- Identify replacement behavior
- Data- current level of performance
- Data- benchmark level(s)
- Data- peer performance
- Data- GAP analysis

2. Problem Analysis

- Develop hypotheses (brainstorming)
- Develop predictions/assessment

3. Intervention Development

- Develop interventions in those areas for which data are available and hypotheses verified
- Proximal/Distal
- Implementation support

4. Response to Intervention (RtI)

- Frequently collected data
- Type of Response- good, questionable, poor

REPLACEMENT BEHAVIORS

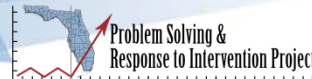


- State your goal and/or *desired* behaviors
 - Academics
 - State approved grade-level benchmarks
 - Desired engagement behaviors
 - Entire school (e.g., % students at proficiency)
 - Groups of students (e.g., reading fluency)
 - Individual students (e.g., attendance, work productivity).
- Behavior should reflect competencies to improve *adaptation*
- Behavior must be measurable, observable or reportable

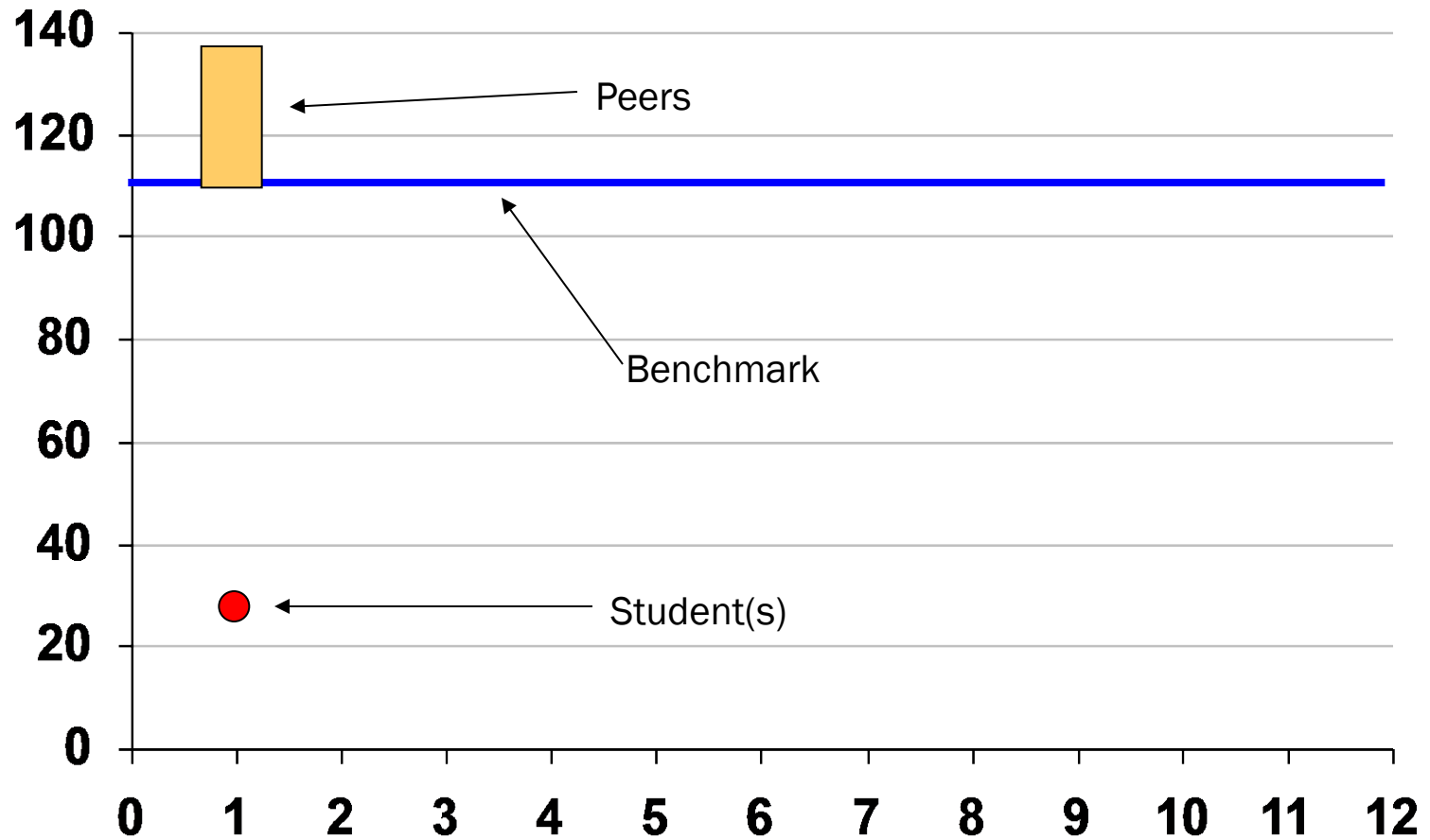


*A Multi-Tiered
System of Supports*

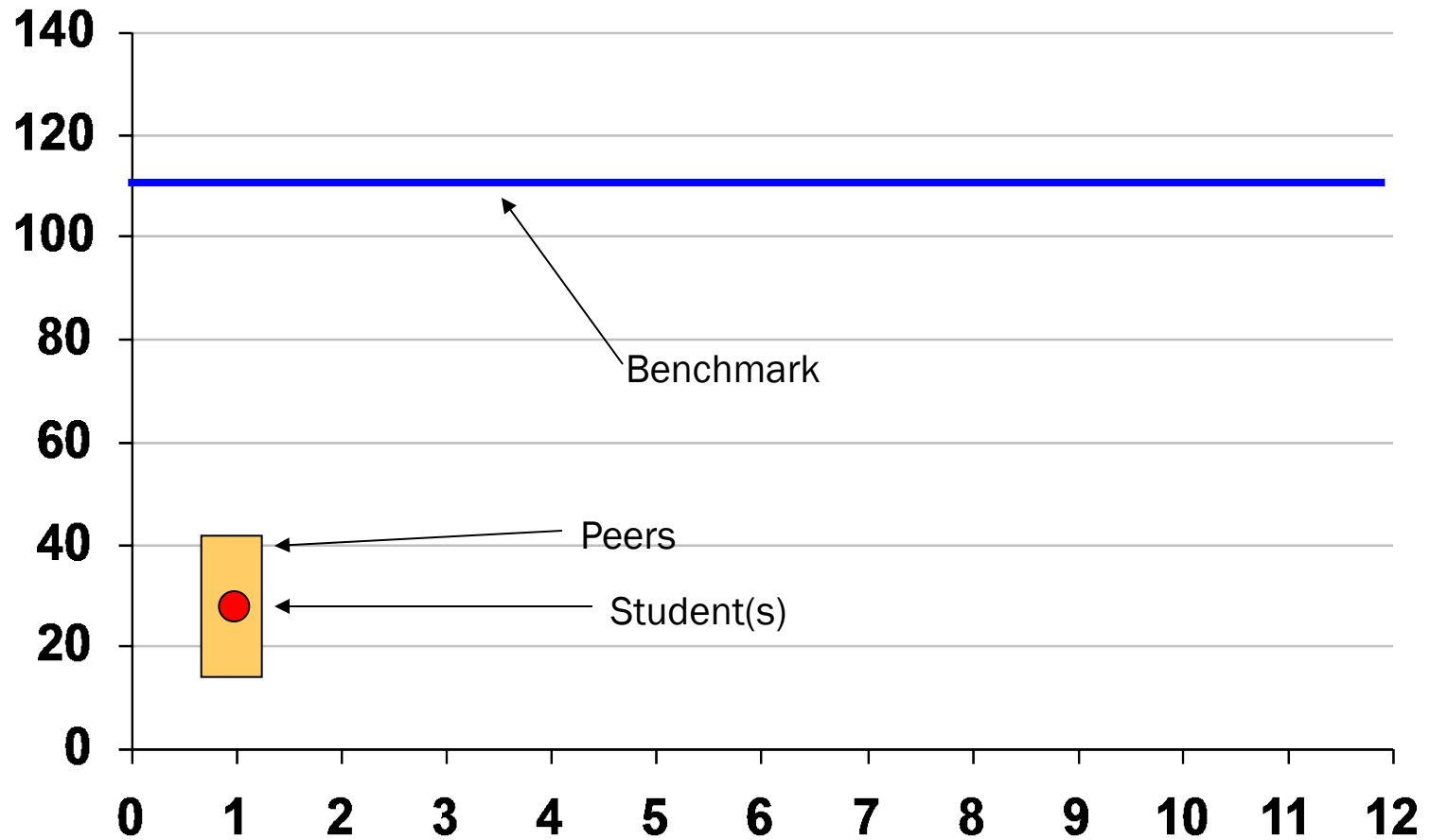
REPLACEMENT BEHAVIORS
ARE THOSE BEHAVIORS THAT,
WHEN PRESENT, REDUCE RISK
FOR NEGATIVE OUTCOMES



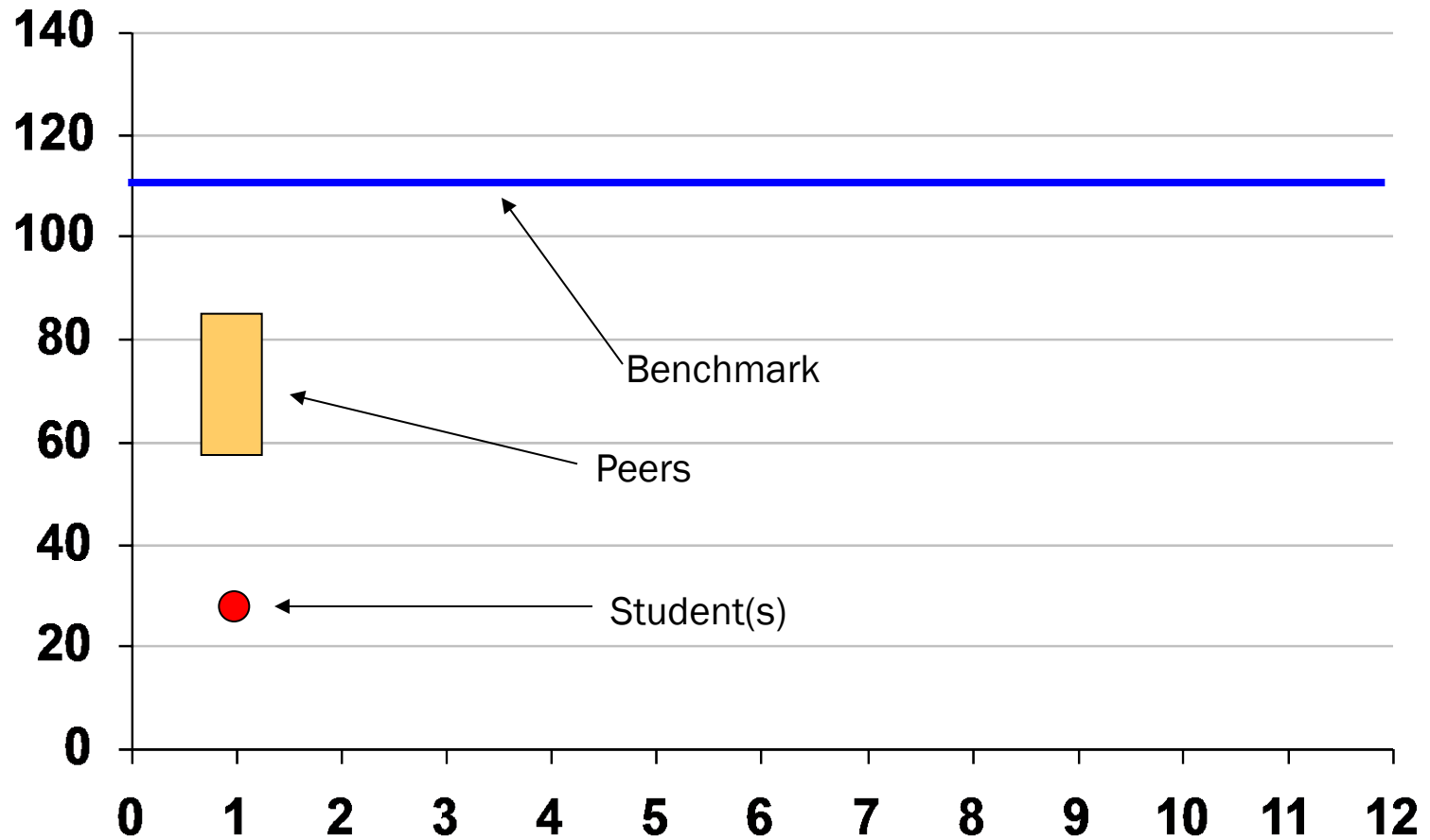
Problem ID Review



Problem ID Review



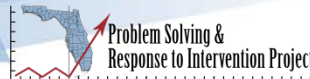
Problem ID Review





*A Multi-Tiered
System of Supports*

PROBLEM ANALYSIS: WHY THE DESIRED REPLACEMENT BEHAVIORS ARE NOT OCCURRING



USF UNIVERSITY OF
SOUTH FLORIDA

Hypothesis / Prediction Statement



Students are being suspended disproportionately for basic “inappropriate” behaviors such as tardiness, attendance, disrespect, poor productivity because.....

If _____ would occur, the the desired behavior would occur.

Intervention Development



- Criteria for “Appropriate” and “Effective” Interventions:
 - Evidence-based
 - Type of Problem
 - Population
 - Setting
 - Levels of Support

Intervention Development



- **Verified Hypothesis**

- Students who have attendance/tardy issues are performing significantly lower than students who attend regularly and are seldom tardy.
- Intervention?

Intervention Development



- **Verified Hypothesis**

- Students who are completing less than 75% of their work are progressing below benchmark expectations and receive $\frac{1}{2}$ of the teacher feedback as students completing 75% or more of their work.
- Intervention?

Intervention Support Meeting Activities

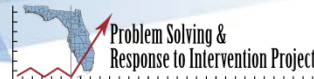


- Review student performance data
- Identify barriers to successful implementation of the instruction/intervention
 - Problem-solve barriers
- Review critical components of the instruction/intervention



*A Multi-Tiered
System of Supports*

EXAMPLES AND PRACTICE

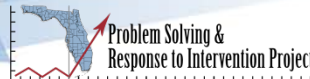


USF UNIVERSITY OF
SOUTH FLORIDA



*A Multi-Tiered
System of Supports*

FIRST, LET'S LOOK AT SOME DATA



USF UNIVERSITY OF
SOUTH FLORIDA

Impact

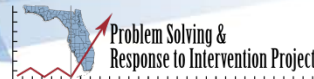


- For students with at least 1 suspension, 40% of their absences were attributed to days suspended
- For 20% of students suspended, finding alternatives to suspension *alone* would make a significant improvement in graduation rates and post-secondary outcomes
- Academic engaged time should be preserved as a top priority



*A Multi-Tiered
System of Supports*

LET'S PROBLEM-SOLVE



Steps in the Problem-Solving Process



1. Problem Identification

- Identify replacement behavior
- Data- current level of performance
- Data- benchmark level(s)
- Data- peer performance
- Data- GAP analysis

2. Problem Analysis

- Develop hypotheses (brainstorming)
- Develop predictions/assessment

3. Intervention Development

- Develop interventions in those areas for which data are available and hypotheses verified
- Proximal/Distal
- Implementation support

4. Response to Intervention (RtI)

- Frequently collected data
- Type of Response- good, questionable, poor

Problem Identification



- Replacement Behavior:
 - Increase percent of days attending on-time
- Current Level of Performance
 - 85% (39% drop out, 44% graduation rate)
- Desired Level of Performance
 - 95% (11% drop out, 81% graduation rate)
- Peer Performance
 - Same demographic
- Gap
 - 10% (18 days across year, 4.5 days/quarter or ½ day/week)

Problem Analysis: Student's attendance is not at 95% because....



- Think about the relationship between attendance, behavior, course success, family/community factors, etc.
- Domains:
 - Student
 - Teacher
 - Curriculum
 - Peers
 - School/classroom
 - Family/Community

What Data Do We Need?



- Student is not attending 95% because.....
 - Student lacks academic skills to complete work successfully (DATA?)
 - Peer group give rejects students who are successful (DATA?)
 - Student lacks “caring/mentoring adult” to support school success (DATA?)

Verifying Hypotheses



- Students who have good attendance have a connection with at least 1 adult in the school setting
- Students who have good attendance have greater work productivity than those with poor attendance
- Student who have good attendance have some peers who are successful in school

Interventions



- Adult Mentor
 - Check and Connect (new SPDG emphasis)
- Focus academic support on first period class or first class of the day where student is experiencing failure
- Interventions should be intensive