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

Session 2

**July 12 - July 13, 2012
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Process Evaluation Synthesis　　　　　–　　　　　1:00 p.m. – 2:00 p.m.

Melissa Chinn
St Croix River Educational District (SCRED)
Minneapolis, Minnesota

RtI Evaluation Update　　　　　　　–　　　　　2:00 p.m. - 3:00 p.m.

Dr. Dale Mann, Managing Director
Interactive, Inc.

Heather Tuck, Social Studies Coordinator
Mecklenburg County Public Schools

Stacey Lietzel, Director of Elementary Instruction
Shenandoah County Public Schools

Evelyn Perhac, Response to Intervention Coordinator
Gloucester County Public Schools

Regina Pierce, RtI Coach/Consultant

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Dr. Cave: I'm picking on you, picking on you cause I can. We're ready to begin this afternoon. This will be an interesting afternoon because you have a chance to look at your own data. We have the chance to look at this initiative. Wayne an I were having a conversation right before we began, he said, "it appears to me that, that every initiative, every systematic change has enthusiasm and makes gains during the first implementation state, but of course the key is sustaining." And one of the ways that you know whether you're sustaining or not is if you do the evaluative component, and then do something about your data, and determine what you need to, to continue, and what you need to, to discontinue.

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Dr. Cave: So we have an opportunity for you to look at your data this afternoon, think about how you're evaluating now, and then Dr. Mann is gonna share with you the results of, he's been with us since the very beginning looking at how well we're

implementing. So without further ado I think Melissa and Regina are gonna start. Melissa and Kevin are going to get, see what they do, they just try to throw me off. I leave the room, and what?

Ms. Chinn: So sorry, we wanted to start out, well first of all I would like to think everybody for coming back. I am really impressed. You're dedication really does speak loudly. I appreciate seeing you all back here. Excuse me. I think we wanted to start by opening it up for questions. You've heard a lot of information from a lot of people over the last couple days, and you've had some time to kind of process through this.

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Ms. Chinn: You're had time at your tables to think about it, but we were wondering if perhaps you might have some additional questions. Maybe some specific how to's on something, perhaps it's on a process, perhaps it's on evaluation, or a combination of the two. Or maybe you have something that you noticed that you would like to share, we would just like to take a little bit of time and open it up to you for questions that we can kind of help wrap it up any lingering issues that you might want to resolve.

Respondent: I have more of a question for help on how to convince other principals, schools to undergo this process in our school division it's more of a, right now it's more of a voluntary pilot. So we have different groups that go through, so one of the ways that, even friends of mine, like who to convince them to go through this process when, especially when they may already have decent to good results in their school.

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Ms. Chinn: That is a question.

Mr. Davis: Maybe I shouldn't be asking this question but I will. Do teachers in Virginia feel like the student achievement on the state assessment is reflective of students' actually learning? So, you know, the reason I asked that is cause of one building I was working with high achieving, you know, affluent, there was a, all the things you would ever hope for. And finally the building, the building principal did this, she was on board ,and she finally walked in and said okay here is the deal. She gave them, she gave everybody a class roster, she goes go through here and they were looking at reading.

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Mr. Davis: Just I want you to highlight ever kid in you classroom that you have any concerns about how they're reading. Just as a teacher what do you know, so they went through and did that. Then she gave them the state assessment scores. Here now go through and mark every child in your classroom that did not score, or scored below proficient. And they did that. And then they took their universal screening assessment

and gave it to them, and said okay here now take this one and mark the students that did not reach benchmark for your class. It was like you know, which data is validating what you know as a teacher and is going to allow you to improve instruction. And it was like, you know, what we're trying to do is put tools and things in place for you as a teacher to help you do your job better. To help you do what we, what you already know as a teacher, but you'll just put some structure and support around it so you can co it easier and more effectively. And you know, it worked in that building.

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Mr. Davis: You know, and I don't know if that if you could help, you know, figure out a way to translate that to other buildings, and share success, you know, think maybe it's an issue, you know, what do the other buildings tell you? What do you hear that excites you from other buildings?

Dr. Cave: Just a point of information you all, and you probably know this, but one of the reasons that your divisions have been picked, you had to apply, was that they're gonna roll out to all schools. There are some non-negotiables that are in the application, so know that in your division they have made that commitment to work with us, and maybe it's not going fast enough. And if there are ideas that you have, cause you're talking about building consensus and understanding that there is a need for this and a recognition for it I think right? Yeah, and so part of that is good, sharing the data, it's nothing like success stories. If you have something that this showed that this is working in your schools, and you have the data to, to prove it asking for the opportunity to do that has a tremendous impact.

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Dr. Cave: But I would ask for your division leadership to be holding those kinds of meetings where that can take place.

Mr. Davis: And I was going to say one other kind of play off that comment, one of the, one of the other things is that having building representation to talk about what's happening in a division is different than having a division leadership team. A division leadership team really is planning for and making decisions about what does this look like for our district. It's not just cooperation between buildings about what should we be doing, does that kind of make sense? And you know, in districts that, one district, even actually it's in the same district I'm thinking of. They ran into a situation at even the high performing school kind of hit a plateau because the superintendent of the district was like, yeah, you know, we have the banners we're fine.

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Mr. Davis: But they, and as a building they just kind of hit a plateau. It's like we, we have to get that district level support to the buildings. cause its' gonna hit a, a plateau for some reason.

Respondent 2: Check. I was checking the mic. [LAUGHTER] All right, so there is, let's say there is a theoretical, hypothetical school that's been doing RtI and just isn't seeing the results that they wanted to see. What words of advice or encouragement would you have for a school that's doing everything, working hard, you know, going through, going to all the conferences, but doesn't have, you know, 100 percent of their kids where they need to be.

Ms. Chinn: So well I think wow, I think well 100 percent of our kids where we want them to be, or 80 or anything close to that. well I think that's where your evaluation process evaluation comes in, is it really being done with fidelity?

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Ms. Chinn: You know, at each level what is it? What is going on? You know, is it at a district level with you know, the need for leadership, or is it down with curriculum? Is there a curriculum issue? That would probably be one of the biggest things to look at if you have children that aren't responding. Is it instructional, you know, so there is so many pieces and if you, I would say that if you're doing it 100 percent correctly, everybody is 100 percent invested there is still something that's not working right, and a little bit of investigation will take you a long ways.

Respondent 2: So you'd go through the problem solving process?

Ms. Chinn: The problem solving process with your system.

Mr. Davis: And you know, if you think about all of those components that we talked about in the plan, that district plan of assessment, curriculum, checking all of those.

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Dr. Mann: Can I respond to that, I know this is out of order so. I'm supposed to talk about the evaluation data statewide.

Dr. Cave: This is Dr. Mann by the way.

Dr. Mann: We have, we have interesting data on business process for reengineering, and on the components of, of implementation, and one of the things that shows up is as one division put it our teachers know how to do the analysis and the diagnosis, but they're skipping ahead. They want to know what the intervention is, they don't want to

wait. And the, the, the need for particular recommendations about very particular things to do is very wide spread in the statewide data.

Mr. Davis: Any other questions?

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Dr. Mann: Could you talk about in respect to what was asked out there on instruction, people work really hard, but looking at that core instruction what are some things that they can look at to know core instruction is up here, or it's here, and it really needs to come up here? What are some things that they should be looking at to say okay we do have strong core instruction?

Ms. Chinn: Well I think there is a few things you can look at initially. One is you know, looking at the research behind the core. Does it, is a proven core curriculum. One of the things I was going to tell you about the, the data that we looked at, this is just an example of what can happen in the 6th grade, you know, so even before you said, you looked at 7th and 8th grade data. In the 6th grade they had no core. They were pulling I think it was Six Minute Solution and some, oh and Read Naturally. That was their core curriculum.

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Ms. Chinn: Obviously not a strong core curriculum, so looking at if you have a good strong core, but that's not the only piece. You need the instructional piece too. Is it being delivered effectively, you know, is it being delivered with fidelity. And of course there are different ways to check that, often there is observations, the principals can do walkthroughs those types of things. So, you know, that would be the first two things to look at, and universal screening data yeah.

Mr. Davis: Yeah your universal screening data, also you know, the most if you guys use curriculum series most of them have some type of observation, fidelity observation tool in it. And you know, there is one building that we worked with that they, the teachers were sure that the curriculum was horrible, and the results indicated that for a long time.

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Mr. Davis: And finally they were doing some problem solving, and finally somebody admitted that yeah we don't like it, so we kind of do some other stuff along with it. And, and then the teacher said, okay tell you what. Cause they go, and they worked out a compromise where they're like we'll implement it with fidelity for six months, and they did observations, they checked and everything. And in less than six months their data started going up, the teachers agreed to do it because they were gonna prove that the curriculum was bad, and that they needed to do what they were doing. And so it was, it

yeah. So you know, checking that is always a good thing, you know, sometimes a good solid curriculum that just doesn't work for a population.

Ms. Chinn: Okay so a couple different observations as we were talking we came up with, we're looking at, you know, what are some things that based on just walking around listening to the groups that we saw as strengths.

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Ms. Chinn: And things that continued to be, should be worked on. And a couple of the strengths that I saw that I thought were really interesting, and I mention this before was the common vocabulary that you all have. I know when you're first starting out it is, can be very difficult to grasp all, there is all these new ideas about assessment, and instruction, and core, and progress monitoring, all this terminology, and it takes some time to really understand what that means. But I can see that with this group you've been working really hard, and you've come to a point where you understand each other even if you're doing things a little bit differently you can have conversations, and understand what each other is talking about. And you seem to have common goals, and a common mission, and then this common language, which really is going to lead to additional growth and provide that foundation to continue to work with.

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Ms. Chinn: The other thing that I noticed was with the assessment, I was really impressed when I sat down with one of the groups when you were doing your charts, and I was able to hear and was really impressed with the level of sophistication that you have already developed with using data. Collecting it, being able to set cut scores, and just with the interpretation and analysis of the data, that wasn't something that I would have expected at this point in time, so that was, I was very impressed with that. Did you have any other, okay. As far as some needs that I saw, I think that probably for me because I'm so focused on problem solving teams generally, I could see that while there was only a handful of people who raised their hands when I asked about problem solving teams, so that's obviously going to be a place for further development. But then again I wanted to put that in perspective, and say from my perspective anyway building that base, that foundation, that framework piece is so crucial that's been probably very well worth the time to focus on that before you start working with that problem solving team.

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Ms. Chinn: And then the key is just to make sure that you're doing it systematically just like with every other piece of the, your decision making, your problem solving, working with the data. Just making sure that you have a systematic process in place it will be very helpful for you in the long run.

Mr. Davis: Another thing if you, Melissa talked about the grade level teams in addition to the problem solving teams. You know, pushing that data analysis and working with the data down to the teacher level, get as many teachers involved in that as you possibly can, it's gonna increase your buy in. You know, and it, it changes the level of ownership.

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Mr. Davis: They quit, they quit looking at other people to solve their problems and can start figuring it out themselves. And in one of the, last year I got a phone call from the director of special education, freaked out, because she didn't know what her problem solving teams were supposed to b doing. I said what do you mean? And she goes, well the grade level teachers know more about reading than my school psychologists and special education teacher in this building, because she has a math background. And they're doing better interventions, have better data collection than we have a problem solving team. So when they come to problem solving team what are we supposed to do? And I was like I think that you should go to their team probably and learn, you know, it because and Kansas they really, general education staff took the lead on this and took the ownership of this. Because, you know, that's where kids are most of the time. And so you know, they, the skills are there, so you know, push this down as much as you possibly can, and get this involved with as many teachers as possible.

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Mr. Davis: And you know, and lesson learned, include special education as well, because in Kansas they've kind of got left behind. You know, and its' not a good thing, but we're, you know, the chose not, they didn't, it's been general education effort there.

Ms. Chinn: Okay so we're going to move on, we have one last activity that will give you some time to sit with your team members and do some processing, and planning. Regina and Sandy are walking around with a form, it's a gold colored or do you call it goldenrod here, yeah. So, so it is your last chance to talk through, kind of do some planning, processing, develop some ideas that you want to take back to your larger teams. I understand these aren't your whole teams, so it'll give you some ideas to take back to them.

00:18:03

Dr. Cave: [Tape cuts] --done, if you're ready to, if you're discussed everything then let me know by raising your hand, if you need two more minutes, three more minutes. Nobody is raising their hand. [LAUGHTER] All right, two more minutes. Just sort of wrap up this, and remember we give you all these things ,and we know that you could take so much more time with them. So please bring the forms back to your divisions

and continue the discussion back home when you get back home, and you use all these things with your folks there. So two more minutes wrap up, and then we're gonna transition. [Tape cuts] it's my pleasure to introduce Dr. Dale Mann, who is a evaluator extraordinaire, ya'll remember Christie right?

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Dr. Cave: Guess what? He's our new Christie, Christie got married or in moved, how dare she do that to us. And how dare she do that to Dale, she fell in love dog gone it. And so Dale, we're honored here to have Dale here to present information from the evaluations that have taken place over the past several years, and we have a panel of experts to comment on this data. And they are Heather Tuck from Mecklenburg, you'll just come on up and take your place up here on our expert panel chairs, and Stacey, where is Stacey Lietzel from Shenandoah? Evelyn Perhac from Gloucester, where is Evelyn? Where is Evelyn? Oh there she is. And [Andy Jacks ?], there is Andy, Andy was over there, there he is, and he's from Prince William and of course Regina you all know, she's one of our coaches. So ya'll come on up.

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Dr. Mann: How many, how many people are already online? Raise your hand if you're online. And the next question is keep your hand up if you can multitask yeah, okay all right. This thing that has come around has on, on one side of it a URL.

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Dr. Mann: The URL is for the evaluation of these two days, and it would be of great assistance to me if you would be so kind as to multi-task during my remarks, and or to work on this when you get home because you're not doing anything else this weekend. It's the summer weekend, you got all weekend to work on this all right. In any case the URL is at the bottom, and then I'll talk about the thing that's on the other side in just a minute. Working this room reminds me of how much time I have spent in Russia, I have been to Russia working with Russian schools 36 separate trips, and I'm well reminded, flying on Russian airlines is horrifying. There is a story about two Russian pilots who landed in the rain and the fog one night, and as they hit the runway they realized how short it was, and so they grabbed everything they could find, they burned the brakes, they revered the thrusters, they collapsed the landing gear, and the shuttered to a stop just as the nose went into a ditch.

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Dr. Mann: And one pilot looked at the other pilot and said my god this is the shortest runway I've ever seen, but look at how wide it is. [LAUGHTER] We have a lot of data, and I want to talk to you about, about two kinds of data that are available, but before I

do I want to bring you up to date with one of your sister states that has decided, quote-unquote, to do RtI. And it is New York, the New York State Education Department on July 1st sent a mandate to all 635 school districts in the Empire state saying that your teachers in elementary schools beginning July 1st, by the way July 1st was this Sunday, but this is New York they don't care all right.

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Dr. Mann: July 1st everybody will do RtI, and the steps that they are imposing are only three fold, the second I find especially interesting. Because that will instantly be followed by legal mandates, and all kinds of stuff, but that's the way New York is doing it without funding, and without any professional learning opportunities. Would you care to predict, [LAUGHTER] and, and I, I share that with you because the Virginia experience over the four years now deliberate introduction, and growth of RtI could not be more different from what other states are doing. I have data about 1,800 teachers last year who were doing RtI in your divisions.

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Dr. Mann: And I want to start by, by telling you just a couple of things about the modal teacher, she's the modal teacher, she's the most common teacher in Virginia who is doing RtI, and she told us, she didn't have a choice. She also told us, "I'm in a school where I get told, I don't get asked, I get told." She said, "RtI in my school was pushed by a small group." And she said, "not everybody in this school is enthusiastic about RtI," and then the last thing that the modal teacher asked to respond to what her perception of RtI is, the last thing that she said in response to our queries was the ever popular, "my kids don't need more testing, they need more teaching."

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Dr. Mann: Ever heard that? Eight-six percent of the teachers said that, all right. Now with that background, you know, faculty members who are senior faculty members who are very experience, faculty members who are veterans in their schools, faculty members who exist in the social-political climate of the faculty, what would you think is gonna happen? It doesn't, it's not true. The next part of this is that those same teachers said 94 percent of the teachers said yeah I know this is from special education, I want to bring it to all the kids. I want to make this a general education initiative. Eighty-seven percent of the teachers said I have the technology to do this, the majority of the teachers said I have the time to do this.

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Dr. Mann: The two things that teachers have historically used as, as defenses are damn I don't have the time, and you haven't given me the technology, and these

teachers ,the modal teacher in the state is, is not doing that. They aren't hiding behind that, they have accepted RtI. They are embracing RtI. They have the time to do it, they're willing to do the analysis and the diagnosis, I can tell you four years ago when we first started looking at RtI in the state the teachers said I'm not a statistician. I don't remember those graduate courses, thank goodness, you know, we have a school psychologist, or if we don't have a school psychologist I can't do the analysis. Now 70 percent, 80 percent of the teachers are doing the analysis and diagnosis, sometimes supported by a specialist in the faculty, but in any case they've accepted responsibility for it.

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Dr. Mann: And they also report, and this is, this is a super majority of teachers 70 percent say, my principal is protecting RtI from the press of other business in this school. We aren't distracted by all the other kinds of things that happen in the school, because my principal regards this as a priority for our work. The teachers notice, and they're grateful. And then finally they want more training, they want more professional development, and they want more professional development at the division level, but also more locally developed professional development, peer-to-peer kinds of things inside faculty. So yeah if you think they're skeptical and resistant, and you think it's an uphill slog you're, you're partly right.

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Dr. Mann: But the other part of it is that there is a, a abundance of evidence about the acceptance and the professional endorsement of your faculties for RtI as the next step. And the next step by the way is evidence based instruction, something which, which has not until recently been at all logistically feasible but is now very much so, and well represented. We also have data from kids, and I'll do this very quickly. Every time I ask for help I get it. Last year's data eighty percent of the kids said every time I ask for help I get it. Group work in class, and the group work was distinguished from whole group instruction from teacher taught direct instruction, whole group. Group work in class over the years that we've been looking at this has gone from 39 percent, less than a majority of the time, to 46 percent, to 55 percent.

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Dr. Mann: So it's getting individualized, and the kids recognize what the teachers have begun to do using RtI, and there is a vote of confidence in the, by the kids in their own teachers. Fi they, if you ask them who they want to give them help, do you need extra help? Yeah, okay who do you want to give them that help a special, or my own teacher, that has gone over the four years from 54 percent, to 66 percent, to 72 percent. Three out of four teachers trust, I'm sorry three out of four kids trust their teachers, and they want the kind of grounded assistance that is available from their teachers. Probably

wasn't, and well in fact we know it wasn't the case as recently as three years ago, because the numbers were low three years ago and they're high now. It is beginning to take effect.

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Dr. Mann: And there is wholesome evidence on the part both of the teachers and on the students, I'm going to stop for a minute. This is our good panel here. comments, observations? I mean you don't have to, I'm just--

Respondent A: I guess so, our teachers need to hear that.

Dr. Mann: Well that's why I'm talking to you so you can, you know, we'll send you the PowerPoint and you can, you can celebrate the shift that is going on in the faculties. And it's a shift in, in the direction of evidence based instruction, and the kind of practical infrastructure, and the groundwork, and the, the stuff that RtI brings them. Which is a lot of work, you know, and which is reasonably intrusive, it's also very effective and welcomed by them. So all right, others?

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Respondent B: I think it was also nice to hear that the principals are protecting RtI as a priority, because that' so huge, and I think we're at the point that we need to make sure the divisions are protecting it as a priority as well as we are trying to role it out to all schools I think the division.

Dr. Mann: There are more principals on board than there are divisions on board, and we'll come to that in just a, just a minute. You know, how, by the way how many people are division based? Raise your hand. Really? And everybody else is school based, raise your hand school based. Okay, all right. Good. Well you'll have lot of different ways to look at these data. This, well I've got, I want to talk to you about two groups. The first group is the more mature group. The first group is the original pilot group of which there are now ten schools that we are tracking. These are schools that are in their fourth year, so if it's going to happen it will have happened by this point or in terms of Dr. Cave's question if it's going to be sustained you'll be able to see the evidence that it is being sustained.

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Dr. Mann: Or in the way I put it, they're beyond implementation, they're beyond initiation, they've begun to institutionalize it. It's begun to be part of the continuing repertoire, and the continuing professional infrastructure of the school, and the first, the first four or five slides here are about the pilot cohort. And that's RtI features, which you will recognize, and the interesting thing all these tables are, well there is two tables that

aren't easy to interpret. But these are easy to interpret, cause the bar and the cluster of bars, the bars on the left are the early years, and the bars on the right are the later years, and they all go up. Now two things that are going on there, one of them is yes they all go up.

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Dr. Mann: But second they go up over time, so in the first year there is one level of initiation and acceptance, but then it grows, and it grows again. And it grows in very, in very interesting ways. These data end in 10-11, I'm now looking at 11-12, which is the last year and this is behavior intervention right, which is a heavy lift for most places. The evidence about the uptake on behavior intervention is much more encouraging in the current year's data which I don't yet have on, on these, on these displays. None the less everybody, everybody started with reading, it's, it's all tier based. Everybody found it reasonably easy to do, student progress monitoring, universal screening got a lot of lip service in the first year, was harder to organize, and is now very much in place.

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Dr. Mann: And well I am always interested, you see the student grouped and regrouped? It's one thing to collect the data, it's another thing to analyze the data, it's a third thing to interpret the data and diagnose with the data right? So collect it, analyze it, interpret it, and by the way lots of collection, less analysis, a little less interpretation, and then what do you actually do with it? That's the grouping area there, and they're grouping, and they're regrouping during the year and again it's going up. So it takes a while to get it done, but they are getting it done. By the way I want to, I want to give you a preview about the division stuff. You're gonna see the same trend lines in the divisions, starting reasonably low, you know, encouraging, but even more encouraging in the second year of the data I have.

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Respondent C: I just had a question the regrouping for the last slide, do you know how specific was that to the actual regrouping? You know, guided reading groups are grouped, you know, like how versus the whole grade level regrouping versus--

Dr. Mann: No these, these are data which for, for the pilot schools reflect teacher changes, and the teachers are the respondent. So we're asking teachers whether or not they are regrouping their own classes.

Respondent C: Within their own classrooms okay.

Dr. Mann: Within their, their own enrollment.

Respondent C: So it's more of a class based as opposed to school wide?

Dr. Mann: Yes, yes. I don't know where you're going with that, but I'd rather have it be class based than school wide, you know. It's one thing to get a principal to self report the whole school is doing it, it's another thing to have teachers actually say I'm doing it, and I can show you why, and show you where. I'm encouraged by that. Yeah.

Respondent C: No I don't agree, but that's okay. Well we, we had a lot of success with regrouping by the whole grade level, and because we could really hone on matching groups of students that have unique needs.

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Respondent C: Cause a teacher is gonna have a challenge with meeting the needs of every single one of their students.

Dr. Mann: Cause there is low incidence stuff and you don't--

Respondent C: Cause you may have one child that has a need, whereas in a grade level you have more students with similar needs so you can provide intervention for, you know, five students as opposed to just one.

Dr. Mann: Nice, nice.

Respondent C: So we've had a lot of success with that.

Respondent D: The other thing that we had been talking about since the very beginning of the training was that everybody owns the students, so if the whole first grade owns all the students in first grade then that's the way you have to do it. And it's still happening the way that you're talking about except if you have five 1st grade teachers, then all five 1st grade teachers sit down together and they do it together. And that regrouping occurs across the grade level, not within one classroom.

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Respondent D: Which gives more power to the whole thing.

Respondent C: In a sense they're doing both, they're doing it for their own class as well as the rest of the grade level.

Dr. Mann: Yeah, yeah okay.

Respondent B: I think it's the difference between the differentiation and then the regrouping, so almost two different issues.

Dr. Mann: Good, good comments. If, if we do this analysis again now for the fourth year I think, I think I'd like to change the instruments do I pick up the distinction that you introduced just, you know, nice stuff. This is business process re-engineering, those of you who have, who have watched me do this analysis over the years know I've been, I've been skeptical about this. But the absence of this in New York State is going to sink the RtI ship, because they won't know what to do, and they won't have any way to do it.

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Dr. Mann: All right, so in fact what you're looking at is, is you're looking at what used to be called the blueprint, you're looking at the steps, you're looking at the practical ways in which these things are going to be implemented, and there is your support from school principals. And division communication, and cooperation is a kind of a proxy for support, and among the pilot schools it has gone up over the years. Still aren't all the way there, and then the second on, on business process re-engineering is local PD, which is, which is too low, consensus among faculty, and look at infrastructure supports. There was practically nothing this year, this is a year where the state found third party money to provide some assistance, and this is a year where the divisions and the schools are either rededicating existing technology or buying handhelds or other kinds of things in order to make that happen.

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Dr. Mann: Same pattern on, on this, the, the pilot schools they are going up. That's SOLs, and those are the SOLs across the, this is a three, yes this is a three year run. End of the year '08 to end of the year '11, the low, the light blue is math, the darker blue is reading, is, is English, and those are pseudonyms obviously for the schools that we are looking at in the cohort. And it is clear that there is a difference among the schools in their achievement. Which reflects the question that came from our friends back here on the west side of, of the room you know, I'm really working very hard and things aren't changing now what?

00:40:02

Dr. Mann: You know, the problem solving group of schools are in the right hand side of this, these are three year data, I hope to have more encouraging data in, in this the fourth year for these schools. Yeah.

Respondent A: What do you consider is this third, fourth, fifth, what's the English is that reading and writing together, what grades?

Dr. Mann: Those are the SOL scores for the, for the grades and these are all elementary schools, so these are the available SOL scores for the elementary schools,

combined. Right, right. This is, this is, is more evidence on the same kind of thing, this happens to be PALS, benchmarks and we look at a lot of kind of much more molar data.

00:41:02

Dr. Mann: This is PALS benchmarks, and you see this school grows by 40 percent over a, over a, actually that's, that's yeah over a school year, and this school goes down by that much. So there is great variation in individual metrics, that one happens to be PALS benchmarks. This one is the number of students referred to special ed., and as you see there are declines in referrals for Rosewood and Daisy, and there are increases in referrals to the schools at the bottom. And then there is, there is one more of these and then I, I promise to, no there is two of them. The point here, these, these are kind of bi-modal distributions, there is a lot of gain at the top and there is not gain at the bottom, and there are things going on in those schools that are known to the schools.

00:42:06

Dr. Mann: They're known to the leadership, the principals understand what's happening I hope. The teachers have a perspective on what's happening. The coaches to the extent the coaches can now work from the division level back into the school level ought to use these kinds of data as a window to make their services available. Wayne. Well they should be problem solving, that's, you know, right, right. You know, when that happens and you look at your data you ought to go ding, ding, ding, you know, right. No, no, no. No, okay, all right. Now that's the end of the pilots okay, so you just looked at, at the group that's most mature, and that has been at RtI the longest.

00:43:04

Dr. Mann: And we now are switching to the, to what's called the division cohort, and these are all the divisions that have, have volunteered themselves into this initiative, and then these are the 90 plus schools that are in that. And this is what they're doing, and the interesting thing is between 10 and 11, and 11 and 12 they're getting more ambitious. They're getting more schools doing more things about reading, and in this instance for the elementary schools many more schools working on math in the second year than were willing to take on math than the first year. So the agenda is changing, and the investment is changing, and the three blocks of, of, of bars on that histogram are elementary, middle, and high schools, and predictably the high schools are you know, lagging the distribution.

00:44:06

Dr. Mann: I am persistently curious about high schools. That's diplomatically put all right, but you know, I mean they're there and, and they're there with behavior in ways that, that I find interesting and unusual, and in the current year data the 11-12 data there

is much more attention to behavior. And then this one is again the division cohort schools, and this is what the division cohort schools intend to do this year. This coming year that's 12-13, and the high schools are really gonna push on reading as reported, and so are the elementary and the middle schools.

00:45:02

Dr. Mann: If I had, if I were at the division level and I had a number of schools at the division I'd be curious to, to look at, at a similar distribution, and, and ask myself why is it that the schools in my division are or are not investing themselves in different kinds of topics, and different applications at different grade levels. That is where they are on implementation, last year, two years ago when we asked about, that's right, two years ago we asked about division wide implementation, only a few divisions were, were going to the really comprehensive. The comprehensive divisions have changed dramatically, and there is not much more piloting and fortunately not much more planning.

00:46:02

Dr. Mann: So the, the take up if you will of RtI at the division level is changing and changing in a, in a very wholesome way.

Dr. Cave: Can, can we ask a question? Could you go back, thank you, I think in some ways almost as we're looking at this when we're talking about doing RtI is that your self report of doing RtI, or were there indicators to say you're doing these things, these things, and these things, and so we will concur that you are doing RtI or is this just--

Dr. Mann: Right very good question, we have both kinds of data. Those happen to be self report data from division reps, I'm about to field a whole wave of telephone, raise your hand if you're a division rep. And, and write your telephone number on the table here so I can call you this summer, I'm, I'm about to field a whole wave of telephone interviews with division reps. But at the same time that I'm getting those, that kind of information rom people who are responsible for this stuff, who are pretty accurate in their reporting of what goes on, I also have independent data from those 1,800 teachers from those 900 plus school administrators that I can use to, to check and confirm the extent of which it's actually happening.

00:47:18

Dr. Mann: And we do both of them, we do both okay. Others? By the way you get to ask questions too, all right. I mean we're doing a fish bowl here where, you know, the people inside the fish bowl get to talk, but you get to talk, and so if you have questions please let me know, or observations. Yes. Spring to spring, that's spring to spring yeah, yeah. So essentially what that table says is that the divisions spent the first year planning.

00:48:03

Dr. Mann: And I, you know, which yeah sure. For almost all divisions they should have spent the first year planning. They should have spent the first year figuring out what's feasible, what are my existing resources, where are my, you know, that's as it should be. But, but the good news is the bar jumps, you know, cause there are schools that, that were planning last year and are still, I'm sorry division who were planning last year and are still planning. Yeah, all right. This is, oh this is just a high to low what's getting implemented. The things that are most implemented are progress monitoring, this read this from the top down. Progress monitoring is, is most in place, some kind of communication and collaboration and planning between the division, the schools and classrooms is second most likely to be implemented.

00:49:10

Dr. Mann: Then data collection and analysis, then software, and then I want to say some more things about academic interventions and problem solving, but I'll do that in connection with it. That's just, that's high to low. In a way that's where people start the work, and then the work grows from there. Andy.

Mr. Jacks: I've got a question so the numbers on the right represent the top fully implemented--

Dr. Mann: Oh the numbers on the right that's separate, that, that's, that's just a count of how many divisions had begun that activity in this most recent year. This number--

Mr. Jacks: So the numbers in parenthesis are the numbers corresponding with up above.

Dr. Mann: That's correct, these numbers are derived that way. You know, we coded it one to three and then we averaged this and this is highest to lowest, this is most done to least done.

00:50:02

Dr. Mann: But then I also have information about, you know, who, who actually began each of these things how recently, so I'm just showing that.

Respondent B: Just to comment on that one, what we've just gone through in the past two days that our outside observers have said is that one of the things they saw as a weakness was that we still aren't really great at the problem solving approach. So it certainly is reflected in this data as well.

Dr. Mann: It shows up, it shows up. That doesn't alarm me, I mean for this year, for the, if, if the planning year happens last year, and the first year of initiation happens this year you wouldn't know you have problems until sometime in this year, and then as the first year of implementation happens it should sharpen your understanding of where you really need to bare down all right. But you know, this is, they're doing the work. This is, yeah this is by school.

00:51:04

Dr. Mann: And this, those percents are the percents of the schools that are doing these things, and year one was two years ago, and year two was last year. And as you see we, we stopped asking some of these questions but we have consistent data from others, and year over year there is more universal screening. Year over year there is a lot more student progress monitoring. Year over year there is a lot, there is a big, big change in the analysis of data. All right, remember what I said when I was showing you the year over year growth in the pilot schools, and how they couldn't do everything all at once, and they had to aggregate it year over year, and it's a cumulative thing. Same thing at the division level, it's a cumulative thing. So two things, trust it, but monitor it.

00:52:04

Dr. Mann: You know, pay attention to what, to what's harder to do and be sure that you are in fact doing it. And then this is again back to, back to business process re-engineering. Oh yeah I want to go back to one thing, look at the bottom line there, the bottom row. Research based academic interventions are available, students not successful at the junior, with the general education curriculum, that is the teacher's professional question. That is the teachers saying what do I do Tuesday? Yeah, and that's at the heart of the profession, what do you do Tuesday? And they are asking that question with respect to RtI at the end of the analysis and diagnosis perspective, and they expect that somebody is going to close the circle with recommended practices, with evidence based practices.

00:53:02

Dr. Mann: And on this evidence it has begun to happen, and it has begun to happen and I suspect that, that this is part of the wisdom of the shift from a state driven strategy to a division driven strategy. It's hard for the state, it's hard for this state to mandate curriculum. There are other states, you know, that do it all the time with more or less success, but this state is not likely to do that, all right. But the teachers are still gonna ask what do you do Tuesday, and so somebody has to answer that question. And in having, in having now empowered and challenged divisions to take responsibility for RtI including the last step of that responsibility, helping teachers know how to change their instruction, and what kinds of interventions are most appropriate there is real progress.

00:54:03

Dr. Mann: And I'm, I'm happy to see it. And I'm happy to see across the divisions that are represented here. And then this is, is more business process re-engineering stuff, those 100 percents are nice, and they're very probably accurate. So we didn't, we didn't ask about them anymore. I mean you've got, you've got that work done. But then again where we did ask this year follow up questions there is good progress. Yeah. Yeah that's, that's technology and it showed up, it showed up on the other slide too. Look, I used to be a professor, you know, I spent 30 years on the faculty at Columbia University in New York.

00:55:03

Dr. Mann: And my colleagues and I used to run around and say oh teaching should be, should be anchored in the data about student performance. It was just so unfeasible, it was, it was so impractical, if you have only paper systems for data collection, if you're keeping things on giant spreadsheets you will not ever be able to buy enough three-ring notebooks to get it done. All right, you know, you just can't, I mean it, it as long as it's only paper based it will never happen. And teachers will legitimately say the technology is an obstacle to my ability to individualize, I'd like to but I can't. You know, how many kids I've go, you know how many different levels of, you know, I mean they just can't do it. You can do it with technology, and, and what's happening, and the technology is just, you know, the digital, the digital collection, analysis, reporting and graphical representation, it's got to be graphically represented.

00:56:03

Dr. Mann: Graphical representation of the data, if you've got that then you can start to individualize, and one of the reasons that we're seeing such sharp increases in evidence based instruction coupled with RtI as an intervention is because the divisions have invested in technology. The one I want to talk about is this one, changes to supervision and evaluation. Its one thing to initiate something, it's something else to implement it in the first year, you know, and then, and then the question is, is it institutionalized? Has it found it's way into the standardized procedure of the school? Is it part of the diurnal practice of schooling? And one of the signals that that has happened is if I ask a principal how are you evaluating your teachers, who me your walkthrough regimen, and the ideas of RtI show up on the walkthrough data collection on the handhelds. Then I know okay this is likely to get communicated, it's likely to get supported, and its' likely to get enforced.

00:57:06

Dr. Mann: And therefore you've shifted from implementation which is always fragile, you know, this isn't, I'm talking bout the question of sustaining this. You're past the

implementation state to the initiation stage, and I suggest that will not happen until your administrators, teachers, supervisors, principals, assistant principals and others build it into their observation repertoire, into their evaluation repertoire. And we don't have evidence this year that that has happened. I'm, I hope to be able to track it. I think it's gonna be one of the, the most interesting signs, anything else there? Lots of division, division school communication and cooperation. Oh by the way there is a problem solving data there isn't there?

00:58:00

Dr. Mann: This one, revisions to the program during the school year. That's a proxy for problem solving, 58 to 65, there is more problem solving going on. Okay, people are seeing stuff and they're working on it, and they're, they're fixing it on the fly.

Respondent C: I had a question about the, the 42 and the 33 percent, did we just not ask those follow up questions, is that we don't have a secondary score?

Dr. Mann: That's right, that's right, that isn't, let me say something about why it's not there okay. You guys get impatient with me asking these questions right, and it turns out that there is a cap on, on your willingness to cooperate with data collection. So I have to be very prudent about, about what I'm asking, and I'm trying to track the big variables that are most of interest. So I can't, I can't look at everything all the time. Left to my own devices I would, but then you'd never get anything else done except fill out observation forms.

00:59:00

Dr. Mann: This one is, this one is division staff trained, and as you see this is division staff, this is, is folks at the central office. This is whether or not you are building a cadre in your division colleagues who are up to speed with RtI, this is also the work of the coaches. All right, and as you see big jump in the, in one and four is trained, substantial jump, you know, three out of four are trained, and a big jump in all are trained. Those are divisions reporting. So the divisions are paying attention to, to growing their capacity building capability, and then this is obstacles. This is, is if you can't do it why can't you do it?

01:00:02

Dr. Mann: And the two numbers that are, the columns are it's not a problem, it's a little bit of a problem, and it's a heck of a problem right? So it's three columns, and then within each column the two numbers are last year and this year. Look at the bottom one, lack of support from division leadership or staff, I got leadership problems. I got turnover in my school principals, I've got a new superintendent, I have a school board that thinks they don't want to support this, you know, I've got leadership problems and it

wasn't an obstacle in eight places last year, and some more have now solved the problem. But more than half report leadership problems in the division or the school. And you're all worshiping at the same shrine if I don't have the principal I can't do the work.

01:01:04

Dr. Mann: By the way I'm not sure that that's true, I have seen faculties drive schools god bless them, you know, but in general if you don't have a principal you know, it's gonna be, it's gonna be exceptionally difficult. And these data are signaling that the consistency of leadership, and the nature of the buy in from, from the top people is a bit of a difficulty. Teacher training is also one of those things, and the same thing shows up from the teacher data themselves. The teachers would like more professional development, they'd like professional learning opportunities. They would like RtI located in a framework of a professional learning community or something. You know, I mean some things probably, they are willing to learn more probably because they see how significant and helpful this is. Lack of intervention resources, I'm encouraged that, that 10 of the 23 divisions say that that isn't an issue.

01:02:09

Dr. Mann: Lack of resources for instruction also encouraging, but there is a bunch of places where, where those things are still work remaining to be done. Resources for data analysis not much of a problem, lack of direction from the state not a problem. You're telling me that the kind of direction and guidance you are getting from the State Department of Education is sufficient, it's acceptable, it's useful, it's practical, it's reasonably grounded, it's okay. So that is not an obstacle. On the obstacle list of any comments, observations, counter experiences? No, okay.

01:03:00

Dr. Mann: Oh and then this is oh yeah hmm, this is this year's data. Yeah, this is the, the most recent year, and these re two things that, that we had not previously asked and it really surprises me how predominant, quote weak core instruction is. I applaud you for your candor, and for your professionalism in identifying the fact that you've got problems with core instruction. All right, that's part one. Part two is there are schools in the data set that is very clear, have stopped with core instruction. Yeah, that's all they've done. They haven't gotten any other mileage out of RtI, but I'm interested in the candor, and in the, in the prevalence of, of your diagnosis of core instruction as an issue in your school, and then this, this simply repeats.

01:04:08

Dr. Mann: Eighteen of the schools are experiencing the turbulence if you will of, of leadership.

Respondent D: I just wanted to say one thing about the core, I think the problem that we had at the beginning was that we really didn't understand what that meant. And so when they showed us the building the airplane while you're flying it we didn't get that, and so as we've gone into it we do have a, a really good grasp of what core means not always how to, how to get it to where it should be. But I think that's why you probably have more honesty there because now people get it.

Dr. Mann: Yeah, yeah. Well you know, I mean they half of the cover stories of the Phi Delta Kappa are about reflection.

01:05:03

Dr. Mann: You know, and getting us to reflect on, on our own responsibilities on our own work, and I'm just pleased that you are as reflective about a central issue, and that one is, you know, that one's a central issue. So good for you.

Respondent 3: But is that as coaches we try to emphasis with, with our divisions that when we look the screening data that's really what we're looking for first is their core instructional program. And, and that was at first I don't think that the screening data was like, well who do we need to do interventions with? You know, that's what that was what they were looking for, but the first thing we looked for is what is happening in the core.

01:06:01

Respondent 4: I think a natural kind of next step to identifying all your students and where are they in the tiers, and how many there are. You start asking those questions like why are there this many students, and what's going on, and what are we doing about it. And once you start doing that then do you look back at the core automatically, so it kind of may be a natural progression, like a cycle.

Dr. Mann: And, and if you remember way back to when I started this monologue I pointed out that teachers recognize the, the special education provenance of RtI, they know that's where it came from, but they want to generalize it to all kids. They want this to apply to their whole enrollment, and, and that means that they understand it's implications for core instruction for all students. So anything you can do to get everybody to own everybody, anything you can do to create a larger community of interest is, is likely to, to be responsive to that.

01:07:01

Respondent A: I would say to that though five years ago most of us looked at core instruction success by SOLs. And that's not an indicator because not all students took the SOLs.

Dr. Mann: Yeah, yeah, yeah. Yeah right. This, these two are, the interesting one is the second one there, there are apparently, how many five, five divisions that have four tiers for RtI. I didn't know it either, I think it's, I think it's very interesting. Yeah, yeah. Yeah, okay no I'm just interested in it that's all, I mean that's, that's kind of discriminating and, and finely grained. And then do you have a defined RtI process? I don't, I don't trust that item by the way I mean I, I think that item is too global.

01:08:02

Dr. Mann: But, but as I was listening to you talk about what the divisions are doing to build division support processes I think that's what that's about. And then this, this, these, these last slides are about outcomes or results with respect to student data I am still in the process of, of getting the access that everybody in this room except me has. You can all look at the data right, cause you're officials of instruction in the Commonwealth of Virginia and I'm not, and I have to jump through an astonishing number of bureaucratic hoops to get access to the data. I'm in the process, I'll have it, and so I hope to be able in the fall to talk more exactly about SOL progress and other kinds of, of, of outcomes. Now, you know, people are pretty prudent about the affect on AYP.

01:09:02

Dr. Mann: But there is interesting stuff about referrals to special education, and it is, it is encouraging. That by the way is one of the things we do track, and we track it, we monitor it with actual data, and quantitatively at the school level and at the division level. And it shows up in the original pilot schools as, as decreased referrals for some schools. And then this is, is it costing money? We can't find much evidence that schools are, are dedicating extra money to this. I don't think schools have extra money to dedicate to it. I think what is happening is in your inventiveness and dedication you're finding ways to reallocate resources, but there, there is a relationship between, between the estimated cost to run RtI at the division level and the special education budget.

01:10:07

Dr. Mann: And this one reductions to special education expenditures really frustrates me. I strongly suspect that there are fewer referrals, less demand for the most expensive kind of schooling because of the effect of RtI in reducing referrals. I strongly suspect that, if I can get the numbers which means if I can get the numbers from you, right, if I can get the numbers from you I will multiply those numbers times the average cost for special education kids with different diagnoses. And I'll be able to do what's

called monetize the results, I'll monetize the results and that means you'll have something to say to the school board. You got it? All right, so if you want to be able to defend this and to advocate for the multiple results of, of RtI one of the strongest pieces of information will be that it is saving you money by avoiding the downstream cost of special education.

01:11:13

Dr. Mann: Please. I have, I have lists at for every division of the key contacts per division, I'm sorry I wouldn't know yeah. It is one person, it's, it's, it's one person who has been identified as the key contact for each place. There, there is as of yesterday an email that went out to all the divisions saying that Dale wants to talk to you, right, so you know, and I do. Vacations or not I do want to listen to your key contacts, we could work out a system where you would know who the key contact is.

01:12:03

Dr. Mann: And if you think there is a better and more knowledgeable person I would be delighted to have it. My, my address information is going to appear on the last screen okay. Oh and we're almost to the last screen, that's, that's who, that's who is in the universe. And then that's that, now…one other thing, and then I want to be sure that there are no more questions or observations, or comments. I do a lot of evaluations of education programs all over the United States. I look at hundreds of initiatives like this, and often we look at them statewide. And in Ohio, and Indiana, and Nevada, and Pennsylvania we're doing things for the whole state, and I've just been showing you whole state data.

01:13:03

Dr. Mann: But what happens is the school districts say well you know, why are you telling the state that why don't you tell us what our data are? All right, if you would like that I could customize this for your division. And we could, you know, write a little contract and I'll do for you what we do in lots of individual jurisdictions, counties, [LEA school districts ?], and even schools we give schools a customized parallel report. That really sharpens what's going on, and the nature of that report is described on this. And I'd be delighted to talk to anybody who is interested in that okay. It, it might help you especially given the emphasis on your reflection, and given the emphasis on your leadership of these programs with grounded evaluation data that are authentic and valid and that's what we do all right.

01:14:00

Dr. Mann: And then the last thing is, is this piece. Please do this, I need to know the extent of which any of this was helpful to you. I do know that Susie and Cindi and

others shape these sessions according to what you say about what has been successful or not successful for you, and that's how to get in touch with me all right. So other observations, comments? If you're writing a dissertation can you have this data set for chapter three, yeah sure why not you know.

Dr. Cave: Thank you Dale, thank you for all the work, we have, we have truly enjoyed the relationship with Interactive, when we get the results back from the information that they have collected we come to Dale's office, or Dale comes down to ours.

01:15:04

Dr. Cave: We, the Susie, Wayne, the coaches, myself, Dale sit down and went through all this data that he showed you and more, and we asked questions why is this happening? What else do we need to look at? What other kinds of technical support can we provide? What does this mean for what we need to do at the state, and always Dale is there providing support, willing to help our discussion, and we truly appreciate that. what a great partner you are, so I will, and he didn't even like bribe me with anything to say that. So I do think that's a great, Carole that was a great question about just who is entering this data, cause who is responding to these questions? Because one of the things that Dale and I have talked about is response rate, and it's important for us to have good information to have a good response rate. And Susie has a list of, you have a list.

01:16:00

Dr. Cave: Right, so you all can know that, and, and you can do some follow up yourself. Also you have a list of folks where we didn't get a wonderful response rate from some of the, the teacher responses or others. And you may have already followed up with those divisions and maybe not, but we will, we want you to know. And like you said you would like to know well who is supposed to be doing this so you could talk about that as a group, and as a team. So with that unless there are any other burning questions at this particular moment I really thank you for your attendance, and I thank you for your work that you're doing, and I thank you for all the information you bring to these workshops. Because you really, you are becoming our experts, and expert panel thank you. Have a nice trip home and we will see you next time.