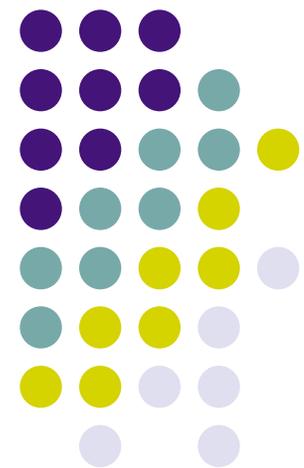


New Ways of Thinking About Instruction, Assessment and Intervention for All Kids – And Why We’re Thinkin’ That Way

SECC Rtl Funding Summit

*W. David Tilly III, Ph.D.
Heartland Area Education Agency 11*

February 25 & 26, 2009



Questions about this presentation should be directed to David Tilly, Heartland AEA 11, 6500 Corporate Dr., Johnston, IA 50131. Email is dtilly@aea11.k12.ia.us, (515) 270-9030.

Who am I?

What perspective?

Regulatory (yesterday)

Program (today)

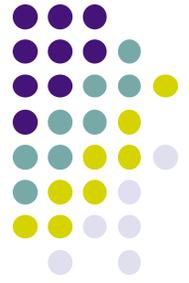




Big Picture Objectives

- To provide an overview of:
 - Clarity on how current funding models impact instruction
 - Why we are challenged
 - Principles for thinking about funding/ resourcing of RtI
 - Practical strategies in schools

One More Objective for The Morning



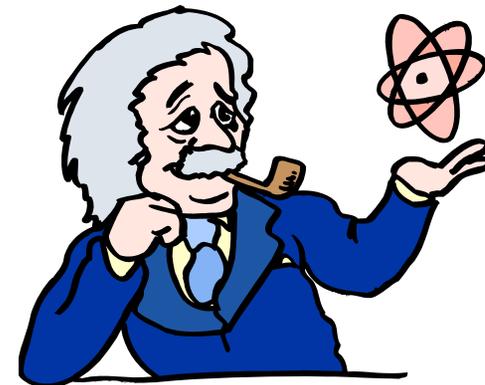
*To
encourage
you to think
“Outside of
the Box”*





The significant problems we have cannot be solved at the same level of thinking with which we created them.

Albert Einstein (1879 – 1955)





A Bias I Have

- In our current contexts, we ALL need to talk about ALL kids
- Part of why we're here is that despite our best efforts, there are still MANY students not making it academically as a result of core instruction alone
- These kids historically have fallen into lots of different adult-created and instructionally irrelevant “categories” (Title 1, Title III, At Risk, SPED, Gifted, etc.)
- The key to ALL is EVERY and we've got to look at kids uniquely

Some Themes From Yesterday

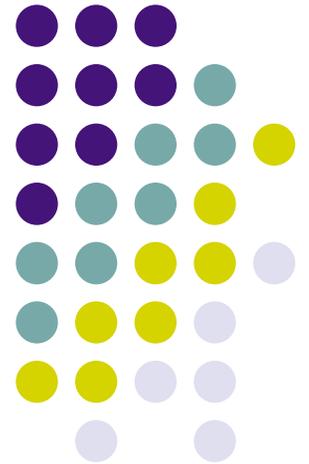


- Title I, Title III, IDEA and all of ESEA (NCLB) are focused on raising student achievement
- Federal Funds Support, Not Supplant
- There are many possibilities for using your funds in flexible ways

**Richard Feynman has
said:**

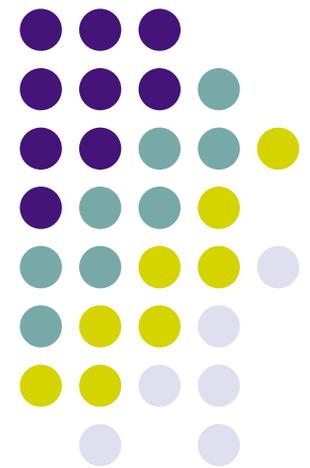


“The best way to predict
the future is to invent it”



It is Also True That...

If we don't learn from the past, we'll repeat it

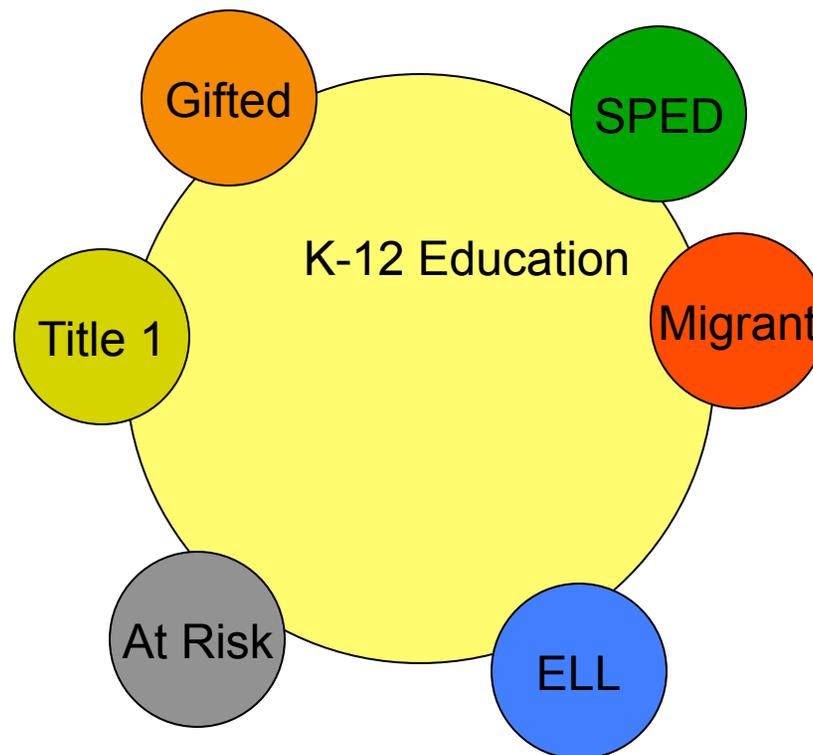




One Perspective on History

- Our education system has grown up through a process of “Disjointed Incrementalism” (Reynolds, 1988)

The current Education System's Programmatic Evolution





Unintended Effects

- Conflicting programs
- Conflicting funding streams
- Redundancy
- Lack of coordination across programs
- Nonsensical rules about program availability for students
- Extreme complexity in administration and implementation of the programs – Expensive!





Take Home Point #1

- Students' needs do not vary typologically by group
- Students needs vary continuously within specific content areas
- Our challenge is to make our funding system align to the instruction students need to be successful



A Smart System Structure

Enter a Schoolwide System for Student Success



Academic Systems

Behavioral Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Targeted Group Interventions

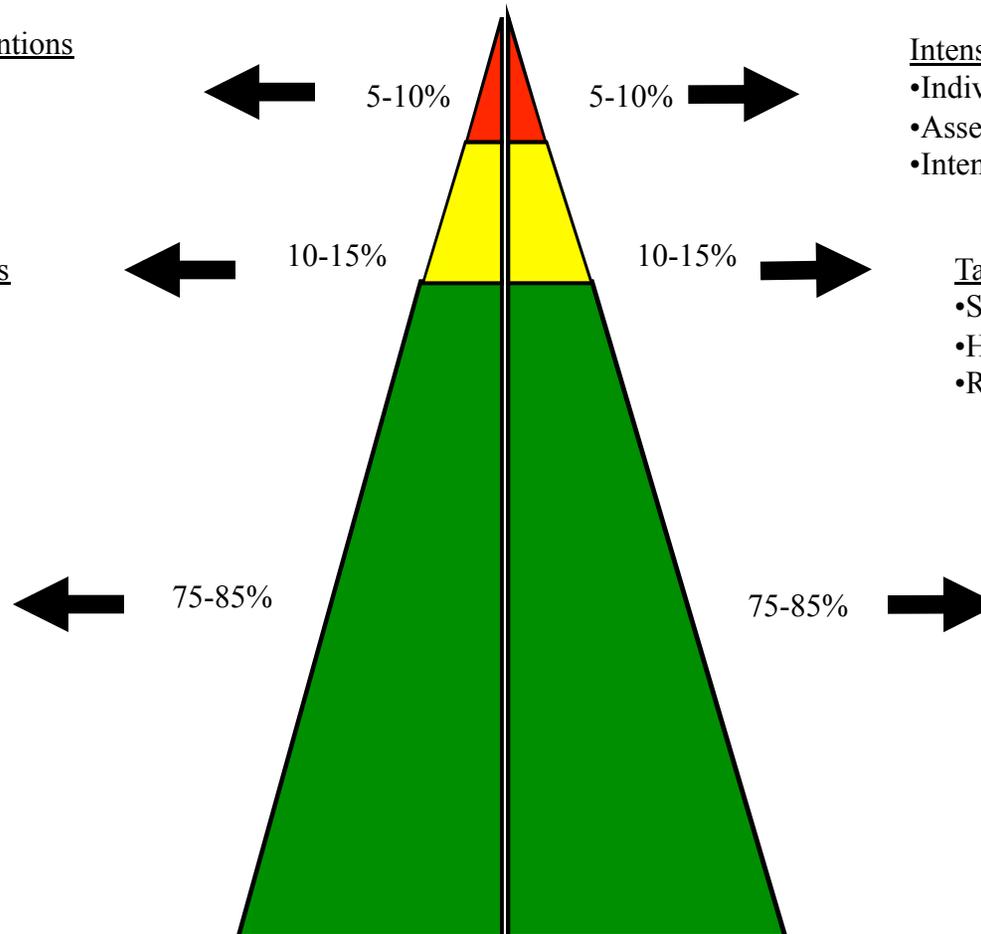
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

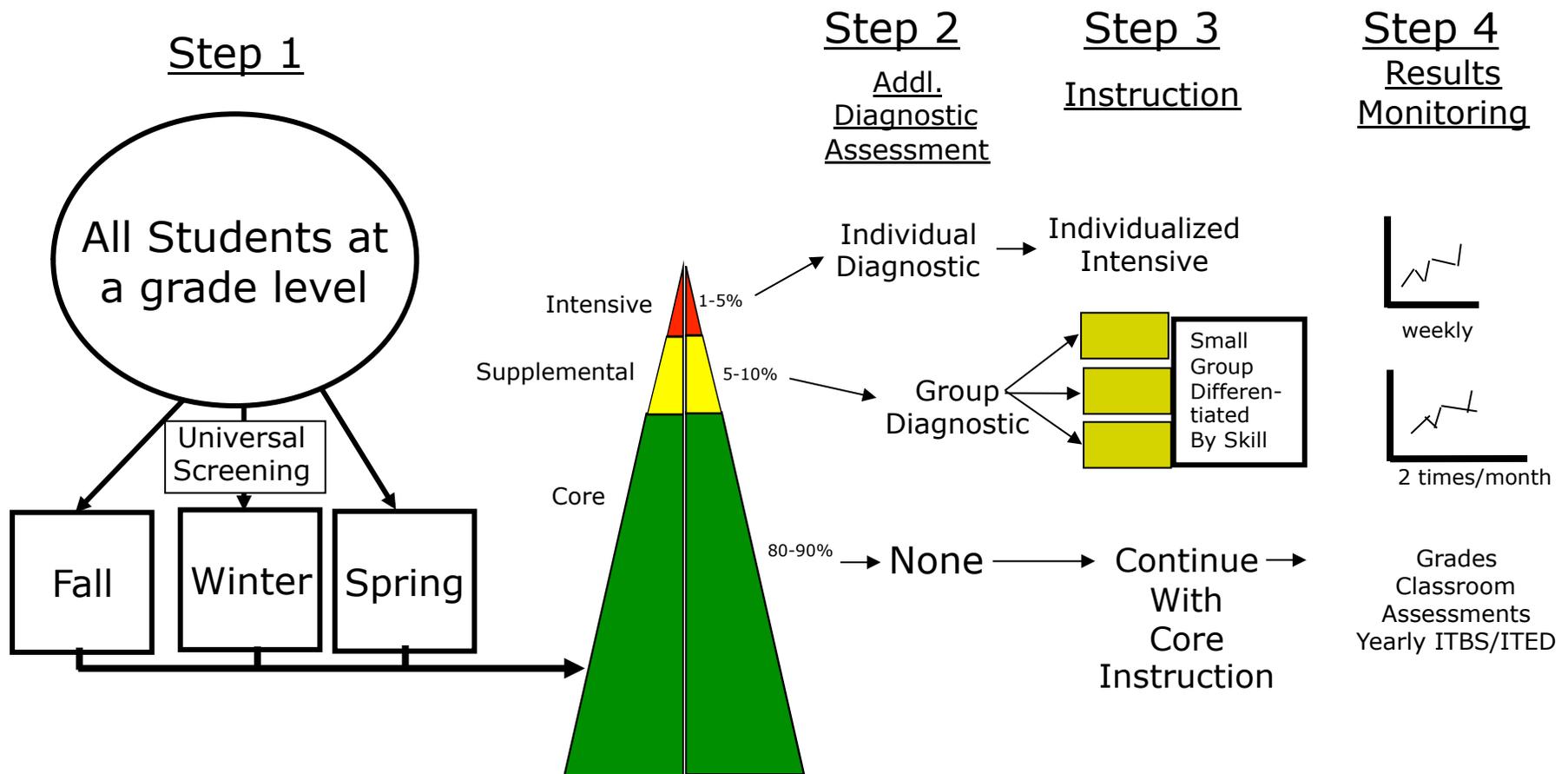
- All students
- Preventive, proactive

Universal Interventions

- All settings, all students
- Preventive, proactive



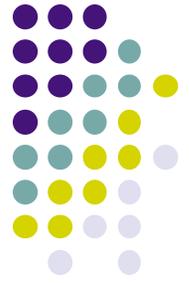
How Does it Fit Together? Group-Level Diagnostic Std. Treatment Protocol





Take Home Point #2

- Don't fund "Rtl"
- Fund student learning needs – at the level of instruction, not the level of categorical grouping
- In order to fund student learning needs, you have to identify specifically what students need
- Stated differently, we have to know the what before we can identify the who and the how



Shift in Thinking

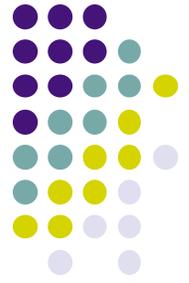
- You are not buying programs, you are buying outcomes
- The New Game: you have to think about how you can allocate your resources to buy the maximum results for all students given the resources that you have
- You got to use data to make decisions – You will have consistent data on student achievement
- What data do you have in your system to make these decisions

How to Think About Funding Rtl



- Rtl cannot cost more; it's about doing something different with the same \$\$\$
- **DO NOT** fund Rtl as a separate initiative (if you do, when the \$\$ goes away, the people go away, the initiative goes away) – Rtl is a framework for schooling, not a separate initiative
- For this to work, every single program, service, strategy must fit within the Rtl framework. If it doesn't, it shouldn't be funded.

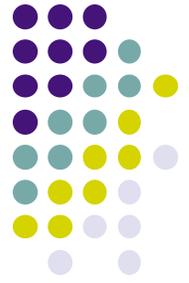
Take Home Points #3: A Model for Funding Rtl



- Adopt a clear structure to drive schooling (the Triangle)
- Understand that the unit of change in this is building
- Determine what your students need – instruction, nature and intensity (core, supplemental, intensive)
- Examine the resources available in your building to determine what resources are available and the flexibility within them (You will have to stretch)
- Align resources to needs
- All programs and services in a building must be aligned with the triangle
- Relentlessly ask “How Can We? vs Why We Can’t”

Three Phases of Implementation

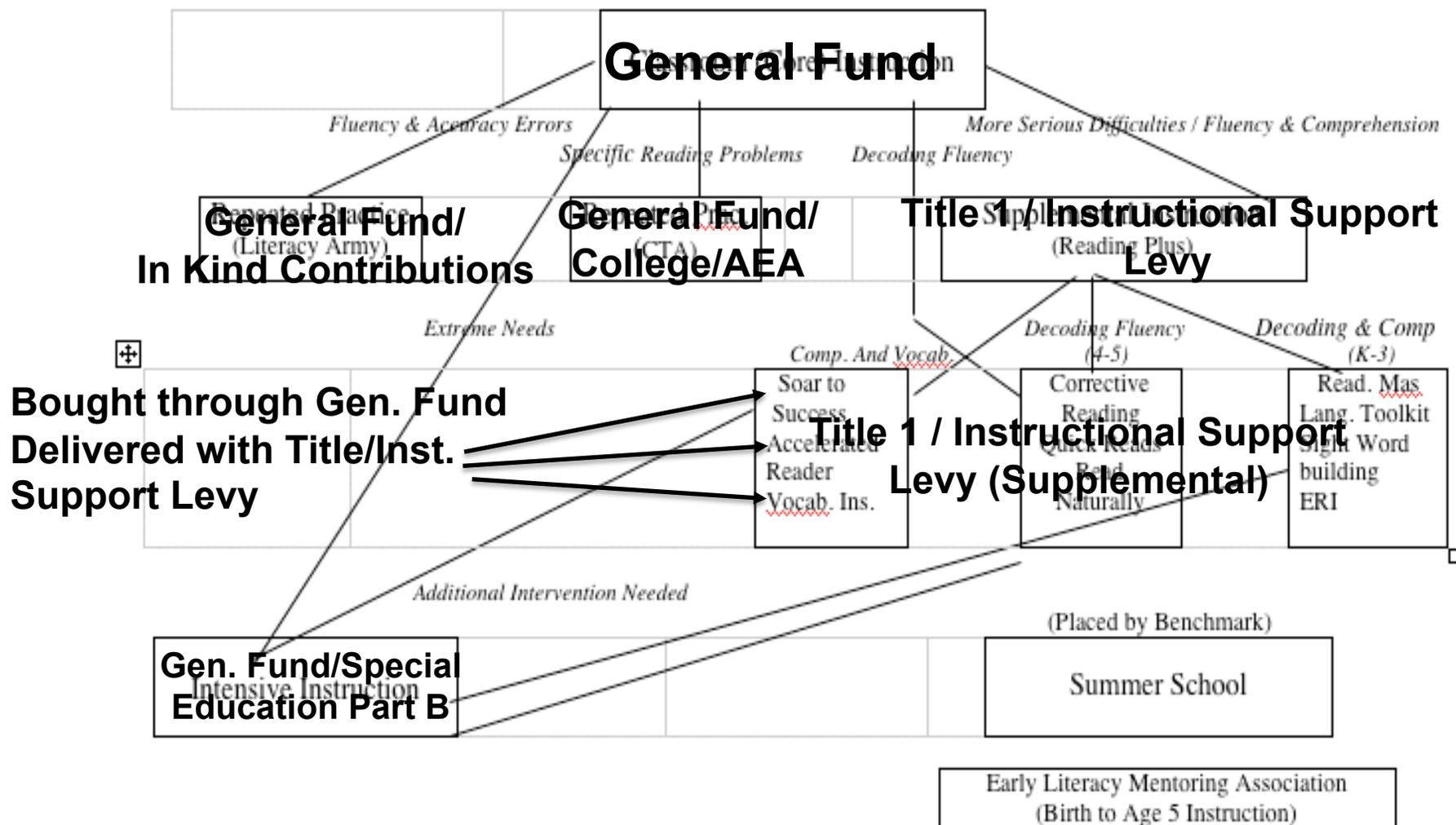
– Major Expenditures



- Consensus Building (around 6 months)
 - Professional Development
 - Meeting Expenses
- Infrastructure Building (around 18 months)
 - Professional Development
 - Assessments, Curricula, Supp/Intensive Programs
 - Teacher Collaboration Time/Instructional Time
- Implementation (ongoing)
 - Data Days
 - Instructional Time/Effort
 - Institutionalization Costs

Elementary Reading Flow Chart

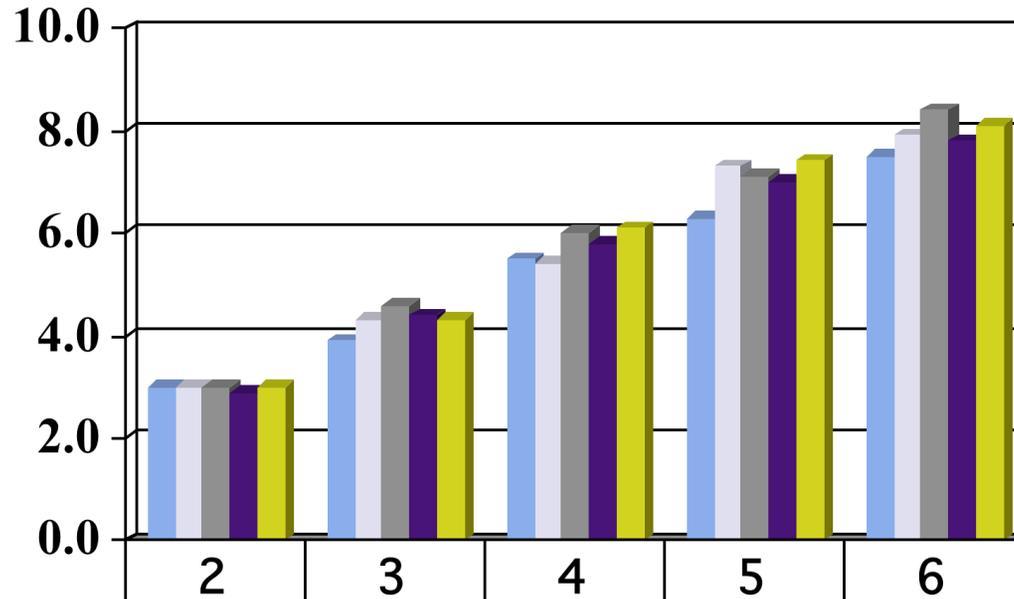
An Example



Assessment Indicators:

- Fluency and Accuracy – 3x per year (Fluency measure)
- DIBELS – 3x per year K-1 (Early Literacy measure)
- Gates-MacGinitie – Fall 2nd, Spring 2nd & 3rd (Comprehension and vocabulary measure)
- STAR – 3x per year 4th & 5th (Comprehension and vocabulary measure)
- AR – Continuously 4th & 5th (Comprehension measure)
- ITBS – Annually 2nd – 5th (Comprehension measure)
- Classroom Assessment – Continuously Benchmark achievement measure)

District Reading GLE



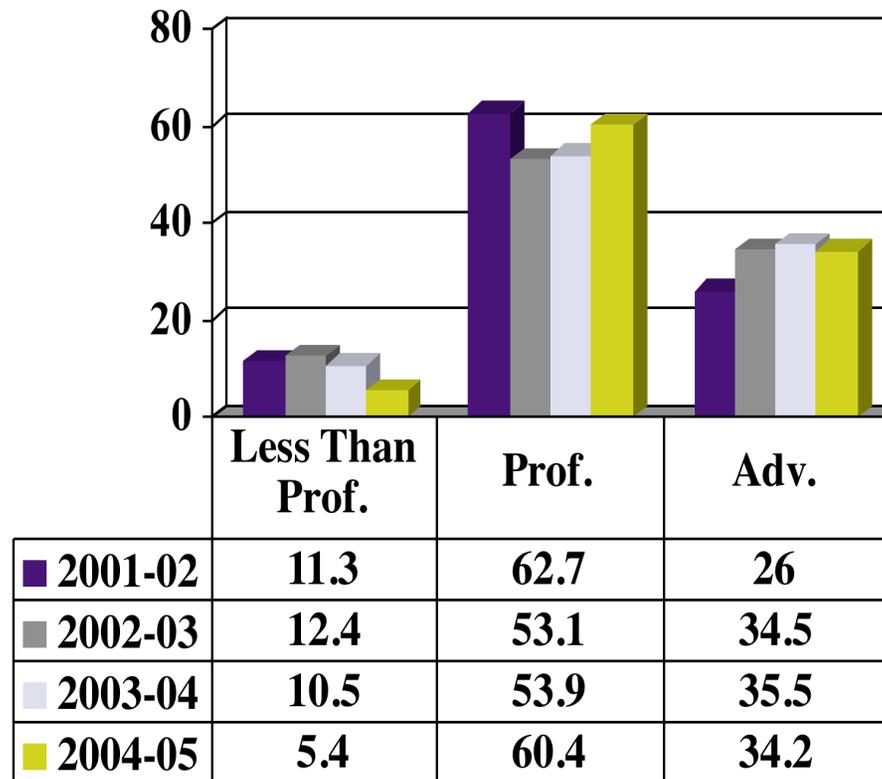
2000-01	3.0	3.9	5.5	6.3	7.5
2001-02	3.0	4.3	5.4	7.3	7.9
2002-03	3.0	4.6	6.0	7.1	8.4
2003-04	2.9	4.4	5.8	7.0	7.8
2004-05	3.0	4.3	6.1	7.4	8.1

We study grade levels year to year going down the chart. Specific class progress is tracked going diagonally across the chart.



Three Levels of Reading Proficiency

- Less than proficient is the 40th percentile and below
- Proficient is between the 41st and 89th percentiles.
- Advanced is the 90th percentile and above.

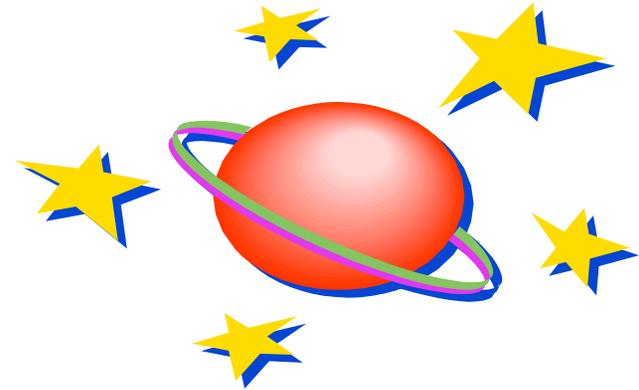


These scores represent the fifth graders reading proficiency levels on the ITBS from second grade through fifth grade.

The Educational Stars Are Aligning



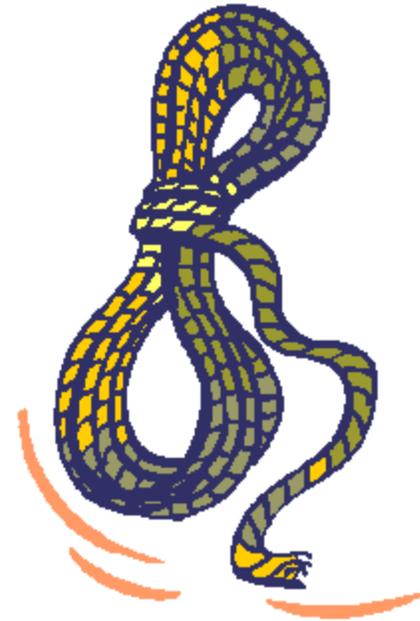
- No Child Left Behind
 - Reading First
 - Title III
- IDEA Reauthorization
 - CEIS
- Creates tremendous opportunity



But We'll do it Together



A cord is
stronger
than its
individual
strands



**A leader is a person you will
follow to a place you would
not go by yourself.**

Joel Barker, Future Edge, 1992

