

USING RESPONSE TO INTERVENTION TO MAKE AN IMPACT ON ACADEMIC RESULTS



'The evidence for response to intervention (RTI) is significant; it's one of the top influences studies thus far with an effect size of 1.07. In other words, it works.'

Douglas Fisher, Nancy Frey and John Hattie

Impact Case Study

October 2017
- June 2020



Determining our Why?

The students at Irymple South Primary School achieve high academic success, which has been reflected in our ongoing NAPLAN data and school based formative and summative assessment practices.

This is a reflection on the culture of high quality teaching and learning and a high level of collective efficacy.

As a school, we always outline a goal in our Annual Implementation Plan that focuses on improving student learning achievement in core academic areas.

In the midst of Term 3 2017, the Leadership Team identified a need to dig deeper into student data. We had protocols and practices in place to ensure teams, in conjunction with leadership, were analysing data sets consistently and using this for formative action but we felt that we required more rigour and a deeper lens into ensuring that all students were formatively evaluated in our system of growth on a more regular basis.

Our goal is to always make sure that students are making expected growth in the core academic areas, but we wanted to focus our work on a strategy that would compliment our current work of Data Analysis, Data Walls and Case Management. Based on research and after undertaking professional reading from John Hattie, along with numerous leadership discussions, we believed that the Response to Intervention strategy would suit our needs. This would form the basis of our formative academic data analysis and school system structure for no child being left behind.



The Journey Commences...

The focused work on Response to Intervention didn't commence until the end of 2018 but we had been executing a number of crucial teaching and learning practices in 2017 and 2018 that were having an impact and set the foundation for RTI:

- We had professionally read Lyn Sharratt and Michael Fullan's publication titled 'Putting Faces on the Data'.
- We were actively involved in using Case Management protocols and internal coaching with teaching teams. This included the emphasis on a safe environment for professional challenge.
- All grades were actively using Data Walls.
- Data Wall knowledge was transferred to weekly focused team meetings, where Case Management practices were implemented.
- Teams of teachers would undertake formative assessment on a consistent basis throughout the term.
- Diagnostic testing was undertaken to support summative judgements. This was analysed deeply with the Leadership team.
- We had professionally read and enacted Book Club on Visible Learning for Literacy by Fisher, Frey and Hattie.
- We had professionally read Teaching Literacy in the Visible Learning Classroom by Fisher, Frey and Hattie.

Data Wall and Case Management were going hand in hand and as teams we collectively identified students that were in need of intervention. This structure was having an impact on teacher practice and student outcomes but as a Leadership team we were still concerned that we didn't have a whole school structure that focused on identifying the individual teaching needs of all students and tracking them intensively in a systematic way as they progressed.

PUTTING FACES ON THE DATA			
Assessments Used:			
From your assessment, why is this student at risk?			
Root Causes – The reason for low achievement.			
Engagement	Learning Skills	Academic	(please highlight or circle)
In point form, identify the root causes below...			
Countermeasures – What will we do to improve the achievement?			
Verification – How will we know we fixed the problem?			

IDENTIFYING THE ROOT CAUSE:

ENGAGEMENT – Are these having an impact?

- Having difficulty owning their learning
- Having difficulty being self-motivated
- Having difficulty engaging in the learning
- Having some family problems
- Having some social problems at school
- Attendance
- Behavioural problems yard/class

LEARNING SKILLS – Are these having an impact?

- Having difficulty learning the intent of a lesson
- Having difficulty transferring/applying the learning to the context

ACADEMIC – Are these having an impact?

- Intellectual disability
- Having difficulty with some functioning
- Learning diagnosis

Case Management Meeting	
Name of Student:	Current level: Below / & / Above
Date:	Subject & Strand/Sub-Strand focus:
LEARNING OPPORTUNITIES/TECHNIQUES	
<p>ADDRESS How can you present with the student's work and data in this area in which instruction help is required? The purpose is to examine the child, describe strengths and areas of need, and find one or two instructional strategies that the teacher can try for the next three to six weeks.</p> <p>Reflect on your current data sets and prior knowledge that you have for the child. What are their strengths? What are their areas of need? Explain these to the group.</p>	
PLAN – NEXT STEPS IN INSTRUCTION	
(10 minutes for group discussion – teacher shares and takes notes) Observing teachers to discuss. What instructional help could be trialed to enhance student achievement?	
PLAN – NEXT STEPS IN INSTRUCTION	
(10 minutes for whole group discussion – where the group decides on 1 or 2 instructional strategies) What strategies will you try and WHY do you think they will work?	
1 st strategy:	Why?
2 nd strategy:	Why?
What date will this be followed up?	

PUTTING FACES ON THE DATA – A DELIBERATE PAUSE ON OUR DATA WALLS...

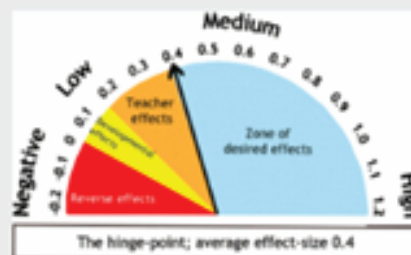
Name of student	What have you been doing to improve the achievement?	When sharing with your team, what growth can you show? What is your evidence?	Has your student reached any of the verification measures yet?

Towards the end of 2018 the Leadership Team undertook some professional learning focused on Response to Intervention. We:

- Read Beyond the RTI Pyramid by William N. Bender.
- We undertook professional reading on RTI through the Victorian Department of Education's High Impact Teaching Strategies.
- We were involved in SWPB, therefore gaining a depth of understanding of the multi-tiered approach.
- We investigated the RTI approach through John Hattie's work and linked into multiple QR codes from the Visible Learning series that focused on RTI.

To implement Response to Intervention effectively, we needed our teachers to:

1. Have a collective belief in their ability to positively affect student outcomes
2. Develop their capacity, knowledge, skills and practice for the teaching of core academic areas
3. Invest time and focus into becoming data literate and understand how to formatively use the data
4. Undertake professional learning in Response to Intervention
5. Adhere to timelines and processes to monitor growth of students
6. Provide time for authentic student voice about core academic areas



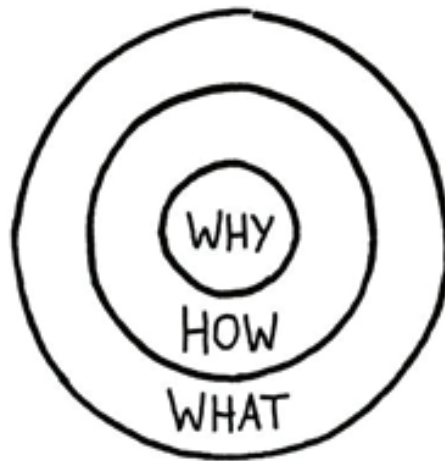
Number 3 – Response to Intervention (effect size = 1.07)

The steps to success.

What did we do to achieve success for each of the six points above?

1. Have a collective belief in their ability to positively affect student outcomes:

- We developed an organisational climate, where norms about collaborating in teams were established.
- We created the time and direction to enable all teachers in the school to share in this sense of confidence and have high expectations to make a difference.
- We always focused on our 'WHY' as determining the purpose is the very reason why we exist.
- Teams were provided with all planning time together on the timetable throughout the week.



2. Develop their capacity, knowledge, skills and practice for the teaching of core academic areas:

- Professional Learning was provided at whole school and team level, with a specific focus on subject content, effective lesson organisation and delivery of the learning intention and success criteria. The High Impact Teaching Strategies and Visible Learning Practices were the main resource for this.
- Pedagogical challenges were embraced by staff. With new learning occurring on RTI, combined with a major focus on the HITS and Visible Learning, our staff approached the challenge with a positive mindset.
- We unpacked the curriculum and developed proficiency scales in reading, writing and maths to help us understand the skills that students required.
- Every team of teachers were involved in weekly coaching, where we would deeply investigate students and use a Case Management approach to outline the skills required for the student to master and identify the instructional strategies required by the teacher.
- Professional Learning focused on feedback to students/colleagues and interpreting the feedback.
- Professional Learning was undertaken on assessment practices and. how to interpret the data to use in a formative and summative manner.



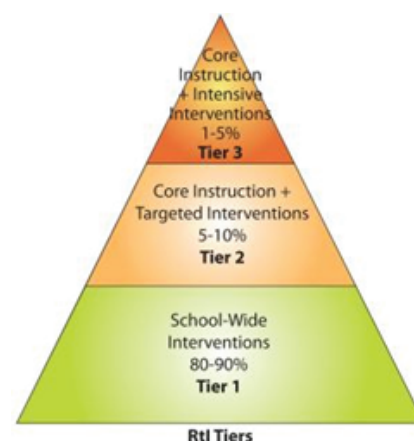
3. Invest time and focus into becoming data literate and understand how to formatively use the data:

- The Leadership Team participated in a number of Bastow Courses focused on interpreting and effectively implementing data prior to the commencement of the RTI practice. These skills were used during professional learning sessions, as well as weekly coaching to support staff develop their own skillset.
- Vertical Teams and PLCs were created, providing a distributive leadership approach to enhance staff understandings.
- Additional time was provided on the timetable to teaching teams to allow for data literacy meetings, case management meetings, coaching or assessment moderation.
- Teaching teams consolidated their data analysis and this became a natural part of their weekly meeting agenda, ensuring the practice of discussing student growth was embedded.
- Teachers invested a lot of their own passion and moral purpose during after school hours to better understand the data that would help move students forward.
- As above, professional learning focused on assessment practices, feedback and the high impact teaching strategies to support the use of formatively using the data.

4. Undertake professional learning in Response to Intervention

- All teachers undertook professional learning on Response to Intervention. We developed a common language and common understanding.
- In 2019, we clearly defined the multi-tiered success criteria. This was utilised to identify our students requiring intervention at the three different levels.
- At the conclusion of 2019, for the lead into 2020, we re-defined the language as below.

IRVIMPLE SOUTH PRIMARY SCHOOL		
RESPONSE TO INTERVENTION		
ACADEMIC R.T.I.		
TIER 1	TIER 2	TIER 3
STUDENTS MAKING EXPECTED LEARNING GROWTH	STUDENTS REQUIRING SUPPLEMENTAL INTERVENTION (CLASSROOM) AS DETERMINED BY THE DATA WALL, NOT MAKING SUFFICIENT GROWTH	STUDENTS REQUIRING INTENSIVE INTERVENTIONS (CLASSROOM AND EXTERNAL), AS DETERMINED BY THE DATA WALL, NOT MAKING SUFFICIENT GROWTH



- Teachers were involved in collaborative processes to outline the key teaching points for students requiring Tier 3 intervention. This was made visible to all teaching teams.
- The Leadership Team and PSD Coordinator met to analyse all students requiring Tier 3 intervention. Formalised processes were altered to track and measure their growth and ongoing meeting arrangements were made to ensure external interventions were being initiated, investigated and maintained.
- All students requiring Tier 2 intervention had their key teaching points specifically outlined through teaching programs. They were also involved in weekly coaching, with a Case Management approach. This supported the professional understanding of teachers and supported the student (and potential peers) to make growth.

5. Adhere to timelines and processes to monitor growth of students

- Teachers were provided with protocols to track student growth.
- All data was visible on Google Drive, allowing all teachers to collectively own and support.
- With Data Walls visible, recommendations and teaching points for all students requiring Tier 3 intervention were documented.
- Numerical growth measures and key teaching points were measured for monitoring of students requiring Tier 3 intervention.
- Online tracking continued for all students requiring Tier 1, 2 or 3 intervention.
- Data was always shared with students, allowing transparency for movement forwards.
- Data was used formatively to set learning goals, allowing students to track and monitor numerical growth and skill growth.
- Online data tracking for Prep, Grade 1 and Grade 2 became more visible through a collective approach.
- Staff were provided with reflective time at the commencement and conclusion of each term to undertake summative assessment of each student's key teaching points and their growth.



6. Provide time for authentic student voice about core academic areas

- With intervention being a major focus, we still required student voice to ensure that students were part of co-creation. Although teachers know the curriculum content, at ISPS, we know it is imperative to have students contribute to ignite the passion and ownership. Students were provided set times throughout the week to provide feedback on what we were teaching and how we were teaching it.
- Students received summative assessment results, which allowed teachers to work in partnership with the students to set goals together.
- Students became upskilled in interpreting data. They had a sense of power when working on what they felt they owned.

Know Thy Impact



As educators we consistently ask the question, is this having impact? We had set up measures that allowed the Leadership team to analyse both numbers from diagnostic testing and key teaching points from the Curriculum.

The Student Impact that we saw was:

- A greater level of ownership of the work.
- Students understanding that the higher intensity work from the teacher was focused on helping the student advance, this therefore supported the development of student self-confidence.
- A decrease from Term 1 through to Term 4 of the number of students requiring Tier 3 intervention.
- An increased percentage of students receiving Tier 3 intervention that had met their specific learning goals.
- Greater teaching and learning partnerships between students, parents and teachers.

The Teacher Impact that we saw was:

- Teachers adjusting their mindframe around equity vs equality. Tiered intervention ensures that students receive the required support that they need. Teachers had to move away from the notion that all students need to receive the same amount of small group or one to one time. Those students at the first tier are meeting current quality criteria and expectation from the teacher, students requiring Tier 2, sees the student receiving more support with different approaches to help them achieve desired learning success and at the third tier, the teacher provides supplementary instruction for learners as well as the school closely analysing actions required from an external level.
- Teachers understanding that it is important to demand continuous feedback on learning success between all the tiers and during all the interventions in order to provide learners the best possible support.
- A shift from simply numerical evaluation, through to a deeper understanding of moderating on numerical, key teaching points and formative common assessment data sets.
- Deeper understanding of the curriculum areas being taught, with the transfer to authentic learning tasks becoming more evident.
- More targeted instruction with a greater emphasis on differentiation to meet individual needs.
- A greater emphasis at Leadership level on evaluating the needs of Tier 3 intervention students at an external level.
- A greater understanding at Leadership level of the explicit teaching needs of all students in the school.



The next part of the journey...

Our Leadership Team analyse our next steps carefully and work in conjunction with the School Improvement Team and each teaching team of teachers to co-create the next part of the journey.

We utilise the Framework for Improving Student Outcomes Improvement Cycle and ensure that this is visible to all teaching teams.

Our continued focus areas and next steps include:

- Continuing our weekly coaching to support and monitor the RTI practices for each teaching team.
- Case Management to continue to look deeply at student understandings and support teachers with strategies to help the growth of students requiring Tier 2 and 3 intervention.
- Continue to evaluate all forms of data (key teaching points, diagnostic data, teacher judgements) to measure impact.
- Continue to provide the structure for teachers to evaluate students requiring Tier 1, 2 and 3 intervention.
- Link in with teams to support team meeting agendas, ensuring that data analysis remains embedded at weekly team meetings.
- Ensure PSD and Leadership meet regularly to update Tier 3 intervention data.
- School Improvement Team to read Mindframes by John Hattie and Klaus Zierer.
- Continue to deepen our understanding of multi-tiered intervention by linking with School Wide Positive Behaviours.
- Continue to use professional learning to focus on the High Impact Teaching Strategies.
- To deconstruct the support we give to parents so that they can assist in taking ownership for student achievement. We will discuss, implement and measure at School Improvement and Whole School level, the strategies for enhancing parental involvement.

Recently, RTI was described as a dramatic redesign of general and special education to assist all students in meeting their individual educational goals. We are impressed with the academic gains our students are making as a result of RTI and we will continue to use the strategy for effective instruction.