Urban Special Education Leadership Collaborative:

Response to Intervention: Cincinnati’s Framework for Implementation

Cincinnati Public Schools, Ohio
Presentation Agenda

- Introduction to Cincinnati Public Schools
- The journey toward an Integrated Model
- Think-Pair-Share
- DVD Clips
- Think-Pair-Share
- Pyramid of Interventions Quick Guide
- Case study for Measuring RtI and making educational decisions
- Lessons Learned, Challenges presented and Next Steps
- Questions/Answers
Basic Facts about Cincinnati Public Schools (continued)

Subgroup Distribution

- African American 69.7%
- Caucasian 23.6%
- Multiracial 3.8%
- Asian 0.9%
- Hispanic 1.4%
- Native American 0.1%
- LEP 2.1% (Over 100 languages spoken)
- Students with Disabilities 18.5%
- Economically Disadvantaged 66%

Information taken from district publication “About our Schools”

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The CPS Journey to an Integrated Model

• 2000-2001: Identifying the need through individual school and regional training (SERRC)
• 2001-2002: Pilot school implementation
• 2002-2003: District wide training on multi-tiered model of academic and behavior supports- District In-Service
• 2003-2004: Positive School Culture and Pyramids of Intervention Commitment
• 2004-2005: Quarterly train the trainer model for all schools
• 2005-2006: Building internal capacity through Standards in Practice (SIP), Standards, Evaluation Assessment & Learning (SEAL), Classroom Walkthrough (CWT)

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Think-Pair-Share

• With a partner or in a small group discuss what your district is doing toward implementing an RtI or Pyramid of Interventions framework.
Cincinnati Public Schools’ RtI Framework: Pyramid of Interventions
• Positive School Culture Committee
• Pyramid of Interventions Committees
• District Leadership Meetings
• Instructional Support Teams
• Instructional Leadership Teams
• Aspiring Principal Academy

• Tier I-Universal supports
• Tier II-Targeted Supports
• Tier III-Individualized, Intensive supports

• Culturally Responsive Practices (CRP) Team
• CRP Professional Development
• Bilingual School Psychologist
• Bilingual Social Worker
• ESOL Ed. Services Coordinator

• Culturally Responsive Practices

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• Tier II-Targeted Supports
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• Tier III-Individualized, Intensive supports

• Dashboard
  • Percent Correct
  • Students mastery
  • Indicators mastery

• Regular Discipline Data Review
• SIS Web Reports

• PSC Planning Guide
• Action Plan
• Code of Conduct
• Alternatives to Suspension & Expulsion

• Textbook Adoption
• Collaboration with Community Partners
  • SERRC
  • Mayerson Academy
  • Hamilton County
  • Local Universities

• UDL
• Treasure Chest
• Instructional Technology Toolkits
• Pacing Guides
• Textbook Adoptions
District Tools and Products

**Tools**
- Instructional Management System
- Teacher Dashboard
- Data Audit reports
- Short Cycle Assessments (Benchmark Assessments)
- eSIS pilot

**Products**
- Pyramid of Interventions Quick Guide DVD
- Pyramid of Interventions Quick Guide
- Pyramid of Interventions Resource Website
- Parent Quick Guide
- PSC Guidebook
- Innovation Configuration Map for Inclusive Practices

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Clips from DVD

• After viewing clips, with a partner or small group share your reactions and discuss how you are or are able to help facilitate a Pyramid of Interventions in your school or district
Pyramid of Interventions
Quick Guide
The Pyramid of Interventions

Quick Guide...

- Is a user-friendly reference and resource for educators, families, and community partners

- Promotes understanding and implementation of the district’s three-tiered model of instruction and intervention
The Quick Guide provides tier comparisons!

<table>
<thead>
<tr>
<th>Tier Comparisons</th>
<th>Tier 1 - Schoolwide</th>
<th>Tier II - Targeted</th>
<th>Tier III - Intensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>For all students</td>
<td>For students identified with social emotional and behavioral disorders</td>
<td>For students identified with severe emotional or behavioral disorders, and other behaviors associated with Tier I or Tier II settings</td>
</tr>
<tr>
<td>Program</td>
<td>Research-based and evidence-based for students</td>
<td>Programs that promote and reinforce core instruction, with interventions and supports for students</td>
<td>Programs that are research-based and evidence-based for students, with interventions and supports for students</td>
</tr>
<tr>
<td>Grouping</td>
<td>Multiple groupings to meet student needs</td>
<td>High group instruction (10-14), or small (1-3)</td>
<td>Individual or small group instruction (1-3)</td>
</tr>
<tr>
<td>Time</td>
<td>Minimum of 30 minutes per day for small instructional groups in addition to 100 minutes of core instruction</td>
<td>Minimum of 30 minutes per day for small instructional groups in addition to 100 minutes of core instruction</td>
<td>Minimum of 30 minutes per week for small instructional groups in addition to 100 minutes of core instruction</td>
</tr>
<tr>
<td>Assessment</td>
<td>End of the semester or quarterly, depending on the school year</td>
<td>Monitoring progress twice a month, or on a frequency that ensures adequate progress and learning (approximately weekly)</td>
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</tr>
<tr>
<td>Intervention</td>
<td>General interventions</td>
<td>Personalized interventions through the school day, e.g., classroom teacher, special education teacher, interventionalist, etc.</td>
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</tr>
<tr>
<td>Setting</td>
<td>General education classroom</td>
<td>Secondary setting designated by the school leadership, or outside of the classroom</td>
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</tr>
<tr>
<td>Team Composition</td>
<td>Administrative</td>
<td>Representative planning team includes administrators, stakeholders, and other key stakeholders</td>
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</tr>
<tr>
<td>Team Activities</td>
<td>Analyze student data and build a district-wide data gathering instrument following the Collaborative Planning Process at a systemic level</td>
<td>Monitor and implement the district’s Strategic Planning Process at a systemic level, and ensure that systems are in place for implementation of the tiered interventions</td>
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</tr>
<tr>
<td>Pyramid Check</td>
<td>80% of students at Tier I will show improvement in the level of support and achievement gaps among different subgroups</td>
<td>Only 80% of students will need the next level of support, and achievement gaps among different subgroups are reduced</td>
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</tr>
</tbody>
</table>

- Focus
- Program
- Grouping
- Assessment
- Interventionist
- Setting
- Representative Planning Team Composition
- Representative Planning Team Activities
- Pyramid Check

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The **Quick Guide** describes each tier!

- Tier I Schoolwide Interventions
- Tier II Targeted Interventions
- Tier III Intensive Interventions
The Quick Guide helps users understand POI terminology

- **Glossary**

- **Commonly Used Acronyms**

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**Accommodations**
Changes made in the way materials are presented or in the way students respond to the materials, as well as changes in the student's learning environment, in order to facilitate learning for all students.

**Assessment**
Evaluations formal/ informal used to determine a student's needs.

**Child Find**
The legal process for providing mandated intervention services in conjunction with efforts to identify children with suspected disabilities.

**Collaborative Strategic Planning Process**
Planning and developing procedures to determine who needs help and what type of research-based support to use (strategies, interventions and accommodations).

**Culturally Responsive Practices**
Specific educational practices, instructional strategies, curricula content, and learning processes that have been established by research to increase the achievement of historically underachieving culturally diverse students.

**Cross-Cultural Competence**
The ability to think, feel and act in ways that acknowledge, respect and build upon ethnic, social, cultural and linguistic diversity.

**Differentiated Instruction**
An approach to planning so that each lesson is taught to the entire class while meeting the needs of each child. The teacher weaves the individual goals into the classroom content and strategies. The content is personalized to fit the needs of the students. The vehicles by which the teacher meets the needs of all the students.

**Functional Behavior Assessment**
A question- driven problem-solving process that identifies factors impacting student behaviors. The focus is on finding out what needs the behaviors are serving to the student and what environmental events are influencing the behaviors.

**BIP**
Behavior Intervention Plan

**CRP**
Culturally Responsive Practices

**CWT**
Classroom Walk-Through (An effective strategy to guide classroom visits and follow-up reflection)

**DIBELS**
Dynamic Indicators of Basic Early Literacy Skills

**ELL**
English Language Learners (Students whose native language or home language is other than English)

**ESL**
English as a Second Language (English language instructional support provided to students whose native language or home language is other than English)

**FAPE**
Free Appropriate Public Education (Special education and related services provided in agreement with an IEP, without charge and meeting state education standards)

**FBA**
Functional Behavior Assessment

**IAT**
Intervention Assistance Team (Assembled to design a support plan to help teachers, parents and students who are attempting to solve student learning or behavior concerns and other related issues)

**IDEA**
Individuals with Disabilities Education Act (PL 94-142 IDEA – assures all children with disabilities and their families access to a free and appropriate public education)

**IDEIA**
Individuals with Disabilities Education Improvement Act (Parts A, B and C, effective 07/1994)

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The Quick Guide clarifies questions about POI

- Questions and Answers
- Key District Initiative Supported by the Pyramid of Interventions
- Articles
- Legislation

What is the Pyramid of Interventions?

Pyramid of interventions is the Cincinnati Public Schools’ theoretical, three-tiered integrated model for addressing the academic and behavioral needs of students within an individual school or district.

The CPS Pyramid of Interventions framework is adapted from the nationally recognized three-tier model of intervention, Ohio’s model is OSIM initially introduced within the Positive Behavior Support literature. The three tiers (universal, targeted and intensive) are designed to provide prevention and intervention supports for all children based on scientifically validated strategies of support. This model is predicated on the theoretical underpinnings of Collaborative Strategic Planning, culturally responsive practices, data-based decision making, inclusive planning teams, empirical basis for practice and treatment integrity.

What are we trying to accomplish?

Superintendent Blackwell directed all schools to develop and implement a three-tiered model of intervention (Pyramid of Interventions) that will be utilized to support a differentiated model of instructional supports for children with diverse and unique learning needs. Each school is expected to adhere to this model as it designs a comprehensive and integrated system of support with the explicit outcome of improving students’ performance. Every principal and school employees should be able to articulate their school’s Pyramid of Interventions for supporting all children.

What would it look like in CPS?

All schools in CPS would follow this district-adopted three-tiered pyramid model. Each building would be required to have a written plan for how it addresses the diverse academic and behavioral needs of all learners within its school environment. These plans are intended to be flexible and based on student needs, as evidenced by academic and behavioral data. Their Pyramid of Interventions plans would be embedded within their school’s OnePlan. Although the overall structure and format of the school’s Pyramid of Interventions will be similar, variations between and among schools will be expected based on the needs of the students.

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Available Now or Coming Soon…

- NOW: Pyramid of Interventions DVD
- Almost Ready: Parent Quick Guide
- Available on Staffnet Website: Web Resource Access
Case Study:

- Measuring Response to Interventions and making data-based educational decisions:

- Carlos:
Monolingual, native-English speaking peers (blue circles) are reading significantly more words per minute than the target child.

Typical bilingual, similarly acculturated peers (black triangle), are reading more words per minute as compared to Carlos.

The target student, Carlos (red squares), is reading approximately 20 correct words per minute.
When given additional small group instructional support, Carlos makes very little progress.
Carlos is given more intensive, individualized support. However, he continues to make little progress as compared to similarly acculturated bilingual peers.
Carlos needs individualized interventions in order to progress that is significantly more intensive than the supports other similarly acculturated bilingual peers require.

Carlos: Tier 3
- Individual Instruction with Reading Specialist

Typical Monolingual peers:
- Tier 1: Without Interventions
- Tier 2: Small Group Instruction

Typical Bilingual peers:
- Tier 1: Without Interventions
- Tier 2: Small Group Instruction
Case Example--Carlos

When compared to his peers, does this student need special educational services?

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Think-Pair-Share

• With a partner or a small group, discuss how your district is or needs to use data to monitor Response to Interventions and make educational decisions.
Professional Development Priority Areas

• **Assessment and Service Delivery:**
  – Response to Intervention
  – Universal Design for Learning

• **Standards-Based Instruction:**
  – Supporting Students on the Autism Spectrum
  – Training on “A Treasure chest for Principal-Led Building Teams”

• **Culturally Responsive Practices:**
  – SIOP (Sheltered Instruction Observation Protocol)

• **Compliance:**
  – High School Transition Institute
  – Training for Building-Level Case Coordinators (15 hours)

• **Innovative and Promising Practices:**
  – Critical Incident Stress Management (CISM)
  – Assistive Technology training
  – Summer Institute 2006
Job Embedded Support

- Facilitation of System Level Change
- Culturally Responsive Practices
- Building Pyramid of Interventions: An Integrated Model of Academic & Behavior Supports
- School-wide Positive Behavior Supports
- District Positive School Culture Plans
- Collaborative Problem Solving
- High Quality Professional Development (HQPD)

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Implementation Considerations

• Staffing
• Professional Development
• Resources
• Stakeholder Support
• Capacity Builders

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Lessons Learned

- Stakeholder Buy-in
- Sustaining Support
- High Quality PD
- User Friendly Resources
- Community Partnerships
- Committed District Leadership Team
Challenges

- Supporting staff to use existing tools and data
- Sustaining energy and effort
- On-going Capacity building
Acknowledgements

- Superintendent Rosa Blackwell
- Southwestern Ohio Special Education Regional Resource Center
- Mayerson Academy
- Department of Student Services Administrative Team
- Hamilton County Educational Service Center
- Staff and Students of Cincinnati Public Schools

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Good Things are Happening in Cincinnati Public Schools!

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