



**Public Schools of
Brookline
RtI/CST Review
December 2022**

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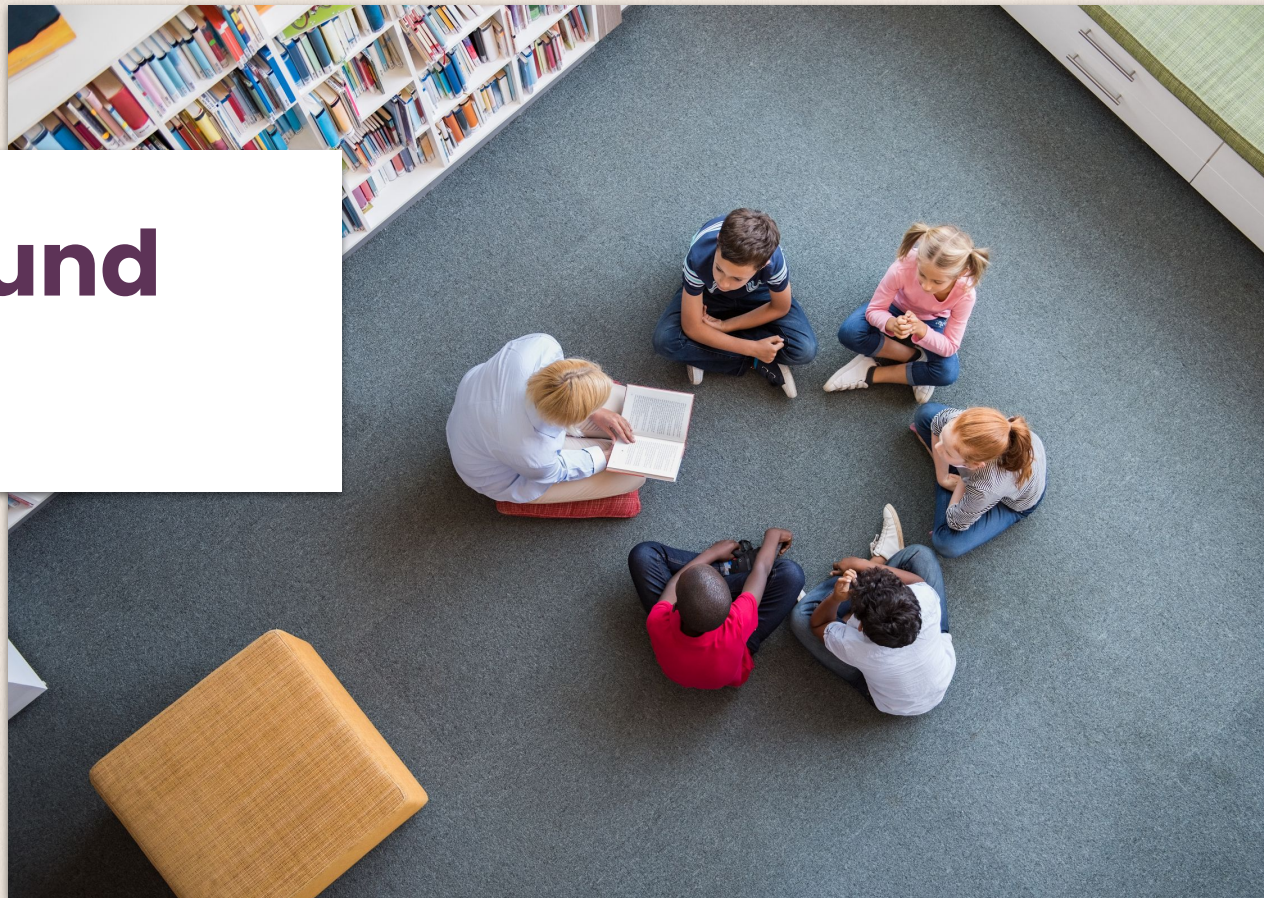
VISION

We believe that every student, from preschool through high school, deserves an excellent and equitable education that empowers them to reach their full potential in classrooms, communities, and beyond.

MISSION

NTC works to disrupt the predictability of educational inequities for systemically underserved students by accelerating educator effectiveness.

Background



Components of Successful Instruction

We sought to understand the current state of all aspects of instruction in the Public Schools of Brookline. To ensure successful instruction is happening in every classroom, we believe three components need to be in place.

A Visionary Instructional Framework

- A district-wide framework provides common language for teacher and student achievement
- Shared vision across the district
- Forms the basis of program design, implementation, administration, and growth

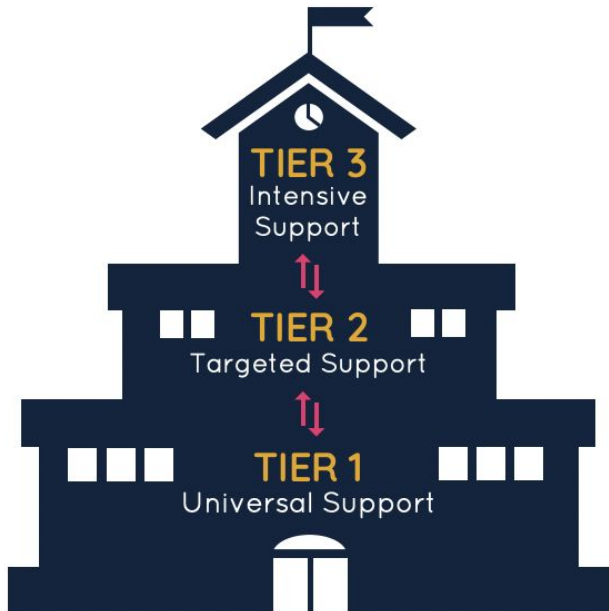
Program Guiding Principles

- Guiding principles for each instructional program in alignment with the Framework
- Essential components for each program such as core beliefs and best practices
- Help drive resources and learning opportunities to achieve the program-specific vision

School Instructional Goals

- Work in tandem with the Instructional Framework and Guiding Principles
- Set the bar for success
- Help schools focus on continuous improvement

Successful RtI builds from Strong Tier 1 Instruction



The goal of Response to Intervention (RtI) is to provide screening for all students, deliver academic interventions, monitor student progress, and use the students' responses to those interventions as a basis for determining special education eligibility.

Turse & Albrecht, 2015

In SY 19–20 the Massachusetts Department of Secondary and Elementary Education (DESE) identified districts that were disproportionately identifying students from specific subgroups for special education services.

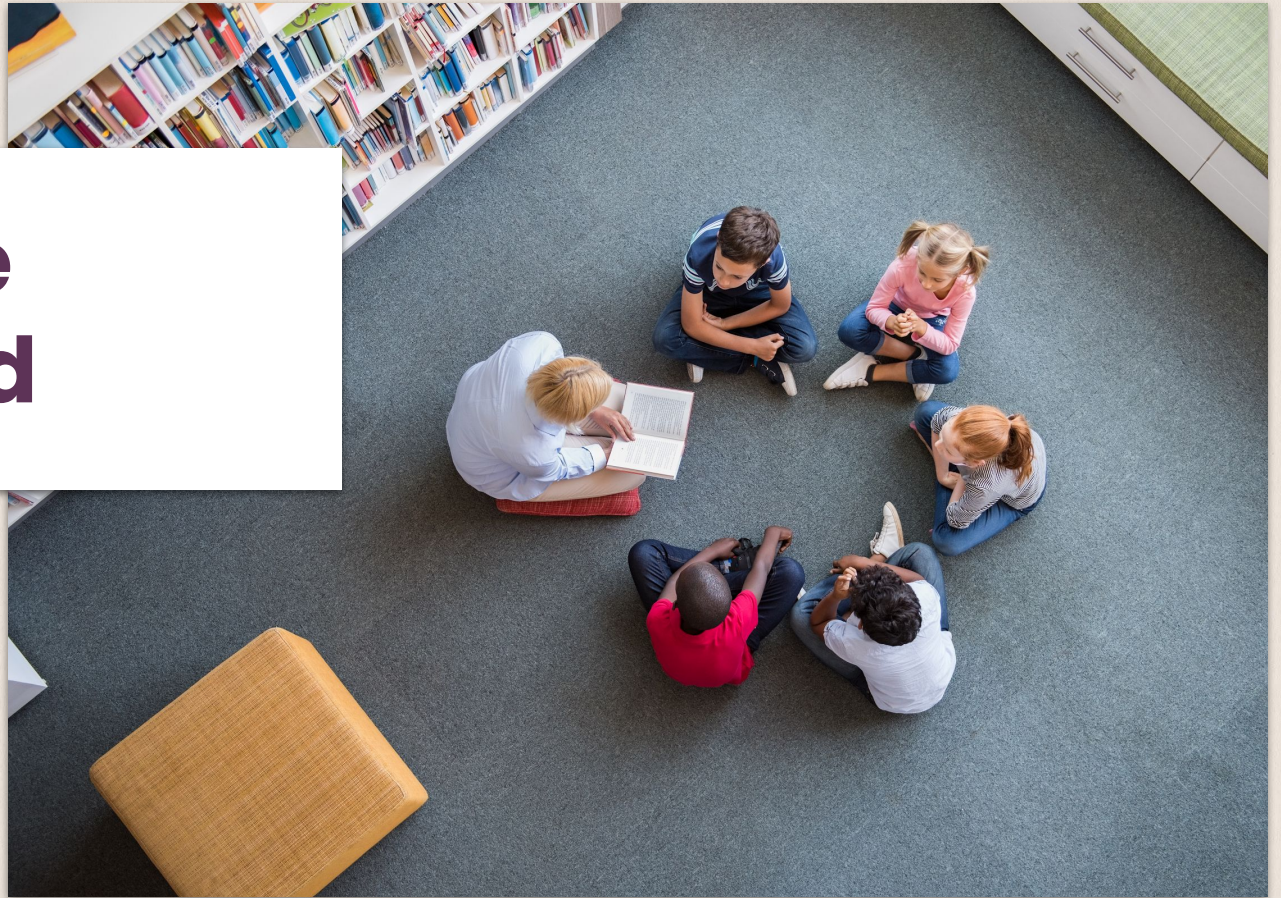
The Public Schools of Brookline (PSB) was identified as having a significantly disproportionate number of Black and African American students with a Specific Learning Disability (SLD).

Disproportionality Data

- ❑ 21% of PSB students in the Special Education program are categorized as having a Specific Learning Disability
- ❑ 20% of the students in SLD Category are Black or African American
- ❑ 45% did not receive general education intervention
- ❑ MCAS data shows significant achievement gaps by race



What We Reviewed



Methodology

- ❑ **Site Visits to 9 Brookline Schools**
- ❑ **Interviews**
 - School Administrators
 - ELA Content Specialist
 - Teachers
 - CST Leads
- ❑ **Series of Focus Groups**
 - District Leaders
 - Principals
 - CST Teams
 - Math Content Specialist
- **Classroom Observations**
- **Intervention Group Observations**
- **Attending CST Meetings**
- **Review of Curriculum and Intervention Materials**
- **Review of RtI & CST related documents**



RtI Implementation Rubric

*Developed by the Colorado Department of Education
and endorsed by the RTI Action Network*

Purpose of the Rubric

- ❑ Serve as an informational resource and blueprint of RtI implementation
- ❑ Measure fidelity of RtI implementation
- ❑ Assist with planning/developing an action plan

RTI IMPLEMENTATION RUBRIC: SCHOOL-LEVEL

S

The *RtI Implementation Rubrics* are a set of rubrics that serve as an overview of implementation for Response to Intervention (RTI). Rubrics are available for the classroom, school, and district level. Each rubric describes what RTI looks like across the 6 components of RTI (i.e., *problem solving, curriculum & instruction, assessment, leadership, family & community partnering, positive school climate*) and across 4 growth stages (i.e., *emerging, developing, operationalizing, optimizing*).

The purpose of the rubrics is to:

1. serve as an informational resource (i.e., blueprint, roadmap of RtI implementation)
2. measure fidelity of RtI implementation
3. assist with planning for an action plan or school improvement plan

Growth stages:

- **Emerging**- The goal of this stage is to build consensus and buy-in for RtI implementation.
- **Developing**- This stage involves designing the infrastructure to implement RtI.
- **Operationalizing**- During this stage, the school implements the structures that were designed during the Developing stage and works to build consistency and fidelity.
- **Optimizing**- Within this stage, the model is embedded and done with fidelity. Schools now focus on how effective the model is and make changes based on data to ensure it is effective.

Each component has a list of anchors & guiding questions on the far left column. For the sake of consistency, each component has the same three anchors:

Structures- The pieces of an RtI model that are static and do not necessarily change (e.g., structure of a team).

Processes and Procedures- The pieces of an RtI model that are fluid and involve interactions among the structures.

Professional Development- The skills taught to staff and how the skills are monitored and used.

Directions:

1. Determine if you're going to focus on one component, several, or all of them.
2. Read the rows and columns to get a sense of the scope of the component.
3. Using existing data, work your way through the rubric and highlight or circle the cells that describe your site.
4. Once you have completed a rubric, write that growth stage your site is in on the *Scoring Summary*.
5. Identify desired level of implementation.
6. Compare the gap between desired level and current level.
7. Create an action plan for next steps.
8. Check on progress throughout the school year.

RtI Implementation Rubric

Growth Stages

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RtI Implementation Rubric

6 Key Components of RtI

Leadership

DEVELOPING

Problem Solving (Child Study Teams)

OPERATIONALIZING

Curriculum & Instruction

DEVELOPING

Assessment

DEVELOPING

Family & Community Partnering

DEVELOPING

Positive School Climate

OPERATIONALIZING

Public Schools of Brookline RtI Rubric Rating

Component	Anchor Questions	Growth Stage Rating
Leadership	<ul style="list-style-type: none">How is a vision and commitment for RtI established?How are resources (e.g., personnel, time, materials, etc) aligned to support RtI implementation?	Emerging Developing Operationalizing Optimizing
Problem Solving (Child Study Teams)	<ul style="list-style-type: none">How is the PS process used to improve outcomes for students?What PD is provided to support effective and sustainable PS processes?	Emerging Developing Operationalizing Optimizing
Curriculum & Instruction	<ul style="list-style-type: none">How does the school develop and monitor the implementation of quality instructional practices?How is equitable access for all students ensured?	Emerging Developing Operationalizing Optimizing
Assessment	<ul style="list-style-type: none">What assessment academic and behavioral data does your school analyze to identify students that require additional interventions/supports?How is assessment data used to drive instructional practices for students? How is the data managed and accessed?	Emerging Developing Operationalizing Optimizing
Family & Community Partnering	<ul style="list-style-type: none">How is family, school, and community partnering created and established?How is partnering used to benefit each student during universal (Tier 1), targeted (Tier 2), and intensive support (Tier 3)?	Emerging Developing Operationalizing Optimizing
Positive School Culture	<ul style="list-style-type: none">How is the development of a positive climate created and monitored by the staff?How is PD provided to support a positive school climate and culture?	Emerging Developing Operationalizing Optimizing

What We Found



School Site Visits Allowed us to...

Focus Groups with School Teams
and Staff that support RtI/CST

Observe Gen Ed & Intervention
Classrooms

Review RtI/CST related
documents

Review HQIM & Instructional
Practices



Focus Groups



Focus Groups allowed us to hear directly from district stakeholders.

Content Specialist

Teachers

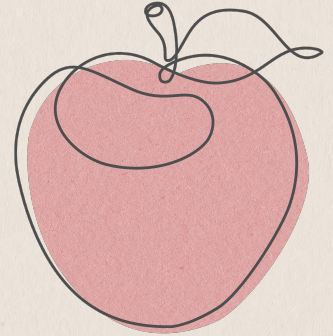
Principals

District Leaders

Sample Questions:

- What is the primary function/structure of your Child Study Team?
- Does this align with the District's vision for the Child Study Team?
- What tiered academic/behavioral interventions are currently utilized at your school?
- How does the Child Study Team analyze data and monitor students' progress?
- How does the school engage students and parents/guardians in the CST process?
- Does your school/district have any partnership with community agencies that offer additional support to families and students?
- What are the current strengths of your CST process?
- What professional development is needed to improve your CST process & outcomes?

Overall Focus Group Themes



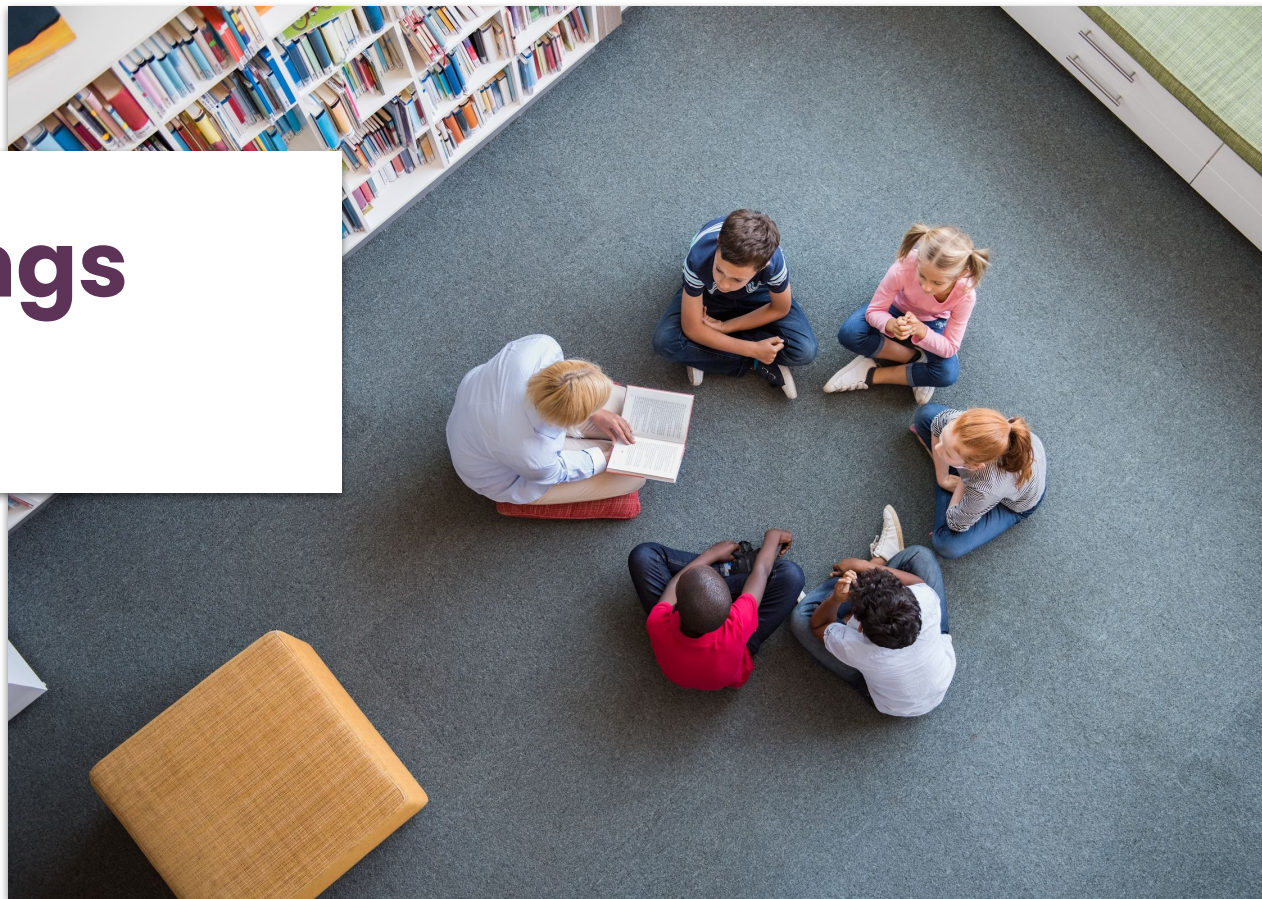
Three primary themes emerged across all focus groups:

There isn't a district wide vision for Response to Intervention & Child Study Teams

Curriculum Implementation and intervention schedules vary greatly from school to school

Many schools do not feel that they have adequate resources to support math intervention needs

Rtl Findings



Summary of RtI Findings

Current Strengths

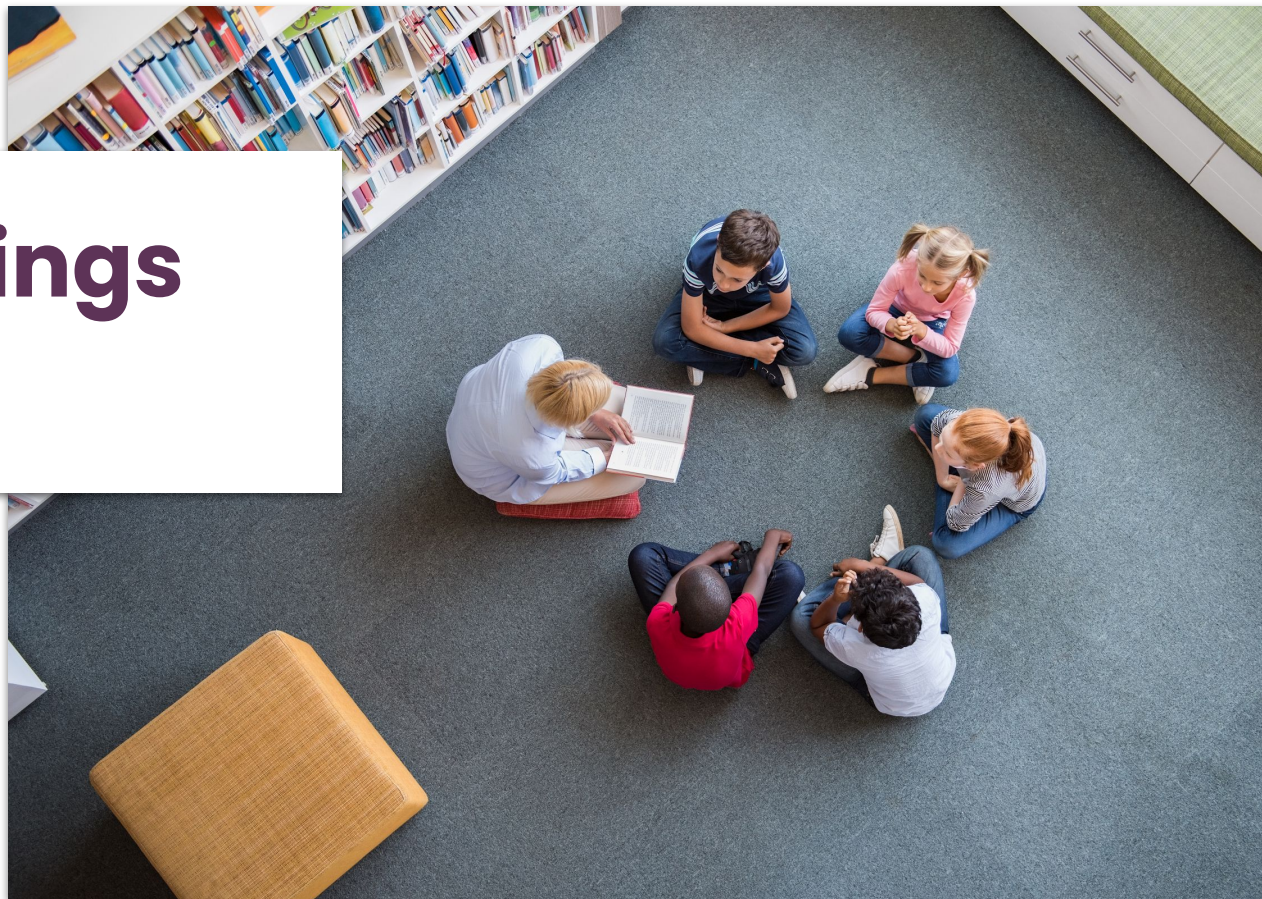
- ❑ **Literacy support** for intervention is consistent across several schools.
- ❑ The District has recently adopted new curriculum and intervention programs including a **Dyslexia Screener for grades K-2**
- ❑ **District Wide SEL screener (Panorama)** is implemented to identify students who require additional SEL and/or behavioral supports
- ❑ The District has allocated several School Counselors, Behavior Specialist and other **staff to support students Social Emotional and behavioral needs**
- ❑ The District has **partnerships with many community agencies** including Brookline Mental Health, Brookline Thrives, Brookline Food Pantry to coordinate additional support, services, and resources to students and families

Summary of RtI Findings

Current Areas for Continued Growth

- ❑ There is **not a District wide math intervention program**.
- ❑ Math Content Specialists often **do not have time built into their schedule(s) to provide math intervention to students**
- ❑ **Each school operates autonomously** and has varying levels of RtI implementation.
- ❑ Each school has **Math & Literacy Specialist and how they provide support and schedule intervention support varies greatly**
- ❑ Each **school supplements the core curriculum in different ways** so there is not clear content alignment/pacing across all campuses.

CST Findings



Summary of CST Findings

Current Strengths

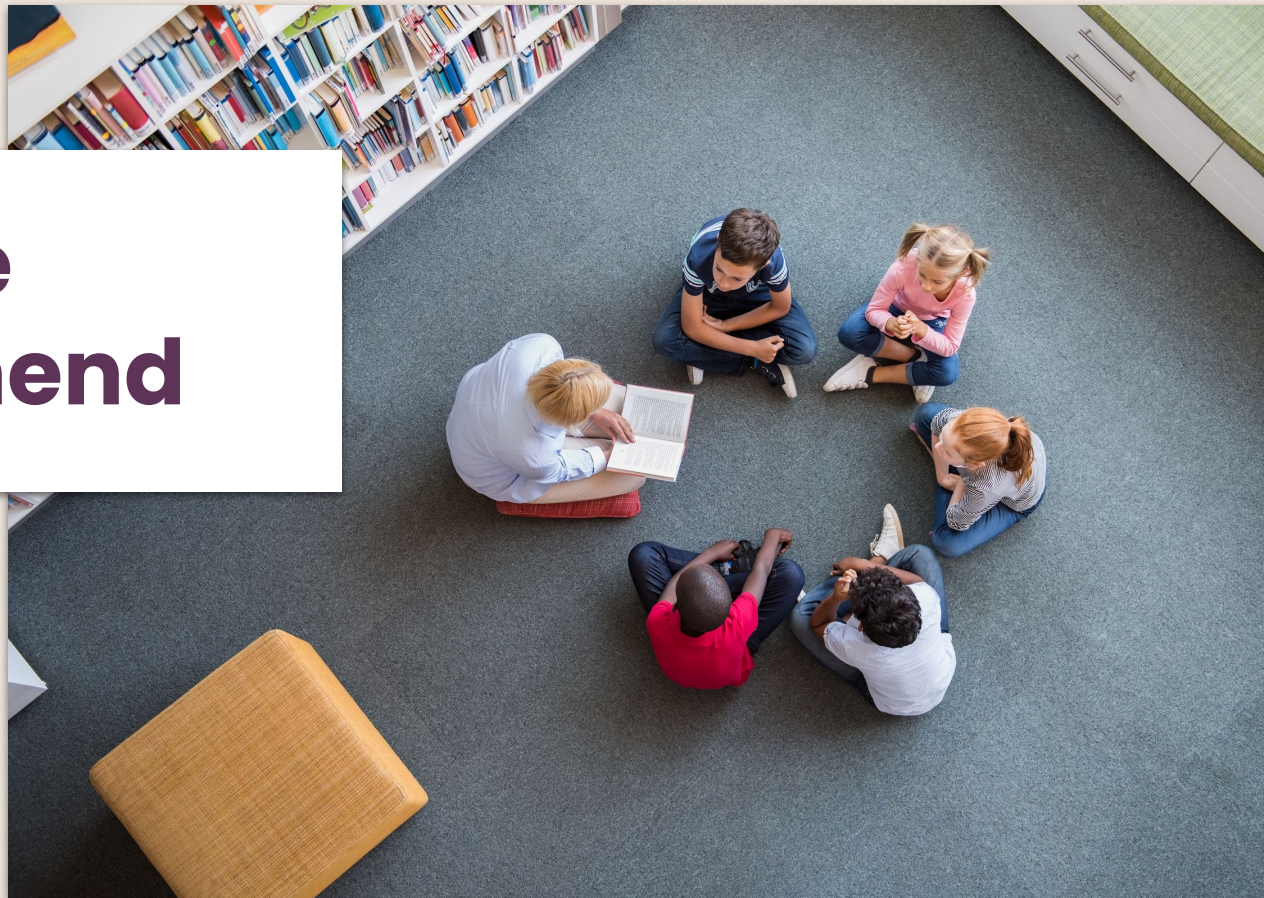
- ❑ The District **supports collaborative problem solving approaches.**
- ❑ Each school has an **existing Child Study Team.**
- ❑ The District **holds regular CST Lead meetings** to provide training and resources
- ❑ School Leadership and staff **provide classroom management resources for promoting appropriate behavior** and reducing inappropriate behavior
- ❑ All **schools offer tiered behavioral interventions,** which include social skills, counseling, lunch groups & SEL Screeners, surveys

Summary of CST Findings

Current Areas for Continued Growth

- ❑ Child Study Team(s) follow established agendas and problem solving protocols to review students whom are referred to the CST, but **they are not consistently implemented across schools.**
- ❑ Schools utilize **various data collection tools and analysis processes**
- ❑ Schools have **varying degrees of parent/student engagement and participation** in the CST process
- ❑ **SEL and Behavioral tiered intervention implementation varies by school**
- ❑ The **allocation of Counselors, BCBA's and Social Adjustment Counselors varies by school.**

What We Recommend



Public Schools of Brookline RtI & CST Action Plan

	Short Term Priorities	Longer Term Priorities
Leadership	<ul style="list-style-type: none"> Review Findings Report and provide Initial PD for District & School Leaders to develop common goals & priorities 	<ul style="list-style-type: none"> Create RtI Committee to Develop Goals and Success Metrics for RtI/CST Implementation
Problem-Solving Child Study Teams	<ul style="list-style-type: none"> Communicate required policies/procedures for CST understanding that some aspects are still in progress 	<ul style="list-style-type: none"> Create District RtI/CST Data Dashboard to progress monitor referrals, trends and identify schools that are disproportionality referring students for special education evaluation prior to implementing RTI Process
Curriculum & Instruction	<ul style="list-style-type: none"> Review core curriculum implementation and Tier 1 instructional practices to ensure they address the diverse learning needs of all students i.e ELL, Students w/ Disabilities and students who require Tier 2 and Tier 3 strategies/support 	<ul style="list-style-type: none"> Create Guidance Document on district required/recommended HQIM & Evidence-Based intervention Programs to use for ELA, Math & other Content Areas
Assessment	<ul style="list-style-type: none"> District to review current academic and behavioral assessments & screeners being utilized to determine if there are additional needs 	<ul style="list-style-type: none"> District & School Leaders develop guidance document on required assessments, screeners and offer PD on how to analyze data on ongoing basis and ensure alignment with Tiered Intervention needs of students
Family & Community Partnering	<ul style="list-style-type: none"> The District should develop uniform policy on parent communication and participation in the CST process 	<ul style="list-style-type: none"> The District should review staffing patterns and develop staffing allocation formula to ensure that staff is equitably distributed based on data and student need
Positive School Culture	<ul style="list-style-type: none"> District should offer guidance on universal school wide Positive Behavioral Interventions strategies to increase engagement 	<ul style="list-style-type: none"> District & School Leadership should develop staffing allocation based on behavioral data to ensure equity of SEL/behavioral staff across all campuses

Top 4 Priorities for RtI/CST

- ❑ Review Findings Report and **provide initial PD for District & School Leaders** to develop common goals & priorities
- ❑ **Review core curriculum implementation and Tier 1 instructional practices** to address the diverse learning needs of all students (i.e. ELL, Students w/Disabilities and students who require Tier 2 and Tier 3 strategies/support)
- ❑ District to **review current academic and behavioral assessments & screeners** being utilized to determine if there are additional needs
- ❑ The District should **develop uniform policy on parent communication and participation** in the CST process

Questions and Discussion



Thank you.

Centering students. Advancing equity.



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