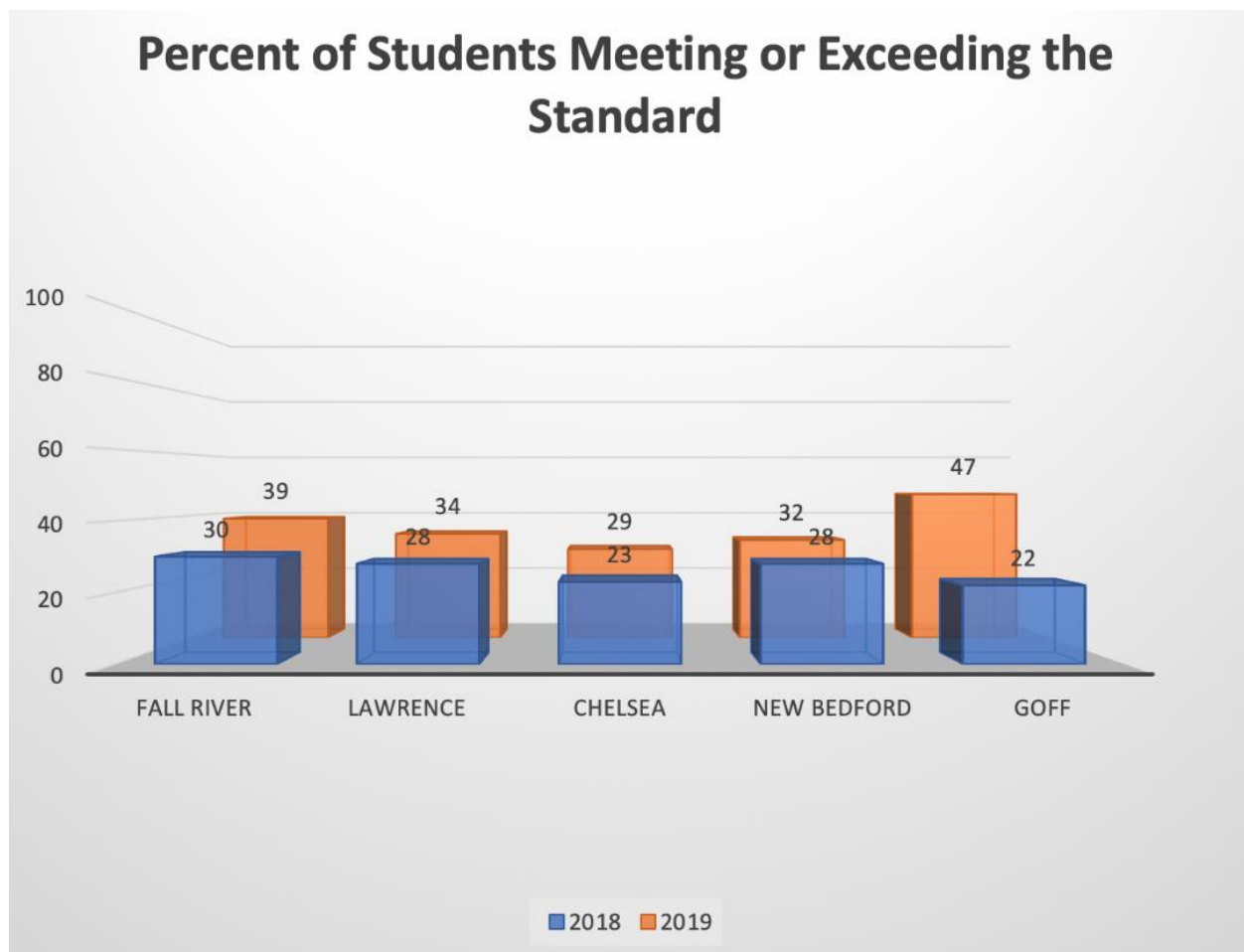# BRIDGE-RI Evidence

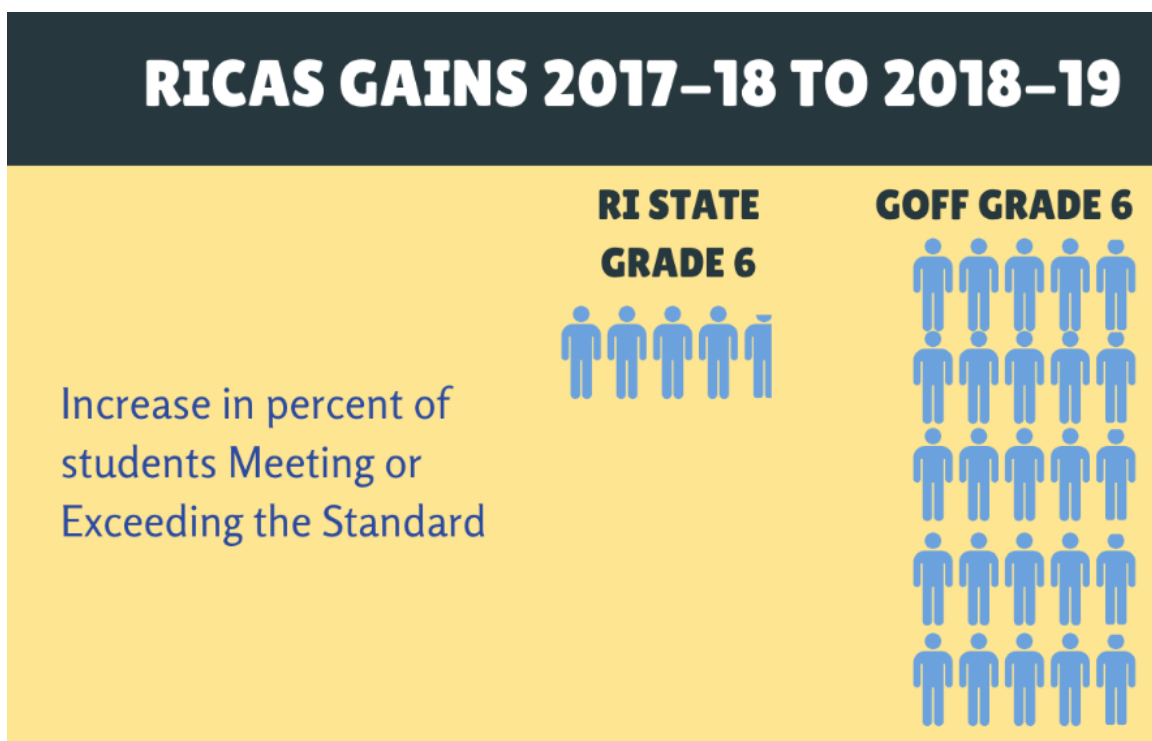## BRIDGE-RI Courses and Design for Engagement and Learning

Courses selected for development on BRIDGE-RI are based on educator need, research and evidence based practices. These include:

- Courses across Tiers 1, 2, & 3, as well as Diverse Learners and Training and Technical Assistance for RI schools as detailed in our course catalog.
- Courses developed to support educator learning the Data-Based Individualization (DBI) process are based on research.
- Courses that support educators with implementation of Self Regulated Strategy Development for Writing are selected for inclusion on BRIDGE-RI due to the following RI data:

Lyman B. Goff Middle School in Pawtucket, RI began SRSD implementation in the 2018-19 school year. In just that one year, the school saw incredible gains for students in grade 6. When comparing the gains at Goff with those of nearby Massachusetts schools serving similar populations the difference is undeniable:

Percent of Students Meeting or Exceeding the Standard

Compared with other RI middle schools, grade 6 at Goff eclipsed the state growth by 500%.

RICAS GAINS 2017–18 TO 2018–19

RI STATE GRADE 6

GOFF GRADE 6

Increase in percent of students Meeting or Exceeding the Standard

RI schools implementing SRSD with proficiency consistently outperform other schools. BF Norton Elementary in Cumberland began SRSD implementation in 2014. They have seen steady, consistent gains since that time.

BF Norton RI State Percentile Rank on ELA Assessment

Began Implementing SRSD
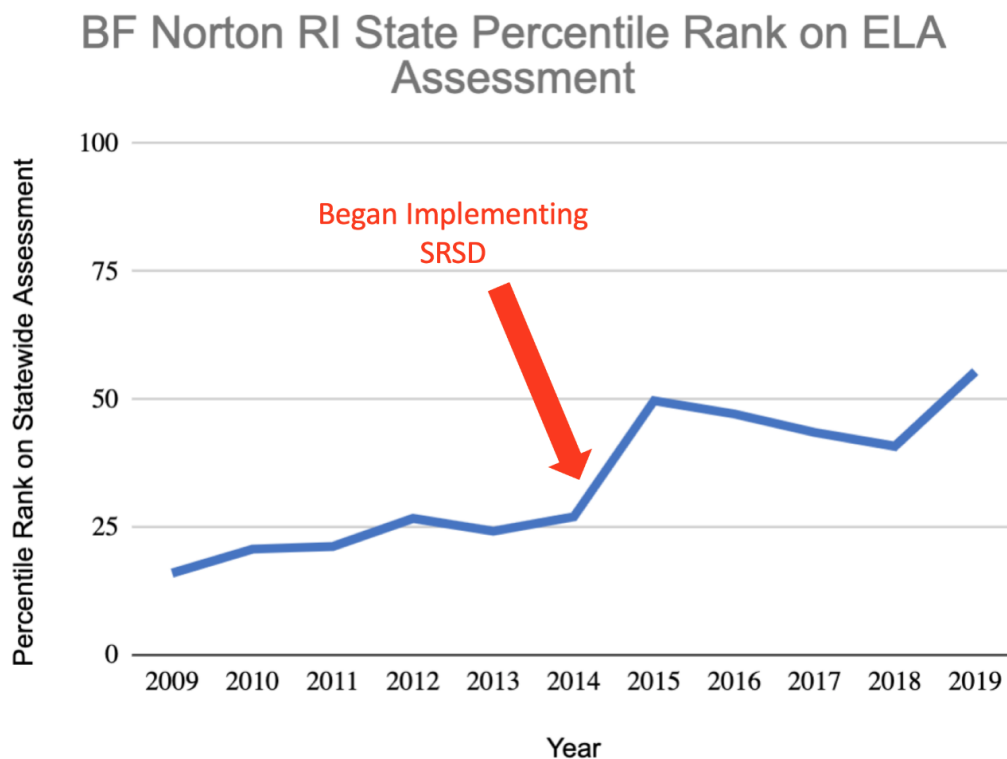
BF Norton comparison to Massachusetts schools serving similar socio-economic populations on the 2018 to 2019 state testing outcomes.

Percent of Students Meeting or Exceeding the Standard
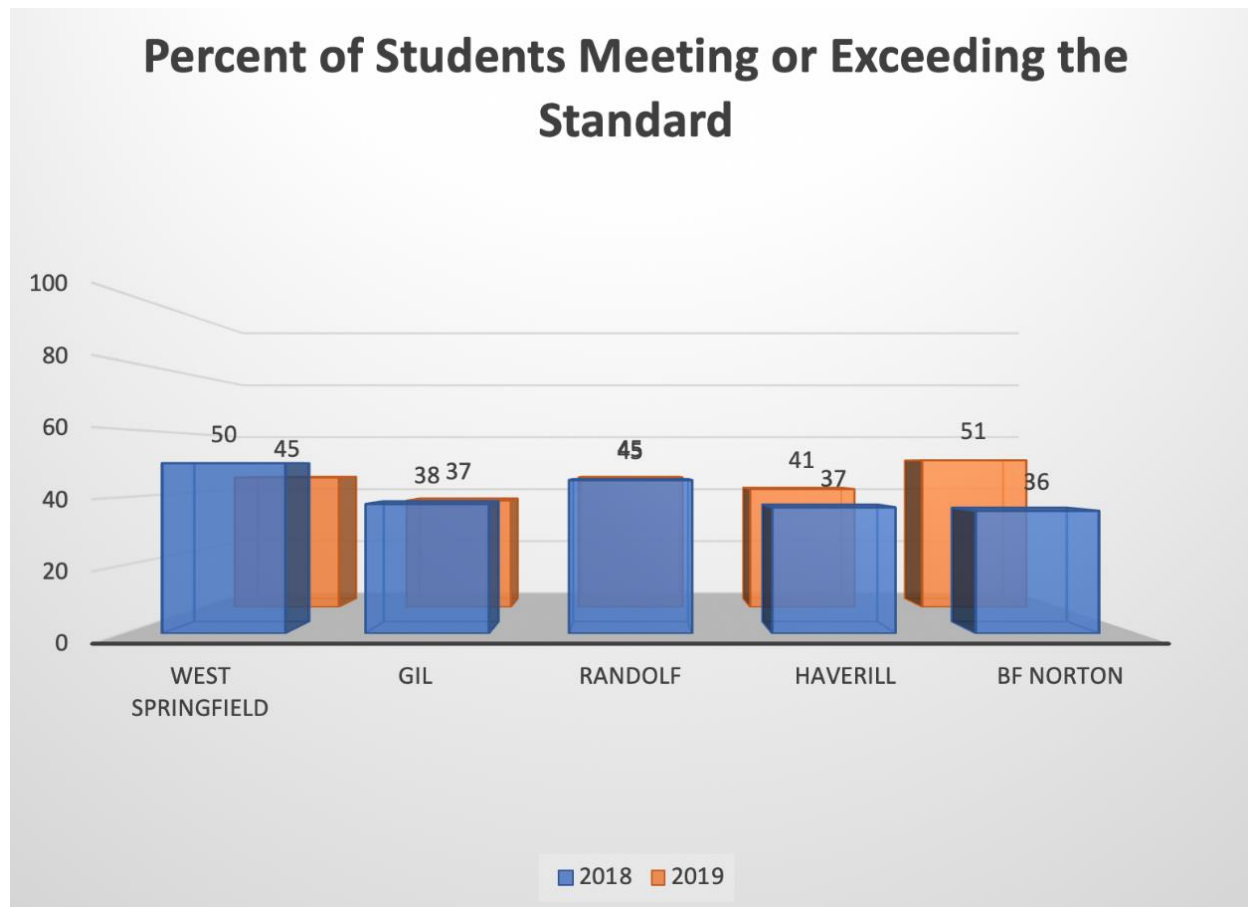
BRIDGE-RI courses are designed to engage participants in the learning process through resources, activities, feedback and collaboration.

There are three types of courses available on BRIDGE-RI:

SELF-PACED   FACILITATED   COMMUNITY OF PRACTICE

To increase participant learning, BRIDGE-RI courses have varying degrees of feedback to participants and collaborative opportunities to aid in understanding of content and increase likelihood of implementation of new practices. Examples include:

- Participants enrolled in Self Regulated Strategy Development for Writing draft lesson plans and receive feedback from the instructor.
- Participants enrolled in Reading Foundational Skills have pre-post self assessments where they rate their own learning.

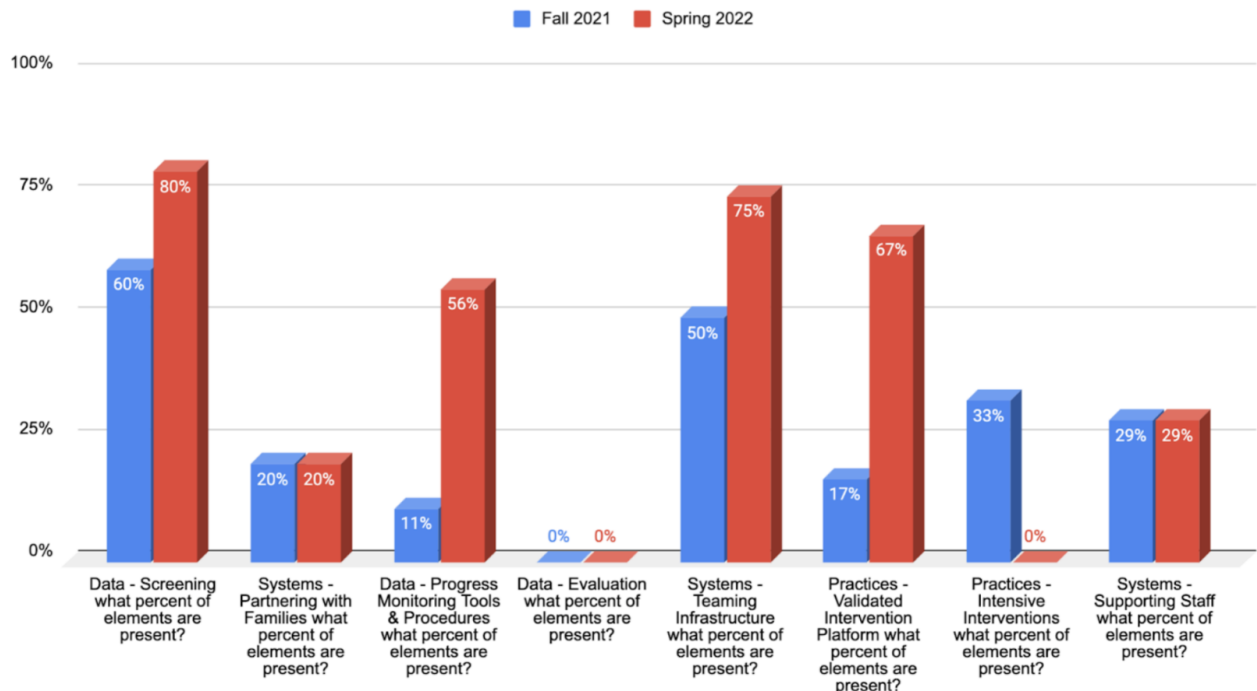- Participants enrolled in Implementing an SEL Screener: Measuring Connections within a COVID Context and Measuring Connections 2022-23 developed detailed plans for piloting and scaling up this screening process with feedback from the facilitator at each step, along with collaborative opportunities from other course participants.
- 59 participants in the inaugural Spring 2022 MTSS Leader COP engaged in collaboration and cross-district sharing of information during three facilitated sessions.
- For team based courses, implementation fidelity is measured through a structured evaluation process, which may include the Tiered Fidelity Inventory (TIA), Fidelity Integrity Assessment (FIA), Data-Based Individualization (DBI) Fidelity Assessment. Example:

████████ Middle School
████████ Rhode Island

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
████████ Middle School
4/23/2020 - 5/23/2022

Legend: ■ 4/23/2020 ■ 4/24/2020 ■ 5/17/2021 ■ 5/23/2022

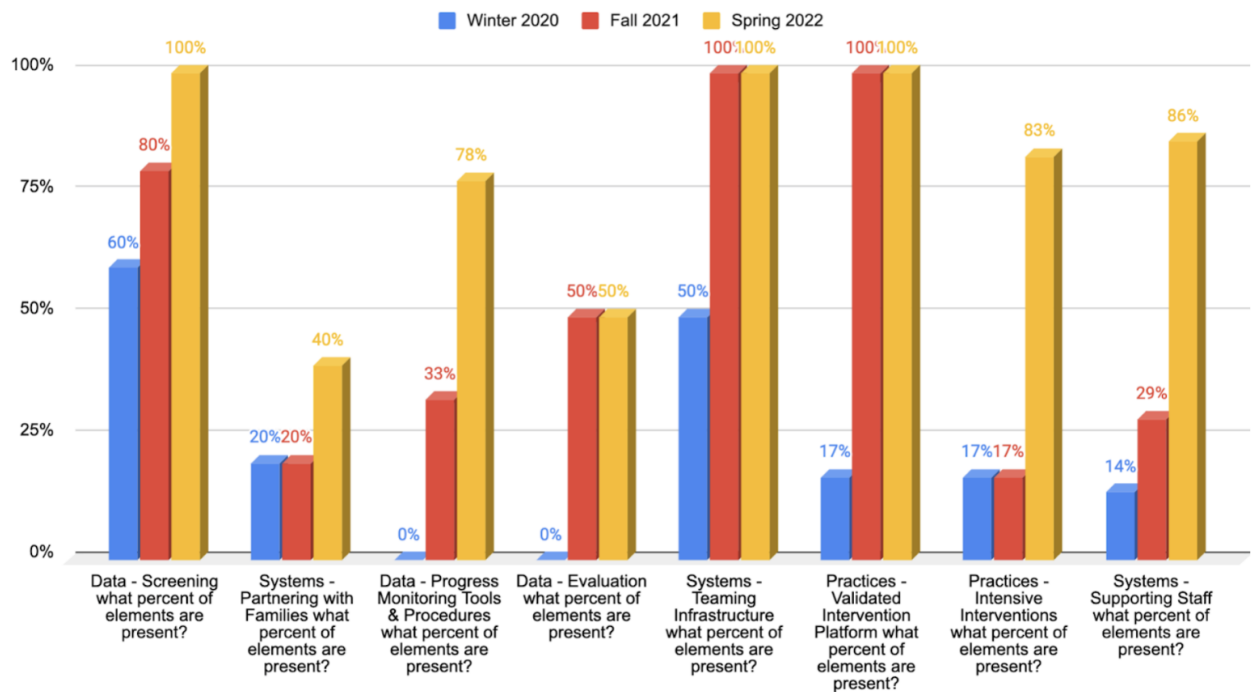| Date Completed	Tier 1	Tier 2	Tier 3
4/23/2020	27%	NA	NA
4/24/2020	27%	50%	NA
5/17/2021	53%	NA	NA
5/23/2022	57%	NA	NA
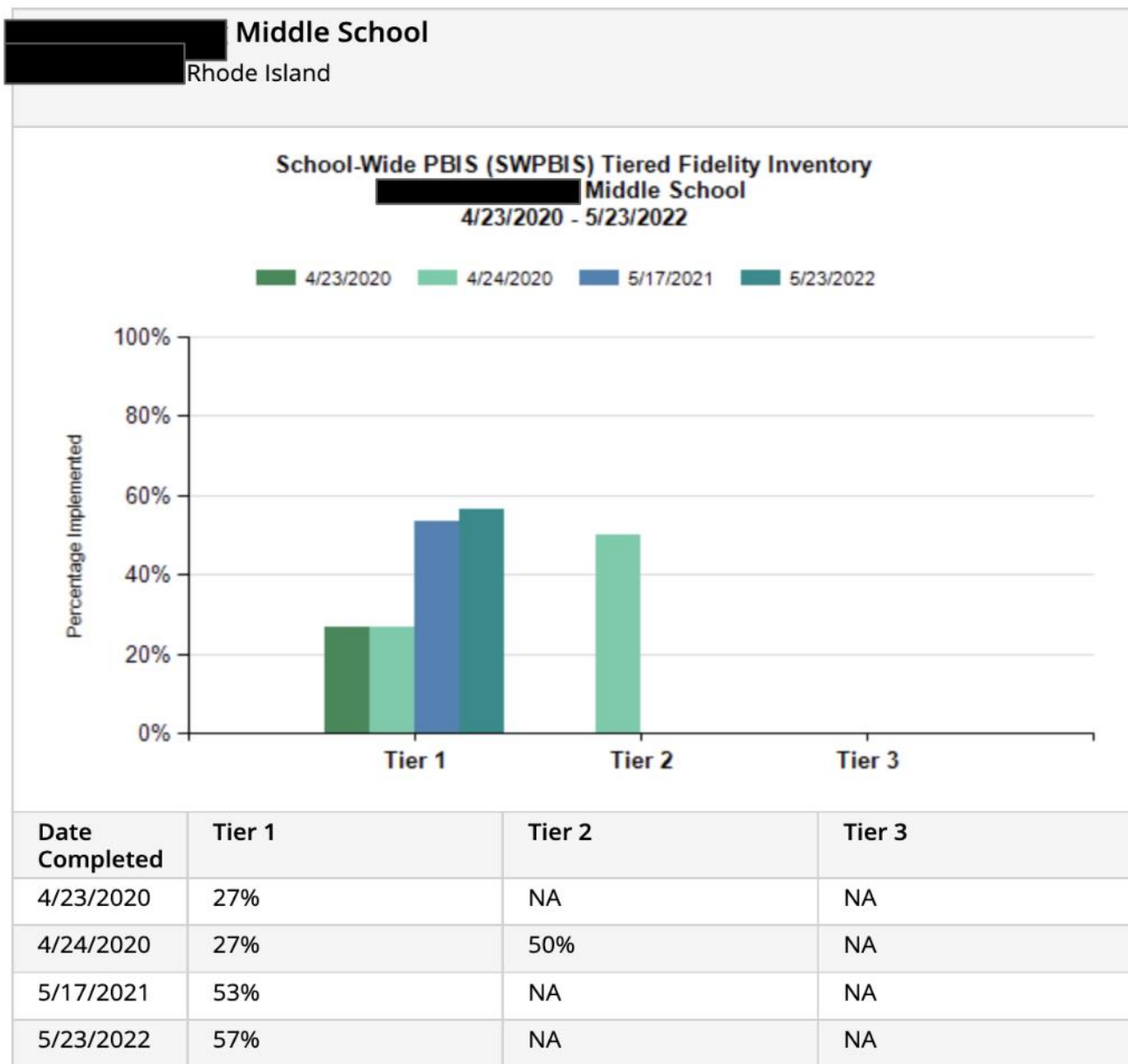
-
- For teams working to implement Tier 2 and 3 Math and Reading Interventions, their implementation efforts are measured over time. Examples include:
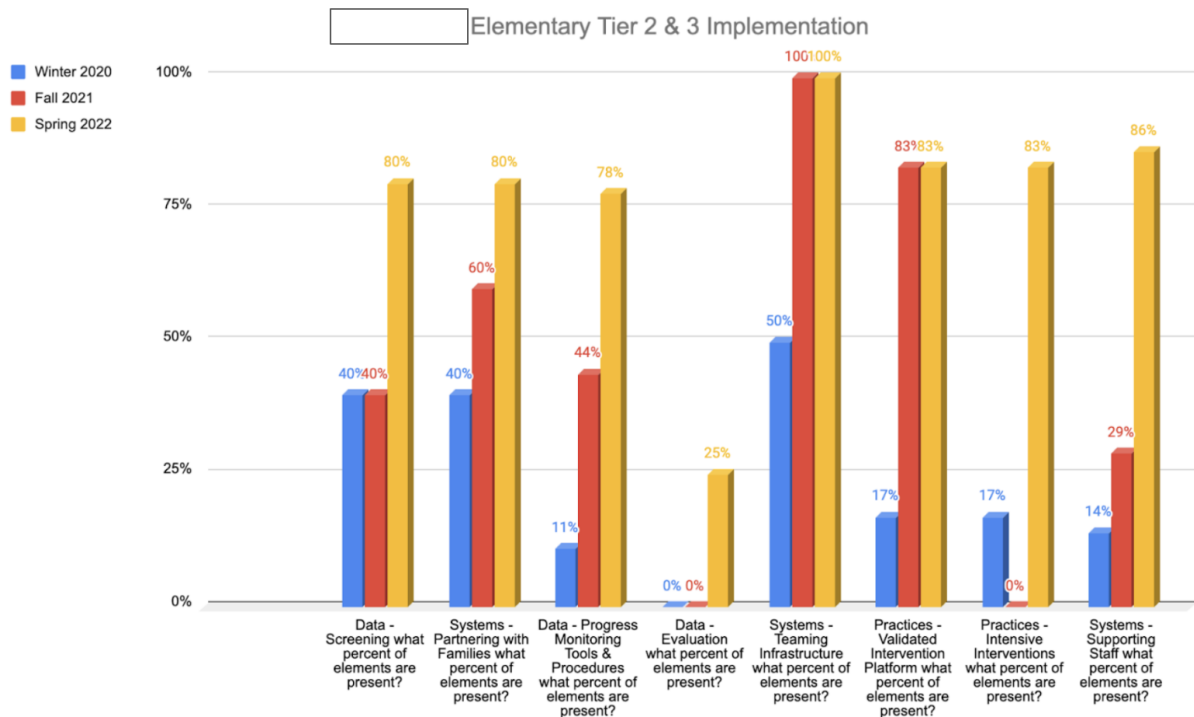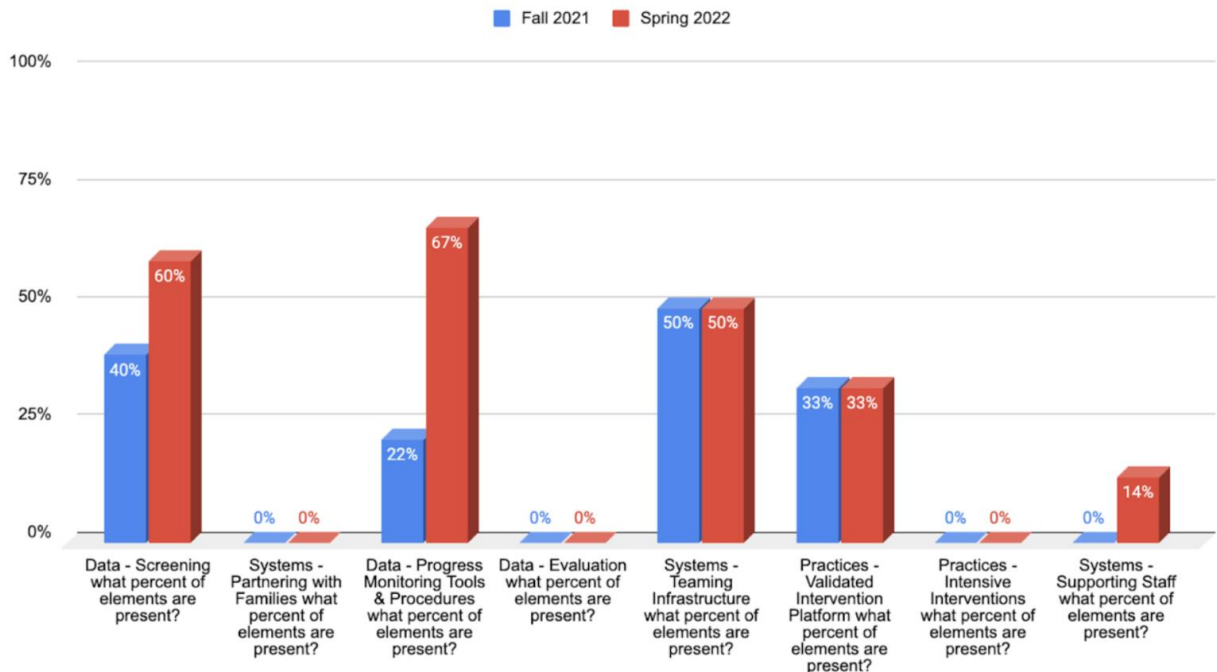
School Summary - [   ] Elementary Math Tier 2 & 3 Intervention

■ Fall 2021   ■ Spring 2022

Category	Fall 2021	Spring 2022
Data - Screening what percent of elements are present?	60%	80%
Systems - Partnering with Families what percent of elements are present?	20%	20%
Data - Progress Monitoring Tools & Procedures what percent of elements are present?	11%	56%
Data - Evaluation what percent of elements are present?	0%	0%
Systems - Teaming Infrastructure what percent of elements are present?	50%	75%
Practices - Validated Intervention Platform what percent of elements are present?	17%	67%
Practices - Intensive Interventions what percent of elements are present?	33%	0%
Systems - Supporting Staff what percent of elements are present?	29%	29%

School Summary - [   ] Reading Tier 2 & 3 Intervention

■ Winter 2020   ■ Fall 2021   ■ Spring 2022

Category	Winter 2020	Fall 2021	Spring 2022
Data - Screening what percent of elements are present?	60%	80%	100%
Systems - Partnering with Families what percent of elements are present?	20%	20%	40%
Data - Progress Monitoring Tools & Procedures what percent of elements are present?	0%	33%	78%
Data - Evaluation what percent of elements are present?	0%	50%	50%
Systems - Teaming Infrastructure what percent of elements are present?	50%	100%	100%
Practices - Validated Intervention Platform what percent of elements are present?	17%	100%	100%
Practices - Intensive Interventions what percent of elements are present?	17%	17%	83%
Systems - Supporting Staff what percent of elements are present?	14%	29%	86%

School Summary - ☐ Middle School Math Tier 2 & 3 Intervention

■ Fall 2021 ■ Spring 2022

☐ Elementary Tier 2 & 3 Implementation
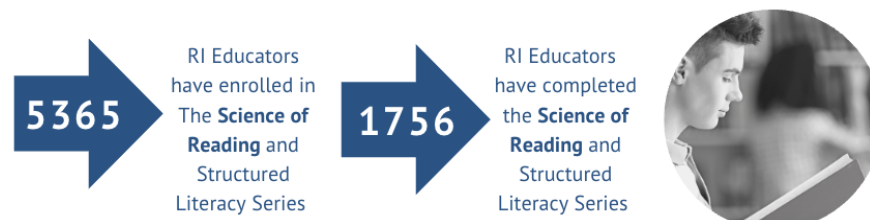
■ Winter 2020
■ Fall 2021
■ Spring 2022

As we grow, so do the number of courses available on BRIDGE-RI. MTSS Rhode Island and RIDE, along with other national technical assistance centers and experts, have partnered to create online professional learning offerings so that (1) schools and districts receive consistent messaging on MTSS, (2) coursework is tightly aligned with State Education Agency (SEA) expectations, and (3) the focus remains on up-to-date evidence based strategies within an MTSS framework.

- The Science of Reading and Structured Literacy, designed to meet the requirements of the RI Right to Read Act
- Introduction to Social-Emotional Learning (SEL)

- The Data-Based Individualization (DBI) process in partnership with the National Center on Intensive Intervention
- Series of courses on *Instruction of Mathematics* in partnership with the RI Intensive Math Intervention Project and American Institute for Research

BRIDGE-RI Science of Reading Participant Data

5365 RI Educators have enrolled in The **Science of Reading** and Structured Literacy Series

1756 RI Educators have completed the **Science of Reading** and Structured Literacy Series

BRIDGE-RI Participant Data

BRIDGE-RI launched in March 2020 and has steadily increased registration of user accounts and participants enrolled in courses. In a six month period, the number of user accounts doubled. *BRIDGE-RI's year has been a great success statewide. In 2021-2022 BRIDGE-RI went from 923 users to 8014!*

BRIDGE-RI course evaluations capture formative information that guide the course developers to make improvements. One of these data points indicates how many users plan to take additional courses on BRIDGE-RI. BRIDGE-RI users are more likely to have completed more than one course.

- 93% responded positively when asked about course satisfaction.
- 96% responded positively about the likelihood of enrolling in another course in the future.

At the end of all courses, participants are required to complete a course evaluation. When asked whether participants will apply what they have learned in practice, most users will or plan to put new practices into place.

- 89% responded positively when asked about applying new learning to their practice immediately or in the future.

BRIDGE Course Specific Data:

BRIDGE-RI utilizes a variety of means to engage learners and/or require demonstration of understanding. Examples include:

- Forums encourage participants to interact with other participants and allow course facilitators to respond to forum posts, as well as review responses for trends and patterns.
- Assignments require participants to complete a task, submit for feedback, and receive a passing score to ensure activity completion before receiving a course completion certificate.
- Completion of Needs Assessments that guide professional learning action planning, as well as serve as baseline to determine growth over time. At this time, teams have engaged in initial needs assessment, but have not yet completed a cycle of training to measure progress.
- Choice allows participants to answer specific questions that provide formative data for course facilitators.

In addition, Quizzes and Checks for Understanding also provide data on participant learning. Examples from a few of our courses include:

MTSS Overview Course

- Post Assessment quiz (which assesses learning acquired through course engagement) - Average score is 93.18%

Understanding Trauma Course

- Check for Understanding "About Childhood Trauma" participant average score: 90.14%
- Check for Understanding "Understanding Effects of Trauma" participant average score: 95.99%

Managing Escalations Course

- Check-in #1 participant average score: 91.85%
- Check-in #2 participant average score: 98.97%

Connectedness Course

- School Safety Quiz participant average score: 99.80%

Introduction to Universal Design for Learning

- Putting it Into Practice Quiz participant average score: 100%

Tier 2 Overview

- Check for Understanding Quiz participant average score: 94.31%

Disclaimer:

The impact of COVID-19 and shifts in educational environments impacting educators and students has impacted the ability to collect student outcome data. Future courses will include Memorandums of Understanding (MOUs) to allow for de-identified collection of student data.

Future BRIDGE-RI Topics

BRIDGE-RI has a [current course catalog](#) that includes courses at each tier of the MTSS framework. New courses are always being developed and those currently in development include:

- Data-Based School Improvement
- Tier 3 Data and Tier 3 Practices
- Tier 3 Systems Teaming for DBI
- Classroom Communities for Student Success

- The AntiRacist Challenge
- Social-Emotional Learning
- Tier 2 Systems
- Strategies for Addressing Anxiety in the Classroom
- Multilingual Learner Assessment
- Word Problem Intervention-Ratios & Proportions
- Early Childhood Literacy

We asked administrators in March 2022 which courses should we prioritize. Here are the results:

- Data-Based School Improvement
- Co-teaching and Inclusive Tier 1 Instruction
- Supporting Students with Anxiety in the Classroom
- Classroom Communities (Behavior & Social Emotional Learning)
- Specific Evidence-Based Interventions
- Tier 3 Systems for Organizing Interventions
- Cross-District/School Communities of Practices (CoPs) for MTSS Coordinators/Leaders and Coaching for Classroom Behavior & Social Emotional Learning