

The State and District RtI Plans

April 11, 2008

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and

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As of January 1, 2009, all school districts will be required to have a district RtI plan.

This presentation is intended to assist school districts to fully understand the state plan and prepare for the development of their own plan in a way that complies with the state's expectations.

Section Overview

Philosophical Considerations

Legal Components

**Development of State Response to
Intervention (RtI) Plan**

Development of District RtI Plan

School District Actions

Philosophical Considerations

Core Principles of RtI

Educators will:

- **Use a multi-tier model of instruction**
- **Use a problem-solving method**
- **Use scientific, research-based interventions/instruction**
- **Monitor student progress to drive instruction**
- **Use data to make decisions**
- **Use assessments for screening, diagnostics and progress monitoring**
- **Effectively teach all children**
- **Intervene early**

Why use RtI?

- **RtI enables educators to target instructional interventions in response to children's specific areas of need *as soon as* those needs become apparent**
- **Current research demonstrates that early intervention is crucial to a student's success**
- **RtI creates an educational system that focuses on success for all learners**

Additional Reasons to Use RtI

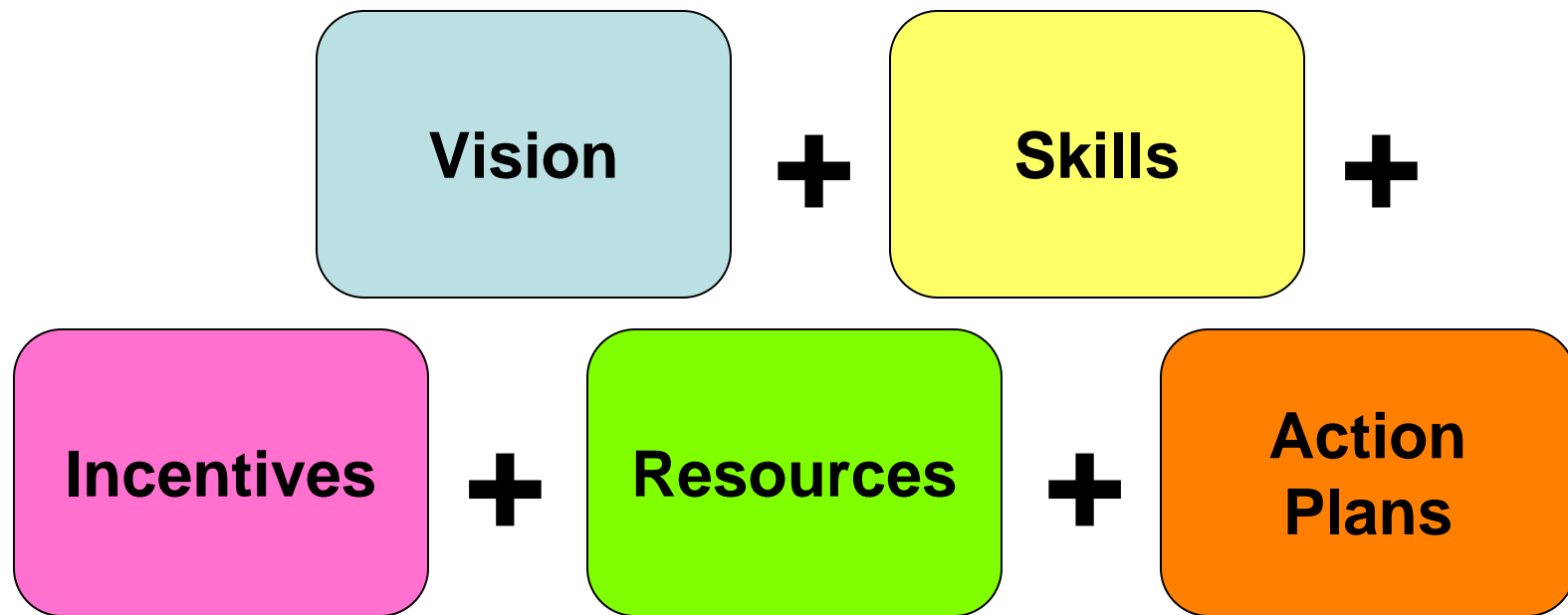
- **Research supported by IDEA and NCLB states that implementing an RtI process through:**
 - **Scientifically based early reading programs**
 - **Positive behavioral interventions and supports and**
 - **Early intervening services**

Reduces the need to label children with learning and behavioral needs.
- **RtI identifies struggling learners early**
- **RtI requires data-driven educational decision-making for all learners**

The Linkage Between RtI, Problem-Solving and SLD

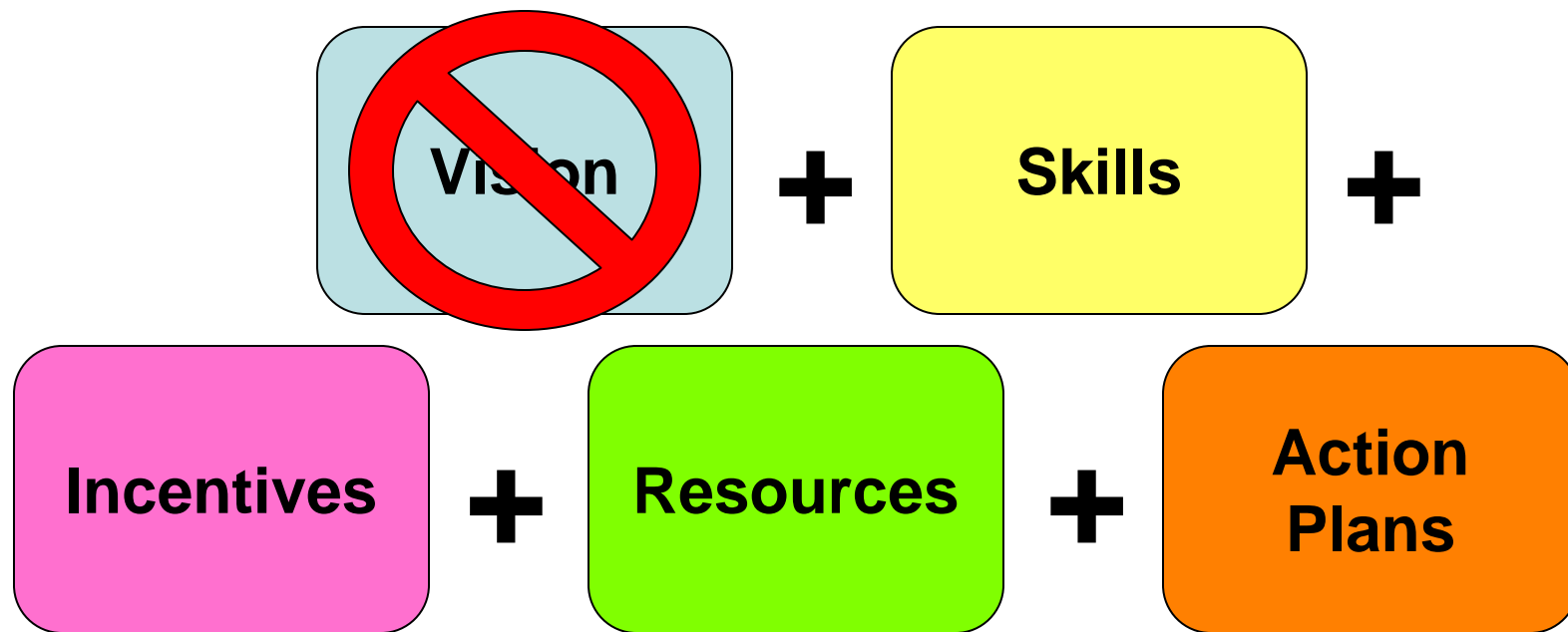
- **RtI uses a problem-solving method for identifying a student's strengths and weaknesses both academically and behaviorally**
- **RtI matches instructional resources to educational needs**
- **RtI provides the historical data needed to determine what the school needs to do to ensure a student's success in the general education curriculum**

Managing Complex Change



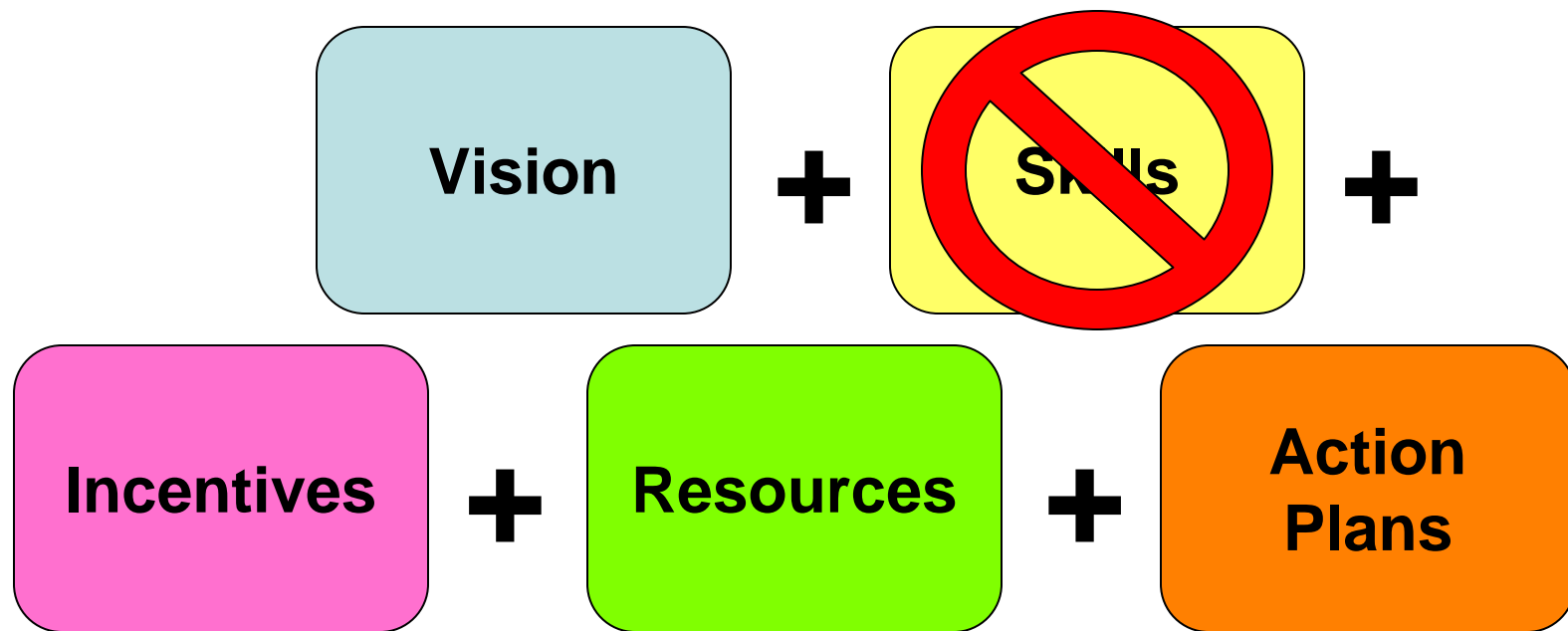
CHANGE

Managing Complex Change



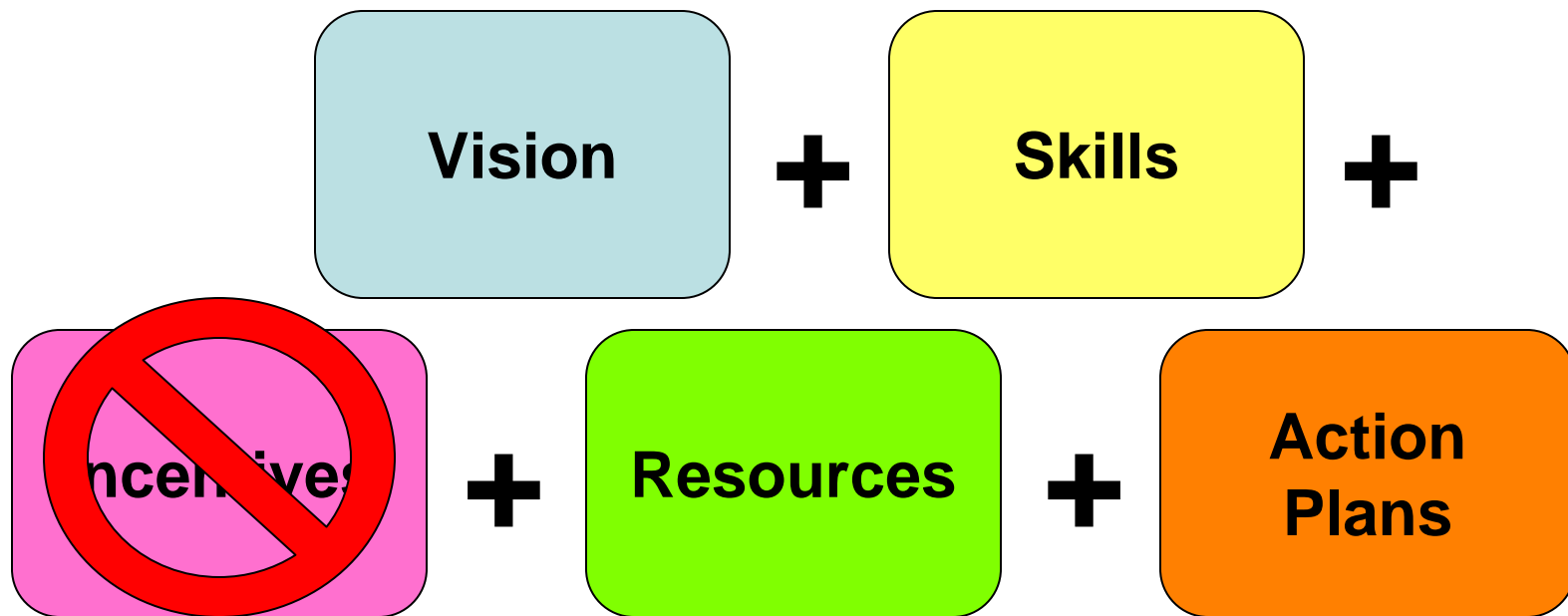
CONFUSION

Managing Complex Change



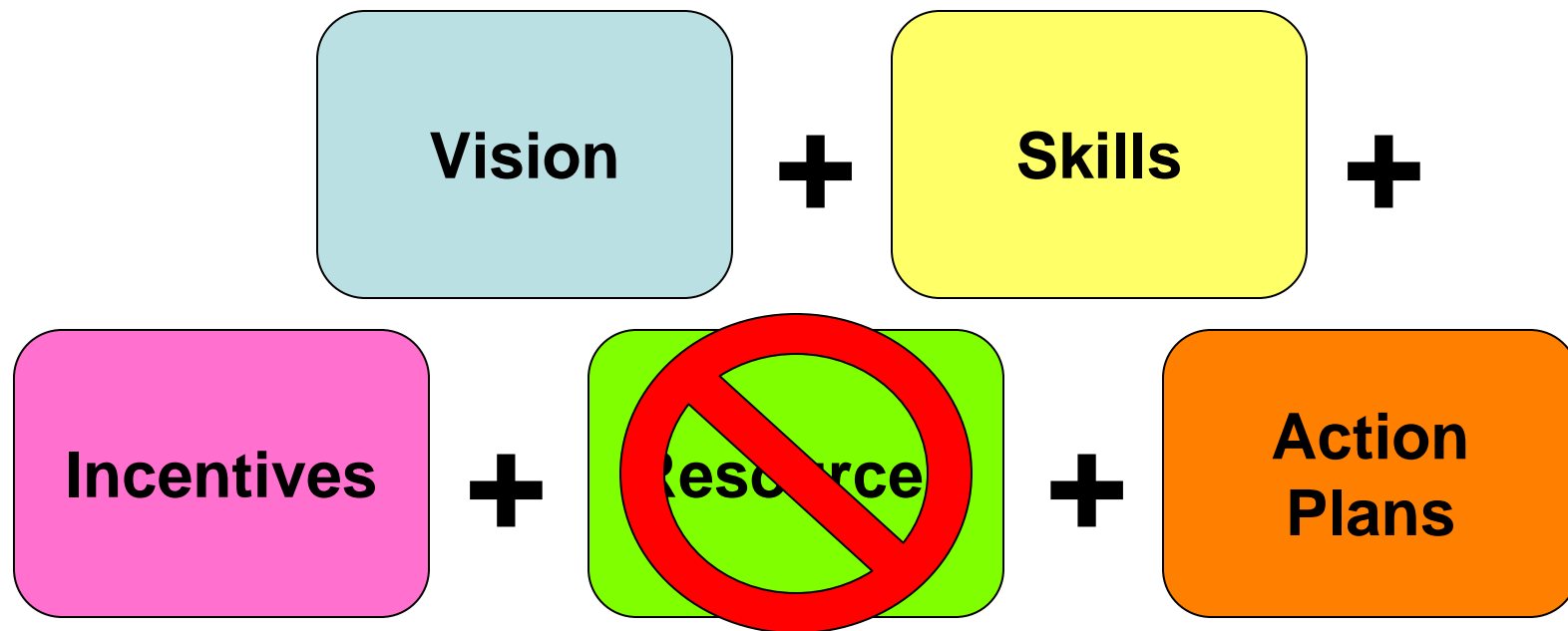
ANXIETY

Managing Complex Change



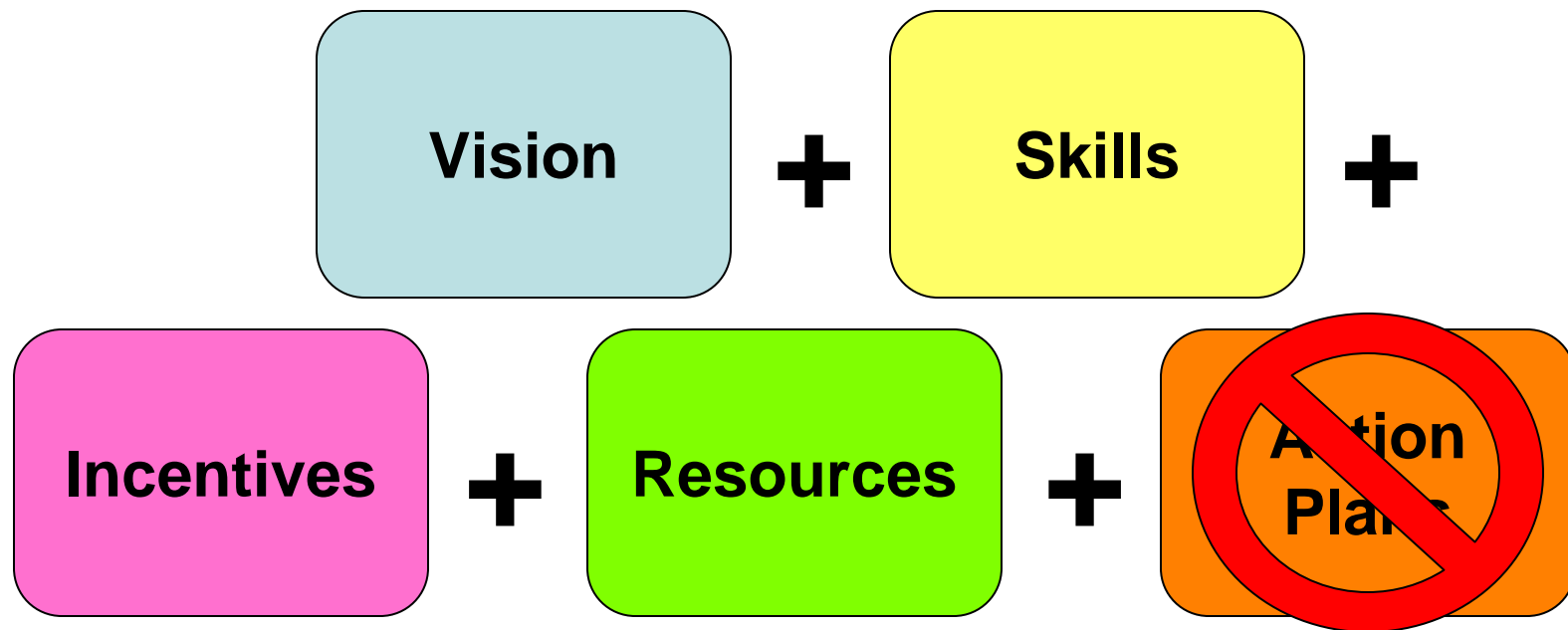
SLOW CHANGE

Managing Complex Change



FRUSTRATION

Managing Complex Change



FALSE STARTS

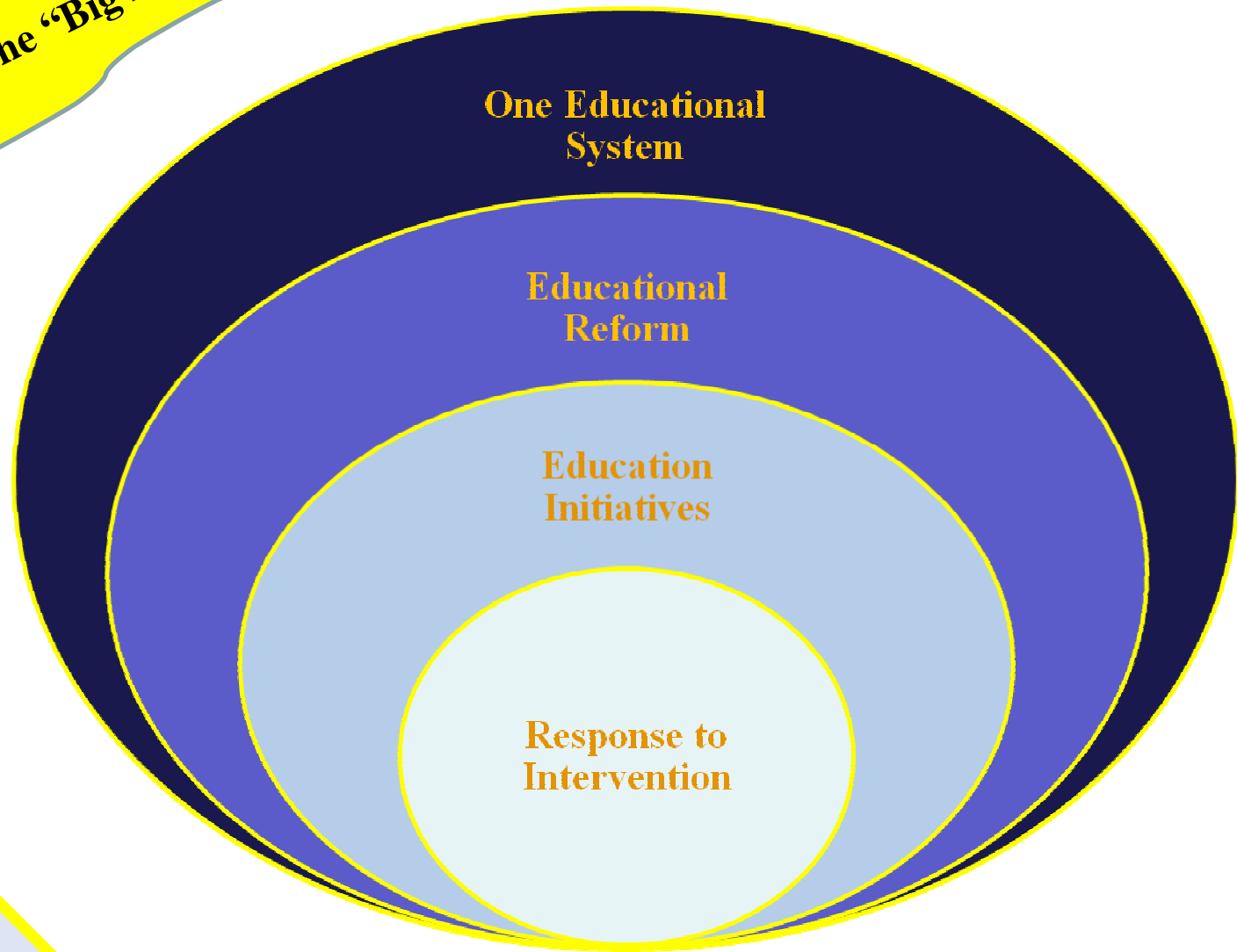
RTI: The "Big Picture"

One Educational System

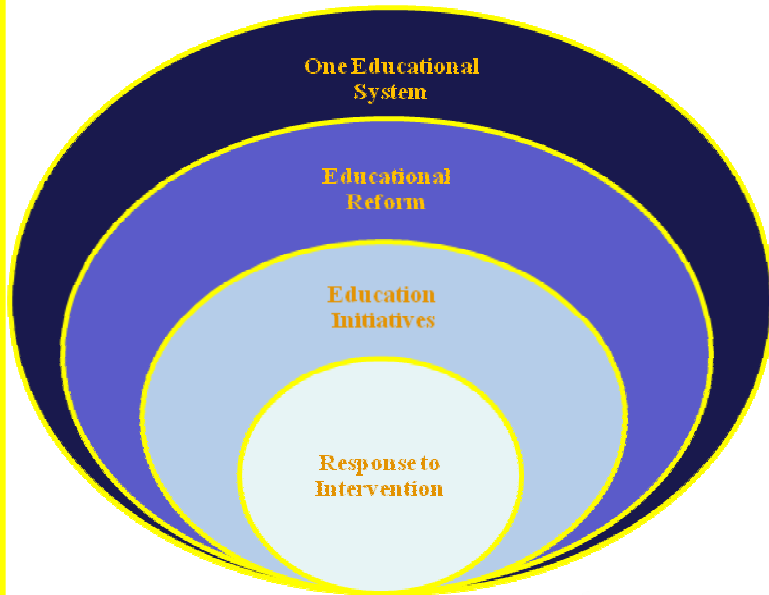
Educational Reform

Education Initiatives

Response to Intervention



Meeting the Needs of ALL Students



RtI IS Reform

An EVERY EDUCATION Initiative

Three Tier Model of School Supports

Problem Solving Method of Decision-making

Integrated Data Collection that Informs Instruction

Legal Components

Relevance:

- **“By the 2010-2011 school year, documentation of the RtI process shall be a part of the evaluation process for students when a specific learning disability (SLD) is suspected. After implementing an RtI process, a district may use a severe discrepancy between intellectual ability and achievement as part of the evaluation process for determining whether a child has a specific learning disability.”**
- **“It is important to note that RtI within a three-tier intervention model is also a part of special education eligibility decision-making required by 34 CFR 300.309 and 23 IAC 226.130.”**
- **Reiterates the parent request for an evaluation already in Section 226.110 ... does not imply that it would prevent or abbreviate the use of RtI.**

Federal Commentary

“The Department does not believe that an assessment of psychological or cognitive processing should be required in determining whether a child has an SLD. There is no current evidence that such assessments are necessary or sufficient for identifying SLD. Further, in many cases, these assessments have not been used to make appropriate intervention decisions.” (Comments in IDEIA, 2004, p. 46651)

Development of State RtI Plan

Illinois Part 226.130 Rule (SLD Eligibility)

Requires:

- **Use of a process that determines how the child responds to scientific, research-based interventions as part of the evaluation procedure described in 34 CFR 300.309**
- **Development and distribution of a State RtI Plan by January 1, 2008 by the State Superintendent in collaboration with professional organizations outlining the professional development that is necessary and other activities and resources that are essential for implementation**

Participating Stakeholder Groups

- **Illinois Education Association**
- **Illinois Federation of Teachers**
- **Illinois State Advisory Council on the Education of Children with Disabilities**
- **Illinois Alliance of Administrators of Special Education**
- **Illinois Association of School Administrators**
- **Regional Offices of Education**
- **Parent Initiative Centers**
- **Higher Education**
- **Illinois State Board of Education (Bilingual, Professional Certification, Accountability, Curriculum and Instruction, Special Education, Federal Grants and Programs)**

State RtI Plan Components

- **Introduction/Belief Statements for RtI**
- **Definition of RtI and Problem Solving**
- **Link between RtI and SLD Eligibility Determination**
- **Process for Implementation**
- **Implementation Timelines**
- **Funding Considerations**
- **ISBE Evaluation Plan**
- **Supporting Resources**

Development of District RtI Plan

Illinois Part 226.130 Rule

Requires:

- **Illinois districts to complete a plan for transition to the use of a process that determines how the child responds to scientific, research-based interventions as part of the evaluation procedure for SLD by January 1, 2009**
- **Illinois districts to implement RtI as part of their evaluation procedure for making SLD determinations by the 2010-2011 academic year**

Major Timeline Events

- **January 1, 2008 – State RtI Plan**
- **March 17, 2008– Needs Assessment Available**
- **Summer 2008/
Fall 2009 – RtI Training and Planning**
- **January 1, 2009 – District RtI Plan Required**
- **Academic Year
2010-2011 – District RtI Plan Implemented**

What Should Districts Do to Begin Implementation?

- **Learn what RtI is and what it isn't**
- **Read the State RtI Plan posted on the ISBE website**
- **Read the FAQ document produced by ISBE**
- **Complete the District Self-Assessment**
- **Build stakeholder acceptance of RtI at the district and building level**

District Self-Assessment Template

- **Purpose is to identify district and state needs**
- **District reviews seven areas:**
 - **Consensus Building and Collaboration**
 - **Standards-Based Curriculum and Research-Based Instruction**
 - **Research-Based Assessment Practices**
 - **Student Intervention/Problem Solving Team Process**
 - **Intervention Strategy Identification**
 - **Resources Allocation**
 - **Ongoing Professional Development for Effective RtI**
- **Due May 23, 2008**

School District Actions

The District RtI Plan:
Completing the Self-Assessment
Due to ISBE May 23, 2008

Process:

- Intended to be a collaborative process; completed during the course of 2-3 meetings
- Should be completed by a district leadership team comprised of 1-2 representatives from all aspects of the district (e.g., assessment, curriculum, ELL, special education, professional development)
- First step in conceptual development of a comprehensive district plan that incorporates district goals, district and school improvement plans, technology and professional development planning
- Provides a snap shot of the district's current status

Product:

- Serves as a road map for the RtI components of the District Improvement Plan
- Identifies what is in place and not in place within the district

Components of the District Self-Assessment

Consensus Building and Collaboration
Standards-Based Curriculum and Research-Based Instruction
Student Intervention/Research-Based Assessment Practices
Problem Solving Process
Intervention Strategy Identification
Resources Allocation
Ongoing Professional Development for Effective RtI



Formulate a district profile

Next Steps for Districts

- **Establish a district leadership team**
- **Gather current district information/plans**
- **Determine what other information you need to continue plan development**
- **Establish timelines for plan development – consider multi-year approach for implementation**
- **Determine plan evaluation methods and process**



Complete district self-assessment

Next Steps for Districts

➡ **Establish a district leadership team**

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Create a District Leadership Team with 1-2 Representatives from...

- **Assessment**
- **Bilingual**
- **Curriculum/Instruction**
- **General Education**
- **Parent**
- **Principal**
- **Professional Development**
- **Special Education**
- **Technology**

Focus Areas for the District Leadership Team

- **Assess school needs**
- **Develop and define expectations for implementation**
- **Incorporate RtI planning into DIP/SIP process**
- **Anticipate staff development needs**
- **Build staff buy-in/acceptance of RtI at the district/building level**
- **Collaborate with stakeholders**
- **Allocate resources in alignment with district plan**
- **Evaluate the effectiveness of efforts**
- **Plan for sustainability**

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Gather District Information on...

- **Current Assessments for Purposes of Screening, Diagnostic and Progress Monitoring**
- **Current Instructional Practices across the Tiers**
- **Current District Improvement Plans**
- **Current Professional Development Plan and Needs Assessment**

Draft

Sample District Assessment Plan

I-Aspire North Shore School District 112 Assessment Matrix

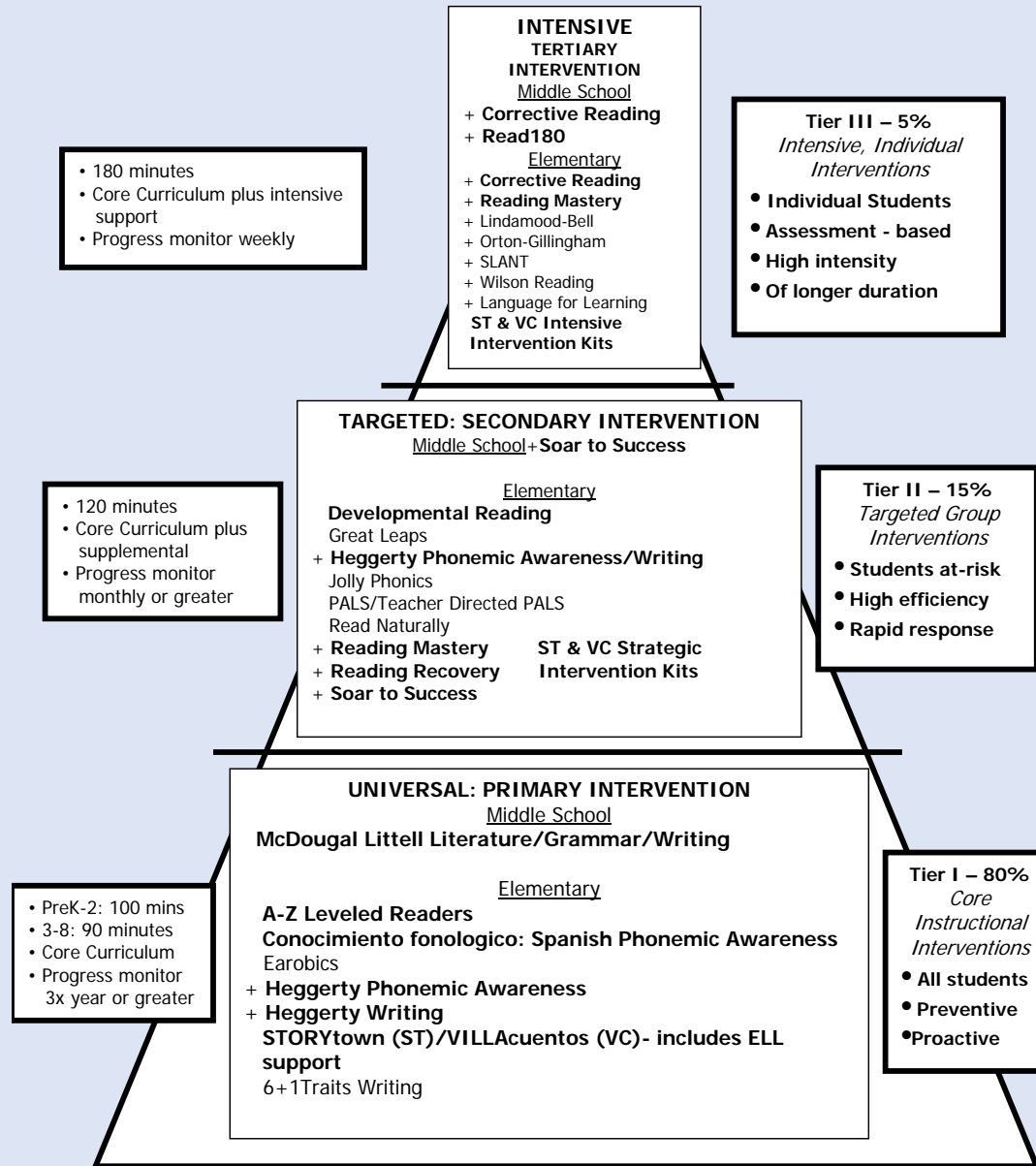
Assessment Application	Screening Problem Identification	Diagnostic Problem Analysis	Progress Monitoring	Program Evaluation
Subject				
Reading	Early Literacy K T1 LNF/LSF Reading CBM 1-5 T1 1 st Grade if not meet CBM criteria, use LNF/LSF MAP Reading 3-8 T1 Gifted T3 Optional: STORYtown benchmark assessments T1	Early Literacy K T1,T2, T3 Reading CBM 1-5T1, T2 T3 within Survey Level Assessment and/or Curriculum Based Evaluation activities MAP Reading 3-8 T1, T2 (Goal areas) T3 ISAT/IMAGE 4-8 T1 Optional: STORYtown T1 benchmark assessments T2	Early Literacy K T1,T2, T3 Reading CBM 1-5 T1, T2, T3 Optional: STORYtown assessments T1	Early Literacy K Reading CBM 1-5 MAP Reading 3-8 (R180, GOAL extended-day) SUPERA 3-8 (DL Spanish) IPT K-8 in Sp. for DL T1 ISAT 4-8 (GOAL, R180,DL, TBE) Optional: STORYtown benchmark assessments
Mathematics	MAP Math 3-8 T1 Early numeracy K-1 T1 Math Facts 1-5 T1	MAP Math 3-8 T1 ISAT/IMAGE 4-8 T1 Early numeracy K-1 T1 Math Facts 1-5 T1	MAP Math 3-8 T1 Early numeracy K-1 T1,2,3 Math Facts 1-5 T1,2,3	MAP Math 3-8 (Math, DL, TBE, GOAL) ISAT/IMAGE 4-8 (R180, DL, TBE, GOAL) Early numeracy K-1 T1 Math Facts 1-5 T1
Writing	Primary Writing Assessment K-2 T1 Writing CBM TWW K-8 T1 Writing 3-8 MAP Lang. Use. 3-8 T1	Primary Writing Assessment K-2 T1 Writing 3-8 T1 MAP Lang. Use. 3-8 T1 ISAT Writing 5, 6, 8 T1	Primary Writing Assessment K-2 T1 Writing CBM TWW K-8 T1 T2, T3 MAP Lang. Use. 3-8 T1	Primary Writing Assessment K-2 Writing CBM TWW K-8 Writing 3-8 MAP Lang. Use. 3-8 ISAT Writing 5, 6, 8 T1
Behavior	Office Discipline Referrals K-8 Attendance Records	Office Discipline Referrals K-8 Attendance Records	Office Discipline Referrals K-8 Attendance Records	Office Discipline Referrals K-8

Sample District Instructional Practice Plan

North Shore School District 112 Three Tiers of Support in Language Arts

Revised 2/26/08

Draft



Any intervention used at one level can be used at the next tier with an increase of time and with a reduction of group size.

Bold items provided by district – all other materials provided by buildings + Specific training required

Sample District Secondary Intervention Examples

Intensive: Tertiary Intervention

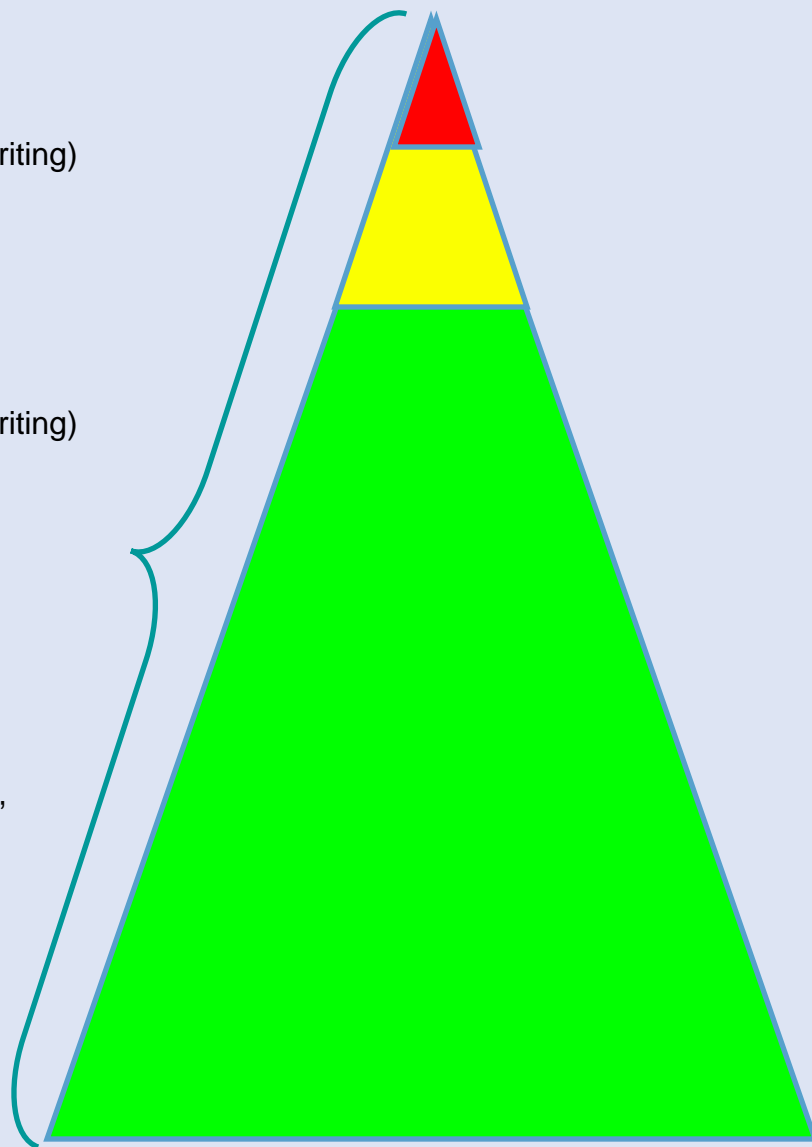
- REACH (SRA; CR + Spelling thru Morphographs + Reasoning and Writing)
- Corrective Reading (SRA)
- Language! (Sopris West)
- REWARDS (Sopris West)
- REWARDS + (Science and Social Studies; Sopris West)

Targeted: Secondary Intervention

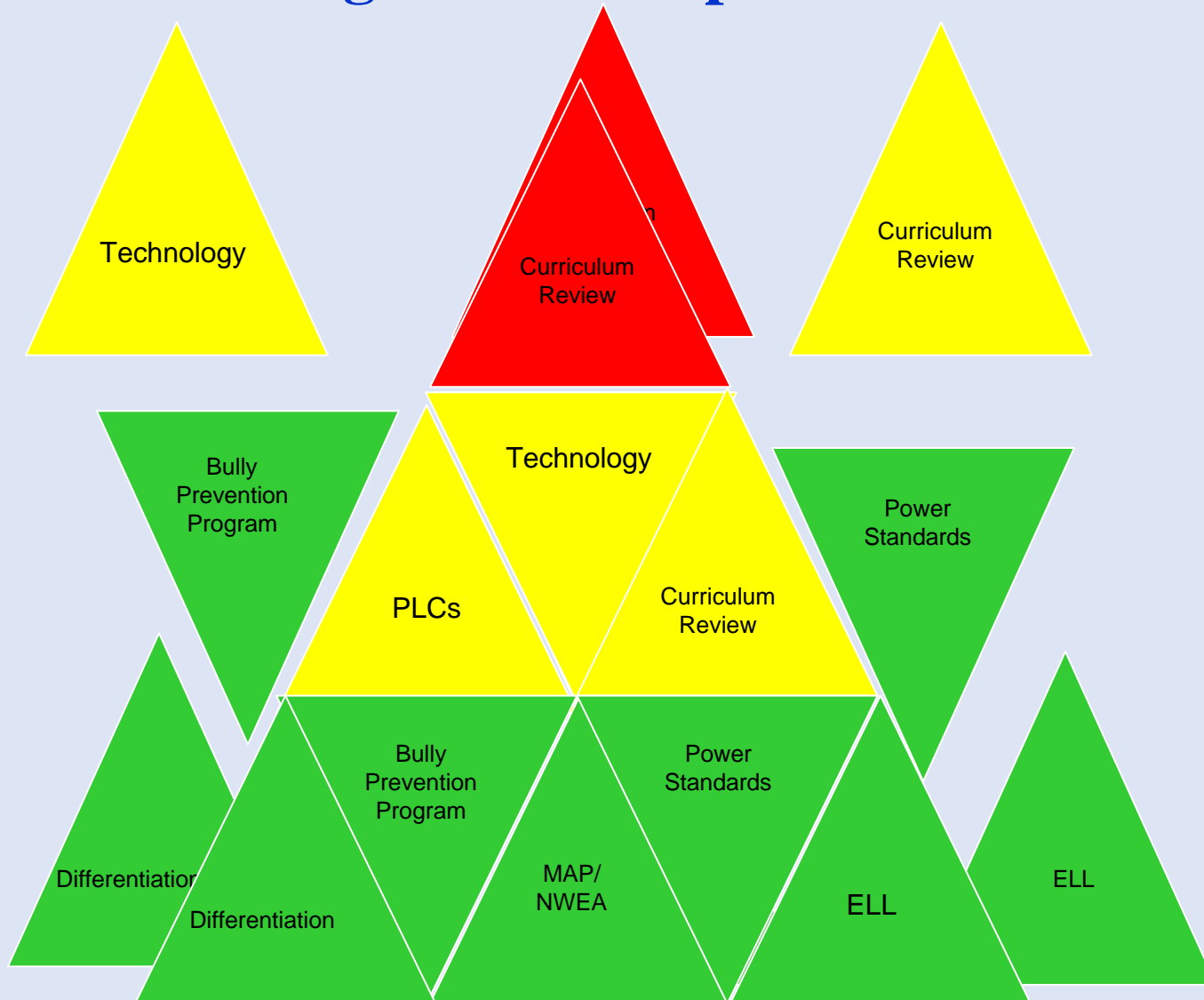
- REACH (SRA; CR + Spelling thru Morphographs + Reasoning and Writing)
- Corrective Reading (SRA)
- Language! (Sopris West)
- REWARDS (Sopris West)
- REWARDS + (Science and Social Studies; Sopris West)
- SIM (Strategic Instruction Model)

Universal: Primary Intervention

- Use of Teaching Routines and Learning Strategies (Univ. of Kansas Structured Instructional Model (SIM))
- Well-Designed Curriculum with a “Big Ideas” Focus or Ability to “Distill” Curriculum to Big Ideas
- Effective Secondary Classroom Management
- Study and Organizational Skills
- Curriculum Modification



Sample Alignment Review of District Planning and RtI--Linking District Improvement Plans



Next Steps for Districts

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- ➡ **Determine what other information/resources you need to continue plan development**
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NASDSE RtI Blueprint:

A Road Map to Implementation

- **Consensus Building**
- **Infrastructure Development**
- **Implementation**

Internet Resources

Reviews of Interventions and Programs

<http://whatworks.ed.gov/>

Intervention/Topic Reports

Choose specific topics of your preference

<http://fcrr.org/FCRRReports/index.aspx>

<http://www.studentprogress.org/>

Under the small picture of the student at desks titled
“Review of Tools” chart

<http://www.promisingpractices.net/default.asp>

Select the link in the left margin titled: *“Programs that Work”*

<http://www.interventioncentral.com/>

Internet Resources

Research and Articles

<http://www.rti4success.org/>

<http://www.ideapartnership.org/page.cfm?pageid=28>

<http://www.ilispa.org/>

Consumer Resources

<http://nasdse.org/projects.cfm?pageprojectid=23>

<http://nrcl.org/index.shtml>

<http://www.rrfcnetwork.org/>

Topical Link

Response to Intervention

<http://www.illinoisaspire.org>

Internet Resources

Secondary Educational Practices for RtI

<http://www.centeroninstruction.org/>

Reading

4-12 (There are 3 sections: Resources, Research, and Exemplars)

<http://www.rti4success.org/>

Events: RtI Summit

Summit Presentations

Friday, December 7, 2008: presentation RTI and Secondary Education

<http://www.kucrl.org/cec2007/>

English Language Learners

<http://www.texasreading.org/utcrla/research/optimizing.asp>

Internet Resources

Illinois State Board of Education, Response to Intervention

http://www.isbe.net/RtI_plan/default.htm

RtI Resources for Parents

- **National Association of School Psychologists**
 - NASP's has a variety of resource materials and helpful factsheets for parents. Also see the report of the 2004 LD Roundtable posted on the NASP website at <http://www.nasponline.org/advocacy/2004LDRoundtableRecsTransmittal.pdf>
- **National Association of State Directors of Special Education – www.nasdse.org**
 - See the document: *Response to Intervention: Policy Considerations and Implementations*
- **National Center for Learning Disabilities - www.nasdse.org**
 - NCLD provides essential information, promotes research and programs to foster effective learning, and advocates for policies to protect and strengthen educational rights and opportunities.
- **National Joint Committee on Learning Disabilities (NJCLD) - www.ldonline.org/njld**
 - The NJCLD is comprised of organizations committed to the education and welfare of individuals with learning disabilities. See the paper: *Responsiveness to Intervention and Learning Disabilities*, http://www.ldonline.org/pdf/rti_final_august_2005/pdf

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- ➡ Determine plan evaluation methods and process

Sample District Timeline

DATE	AREA OF FOCUS	ACTIVITY
Spring 2008	Each district completes a District Self-Assessment (developed by ISBE) to determine Next Steps	District Plan Development ❖Use the Self-Assessment to determine which areas are already in place and which areas need further development.
Spring 2008	Technical Assistance and Support for all Districts	NSSEO Trainings: ❖Tier 1 Feb 7 and Feb 14 ❖Tier 2 March 3 ❖Tier 3 April 3 Coaching ❖Tier 1 Feb 20 and Feb 27 ❖Tier 2 March 12 and March 14 ❖Tier 3 April 7 and April 10 Additional RTI Trainings ❖Specifics of Intervention (Rdg) K-5 March 19 ❖Specifics of Intervention (Rdg) 6-12 April 16 ❖Administrators Academy: RTI and the School Leader (target audience central office and principals) June 11
Fall 2008 to Spring 2009	Technical Assistance and Support for all Districts	Trainings will Cover: ❖Overview of 3 Tiers ❖Research-Based Assessments: Progress Monitoring and Universal Screening ❖Problem Solving ❖Research-Based Interventions ❖Leadership and Teaming in RTI ❖Parent Involvement
January 2009	Districts must submit their District RTI plans to ISBE	District Finalized RTI Plan
Fall 2009 to Spring 2010	Technical Assistance and Support for all Districts	Trainings will Cover: ❖Research-based Instructions and Interventions ❖CBM and Progress Monitoring ❖The use of RTI to make special education eligibility decisions ❖Advanced Problem Analysis ❖ELL implementation ❖Middle and High School implementation
Fall 2010	Districts must use RTI to make special education eligibility decisions	

Next Steps for Districts

- Establish a district leadership team
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- ➡ **Determine plan evaluation methods and process**

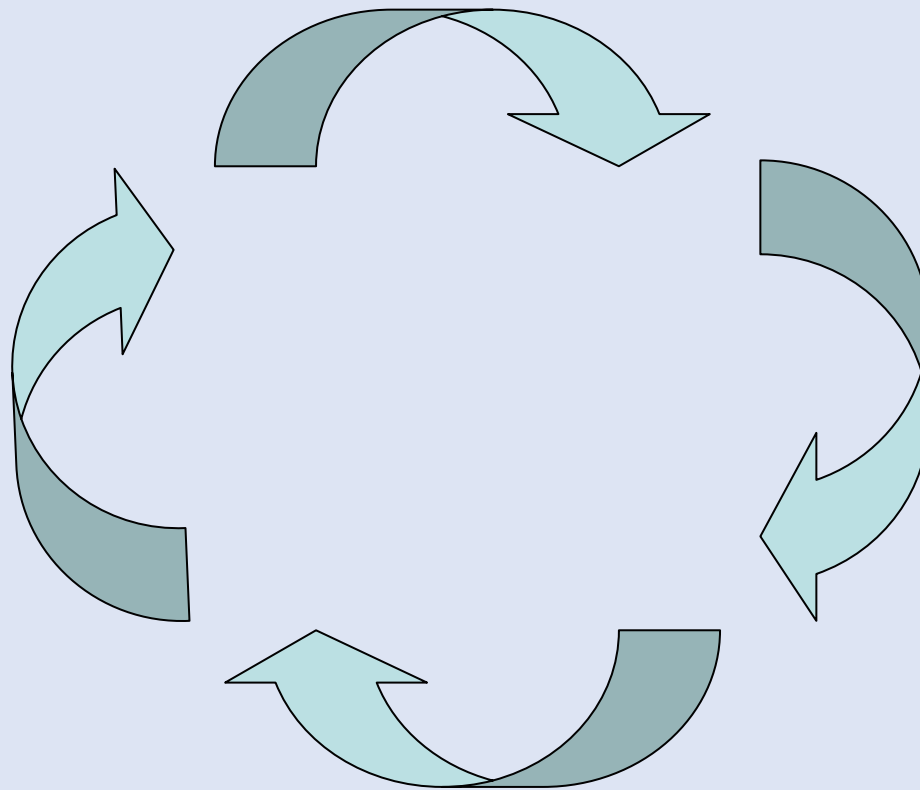
Use a Problem-Solving Model to Design an Evaluation Plan for RtI

Look at the existing research

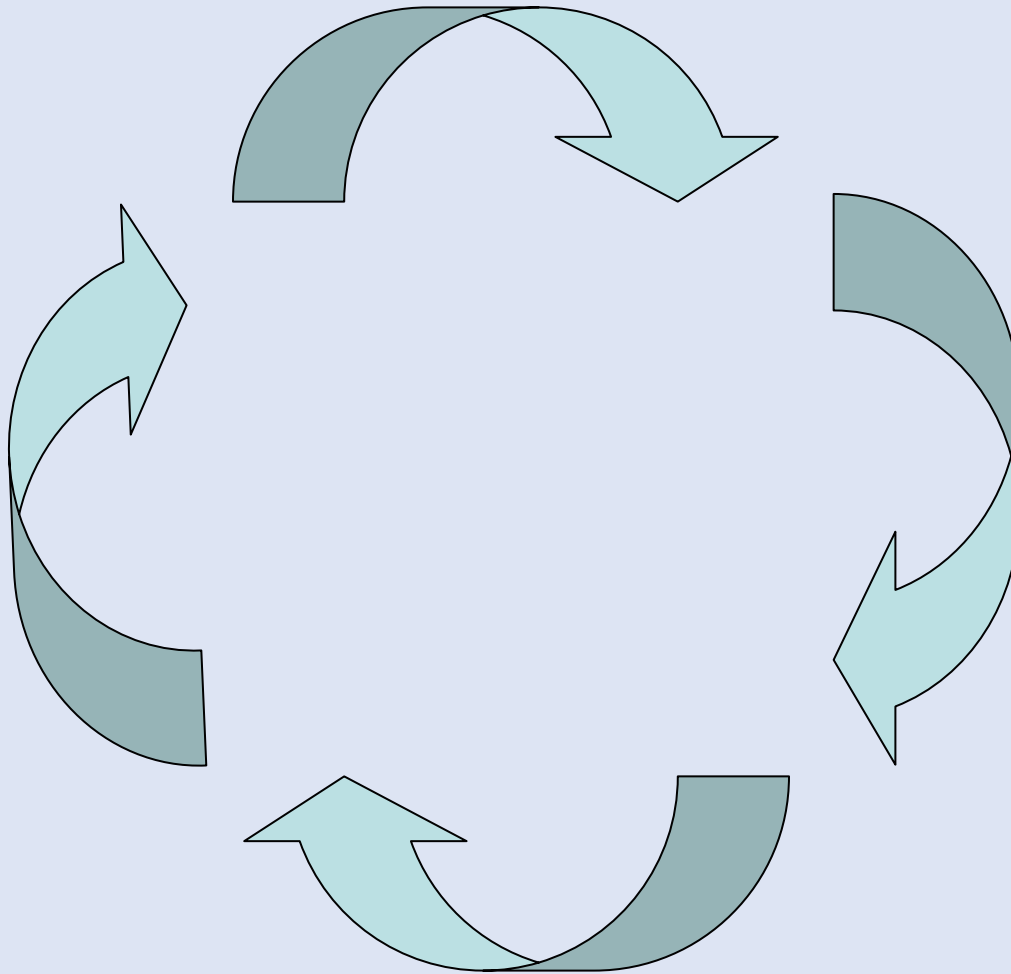
How will the district use the data to improve RtI implementation?

Determine what the district wants to know about RtI implementation

Determine how the district is going to collect, display and analyze the data



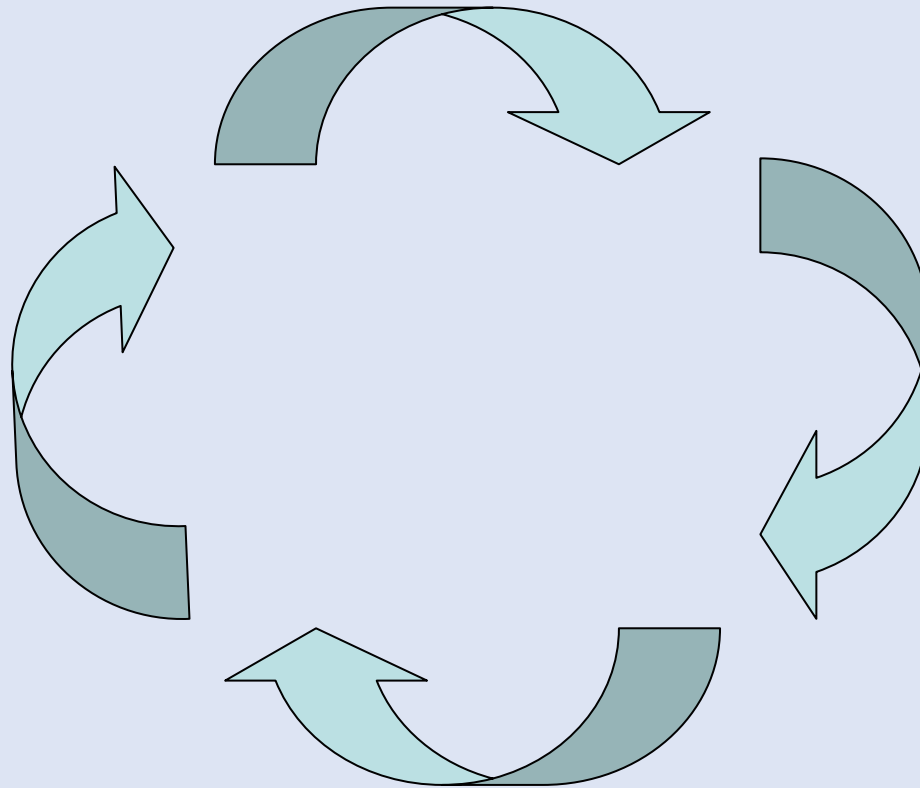
Look at the existing research



What evidence exists to evaluate the satisfaction of teachers and parents with the implementation of a problem solving model (PSM)/RtI?

- ▶ **Swerdlik, et al. conducted a longitudinal study of the impact of PSM/RtI in the Flexible Service Delivery system in Illinois. Results indicate that both teacher and parent satisfaction with the PSM/RtI method was superior to that of the traditional test-staff-place model.**

Look at the existing research



Determine what the district wants to know about RtI implementation

Teacher Satisfaction at Heartland

Question 1: The problem solving process supports teachers in improving the performance of students whose academic skills and behaviors are of concern. This includes the Building Assistance Team or other intervention supports.

	Gen Ed Teachers n=390	Principal n=31	Sp Ed Teachers n=89
Agree	87.3%	96.8%	92.13%

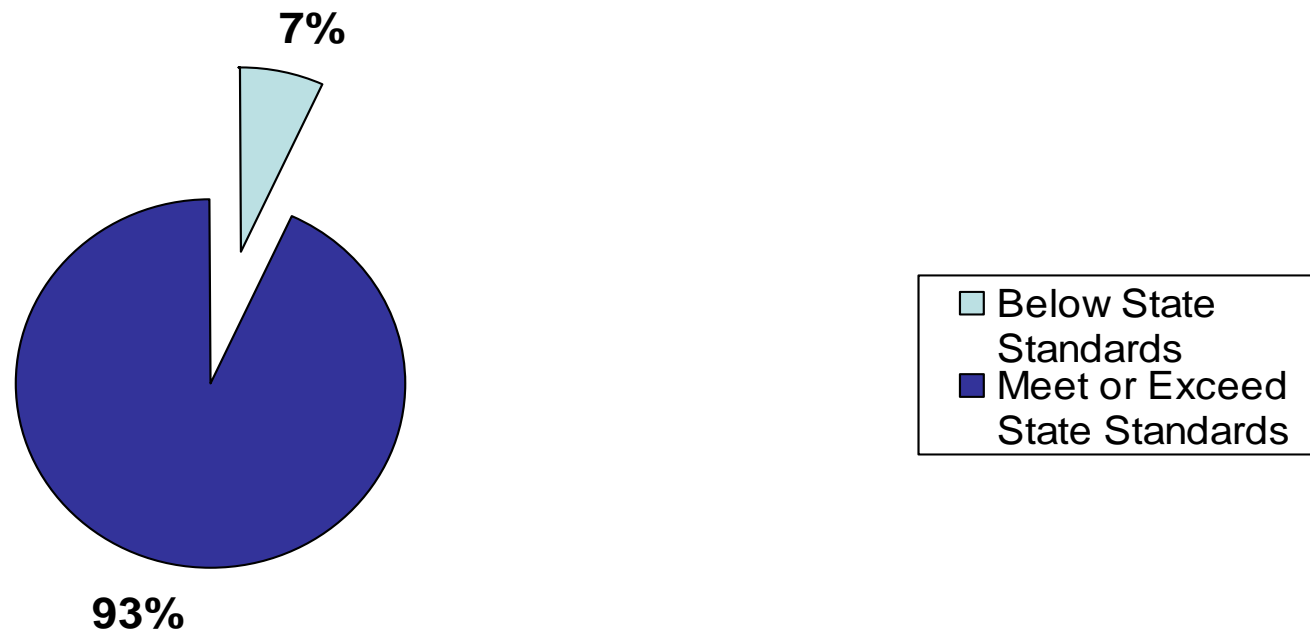
Question 2: Problem solving process leading to educational interventions is equally applicable for helping students in general and special education.

	Gen Ed Teachers n=390	Principal n=31	Sp Ed Teachers n=89
Agree	81.0%	96.7%	92.14%

Source: Heartland AEA 11 Consumer Satisfaction Survey 2000-2001

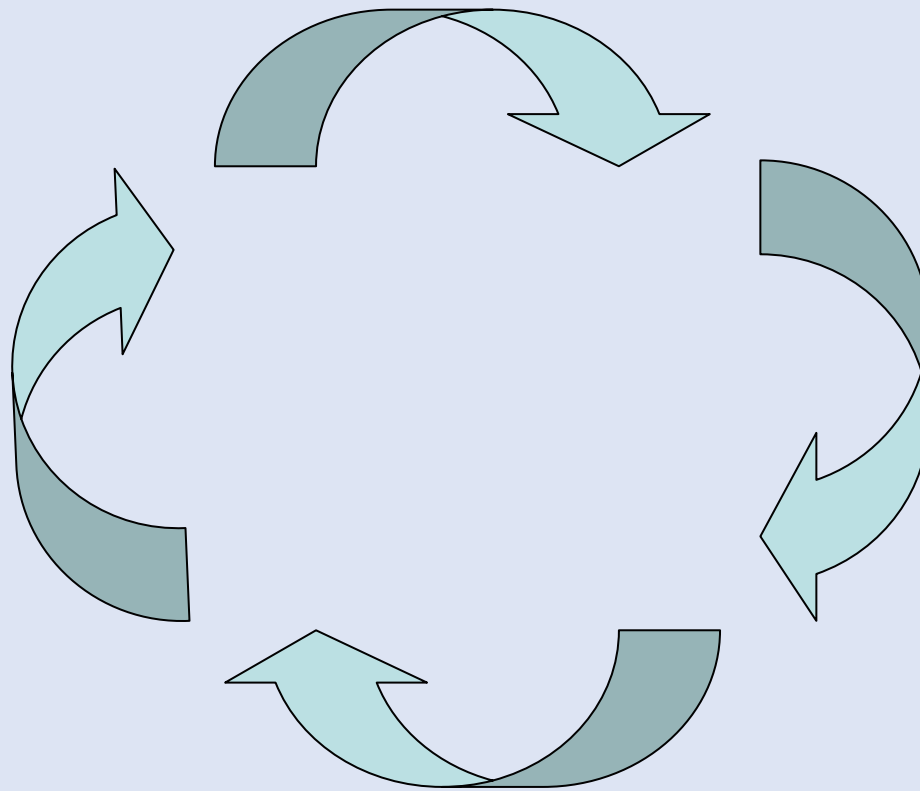
How do students who receive interventions perform on the Reading ISAT?

Reading ISAT performance for Reading Intervention Students



- 33 individual problem solving cases

Look at the existing research

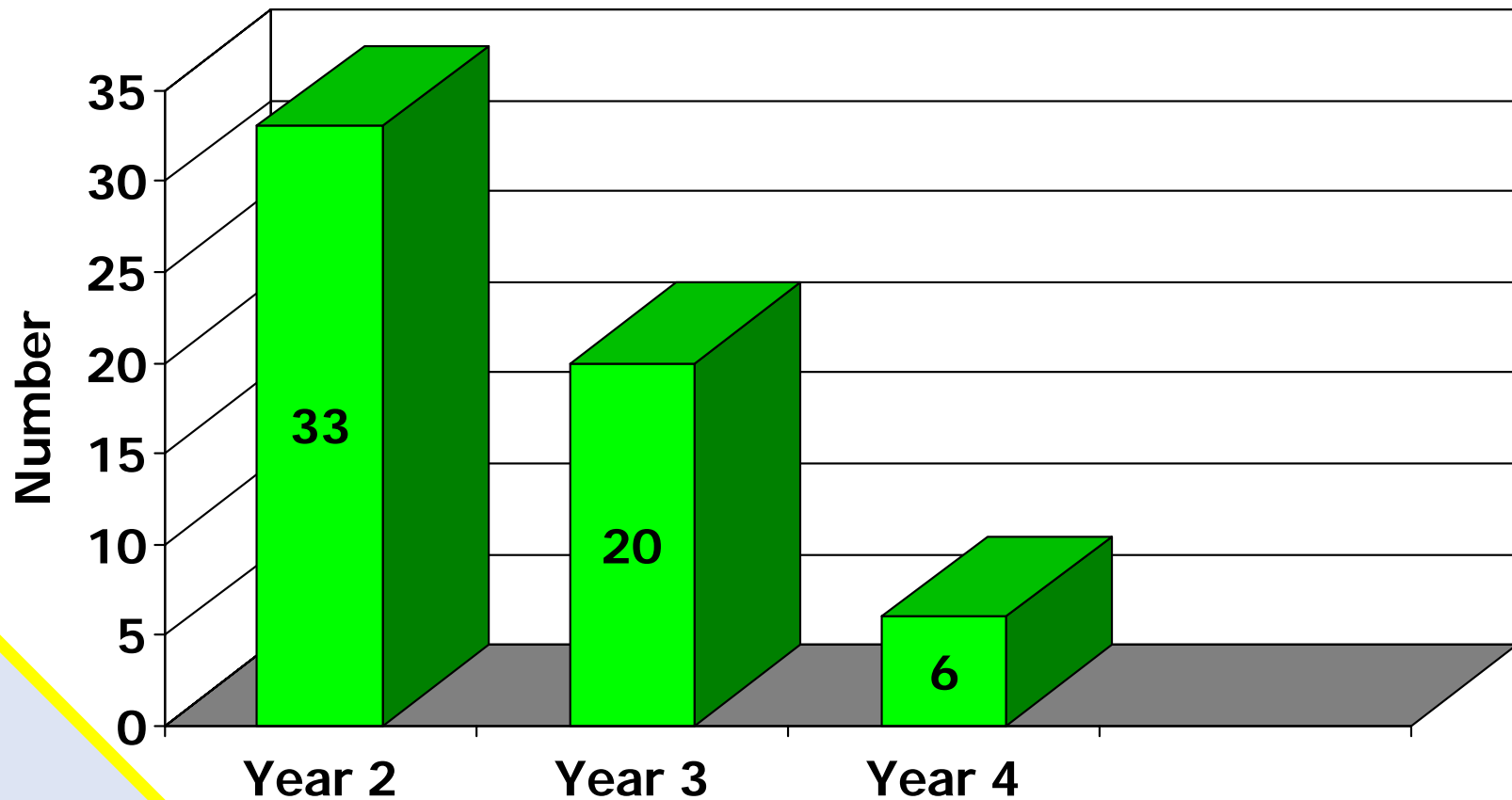


Determine what the district wants to know about Rtl implementation

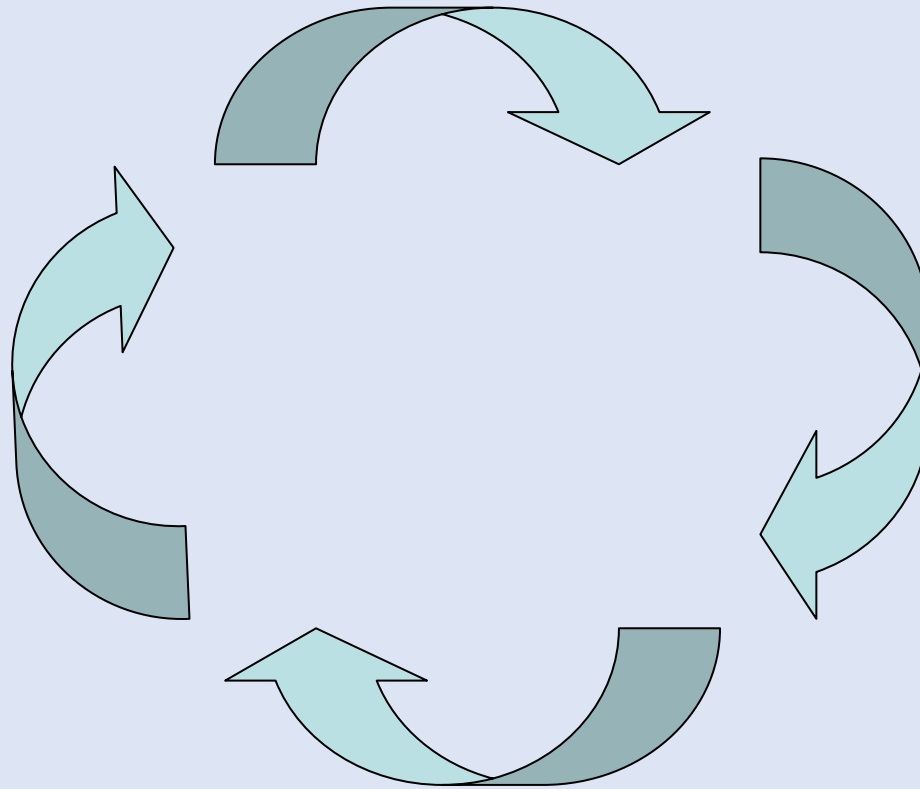
Determine how the district is going to collect, display and analyze the data

Utilizing Resources More Efficiently Through Systemic Interventions

Number of Students Referred to Individual Problem Solving



Look at the existing research



Determine what the district wants to know about Rtl implementation

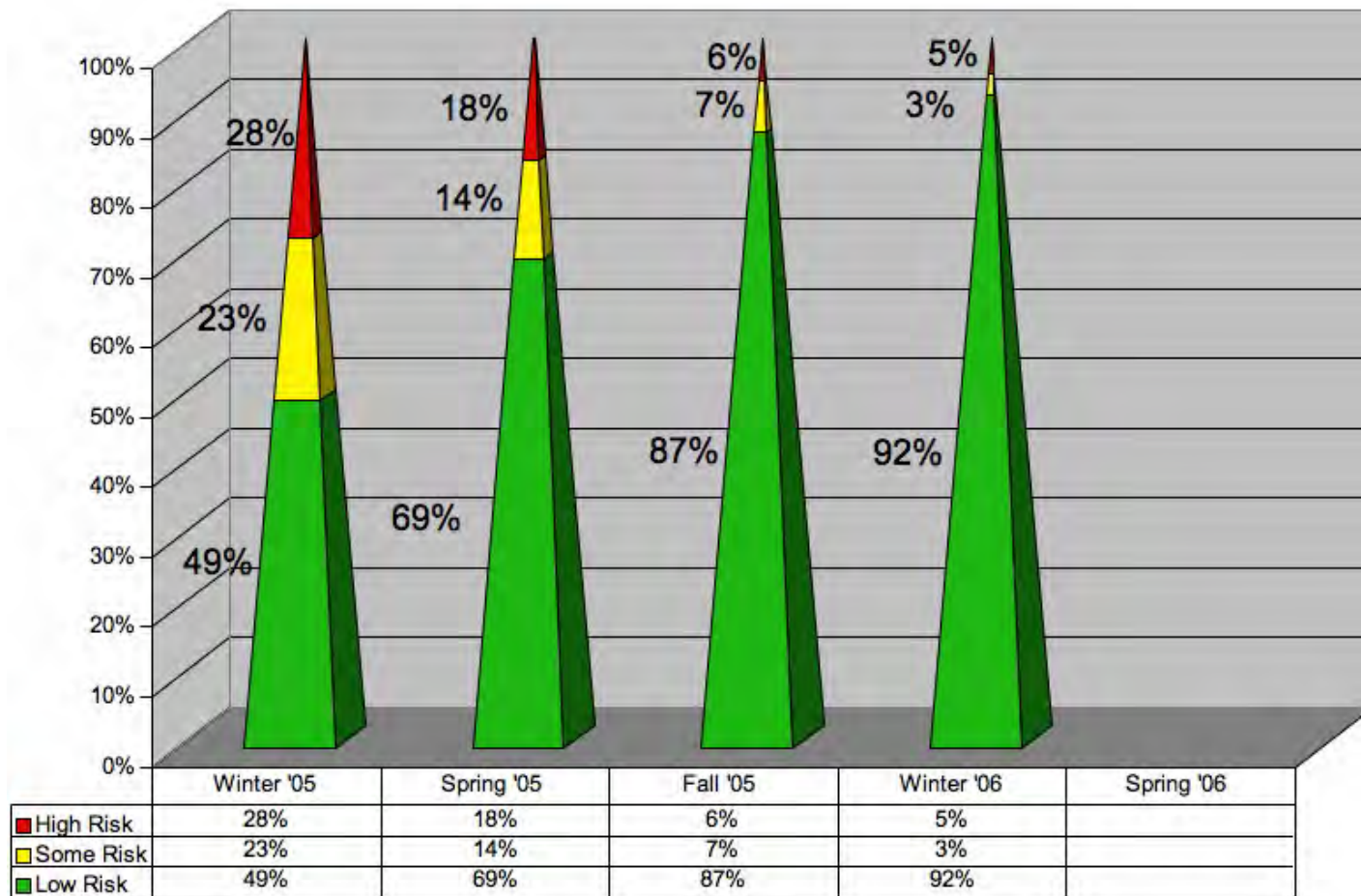
How will the district use the data to improve Rtl implementation?

Determine how the district is going to collect, display and analyze the data

Ongoing Improvement to RtI Implementation

- **Quarterly review of Plan and progress towards Plan goals**
- **Stakeholder involvement in review process**
- **Consistent alignment of all district initiatives**
- **Adequate resource allocation to support RtI Implementation**

www.illinoisaspire.org/north
under documents (triangle template.xls)



Courtesy of Christine Martin, Indian Prairie School District, IL

Evaluation Resources

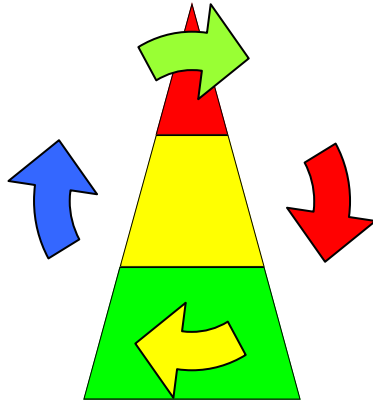
- Illinois ASPIRE www.illinoisaspire.org
- NCLD Response to Intervention Model www.nrclid.org/rti_manual
- National Center for Student Progress Monitoring
www.studentprogress.org
- What Works Clearing House www.ies.ed.gov/ncee/wwc
- Intervention Central www.interventioncentral.org
- Florida Reading First www.fcrr.org
- Texas Reading First www.texasreading.org

Sample

Indian Prairie District 204 Implementation Framework

	Phase 1 Initiation	Phase 2 Implementation	Phase 3 Incorporation	Phase 4 Institutionalization
	*Understanding Conceptualization	* Expanded knowledge base	*Transfer of skill and knowledge	*Application of skills, knowledge, relationships
Problem-Solving	<p>Overview presentations- (administrators, select staff, all staff)</p> <p>Changes to TAT process – measurable goals & progress monitoring; Instructional Intervention</p> <p>Use of LD criteria Selected readings</p>	<p>Begin to use Response to Intervention (RTI) for eligibility decisions w/ favorable coach ob</p> <p>Demonstrate use of data-based decisions by implementing at least 1 Tier 1 or Tier 2 Intervention w/ favorable coach ob</p> <p>Create a building plan & goals w/ coach input</p> <p>Complete at least 1 cycle of PS process w/ at least 3 individual students w/ favorable coach ob</p> <p>Education of all staff in PS basics</p> <p>Begin grade level data mtgs w/ favorable coach ob</p>	<p>Continue to use RTI w/ favorable coach ob</p> <p>Use of data-based decisions at all tiers (AIMSweb & PBIS) w/ favorable coach ob</p> <p>Monitor building plan/write annual PS goals</p> <p>PS process for at least 2 additional Tier 1 or Tier 2 interventions (1 academic/1 behavior) w/ favorable coach observation</p> <p>Work through at least 1 cycle of PS process w/ at least 10 students or all "TATs" w/ favorable coach observation of 2</p> <p>Integrity of process 80% across tiers (including IEP students) – coach & self-study ratings</p>	<p>Sustaining Problem-Solving at multiple levels (individual students, targeted interventions, whole school)</p> <p>Full scale use of RTI</p> <p>Writes & evaluates measurable goals for SIP, and all 3 tiers</p> <p>Part of school culture & essential components seen in all aspects of the school – all concerns go through PS process- integrity of process 100% - coach & self-study ratings</p>
Data Systems (AIMSweb, CBM & PBIS)	<ul style="list-style-type: none"> Collection of data for district CBM norms at elementary level (1898) Progress monitor: 10 Reading Improvement students /chr & IEP students /chr 	<ul style="list-style-type: none"> Progress monitoring: Reading Improvement students (10)/chr IEP students (6)/chr At-risk student (1-3) Benchmarking System: All students in at least 1 grade level benchmarked 3x/year PBIS data system: Behavior Begin Tier 2/3 diagnostic performance vs skill deficit 	<ul style="list-style-type: none"> Progress monitoring all at-risk & IEP students Whole school benchmarking (identify at risk) expand to another academic skill Utilization of these data systems in SIP Begin CBE- Curriculum Based Evaluation (Tier 3 diagnostic) – reading 80% or above on PBIS 3E 	<ul style="list-style-type: none"> Sustained use of AIMSweb & PBIS data systems Sustained utilization of data systems within SIP Full implementation of data systems for ILL decisions CBE used as component of Tier 3 problem analysis for academic concerns – multiple subjects
Resources & Evidence-Based	<ul style="list-style-type: none"> Understanding of Evidence-Based Interventions (EBI) definition Understanding of Tiered Model (universal, targeted, intensive) 	<ul style="list-style-type: none"> Examine available resources within a building (personnel, materials, & interventions) using the 3 tier model approach Review district EBI statement Determine Infrastructure & Decision-making rules for Tier 2 & 3 IP- or common syllabus developed for 1 subject in at least in a grade level -Tier 1 Scheduling changes for Tier 2/3 interventions Develop plan for what to "take off plate" 	<p>Resource mapping: Identify resources available using the 3-tier model approach</p> <p>Evaluation of intervention effectiveness for all tiers at least quarterly</p> <p>Methods established for ensuring intervention integrity</p> <ul style="list-style-type: none"> Training on interventions at each tier IP+ developed at all grades & all tiers w/ evidence of skill instruction outlines for Tier 2/3 Evidence of dropped activities 	<ul style="list-style-type: none"> Continued training and evaluation of interventions at each tier IPF, or common syllabus, developed all grades, all tiers for any academic concern & reviewed w/ data at least 2x/yr Resource mapping completed as needed

Comments



Questions