The State and District RtI Plans

April 11, 2008

Presented by:
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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

Vision + Skills + Incentives + Resources + Action Plans

CHANGE
Managing Complex Change

- Vision
- Skills
- Incentives
- Resources
- Action Plans

CONFUSION
Managing Complex Change

Vision + Skills (Not Allowed) +
Incentives + Resources +
Action Plans

ANXIETY
Managing Complex Change

- Vision
- Skills
- Resources
- Action Plans

SLOW CHANGE
Managing Complex Change

- Vision
- Skills
- Incentives
- Resource
- Action Plans

FRUSTRATION
Managing Complex Change

Vision + Skills +

Incentives + Resources +

Action Plans

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**
  - 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
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
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
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
### Sample District Assessment Plan

#### I-Aspire North Shore School District 112 Assessment Matrix

<table>
<thead>
<tr>
<th>Assessment Application</th>
<th>Screening Problem Identification</th>
<th>Diagnostic Problem Analysis</th>
<th>Progress Monitoring</th>
<th>Program Evaluation</th>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
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<tr>
<td>Early Literacy K</td>
<td>Early Literacy K T1, T2, T3</td>
<td>Early Literacy K T1, T2, T3</td>
<td>Early Literacy K T1, T2, T3</td>
<td>Early Literacy K Reading CBM 1-5</td>
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<tr>
<td>LNF/LSF</td>
<td>Reading CBM 1-5, T1</td>
<td>MAP Reading 3-8</td>
<td>Optional: STORYtown benchmark assessments T1</td>
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<tr>
<td>Reading CBM 1-5 T1</td>
<td>within Survey Level</td>
<td>ISAT/IMAGE 4-8</td>
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<tr>
<td>1st Grade if not meet CBM criteria, use LNF/LSF</td>
<td>Reading CBM 1-5 &amp; T2 T3 Assessment and/or Curriculum Based Evaluation activities</td>
<td>MAP Reading 3-8 T1, T2 (Goal areas) T3 ISAT/IMAGE 4-8 T1</td>
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<tr>
<td>MAP Reading 3-8 T1</td>
<td>Optional: STORYtown benchmark assessments T1</td>
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<td>Gifted T3</td>
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<td>MAP Math 3-8 T1</td>
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<td>ISAT/IMAGE 4-8 T1</td>
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<td>Writing CBM TWW K-8 T1</td>
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<td>Writing CBM TWW K-8 T1</td>
<td>Writing CBM TWW K-8 T1</td>
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<td>Office Discipline Referrals K-8</td>
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<td>ISAT Writing 5, 6, 8 T1</td>
<td>ISAT Writing 5, 6, 8 T1</td>
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</table>

### Subject Areas
- **Reading**
- **Mathematics**
- **Writing**
- **Behavior**
Sample District Instructional Practice Plan
North Shore School District 112
Three Tiers of Support in Language Arts

**INTENSIVE INTERVENTION**
- Middle School
- + Corrective Reading
- + Read180
- + Reading Mastery
- + Lindamood-Bell
- + Orton-Gillingham
- + SLANT
- + Wilson Reading
- + Language for Learning
- ST & VC Intensive Intervention Kits

**TERTIARY INTERVENTION**
- Middle School
- + Corrective Reading
- + Reading Mastery
- + Lindamood-Bell
- + Orton-Gillingham
- + SLANT
- + Wilson Reading
- + Language for Learning
- ST & VC Intensive Intervention Kits

**TIER III**
- 5%
- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - High intensity
  - Of longer duration

**TARGETED: SECONDARY INTERVENTION**
- Middle School + Soar to Success
  - Developmental Reading
    - Great Leaps
    - Heggerty Phonemic Awareness/Writing
    - Jolly Phonics
    - PALS/Teacher Directed PALS
    - Read Naturally
    - Reading Mastery
    - Reading Recovery
    - Soar to Success
    - ST & VC Strategic
    - Intervention Kits

**UNIVERSAL: PRIMARY INTERVENTION**
- Middle School
- McDougal Littell Literature/Grammar/Writing
- A-Z Leveled Readers
- Conocimiento fonologico: Spanish Phonemic Awareness
- Earobics
- Heggerty Phonemic Awareness
- Heggerty Writing
- STORYtown (ST) / VILLAcuentos (VC) - includes ELL support
- 6+1Traits Writing

**TIER II**
- 15%
- Targeted Group Interventions
  - Students at-risk
  - High efficiency
  - Rapid response

**TIER I**
- 80%
- Core Instructional Interventions
  - All students
  - Preventive
  - Proactive

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**

Revised 2/26/08
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

- Establish a district leadership team
- Gather current district information/plans
- **Determine what other information/resources you need to continue plan development**
- Establish timelines for plan development – consider multi-year approach for implementation
- Determine plan evaluation methods and process
NASDSE RtI Blueprint:
A Road Map to Implementation

- Consensus Building
- Infrastructure Development
- Implementation
Internet Resources

Reviews of Interventions and Programs
   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.ideapartnership.org/page.cfm?pageid=28
http://www.ilispa.org/

Consumer Resources

http://nasdse.org/projects.cfm?pageprojectid=23
http://nrcld.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)
  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
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
<table>
<thead>
<tr>
<th>DATE</th>
<th>AREA OF FOCUS</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>Spring 2008</td>
<td>Each district completes a District Self-Assessment (developed by ISBE) to determine Next Steps</td>
<td><strong>District Plan Development</strong>&lt;br&gt;❖ Use the Self-Assessment to determine which areas are already in place and which areas need further development.</td>
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<tr>
<td>Spring 2008</td>
<td>Technical Assistance and Support for all Districts</td>
<td><strong>NSSEO Trainings:</strong>&lt;br&gt;❖ Tier 1 Feb 7 and Feb 14&lt;br&gt;❖ Tier 2 March 3&lt;br&gt;❖ Tier 3 April 3</td>
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<td><strong>Coaching</strong>&lt;br&gt;❖ Tier 1 Feb 20 and Feb 27&lt;br&gt;❖ Tier 2 March 12 and March 14&lt;br&gt;❖ Tier 3 April 7 and April 10</td>
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<td><strong>Additional RTI Trainings</strong>&lt;br&gt;❖ Specifics of Intervention (Rdg) K-5 March 19&lt;br&gt;❖ Specifics of Intervention (Rdg) 6-12 April 16&lt;br&gt;❖ Administrators Academy: RTI and the School Leader (target audience central office and principals) June 11</td>
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<tr>
<td>Fall 2008 to Spring 2009</td>
<td>Technical Assistance and Support for all Districts</td>
<td><strong>Trainings will Cover:</strong>&lt;br&gt;❖ Overview of 3 Tiers&lt;br&gt;❖ Research-Based Assessments: Progress Monitoring and Universal Screening&lt;br&gt;❖ Problem Solving&lt;br&gt;❖ Research-Based Interventions&lt;br&gt;❖ Leadership and Teaming in RTI&lt;br&gt;❖ Parent Involvement</td>
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<tr>
<td>January 2009</td>
<td>Districts must submit their District RTI plans to ISBE</td>
<td><strong>District Finalized RTI Plan</strong></td>
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<tr>
<td>Fall 2009 to Spring 2010</td>
<td>Technical Assistance and Support for all Districts</td>
<td><strong>Trainings will Cover:</strong>&lt;br&gt;❖ Research-based Instructions and Interventions&lt;br&gt;❖ CBM and Progress Monitoring&lt;br&gt;❖ The use of RTI to make special education eligibility decisions&lt;br&gt;❖ Advanced Problem Analysis&lt;br&gt;❖ ELL implementation&lt;br&gt;❖ Middle and High School implementation</td>
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<tr>
<td>Fall 2010</td>
<td>Districts must use RTI to make special education eligibility decisions</td>
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**Sample District Timeline**
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
Use a Problem-Solving Model to Design an Evaluation Plan for RtI

Look at the existing research

Determine what the district wants to know about RtI implementation

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

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

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<th>Gen Ed Teachers n=390</th>
<th>Principal n=31</th>
<th>Sp Ed Teachers n=89</th>
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<tbody>
<tr>
<td>Agree</td>
<td>87.3%</td>
<td>96.8%</td>
<td>92.13%</td>
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Question 2: Problem solving process leading to educational interventions is equally applicable for helping students in general and special education.

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<th>Gen Ed Teachers n=390</th>
<th>Principal n=31</th>
<th>Sp Ed Teachers n=89</th>
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<tr>
<td>Agree</td>
<td>81.0%</td>
<td>96.7%</td>
<td>92.14%</td>
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How do students who receive interventions perform on the Reading ISAT?

Reading ISAT performance for Reading Intervention Students

- 33 individual problem solving cases

- 93% meet or exceed state standards
- 7% below state standards

- Pie chart showing the distribution of performance levels.
Look at the existing research

Determine what the district wants to know about RtI 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

<table>
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<tr>
<th>Year</th>
<th>Number</th>
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<tr>
<td>Year 2</td>
<td>33</td>
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<td>Year 3</td>
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<tr>
<td>Year 4</td>
<td>6</td>
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</table>
Look at the existing research

Determine what the district wants to know about RtI implementation

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

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

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<th>Winter '05</th>
<th>Spring '05</th>
<th>Fall '05</th>
<th>Winter '06</th>
<th>Spring '06</th>
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<tr>
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<td>28%</td>
<td>18%</td>
<td>6%</td>
<td>5%</td>
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<tr>
<td>Some Risk</td>
<td>23%</td>
<td>14%</td>
<td>7%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Low Risk</td>
<td>49%</td>
<td>69%</td>
<td>87%</td>
<td>92%</td>
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</tr>
</tbody>
</table>

Courtesy of Christine Martin, Indian Prairie School District, IL
Evaluation Resources

- Illinois ASPIRE  www.illinoisaspire.org
- NCLD Response to Intervention Model  www.nrcld.org/rti_manual
- National Center for Student Progress Monitoring  www.studentprogress.org
- Intervention Central  www.interventioncentral.org
- Florida Reading First  www.fcrr.org
- Texas Reading First  www.texasreading.org
# Indian Prairie District 204 Implementation Framework

<table>
<thead>
<tr>
<th>Phase 1: Initiation</th>
<th>Phase 2: Implementation</th>
<th>Phase 3: Incorporation</th>
<th>Phase 4: Institutionalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview presentations (administrators, select staff, all staff)</td>
<td>Process monitoring: Reading Improvement student (10/Acr IEP students (6)/Acr At-risk student (1-3)) Benchmarking systems: All schools and grades level balanced 3 year PBIS data system: Behavior Begin Tier 2/3 diagnostic school performance skill deficit</td>
<td>Progress monitoring: All at-risk &amp; IEP students Vehicle school benchmarking (identity at risk) expand to another academic skill Utilization of these data systems in SIP Begin CSE-Curriculum Based Evaluation (Tier 3 diagnostic) — reading 80% or above on PBIS 2E</td>
<td>Sustained use of AIM Spec &amp; PBIS data systems Sustained use of data system within SIP Full implementation of data systems for all Niches CSE use as component of Tier 3 problem analysis for academic concerns — multiple subjects</td>
</tr>
<tr>
<td>Data Systems (AIM Spec-CM &amp; PBIS 2E)</td>
<td>Resources 3: Evidence-Based Interventions</td>
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<tr>
<td>Collection of data for district CM norms at elementary level (2002) Progress monitoring: 10 Reading Improvement students Acr IEP students Acr At-risk student (1-3) Benchmarking systems: All schools and grades level balanced 3 year PBIS data system: Behavior Begin Tier 2/3 diagnostic school performance skill deficit</td>
<td>Examines available resources within a building (personal, material, &amp; interventions) using the 3 tier model approach Review district FRI statement</td>
<td>Resource mapping: Identify resources available using the 3 tier model approach: Evaluation of intervention effectiveness for all tiers at next meeting Method used: 1.0 for ensuring intervention integrity 2.1-2.3 for ensuring interventions at each tier Play checklist at grades &amp; all tiers w/ evidence of skill instruction utilized for Tier 2/3 Evidence of dropped activities</td>
<td>Continued training and evaluation of interventions at each tier IPF, or common eye abuse, developing all grades, all tiers for any academic concern &amp; reviewed w/ data at least 2xyr</td>
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<td>Problem-Solving</td>
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</tr>
<tr>
<td>Overview presentations (administrators, select staff, all staff) Changes to TAT process — measurable goals &amp; progress monitoring: instructional intervention Uses of LD criteria affected in days</td>
<td>10 Reading Improvement students Acr IEP students Acr At-risk student (1-3) Benchmarking systems: All schools and grades level balanced 3 year PBIS data system: Behavior</td>
<td>Continue to use RTI w/ favorable coach ob Use of data-based decisions at all tiers (AIM Spec &amp; PBIS w/favorable coach ob Monitor building plan/evaluate annual PBIS goals PBIS process for at least 2 additional Tier 1 or Tier 2 interventions (1 academic/1 behavior) w/ favorable catch observation Work through at least 1 cycle of PBIS process w/ at least 10 students or all “TATs” w/ favorable coach observation</td>
<td>Sustaining Problem-Solving at multiple levels (individual students, targeted interventions, whole school) Draft use of LDN</td>
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</tbody>
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