



Response-to-Intervention(RtI): Systems of Support

OSPI

Title I ARRA Symposium

Spokane, WA – May 19th and 20th 2009

General and Special Education

OSPI Representatives

- David Tudor – Special Education
- Cheryl Young – K-12 Reading
- Sarah Rich – Reading First
- Greta Bornemann – Mathematics
- Mary McClellan – Science
- Larry Fazzari – Title I

Purpose

This presentation will:

- Provide an overview of the Response to Intervention (RTI) framework
- Discuss briefly, how this system can be implemented for reading, mathematics, science, and behavior.
- Address how funding sources under the ESEA (Title I, Title II, etc), the IDEA (CEIS), and state sources may be used to support RTI in public schools.

Response-to-Intervention (RTI)

- There are multiple approaches to RTI.
- The OSPI does not support one particular approach.
- Solely for the purpose of this presentation, the following slides establish common terms regarding the components of RTI.

What is RTI?

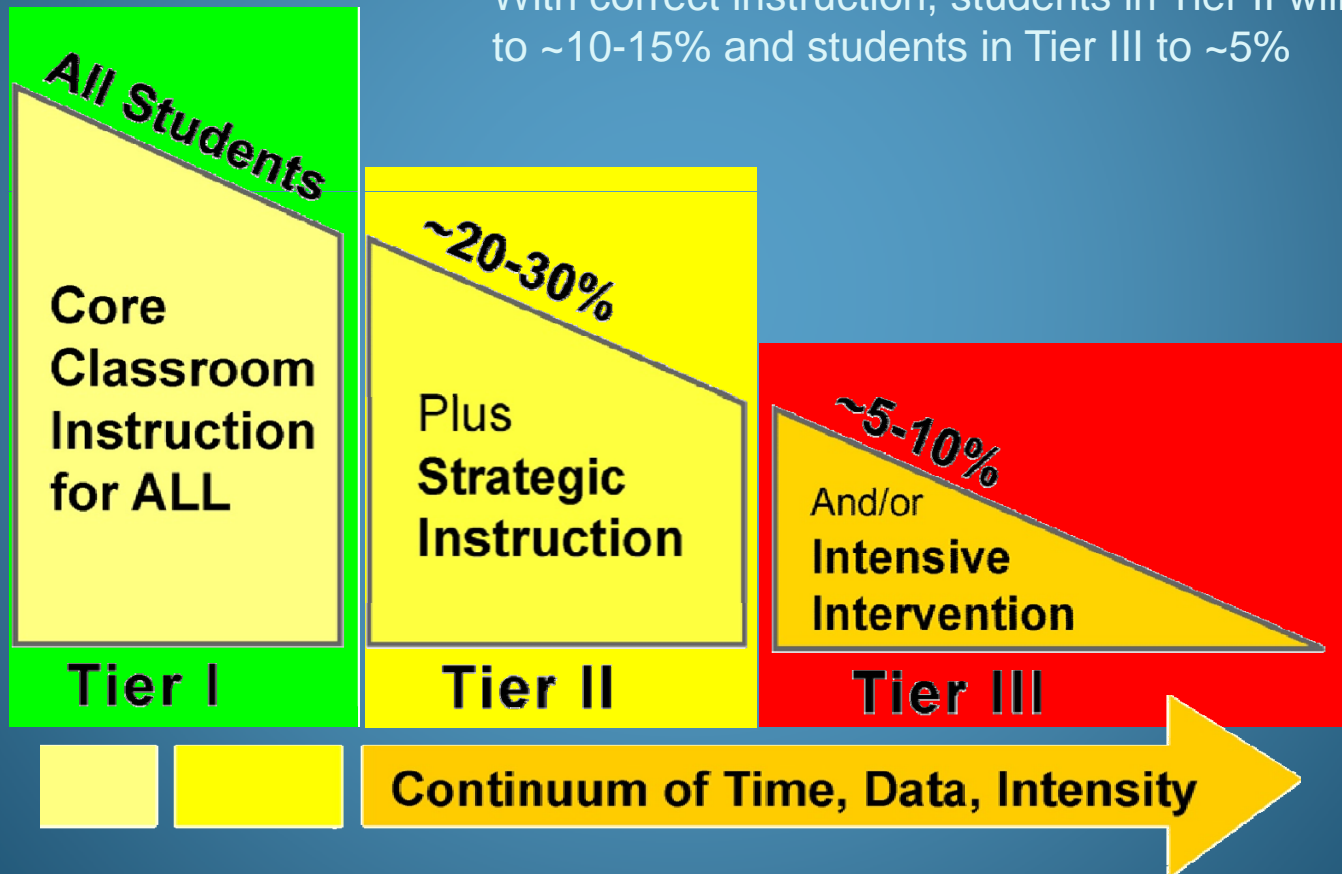
- Response-to-Intervention (RTI) is a multi-level, typically, three tiered framework to maximize student achievement by providing support to students at-risk for poor learning outcomes for both academics and behavior.
- RTI is a scientific problem-solving process/structure that helps educators solve academic and behavioral issues for all students

RTI

- Typically three tiers of instruction
 - Tier I – primary – core or universal
 - Tier II – secondary – targeted
 - Tier III – tertiary – intensive
- Incorporates on-going assessment
- Focus is on prevention (Tier 1), but a means to determine students with reading, learning and behavioral disabilities

3 Tiers of Instruction

With correct instruction, students in Tier II will shrink to ~10-15% and students in Tier III to ~5%



Adapted from the Tri-Level Reading Model UT Center for Reading & Language Arts-
Washington State K-12 Reading Model

Turn to a Partner

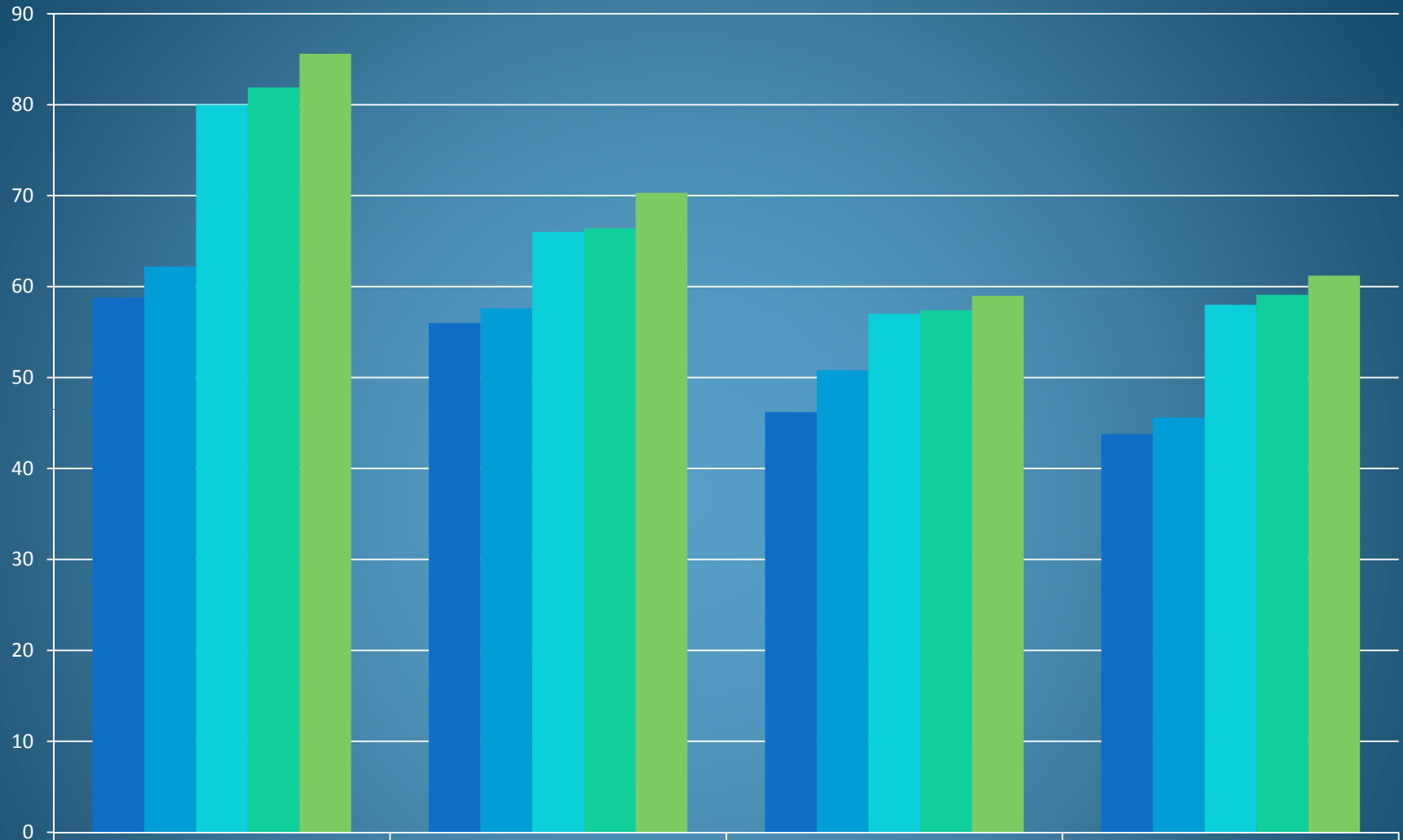
- Briefly summarize 3 tiers of service within RTI



Core Principles of RTI

- ALL students are part of **ONE *proactive and responsive*** educational system:
 - ALL students can learn and the system should use ALL available resources to teach ALL students.
 - ALL students receive high-quality, research-based core instruction in their regular classroom.
 - Core instruction includes whole-group and small-group instruction.

DIBELS, Spring



	Kindergarten	Grade 1	Grade 2	Grade 3
2004	58.8	56	46.2	43.8
2005	62.2	57.6	50.8	45.6
2006	80	66	57	58
2007	81.9	66.4	57.4	59.1
2008	85.6	70.3	59	61.2

Core Principles of RTI

- ALL students are part of a comprehensive assessment system.
 - Struggling students (or those needing acceleration) are identified as soon as possible. Response to “intervention” data are analyzed over time.

Types of Assessment under RTI

- **Universal Screening:** Identify students “at risk” for reading failure
- **Progress Monitoring:** Determine if students are learning critical skills at an adequate rate
- **Diagnostic or Targeted:** Identify specific skills that will be targeted with intervention
- **Outcome:** Evaluate the effectiveness of the reading instruction for meeting reading goals for all children

– *Florida Center for Reading Research*

Core Principles of RTI

- Data are used to inform decisions
 - Plans are developed that prescribe an intervention's frequency, duration, and intensity.
 - The plan also prescribes the data collection schedule.
- A reflective, collaborative problem solving framework is implemented to determine effectiveness of instruction and used to make decisions.

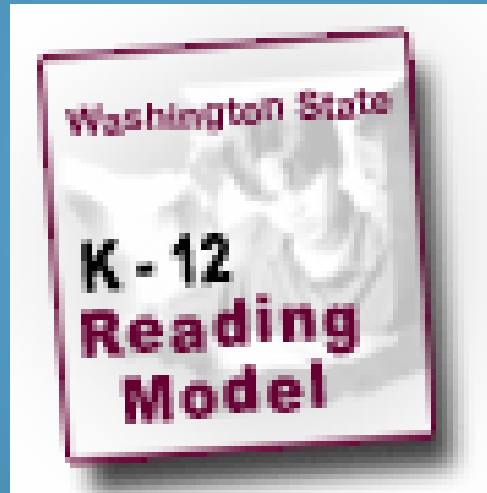
Core Principles of RTI

- Quality professional development supports effective instruction for all staff/students.
 - Provide ongoing, embedded professional development opportunities, and support to assimilate new knowledge and skills (Layered Professional Development)
- Leadership is vital.
 - Strong administrative support to ensure commitment and resources
 - Strong teacher support to share in the common goal of improving instruction

What does RTI require?

- A solid core curriculum in reading, mathematics, science, other content areas, and social skills aligned to Washington's state standards.
- An efficient and effective data management system.
- A culture of data analysis at the individual student, classroom, grade-, building-, and district-levels.
- RTI is the right way to systematically and logically think about helping all struggling students and for allocating precious systems resources.

Reading



Components of Literacy

- Oral language
- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Spelling
- Writing

focus of NRP (2000):

essential components of reading

Major Components of the K-12 Reading Model (2004)

- **Standards**
- **Assessment**
- **Instruction and Intervention**
 - 3 Tiers
 - Programs/resources
- **Leadership &**
- **System-wide Commitment**
 - Personnel
 - Scheduling

RTI ~ K-12 Reading Model ~ Reading First

Response to Intervention

- Three-Tier Model
- Assessment System
- Can be Reading, Math, Writing and Behavior
- Implementation is conducted with General Education, Title I and Special Education
- Authorized by Congress as an alternative method that can be used to identify and serve students with specific learning disabilities

K-12 Reading Model

- Three-Tier Instructional Plan
- Assessment System
- Reading
- Implementation is conducted with General Education, Title I and Special Education
- Compilation of research based practices that are recommended by the State of Washington

Reading First

- Three-Tier Instructional Plan
- Assessment System
- Reading
- Implementation is conducted with General Education , Title I and Special Education
- Compilation of research based practices that are recommended by the State of Washington in Reading and required for Reading First

Reading Instructional Materials Reviews and Resources

K-3 Reading Core/Comprehensive Instructional Materials (English and Spanish)

<http://www.k12.wa.us/CurriculumInstruct/Reading/pubdocs/K3EnglishandSpanishRdngCoreCompInstMatrlsRpt406.pdf>

Grades 4-10 Reading Core/Comprehensive Instructional Materials Report

<http://www.k12.wa.us/CurriculumInstruct/Reading/pubdocs/2007Grades4-10ReadingCoreCompInstMaterialsRpt.pdf>

Coming Soon: *Guide for Selecting Supplemental and Intervention Materials* and *Diagnostic Assessment Guide*
(available by email upon request)

Research Evidence

- Dramatic decrease in reading failure occurs when explicit instruction in these components is provided by the classroom teacher (Foorman & Torgesen, 2001)
- Components of effective reading instruction are the same whether for prevention or intervention

Research Evidence

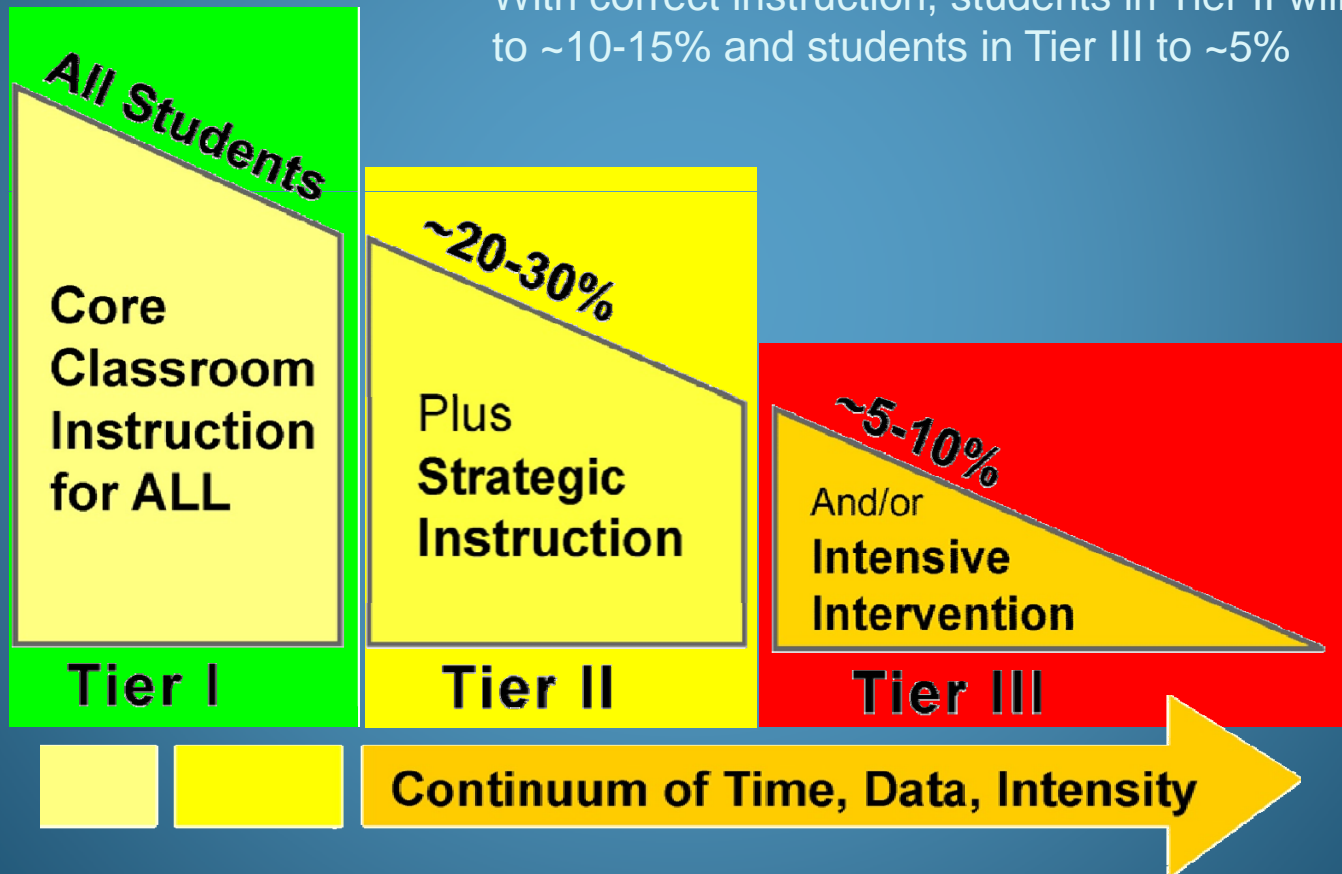
- In two studies, the percentage of children who were “failing” in reading in first grade were reduced from 31.8% to 3.7% over a five year period (Fletcher, et al, 2001; Torgesen, et al, 2002)
- Therefore, effective reading instruction can and does make a difference.

Math



3 Tiers of Instruction

With correct instruction, students in Tier II will shrink to ~10-15% and students in Tier III to ~5%



Adapted from the Tri-Level Reading Model UT Center for Reading & Language Arts-
Washington State K-12 Reading Model

K 12 Mathematics RTI

- Addresses three-tier instructional plan
- Addresses assessment system
- Addresses Mathematics
- Implementation is conducted with General Education, Title I and Special Education
- Compilation of research based practices that are recommended by the **State of Washington** in Mathematics

Components of Mathematics

- Computational fluency
- Conceptual understanding
- Application of math processes

Mathematics in Washington State

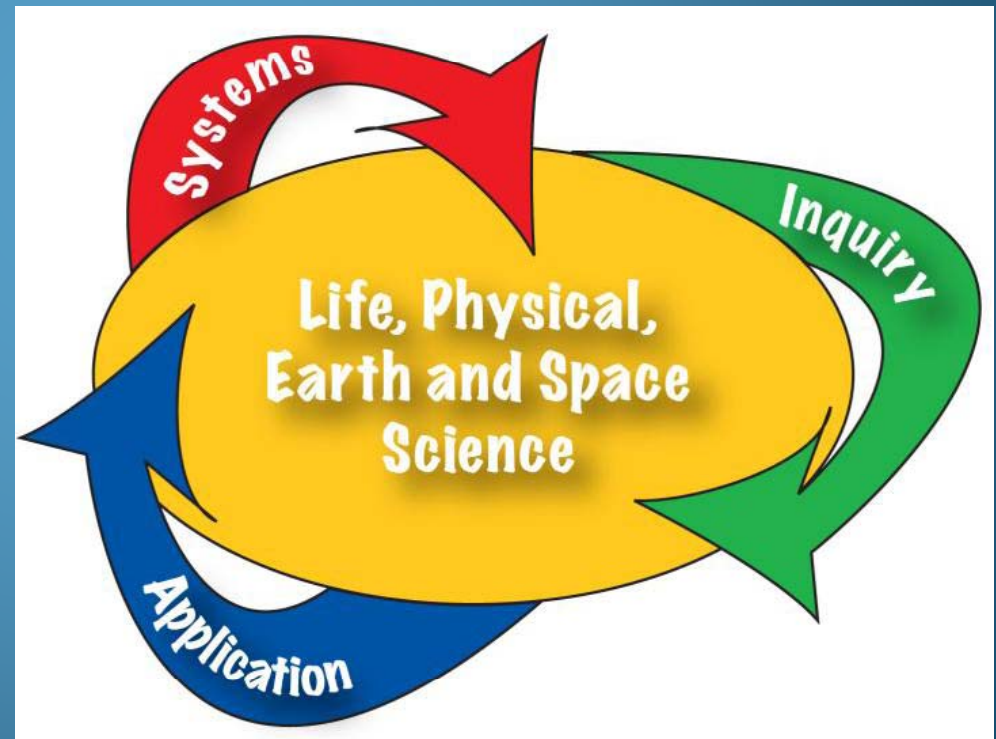
- Newly revised Washington State standards approved July 2009
- K-8, 9-12 Core/Comprehensive Instructional Materials Reviews and Recommendations
- K-12 Supplemental Materials Review

Research Evidence

- National Math Advisory Panel Report
 - Curriculum should be focused, coherent progression of mathematics learning
 - Instructional approaches should not be entirely “student-centered” or “teacher directed”
 - Regular use of formative assessment improves student learning
 - Explicit instruction is effective for students with difficulty in Mathematics
- Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools
 - Eight specific recommendations intended to help districts use RtI to identify students who need assistance in mathematics and to address the needs of these students through focused interventions



Science



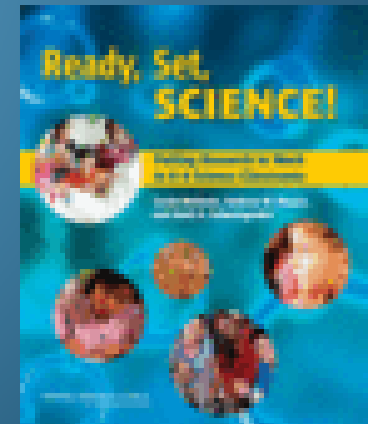
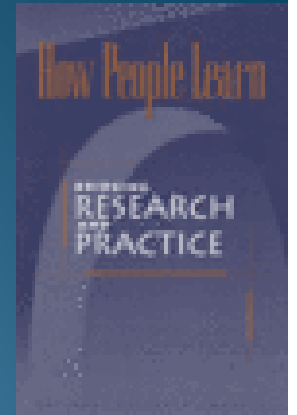
K 12 Science RTI

- Developing a multi-tier instructional plan
- Addresses assessment system
- Addresses Science
- Implementation is conducted with General Education, Title I while supporting Special Education
- Compilation of research based practices that are recommended by the **State of Washington** in Science

Research Base

Major Tenets

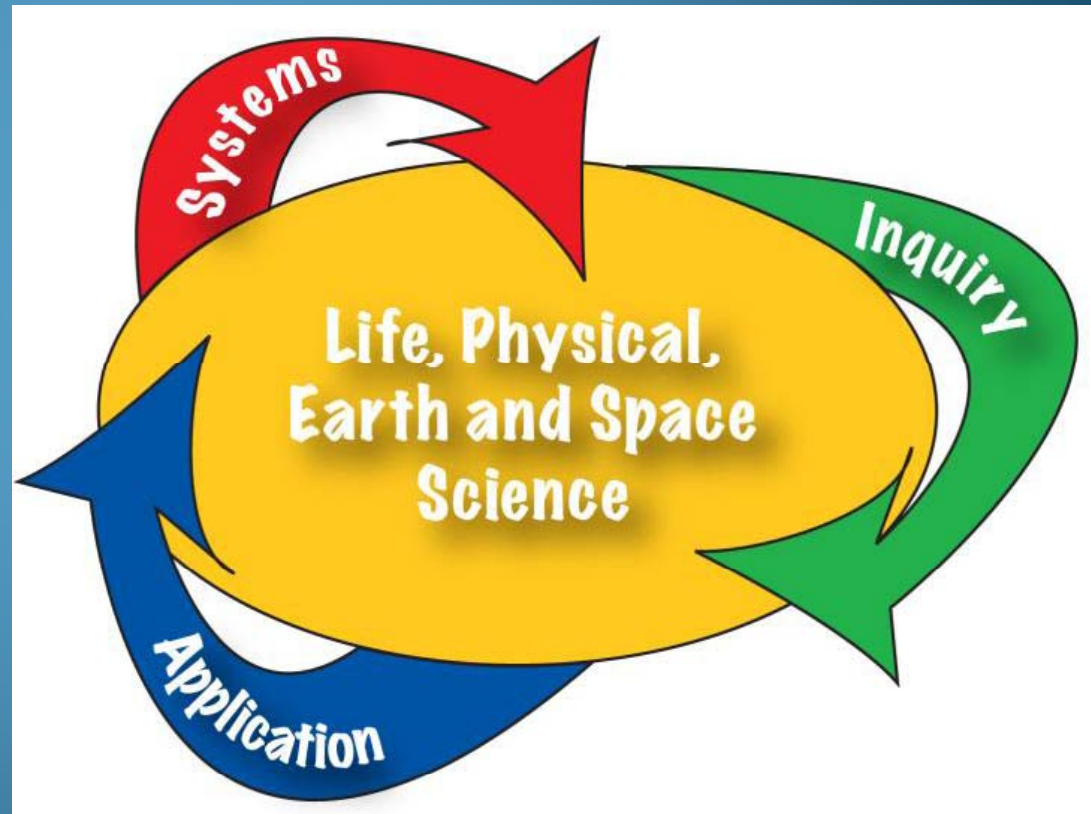
- All students have prior conceptions which must be addressed.
- Inquiry science
Must be done in a contextual frame of known scientific information
- Evidence based learning
- Application in a meaningful context
- Metacognitive
- Communication



Science in Washington State

- Newly revised Washington State standards to be approved May-June 2009
- K-8, 9-12 Core/Comprehensive Instructional Materials Reviews and Recommendations being done at this time
- K-12 Supplemental Materials Review to be done June 11 to 15, 2009

Characteristics of the Revised Science Standards



EALR 1 Systems



EALR 3 Application



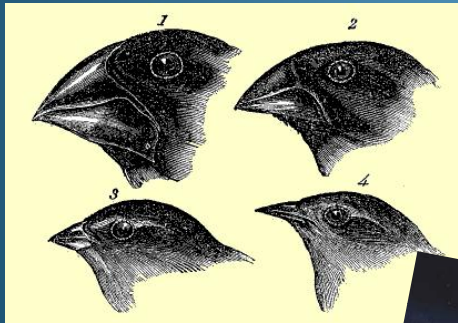
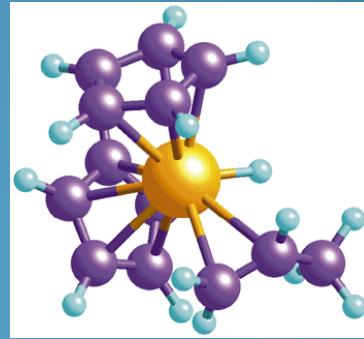
EALR 2 Inquiry



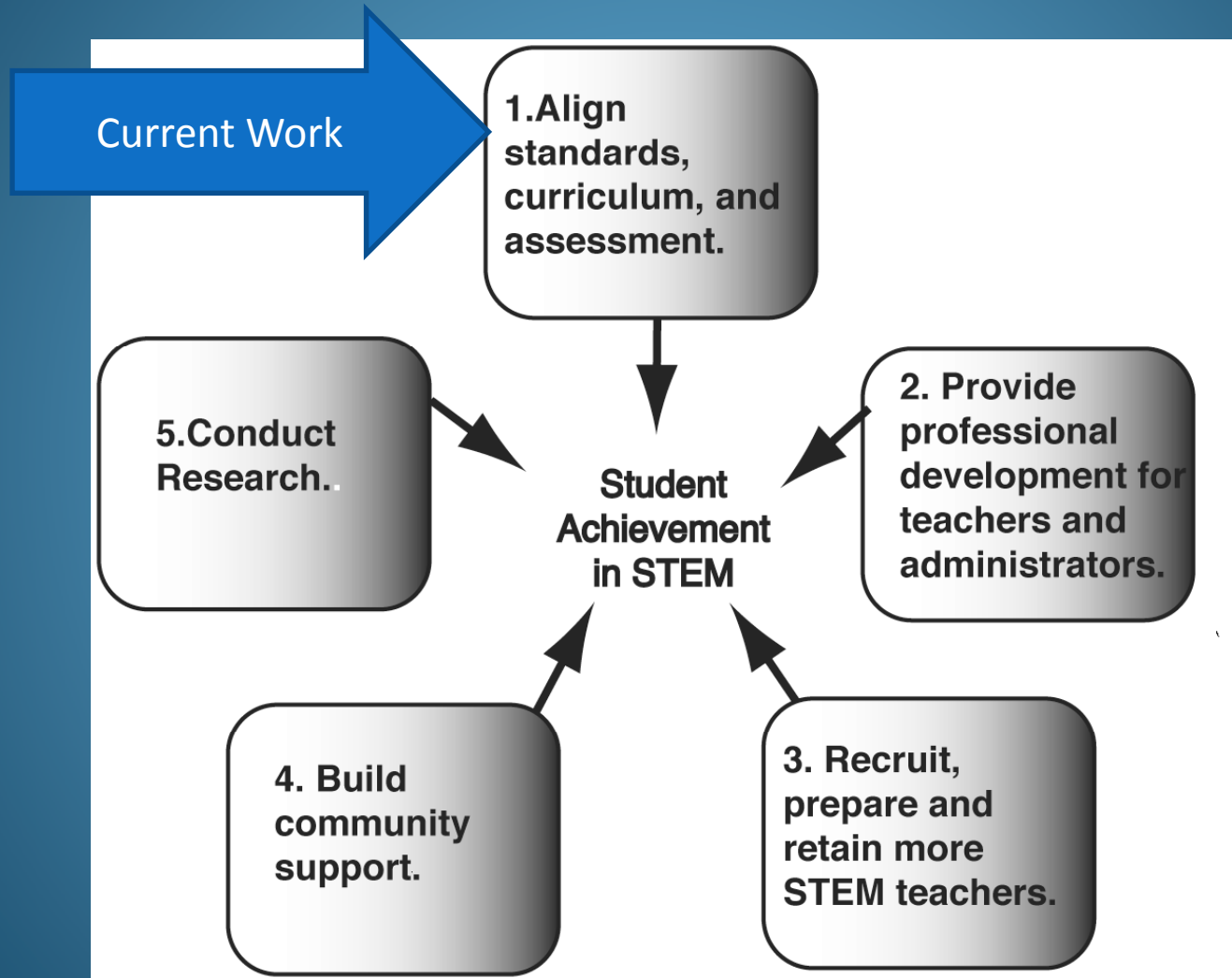
Cross Cutting Big Ideas

Domains of Science: The Big Ideas

EALR #4



Providing an Opportunity to Learn for ALL Students



Resources

- Instructional support-P.D., materials support, pedagogy and content
 - LASER-Leadership and Assistance in Science Education Reform
 - Strategic Planning Institutes
 - Reviewed materials listings
 - ESD Partnerships
- National Academy for Curriculum Leadership-high school reform

Resources (typically) Needed

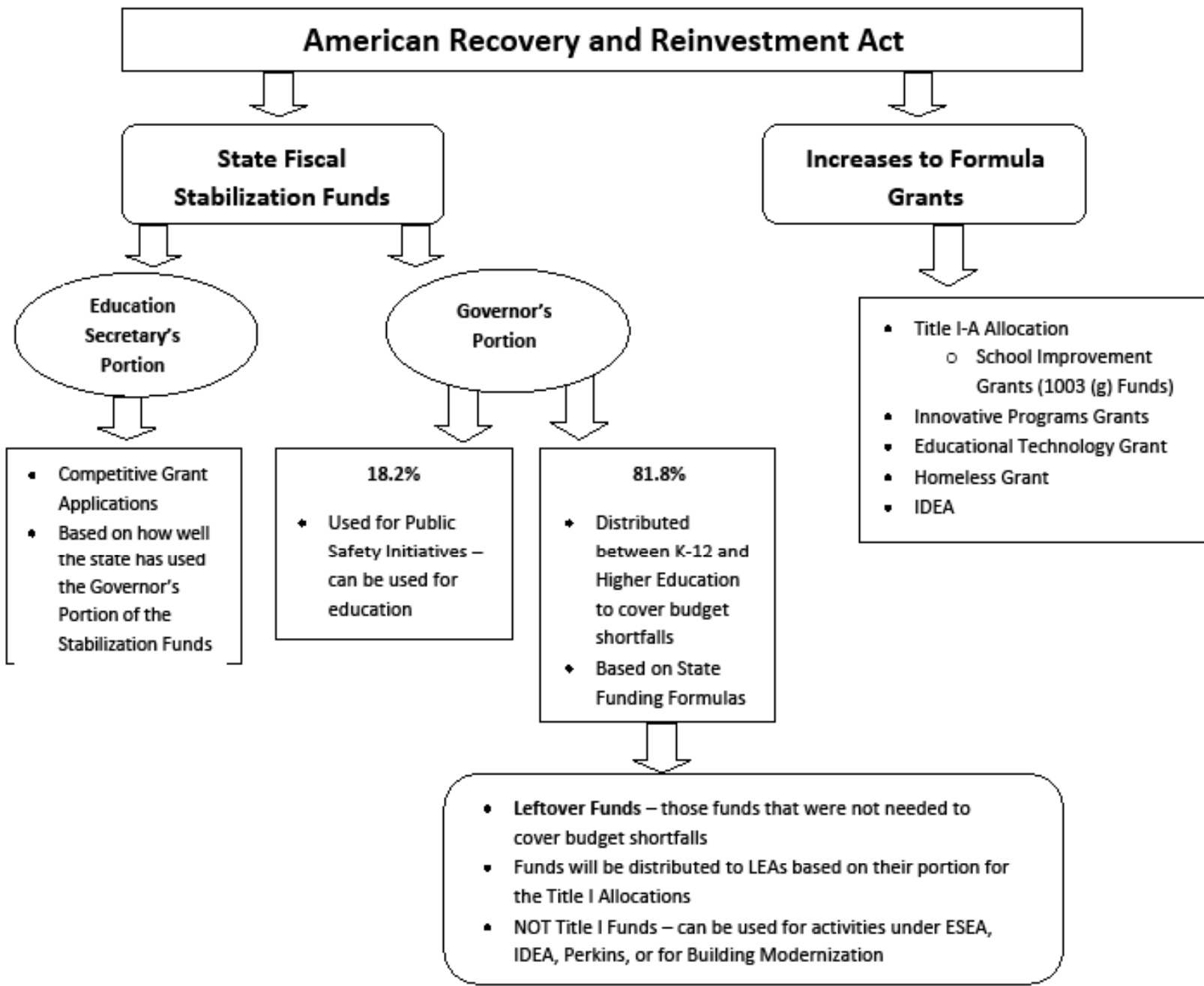
Resources	\$ Estimates/Approximations
Materials	
Tier I – Core materials	\$80,000 adoption
Tier II – Intervention materials	\$3,000
Tier III – Intervention Materials	\$5,000
Assessments	\$3,500
Professional Development	\$10,000 (3 days)
(FTE)	
- Tier 1 – Core (prevention)	1-32
- Tier II - Intervention	1-12
- Tier III – Intensive Intervention	1-3; or 1-6
- Data manager	

Funding (Federal)



American Recovery and Reinvestment Act of 2009 (ARRA)

- Principles
 - Spend funds quickly to save and create jobs.
 - Improve student achievement through school improvement and reform
 - Ensure transparency, reporting and accountability
 - Invest one-time ARRA funds thoughtfully to minimize the “Funding cliff”
- Intention is to enable districts to serve additional students and raise teaching and learning quality



Use of funds

- Follow Title I, Part A or IDEA statutory and regulatory requirements
- Align with core goals of ARRA
 - Increase student achievement
 - Save and create jobs and advance reforms
 - Focus on short-term investments with potential for long-term benefits
 - Use for early childhood programs and activities is encouraged

Before Using Title I or CEIS (IDEA 15%)

- Define RTI:
 - What is the core instruction?
 - What interventions will be provided?
 - What criteria will be used to determine who receives interventions?
 - What will be the intensity, frequency, and duration of the interventions?
 - What tools will be used for universal screening and progress monitoring?
 - How often will they occur?

Before Using Title I or CEIS (IDEA 15%)

- Three major factors to consider when using Title I and/or CEIS funds to implement RTI:
 - Type of school (e.g. Title I status)
 - Eligibility of students
 - Supplement not supplant funding requirements

Title I and RTI in a School-wide Building

- Greater flexibility in a Title I SWB.
 - Use of funds
 - Students served
 - Use of staff
- RTI must be incorporated into school-wide plans.

Title I and RTI in a Targeted Assistance Building

- Title I program and rules stay the same – supplemental services
- RTI – Clearly defined
 - Core Program
 - Universal screening to be used
 - Interventions available at each tier
 - Student eligible for Title I
 - Exit criteria
- Title I Funds – Tier 2 and 3

Individuals with Disabilities Education Act (IDEA)

- Grants to support the excess costs of students with disabilities that exceed the average expenditure for a general education student
- Funds must be used in a manner consistent with the supplement and not supplant and local maintenance of effort requirements of the IDEA.
- Some school districts may use up to 50% of the total increase in 2009 IDEA funds to reduce local effort in special education, provided the freed-up local funds are used for ESEA activities and the district does not meet the federal exclusion criteria.
- 15% of funds may, and in some cases must, be used for “comprehensive early intervening services” (CEIS) for general education students at risk of referral to special education

Eligible Students under CEIS

- **WAC 392-172A-06085 Early intervening services.** (1) A school district may not use more than fifteen percent of the amount the school district receives under Part B of the act for any fiscal year, less any amount reduced by the school district pursuant to WAC 392-172A-06015 if any, in combination with other amounts (which may include amounts other than education funds), to develop and implement coordinated, early intervening services, which may include interagency financing structures. Those services are for students in kindergarten through grade twelve, with a particular emphasis on students in kindergarten through grade three, who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

Eligible students under CEIS

- CEIS funds may only be used to provide interventions to students who need academic or behavioral support to succeed in the general education environment.
- CEIS funds may not be used to provide interventions to students who are currently receiving special education services.

Supplement Not Supplant

- Title I and CEIS each have a supplement not supplant requirement that affects the use of funds to implement RTI.
- In general, the supplement not supplant requirement is intended to ensure that services provided with Federal funds are in addition to, and do not replace or supplant, services that students would otherwise receive.

CEIS Reporting Requirement

- Each LEA that implements CEIS must report to the State on the number of children who received CEIS and the number who subsequently receive special education and related services under Part B of IDEA within two years after receiving CEIS.

Required Use of CEIS Funds

- In the case of significant disproportionality based on race or ethnicity with respect to the identification, placement, or discipline of SWD, the LEA is required to reserve the maximum amount of funds to be used for CEIS.

In Summary

- Before using Title I or CEIS funds to support RTI
 - Define RTI (Including core instruction, screening, interventions, and progress monitoring);
 - Consider the type of school;
 - Consider eligible students for each program; and,
 - Consider the supplement not supplant requirement for each program

Thank you from OSPI!



This PowerPoint will be posted to the OSPI Rtl webpage

Resources

OSPI RTI Website	www.k12.wa.us/SpecialEd/RTI.aspx
OSPI ARRA information	www.k12.wa.us/Communications/StimulusPackage/default.aspx
National Center for RTI	http://www.rti4success.org/

Sample RTI/Title I Collaborative Process

Steps	Standard RTI Model	Title I Involvement
1	Collect and analyze data from multiple sources.	Data is collected on all students. Classroom teachers, special education staff and Title I teachers all work together to screen students in multiple settings.
2	Define the problem using objective, measurable terms.	All school staff meet to discuss the problem.
3	Determine the current status and performance gap based on grade-level expectations.	Using data, determine what performance gap exist and which students are eligible for Title I, based on selection criteria established by the LEA.
4	Create goals based on GLEs.	Principals, classroom teachers, Title I teachers, and special education staff all meet and work together to set goals based on performance expectations.

Sample RTI/Title I Collaborative Process

Steps	Standard RTI Model	Title I Involvement
5	Design intervention plan, apply evidence based instruction	All staff work together to formulate a plan on what strategies and instruction will occur in the classroom and which will occur with Title I teachers during the additional time they spend with students, whether using in-class or pullout methods.
6	Implement instruction over a reasonable period of time	Classroom teachers implement interventions in the classroom. Title I teachers implement interventions during the time they spend with students. All students should receive primary instruction from the classroom teachers, and some may have a need for additional, supplemental instruction from Title staff.

Sample RTI/Title I Collaborative Process

Steps	Standard RTI Model	Title I Involvement
7	Frequent progress monitoring and data collection	All staff work together to frequently monitor student progress and collect data.
8	Evaluate data and determine progress toward meeting GLEs	All school staff meet to evaluate school results as a whole. Classroom teachers, Title I, and special education staff meet to evaluate student performance by grade level.
9	Make decisions based on data to continue, fade out, create, or discontinue more intensive interventions	Staff meet as a whole and in small groups to determine future actions.