

Kuumba Academy Charter School

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RtI Implementation Guide

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RtI Team Members

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Tamara Price- Assistant Principal

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Eula Hooten- Special Education Coordinator

Susan Burton- Speech and Language Pathologist

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Section I

**Foundational Principles for
Response to Intervention**

What is Response to Intervention?

Broad Overview:

Response to Intervention (RtI) is a federal and state mandated initiative for providing early intervening services & instructional supports for struggling students *not* identified as needing special education services (as well as those who are identified). Current RtI regulations stipulate that students identified as needing additional interventions in reading will receive the following supplemental instructional support:

Strategic: 90 minutes of intervention targeting Reading

Intensive: 150 minutes of intervention targeting Reading

Kuumba Academy: RtI Framework

All students shall receive universal instructional screenings for reading at the elementary level at least 3 times each regular school year at routine and fairly spaced intervals. For students at risk of academic failure, the first screening shall be conducted within 2 weeks of the beginning of the regular school year, or within 2 weeks of the child's entry into school.
(DOE reg.-925.12.6.1)

Based on the screening results, students are placed in one of the following Tiers using the *RtI Student Tier Placement Guidelines* (see page 10)

- **Tier I-Benchmark** – at or above the 60th percentile
- **Tier I @ Risk - Benchmark @ Risk** - 40th-59th percentile
- **Tier II - Strategic** - 26-39th percentile
- **Tier III - Intensive** - at or below 25th percentile

Upon determination of the appropriate tier placement, the student receives the following core instruction and intervention as required:

- ❖ **Tier I** - Benchmark-Core Classroom Instruction
Progress monitoring is recommended at least once every six weeks.
- ❖ **Tier I @ Risk** - Benchmark @ Risk-Core Classroom Instruction with appropriate intervention provided during 90 minute Reading block.
Progress Monitoring at least biweekly
- ❖ **Tier II** - Strategic-90 minutes per week of targeted intervention utilizing research based instructional strategies in addition to the core instruction.
Progress monitoring weekly.
- ❖ **Tier III** - Intensive-150 minutes per week of targeted intervention utilizing a research based program in addition to the core instruction.
Progress monitoring weekly.

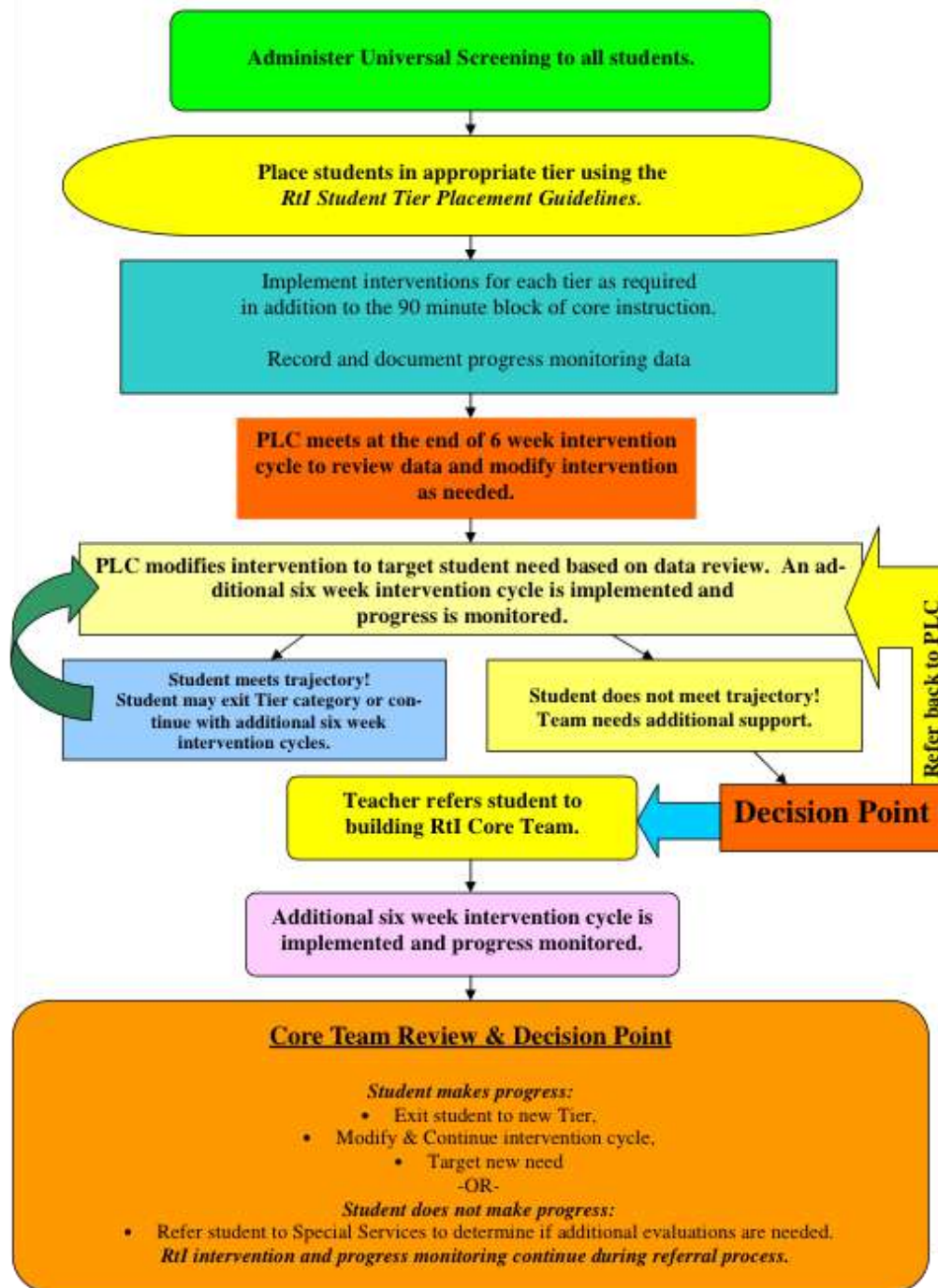
Student progress is reviewed at the end of each six week intervention cycle through the Professional Learning Community (PLC). Students making adequate progress continue with appropriate tiered intervention. Students not making adequate progress may be referred to the RTI Core Team for additional support in determining instructional focus or assessment needs.

Schools are encouraged to involve the parent/guardian as much as possible throughout the RTI process. Their input in decision making should support team efforts and facilitate the student's cooperation throughout the intervention process.

Section II

**Getting Started with
Response to Intervention**

Kuumba Academy: RtI Flowchart



adapted from the CSD

RtI Student Tier Placement Guidelines

Grade	Tier I	Tier II	Tier III
Kindergarten And First Grade	<p>Students who scored at or above the 60th percentile on:</p> <ul style="list-style-type: none"> • MAPs (Reading and Math) • Math Universal Screener • DIBELS 	<p>Students who scored between the 26th-59th percentiles on:</p> <ul style="list-style-type: none"> • MAPs (Reading and Math) • Math Universal Screener • DIBELS -AND/OR- • Received T2 instructional interventions during previous school year. 	<p>Students who scored below the 25th percentile on:</p> <ul style="list-style-type: none"> • MAPs (Reading and Math) • Math Universal Screener • DIBELS -AND/OR- • Received T2 instructional interventions during previous school year
Grades 2-5	<p>Students who scored at or above the 60th percentile on:</p> <ul style="list-style-type: none"> • MAPs (Reading and Math) • Math Universal Screener • DIBELS • DCAS 	<p>Students who scored between the 26th-59th percentiles on:</p> <ul style="list-style-type: none"> • MAPs (Reading and Math) • Math Universal Screener • DIBELS • DCAS -AND/OR- • Received T2 instructional interventions during previous school year. 	<p>Students who scored below the 25th percentile on:</p> <ul style="list-style-type: none"> • MAPs (Reading and Math) • Math Universal Screener • DIBELS -AND/OR- • Received T2 instructional interventions during previous school year

Connections to Learning

Fact Sheet

(taken from DEDOE www.doe.k12.de.us/.../DataDrivenDecisionMakingFactSheetFINAL.doc)

“Data Driven Decision Making”

WHAT IS DATA DRIVEN DECISION MAKING?

Using and evaluating data are important steps to the school improvement process. Data are any information about the school that can be gathered, reviewed and analyzed in order to produce a useful knowledge (NCREL, 2004). Looking at the combination of pieces of knowledge and facts together, whether it has to do with demographics, achievement, test scores, or climate, helps schools formulate hypotheses to decide how best to use the information. Basing educated guesses upon data are the beginning steps in creating an effective and efficient school improvement process. Educators can focus their attention on specific indicators that are being displayed by the data, and identify priority areas in which they direct their focus (Bernhardt, 2004). Once priority areas are narrowed down realistic goals are made and moving into action becomes the next step (Bernhardt, 2004). Reviewing data, forming hypotheses, and creating action plans helps the school move toward the goal of creating positive change in the school.

HOW DOES DATA DRIVEN DECISION MAKING RELATE TO CONNECTIONS TO LEARNING?

Creating goals from data are realistic because educators are looking at real facts produced by the school. Too long educators have practiced under the assumption that problem areas lay in certain areas. The assumed problems were not identified through actual facts, therefore, the school improvement team would address a problem that may or may not exist (NCREL, 2006). Data-driven decision making looks to eliminate this methodology, and help schools identify and combat the real problems that are occurring in individual schools. Data provides educators with an overview of the strengths and weaknesses in the targeted area (NCREL, 2006). When targeted areas are identified educators can prioritize their resources and professional development in order to produce more efficient and effective programs. Connection to Learning employs a data driven process fro problem solving and action planning.

Using data makes settings school goals deliberate and worthwhile. The use of resources will not be wasted upon programs that are ineffective and professional development can then address specific needs. For example, in a school that does not use data-driven decision making, professional development may look scattered and unintentional. The staff may seem uninterested, or find the information not useful because they see no use to their particular area. If the school uses data-driven decision making to determine professional development, the staff will benefit because professional development will be focused toward their needs (NCREL, 2004). Also, in a school that makes their decisions based on assumptions, budgetary problems may occur (NCREL, 2006). Schools are used to using allocated money for programs already in place or programs they think will be effective. Basing needs on assumptions or routine perpetuates cycles and ineffective practices that waste money. Budgeting based on needs of the school allows the school to put their money toward priority areas which will help the school with achieving the goals of improvement (NCREL, 2006).

Connections to Learning provides a vehicle for a school or district team to utilize data for needs assessment, planning, and evaluation. Data driven decision making and Connections to Learning are symbiotic.



“Data Driven Decision Making” cont’d.

WHY IS DATA DRIVEN DECISION MAKING A KEY COMPONENT OF THE CONNECTIONS TO LEARNING “PUZZLE”?

Data use is a multifaceted arena. There are many different areas where educators can collect data, such as, achievement, demographics, school climate, or performance. The use of the data that are produced from the different elements in a school or district is what separates a successful school from non successful school. If a school uses data-driven decision making to make hypotheses about potential reform efforts, the entire school improvement process will be strengthened.

RESEARCH AND EXAMPLES OF BEST PRACTICES/PROGRAMS

To move toward a data-driven decision making school, there are eight steps that help guide the process. The eight-step process is as follows: develop a leadership team; collect and organize several different types of data; analyze data patterns; generate hypotheses; develop goal-setting guidelines; design specific strategies for the action plan; plan the evaluation and implement the plan (Bernhardt, 2004). By following the steps listed, a school can collaborate and prioritize needs in order to sustain a vision that focuses on school improvement (NCREL, 2004).

One example of using data-driven decision making comes from the research produced by Lachat and Smith (2005). The two researchers implemented the data driven decision making process in five urban, low performing high schools (Lachat & Smith, 2005). Before the initiative, the high schools faced problems related to the data they collected. In general, the schools’ data were inaccurate, not time efficient, and limited in its’ scope. Lachat and Smith (2005) helped the school to collaborate to make a district-level plan to improve the data process. The researchers helped the school to develop a leadership team to share and coach each other through the data process. Being exposed to the data allowed the staff to feel more comfortable reviewing and using the results. Lachat and Smith (2005) also helped coach the leadership team into breaking down the data they were receiving. Breaking down the data allowed for the team to see where they should target their focus and instructional strategies (Lachat & Smith, 2005). The staff learned to allocate their resources towards programs and supports that were more beneficial for their school. Overall, Lachat and Smith used data to help the five urban schools develop a continuous, collaborative, and more advanced school improvement process.



“Data Driven Decision Making” Citations and Resources

Bernhardt, V.L. (2004). *Data analysis for continuous school improvement* (2nd Ed.). Larchmont, NY: Eye on Education.

Lachat, .A., & Smith, S. (2005). Practices that support data use in urban high schools. *Journal of Education for Students Placed at Risk*, 10(3), 333-349.

Love, N. (2002). *Using data/getting results: A practical guide for school improvement in mathematics and science*. Norwood, MA: Christopher-Gordon Publishers.

North Central Regional Educational Laboratory. (2006). *Using data as a school improvement tool*. Learning Point Associates.

North Central Regional Educational Laboratory (2004). *Guide to using data in school improvement efforts: A compilation of knowledge from data retreats and data use at learning point associates*. Learning Point Associates.

Streifer, P.A. (2004). *Tools and techniques for effective data-driven decision making*. Lanham, MD: Scarecrow Education.

www.centerforcrsi.org (The Center for Comprehensive School Reform and Improvement)

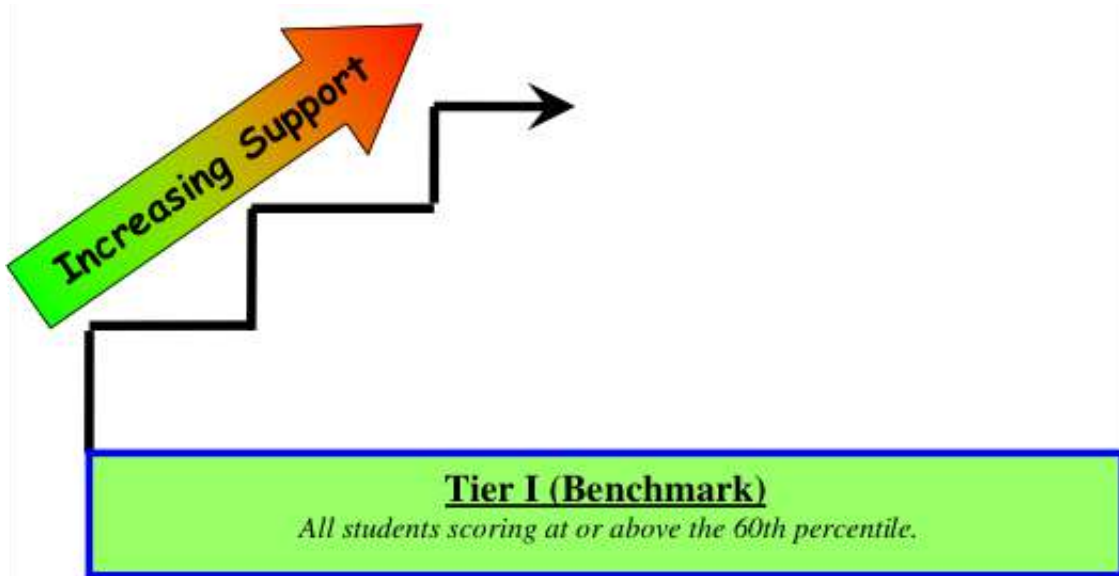
www.learningpt.org (Learning Point Associates)

www.ncrel.org/datause (North Central Regional Education Laboratory)



Section III

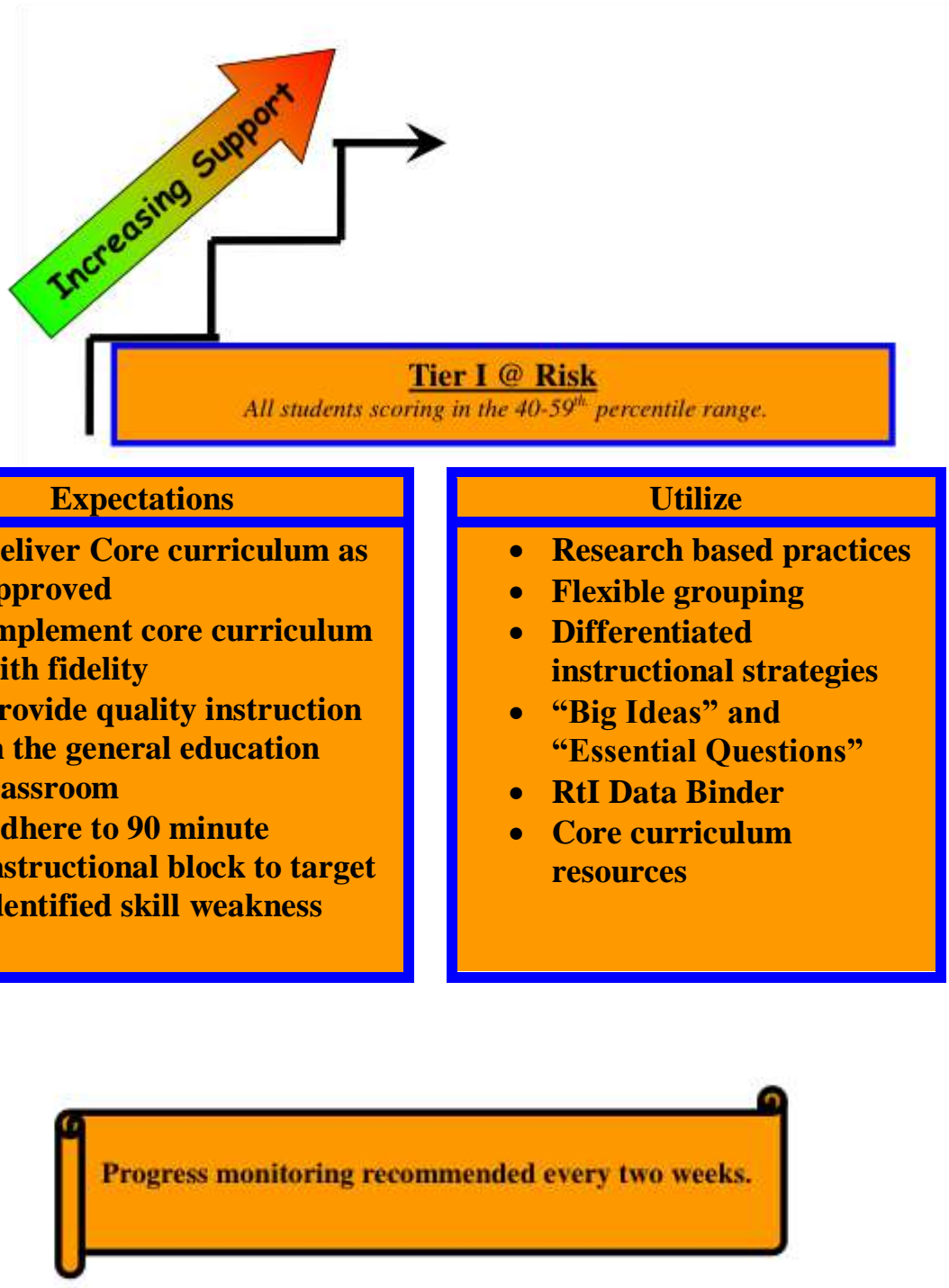
Tiers I, I @ Risk, II & III
Academic Requirements,
Intervention & Progress Monitoring

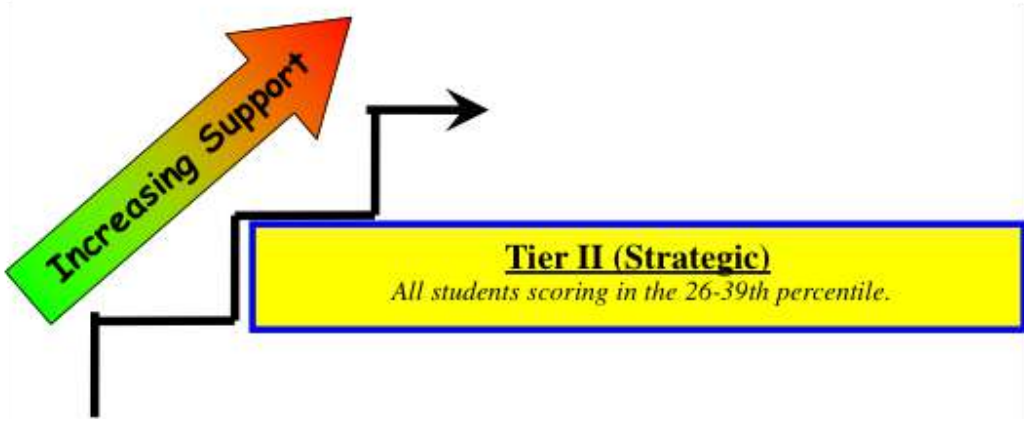


- | Expectations |
|---|
| <ul style="list-style-type: none"> • Deliver Core curriculum as approved • Implement core curriculum with fidelity • Provide quality instruction in the general education classroom • Adhere to 90 minute instructional block |

- | Utilize |
|---|
| <ul style="list-style-type: none"> • Research based practices • Flexible grouping • Differentiated instructional strategies • “Big Ideas” and “Essential Questions” • RtI Data Binder • Core curriculum resources |

Progress Monitoring recommended every 6 weeks to document and verify that student remains at Tier I Benchmark status.

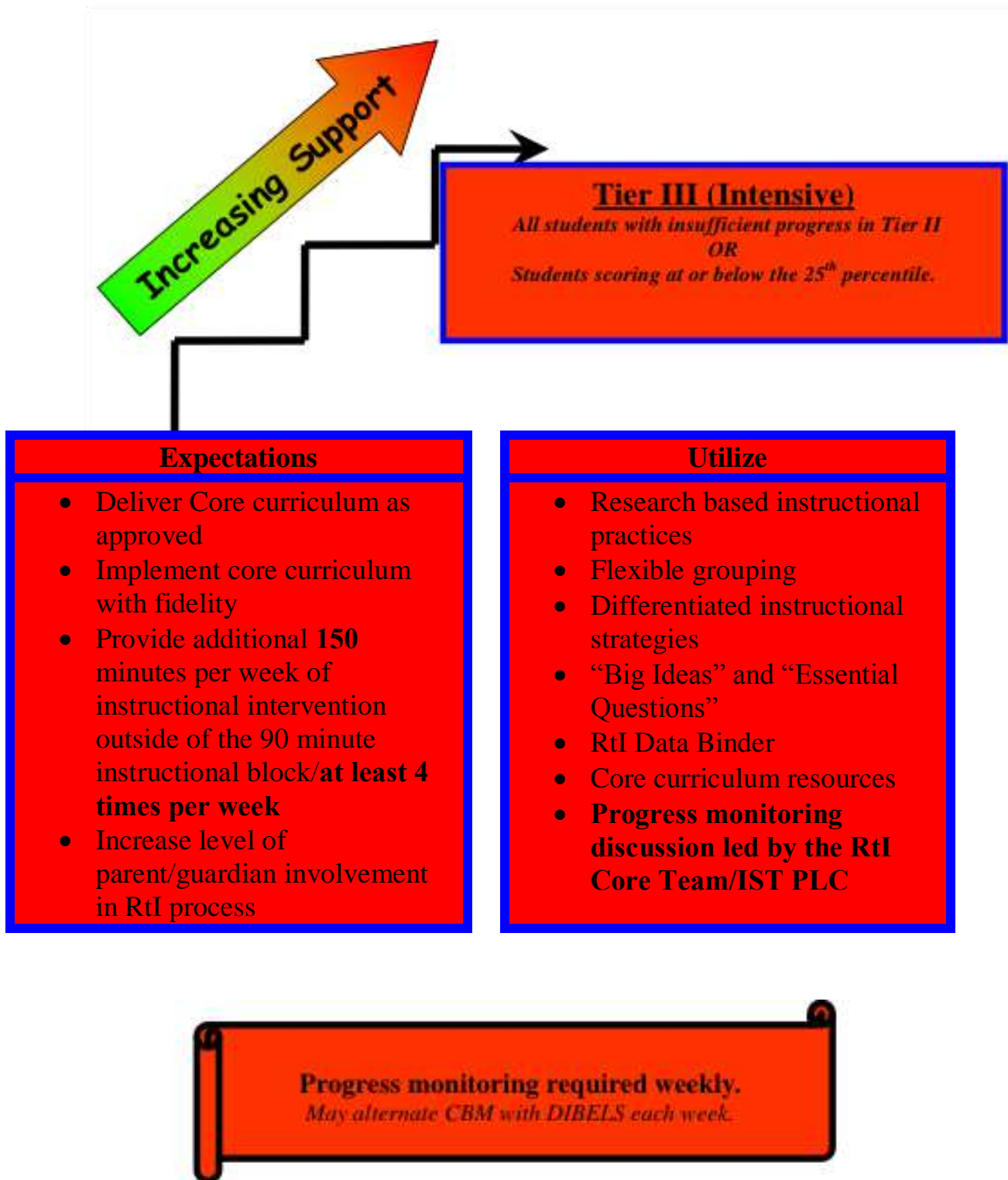




- Expectations**
- Deliver Core curriculum as approved
 - Implement core curriculum with fidelity
 - Provide additional 90 minutes per week of instructional intervention outside of the 90 minute instructional block to target identified skill weakness
 - Notify parent/guardian of RtI process and planned intervention
 - Parents invited to conference to assist in goal setting

- Utilize**
- Research based instructional practices
 - Flexible grouping
 - Differentiated instructional strategies
 - “Big Ideas” and “Essential Questions”
 - RtI Data Binder
 - Core curriculum resources
 - **Progress monitoring discussion led by the IST PLC**

Progress monitoring required weekly.
May alternate CBM with DIBELS each week.



Progress monitoring is the scientifically based practice of assessing students' academic performance on a regular basis for three purposes:

1. To determine whether children are profiting appropriately from the instructional program, including the curriculum;
2. To build more effective programs for the children who do not benefit; and
3. To estimate rates of student improvement.

In a responsiveness to intervention (RTI) paradigm, progress monitoring assists school teams in making decisions about appropriate levels of intervention (National Center on Student Progress Monitoring, 2006).

The National Association of State Directors of Special Education (NASDSE) (2005, pp. 25-26) has identified nine essential characteristics for progress monitoring to be useful in an RTI context. Progress monitoring should do the following:

1. Assess the specific skills embodied in state and local academic standards
2. Assess marker variables that have been demonstrated to lead to the ultimate instructional target
3. Be sensitive to small increments of growth over time
4. Be administered efficiently over short periods
5. Be administered repeatedly (using multiple forms)
6. Result in data that can be summarized in teacher-friendly data displays
7. Be comparable across students
8. Be applicable for monitoring an individual student's progress over time
9. Be relevant to development of instructional strategies and use of appropriate curriculum that addresses the area of need

(Taken from http://www.nrcl.org/rti_manual/pages/RTIManualSection2.pdf)

RtI Quick Reference Guide

Tier	Documented Progress Monitoring	Additional Intervention Block <i>(outside of core block)</i>	Instructional Components
Benchmark	Recommended every 6 weeks minimum	Optional	Core curriculum with fidelity & as designed Focus on “big ideas” & essential questions Differentiation strategies Flexible grouping
Tier I @ Risk <i>Benchmark with concerns</i>	Every 2 weeks	Recommended	Core curriculum with fidelity & as designed. Focus on “big ideas” & essential questions Differentiation strategies Flexible grouping
Tier II <i>Strategic</i>	Weekly	Yes <i>90 minutes per week</i> 2 session minimum	Core curriculum with fidelity & as designed Focus on “big ideas” & essential questions Differentiation strategies Flexible grouping Push-in supports
Tier III <i>Intensive</i>	Weekly	Yes <i>150 minutes per week</i> 4 session minimum <u>smaller group than Tier II</u>	Core curriculum with fidelity & as designed Focus on “big ideas” & essential questions Differentiation strategies Flexible grouping Push-in /pull out supports Varied research based intervention materials

Section IV

The Role of Professional Learning Community in the RtI Process



The Role of the Professional Learning Community

The Professional Learning Community plays an integral role in the RtI Process by providing an opportunity for the instructional staff to:

- participate in collaborative efforts to analyze student data.
- select research based intervention strategies for struggling students.
- provide teacher to teacher support.
- participate in team decision making.
- identify needed resources.
- create SMART Goals.

The PLC is not to be confused with Grade Level team meetings. Grade Level teams need to set aside time to discuss items such as field trips, recess/lunch duty, scheduling, etc. outside of the PLC schedule.

Roles of the PLC in the RtI process

- Follow agenda as outlined by building administrator,
- Review student screening results and assign students to appropriate Tier using the *RtI Student Placement Guidelines*,
- Select initial intervention strategies for targeted students based on screening results and diagnostic assessment data,
- Monitor student progress throughout the intervention cycle and review data,
- Modify instructional interventions (may include changing intervention materials, regrouping students or identifying new target skill)
- Refer student to the RtI Core Team if student continues to demonstrate little or

STEP BY STEP PROCESS FOR RtI FOCUSED PLC MEETINGS

STEP I. Identify roles & responsibilities of PLC members

The following is a list of suggested PLC roles and responsibilities. Team members should share responsibility for each of these roles on a rotating basis.

- Facilitator
 - Notify team members of meeting date, time & location
 - Communicate discussion topic or agenda to team members prior to meeting date
(remember to review "Wrap-Up" section from previous meeting notes)
 - Prepare needed forms or data information OR identify specific information that team members should bring
 - Lead discussion as defined in agenda
 - Maintain team focus and redirect as needed
 - Summarize action items and designate persons responsible for tasks
 - Assign PLC roles and focus for next meeting
- Recorder
 - Keep accurate notes using PLC Agenda minutes form
 - Distribute copies of minutes to team members and building administrator (in a timely manner)
 - Place original copy of minutes and agenda in building PLC binder
 - Secure signatures of all attendees (if applicable)
- Time Keeper
 - Adhere to agreed upon time guidelines per PLC agenda
 - Provide "2 minute" warnings to facilitate discussion closure
- All Team Members/Participants
 - Be on time
 - Come prepared (bring requested documents, data, resources)
 - Actively participate in PLC discussion

STEP II: Determine PLC focus

As part of the RtI process, PLC data meetings may focus upon one or more of the following areas:

- Tier placement
- Analyzing data to
 - regroup students
 - modify instructional strategies
 - select appropriate intervention materials
- Development of materials needed for intervention (word lists, flash cards, etc.)
- Sharing of effective instructional strategies that have demonstrated success
- Modification of intervention strategies
(increased repetitions, increased time or increased scaffolding)

STEP III: Set meeting date, time & location and develop meeting agenda**STEP IV: Convene meeting**

Sample RtI-PLC Data Agenda

(suggested time allotment per child)

5 minutes-Housekeeping; Role and agenda review

10 minutes-data review and discussion

5 minutes-Action Plan-Collaborative problem solving and development
of new intervention strategies

5 minutes-Wrap Up and planning for next PLC

Refer to "Resources" section of this manual for forms.



Things to think about...

Here are a few things to consider when discussing student data:

- I. Look at the overall progress of the students individually, by grade level or by group:
 - Is there one group that is outperforming the others?
 - ✓ Discuss what is different? ***Be specific!***
 - How many students are falling below the target level? Few? Or Many?
 - Dig deeper:***
 - Were the interventions administered consistently and with fidelity to the design of the intervention?
 - Is the intervention skill targeted appropriately?
 - Example: fluency vs. decoding
 - Are there any surprises in student scores (a large jump or a large decrease across the grade level)? What might be the reason for it?
- II. Create a list of targeted students whose scores have fallen below the target line.
 - (Refer to Resource section for sample form.)
 - Record all available data for student thus far
 - Look for trends in student data
 - Solicit teacher observation and explanation of student performance
- III. Brainstorm ideas or solutions with the team
- IV. Develop an action plan to address targets
 - V. Distribute copy of action plan to all team members
 - VI. Determine follow up dates and meeting times



Helpful Idea: *You might want to review the Action Plan and follow up with team members to make sure that strategies have been implemented as discussed.*

Section V
Rtl Core Teams

RtI Core Teams

Utilizing a team approach to instructional decision making.

The primary role of the RtI Core team is to assist instructional teams in designing and implementing targeted interventions for those students who have not responded to previous intervention strategies. Since the Core Team is a multidisciplinary team, a variety of resources and information can be made available to address all areas of need demonstrated by the student.

The following is a list of suggested Core Team members:

- School Administrator
- School Psychologist
- Content Area Specialist (eg: Literacy/Math Specialist, Instructional Coach)
- Referring Teacher and/or Interventionist
- Guidance Counselor
- Parent - As team determines necessary

Other Flexible Team Members:

- Educational Diagnostician
- Speech Therapist
- PT/OT
- Special Education Teacher
- Others as determined by Core Team

Duties of RtI Core Team

- Have a regularly scheduled meeting time.
- Understand the District RtI Process and communicate process to staff.
- Maintain list of research based interventions and programs available to teachers.
- Monitor school wide data to ensure that students are being referred in a timely manner to the core team.
- Develop and maintain an effective record keeping system for RtI discussions.
- Provide ongoing support to instructional teams to address needs related to RtI processes.

**Efficient RtI Core Teams are the result of planning and preparation.
Here are a few recommendations for your team:**

Prior to RtI Core Team meetings:

1. Establish a monthly/bimonthly meeting schedule and notify team members.
2. Support PLC activities by utilizing RtI Core Team Members as liaisons to each PLC meeting.
3. Design and implement professional development activities to address PLC and staff needs related to the RtI process and the Core Team Referral process.
4. Referring teacher should complete and submit RtI Referral form to Core Team coordinator for review and changes if necessary.

During RtI Core Team Meetings:

1. Assign various roles for team members:
 - **Building Coordinator**-Monitors student data, referral processes, schedules meetings and invites all stakeholders, maintains record keeping system for the RtI Core team activities, plans for follow-up needs.
 - **Facilitator**-guides discussion to ensure that all concerns are addressed
 - **Recorder**-documents all information presented & distributes action plan to team members.
 - **Point Person**-Assists teacher/case manager with implementation of interventions and provides support as needed during process.
 - **Timekeeper**-Adhere to agreed upon time guidelines Core Team agenda and provide "2 minute" warnings to facilitate discussion closure
 - **Historian** (optional) - maintains an ongoing historical data base of all RtI activities and follow up needs.



Helpful Idea:

Have copies of the completed RtI Referral form available for team members to facilitate information sharing.

Sample RtI-PLC Data Agenda

(suggested time allotment per child)

5 minutes-Housekeeping; Role and agenda review

10 minutes-data review and discussion

5 minutes-Action Plan-Collaborative problem solving and development of new intervention strategies

5 minutes-Wrap Up and planning for next PLC



Take a Look at the Whole Child

- ♥ **Past & Present.** The primary role of the RtI Core Team is to facilitate a comprehensive review of the child's past and present academic history, social/emotional development, and health.
- ♥ **It's all about DATA!** The team must carefully examine all related data to determine if interventions were appropriate and targeted student's need. Are modifications to the current interventions needed in response to the student's continued weaknesses?
- ♥ **Are there other causes?** Are there other contributing factors related to attendance, health and social/emotional issues that need to be addressed by the appropriate Core Team members or referred to appropriate related agencies?
- ♥ **Team includes parents!** Be sure to review information provided by the parents. Keep them informed of the student's progress and include them in the decision making process.



Digging Deeper

Looking at the whole child.

Core Teams should consider the following when reviewing academic data:

- What diagnostic instruments were used to determine the student's need?
- Did the intervention target the student's need identified by the diagnostic tools?
- Were the interventions administered consistently and with fidelity to the design of the intervention?
- Was the student's progress monitored as prescribed by the district guidelines for progress monitoring frequency?
- Was the progress monitoring data reviewed by the PLC and adjustments made as needed to address the student's response to the intervention?
- Were there other factors, such as medical, attendance and/or home issues that had an impact on the student's response to the intervention?



If the RtI Core team determines that there has been a gap in the provision of intervention services or that other factors have negatively impacted the student's response to intervention, adjustments must be made to the intervention plan and the student should be monitored for an additional 6 week cycle. All areas of insufficiency must be addressed by the team and an action plan should be developed to address each of these areas. Review of the adjustments should be made by the core team in a timely manner in order to prevent a delay in intervening services and ensure the maximum success for the student.

If the RtI Core Team is confident that every effort has been made to provide consistent intervention which targets the student's identified need *and* there are no other factors that prevent the student from succeeding, then the team may refer the child to Special Services personnel for consultation. RtI Core teams *must defer* all discussion related to additional evaluations to the Special Services Personnel and Child Study teams due to compliance issues and the parent's Due Process Rights. Once a request for Special Services support has been issued, the Child Study Team will then replace the RtI Core Team and will initiate a formal discussion with parents and other educational professionals to determine if additional evaluations are needed to design a more specific educational intervention plan. All RtI intervention strategies and monitoring continues for the student during this process, however, the Child Study Team now moves into the forefront as additional evaluation needs are discussed.

Special Education students that are not responding to intervention should be referred to special services personnel in order for the IEP team to reconvene as necessary to review or revise the current Individual Education Plan to address the student's needs as indicated by the data collected as part of the RtI process.

Kuumba Academy IST PLC will use the DEDOE suggested format for problem-solving method to make decisions within a multi-tier model of service delivery. The instructional support team will assist in making decisions based on the assessment data as to the effectiveness of the interventions and whether changes need to be made to the interventions or strategies.

The problem-solving team will consider the following:

- Has the student received differentiated, needs-based instruction?
- Has the core curriculum and intervention been delivered with fidelity?
- Has the pacing and instructional grouping been appropriate?
- Has the student attended every scheduled session for intervention?
- Has the student's classroom teacher or interventionist been replaced temporarily by a substitute?
- Are the issues around performance or content?
- Is the student on target with peers to reach benchmarks? (If so, student will no longer need Tier II level interventions.)
- Is the student making progress but not yet on target to meet benchmarks?
- Does the intervention need to change or does the student just need more time with current intervention?
- Is the student not making sufficient progress to be on trajectory toward meeting benchmarks?
- What interventions/strategies are necessary to help this student make progress?

If student is progressing, modifications may be made if necessary and student may continue at Tier II for another 6 weeks or longer as needed.

Section VI
Rtl and Special Education

Special Education and the RtI Process

Current Department of Education regulations state that:

(14 DE Admin. Code 925)

12.4 RTI procedures, including the same frequency and intensity of instruction, and small group settings available to all students, shall apply to children with disabilities who already receive special education and related services. RTI procedures shall not be required for students who participate in Alternate Assessment based on Alternate Achievement standards (AA-AAS).

12.4.1 IEP teams of children with disabilities may specialize the instruction and method of delivering interventions under RTI procedures.

12.4.2 IEP teams may also determine that a child with a disability requires more intensity or frequency of instruction, or smaller group settings than would otherwise be provided under RTI procedures.

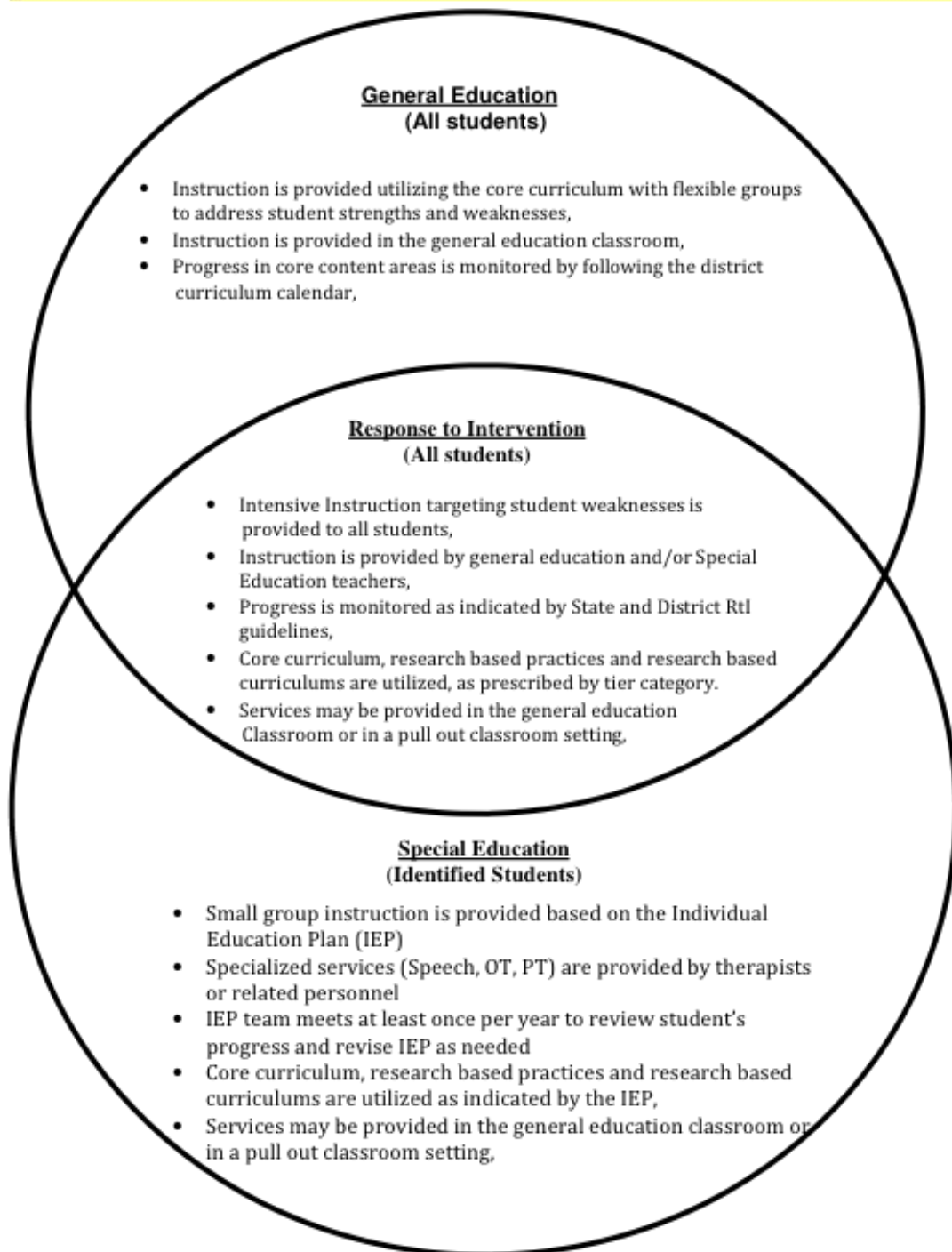
General education, Special Education and the Response to Intervention process must work together in order ensure that all students are receiving the appropriate level of instruction to address identified weaknesses. Although each program may include components that are unique to the design and targeted audience, they can successfully pool resources and personnel to more effectively provide the intensive instruction needed by individual students.

Key points to remember:



- Special Services personnel *may* participate in the RtI planning process for students not identified as special education students.
- Special Services personnel and IEP team members *must* participate in the RtI planning process for all special education students.
- State regulations require a minimum of 18-24 weeks of the intervention process prior to referral for Special Education services.
- The RtI process does not replace the procedure for determining the need for Special Education Services.
- Schools must defer to the Educational Diagnostician and the Special Services staff when requesting a discussion regarding the need for further evaluations and the need for Special Education services.

General Education, Rtl and Special Education
Ensuring Success for All Students



Section VII

**RtI and
Positive Behavior Support
(PBS)**

RtI and PBS

Putting the pieces together to ensure student success!



“Positive Behavior Support (PBS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors” (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007). RtI and PBS are consistent in core principals in that they are systematic in the intervention process, utilize differentiated instruction to address student’s needs, rely on data collection to indicate student’s response to applied interventions and address the whole child.

While RtI teams are not required to address behavioral concerns through the RtI process, the problem solving process of the RtI Core Team facilitates the school’s ability to meet the needs of students both academically and socially/behaviorally. RtI Core Teams should utilize the resources available through the school psychologist, counselor, Educational Diagnostician or Instructional Coach when developing behavior intervention plans.

Effective Behavior Intervention Plans are:



- **Child Specific**-address specific targeted behaviors defined by student’s behavioral history,
- **Well defined**-include both acknowledgements & consequences with specific behavioral expectations,
- **Implemented with fidelity**- measure student responses across all settings.
- **Data driven**-review data and adjust behavior intervention plans as needed.
- **Connected**-involve parents in behavior plan development and initiate home-school connection to ensure student success.



Functional Behavior Assessments

The Functional Behavior Assessment is a tool that is used to develop specific behavioral intervention plans based on behavioral data collection. Each building should have a PBS Targeted Team.

Note: Special Education students in need of an FBA should be referred to the building IEP team.

Section VIII
Frequently Asked Questions



Frequently Asked Questions

1. What Is Response To Intervention (“RTI”)?

"RTI is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions. RTI should be used for making decisions about general, compensatory, and special education, creating a well-integrated system of instruction/intervention guided by child outcome data."

(Source: National Association of State Directors of Special Education and the Council of Administrators of Special Education, White Paper on RTI, May 2006.)

2. Is RTI Provided To All Students?

Generally, yes. Tier One in the Response to Intervention model of targeted instruction is equivocal to the general education setting, with its' research and evidence based curriculum and commonly delivered strategy instruction. Each district must establish and implement procedures to determine whether a child responds to RTI procedures for reading and mathematics. However, students who participate in Alternate Assessment based on Alternate Achievement standards are not required to participate in the RTI procedures.

See, 14 DE Admin Code § 925.12.1 and 12.4.

3. What Are The Benefits Of RTI?

First and foremost, RTI increases the likelihood that all students will be successful in school. RTI emphasizes quality instruction. The core curriculum and interventions must be based on scientific research, aligned with the State Standards, and implemented with fidelity. RTI helps ensure a student's poor academic performance is not due to poor instruction or inappropriate curriculum. RTI emphasizes the importance of differentiating the curriculum so student needs are addressed during instructional delivery of the core curriculum. The instruction and intervention must be matched to student need. The required universal screening and progress monitoring informs the teachers planning and instruction to improve their instructional practices and identify the interventions students need. RTI matches the level of support to each student need. RTI provides instructional assistance in a timely fashion and serves students who require little intervention, as well as

students who require long-term intervention. The RTI process will provide the necessary data for districts to make an informed recommendation for evaluation concerning a child's need for special education services. If a child is identified in need of special education services, the data collected from the RTI process will assist districts in identifying the instructional needs of the child and the appropriate special education services. RTI allows for exit from special education when appropriate and based on ongoing measurement of progress and response to intervention.

4. What Sources Of Funding Are Available To Implement RTI?

Districts are permitted to use up to 15% of Part B funds to develop and implement coordinated, early intervening services for students in kindergarten through grade twelve (12) (with a particular emphasis on students in kindergarten through grade three (3)) 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.

See, 14 DE Admin Code §§ 924.8.0 through 8.2; 14 DE Admin Code § 924.26.

<http://www.doe.k12.de.us/programs/specialed/default.shtml>

See, Comments of Office of Special Education and Rehabilitative Services, 71 Fed. Reg. 46627-46628 (August 14, 2006).

<http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C>

The Department has also compiled a list of other *potential* funding sources available to districts for implementation of RTI. The full list is available at

http://www.doe.k12.de.us/programs/profdev/rti_docs.shtml

5. What Professional Development Will Support RTI Implementation?

Each district must ensure that all personnel necessary to carry out instruction are appropriately and adequately prepared, subject to the requirements of 14 DE Admin Code § 923.56.0 and § 2122 of the No Child Left Behind Act.

When pursuing any professional development, the Department encourages districts, school administrators, and instructional staff to consider the individual strengths and needs of staff and programs. With respect to professional development and RTI, the implementation of a strong response to intervention process requires that instructional staff are provided quality professional development on any core curriculum being implemented in the district. Professional development may also include administrative monitoring of the fidelity of curriculum delivery, such as administrative walk-throughs. The administration of Kuumba Academy will participate in DPAS in efforts to ensure quality of classroom educators. Administrative teams may benefit from professional development around creative scheduling. In addition, staff who select curricular materials may need professional development as it relates to the selection criteria for scientifically research based curriculum and interventions, and the development of knowledge around validity and reliability of instructional materials. Additional professional

development considerations may include those relating to the area of universal and diagnostic assessment, the collection and interpretation of data for ongoing progress monitoring at the classroom, school and district levels, the development of collaborative team problem solving (such as the Instructional Support Team model/ RtI Core Team) and the development of skills in identifying instructional needs, as well as linking appropriate interventions to individual instructional needs, and specific professional development as it may relate to the implementation of district selected scientifically research based instructional interventions to support students in need of Tier 2 or Tier 3 supports. Depending upon staff and program needs, other considerations may include classroom management, school wide behavior management system (such as Positive Behavior Support), differentiated instruction, and co-teaching.

6. What Is The Timeline For Implementation Of RTI?

Districts are required to implement RTI for all elementary school children no later than the beginning of the 2008-2009 school year. For all other students, districts must implement RTI no later than the beginning of the 2009-2010 school year. *See*, 14 DE Admin Code 925.6.11.3.1 through 6.11.3.2.

7. How Are The Highly Qualified Teacher Requirements Linked To RTI?

The qualifications of all personnel serving children need to be appropriately and adequately prepared and trained, and have the content knowledge and skills to serve children as established through the Department of Education's certification regulations and requirements.

See, 14 DE Admin Code § 922.3.0; § 923.56.

See also, 14 DE Admin Code §§ 1501-1529

See also, NCLB Public Law 107-110, Part A, Subpart 1 § 1119, NCLB Subpart 2, § 2122 (August 14, 2006)

<http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C>

In reviewing best practices in the field of education, the Department recognizes that students who require interventions in order to successfully access the general curriculum also benefit from the experienced highly qualified teachers to deliver instruction where possible, and at a minimum plan, and guide the instruction for interventions. Districts and schools must ensure all students have equitable access to experienced highly qualified teachers, including those students who fall into special education, low income, English language learner, and minority categories. Students who are receiving interventions in either Tier II or Tier III must continue to receive high quality instruction from an experienced highly qualified teacher during their Tier I instruction. During Tier II or Tier III interventions, students must receive high quality research based instruction by the staff most qualified to meet the students' needs. Furthermore, districts and schools may find it beneficial to analyze intervention referral rates by classroom in order to guide appropriate placements of students (to ensure students with needs are equally assigned among classrooms and that a best fit exists between student and teacher) and to guide planning for teachers' professional development needs.

8. What Is The Difference Between Evaluation And Assessment?

John L. Hosp, NCSP of The National Association of School Psychologists has answered this question as it relates to Response to Intervention in NASP *Communiqué*, Vol. 34, #7 May 2006, as follows:

Often these terms are used interchangeably, but it can be helpful in navigating the implementation of RtI to think of how these terms are differentiated. If you think of *assessment* as the process of *collecting information*, it becomes easier to convey to teachers the need for standardization, reliability, validity, and using different assessments for different purposes. This leads to thinking about *evaluation* as the process of *using information to make decisions* (i.e., information collected through assessment). We often get caught up in the process of conducting an assessment because we had to or someone told us to do so. If we think about evaluation, it starts a dialogue about *why* we are conducting assessments. Teachers have a lot of different things to do every day. Having a reason to do something (or to not do it) can be very reinforcing as their time is valuable and at a premium. This can just be the starting point—other team members might begin to consider the purpose of their activities and find time for new by eliminating some of the old.

9. What Types Of Assessments Will A District Need To Implement RTI?

In order to meet the instructional needs of all students, the United States Department of Education has charged schools with assessing all students including the economically disadvantaged, those who are English language learners and others who are struggling to learn. In order to effectively evaluate all students under the RtI model, the district must consider the data from assessments related to universal screening and progress monitoring. The district may also consider data from diagnostic assessments on a case by case basis to assess additional instructional needs. The National Research Center on Learning Disabilities (NRCLD) outlines these assessments by table including the purposes of each type of assessment within the RTI process.

	Screening	Progress Monitoring	Diagnostic Tests
Population	School Wide/ all students	Class/Small group/ Student	Individual student
Uses	Broad Index	Specific academic skill or behavioral target	Specific academic, domains of knowledge, skills, abilities
Frequency	Yearly/three times/monthly	< 3 weeks /weekly /daily	Yearly
Purpose	Identify students who are at risk.	Regroup students	Identify specific student deficits
Focus	School Focus	Student/class focus	Student focus
Instruction	Class/ school instruction and	Within intervention (curriculum/instruction)	Selecting specific curricular and

	curriculum decisions		instructional methods
Implications	As first step for intervention planning	Continue or revise placement	Planning or specifying intervention

See also 14 DE Admin Code § 925.12.1-12.11

10. Do Screenings Have To Be Done At The Same Time For All Students, i.e. Can The Teacher Screen Several Children Per Day?

Universal Tier 1 instructional screenings for reading and mathematics shall be conducted at least 3 times each regular school year at routine and fairly spaced intervals. The first screening shall be conducted within 2 weeks of the beginning of the regular school year, or within 2 weeks of the child's entry into school.

See 14 DE Admin Code § 925.12.6.1

The Delaware Department of Education recognizes that districts will need to follow the recommended administrative practices of the selected assessment. Certainly, fairness is a primary consideration in all aspects of testing. Careful standardization of tests and administration conditions helps to ensure that all test takers are given comparable opportunity to demonstrate what they know and how they can perform in the area being tested. Consequently, details of administration will be dependent upon the requirements of the assessment being utilized. Districts, where possible, should be cognizant of the issues surrounding measurement and timing with regard to data comparison and analysis.

The guidance provided in Joint Committee on Testing Practices (JCTP)

Code of Fair Testing Practices in Education also provides guidance as it relates to testing in an educational setting.

11. What Commercial Assessments And/ Or Progress Monitoring Tools Are Currently Available?

Many publishing companies of curriculums offer curriculum based assessment as part of the support materials sold to districts. With the changes to IDEA and the interest around Response to Intervention, many companies have developed universal screenings as well. The Department of Education is not recommending specific commercial assessments. While the literature around best practice recommends curriculum based assessment, districts need to assure any assessment utilized meets the standard of being scientifically research-based as set forth in the regulations of both NCLB and IDEA.

In the process of selecting assessments, districts may wish to refer to the following: <http://www.studentprogress.org/chart/chart.asp>

The National Center on Student Progress Monitoring provides information on scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction.

Research continues and claims are made by many publishers and programs. The U.S. Department of Education has set the criteria with regard to what constitutes the standards in Identifying and Implementing Educational Practices Supported by

Rigorous Evidence: a User Friendly Guide.

<http://www.ed.gov/rschstat/research/pubs/rigorousevid/index.html>

12. Is The Department Recommending Specific Screenings?

While the Department will not designate specific required screenings, the Department does require that districts screen students in reading and math as set forth in 14 of the DE Administrative Code § 925 12.6.1: Universal Tier 1 instructional screenings for reading and mathematics shall be conducted at least 3 times each regular school year at routine and fairly spaced intervals. The first screening shall be conducted within 2 weeks of the beginning of the regular school year, or within 2 weeks of the child's entry into school. Furthermore, the Department recommends districts consider screenings that meet the rigorous standards outlined in No Child Left Behind Act for being scientifically research based in terms of validity and reliability of assessments. Districts implementing specific programs, such as Reading First, will use the screenings required (i.e., DIBELS) to screen. Best practice for districts will include consideration of many factors, including but not limited to, the current district culture, practices, and curriculum; the sensitivity of instruments in identifying students at need for intervention; ongoing research and monitoring of development in the field of assessment and screening; in addition to ongoing analysis to determine if selected screenings are continuing to meet the needs of the district and its students.

13. Will The State Have A Form For Weekly Progress Monitoring?

While the Department recognizes the importance of documenting data for monitoring student progress during the implementation of interventions, the Department will not require that the documentation be made on any specific state created form.

The Department recognizes that best practices around data collection and analysis have four components as outlined below.

(Source: Brown-Chidsey, Rachel and Steege, Mark W. **Response to Intervention: Principles and Strategies for Effective Practice**, 2005, Guilford Press.)

- Target skill or behavior defined clearly addressing what it looks like, how often it happens, for how long and to what degree of intensity or proficiency.
- Setting where the target behavior will be observed and recorded is described; if using multiple settings then codes to identify settings are created.
- Data recording procedures and materials are developed to specify
 - Who will collect data
 - Where data will be recorded
 - When data will be recorded
 - How data will be recorded
 - Access to and availability of needed materials

- Analysis and interpretation of data collected to determine whether desired outcomes were achieved and/or to revise, increase, decrease or discontinue the intervention.

Furthermore, in analyzing data to further plan for a student's needs, all available and pertinent data on the student should be collected and considered. This may include, but is not limited to, summative data such as DSTP results, results of universal screenings, progress monitoring, other formative assessments, as well as anecdotal information collected from parents and other team members.

14. Is RtI Going To Result In More Testing For Students, With Less Time For Teaching? How Time Consuming Is RtI?

“When compared with the 10 or more hours often estimated to go into each individualized evaluation conducted for special education eligibility, RTI procedures are really not time-consuming at all. While the research steps necessary to review potential Tier I and Tier II interventions may take several hours, the benchmark testing is very brief, taking about 10 minutes per student at the longest. If CBM is used as the benchmark data collection tool, the only measures requiring individualized testing are DIBELS and oral reading fluency. In the areas of math, spelling, and writing, the assessment items can be administered to entire classes at a time. Similarly, CBM progress-monitoring procedures are very fast, involving weekly testing of 2 minutes or less per student.”

Source: Brown-Chidsey, Rachel and Steege, Mark W. **Response to Intervention: Principles and Strategies for Effective Practice**, 2005, Guilford Press.)

15. Has The Delaware Department Of Education Approved Rubrics To Evaluate Intervention Programs For RTI?

In 14 DE Admin Code § 925.12.2 : “Public agencies shall use rubrics approved by DOE to evaluate and select programs of instruction, and Tier II and Tier III interventions for reading and mathematics.”

Rubrics the Department recommends for schools in reading are available at <http://www.fcrr.org/> and <http://reading.uoregon.edu/>

Websites exist that have evaluated interventions and provide detailed information regarding their findings as to which are evidence based. Some of these are:

<http://www.w-w-c.org/> The What Works Clearinghouse established by the U.S. Department of Education's Institute of Education Sciences.

<http://www.promisingpractices.net/> The Promising Practices Network highlights programs and practices that credible research indicates are effective.

<http://www.evidencebasedprograms.org/> The Coalition for Evidence Based Policy Social Programs that Work lists programs and practices and their effectiveness.

<http://www.studentprogress.org/chart/chart.asp> The National Center on Student Progress Monitoring provides information on scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction.

Research continues and claims are made by many publishers and programs. The U.S. Department of Education has set the criteria with regard to what constitutes the standards. The recommendations in **Identifying and Implementing Educational Practices Supported by Rigorous Evidence: a User Friendly Guide** include guidance and a rubric outlining the criteria recommended in choosing scientifically researched based materials for instruction and intervention.

See <http://www.ed.gov/rschstat/research/pubs/rigorousetid/index.html>

16. When Does A Parent's Right To An Independent Educational Evaluation Arise When A District Is Evaluating A Child Through The RTI Process?

As mentioned, districts must eventually use the RTI standards and procedures to determine a child's eligibility for special education services under the learning disability categories of mild, moderate or severe intellectual disability. A district may also use the RTI process as part of the district's evaluation to determine the educational needs of a child. A district may decide its evaluation is not complete until the district is able to collect and examine all the data it needs to evaluate a child's response to the intervention process. A parent is generally not entitled to an independent educational evaluation until the district fully completes its own evaluation.

If a parent then disagrees with the results of the district's completed evaluation (which includes a review of the results of the child's response to intervention process), the parent has a right to an independent educational evaluation at public expense, subject to the conditions in 14 DE Admin Code §§ 926.2.4.1 through 2.5. However, a parent does not have the right to obtain an independent educational evaluation at public expense before the district completes its evaluation simply because the parent disagrees with the district's decision to collect and examine data from the child's response to the intervention process as part of its evaluation. See, Comments of Office of Special Education and Rehabilitative Services, 71 Fed. Reg. 46689-46690 (August 14, 2006).

<http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C>

See also, 14 DE Admin Code § 926.20; 14 DE Admin Code §§ 925.7.0 through 12.0
<http://www.doe.k12.de.us/programs/specialed/default.shtml>

17. What Must The Independent Educational Evaluation Contain?

As a general rule, an independent educational evaluation must meet the same criteria the district used when the district initiated its evaluation. If, for example, the district's evaluation included a review of data to determine a child's response to scientific, research based intervention, so too should the independent educational evaluation. Since the review of existing evaluation data and input from the child's parents must be part of the district's evaluation, they are also appropriate elements of an independent educational evaluation. In addition, since the district's evaluation must include a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, these

elements should also be included in an independent educational evaluation conducted by an independent evaluator.

See, Comments of Office of Special Education and Rehabilitative Services, 71 Fed. Reg. 46689-46690 (August 14, 2006).

<http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C>

See also, 14 DE Admin Code § 926.2.9.

18. What is the difference between an intervention, accommodation, modification and support?

An intervention is focused on specific, targeted performance deficits identified through scientifically researched based screenings and/or diagnostic assessment. Interventions are provided **in addition** to the core curriculum with the intent of improving the at risk student's proficiency in meeting grade level expectations. Interventions may be selected through a standard treatment protocol approach or a problem solving approach. Interventions require either the teaching of a researched based strategy or a skill that is focused on increasing the at risk student's proficiency in the targeted area, either academically or behaviorally. Success of the intervention is determined by collecting data on its effectiveness in improving student performance through progress monitoring.

Accommodations, modifications and supports are frequently referenced with regard to students with disabilities.

Accommodations are practices and procedures in the areas of presentation, response, setting and timing/scheduling that provide equitable access to the general (core) curriculum during instruction and assessments for students with disabilities.

Accommodations are intended to reduce or even eliminate the effects of a student's disability. Accommodations do not reduce learning expectations.

Supports may be considered a subset of accommodations. Usually technological in nature (i.e. high tech supports such as, communications devices, computers, iPods, and various software programs. or low tech supports such as adaptive equipment), they allow the student to either access the core curriculum and/or effectively and efficiently communicate their knowledge and learning.

Modifications or alterations are substantial changes in what the student is expected to demonstrate. Modifications may be changes in instructional level, content, and performance criteria, may include changes in test form or format or alternative assignments.

Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Using modifications may result in implications that could adversely affect students throughout their educational career.

RtI Resources for Teachers

There are a variety of resources available to assist teachers with the RtI process. Below is a list of links that teachers can follow via the Christina School District web and the internet.

<http://dibels.uoregon.edu/logistics.php>

<http://aimsweb.com/>

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

<http://www.interventioncentral.org/> charts, ideas and other useful help.

www.jimwrightonline.com AKA “Chart dog” resources,

helpful tools, contracts, charting ideas.

Literacy Links- <http://www.christina.k12.de.us/LiteracyLinks/>

http://www.nrld.org/rti_manual/pages/RTIManualSection2.pdf

www.doe.k12.de.us/.../DataDrivenDecisionMakingFactSheetFINAL.doc