

Overview of Response to Intervention in USD#116

Report to BOE
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Illinois and Response to Intervention (RtI) Legislative Background

- IDEA (2004) Regulations effective October 13, 2006
 - Changes Special Education criteria to align with RtI
- Illinois Part 226.130 Rules adopted June 28, 2007
 - Requires statewide implementation of RtI

Illinois Part 226.130 Rules

Require:

- Illinois districts to complete a plan for transition to the use of a process that determines how the child responds to scientific, research-based intervention as part of the evaluation procedure 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

What is Response to Intervention?

Response to Intervention (RtI) consists of Three Essential Components:

- Providing high quality, research-based instruction/intervention matched to student needs
- Using data regarding learning rate over time and level of performance
- Making educational decisions based upon student's response to instruction/intervention

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
- Before, the education system waited for a student to fail before attempting more intensive instructional interventions
- Current research demonstrates that early intervention is crucial to a student's success

Why Else Should We Use RtI?

- RtI allows special and general educators to collaborate in order to educate all students
- RtI creates an educational system that focuses on success for all learners
- RtI identifies struggling learners early
- RtI requires data-driven educational decision-making for all learners

Core Principles of RtI

Educators will:

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

Multi-Tier Model

Academic Systems

Tier 3

Individual Students/Very Small Group
Assessment-based
High Intensity

Tier 2

Some students (at-risk)
High efficiency
Rapid response

Tier 1

All students
Preventive, proactive

Behavioral Systems

Tier 3

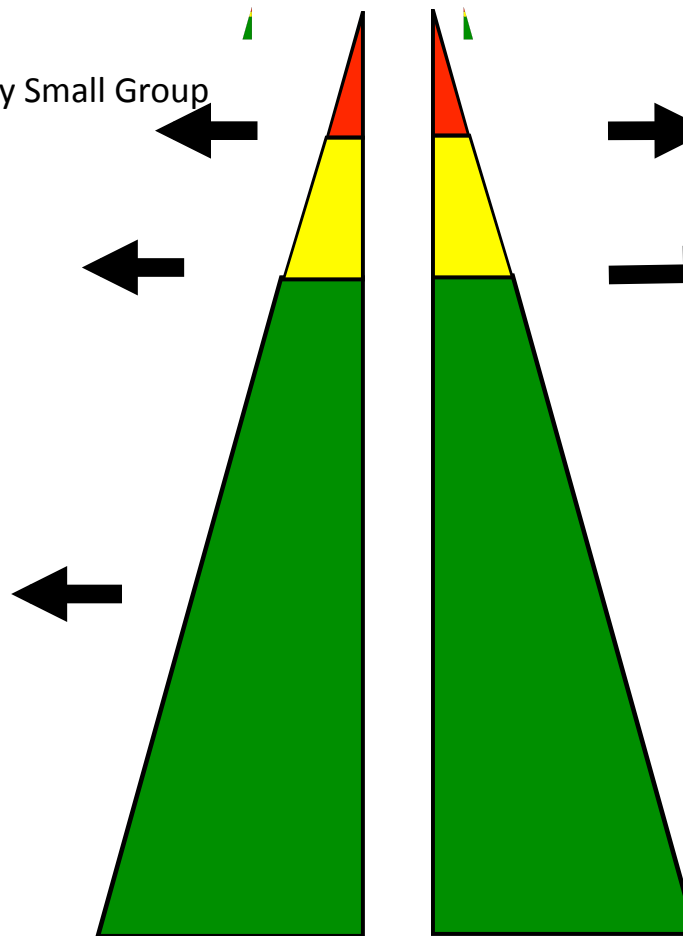
Individual Students/ Very Small Group
Assessment-based
Intense, durable procedures

Tier 2

Some students (at-risk)
High efficiency
Rapid response

Tier 1

All settings, all students.
Preventive, proactive



What Does RtI Look Like?

- Tier 1: Core curriculum meets the needs of 80%* or more of the students
- Tier 2: 20%* of the students may be identified as at-risk and require supplemental instruction/intervention in addition to the core curriculum
- Tier 3: 5%* of those students may be identified as needing more intensive, small group or individual interventions to supplement the core curriculum

*Percentages will vary by district/school

Tier 1 Core Instruction

All Students Receive:

- District curriculum that is scientifically, research-based and aligned to Illinois Learning Standards
- Curriculum-based measures and assessments for screening, diagnostic and continuous progress monitoring
- Differentiated instruction designed to meet the broad range of their needs

Tier 2 Intervention

Some Students Receive:

- Individualized Intervention Plan
- Core curriculum in the large group
- Supplemental interventions in the small group inside the general education classroom or outside of the general education classroom
- Interventions targeted to remediate a specific skill
- Interventions implemented with integrity (e.g., number of minutes/day and per week, materials used, progress monitoring and implementer) tied to an individualized intervention plan

Tier 3 Interventions

Very Few Students Receive:

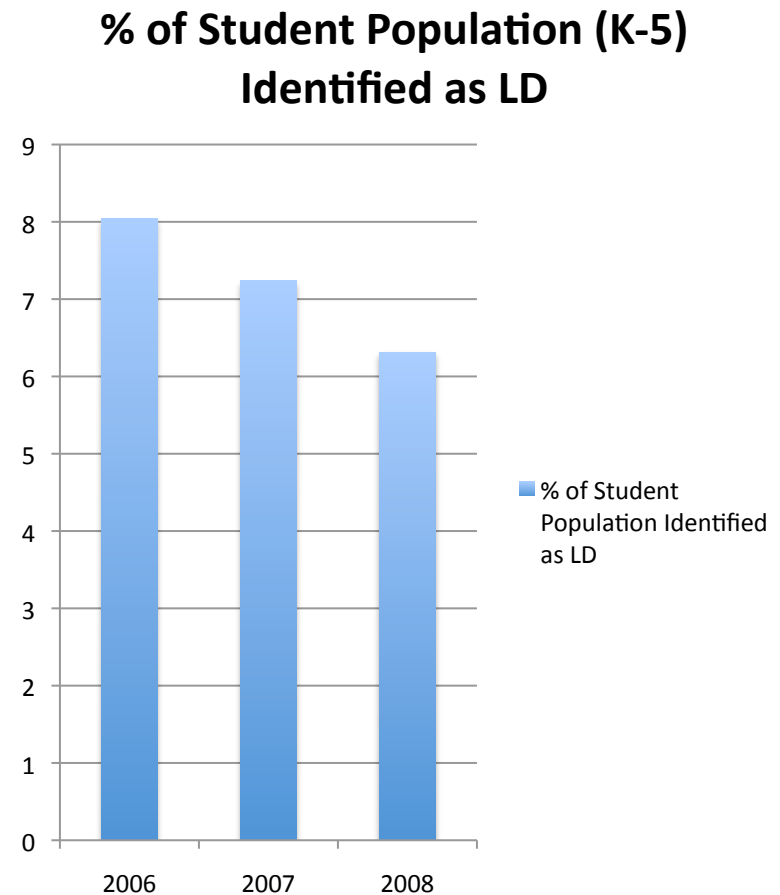
- Individualized Intervention Plan
- Integrated instruction from all three tiers to strengthen the accumulated impact of the interventions and instruction
- Interventions delivered to very small groups of 2-3 students or individual students
- Interventions focused on narrowly defined skill areas identified from the results of frequent progress monitoring
- Interventions implemented with integrity (e.g., number of minutes/day and per week, materials used, progress monitoring and implementer) tied to an individualized intervention plan

USD116 Timeline

School Year	Implementation
2005-2006	Planning and training for Elementary Implementation
2006-2007	Implemented RtI in literacy at grades K-2
2007-2008	Implemented RtI in literacy at grades K-5 Change of LD criteria to align with RtI
2008-2009	Planning year for UMS, UHS, and planning for implementation of RtI for math and social emotional learning
Future	EC-12 RtI implementation in areas of literacy, math, and SEL

Preliminary Impact

- At the elementary level preliminary analysis of data has shown a continued improvement in effectiveness of core program for all students
- The percentage of students identified as LD has dropped at the elementary level for the past three years



Next Steps for USD116

- Elements of RtI incorporated into District Improvement Plan
- Training and implementation planning for RtI at secondary level
- Expansion of RtI at all levels to include math and social emotional learning
- Continue to evaluate implementation and effect on students