



# Wyoming Department of Education

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## MEMORANDUM NO. 2007- 075

**TO:** School District Superintendents

**FROM:** Holly Garrard, Project Director, and Edie Ring, Education Consultant  
State Personnel Development Grant, Special Program Unit *Hgr*

**DATE:** April 13, 2007

**SUBJECT:** Response to Intervention Implementation Sites

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### TIME SENSITIVE MATERIAL – NOTE DEADLINE

The Wyoming Department of Education (WDE) is accepting applications from schools interested in participating in the second cohort of Response to Intervention implementation sites.

**Applications are due to the WDE by May 1, 2007.**

Response to Intervention (RTI) is a process of identifying students who are at risk of not learning and ensuring they receive appropriate interventions early, i.e., before failure sets in. Intervening early and monitoring progress has been shown to have a positive impact on student outcomes, reduce disproportionality in identification of minority children for special education, and reduce the overall number of children identified as needing special education.

The WDE, through the State Personnel Development Grant (SPDG), is committed to providing extensive training to schools interested in expanding and enhancing their efforts to implement RTI. The training is provided by Joseph Witt, Ph.D. and iSTEEP consultants, who have experience implementing RTI in a variety of states. The training will consist of an in-depth training session, e-learning and on-site technical assistance and follow-up.

Detailed information regarding the implementation and training expectation and commitments can be found in the attached District application. Interested schools should complete and return pages 3 and 4 of the attached application form and a completed copy of the self assessment, "Assessing Practices & System Supports to Identify Priority Improvement Actions." There are also sub-grant funds available to support incidental district expenses.

For additional information or questions, please contact Edie Ring, Wyoming Department of Education, 2020 Grand Ave., Ste. 500, Laramie, WY 82070, and (307)777-8979.

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Enclosures: District Application Response to Intervention Training  
Self Assessment Response to Intervention Training



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## DISTRICT APPLICATION RESPONSE TO INTERVENTION TRAINING

Response to Intervention (RTI) is the practice of providing high-quality instruction and intervention, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions. RTI is a process of identifying students who are at risk of not learning and ensuring they receive appropriate interventions early, i.e., before failure sets in. Intervening early and monitoring progress has been shown to have a positive impact on student outcomes, reduce disproportionality in identification of minority children for special education, and reduce the overall number of children identified as needing special education.

The reauthorization of IDEA 2004 provides new opportunities for general and special education to collaborate within the school improvement process under NCLB. A key approach of this process provides Early Intervening Services (EIS) for students not yet identified as eligible for special education. IDEA 2004 also encourages schools to examine evaluation alternatives to the “discrepancy model” in the identification of Learning Disabilities.

The Wyoming Department of Education (WDE) is committed to supporting schools in the implementation and enhancement of RTI practices. In October, 2006, WDE was awarded a State Personnel Development Grant for a five year period, with a focus on providing extensive training to schools interested in expanding and enhancing their efforts to implement RTI. The purpose of the training is to ensure that school staffs have the necessary knowledge and skills to implement RTI with fidelity. Many schools have already begun implementing some of the critical components of RTI as part of the Reading First initiative.

### **Commitments for Participation in Response to Intervention Training:**

#### **WDE will:**

- Invite and select implementation sites
- Provide an external trainer (Joseph Witt, Ph.D., and iSTEEP Consultants)
- Provide ongoing technical assistance
- Develop a cadre of regional coaches
- Evaluate the effects of RTI
- Disseminate outcomes, information and resources

#### **Participating districts will:**

- Identify district leadership to coordinate implementation efforts
- Identify a district “lead team” that will oversee training
- Identify one or two schools as implementation sites
- Coordinate and meet regularly with national, state/regional or local coach
- Participate in team training
- Develop effective data management systems

**The District RTI lead team should include:**

- One-two district administrators (Special Education, Title I, or Curriculum Coordinators)
- Principals
- Instructional Facilitators, School Psychologist or Educational Diagnostician

**Participating schools will:**

- Identify a school leadership team
- Complete a self-assessment of RTI critical features
- Commit to participate in and implement components from intensive RTI trainings
- Collect and report student and school outcome measures
- Coordinate resources with Reading First, PBIS, and other similar school improvement efforts
- Provide training and support to other schools within the district
- Present findings at Wyoming sponsored conferences or meetings

**School teams will:**

- Participate in on-going RTI professional development
- Meet regularly to review data, intervention strategies and the school-wide plan
- Provide training to other school staff members and parents
- Establish a data management system
- Collaborate with other community agencies to address needs beyond the school setting
- Collect RTI data to submit as part of the evaluation plan

**The School Team membership should include:**

- The principal or other administrator
- General education teachers
- Special education teacher
- School Psychologist, Educational Diagnostician or Speech/Language Pathologist

**Funding:**

**WDE will:**

- Provide external trainers, training facilities, and training materials
- Conduct external evaluations
- Provide a SPDG sub-grant (up to \$1,000) to districts through the application process

**Participating schools will:**

- Be responsible for travel expenses for meetings and trainings, including substitute pay
- Explore the use of Consolidated Grant funding streams such as IDEA, Part B and Titles I, II, IV and V to support school efforts

**Evaluation:**

- WDE will document results by using an external evaluator.
- Existing data will be used but schools may be asked to submit additional data.
- The evaluation will answer these questions:
  1. To what degree did the training lead to an increase in knowledge and skills?
  2. Did training and implementation of RTI lead to more appropriate and timely instructional services to students?

**Directions:** Please respond briefly to the following questions. Applications are due by May 1, 2007 to the contact listed at the end of this application form.

School \_\_\_\_\_ Date \_\_\_\_\_

Mailing Address \_\_\_\_\_

City and State \_\_\_\_\_

Principal \_\_\_\_\_

Project Contact \_\_\_\_\_ Phone Number \_\_\_\_\_

E-Mail Address \_\_\_\_\_

**Rationale:**

1. What outcomes do you expect to accomplish by participating in this training?
2. What needs of your district will these outcomes address? Describe how these outcomes relate to your School Improvement Plan.
3. Describe other initiatives, goals or trainings your district is currently implementing.
4. Describe the status of these RTI components within the district:
  - a. Scientific, research based instruction/curricula
  - b. Universal screening
  - c. Tiers of intervention
  - d. Fidelity checks
  - e. Parent involvement
5. Describe the needs and characteristics of the school site that will be involved in RTI implementation.
6. Describe the need and rationale for sub-grant funds from the SPDG (up to \$1,000).
7. Attach a completed copy of the self assessment, "Assessing Practices & System Supports to Identify Priority Improvement Actions".

**Commitments:**

1. List name of district RTI coordinator.
2. List names and roles of the district RTI lead team.
3. List names and roles of the participating school RTI team.

**We have read the expectations for districts and school and we can commit to meeting these expectations.**

\_\_\_\_\_  
Superintendent of Schools

\_\_\_\_\_  
District Coordinator

\_\_\_\_\_  
School Principal

\_\_\_\_\_  
Director of Special Education

Please send the completed application to the Wyoming Department of Education no later than **May 1, 2007**.

Edie Ring  
Wyoming Department of Education  
2020 Grand Ave., Suite 500  
Laramie, WY 82070  
Telephone : (307)777-8979 Fax : (307)777-2556

# A Work In Progress

## School-wide Early Intervening or Response to Intervention Systems

### Assessing Practices & System Supports To Identify Priority Improvement Actions

Response to intervention (RTI) is a system schools use to prevent academic and behavioral problems by systematically screening and monitoring the academic and behavioral progress of all students. RTI can look different across school settings even though they are designed around several critical features. These critical features have been used to design this self-assessment tool. This tool is intended to assist school teams to identify features already in place and areas in need of improvement.

The self-assessment is divided into two parts: current status and priority for improvement. It is recommended that your team members complete the first part, current status, independently. The second part, priority for improvement, might be best completed as a team through discussion and after analyzing the individual assessments.

Teams might include:

- ◆ School administrator
- ◆ General Educator
- ◆ Special Educator
- ◆ Counselor
- ◆ School Psychologist
- ◆ Parent/family member
- ◆ Others

Instructions for completing the survey:

1. Schedule time to complete the survey allowing for 10 to 20 minutes individually.
2. Respond to each item from your personal experience as honestly as you can. If you do not know, leave it blank.
3. Set a time to discuss individual team responses. Allow 45 to 60 minutes to fully discuss the various ratings on current status and to determine the priority for improvement. This discussion should be compiled into one self-assessment for the school that includes a combined assessment on the current status and a delineation of priorities for improvement.

**Special Note:** This tool was originally developed by Carol Massanari (MPRRC) using information from the National Research Center for LD. Special thanks to Colorado Department of Education for allowing use of items from their self-assessment. Also, special thanks to the Center for PBIS because the format used for this tool is an imitation of the format used for the PBIS team self-assessment, and to Joe Witt for his review and input.

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### School-wide Early Intervening or Response to Intervention Systems

Current Status			Critical Feature	Improvement Priority		
In place	Part in place	Not in place		High	Med	Low
			<b>Students receive high quality, research-based instruction by qualified staff in their general education setting.</b>			
			Classroom teachers, special education teachers, reading specialists, and other related services personnel collaborate to effectively implement high quality, research-based instruction/curricula in general education under the overall direction of the general education teacher.			
			Reading: addresses 5 components (phonemic awareness, decoding/phonics/word recognition; fluency; vocabulary; comprehension) in an explicit, systematic, intensive manner with fidelity and sufficient duration. Effective school-wide reading implementation is at a high level as indicated by internal audits using instruments such as <i>Planning and Evaluation Tool for Effective Schoolwide Reading Programs</i> .			
			Reading performance is at high levels as indicated by state and district wide assessments and AYP results.			
			Writing			
			Writing performance is at high levels as indicated by state and district wide assessments and AYP results.			
			Spelling			
			Spelling performance is at high levels as indicated by state and district wide assessments and AYP results.			
			Math: addresses 4 essential domains (problem-solving; arithmetic skill/fluency; conceptual knowledge/number sense; reasoning ability). Effective school-wide math instruction is at a high level as indicated by internal audits.			
			Math performance is at high levels as indicated by state and district wide assessments and AYP results.			
			Science:			
			Science performance is at high levels as indicated by state and district wide assessments and AYP results.			
			Behavior: Expected student behaviors are taught directly and a school-wide system for managing potential behavior problems is clearly articulated and understood by all.			
			Behavior issues are minimized through high levels of implementation of positive behavioral interventions and supports as measured by decline in office referrals (or other behavioral indicators) and results of the EBS Survey.			
			Other:			
			Other:			
			Other:			

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			<b>Staff assumes an active role in the assessment of students' performance, including the use of universal screening.</b>		
			A universal screening system using instruments and procedures for assessing progress of all students is in place. The system uses instruments and procedures that provide reliable and valid information and inform instruction in important, meaningful, and maintainable ways.		
			Staff has high levels of expertise in developing, selecting and using effective progress monitoring strategies/tools.		
			Continuous progress monitoring is used to monitor student performance on a regular basis and is used in all tiers (levels).		
			Data from screenings and progress monitoring is documented and analyzed.		
			Structured conversations about data generated through universal screening and progress monitoring occur and inform instructional decisions.		
			Data decision making protocols are clearly stated and documented (i.e., standardized benchmarks are used to determine if student progress is sufficient or insufficient).		
			Progress monitoring data is used to evaluate instructional effectiveness and to make decisions about possible changes in instruction.		
			Staff uses collaborative approaches to develop, implement, and monitor interventions.		
			Staff receive on-going professional development in the administration and interpretation of assessment procedures, especially progress monitoring.		
			<b>School staff uses specific, research-based interventions to address individual student difficulties.</b>		
			The concept of multiple tiers of increasingly intense student-focused interventions is used to provide a range of research-based instructional interventions for any student at risk of not progressing in the general education curriculum. This applies to all content priorities, but especially for reading and math.		
			Interventions are clearly defined as to the objective or problem for which the intervention was developed and the frequency, intensity, and duration needed for effectiveness.		
			Student progress is monitored regularly and data used to make adjustments or modifications.		
			Decision rules about placement in tiers are specified (e.g., entering, continuing in, repeating, and exiting).		
			Staff is assigned and allocated to ensure that various levels of intervention can be implemented with fidelity.		
			Processes for ensuring fidelity of implementation are in place, including providing staff supports such as coaches and mentors.		
			Research-based instructional programs and materials are available for each tier of intervention.		

## A Work In Progress

			<b>System supports are in place to ensure effective implementation of early intervening services and a response to intervention approach.</b>			
			A leadership team, including the building administrator, meets regularly to review overall school performance in reading, math, behavior, and other areas deemed of priority to the school.			
			An intervention team meets regularly to review individual student progress and uses problem-solving strategies to develop and monitor individual student interventions.			
			Staff works collaboratively to develop curriculum that is coordinated and connected to district and state standards.			
			Resources are allocated to support implementation of interventions across multiple tiers as determined by student need documented by progress monitoring data.			
			Coaching and peer collaboration are available to support learning new skills and implementing new interventions.			
			On-going, job-embedded professional development to address relevant areas essential to effective implementation of early intervening services and response to intervention strategies is readily available.			
			A data management system that allows for development data charts that are easy to read and analyze is in place.			
			<b>Families/Parents are informed and involved at all levels.</b>			
			Families are provided information on a regular basis so they understand the response to intervention process.			
			Families receive regular communication to share the results of screening and progress monitoring for their student(s).			
			Families are actively encouraged to participate, specifically in the process of selecting and monitoring individual interventions.			
			Families think their child's instruction is of high quality, report that good things are happening in their school, and can share examples of how their child has progressed.			

**Summary of Results (Consider results of this self-assessment as well as other data):**

Strengths	Areas of Concern/Need

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What plans are already in place that might address the areas of concern/need?

Which concerns/needs can we as a school begin to address immediately without additional professional development or technical assistance?

Concern/Need	Action/Strategy	Timeline	Lead

Priorities for which we would like technical assistance or additional professional development: