



Wyoming Department of Education

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MEMORANDUM NO. 2008 - 031

TO: District Superintendents of Schools

FROM: Edie Ring, Education Consultant *ER*
Holly Garrard, Project Director, State Personnel Development Grant

DATE: February 29, 2008 *Hg*

RE: Response to Intervention Implementation Sites

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

Applications are due to the WDE by May 2, 2008.

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. High quality training is provided by Joseph Witt, Ph.D. and iSTEEP consultants. Technical assistance and coaching is provided by Edie Ring, RTI Coordinator, Stephen Walters, RTI Coach and Dr. D.J. Yocom, UW faculty.

Some of the benefits of participating in this State initiative are:

- Teton Institute Waivers (up to 4 per school/district)
- Access to RTI Blackboard account for resource sharing and troubleshooting
- Onsite and virtual coaching and technical assistance with RTI specialists
- Assistance with data collection, data analysis and support for action planning
- Peer support across three cohort groups
- Showcasing your program and school at State conferences (i.e. NCA School Improvement)
- Informing UW College of Education about "Best Practices" for curriculum alignment and continuous improvement

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."

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



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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

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 2, 2008 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. Attach a completed copy of the RTI Self-Assessment. We recommend a minimum of four school/district staff complete this survey. These are to include a general education teacher, a special education teacher, and a building and district administrator.

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 2, 2008**.

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

RTI Self-Assessment Survey

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.

Special Note: This tool was developed for the Wyoming State Personnel Development Grant. It was developed by Carol Massanari (MPRRC) and Data Driven Enterprises using information from the National Research Center for LD, the Colorado Department of Education's self-assessment for PBIS format, and Joe Witt.

General Information

Note: All of your responses will be confidential!

1. Name of Your District: _____
2. Name of Your School: _____
3. What is your role? (circle all that apply)
 - 1 General Ed Teacher
 - 2 Special Ed Teacher
 - 3 Para-educator
 - 4 Administrator
 - 5 Service Provider
 - 6 Parent
 - 7 RTI Leader
 - 8 Other (What: _____)
4. Are you a member of your school's RTI team?
 - 1 Yes
 - 2 No

I. Critical Feature: Students receive high quality, research-based instruction by qualified staff in the general education setting

Current Status			A. READING	Improvement Priority			
Fully in place	Partially in place	Not in place		High	Med	Low	
2	1	0	1. Students receive high quality, research-based reading instruction by qualified staff in the general education setting.	2	1	0	
2	1	0	2. Classroom teachers, special education teachers, reading specialists, and other related-services personnel collaborate to effectively implement high quality, research-based reading instruction/curricula in general education under the overall direction of the general education teacher.	2	1	0	
2	1	0	3. Reading instruction addresses 5 components: phonemic awareness, decoding/phonics/word recognition; fluency; vocabulary; comprehension.	2	1	0	
2	1	0	4. Reading goals and objectives are defined and quantifiable at each grade level.	2	1	0	
2	1	0	5. Reading goals and objectives are commonly understood and consistently used by teachers and administrators within and across grades.	2	1	0	
2	1	0	6. Internal audits, or "fidelity checks" are used to gauge the implementation of our reading programs.	2	1	0	
2	1	0	7. Reading programs and materials are implemented at a high level of fidelity.	2	1	0	
2	1	0	8. Reading performance is at high levels as indicated by state-wide assessments and AYP results.	2	1	0	
_____/16 Total Points _____%			Percent of Implementation: 8=50% 13=81% 16=100%	Priority Percentage: 8=50% 13=81% 16=100%	_____/16 Total Points _____%		

Current Status			B. MATH	Improvement Priority			
Fully in place	Partially in place	Not in place		High	Med	Low	
2	1	0	1. Students receive high quality, research-based math instruction by qualified staff in the general education setting.	2	1	0	
2	1	0	2. Classroom teachers, special education teachers, math specialists, and other related-services personnel collaborate to effectively implement high quality, research-based math instruction/curricula in general education under the overall direction of the general education teacher.	2	1	0	
2	1	0	3. Math instruction addresses 4 essential domains: problem-solving; arithmetic skill/fluency; conceptual knowledge/number sense; reasoning ability.	2	1	0	
2	1	0	4. Math goals and objectives are defined and quantifiable at each grade level.	2	1	0	
2	1	0	5. Math goals and objectives are commonly understood and consistently used by teachers and administrators within and across grades.	2	1	0	
2	1	0	6. Internal audits, or "fidelity checks" are used to gauge the implementation of our math programs.	2	1	0	
2	1	0	7. Math programs and materials are implemented at a high level of fidelity.	2	1	0	
2	1	0	8. Math performance is at high levels as indicated by state-wide assessments and AYP results.	2	1	0	
_____/16 Total Points _____%			Percent of Implementation: 8=50% 13=81% 16=100%	Priority Percentage: 8=50% 13=81% 16=100%	_____/16 Total Points _____%		

Current Status			C. WRITING	Improvement Priority		
Fully in place	Partially in place	Not in place		High	Med	Low
2	1	0	1. Students receive high quality, research-based writing instruction by qualified staff in the general education setting.	2	1	0
2	1	0	2. Classroom teachers, special education teachers, writing specialists, and other related-services personnel collaborate to effectively implement high quality, research-based writing instruction/curricula in general education under the overall direction of the general education teacher.	2	1	0
2	1	0	3. Writing goals and objectives are defined and quantifiable at each grade level.	2	1	0
2	1	0	4. Writing goals and objectives are commonly understood and consistently used by teachers and administrators within and across grades.	2	1	0
2	1	0	5. Writing programs and materials are implemented at a high level of fidelity.	2	1	0
2	1	0	6. Internal audits, or "fidelity checks" are used to gauge our implementation of writing programs.	2	1	0
2	1	0	7. Writing performance is at high levels as indicated by state-wide assessments and AYP results.	2	1	0
_____/14 Total Points			<u>Percent of Implementation:</u> 7=50% 12=86% 14=100%	<u>Priority Percentage:</u> 7=50% 12=86% 14=100%	_____/14 Total Points	
_____%					_____%	

Current Status			D. BEHAVIOR	Improvement Priority		
Fully in place	Partially in place	Not in place		High	Med	Low
2	1	0	1. Expected student behaviors are taught directly.	2	1	0
2	1	0	2. A school-wide system for managing potential behavior problems is clearly articulated and understood by all.	2	1	0
2	1	0	3. Behavior issues are managed by positive behavior interventions and supports.	2	1	0
2	1	0	4. Behavior problems are tracked through office discipline referrals.	2	1	0
2	1	0	5. The system of interventions and positive behavior supports is implemented with a high level of fidelity.	2	1	0
2	1	0	6. Behaviors have improved as measured by a decline in ODRs.	2	1	0
_____/12 Total Points			<u>Percent of Implementation:</u> 6=50% 10=83% 12=100%	<u>Priority Percentage:</u> 6=50% 10=83% 12=100%	_____/12 Total Points	
_____%					_____%	

II. Critical Feature: Staff assumes an active role in the assessment of student performance

Current Status			E. ASSESSMENT	Improvement Priority			
Fully in place	Partially in place	Not in place		High	Med	Low	
2	1	0	1. Staff assumes an active role in the assessment of students' performance.	2	1	0	
2	1	0	2. Staff has high levels of expertise in developing, selecting and using effective progress monitoring strategies/tools.	2	1	0	
2	1	0	3. A universal screening system for assessing progress of all students is in place.	2	1	0	
2	1	0	4. The universal screening system uses instruments and procedures that provide reliable and valid information.	2	1	0	
2	1	0	5. The universal screening system reliably and validly identifies students at risk of not achieving.	2	1	0	
2	1	0	6. At the beginning of the year and periodically thereafter, universal screening measures are used to identify students who may need supplemental interventions.	2	1	0	
2	1	0	7. Continuous progress monitoring is used to monitor student performance on a regular basis.	2	1	0	
2	1	0	8. Continuous progress monitoring is used to monitor student performance at Tier 1 , at least once a month.	2	1	0	
2	1	0	9. Continuous progress monitoring is used to monitor student performance at Tier 2 , at least every other.	2	1	0	
2	1	0	10. Continuous progress monitoring is used to monitor student performance at Tier 3 , at least once a week.	2	1	0	
2	1	0	11. Data from progress monitoring are documented, analyzed, and summarized.	2	1	0	
2	1	0	12. Structured conversations about data generated through universal screening and progress monitoring occur and inform instructional decisions.	2	1	0	
2	1	0	13. Standardized benchmarks and decision rules are used to determine if student progress is sufficient or insufficient at Tier 1 .	2	1	0	
2	1	0	14. Standardized benchmarks and decision rules are used to determine if student progress is sufficient or insufficient at Tier 2 .	2	1	0	
2	1	0	15. Standardized benchmarks and decision rules are used to determine if student progress is sufficient or insufficient at Tier 3 .	2	1	0	
2	1	0	16. Staff receive on-going professional development in the administration, scoring, and interpretation of assessment procedures, especially progress monitoring.	2	1	0	
_____/32 Total Points			Percent of Implementation: 16=50% 26=81% 32=100%	Priority Percentage: 16=50% 26=81% 32=100%	_____/32 Total Points		
_____%					_____%		

III. Critical Feature: Staff uses specific, research-based interventions to address individual student difficulties.

Current Status			F. INTERVENTIONS	Improvement Priority		
Fully in place	Partially in place	Not in place		High	Med	Low
2	1	0	1. Staff uses specific, research-based interventions to address individual student difficulties.	2	1	0
2	1	0	2. Multiple tiers of increasingly intense student-focused interventions are used to provide a range of research-based instructional interventions for any student at risk of not progressing in the general education reading curriculum.	2	1	0
2	1	0	3. Multiple tiers of increasingly intense student-focused interventions are used to provide a range of research-based instructional interventions for any student at risk of not progressing in the general education math curriculum.	2	1	0
2	1	0	4. Multiple tiers of increasingly intense student-focused interventions are used to provide a range of research-based instructional interventions for any student at risk of not progressing in the general education writing curriculum.	2	1	0
2	1	0	5. Multiple tiers of increasingly intense student-focused interventions are used to provide a range of research-based instructional interventions for any student at risk of not progressing in the general education behavior curriculum.	2	1	0
2	1	0	6. Tier 2 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.	2	1	0
2	1	0	7. Tier 3 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.	2	1	0
2	1	0	8. Individual student progress is monitored regularly and data are used to make adjustments or modifications in the intervention.	2	1	0
2	1	0	9. Decision rules about placement in Tier 2 are specified (e.g., entering, continuing in, repeating, and exiting).	2	1	0
2	1	0	10. Decision rules about placement in Tier 3 are specified (e.g., entering, continuing in, repeating, and exiting).	2	1	0
2	1	0	11. Internal audits, or "fidelity checks" are used to gauge implementation of Tier 2 interventions.	2	1	0
2	1	0	12. Internal audits, or "fidelity checks" are used to gauge implementation of Tier 3 interventions.	2	1	0
_____/24 Total Points			Percent of Implementation: 12=50% 20=83% 24=100%	Priority Percentage: 12=50% 20=83% 24=100%	_____/24 Total Points	
_____%					_____%	

IV. Critical Feature: System supports are in place to ensure effective implementation of the response to intervention approach

Current Status			G. SYSTEM SUPPORTS	Improvement Priority		
Fully in place	Partially in place	Not in place		High	Med	Low
2	1	0	1. System supports are in place to ensure effective implementation of the response to intervention approach.	2	1	0
2	1	0	2. A leadership team, including the building administrator, meets regularly to review overall school performance in reading, math, writing, behavior, and other areas deemed of priority to the school.	2	1	0
2	1	0	3. An intervention team meets regularly to review individual student progress and uses problem-solving strategies to develop and monitor individual student interventions.	2	1	0
2	1	0	4. Staff works collaboratively to develop curriculum that is coordinated and connected to district and state standards.	2	1	0
2	1	0	5. Resources are allocated to support implementation of interventions across multiple tiers as determined by student need documented by progress monitoring data.	2	1	0
2	1	0	6. A communication plan for reporting and sharing student performance with teachers, parents, and school and district administrators is in place.	2	1	0
2	1	0	7. A data management system that allows for development of data charts that are easy to read and analyze is in place.	2	1	0
2	1	0	8. Staff uses collaborative approaches to develop, implement, and monitor interventions.	2	1	0
2	1	0	9. A school-wide electronic database is established and maintained for documenting student performance and progress.	2	1	0
2	1	0	10. The school has a designated person to maintain the assessment system and to ensure measures are collected reliably, data are scored and entered accurately, and feedback is provided in a timely fashion.	2	1	0
2	1	0	11. Staff is assigned and allocated to ensure that various levels of intervention can be implemented with fidelity.	2	1	0
2	1	0	12. Research-based instructional programs and materials are available for Tier 1 .	2	1	0
2	1	0	13. Research-based instructional programs and materials are available for Tier 2 .	2	1	0
2	1	0	14. Research-based instructional programs and materials are available for Tier 3 .	2	1	0
2	1	0	15. Coaching and peer collaboration are available to support learning new skills and implementing new interventions.	2	1	0
2	1	0	16. 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.	2	1	0
2	1	0	17. The leadership team participates in professional development activities offered by the State and others.	2	1	0
_____/34 Total Points			<u>Percent of Implementation:</u>	<u>Priority Percentage:</u>	_____/34 Total Points	
_____%			17=50% 28=82% 34=100%	17=50% 28=82% 34=100%	_____%	

V. Critical Feature: Families/parents are informed and involved at all levels

Current Status			Critical Feature	Improvement Priority		
Fully in place	Partially in place	Not in place		High	Med	Low
			H. FAMILY INVOLVEMENT			
2	1	0	1. Families/parents are informed and involved at all levels.	2	1	0
2	1	0	2. Families are provided information on a regular basis so they understand the response to intervention process.	2	1	0
2	1	0	3. Families are provided information on a regular basis on the results of screening and progress monitoring for their student(s).	2	1	0
2	1	0	4. Families are actively encouraged to participate, specifically in the process of selecting and monitoring individual interventions.	2	1	0
2	1	0	5. 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.	2	1	0
2	1	0	6. Feedback is collected at least annually from families/parents on their attitudes toward and experience with the RTI process.	2	1	0
_____/12 Total Points _____%			Percent of Implementation: 6=50% 10=83% 12=100%	Priority Percentage: 6=50% 10=83% 12=100%	_____/12 Total Points _____%	