



Louisiana's
RESPONSE TO INTERVENTION [RTI]
IMPLEMENTATION PLAN



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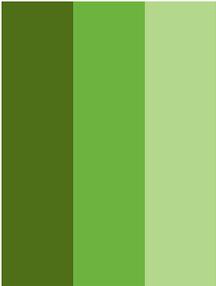
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Introduction

The Louisiana Department of Education (LDOE) believes that increased student learning requires the consistent practice of providing high quality instruction matched to student needs. In a high-quality education environment, student academic and behavioral needs are identified and monitored continuously, using documented student performance data to make instructional decisions. Unique needs are addressed, parents are informed and involved, and all staff work toward the common goal of raising achievement. Response to Intervention (RTI) is a general education framework through which a school creates a high-quality education environment by screening the needs of all students; differentiating core instruction for all students; applying research-based interventions to address specific needs of individual students; and continually monitoring progress to ensure success. It requires collaborative efforts from all district staff, general educators, special educators, and bilingual/ELL educators to facilitate that process.

Explanation of Need

Although Louisiana students in general have made significant progress over the last several decades, some students continue to struggle to meet academic and behavioral expectations. If students lack access to high-quality core instruction and to timely and appropriate interventions targeted to their individual needs, this can lead to poor student outcomes and inappropriate identification of students with disabilities. It is important to employ strategies that provide the most appropriate educational environment for our students. LDOE believes that RTI provides an effective general education framework to best meet the needs of Louisiana's students.

Intended Outcome

RTI is a dynamic process that has dramatically improved the skill level of students in public schools in Louisiana and across the country, as measured by state assessments.¹ The LDOE intends to ensure that students receive instruction that sufficiently prepares them not only for state exams, but also for the challenges they will face beyond their schooling experience, such as finding appropriate jobs and housing and caring for their families. When given instruction and supports matched to their needs, students will experience greater success in school. Students will not only graduate at higher rates, they will be better able to succeed in post-secondary education and compete for jobs in the global market. Within an RTI framework, teachers will use differentiated instruction to ensure they meet the unique needs of all students. As a preventive instructional framework, it is expected that over time fewer students will need targeted and intensive interventions and that the number of students inappropriately placed in special education will decrease significantly.

The State intends to support districts as they develop district plans and implement RTI. This document describes the alignment of RTI to state and federal initiatives and outlines the state's plan to support the scale-up of RTI throughout the state.

1. 2008-2009 Summary Results of K-12 Louisiana Literacy Pilot. RTI was embedded in the literacy pilot schools

Alignment of RTI with Federal Regulations and Louisiana Initiatives and Policies

RTI		NCLB 2001	IDEA 2004	LDOE Initiatives <i>Literacy, Numeracy, High School Redesign, PBS</i>	LDOE Policies
Statement of Purpose	Provides a school-wide system of integrated instruction, assessment, and data-based decision-making to improve student outcomes in academics and behavior.	Requires that all students reach high standards in reading, math, and science and graduate from high school.	Provides access to appropriate educational supports to improve educational outcomes for students with disabilities.	Focuses on increasing graduation outcomes and literacy and numeracy achievement for all students, PK-12th, within a positive educational environment.	Bulletins 1706, 1508, 741, and 1903 facilitate improved instructional and behavioral outcomes for all students, including general education students and those students needing ELL, Homeless, 504, Dyslexic or Special Education services.
Instructional Program Coherence	Requires both horizontal and vertical alignment of instructional practices, screening, and monitoring. Coordinates with school improvement requirements.	Requires an integrated instructional and assessment system. Requires assessment of student progress in the state curriculum.	Requires the use of individualized instruction and supports, progress monitoring, accountability, and access to the general curriculum, as well as alignment of transition services with post-school opportunities.	Requires the use of scientifically based instruction and assessment in literacy and numeracy in all grades and includes supplemental supports for students with academic and/or behavioral difficulties.	Listed Bulletins require access to the general curriculum, high-quality instruction, research-based interventions, and progress monitoring and accountability through school improvement evaluation.
Building Capacity	Focuses on school-wide systems. Requires greater collaboration of teachers, staff and parents to coordinate efforts of instructional delivery, assessment, and decision-making.	Requires data collection and evaluation to determine adequate yearly progress. Requires that teachers be highly qualified.	Encourages capacity building through an early-intervening services provision that includes interventions to students at risk and related professional learning for teachers.	Encourages capacity building through an emphasis on professional learning, parent involvement, and faculty and staff collaboration to coordinate instructional delivery, assessment, and decision-making. Requires data collection and evaluation for accountability.	Encourages capacity building through collaboration of teachers and staff to coordinate efforts of instructional delivery, assessment, and decision-making. Requires data collection and evaluation for accountability.

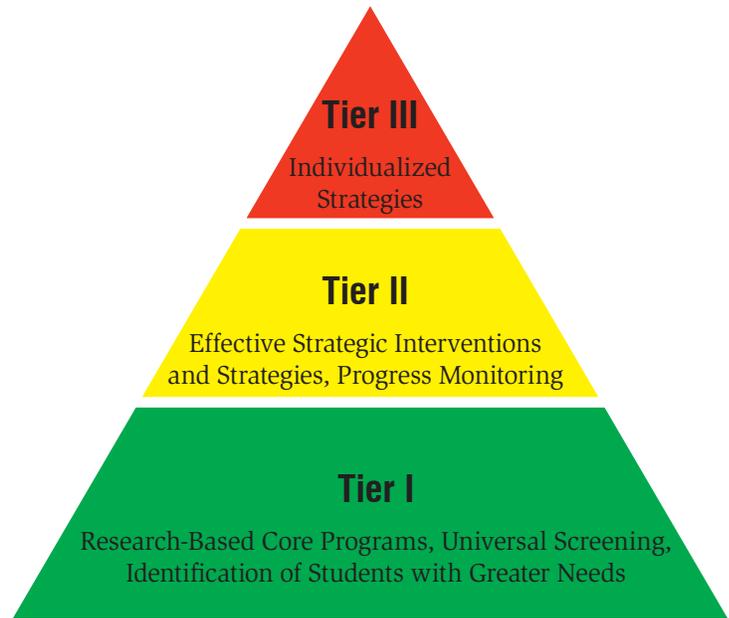
For more information regarding specific RTI related state and federal policies, please visit:

- » National Center for Response to Intervention: www.rti4success.org
- » Louisiana RTI web resources: <http://www.louisianaschools.net/offices/literacy/RTI.html> and http://www.louisianaschools.net/offices/literacy/literacy_webinars_training.html
- » Louisiana Literacy webpage: <http://www.louisianaschools.net/offices/literacy/>
- » LDOE Bulletins and Policies: www.louisianaschools.net/lde/bese/1041.html
- » LDOE College and Career Readiness webpage: <http://www.louisianaschools.net/offices/ccr/>
- » Louisiana Positive Behavior Support webpage: www.lapositivebehavior.com
- » Section 504 Regulations: www2.ed.gov/policy/rights/reg/ocr/34cfr104.pdf
- » NCLB 2001: www2.ed.gov/policy/elsec/leg/esea02/index.html

What is RTI?

RTI is a general education framework through which a school provides all students with high-quality, research based, differentiated core instruction, identifies specific students with academic or behavioral needs, and provides interventions that are matched to those needs. Data are used to drive decisions about student progress and to determine the appropriate instructional plan and/or behavioral support necessary for a student to achieve grade-level success. Daily instruction is delivered to maximize core instruction and intervention benefits.

RTI in Louisiana generally follows a three-tiered approach to address student needs. Tier I provides high-quality, research-based core curriculum instruction that is differentiated to meet each student's needs in the general education setting. Tier II provides targeted interventions for students who need additional support in addition to core instruction. Tier III provides, also in addition to core instruction, intensive interventions for students with significant academic or behavioral needs. An LEA may modify these tiers to address its specific needs.



From the National Center for Response to Intervention website:
www.RTI4success.org

Draft RTI Policy from the Louisiana Board of Elementary and Secondary Education (BESE)

Each LEA shall develop and implement an RTI plan containing the components below. Each RTI plan must include the utilization of data including as appropriate, universal screening, formative assessments, state assessments, district assessments, number of retentions, LEAP, iLEAP, GEE, End of Course exams, behavioral data, attendance data, as well as suspension and expulsion data. The plan shall be submitted to the LDOE according to the guidelines established in the Louisiana Response to Intervention State Plan. The plan should consist of:

- » High quality, research-based, differentiated instruction in general education for all students
- » Universal screening in which all students are screened to determine the level of risk for failure due to academic or behavioral needs
- » Benchmarks, outcome assessments, and progress monitoring
 - Progress of students receiving intervention instruction is monitored.
 - These data will drive educational decisions.
- » Multi-tiered interventions

- Students identified as at risk receive increasingly intense levels of targeted, research-based interventions based on individual needs.
- » Shared ownership of all students
 - All staff (general education, special education, Title I, ELL, etc.) assume an active role in student assessment and instruction.

Each LEA is expected to fund RTI from state and local funds to the extent possible. Federal funds, such as Title I, Title II, IDEA, REAP, etc. may be used consistent with the requirements applicable to those programs. For example, because Title I funds must supplement, and may not supplant, costs that would be incurred in the absence of those funds, Title I funds may not be used for universal screening or core instruction but may be used for supplemental interventions for at-risk students. For additional guidance on the use of specific federal funds, refer to *Implementing RTI Using Title I, Title III, and CEIS Funds: Key Issues for Decision-makers* (August 2009) [available at <http://www2/ed/gov/programs/titleiparta/rti.html>]. An LEA's plan should describe its proposed use of federal funds, if any, to implement RTI.

RTI Leadership

Leadership at all levels will best support and sustain RTI implementation in districts and schools.

State Level Team

LDOE has established a state level RTI team to support LEAs in scaling-up and sustaining RTI implementation. The team is responsible for creating a state RTI implementation plan, developing state level guidance, aligning existing initiatives, and other activities outlined in this plan. LDOE recommends districts and schools develop leadership teams to guide and support the implementation and sustainability of RTI school-wide models.

Members of the team include representatives from all stakeholder groups, including parents, district and school building administrators, pre-service education faculty, general and special educators, State Department of Education staff, specialists, and education associations.

District Level Teams

A district's leadership team is essential for ensuring consistency and effective implementation across all of its schools. The team is responsible for developing district level RTI guidance, ensuring fidelity of the scale-up and model implementation, providing appropriate professional learning opportunities, and completing the district RTI plan.

Suggested team members include district superintendent, curriculum director(s), special education director, directors of special programs, representatives from school buildings, parents, and other staff whose role can support the implementation and sustainability of RTI.

School Level Teams

A school's leadership team is designated by the principal and provides support to teachers and other school personnel as the school strives to accommodate the needs of all students in the general education setting. The leadership team is responsible for student and school progress in the areas of behavior and academics. Throughout the school year, the leadership team is responsible for monitoring data, ensuring fidelity of the intervention process, and making decisions about student instruction based on the data review. The team's responsibilities may include, but are not limited to, the following:

- » Provide teachers and support staff with the training, support, and materials necessary to differentiate core instruction to meet the individual needs of all students.

- » Assist school personnel to identify (through universal screening data), students who may need additional support or assessment.
- » Provide teachers and support staff with the training, support and materials necessary to implement research-based interventions in the general education setting.
- » Facilitate the intervention process.
- » Assist teachers in monitoring the progress of students receiving interventions.
- » Assist with analyzing data from the intervention process.
- » Participate in data-driven decisions about grade, class and student level progress.
- » Review progress monitoring data from RTI and Positive Behavior Support teams which indicate that specific students may be eligible for special education consideration.
 - Coordinate referral process according to Bulletin 1508 guidelines to determine if a referral for evaluation is appropriate and make referral when appropriate.
 - Review information and begin process for referral when student information indicates that a low-incident disability is suspected.
- » Review Annual Yearly Progress scores and school progress indicated by district walk-through assessments.
- » Develop action plans to promote improvement in target areas.
- » Monitor data in all school improvement areas.

Suggested team members include the principal, assistant principal, instructional coaches, interventionists, senior teachers, appraisal staff, counselor, social worker, nurse, speech pathologist, special education chairperson, parent, and any other support person the principal may designate.



Plan for Statewide Implementation



Goals and Vision

The following statements will be true when RTI is successfully implemented in Louisiana:

- » All students will have access to scientifically-based core curriculum and differentiated instruction.
- » Schools will use valid, universal screeners to identify students who need additional support or assessment.
- » Schools will have systems in place to provide students who need additional support with increasingly intense evidence-based interventions.
- » Schools will monitor student responsiveness to interventions with valid progress monitoring tools and procedures.
- » Schools will use a systematic, data-driven process to address student needs, evaluate the efficacy of the instructional system, and allocate resources in accordance with Federal and State requirements.
- » All stakeholders will be actively involved and engaged in the implementation process.
- » All teachers will receive ongoing, job-embedded professional learning to support RTI implementation.
- » Teacher education programs in Louisiana will prepare teachers to effectively work within a school-wide RTI framework.

Statewide Implementation Supporting Activities

LDOE has conducted or plans to conduct the following activities to assist LEAs to effectively implement RTI.

1. Conduct a statewide RTI needs assessment of districts to: a) determine where to allocate state

resources to support RTI; b) differentiate technical assistance to districts based on need and level of implementation; and c) provide a state snapshot of RTI implementation in Louisiana.

2. Develop and disseminate guidance on how to fund RTI implementation in LEAs.
3. Develop and disseminate an RTI district plan template to support LEAs in meeting the requirements of the state's RTI Policy.
4. Develop a central location on the state LDOE website to house current and future resources.
5. Develop and disseminate Louisiana's RTI framework and implementation guidance. The document will include, but is not limited to, sections that address the following:
 - a. Description of how state activities, policies and initiatives align in an RTI framework (i.e., PBS, literacy and numeracy)
 - b. Descriptions of the essential components of RTI
 - c. Roles and responsibilities of school/district staff
 - d. Glossary of common terms
 - e. Importance of parent involvement
 - f. Guidance on sustaining effective implementation
 - g. Frequently asked questions
6. Develop a professional learning plan to support the implementation of RTI in math and reading. The plan will include, but is not limited to, strategies for addressing RTI training, coaching and information dissemination for the following groups:
 - a. State education agency staff (cross departments)
 - b. Regional Service Centers
 - c. District-level leadership
 - d. School-building leadership
 - e. Practitioners
 - f. Parents
7. Develop resources and tools to support effective implementation in districts and schools. The following are examples of possible resources and tools:
 - a. Readiness Survey
 - b. Tools for Developing or Selecting District/School Level Data Systems
 - c. Implementation Guidelines and Expectations (e.g., templates for moving through process)

- d. Tools to Guide RTI Model Development
- e. Fidelity Checklist
- f. Case Studies
- g. Scheduling Tools
- h. Sample Forms
- i. Intervention Resources
- j. Progress Monitoring and Screening Tools Resources
- k. Parent Guides
- l. Evaluation Resources and Tools

8. Collaborate with Louisiana Institutions of Higher Education to ensure pre-service programs prepare future teachers to effectively work within an RTI framework.

Evaluation

The evaluation process of the implementation of RTI and its effects on student outcomes will be structured around key evaluation questions:

- » If people are trained, do they implement?
- » If they implement, do they do so with integrity/fidelity?
- » If they implement with integrity/fidelity, do they sustain that level of implementation?
- » If implementation is sustained, what is the impact on student outcomes?
- » Is appropriate support offered from all levels to support full implementation (e.g. Louisiana Department of Education, trainers, districts, Institutions of Higher Education, teachers, administrators, etc.)?

The following areas will be a part of the state evaluation of RTI implementation and the district improvement planning process. Many of these areas of focus involve student data currently collected at local, regional and state levels.

- » Skill development and implementation by educators.
- » Satisfaction of educators and parents based on survey results.
- » Evaluation of training and technical assistance.
- » Impact on students of the following variables:
 - a. Achievement
 - b. Behavior
 - c. Referral rates

- d. Disproportionality rates
- e. Graduation rates
- f. Attendance
- g. Special education placement rates
- h. Retention

» The relationship between implementation integrity and student outcomes.



Appendix A: Response to Intervention (RTI) Website Resources

National Center on Response to Intervention <http://www.rti4success.org>

- » Excellent RTI resource website with links to additional resources.
- » Math progress monitoring (go to site above and type math progress monitoring in the live search window and several resources will be listed)

Center on Instruction <http://www.centeroninstruction.org/index.cfm>

- » Collection of scientifically based research and information about K-12 instruction in reading, math, science, special education, and ELL.

Florida Center for Reading Research <http://www.fcrr.org>

- » Disseminates information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade. Rated intervention programs are at www.fcrr.org/FCRRReports/table.asp?rep=supp.

Institute for the Development of Educational Achievement <http://reading.uoregon.edu>

- » Provides information and technology to teachers, administrators, and parents on validated research designed with the goal of all children reading by the end of third grade.

Institute for Reading Research http://www.smu.edu/teacher_education/irr/index.asp

- » Promotes reading skills through research in the areas of developing reading interventions for children at-risk for failing to learn to read and children who are either bilingual or who speak Spanish exclusively in the early primary grades.

International Reading Association www.reading.org

- » Promotes high levels of literacy for all by improving reading instruction, providing reading research and encouraging reading.

Intervention Central www.interventioncentral.org

- » Offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth.

Joe Witt www.joewitt.org

- » Site offers evidenced-based practices for Response to Intervention.

Louisiana RTI Webpage <http://www.louisianaschools.net/lde/lan/2999.html>

- » Provides information and resources about RTI processes in Louisiana.

Louisiana Department of Education www.louisianaschools.net

- » Site has extensive information about education in Louisiana. Literacy and Numeracy includes a clearinghouse of information about interventions & the state RTI website. The Office of School and Community Support is Positive Behavior Supports, and the Learning Support System. The Office of Student and School Performance includes links to EAGLE (an assessment and data collection program) and Leap Query. The Office of Educator Support includes links to Special Education information and the ACCESS Guide.

National Center for Culturally Responsive Educational Systems <http://www.nccrest.org>

- Provides technical assistance and professional development to close the achievement gap.

National High School Center www.betterhighschools.org

- » Provides information and research about high quality high school practices

Oregon Reading Center <http://reading.uoregon.edu>

- » Provides information, technology, and resources to teachers, administrators, and parents on the five big ideas of early literacy: phonemic awareness, alphabetic principle, fluency with text, vocabulary, and comprehension.

Positive Behavioral Interventions and Supports (PBIS) <http://www.pbis.org/main.htm>

- » Provides schools with capacity-building information and technical assistance for identifying, and sustaining effective school-wide disciplinary practices.

RTI Action Network www.RTINetwork.org

- » Site explains various aspects of RTI process, and offers strategies for process implementation.
 - Math supports <http://www.rtinetwork.org/Learn/Why/ar/RTIandMath/1>

TIERS Team www.accountabilitydata.org

- » Developed by Dr. Alan Coulter and colleagues at the Louisiana State University Health Sciences Center, the site provides instruction in the RTI process through PowerPoint and data research information.

Vaughn Gross Center for Reading and Language Arts www.texasreading.org

- » Translates research into practice for online professional development that emphasizes scientifically based reading research and instruction; is dedicated to improving reading instruction for all students, especially struggling readers, English language learners, and students receiving special education services

What Works Clearinghouse www.whatworks.ed.gov

- » Collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies).
 - Math progress monitoring information (go to site above and enter “math progress-monitoring information” and several resources will be listed).

Appendix B: References

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