MONITORING PROGRESS OF THE RESPONSE TO INTERVENTION MOVEMENT

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HAPPY BIRTHDAY, IDEA!

INCLUDING STUDENTS WITH DISABILITIES

1990’S FEDERAL PERSPECTIVE

FAPE changed from merely providing children with disabilities access to an education to:
• Improving results for all children including children with disabilities
• Providing meaningful access for children with disabilities to the general education curriculum

1990’S KANSAS PERSPECTIVE

• Early 1990s Kansas looked at alternative ways to identify students who needed special education services
• Mid 1990s provided training to districts for Student Improvement Teams (SIT) in each school
• 2001 General Education Interventions (GEI) defined in Kansas State Special Education Regulations

“ Education for a more competitive America & better future

In America, we believe that every child, regardless of class, color, creed, or ability, deserves access to a world-class education.”

President Barack Obama
November, 2010
WHAT WE NEED

Response to Intervention (RTI)... is a way of screening children, early in their schooling, that can help schools and educators identify those who may not be responding to instruction — and thus may be at risk for school failure. The technique allows schools, on a school-wide basis, to provide any student more intensive support—and monitor their progress—than may be typically available in every classroom.

WHAT WILL SUCCESS LOOK LIKE?

- High quality
- Intensity
- Academics and behavior
- Monitoring
- Fidelity

RTI IN KS

An effective RTI structure—
- Requires an integrated intervention support system
- Provides interventions as early or whenever needed
- Includes multiple or tiered levels of support and intervention
- Reflects a continuum of increasingly intense research-based interventions

RTI IN KS (CONT.)

An effective RTI structure—
- Requires ongoing monitoring of the effectiveness of the interventions provided
- Is undergirded by the expectation that all children can achieve to high standards
- Gives all teachers teaching students to high standards by being given the right conditions and assistance

2000’S FEDERAL PERSPECTIVE

<table>
<thead>
<tr>
<th>2001 No Child Left Behind Act</th>
<th>2004 Amendments to IDEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused on what works</td>
<td>Promoted accountability for results</td>
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<tr>
<td>Provided more options for parents</td>
<td>Enhanced parent involvement</td>
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<tr>
<td>Increased flexibility for states and local school districts</td>
<td>Provided more flexibility</td>
</tr>
<tr>
<td>Created an environment where every child can learn through real accountability</td>
<td>Reduced paperwork burden for teachers, states and LEAs</td>
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WHAT WE NEED

Early intervening services (EIS)... are services for children in kindergarten through grade 12 (with a particular emphasis on children in kindergarten through grade 3) who have **not** been identified as needing special education and related services, but who need additional academic and behavioral support to succeed in a general education environment.

WIN-WIN

- The earlier school staff can identify students’ difficulties, the quicker and less expensive the task is to help them catch up
- The longer a student goes without assistance, the longer the remediation time and the more intense the services must be
- A longitudinal study of 407 students found that 74% of the children whose difficulty in reading was first identified at nine years of age or older continued to read in the lowest quintile throughout their middle and high school years

MULTI-TIERED SYSTEM OF SUPPORTS

What MTSS is...

<table>
<thead>
<tr>
<th>From...</th>
<th>To...</th>
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<tbody>
<tr>
<td><strong>Student</strong></td>
<td></td>
</tr>
<tr>
<td>Which students need help?</td>
<td>What help does each student need?</td>
</tr>
<tr>
<td><strong>System</strong></td>
<td></td>
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<tr>
<td>Categorical programs and people available</td>
<td>Intentional design based on services and resources needed</td>
</tr>
</tbody>
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Do WHAT WORKS

KANSAS READING SCORES

Source: Kansas State Department of Education
### KANSAS MATH SCORES

Source: Kansas State Department of Education

- Junction City, KS:
  - 10th largest Kansas district
  - Military connected students = 44%
  - Free/reduced lunch students = 38.9%
  - ELL = 3%
  - SPED = 13.3%
  - Ethnic demographics

### IMPACT AND INFLUENCE: MATH

- Hillsboro, KS:
  - In 2003, Hillsboro found 28 students to be eligible for special education services
  - In 2008, Hillsboro found one student to be eligible for special education services

- Kansas:
  - In 2005, the number of students with disabilities was 56,328
  - In 2008, the number of students with disabilities was 55,834

### WHAT DOES DATA SHOW?

- Junction City, KS:
  - 27.8 African American
  - 27.0 Hispanic
  - 9.5 White
  - 44.5 Other

### IMPACT AND INFLUENCE: READING

- Westridge Middle School:
  - Out of School Suspension Rates
    - Number of Students Contributing/Total Enrollment
    - OSS Events/Total Enrollment

- Prior to PBS
- PBS Year 1
- PBS Year 2
KEY LESSONS:
Communicate, communicate, communicate!

KEY LESSON:
Students with disabilities are general education students first.

KEY LESSON:
Communicate, communicate, communicate!

DIVERSITY

We need to give each other the space to grow, to be ourselves, to exercise our diversity. We need to give each other space so that we may both give and receive such beautiful things as ideas, openness, dignity, joy, healing, and inclusion.

— Max De Pree, Leadership is Art

CAUSE FOR CELEBRATION

- Over the past 10 years—
  - 8 percent increase in 4th grade reading
  - 6 percent increase in 8th grade math
  - 10 percent increase in graduation rates
  - 38 percent increase in post-secondary enrollment
  - 13 percent increase in four-year college enrollment

Source: National Assessment of Educational Progress (NAEP)

SO WHAT'S NEXT?

Photo Source: Tom Toles, The Washington Post
Max begins his quest for the NBA

Photo by his aunt, Erica Trout of Waverly, Neb.