Response to Intervention (RtI) in the Chicago Public Schools
Objectives

 Provide an overview of the CPS landscape as related to RtI implementation

 Highlight four strategic decisions to increase support for RtI implementation in CPS

 Provide examples of tools and resources from the CPS RtI Toolkit

 Discuss implications for special education evaluation and eligibility in CPS

 Describe and discuss past, present and future implementation challenges

 Outline future plans, with a spotlight on the roll-out of proactive and multi-tiered model of behavioral supports
# Chicago Public Schools

CPS educates 397,085 students across 27 decentralized Areas and 683 schools.

## Elementary School Areas

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<th>Area</th>
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## Specialized Areas

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### Student Demographics

- **Race/ethnicity**
  - Hispanic – 43.5%
  - Black – 42.5%
  - White – 8.6%
  - Asian – 3.3%
  - Native American – 0.4%
  - Other – 0.5%
- **Students from low-income families** – 87%
- **Students who are limited English Proficient** – 12%
- **Students with disabilities** – 12%

### Specialized Areas

CPS has 82 charter schools and 95 autonomous schools, which serve nearly 40,000 and 76,000 students, respectively.

**SOURCE:** [http://schools.cps.k12.il.us](http://schools.cps.k12.il.us) (Retrieved 5/6/2011); Racial demographics from 4/1/11 master file
Planning for RtI Implementation

Landscape and key decisions prior to roll-out – 2009-2010 SY

- RtI mandated in Illinois beginning in the 2010-11 school year
- Implications for special education eligibility
  - Elimination of the use of the discrepancy model to determine presence of a Learning Disability (Illinois’ interpretation of the Federal law)
- RtI is for ALL students; resides in the Office of Teaching + Learning to ensure focus on general education
- District-wide roll-out focused only on academics for 2010-11 SY
  - Behavior (and integration with academics) is the focus for 2011-12 SY
- Shift in focus from compliance to instruction
- Very quick, district-wide roll-out

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<tr>
<th>Fall 2009</th>
<th>Winter 2010</th>
<th>Spring 2010</th>
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<tbody>
<tr>
<td>RtI focus is general education not special education</td>
<td>Focus groups to discuss RtI implementation</td>
<td>Building awareness, planning for implementation</td>
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Roll-out in the 2010-2011 SY

Strategic decisions to support the implementation of RtI included...

1. Increased staffing to support RtI implementation
   - A few central office positions
   - Primarily focused at the Area level

2. Efforts to increase and improve collaboration
   - Across central office departments
   - Across Areas through professional development

3. Defined Response-to-Intervention by component
   - Provides options for Areas and schools at different levels of implementation
   - Allows for focus on specific aspects of the RtI framework as opposed to taking it all on at once

4. Developed an Electronic RtI Toolkit
   - Areas and schools need practical tools to assist with implementation
Strategic Decisions

Increased staffing to support RtI Implementation

**RtI Expert Specialist:**
- Three positions to support a subset of Areas
- Supports work of DI specialists
- Facilitates professional development
- Articulates district expectations and recommendations for implementation
- Supports development of Area plans

**Differentiated Instruction Specialist:**
- Directly supports Area level RtI implementation
- Roles, focus, and scope vary depending on Area strategy
- Report directly to the Area Officer, with support from RtI Expert Specialist (no central management)

**RtI Coordinator:**
- School identified employee (cannot be case manager)
- Serves on ILT
- Asked to monitor/support RtI implementation in addition to normal duties
**Goal:** For RtI to be most effective, positions and knowledge tied to RtI must be strategically deployed and aligned.
Strategic Decisions

**Defined RtI by Component**

- A. Research- and standards-based curricula
- B. High quality and differentiated core instruction
- C. Universal screening to identify students who are at risk of academic failure
- D. Evidence-based academic and behavioral interventions that are provided at different levels of intensity based on student need
- E. Progress monitoring is used to understand student performance and adjust instruction
- F. Assessments are given at regular intervals and information guides decision-making
- G. Information on students’ performance is provided to parents
- H. A data-driven, assessment-based process to identify students who are suspected of having a learning disability and may require special education services
A data-driven, assessment-based process to identify students who are suspected of having a learning disability and may require special education services.

Progress Monitoring and other assessment information to understand students’ response to intervention.

Information provided to parents.

Universal screeners help to determine Tier placement.

Defined RtI by Component:

- Tier 1
  - A
  - B
  - C

- Tier 2
  - Fluid movement

- Tier 3
  - D

Interventions occurring at increasing intensity.
The Inverted Triangle...

When student performance on universal screeners turn an ideal “RtI triangle” upside-down, Area and school leaders are challenged with decisions that impact resource allocation, intervention selection, and implementation strategy.
Strategic Decisions

- Areas and schools need practical tools to assist with implementation
- Begins with a Getting Started section (Introduction to RtI, History of RtI, Initial Steps, Roles & Responsibilities, etc.)
- Includes a section for each RtI Framework component with aligned tools to support implementation
- RtI Framework content highlights implementation keys (i.e., big ideas/areas of work) and important questions by component
- 45 tools and 48 additional resources

http://www.chicagoteachingandlearning.org/tl-cross-content.html
# RtI Toolkit: Agendas

## Agendas to Guide ILT and Teacher Team discussions...

### Sample ILT Agenda – Reviewing Universal Screener Data to Inform Intervention Planning

**Objectives:** By the end of the meeting we will have:

- Review purpose of Universal Screener data in determining students’ placement in interventions
- Identify data to be reviewed by Teacher Teams and provide guidance
- Create guiding questions for TT to use when thinking about determining students’ placement in interventions

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Guiding Questions</th>
<th>Who</th>
<th>Suggested Duration</th>
</tr>
</thead>
</table>
| Review purpose of Universal Screener data in determining students’ placement in interventions | - What context do we need to provide about universal screeners?  
  - What is this data? What is it not?  
  - How can universal screener data be used to inform decisions? | Facilitator  | 5 min              |
| Briefly review Universal Screener Data and identify trends/patterns        | - How many students are identified for Tier 2 and Tier 3 interventions by subject and grade-level?  
  - What over-arching trends or patterns do we notice?                      | Entire Team | 5 min              |
| Identify data to be reviewed by Teacher Teams and provide guidance        | - What should the TT accomplish after reviewing the Screener Data?  
  - What guidance should we provide around reviewing data? (e.g., for specific teams, grade levels?)  
  - What data should we make sure TTs review? What data are most important?  
  - What other information should be considered? (e.g., ACCESS scores, IEPs)  
  - How would we like for the TTs to think about data? (e.g., remind teams that screeners are flags and other info is important in making placement decisions) | Entire Team  | 20 min             |
| Create guiding questions for TT to use when thinking about students’ placement in interventions | - What guiding questions should we develop for the TTs to use when thinking about determining students’ placement in interventions?  
  - Do we need to consider different guidance, data, or guiding questions for reading versus math? | Entire Team  | 15 min             |
| Identify actions to ensure guidance is provided to TTs                     | - Create specific actions with owners and timelines  
  - Who will provide guidance to TTs?  
  - Who will be available to respond to questions that arise for each TT?  
  - What support and guidance will TTs need when thinking about initial student placement in interventions?  
  - What questions might the TT already have, and how can we answer these questions? | Entire Team  | 10 min             |
Tool D8: Key Resource Analysis Tool

Why this tool is important: Analyzing the many considerations affecting school resources in the implementation of interventions is important to ensure that students receive the supports they need. Explicitly identifying the related cost to particular choices of when, who, and where interventions are provided can help maximize the supports provided relative to the amount of resources available. Often, the choices of who provides interventions, when interventions are provided, and where interventions are provided affect each other, so analyzing those choices simultaneously allows for a more informed decision-making process.

How to use this tool: For each potential intervention option, proceed through the following steps to fill in the Key Resource Analysis Table below.

1. What are the different options that are available?
2. What are the time considerations that affect that option?
3. What are the personnel considerations that affect that option?
4. Are there any specific materials or equipment needed for that option?
5. Is any additional funding needed for that option?
6. Are there any additional comments that inform the benefits of that option choice?

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When will interventions be provided?
### RtI Toolkit: Progress Monitoring

**Progress monitoring documentation...**

**Student ID**: 12345678910  
**Student Name**: John Doe  
**Grade Level**: 5  
**Subject**: Math  
**Skill**: Math: Procedural Fluency

**Assessment**: Use the "Growth Calculator" tab to calculate the desired rate of improvement.

**Tip**: For students in Tier 2, progress monitoring should occur at least every other week. For students in Tier 3, monitoring should occur at least weekly.

**Intensity of the Intervention**: Adjusting any of these items would adjust the intensity of the intervention.

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<thead>
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<th>Week</th>
<th>Target based on desired rate of improvement</th>
<th>Probes (Student Progress)</th>
<th>Date Probe Administered</th>
<th>Frequency (Days per week)</th>
<th>Duration (Length of Time)</th>
<th>Group Size</th>
<th>Intervention Provider Name</th>
<th>Intervention Used</th>
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<td>5/week</td>
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<td>4-6 students</td>
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**The data worksheet** is used to document the intervention intensity (frequency, duration, group size), as well as intervention information (provider, tier, etc). The desired rate of improvement is calculated in the data worksheet, using information from the Growth Calculator. Finally, probes that document student progress and the date the probes were administered are recorded here.
RtI and the Evaluation Process: The Reality

- **Used Exclusively for the Identification of LD**
  - IQ/Achievement discrepancy – not allowed
  - RtI data – required
    - Evidence of Tier 1 implemented with fidelity
    - Discrepancy (at one point in time)
    - Instructional Needs
    - Educational Progress (Over Time)
    - Additional considerations

- **Will Be Used for the Identification of ED (2012)**

- **Schools may not use the RtI process as a reason to deny an evaluation of a student suspected of having a learning disability or to try to convince parents not to request an evaluation**
  - Tiered RtI support and RtI data collection should occur immediately and concurrently while proceeding with the eligibility determination process
  - Consider other disabilities under IDEA or eligibility under Section 504

*Low academic achievement is not evidence of a learning disability if a research-based and standards-based curricula in reading and math is not in place and/or evidence of high quality, differentiated instruction cannot be demonstrated*
RtI Toolkit: Referral for Evaluation

Referral for an Initial Evaluation – CPS

At this time, the team can deny the request for an evaluation based upon the completion of the initial evaluation. The concerns in the request can be addressed through high-quality classroom practices using differentiated instruction and Tier 3 interventions.

The team should agree to the Initial Evaluation based on the concerns and lack of progress through interventions (tiers) and data has been collected.

The team convenes an Eligibility Determination Meeting to review data and determines whether or not the student has a disability that does not require specialized instruction.

Notification of Referral to Parent

Parental Consent Obtained

60 school day timeframe begins

Team develops 504 Plan

Yes, the student has a disability that does not require specialized instruction

No, the student does not have a disability

Student is not eligible for either an IEP or a 504 Plan

Yes, IEP is written, all members of the team including the parent sign the IEP, a copy of the IEP is given to the parent, and IEP is implemented

Yes, the student has made appropriate progress through interventions (tiers) and data has been collected

Yes, the student has made appropriate progress through interventions (tiers) and data has been collected

Yes, the student has made appropriate progress through interventions (tiers) and data has been collected

Yes, Rti data has been collected. The student has/has not been provided with research-based standards-based core instruction and Tier 2 and/or Tier 3 interventions and data has been collected to track the student’s rate of improvement

Yes, the Team suspects that the student may have a specific learning disability

Yes, there is a student-based educational concern in one of the 3 areas

No, the team determined that through general education and based on the student’s documented progress, the student can make educational progress in an age-appropriate curriculum with the use of high quality classroom practices and interventions using differentiated instruction

No, the team suspects the concerns are related to another area or areas [e.g., Speech, Behavior, Cognitive Impairment, etc.]

No, Rti data has not been collected. The student has/has not been provided with research-based standards-based core instruction and Tier 2 and/or Tier 3 interventions and data has been collected to track the student’s rate of improvement

Is there a student-based educational concern?

Does the Team suspect that the student has a specific learning disability?

Does the student have a disability that requires specialized instruction?

Does the student have a disability that does not require specialized instruction?

Has the student been provided with research-based standards-based core instruction and Tier 2 and/or Tier 3 interventions (RTI) and has data been collected to track the student’s rate of improvement?

Has the student made appropriate progress through interventions?
Implementation Challenges

- **Lack of a centralized data system**
  - Areas and schools unable to access data from the district’s data system in a timely fashion
  - The lack of a centralized data system makes future planning decisions more difficult

- **Establishing expectations, consistency and changing culture**
  - Areas have autonomy in choosing the scope and focus of RtI implementation, curricula, interventions and hiring/staffing (e.g., DI Specialist)
    - District team tasked with supporting Area plans
  - Development of a common language and alignment initiatives that are being developed in silos
  - RtI is a proactive framework to improve teaching and support student learning... not a pathway to special education

- **Determining future structures with current uncertainties**
  - New district leadership may have different expectations for RtI implementation as well as staffing structures
  - The district, Areas, and schools must continue to make difficult decisions around resource allocations absent any additional funding
    - Material resources (e.g., intervention)
    - Human resources (e.g., clinicians, special education teachers)
Future Plans

Centralized data system
- Data/technology solutions are currently reviewed to address the existing challenges
- Intended to fully integrate academic and behavioral data in a one-stop-shop for schools

Continue to refine RtI Toolkit and website
- Update the Toolkit with additional content and tools to integrate behavior
- Redesign website to improve navigation and access

Roll-out of proactive behavioral support systems
- Support and training for RtI Behavioral implementation will be provided to the district’s Areas and schools
Proactive behavioral support systems matter for students’ learning & engagement

1. Students’ social, emotional and behavioral needs must be addressed to improve learning and engagement.

2. Student behavior in school is dictated by the adults in school; it can be taught, changed and scripted as needed to improve learning and engagement.

3. Responses to students’ social, emotional and behavioral needs must be fully integrated into the school day; it is the responsibility of ALL staff ALL the time.

4. Effective social, emotional and behavioral functioning is as critical to college and employment success as academic performance.

5. Building a strong foundation is critical – a proactive and preventive behavior system must be present in all schools.

6. The first and best way to improve student behavior is engaging, high quality instruction.
Proactive behavioral support systems are achievable in CPS schools

- **Minimum Expectations** for proactive behavior support systems in all schools
- **Self-Assessment** by all school staff
- **Training** for coaches and school-based implementation in key strategies
- **ILT, Teacher Team and Coaching tools** to guide implementation of key strategies and integration

*CPS’ social, emotional and behavioral strategy includes:*
Integrated system of prevention and intervention to proactively support students’ academic and behavioral needs

Getting Started
Data driven teams, school-wide collaboration, core values and beliefs

Core Program for ALL Students
Tier 1 Minimum Expectations
Expectations for behavior and classroom management practices

RtI Toolkit Components A and B
Research- and standards-based curricula, high-quality differentiated instruction

Multi-tiered System of Supports
Tier 2 and 3 Minimum Expectations, RtI Toolkit Components D and E
Tier 2 and 3 Interventions to address students academic and behavioral needs
A unified Progress Monitoring system to understand students’ responses to interventions

Establish the Right ENVIRONMENT

Establish the Right FOUNDATION

Establish the Right SUPPORTS

How do we ensure success?
District Support Options

Foundations: Establishing Proactive Behavioral Support Systems

PBIS: Positive Behavioral Intervention and Support

CHAMPS: Classroom Management (K-8)

Discipline in the Secondary Classroom (9-12)

Coaching Classroom Management

School Wide Behavior Management

Interventions: Evidence-Based Strategies for Smaller Groups of Students and Individual Students

Anger Coping, Think First and/or CBITS

SAVE THE DATE!

June-August

June-August

June-August

June-August

July-August

July-August
Appendix
Minimum Expectations – Core Program for all Students (Tier I).

At every school, there is evidence of...

- A leadership team is in place; the team uses and reviews data to improve supports for students, refine teacher/staff practices and to drive school-wide improvement.
- There is an established set of common expectations and beliefs that student success and engagement in school are the responsibility of ALL school stakeholders. The common expectations and beliefs define interactions for the entire school community.
- There are clearly articulated, school-wide EXPECTATIONS for behavior that are consistently posted, taught, modeled and positively reinforced by all staff.
- There are established classroom management practices that link to school-wide expectations for behavior. Classroom management practices promote student engagement and support high quality instruction.
- The Discipline System aligns with school-wide expectations for behavior. It is focused on maximizing instructional time for students.
- Social and emotional learning skills are explicated taught if needed to assist students in meeting established expectations and to increase student participation in teaching and learning activities.
Minimum Expectations – Tiered supports for students in need (Tiers 2 & 3)

Teams of teachers and intervention providers meet to plan interventions, review data to make decisions about students’ intervention needs and to determine student progress in the intervention.

Evidence-based interventions are selected and designed to meet students’ specific needs. Interventions target social, emotional and behavioral skills that require additional support to ensure success.

There is a multi-tiered and proactive system of Intervention; Interventions are provided at different levels of intensity based on student needs.

Progress monitoring is used to understand how well students are responding to interventions, document student success with interventions and determine students’ additional intervention needs.

Interventions are implemented with fidelity.

Students are engaged in planning interventions and monitoring their own progress; families are informed of the intervention and how to reinforce it at home.
CPS RtI Core Team must work to support & enhance the implementation of RtI in schools over time

<table>
<thead>
<tr>
<th>CAO</th>
<th>Enable: Initial questions which <strong>must</strong> be addressed</th>
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<tbody>
<tr>
<td></td>
<td>• What is CPS’ strategy for RtI?</td>
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<td>• How is RtI different than PM, SBPS, etc?</td>
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<td>• How should RtI work?</td>
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<td></td>
<td>• What tools can I use, and where can I find them?</td>
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<td>• How and when do I use my tools?</td>
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<td>• How should I leverage the CPS central office?</td>
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<td>• What are the metrics around RtI that I should be aware of?</td>
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<td>• What are universal screeners, interventions, and progress monitoring?</td>
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<tr>
<th>Principal</th>
<th>Support: Follow-on questions which <strong>may</strong> be addressed</th>
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<tbody>
<tr>
<td></td>
<td>• How can I make this work?</td>
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<td></td>
<td>• Where do I begin?</td>
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<td></td>
<td>• How does this work with PM?</td>
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<td></td>
<td>• How should I use my RtI Coordinator?</td>
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<tr>
<td></td>
<td>• My CAO is not on-board</td>
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<td></td>
<td>• My school has very unique challenges - how can I help?</td>
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<td></td>
<td>• My principal is not on board</td>
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<td>• What am I supposed to do?</td>
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<td>• I have issues with my DIS</td>
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<td>• A tool doesn’t make sense</td>
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<tr>
<th>DI Specialist</th>
<th>Enhance: Feedback questions which <strong>will</strong> be addressed</th>
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<tbody>
<tr>
<td></td>
<td>• What did I do well in the first year?</td>
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<td>• What can I improve moving forward?</td>
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<td>• What should I prioritize?</td>
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<td>• What worked in other areas?</td>
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<td>• I still don’t believe in RtI</td>
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<td>• I can’t keep this up without $$</td>
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<td>• I’m being pulled in so many ways</td>
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<td>• I want to get paid for more work</td>
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<td>Rtl Coordinator</td>
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**Today’s Focus**

Examples of questions/concerns for RtI Core Team to address
Yellow Scenario

Crystal is a third grade student at Quincy elementary school. Crystal has a lot of friends and often takes on the role of ‘class clown.’ While she communicates and socializes well with peers, Ms. Swartz has noticed that Crystal has a lot of difficulty with spelling and writing organization. When Crystal is asked to read a sentence aloud, she retracts by becoming silent or making a joke about the picture next to the text, for example. In addition to the daily literacy block, Crystal has received additional support to address the specific reading skills that she is struggling with.

Following the administration of the universal screener and team discussions, the third grade teacher team initially placed Crystal in a tier 2 intervention. The intervention was provided 3/week for 30 minutes in a group setting. After reviewing data and progressing through the progress monitoring decision-making flow chart, the teacher team determined that Crystal had shown limited improvement and the intensity of the intervention was increased (tier 3). The tier 3 intervention is provided to 5/week for 45 minutes on an individual basis. The team continues to be concerned about Crystal as her progress continued to be poor. Ms. Swartz is still concerned about Crystal’s lack of progress.

Ms. Swartz requests an evaluation for special education services and convenes the school team, including the case manager. The team reviews progress monitoring data collected during both tier 2 and tier 3 interventions to understand Crystal’s rate of improvement. The team also reviews other assessment information including, results from the Scantron assessment, text-based unit tests and samples of Crystal’s work. Staff observations are also discussed. The team determines:

Crystal made progress in tier 2 intervention and her progress has increased with tier 3 intervention. She is currently meeting or exceeding established improvement targets;

Tier 3 intervention should continue at the current intensity (at minimum) and data should continue to be collected;

The request for evaluation is denied at the current time based on:

- Crystal’s success in the intervention programs;
- Data indicating an increasing rate of improvement that is on target; and
- Recommendations by the intervention provider/s and the Ms. Swartz that the current intervention (tier 3) in combination with the core program (tier 1) are meeting Crystal’s needs.

The request can be resubmitted at any time if Crystal’s rate of improvement does not continue to increase or if additional concerns arise at any time (by any party).
Referral for an Initial Evaluation – CPS – 2010 - 2011

**Is there a student-based educational concern?**
- Yes, the Team suspects the student may have a specific learning disability
- No, the team determined that through general education and based on the student’s documented progress, the student can make educational progress in an age appropriate curriculum with the use of high quality classroom practices and interventions using differentiated instruction

**Has the student been provided with research-based standards-based core instruction and Tier 2 and/or Tier 3 Interventions (RtI) and has data been collected to track the student’s rate of improvement?**
- Yes, RtI data has been collected. The student has/has not been provided with research-based standards-based core instruction and Tier 2 and/or Tier 3 Interventions and data has been collected to track the student’s rate of improvement
- No, RtI data has not been collected. The student has/has not been provided with research-based standards-based core instruction and Tier 2 and/or Tier 3 Interventions and data has been collected to track the student’s rate of improvement

**Has the student made appropriate progress through interventions?**
- Yes, the student has made appropriate progress through interventions (tiers) and data has been collected
- No, the student has not made progress through interventions (tiers)

At this time, the team can deny the request for an evaluation based upon the decision that concerns expressed in the request can be addressed through high quality classroom practices using differentiated instruction along with specifically tiered interventions.

Notice of decision must be sent within 14 school days.

**Has the team suspects the concerns are related to another area or areas (e.g. Speech, Behavior, Cognitive Impairment, etc.)?**
- Yes, the Team suspects that the student may have a specific learning disability
- No, the team suspects the concerns are related to another area or areas

**Does the student have a disability that requires specialized instruction?**
- Yes, IEP is written, all members of the team including the parent sign the IEP, a copy of the IEP is given to the parent, and IEP is implemented

**Has the student been provided with research-based standards-based core instruction and Tier 2 and/or Tier 3 Interventions (RtI) and has data been collected to track the student’s rate of improvement?**
- Yes, RtI data has been collected. The student has/has not been provided with research-based standards-based core instruction and Tier 2 and/or Tier 3 Interventions and data has been collected to track the student’s rate of improvement
- No, RtI data has not been collected. The student has/has not been provided with research-based standards-based core instruction and Tier 2 and/or Tier 3 Interventions and data has been collected to track the student’s rate of improvement

**Does the student have a disability that does not require specialized instruction?**
- Yes, the student has a disability that does not require specialized instruction
- No, the student does not have a disability

**Has the student been provided with research-based standards-based core instruction and Tier 2 and/or Tier 3 Interventions (RtI) and has data been collected to track the student’s rate of improvement?**
- Yes, the student has made appropriate progress through interventions (tiers) and data has been collected
- No, the student has not made progress through interventions (tiers)

**Team convenes Eligibility Determination Meeting to review data collection and appropriate assessments and determines whether or not the student has a disability and is eligible for special education and/or related services**
- Yes, the student has a disability that does not require specialized instruction
- No, the student does not have a disability

**Team develops 504 Plan**
- Yes, IEP is written, all members of the team including the parent sign the IEP, a copy of the IEP is given to the parent, and IEP is implemented
- No, the team determines based on the data and the assessments the student is not eligible for specialized instruction

**Is the student is not eligible for either an IEP or a 504 Plan?**
Jamal is a ninth grade student at Jefferson high school. Jamal recently transferred to the school from out of state.

Ms. Williams, the English teacher, noticed that Jamal has quickly begun to make friends and seems well-liked by most of his classmates.

However, she has significant concerns about Jamal’s academic performance. Ms. Williams’s observations as well as informal classroom-based assessments indicate that Jamal’s performance is well below his peers.

- Jamal often does understand what he reads; he struggles to identify the main idea as well as details, even for very simple paragraphs.
- His written work shows a limited vocabulary, poor handwriting and difficulty spelling simple words that many students master in the elementary years.

Ms. Williams requests an evaluation for special education services and convenes the school team, including the case manager.

Based on the limited assessment data available, Ms. Williams’s observations and those of other faculty members that teach Jamal, the team determines:

- There are significant concerns about Jamal’s academic performance and a specific learning disability is suspected;
- Intervention/s should be implemented immediately that target specific skill area/s the team is concerned about and data must be collected as part of this process to provide increased information; and
- A domain meeting must be scheduled to plan for additional assessments and to obtain parental consent for initial evaluation.