Student Services Personnel and RtI: Bridging the Skill Gap

FASSA Institute

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National Resources to Support District and School Implementation

- www.nasdse.org
  – Building and District Implementation Blueprints
  – Current research (evidence-based practices) that supports use of RtI
- www.rtinetwork.org
  – Blueprints to support implementation
  – Monthly RtI Talks
  – Virtual visits to schools implementing RtI
  – Webinars
  – Progress Monitoring Tools to Assess Level of Implementation
- www.floridarti.usf.edu

Key Findings

- 32% of districts expect full implementation by 2010.
- 47% of districts have a “defined RtI process”—53% do not
- 71% of districts report that implementation is led by general education or a joint general ed/special ed effort
- Only 29% of districts report that it is a special ed effort

Are We “Every Ed” Yet?: A National Perspective

- CASE National Survey
  – www.k12spectrum.com
- 424 Districts
  – 14% West, 18% Northeast, 32% Midwest, 37% South
- Conducted March 7-18, 2008
- Margin of Error +/- 4.6%, 95% Confidence Level
Key Findings

- 71% of districts report that they are using RtI for ALL students. 29% report that they are using it primarily to identify students for specialized services.
- Implementation is primarily with elementary levels (67%), with 27% implementing at middle schools and 16% at high schools.
- 67% report planning to implement at middle and 49% report planning to implement at high school level.

Key Findings

- Impact on employment
  - 75% of districts report no change in staff FTE
  - 22% of districts report increase in staff FTE
  - 3% of districts report decrease in staff FTE
- 52% of districts report Tier 3 services for both general and special education students. 48% report Tier 3 services primarily for special education students.

Key Findings

- 84% of districts report implementation for reading, 53% for math and 44% for behavior.
- 96% of districts report that RtI has not been the focus of any legal proceedings.

What Do We Mean By “Scaling Up”?

- Within a school?
- Within a district?
- Within a state?
Foundations of Scaling Up

- RtI Is...
  - Driven by Professional Development
  - Informed by Data
  - Supported by Coaching
- Organized through District Plans
- Delivered through School Plans

State Level: Purpose

- Facilitate successful implementation of PS/RtI
- Formalize and coordinate state-wide efforts
  - Build upon the successes existing state initiatives (e.g., Reading First (RF) and Positive Behavior Support (PBS). In Florida where special education referral rates have dropped approximately 40% in RF schools (Torgesen, 2007) and office discipline referrals have dropped 40% in PBS schools (Kincaid, 2007).
  - Provide districts with the critical components, definitions and applications of RtI to support the development of district plans

State Responsibilities

- Establish and facilitate teams to obtain on-going stakeholder input and build capacity to sustain implementation over time
- Align terminology and requirements across related initiatives: reading, math, behavior, school improvement, student progression)
- Provide On-line Training Courses
- Collaborate with PIRC and PTI to disseminate resources for families

- Revise Statutes, Rules and Policies to support implementation
- Develop and disseminate TA regarding gifted, ELL, assessment accommodations, pre-service efforts and teacher qualifications, secondary implementation, special education eligibility
- Provide web-based self-assessment and planning tools for districts
- Evaluate and report the effects of RtI
**State Infrastructure**

- **State Management Team**
  - Role: Provide leadership and facilitate policy-level changes to support implementation of effective educational practice

- **State Transformation Team**
  - Role: Analyze progress toward statewide efforts, recommend actions for improvement, and support District/Regional Implementation Teams (D/RTI’s) to build the capacity of districts to implement evidence-based practices and to establish integrated RtI academic and behavior systems in each school

- **District/Regional Implementation Teams**
  - Role: Provide leadership, advisement, and training at the district level and assist schools in their implementation efforts

- **Advisory Group**
  - Role: Provide on-going stakeholder input

**District Responsibilities**

- Based on self-assessment results develop an RtI implementation plan organized around building consensus, infrastructure, and implementation. Plans should also address:
  - How current resources will be used to implement RtI and identify additional resources needed
  - How stakeholders will be educated
  - How stakeholders will be involved

**Key Points**

- Unit of implementation is the building level.
- Implementation process takes 4-6 years.
- Implementation progress must be monitored
- Must be guided by data indicating implementation level and integrity
- Must be supported by professional development and technical assistance
- Drive by a strategic plan
- It is a journey, not a sprint

**Implementation Model**

- District-based leadership team (DBLT)
- School-based leadership team (SBLT)
- School-based coach
  - Process Technical Assistance
  - Interpretation and Use of Data
- Evaluation Data
Initial Steps

• District Leadership Team
  – Curriculum/General Education
  – MIS
  – Student Services
  – Special Education
  – Reading, Math, Behavior
• Building Leadership Teams
  – Mirrors District Leadership Team

Initial Steps

• Develop Implementation Plan
  – 4 Years
  – Consensus, Infrastructure, Implementation
  – Begin with Tier 1 Issues
    • Data
      • Effectiveness
  – Evaluate Effectiveness of Supplemental Services
    • 70% Criterion

District Plans

School Plans
Initial Steps

- Develop Implementation Plan
  - Infrastructure
    - Data
    - Decision Rules
    - Technology
    - Cascade of Interventions (Integrated)
    - Intervention Support
  - Identify Professional Role and Development Needs
    - Data Coach and Skills
    - Problem-Solving Process
    - Intervention Development and Support
    - Parent Involvement

RtI Skill Set

- Use of Data
  - Access
  - Use Data to Make Decisions
- Using and Facilitating the Problem-Solving Process
  - Problem Identification
  - Problem Analysis
  - Intervention Development
  - Response to Intervention

Initial Steps

- Develop Implementation Plan
  - Implementation
    - Entire District
    - Vertical Programming
    - Pilot Schools
    - Evaluation Plan

RtI Skill Set

- Intervention Support
- Intervention Integrity and Documentation
- Progress Monitoring
- Organize Display and Interpret Progress Monitoring Data
- Disaggregate Data
- Use Technology to Support Data
- Facilitate Problem-Solving Teams
**RtI Skill Set**

- Integrating Intervention Support Across Settings
  - School
  - Home/Community
- Facilitating Student Involvement in Intervention Development and Progress Monitoring
- Applying Skill Set to Tiers 1, 2 and 3
- Understanding the Use of RtI in Special Education Eligibility

**Challenge Ahead**

- Ensuring that Student Services representation occurs at the following levels:
  - Statewide-Training team participation
  - District Based Leadership Team
    - District Plan Development
    - School-Based Leadership Team

**FASSA Leadership**

- Organize Student Services Associations
- Develop State-Level PD Plan
- Communicate with SS Directors regarding implementation and professional development progress
- Communicate role of SS personnel within RtI model