

Title I/Special Education RTI Audio Conference

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North Dakota Department of Public Instruction
February 27, 2008

History of RTI in North Dakota

- Response to Intervention (RTI)
IS NOT a new topic
 - ◆ It has actually been around for some time
- RTI gained attention through the
Reauthorization of IDEA in 2004

President's Commission Report Recommendations

- Focus on results – not process
- Embrace a model of prevention,
not a model of failure
- Consider children with disabilities
as general education first

Response to Intervention,
NASDSE, 2005



ND's RTI Leadership Team

- 17 Members
 - School Psychologist
 - Parents
 - Teachers (Title I, Spec. Ed., & Reg. Ed.)
 - Principals (rural and urban)
 - Special Ed. Directors (multi & single district)
 - Title I Coordinator
 - DPI State Title I Director
 - DPI Special Ed. Coordinator



Our Outcomes

- **Outcome 1:** A consistent, clearly articulated framework (vision) of RTI within a systems approach is shared across the whole educational system.
- **Outcome 2:** Ideas and strategies for implementing RTI are readily available to everyone.
- **Outcome 3:** State criteria for using RTI data guide decisions about Special Education eligibility.
- **Outcome 4:** Schools/districts use data management systems (tools) to support data use and analysis.



RTI Summit

- Teams from all states and territories
- New team developed from North Dakota
- All agencies represented
- RTI is receiving much national attention as a way to meet the requirements of NCLB and IDEA



History of Title I Involvement in RTI

- Title I joined RTI Leadership Team – February 2006
- RTI Survey of ND Schools – December 2006
- Development of RTI Website – Spring 2007
- First time RTI on the agenda at a Title I USDE Meeting – July 2007
- Multiple sessions on RTI at National Title I Conference – January 2008



Available Resources



National Center on RTI

- www.rti4success.org
- RTI Topics
 - Highlights
- Subject Areas
- RTI Stakeholders



DPI RTI and Title I Website

- www.dpi.state.nd.us/title1/response.shtm
- Correspondence
 - Memos – State Title I Office
 - Request for Flexibility – USDE
- Guidance
 - Title I Fast Fact
- Resources
 - [New Question and Answer Document](#)
- Samples
 - Sample Collaboration Process



DPI Special Education RTI Website

- www.dpi.state.nd.us/speced/personnel/index.shtm
- What is RTI in North Dakota
- RTI Getting Started
 - California training videos
- IRIS Center
 - Online training modules
- RTI Implementation Plan



Common RTI Myths

- Myth – RTI is a Special Education initiative
 - Fact – RTI is general education-Title I-Special Education and any other education initiative working together
- Myth – RTI is going to be mandated
 - Fact – There is no plan to mandate RTI in ND unless required by the USDE in the future



Common RTI Myths (con't)

- Myth – RTI can't work in a targeted assistance program
 - Fact – RTI certainly can work in a targeted assistance program
 - Fact – Certain regulations must be addressed

- Myth – There is only one correct RTI model
 - Fact – There are several different models using different tiers
 - Fact – All RTI models typically share common elements



Advantages Supporting and Arguments Against RTI



Advantages Supporting RTI

- RTI is about taking control of school outcomes
- RTI provides an iterative and recursive system structure to continuously improve results
- RTI provides a system structure for importing scientific research-based instructional procedures
- RTI allows for customization of implementation at a school level

Advantages Supporting RTI (con't)

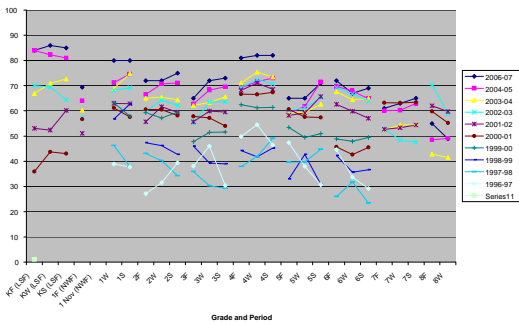
Why a focus on LD

- 2.7 million students id'd as LD in US
- Some districts have found a 2% reduction in identifying LD when implementing RTI
- 2% of 2.7 million = 52,500 students
- USDE reports a cost of \$8,080 additionally to educate a special education student
- $52,500 \times \$8,080 = \424 million

Advantages Supporting RTI (con't)

The real reason to look at RTI

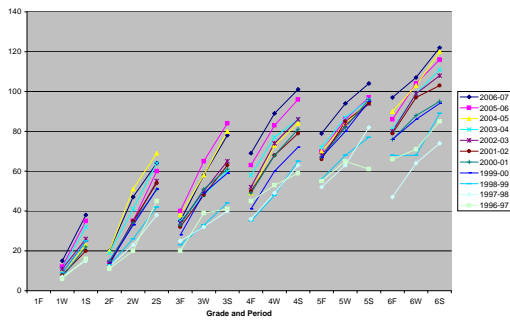
St. Croix River Education District - Percent Above Target (Reading)



Advantages Supporting RTI (con't)

A second reason to look at RTI

All-SCRED - Historical 10th percentile scores (ORF)



Advantages Supporting RTI Title I Perspective

- Title I/RTI – Same goal – help struggling learners
 - Counterproductive not to collaborate
- One process to identify at-risk students
- More staff and resources to assist at-risk students
- Increased coordination and collaboration of general education, Special Education, and Title I

Arguments Against RTI

- USDE Concern – Supplanting
 - Title I students in a targeted assistance program must always get additional instruction
- Title I paying for Special Education
 - AYP and at-risk students are EVERYONE'S ISSUE
- Teacher Concern – True LD students falling further behind
 - In a RTI model, students should actually receive services sooner
 - Ensure increased intensity of intervention services

Funding Options to Support RTI

- Federal Title Funds
 - Title I
 - Reading First
 - Title II
 - Title IV
 - Title V
- REAP or Transferability Option
- USDE – REAP
- Title I Program Improvement Funds
- Title I Reallocated Funds
- Pool Resources – REAs
- General Funds
- IDEA – 15% EIS Funds



IDEA – 15% EIS Funds

- Early Intervening Services (EIS)
 - Up to 15% of IDEA VI-B funding
 - Includes professional development
 - Educational and behavioral evaluations, services, and supports
 - Emphasis on grades K-3
 - Local Education Agencies (LEA) must report on number of students served
 - Funding must be used for disproportionality efforts when over-identification is determined
 - If interested, contact Special Education Unit Director



Coordination of RTI

- PBS – Title I Reading First
- Title I Schoolwide Programs
- Title I Targeted Assistance Programs



RTI-PBS-Reading First

- All initiatives in our state
- All are improving academic performance
- All utilize:
 - Screening
 - Progress monitoring
 - Data-based decision making
 - Some type of tiered level of service



Positive Behavior Supports

- www.dpi.state.nd.us/health/PBS/index.shtm
- PBS is a systems approach for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students



What PBS Can Do

- Reduction in problem behavior
 - Offers discipline referrals Suspensions/Expulsions
- Increased student engagement
 - Risk and protective factors improve
 - Students perceive school as a safe and supportive environment
- Improved academic performance
 - When coupled with effective instruction



Title I Schoolwide

- Schoolwide and RTI fit together nicely
- Effective, timely assistance – a required schoolwide component
- Greater flexibility to coordinate with RTI
 - Use of staff
 - Use of funds
- RTI must be incorporated into the schoolwide plan

Title I Targeted Assistance Programs

- Title I and RTI are both initiatives that focus on identifying struggling students and providing them with supplemental interventions to help them achieve. Therefore, it only makes sense to coordinate efforts.

Title I Targeted Assistance Programs (con't)

- Two key Title I requirements
 - Most at-risk – student selection process
 - Supplement not supplant regulation

Title I Most At-Risk §1115(a) and (b)(1)(B) of ESEA

- Title I funds must be used to provide services to eligible children identified as having the greatest need for special assistance
- Eligible children are children identified by the school as failing, or most at risk of failing, to meet the State's challenging academic achievement standards on the basis of multiple, educationally related, objective criteria

USDE Title I Presentation, February 2008

Title I: Supplement Not Supplant

- In general, the supplement not supplant requirement is intended to ensure that services provided with Title I funds are in addition to and do not replace services that otherwise would be provided with State and local funds to participating children

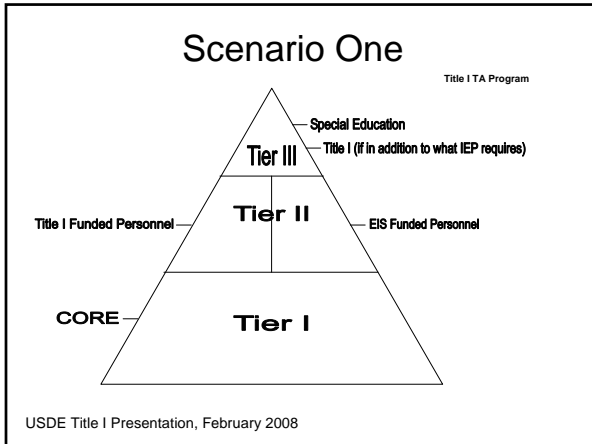
USDE Title I Presentation, February 2008

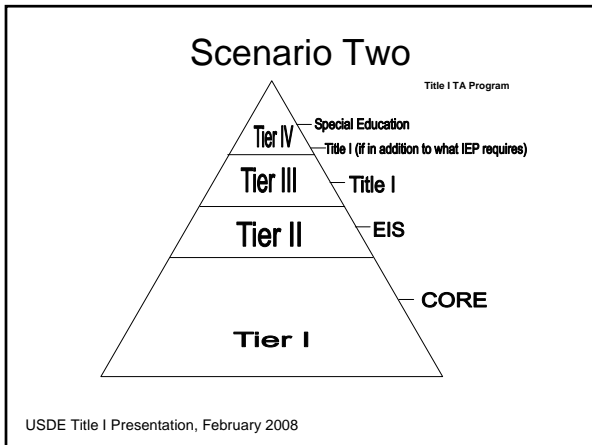
Title I: Supplement Not Supplant Presumptions of Supplanting (May be rebutted)


- A rebuttable presumption of supplanting exists if:
- An LEA uses Title I funds to provide services that the LEA is required to make available under federal, state, or local law;
 - An LEA uses Title I funds to provide services that it provided in the prior year with non-federal funds; or
 - An LEA uses Title I funds to provide services for children participating in a Title I program that it provides with non-federal funds to non-participating children or non-Title I schools.

USDE Title I Presentation, February 2008

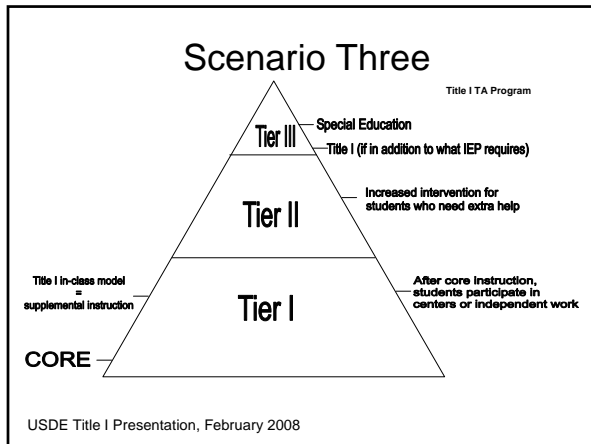
Sample Scenarios in a Targeted Assistance Program







Title I law states that Title I students may be served simultaneously and in the same educational setting as non-eligible students who have similar educational needs (i.e., in-class Title I instruction).



Title I: Exclusion from Supplement Not Supplant

- An LEA may exclude from its compliance with the supplement, not supplant, requirement, state or local funds expended in any school for programs that meet the intents and purposes of Title I Part A
- Title I regulations govern what constitutes a program that meets the intent and purposes of Title I Part A

USDE Title I Presentation, February 2008

Title I: Exclusion from Supplement Not Supplant

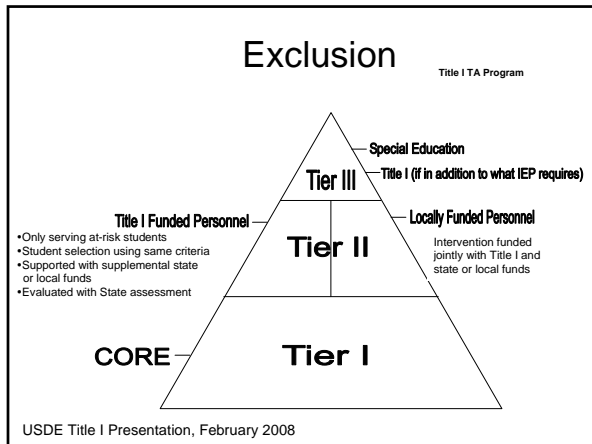
Targeted Assistance-like Programs

A targeted assistance-like program meets the intent and purposes of Title I if the program:

- Serves only students who are failing, or most at risk of failing, to meet the State's academic achievement standards;
- Provides supplementary services designed to meet the special educational needs of the students who are participating in the program; and
- Uses the State's assessment system to review the effectiveness of the program.

34 CFR §200.79(b)(2)

USDE Title I Presentation, February 2008



Prior Concerns (Received Clarification and Flexibility)

- Fluidity
 - Through progress monitoring, Title I students can move in and out
 - Specify monitoring instruments
 - Specify selection criteria and exit criteria
 - Parent notification
 - Impact on Reporting

Prior Concerns (con't)

- Professional Development
 - Schools may use Title I funds to provide professional development for all staff who work with students participating in the Title I targeted assistance program if:
 - Focused on at-risk students
 - Cost is reasonable
 - Participants reflective of grades served
 - Supports the intervention, not the core



Key Reminders in a Targeted Assistance Program

- No Title I during the core instructional program
- Title I funds cannot pay for universal screening
- Don't offer replacement services (always more instructional services)
- Student selection criteria should match universal screening criteria to indicate who is eligible for Tier II services



Key Reminders in a Targeted Assistance Program (con't)

- Title I personnel cannot serve all students or any student who needs assistance
 - Must have a selection process
 - Only identified Title I students can be served
- Although Special Education allows students to receive intervention services before they are identified, Title I law requires teachers receive parent permission before intervention services begin



Consolidated Application Changes 2008-2009

- USDE Directive
- Consolidated Application and Guidance – Available April 2008
- Addition to Targeted Assistance and Schoolwide Program Page
 - Indicate if participating in RTI
 - Provide a detailed narrative description
- Due Date – August 2008



Upcoming RTI Professional Development Opportunities

- Title I IVN – May 2008
- Summer Symposium – July 2008
- Title I Fall Conference – October 2008
- NDCEL Fall Workshop – October 2008



DPI RTI Implementation Plan

- www.dpi.state.nd.us/speced/personnel/index.shtm
- Four days of training throughout the school year
- Building level teams attend training
- Training plus discussion time built into each day
- An assignment after each training session to be completed by the following session
- Sustaining this effort by a train the trainer model



Questions

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