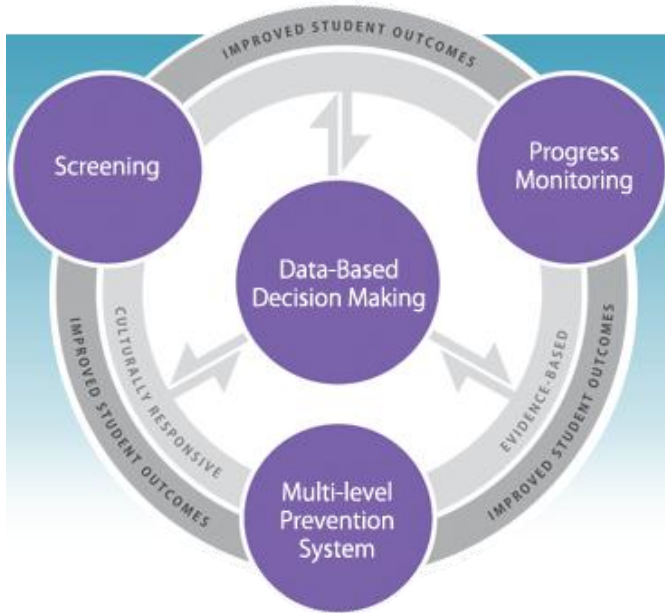


# Board Report

## Oak Park School District 97

### Response to Intervention Update

June 14, 2011



#### Definition of Response to Intervention

- Response to Intervention is a systematic process for improving student outcomes for all students.
- Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools use screening data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions

depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.

- RTI is a framework for providing comprehensive support to students and is not an instructional practice. RTI is a prevention oriented approach to linking assessment and instruction that can inform educators' decisions about how best to teach their students. A goal of RTI is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

#### Background Information

- Response to Intervention became the law for the 2010-11 academic school year. Provided that the requirements of this subsection are met, each district shall, no later than the beginning of the 2010—11 school year, implement the use of a process that determines how the child responds to scientific, research based interventions as part of the evaluation procedure described in 34 CFR 300.304. When a district implements the use of a process of this type, the district shall not use any child's participation in the process as the basis for denying a parent's request for an evaluation.

- Below are the key concepts of response to intervention that we have been studying as a school district over the course of this academic school year. There has been an emphasis on research based instruction/interventions, Data analysis, early intervention, and high performing teams.

### **Response to Intervention key components includes:**

- Improving outcomes for all students
- A school-wide, multi-level instructional and behavioral system for supporting student achievement.
- Screening and Progress Monitoring-examining progress at regular intervals
- Research based instruction and interventions
- Laser-like focus on data to inform instructional decisions
- Early Intervention/prevention
- High performing teams
- Parental involvement

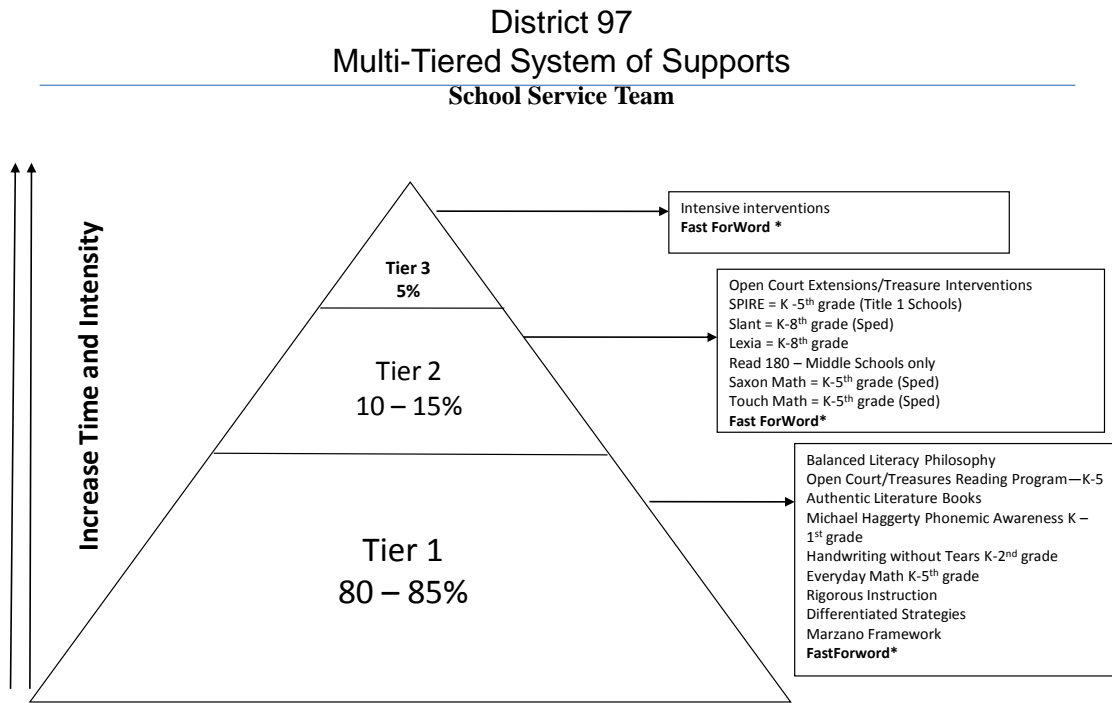
### **Improving outcomes for all students**

- The overall premise behind Response to intervention is good teaching. It is required that all teachers differentiate instruction for every learner in an effort to meet their individual needs both academically and socially.
- The goal is to ensure that all students are academically successful and are responding to the core curriculum.
- The goal for District 97 teachers are to ensure that every student show at least one year of growth at every level.

### **Multi-tiered system of supports**

- RTI employs a multi-level prevention system a rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems.
- This system includes three tiers of intensity or three tiers of prevention, which represent a continuum of supports. Many schools use more than one intervention within a given level of prevention.
- A rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems.
- At all levels, attention is on fidelity of implementation, with consideration for
- The administration and staff in District 97 have developed a multi-tiered system of supports to address the barriers to learning for all students. **Below are listed interventions at each level of support.**
  - Tier 1 primary prevention: high quality core instruction that meets the needs of most students

- Tier 2-Secondary prevention: evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students
- Tier 3- Tertiary prevention: individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention



•Currently researching Fast ForWord model for Oak Park Schools.

Tier 3—Interventions are provided using some of the same materials, however, the intensity and frequency will increase. These interventions are usually provided by a specialized teacher (Language Arts Specialists, Title One Teachers, etc.) or other staff member.

### **Screening and Progress Monitoring-Examining Progress at regular intervals**

- Principals and teachers in District 97 are progress monitoring students to ensure growth. Progress monitoring is a process for gathering data on an intervention or instructional technique used with a student in order to determine if he/she is making desired progress or “responding to an intervention.” The district developed an Intervention Tracking Form that is being implemented across all district schools.

### **Providing Research-Based curricula and evidence-based interventions**

- In District 97 classroom instructors use research-based curricula in all subjects.
- When a student is identified via screening as requiring additional intervention, evidence-based interventions of moderate intensity are provided. These interventions, which are in addition to the core primary instruction, typically involve small group instruction to address specific identified problems. These evidenced-based interventions are well defined in terms of duration, frequency, and length of sessions, and the intervention is conducted as it was in the research studies. Students who respond adequately to secondary prevention return to primary prevention (the core curriculum) with ongoing progress monitoring. Students who show minimal response to secondary prevention move to tertiary prevention, where more intensive and individualized supports are provided.
- District 97 is implementing the Charlotte Danielson Frameworks, which is a proven research based model that has produced results for our students.
- District 97 staff has been involved in literacy training during this academic school year and the district will be moving to the Balanced Literacy Philosophy in the fall of 2011.
- Through high quality instruction, high expectations, high student engagement, and differentiated learning, students will make dramatic academic gains as it relates to learning.

### **Laser-Like Focus on Data Student Data to inform instructional decisions**

- Screening and progress monitoring data can be aggregated and used to compare and contrast the adequacy of the core curriculum as well as the effectiveness of different instructional and behavioral strategies for various groups of students within a school. For example, if 50% of the students in a particular grade score below the cut point on a screening test at the beginning of the year, school personnel might consider the appropriateness of the core curriculum or whether differentiated learning activities need to be added to better meet the needs of the students in that grade.
- In District 97, the core literacy program and universal screening tools (benchmark assessments) have been the primary focus. The common assessments are Dibels (K-1) and MAP (2-8). The District RtI Team developed an intervention monitoring tool to track interventions for targeted students. Principals, RtI Teams, and staff are looking at data in meaningful ways to make instructional decisions for individual students. This is happening during staff, department, grade-level team meetings, data dialogues, and other team structures.

### **Early Intervention/Prevention**

- The research is undeniable that the earlier that school systems intervene, the probability of students “falling through the cracks” in the later grades are highly remote. The District 97 Early Childhood Achievement Task Force was developed in January with a primary purpose of enhancing the learning experiences for all of

our primary students with a focus on kindergarten. The task force is currently examining differentiated learning activities, monitoring student progress, and communication with parents and the public regarding student progress. As a result of the work of this Taskforce, a new early kindergarten readiness process has been developed and a brochure that highlights curriculum expectations will be shared with the parents and used as an instructional guide for kindergarten teachers in district 97.

### **High Performing Teams**

- In order for Response to Intervention to be highly successful, there has been a tremendous amount of focus on the role and structure of high performing collaborative teams.

### **Below are team-structures that are in place in our schools.**

- Building-based Response to Intervention Teams
- Grade Level Teams
- Department Teams
- Professional Learning Community Teams
- Data Teams

### **Parent Involvement**

Over the course of this academic school year, we have discussed the significance of having parents involved in the Response to Intervention/School Improvement Process. All principals are searching for ways to ensure that there is a parent representative on the teams in their schools.

The information regarding parent involvement has been discussed as a leadership team.

- Parents are a vital part of the RtI process
- They can be included in the leadership teams
- They can be included and invited to Tier 3 problem-solving meetings
- Whenever a student experiences difficulties in schools, the first step is to work with the parents to try to resolve the concern.

### **School Response to Intervention Action Plans for 2011/12**

- Each school has developed a building-based RtI Action Plan that will guide their efforts for the 2011/12 academic school year. This process will allow for accountability on both ends—the building would work collectively to develop the plan and the district would be responsible for supplying the schools with the support that is needed to effectively implement the model. A shared district-wide goal was established for the 2011/12 academic school year.

Additionally, each school developed one or more additional goals that fit into the context of their individual schools.

Below is the shared goal that the district will focus on for the 2011/12 academic school year:

**Goal: Develop, sustain and coordinate principal leadership of the Response to Intervention Team process in each building.**

- Beginning in September, the Leadership Team (Building Principals) will attend monthly meeting with the District Curriculum Coordinator to share experiences, expertise, and guidance. Monthly meetings will also focus on accountability relative to the district-wide shared goal and action planning steps to ensure consistency across all schools.
- The school-based action plans are evolving documents which will be monitored and implemented by principals, teams, and staff with fidelity.

**Next Steps**

Effective schools continuously strive to improve practices to achieve better outcomes for students. As we move forward with implementation of RtI we will continue to strive for improvement through:

- Conducting ongoing evaluation of the impact of RTI on student achievement (with particular focus on subgroups) and the fidelity of implementation
- Using evaluation data to identify desirable and undesirable innovations
- Refining implementation plan, guidance, procedures and policies based on evaluations to reflect desirable innovations and ensure sustainability
- Providing ongoing professional development
- Monitoring and addressing changes to ensure sustainability of RTI