

Response to Intervention The South Dakota Model



2010-2011 Year 4 RtI Data Report

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2010-2011 Response to Intervention Data Report

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The purpose of this report is to compile and analyze data to determine the effectiveness of this initiative and implementation of Response to Intervention in the state of South Dakota in 2010-2011.

The report is not an evaluation of individual schools, superintendents, principals, classroom teachers, SPED staff, RtI Coaches, or other staff in districts implementing the SD RtI Model.

2010-2011 is the fourth year of guided RtI in South Dakota.
At the conclusion of the first year of implementation, 2007-2008,
data was collected via educator focus groups
2010-2011 is the third year statewide data has been collected
via on-line educator and parent surveys.

Data reports from 2008-2009, 2009-2010 and 2010-2011 are on file at the SD DOE.

The data, findings, and conclusions included in this and past reports should be considered part of a broader data collection and analysis process.

Additional data collected by individual districts and by the state-level RtI team, conversations, observations and an understanding of RtI processes are important to guide planning and processes for RtI in South Dakota in 2012 and beyond.

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The data included in this report was collected by:

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*Special thanks to the 432 parents and 553 educators
in the 22 districts/55 schools for participating in the on-line RtI surveys.
The survey data was useful to the analysis of RtI practices in South Dakota.*

*Thank you to Colby Christensen, formerly with TIE, who collaborated on RtI data
collection for 2010-2011 prior to accepting a position outside of TIE and to Karen Taylor,
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assistance in printing and publishing this report.*

*Note: School districts and state-level RtI staff provided information for this report.
If reporting errors or omissions are noted, please send corrections to
Micky Wienk at mwienk@tie.net.*

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This data report is published in three parts:

- **Part A:** The 2010-2011 RtI Data Report
- **Part B:** RtI Survey Data (Separate Binder)
- **Part C:** Evidence and Artifacts (Separate Binder)

The 2010-2011 RtI Data report will be posted and distributed to stakeholder groups. Contact Alicia Schoehard, SD DOE for information about contents or Part B and C.

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Response to Intervention Contact Information for 2010-2011

State-Level RtI Team -The following individuals serve as the state-level RtI team. They are under contract to work with school districts that are implementing the SD RtI Model. Each of the districts that receive technical assistance from the state-level team has submitted an application for implementation of RtI.

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SD DOE - The following SD DOE personnel provide leadership for the state-level RtI team and provide technical assistance, guidance and/or information to districts implementing RtI in South Dakota.

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Abstract

Response to Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions. The Core Principles of RtI: *We can effectively teach all children if we....*

1. *Intervene early*
2. *Use a multi-tiered model of service delivery*
3. *Use problem-solving logic to make data-driven decision;*
4. *Use research-based, scientifically validated interventions/instruction to the extent available*
5. *Monitor student progress to inform instruction*
6. *Use data to make decisions*
7. *Use assessment for three different purposes: 1) screening; 2) diagnosis; and 3) progress monitoring*

Source: National Association of State Directors of Special Education (NASDSE), Inc. (2005). *Response to Intervention: Policy Considerations and Implementation*. Alexandria, VA.

Implementation of RTI with fidelity includes a combination of high quality instruction; assessment; and evidence-based intervention. Comprehensive RTI implementation will contribute to meaningful identification of learning challenges, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of students with specific learning disabilities.

There is no universally accepted RtI model or approach, thus RtI models may vary across LEAs and states. However, they use a generally similar structure with three essential components:

- Multi-tiered interventions
- Integrated data collection/assessment system
- Data-based decisions based on a problem-solving model

Prior to and during implementation, strategic planning and staff development will be needed to address all components of RtI. It is also important to recognize that the successful implementation of RtI hinges upon such prerequisite elements as building capacity and parent involvement.

Source: South Dakota Department of Education http://doe.sd.gov/oess/sped_RtI.asp

Executive Summary

This report presents data collected relative to school district implementation of Response to Intervention (RtI) during the 2010-2011 school year. Data for this report were collected from superintendents, principals, teachers, other educators, SPED staff, RtI coaches and parents representing fifty-five schools in twenty-two districts. The findings and recommendations focused on six evaluation questions published in two documents, *RtI: The South Dakota Model, 2007 Edition* and *SD RtI Application for Implementation, September 2010, LEA Application*. The SD RtI Evaluation questions are:

1. What is the main scientific research-based core curriculum being used for reading?
2. What is the district using for scientific research-based universal screening?
3. How is scientific research-based progress monitoring being implemented?
4. How are scientific research-based tiered interventions being used?
5. How is fidelity of the process assured?
6. How are parents involved?

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Summary of Findings

Data collected during the 2010-2011 school year indicates that

- Awareness RtI elements, processes and practices has increased
- Attention is paid to the implementation of RtI practices in classrooms
- Attention is paid to instruction and use of curriculum and interventions but closer attention need to be paid to SBRR (scientifically-based reading research)
- Scheduled progress monitoring is provided for students in Tier 1, 2, and 3
- Awareness has increased regarding RtI outcomes but additional discussion about fidelity of practice and attainment of RtI outcomes may be warranted. Survey data indicates the following about RtI Outcomes 1, 2, and 3:

1: A high percentage of principals and teachers are confident that RtI practices, instructional practices, and benchmarking is done with fidelity.

2: 75% of principals, 68% of teachers, and 74% of other educators believe progress is being made on increasing academic success through Targeted scientifically-based research instruction and intervention. 95% of special educators believe progress is being made on this outcome.

3: 79% of principals, 68% of teachers, and 73% of other educators believe progress is being made on reducing the rate of failure for at-risk students. 88% of special educators believe progress is being made on this outcome.

- Continued focus on fidelity of practice in all elements of RtI may lead to greater confidence that Outcomes 2 and 3 can be met.

Future Directions

The findings from this evaluation report suggest that a focus on fidelity of implementation among stakeholders at the district/school and state-department level is important and should continue. An annual re-commitment by each school district to implement RtI with fidelity is critical. Professional development and targeted technical assistance continues to be an important element that will impact understanding and implementation of response to intervention practices and procedures. Additionally, it is important that districts and schools continue to seek ways to inform and involve parents.

The ultimate goal of RtI is to impact student learning by providing a positive and supportive environment where students are monitored, reading levels determined, challenges identified, interventions utilized and support for learning provided. Since an important RtI goal is to impact instruction for all students, it is important to identify those students who are proficient readers and select strategies for challenging their continued progress and growth. Additional focus could be paid to the premise that RtI requires a shift in thinking in the areas of student learning, assessment, and instruction.

- **Learning shift:** Each student can learn if matched with effective instructional strategies.
- **Assessment shift:** Assessment is no longer placement-oriented, but is now teaching-oriented (i.e., focused on what to teach and how to teach it).
- **Instruction shift:** Effective teaching practices should be used school-wide. If integrity of implementation can be ensured, change practices only when evidence proves otherwise.

Source: **State Education Resource Center-** <http://www.ctserc.org/rti/>

To that end, state and local educators could focus on the National Staff Development Council's Standards for Professional Learning as RtI professional development and technical assistance is planned and executed. For more information, go to NSDC's website at:

<http://www.learningforward.org/standards/standards.cfm>

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Findings and Recommendations

Focus Questions

The SD Department of Education and the stakeholder group selected the following focus questions upon which to base the end of year evaluation:

1. What is the main scientific research-based core curriculum being used for reading?
2. What is the district using for scientific research-based universal screening?
3. How is scientific research-based progress monitoring being implemented?
4. How are scientific research-based tiered interventions being used?
5. How is fidelity of the process assured?
6. How are parents involved?

- **Finding:** Data that addressed the above question has been and is being collected. Data pertinent to the six focus questions is included within sections of this report.
- **Recommendations:**
 1. Each district should provide verification that the main core curriculum being used in each classroom meets the standard established for research-based and is being taught with fidelity.
 2. Each district reported if they were using DIBELs or AIMSweb. Districts were required to give SD DOE staff access to the on-line data. Districts should continue to use the universal screening database. If a district changes screening systems, that change should be reported to state-level RtI staff.
 3. Districts should continue to provide student monitoring data to SD DOE staff for further analysis.
 4. Districts should continue to progress monitor and report how the monitoring is being implemented to state-level RtI staff. It is important that districts continue to strive for high levels of fidelity of practice while engaging in progress monitoring and the use of student data to make instructional decisions.
 5. Districts should continue to use tiered interventions and report how the interventions are being used to state-level RtI staff. It is important districts continue to strive for high levels of fidelity of practice when using tiered interventions.
 6. Districts should continue to monitor and discuss fidelity of practice at all levels, among administrators, with faculty and with state-level RtI personnel. Districts should file fidelity reports with state-level RtI personnel and should be open to discussion, examination of fidelity processes and use reports to improve practice. Assurance of fidelity of all facets of practice is a key to the success of RtI.
 7. Districts should continue to involve parents in the discussion of RtI practices and how the process works for their children. Processes for involving parents should be documented.

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Essential Components of RtI

The following are the Essential Components of the South Dakota RtI Model:

1. A belief that all students can be taught effectively
2. Early and timely interventions
3. Use of a multi-tiered model of service delivery
4. Use of a problem-solving method to make decisions within a multi-tier model
5. Use of research based materials and interventions
6. Continuous monitoring of student progress to drive instruction
7. Use of data to drive decision making
8. An understanding that assessment has three purposes: screening, diagnostics and progress monitoring

Essential Components

- **Finding:** Data included throughout this report reflect district integration of essential components of the South Dakota RtI model into educational practices.
- **Recommendation:** Professional development that includes instruction about the core principles of RtI should be provided to district staff. Since implementation of the principles is essential for fidelity of practice, districts should periodically assess school-wide implementation of RtI core principles as outlined in the South Dakota model.

Desired Outcomes of RtI

RTI Outcome 1: School sites will implement RtI practices with fidelity.

- **Finding:** Not enough data is available to draw conclusions about fidelity of implementation. SD DOE and state-level RtI staff gathered information from schools and provided technical assistance to districts.
- **Recommendation:** Fidelity of implementation is critical to the success of RtI. Attention should be paid to gathering data related to fidelity of practice. Additional professional development should be provided to key district personnel about RtI elements and practices. That PD should be ongoing within each district. The state-level RtI team should continue to work with schools to increase levels of fidelity. Constructive reviews and firm guidance is not always welcome among school personnel. Care should be taken to provide encouragement as well as constructive advice regarding implementation efforts.

RtI Outcome 2: Students will experience increased academic success through targeted scientifically-based reading researched instruction and intervention.

- **Finding:** Not enough data is available to draw conclusions about increased academic success through targeted scientifically-based reading researched instruction and intervention. The RtI state-level team discusses anecdotal data that includes information about incremental increases in academic success among low performing students. The anecdotal accounts of student progress are enlightening and encouraging.
- **Recommendation:** Additional data, including documented anecdotal data, is needed to draw conclusions about increased academic success through targeted scientifically-based reading researched instruction and intervention. Data about school practice and procedure could be gathered at each school and analyzed to determine increases in academic success related to targeted scientifically-based reading researched instruction and intervention. Student academic success is a key goal of RtI; continued attention should be paid to the impact RtI is having on student achievement.

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RtI Outcome 3: Reduce the rate of failure for students at-risk.

- **Finding:** Not enough data is available to draw conclusions about a reduction in the rate of failure for students at-risk or identified with specific learning disabilities.
- **Recommendation:** Additional data about implementation of RtI and data about rates of failure for at-risk students could be gathered. Data should be analyzed over time to determine if rates of failure among at-risk students changes in those schools implementing the SD RtI Model with high levels of fidelity.

South Dakota Department of Education Commitments

DOE Commitment 1: Provide (a) ongoing training and (b) technical assistance to schools implementing RtI.

- **Finding:** (a) On-going training: Commitment partially achieved. SD DOE provided regional and on-site training opportunities to school personnel. Approved RtI trainers were identified, posted on the SD DOE website and school districts were invited to contact them for training. Scrutiny was paid to fidelity of training; common agendas, outcomes, and training materials were used by the approved trainers. While some of the trainers submitted attendee lists and feedback, it wasn't done on a consistent basis. Additionally, SD DOE provided notification of RtI trainings, other professional development opportunities and various on-line webinars to SD educators via the RtI listserv.
- **Recommendation:** Data could be collected regarding trainings provided to schools implementing RtI and any impact that professional development may have on implementation of RtI practices and procedures. State-level RtI staff should collect and report data about required RtI trainings. A database of trainings including the title, provider, participants, feedback, and impact on practice could be maintained. Approved RtI trainers should contribute pertinent information to that professional development database. Data about RtI-related trainings and impact on practice should be collected via the on-line survey.
- **Recommendation regarding RtI coaches' training:** The SD RtI Application for Implementation, September 2010 states, "Coaches will be responsible for (a) *attending required trainings*, (b) ensuring fidelity of implementation within their school(s), (c) identifying resources including research based curriculum and interventions, and (d) assist with evaluation data collection. It is unclear what is meant by *required trainings*. It is recommended that a set of required coaches' trainings be established and communicated to administrators and RtI coaches. It is also unclear who is responsible for providing required trainings, but it would make sense that specific, targeted trainings would be provided by SD DOE. It is important that RtI coaches understand how to implement RtI with fidelity, how to utilize the sites recommended as having research based curriculum and interventions, how to assist with data collection, and how use data to make instructional decisions and select appropriate interventions.
- **Finding:** SPED staff identified PD what would help them understand and assist with the implementation of RtI with fidelity.

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- **Recommendation:** Special educators play an important role in the implementation of RtI with fidelity. If funding allows, professional development should be provided to SPED staff with professional development including the following areas identified in the RtI survey: 2011 SPED Eligibility Guide, DIBELS Next and the role of classroom and SPED staff in implementing RtI.
- **Finding:** (b) Technical assistance to schools implementing RtI: Commitment Achieved.
- **Recommendation:** SD DOE should continue to provide technical assistance to school districts formally implementing RtI through the SD RtI application process. Additionally, SD DOE should continue to encourage **all** school districts to implement RtI. Those districts should implement RtI based on the practices and procedures established by SD DOE and modeled in South Dakota's RtI pilot districts.

DOE Commitment 2: Evaluate effectiveness of the RtI initiative.

- **Finding:** Data collected for this report is part of the effort to determine the effectiveness of RtI in South Dakota school districts during the 2010-2011 school year. Additional data and research is needed to evaluate the overall effectiveness of RtI in South Dakota.
- **Recommendation:** Data should continue to be collected, analyzed and reported regarding the effectiveness of RtI in South Dakota. Each school district implementing the SD Model collects student assessment data that should be used to determine impacts of RtI processes on student learning. The benchmark data should be analyzed in a variety of ways to determine effectiveness of teaching, effectiveness of strategies, and fidelity of practice.

DOE Commitment 3: Share results and information across the state at various meetings, conferences and advisory boards.

- **Finding:** The *2009-2010 Year 3 Data Report* was widely distributed and presented to several stakeholder groups such as the RtI Advisory Board and the Special Education Advisory Panel. The *2010-2011 Year 4 Data Report* will also be presented to stakeholder groups throughout SD.
- **Recommendation:** Data collected and reported should be shared across the state at various meetings with RtI stakeholders including the SD Board of Education, personnel throughout the SD DOE, advisory committees, administrators, teachers and other educators. An analysis of the data and ensuing discussions are critical to the understanding, support and advancement of RtI in South Dakota.

School Commitments

School Commitment 1: Identify district leadership to coordinate implementation efforts, including coordination of resources and school improvement efforts.

- **Finding:** Commitment partially achieved; all districts identified individuals to lead RtI efforts as RtI coordinators. Not enough data is available to determine the extent to which those individuals coordinate resources or impact school improvement efforts.
- **Recommendation:** It is important that key individuals responsible for leading RtI implementation within each district have administrative-level authority to coordinate efforts, including coordination of resources and school improvement efforts. If the district identifies a classroom teacher as the key leader, the superintendent and school principal should provide necessary support and encouragement to impact change. Additionally, the classroom teacher or other non-administrative staff should be provided with the time, resources, and administrative support necessary to lead the effort.

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School Commitment 2: Identify a “problem-solving team” to oversee training across the district.

- **Finding:** Commitment partially achieved in all districts. Not enough data is available to determine the extent to which the team oversees training across the district.
- **Recommendation:** Each district should continue to select educators to serve on the RtI problem-solving team and inform team members of their roles and responsibilities. Appropriate planning should occur to ensure the team fulfills the recommended operations, meeting schedules, training responsibilities, and objectives of team operations. The building principal should be a key member of the team and be responsible for ensuring fidelity of practice. Consideration could be given to including a parent or parents on the team.

School Commitment 3: (a) Complete a self-assessment of existing RTI core elements and (b) ensure there is a research-based core curriculum in place in reading.

- **Finding:** There is insufficient data to draw a conclusion about District Commitment 3.
- **Recommendation:** (a) Each district should continue to complete the assessment documents to determine levels of implementation of RtI core principles and determine how those principles are being put into practice in the classroom. While the teachers surveyed reflected a high degree of confidence that core elements are part of classroom practice, there is not enough data to verify that perception. State-level RtI staff should continue to guide districts through the assessment of what is happening in the district and discuss implementation of those elements. (b) Each district should follow a process of verifying the district’s core reading curriculum meets research-based criteria and provide that verification to state-level RtI personnel. Special attention should assure that the five essential components of effective reading instruction are present and explicit, systematic instruction must be provided in the following five “big ideas:”
 1. Phonemic awareness
 2. Phonics/alphabetic principles
 3. Reading fluency, including oral reading skills
 4. Reading comprehension strategies
 5. Vocabulary development

School Commitment 4: Identify a person in district to become a coach.

Coaches will be responsible for (a) attending required trainings, (b) ensuring fidelity of implementation within their school(s), (c) identifying resources including research based curriculum and interventions, and (d) assist with evaluation data collection.

- **Finding (a):** All districts fulfilled the commitment of identifying at least one person to become a coach. 100% of RtI coaches reported they have attended training to learn cognitive coaching techniques. No data is available regarding other trainings the coaches have attended.
- **Finding (b):** While there is insufficient data to draw conclusions about coaches’ actions to ensure fidelity of implementation within their school(s,) 81% of coaches reported they assist in evaluating the effectiveness of the school-wide RtI system and 52% said the conduct small-group trainings related to RtI process and procedure.

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- **Finding (c):** While there is insufficient data to draw conclusions about coaches' actions regarding identifying resources, all RtI coaches reported they respond to requests to identify SBRR reading curriculum and intervention. 52% responded they provide assistance at the request of teachers. The most frequently visited SRBB site is Florida Center for Reading Research: <http://www.fcrr.org>; the second most utilized site is Intervention Central: <http://interventioncentral.org>
- **Finding (d):** While there is insufficient data to draw conclusions about coaches' actions regarding assisting with evaluation of data collection, all of the RtI coaches reported that, when requested, they provide training or guidance in data collection, reporting, analysis and interpretation.
- **Recommendation:** The practice of identifying, training, and utilizing the services of RtI coaches should continue. The RtI coach has significant responsibilities in assisting school staff implement RtI with fidelity. Sufficient training and support should be given to those who fill that position. If funding allows, adequate time, resources and some type of compensation should be provided. Each district should report the name of the RtI coach to state-level RtI staff to ensure that the coaches receive guidance, technical support and information. It should be clear to all district staff who the RtI coach is and what RtI support they provide to district staff. The coach should continue to be part of the problem-solving team and work with district staff as they implement RtI processes. Survey feedback also makes clear that RtI coaches value the support of school administrators and highlights the need to provide professional development to administrators. The goal of the PD would be to help administrators understand what cognitive coaching is and how coaching techniques help teachers implement RtI with fidelity.
- **Additional Finding:** SD DOE sponsored a Principals' Cognitive Coaching meeting on Nov. 9, 2010. Eleven principals from nine school districts attended. Meeting feedback indicated that principals gained a greater understanding of the process, purpose and value of cognitive coaching techniques used by RtI coaches.
- **Additional Recommendation:** Administrative understanding of cognitive coaching processes and how RtI coaches use the techniques to guide RtI implementation is important. Meetings like this should continue to be offered through the state. Information about the meeting is included in Part C: Evidence and Artifacts binder.

School Commitment 5: Commit to and support staff participation in and completion of intensive RTI training, including both e-learning and regional training opportunities.

- **Finding:** There is insufficient data regarding full commitment and support of RtI training at the district level.
- **Recommendation:** Each district should continue to commit to and support staff participation in RtI trainings, including PD offered by the district and state including e-learning and regional training opportunities. Data should be collected at the district-level to validate staff participation in RtI trainings. State-level RtI staff should continue to collect and report data about RtI trainings offered at the state and district-level. A database of trainings including the title, provider, participants, feedback, and impact on fidelity of practice could be maintained. That data should be included in the annual RtI data report.

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School Commitment 6: Inform and connect with parents/families.

- **Finding:** There is insufficient data regarding school district's connection with and information provided to parents/families regarding RtI processes and procedures. The SD DOE and state-level RtI personnel have taken care to provide information about RtI to districts and parents. 2010-2011 survey data from parents should be analyzed to assist state-level RtI staff plan targeted technical assistance to schools. Over 400 parents responded to the on-line survey and 100% of school administrators in RtI schools said they would like to see the survey results.
- **Recommendation:** Data from parents should be collected during the 2011-2012 school year. School district personnel should continue to focus on how to inform and connect with parents/families. Districts should use the SD DOE document titled "**Parent Involvement**" to develop clear policies and procedures to inform, communicate and connect with parents/families about RtI practices, student assessment data, and interventions. Samples of school policy and materials developed by school districts would serve as valuable data for this commitment. Schools could provide parents with more information about RtI. Several excellent publications are available for schools to use to inform and connect with parents. Some documents include:
 - *The ABCs of RtI*, published by the National Research Center on Learning Disabilities: http://www.nrcld.org/free/downloads/ABC_of_RTI.pdf
 - *RtI: A Primer for Parents*, published by the National Association of School Psychologists: <http://www.rti4success.org/pdf/rtiprimer.pdf>
 - *A Family Guide to Response to Intervention (RtI)*, published by the Parent Information Center: <http://www.rti4success.org/pdf/rtifamilyguide.pdf>

School Commitment 7: Coordinate and meet regularly with state RtI Coordinator.

- **Finding:** State-level RtI staff meets with school personnel on a periodic basis. Data about those meetings is not included in this report.
- **Recommendation:** State-level RtI coordinators should continue to coordinate and meet regularly with key district personnel. A process could be established that collects data regarding when meetings are held, what targeted technical assistance is provided, what processes are used to assist schools with fidelity of implementation, and impact on school practices.

School Commitment 8: Participate in team training and support team's training of others within the district.

- **Finding:** There is insufficient data regarding team training or support of team's training of others within the district. Data regarding interest in RtI-related professional development is addressed in other parts of this report and can be found in the survey data in Part B of this report.
- **Recommendation:** District staff participating in RtI processes and those key district leaders should continue to participate in team training. Districts should have procedures in place for providing training to others within the district.

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School Commitment 9: Work to identify an effective data management system and support efforts to ensure efficient and timely evaluation data collection.

- **Finding:** All pilot districts identified and utilized a data management system. Survey data and DIBELS and AIMSweb records indicate that efficient and timely progress-monitoring occurred. Each district recorded student assessment data within the data management system as recommended.
- **Recommendation:** All districts should continue to identify and utilize a data management system. If a district switches to a different data management system, it should be reported to the state-level RtI staff. Processes and procedures should be in place to ensure that efficient and timely progress-monitoring occurs and that student assessment data is recorded and evaluated within the data management system as recommended. It is important that all educators involved in RtI utilize student data to inform instruction.

School Commitment 10: Present findings at SD DOE sponsored meetings or conferences.

- **Finding:** Data collected from all participating districts forms the basis of this report but it is not clear to what extent districts participate in presentations. Some data related to presentations at meetings and conferences was collected in the surveys. Additionally, several staff from RtI schools presented at the 2011 SD RtI Conference.
- **Recommendation:** Pertinent district-level RtI data could be shared and discussed at various SD DOE sponsored meetings. District personnel could present RtI information to other districts considering adopting the SD RtI Model.

Additional Recommendations:

RtI within a Focus Area:

Dr. Melody Schopp, SD Secretary of Education recently announced the following:

As the Department of Education moves forward in the next four years, our focus will be thoughtful, targeted and clear, with one overarching outcome: Students who are college, career and life ready. To achieve that end, we will pursue a razor-sharp focus on what we believe to be the building blocks of the education system: Healthy Students, Quality Standards, Effective Teachers and Leaders, Career Development.

Infused throughout the model are critical items such as sound data, technology, financial support and accountability, which serve to support and enhance the entire system.

- **Recommendation:** SD DOE staff, stakeholders, RtI state-level RtI coordinators, and other stakeholders could convene a meeting to explore how RtI fits within the Four Focus Areas:
 1. **Healthy Students**

Students need to be healthy – both physically and mentally – in order to learn. This building block forms the very foundation of life. Without good health, all other areas become more challenging. Activities in this area will focus on developing healthy students and healthy school environments.
 2. **Quality Standards and Resources**

Standards are the foundation upon which teachers base their instruction. With high quality standards in place, we challenge students to deeper levels of understanding. Efforts will focus on implementing, maintaining and supporting high quality standards and instructional programs statewide.

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3. Effective Teachers and Leaders

This building block is absolutely critical to the educational process. There is no greater impact on a child's learning than a great teacher. And, at the school or district level, a strong leader is irreplaceable. Activities will focus on building the capacity of the state's teachers and school leaders.

4. Career Development

As students progress through the education system, they need to understand the relevance of what they are learning, and how it relates to their future. Activities in this area will assist students in identifying possible career paths and ensuring they get the proper educational experiences to pursue their postsecondary and career goals.

RtI is an educational framework to provide high quality education to all students:

Response to Intervention is a method of evaluating how **all children** respond to instruction or evidence-based intervention in order to make decisions about their educational needs. It is also a framework for determining eligibility for special education or other educational services.

It is important to understand that when implemented with fidelity, Response to Intervention (RTI) provides targeted instruction for **all** children.

The SD Department of Education, *Office of Educations Services and Supports* provides effective leadership for the SD RtI initiative. That leadership should continue but does foster a mistaken impression among some educators and parents that RtI is a process used to identify and serve students who face learning challenges.

This misperception continues as demonstrated by an article in the August 2010 edition of *Education On-line*. Programs to improve student achievement and raise reading scores were highlighted; yet *RtI was not on the list*. That is disconcerting since the SD RtI model focuses on improving student achievement and increasing reading ability for all students, is a federally recognized initiative, is codified into SD Administrative Rules, and supported by the SD DOE, yet was not recognition as a way to improve reading scores by providing targeted instruction.



Source: http://doe.sd.gov/pressroom/educationonline/2010/August/art_1.asp

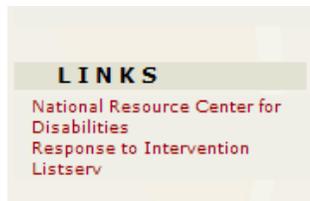
- **Recommendation:** Misperceptions continue among some educators regarding what RtI is, which students are served, how RtI is implemented, and how the RtI framework benefits all students. In order to provide consistent technical assistance and guidance throughout the state, SD DOE staff, not currently involved with RtI, should increase their understanding about RtI processes, procedures and outcomes. Alicia Schoenhard and Rebecca Cain invited DOE staff to informational luncheon meetings during 2010-2011. An article about RtI and PBIS titled, "*RtI and PBIS make a difference for our schools,*" was published in the intra-office newsletter in January 2011. Those actions should continue. It may be effective to share research articles such as *Features of state response to intervention initiatives in Northeast and Islands Region states*. See Appendix for an excerpt.

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National Center on Response to Intervention: The National Center on Response to Intervention is funded by the U.S. Department of Education's Office of Special Education Programs (OSEP). The mission of NCRTI is to: *Build the capacity of State Educational Agencies (SEAs) to assist Local Educational Agencies (LEAs) in implementing proven and promising practices within a RTI framework.* States can request a wide variety of technical assistance activities. For more information, go to: <http://www.rti4success.org/stateassistance>

- **Recommendation:** Should budgets allow the SD DOE may consider utilizing RCRTI professional development services to a greater degree. With a deeper understanding of RtI, some staff within the Offices of Accreditation and Teacher Quality; Curriculum, Career and Technical Education; and Educational Services and Supports may be able to provide important RtI information to schools with whom they work.

RtI Resources for Educators: The SD RtI website provides a links to the National Resource Center for Disabilities.



The link opens a document titled, *Responsiveness to Intervention (RTI): How to Do It.* The document includes valuable information about the elements of RtI and how to implement them. Excellent RtI resources for school districts are also available at NCRTI and other RtI websites.

- **Recommendation:** SD DOE could add additional links on the RtI website. Some sites that might be added include:
 - <http://www.rti4success.org>
 - <http://www.rtinetwork.org>
 - <http://www.nasponline.org/resources/rti/index.aspx>
 - http://www.jimwrightonline.com/php/rti/rti_wire.php

RtI Listserv: The SD RtI website also provides a link to the RtI listserv. The listserv provides excellent information to school district personnel about professional development opportunities and other RtI-related activities. Survey responses indicated that educators were aware of and are using to some extent, the RtI listserv. It is a very effective method of providing information throughout the state.

- **Recommendation:** Additional efforts could be made to ensure educators in schools implementing RtI are aware of the listserv and register as members.

SD RtI Conference: SD DOE sponsored a conference titled, “Success for All Students,” on June 15-17, 2011 in Pierre, SD. Educators throughout SD were invited to attend. RtI specialists from the state and national level provided information RtI best practices, behavioral intervention strategies, and ideas for managing complex change and building consensus.

A panel of SD educators from six districts discussed how, within the SD RtI framework, targeted interventions are provided to students at all proficiency levels – advanced, basic and below basic readers.

- **Recommendation:** If funding allows, the SD RtI Conference should become an annual event.

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SD RtI technical assistance model: Alicia Schoenhard, RtI contact/coordinator through the SD DOE, Office of Educational Services and Supports, provides organizational leadership to the SD RtI Model. SD DOE contracts with Julie Popham, Three Rivers Special Services Cooperative and Susan Sletto, North Central Special Education Cooperative to provide coordination, professional development, and technical assistance to school district personnel. This arrangement appears to have a positive impact on RtI activities throughout the state. DOE personnel have many responsibilities and few opportunities to travel to school districts for one-on-one or group interactions with administrators, teachers, RtI coaches, and other staff. On-site technical assistance is important to increasing understanding of RtI and the implementation of RtI with fidelity.

- **Recommendation:** If funding allows, the current RtI technical assistance model should continue.

Expansion of RtI in SD Districts and Staffing Needs: Only 14% of school districts serving 14% of K-8 students are implementing the SD RtI model. As the SD RtI Initiative expands to more districts, schools, grade levels, and into math and behavior, it may become difficult for current state-level RtI staff to meet the growing requests for technical assistance, professional development and attention to fidelity of implementation.

- **Recommendation:** SD DOE should plan for an increase in numbers of schools implementing the SD RtI model. An increase in schools may require additional staff to respond to requests for technical assistance. Targeted technical assistance is important to help schools implement RtI with fidelity.

RtI practices in non-RtI districts: Some districts that are not part of the South Dakota RtI initiative report they are implementing RtI. There has been discussion among state-level RtI staff regarding districts that “self-report” they are implementing RtI. As RtI becomes more ubiquitous, more schools may adopt RtI practices without making application as an SD RtI cohort district.

- **Recommendation:** SD DOE should discuss the impact of RtI on systems, educators, and students when RtI is implemented in South Dakota schools outside of the framework established by the SD RtI Model. While it is very possible for districts to implement RtI without technical assistance from the state-level RtI staff, it may be more difficult to appraise fidelity of practice. Several questions could be considered when a district indicates they are implementing RtI but are not part of the SD RtI initiative.
 - What RtI model is the school using?
 - What elements of RtI are being implemented?
 - How is fidelity of practice assured?
 - What professional development has been provided and by whom?
 - What grade levels and classes are involved?
 - What impact is RtI having on student achievement for all students?
 - What assessment tool is used, DIBELs, AIMSweb or other data management systems?
 - Are the assessments being administered with fidelity?
 - Is the data being analyzed and used to inform instruction?
 - Is RtI being used to serve SPED populations or all students?
 - Is RtI being used to identify students in need of special services?
 - In what ways is SPED and regular education staff implementing RtI in the school?
 - How can SD DOE provide technical assistance to those districts?
 - What data should the state collect from those districts?
 - Should those districts participate in data collected as part of the annual RtI data report?

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RtI and PBIS: The NCRTI states that *Positive Behavioral Interventions and Supports (PBIS) fits nicely under the RTI umbrella*. Because RTI and PBS share common attributes, many states combine the initiatives into a comprehensive model of tiered service delivery that addresses both academics and behavior. One article that provides timely information is titled, “*Implementing a Combined RTI/PBS Model: Getting Started.*” Source: <http://www.rtinetwork.org/rti-blog/entry/1/55>

- **Recommendation:** Discussions should continue among SD DOE, advisory councils and stakeholder groups about the commonalities and difference of the two initiatives and how to combine efforts. For more information to guide combining the initiatives, go to the National Center on RtI, U.S. Department of Education, Office of Special Education Programs at <http://www.rti4success.org>, the RtI Network at <http://www.rtinetwork.org/>; and the National Technical Assistance Center on Positive Behavioral Interventions and Supports, U.S. Department of Education, Office of Special Education Programs, at <http://www.pbis.org>

Data Retreats: SD DOE recommends that school districts conduct an annual data retreat to analyze and discuss student and school data, including Dakota STEP data. Kindergarten – 2nd grade teachers often feel their role is minimized since D-Step data starts in grade 3.

- **Recommendation:** During school data retreats, K-2 teachers could examine student data collected as part of RtI (such as DIBELS or AIMSweb data) to look for trends that correspond with Dakota STEP testing data. When trends are identified, teachers should select appropriate strategies for teaching pre-K, K, 1, and 2 students.

Parents as Teachers, Early Childhood Educators and Daycare Providers:

Early literacy skills are very important since they prepare children for the actual process of learning to read and write. The experiences a toddler has with written words shapes attitudes toward reading and writing and provides the base for further learning when they reach school age.

The SD Department of Education provides valuable literacy information to early childhood educators, daycare providers, parents and others who care for pre-school children.

SD DOE publishes a pamphlet titled, “*South Dakota Early Childhood Outcomes; What parents and providers should know.*” The pamphlet states, “*In South Dakota, young children with disabilities receive services through programs under the Individuals with Disabilities Education Act. The U.S. Department of Education, Office of Special Education Programs, identified three early childhood outcomes to examine the effectiveness of programs serving children ages three to five with disabilities. One of three important outcomes identified for young children is the acquisition and use of early literacy and language/communication skills.*”

Source: http://doe.sd.gov/oess/documents/sped_EarlyChildhoodBrochure.pdf

The **South Dakota Parent Information Resource Center** also provides information for parents of all children and is a valuable resource. Information on the SDPIRC website includes the following information:

In their first few years, children learn more and at a much faster pace than at any other time in their lives. The state of South Dakota offers a variety of early childhood programs. These programs offer information and visiting programs to assist parents in acquiring the skills to help make the most of these crucial early-learning years. These programs help parents learn about child development by suggesting activities that encourage language development, intellectual growth, social and motor skills, and strengthen the parent-child relationship. Monitor your child’s development! Go to <http://www.sdbrightstart.com>.

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Parents as Teachers: (<http://doe.sd.gov/oess/ECS/parteach/index.asp>)

Parents as Teachers is a unique parent education and readiness program based on the philosophy that parents are their children's first and most important teachers. Educators work with parents of infants and toddlers to assist them in anticipating their child's developmental milestones and help them to support and encourage optimal learning. Services include home visits, group meetings, developmental screening and referral to additional resources if needed.

Source: <http://www.sdpiirc.org/content/default.htm>

Early Childhood LETRS training:

The Department of Education and Special Education Programs sponsored, free of charge, two 2-day Early Childhood Literacy trainings in Sioux Falls, SD, on April 29-30, 2010, and Rapid City, SD, on Sept 30-Oct 1, 2010. The trainer was Lucy Hart Paulson, M.S., CCC-SLP.

The program flier stated that the **two day Early Childhood LETRS** training provides quality professional development for early childhood educators interested in helping young children build a strong foundation in early literacy skills. The program provides descriptions of the development of language and literacy in ways that create a deeper understanding of these important processes while offering practical strategies for building these skills in young children.

The training was designed for early childhood educators working with preschool and kindergarten children as well as early elementary children experiencing difficulty with the literacy process. It was also appropriate for early care and education providers interested in enhancing their own interactions with the children in their care.

- **Recommendation:** Parents, early childhood educators, and daycare providers are important partners for schools implementing RtI. The activities such as those referenced above, should continue. Additionally, after student data is collected and analyzed as part of the RtI process, parents, early childhood educators, and day care providers could be brought into conversations about reading readiness strategies in noted areas of weakness. Early childhood literacy activities could be provided to those key individuals. Resources such as the SD Parent Resource Network could be utilized for providing information. For more information about SD Parent Resource Network go to: <http://www.sdpiirc.org/content/default.htm> or contact Lori Laughlin, SDPIRC Statewide Coordinator, BHSSC, lilaughlin@bhssc.tie.net; 1-800-219-6247.

State-level use of the Survey Data: Significant amounts of data are gathered for this report but are not included in Part A: The RtI Data Report. That data is included in Part B and C of this report.

- **Recommendation:** The SD DOE and state-level RtI team could conduct a team data retreat to “mine the data” for deeper meaning and understanding than is allowed in this report. Questions that help inform the state-level team include, “What do educators understand, what are misperceptions, what are the gaps, omissions, errors and successes of current RtI practice at both the state and school level?”

Continued research into the effectiveness of the SD RtI Model

- **Recommendation:** The study of the effectiveness of the SD RtI Model should continue. Masters or Ph.D. level candidates in SD could be encouraged to select RtI as a research topic for a master's thesis or doctoral dissertation. Past data collected for the SD RtI data reports would be available for use in the research. (See sample of research in appendix.)

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Historical Background of Response to Intervention

Response to Intervention is a method of evaluating how children respond to instruction or evidence-based intervention in order to make decisions about their educational needs and eligibility for special education or other educational services. RtI is used as a universal screening method primarily to identify children with learning disabilities and to refer those who do not respond to intensive intervention in the regular education setting to special education. It can be used instead of, or in conjunction with, “discrepancy model” methods that use severe discrepancies between a child’s IQ and his educational achievement to identify learning disabilities.

RtI was developed starting in the late 1970s by numerous researchers seeking a method of identifying learning disabilities that avoids the problems of the discrepancy model. Unlike the discrepancy model, RtI allows for early and intensive interventions in the regular education setting based on a student’s learning characteristics before any referral to special education. The benefit of RtI, according to the Council for Exceptional Children, is that children do not have to “wait to fail” before they receive help.

RtI was recognized in the 2004 reauthorization of the federal Individuals with Disabilities Education Act (IDEA) as one option that school districts can use to identify students with learning disabilities. The federal law states:

. . . When determining whether a child has a specific learning disability as defined in § 602 (29), a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation or mathematical reasoning.

In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as part of the evaluation procedures. (P. L. 108-446 § 614(b)(6).

Source: Judith Lohman, Chief Analyst, <http://www.cga.ct.gov/2007/rpt/2007-R-0067.htm>

Historical Timeline of Response to Intervention in South Dakota

2005-2006

- Angela Boddicker, SD DOE Program Specialist, and Barb Boltjes, Education Specialist and Special Education Director, Three Rivers Special Services Cooperative, attended RtI conferences and meetings to learn about Response to Intervention.
- RtI planning began at the state-level, stakeholders were identified, and informational meetings were held at various locations.

2006-2007

- US Department of Education, Office of Special Education programs reauthorized IDEA (Individuals with Disabilities Education Act) and endorsed the use of response to intervention as an alternative approach to the severe discrepancy model for the identification of students with specific learning disabilities.
- The South Dakota Department of Education convened a task force of twenty-seven (27) educators to discuss and plan for Response to Intervention in South Dakota.
- The task force met to draft the SD RtI model, eligibility criteria and a technical assistance guide.

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2007-2008

- Ray Tracy, SD DOE Program Specialist was appointed as SD's RtI contact at SD DOE.
- *Response to Intervention: the South Dakota Model*, was drafted by SD DOE, endorsed by the SD RtI task force, and posted on the SD DOE website.
- SD DOE developed the Response to Intervention RFP (request for proposal) and invited school districts throughout the state to apply to be RtI pilot sites for the 2007-2008 school year.
- Six districts/9 schools were selected by SD DOE to begin state-guided implementation of the SD RtI Model.
- Barb Boltjes, Education Specialist and Special Education Director, Three Rivers Special Services Cooperative, was contracted to serve as South Dakota's RtI Coordinator, provide RtI information and training state-wide and to provide professional development and technical assistance to the six RtI pilot districts.
- Michelle Mehlberg, Reading First coordinator, was a member of the RtI planning team. Ms Mehlberg was responsible for RtI implementation in the RtI pilot schools that were also Reading First schools.
- Tammy Bauck, Ed.D, conducted focus groups at the six RtI sites and compiled a report regarding implementation efforts in the six RtI pilot schools.

2008-2009

- Alicia Schoenhard replaced Ray Tracy as the RtI contact person at SD DOE.
- SD DOE replicated the Response to Intervention RFP (request for proposal) and invited school districts throughout the state to apply to be RtI pilot sites for the 2008-2009 school year.
- Twenty-one districts/33 schools responded to the RFP to implement RtI; those schools received technical support and guidance from the state-level RtI team.
- Sue Sletto, Education Specialist, NCSEC, was contracted to provide professional development and technical assistance to RtI districts as part of the state-level RtI team. The twenty-one RtI pilot sites were divided between Barb Boltjes and Sue Sletto.
- Ms. Schoenhard, Ms. Boltjes and Ms. Sletto provided professional development and technical assistance to schools implementing the SD RtI model.
- Statewide data was collected and a data report was prepared by Micky J. Wienk, TIE.

2009-2010

- SD DOE replicated the Response to Intervention RFP (request for proposal) and invited school districts throughout the state to apply to be RtI sites for the 2009-2010 school year.
- Twenty-two districts/54 schools responded to the RFP to participate in the state-guided implementation of the SD RtI model.
- Alicia Schoenhard, SD DOE, served as RtI contact and coordinator. Ms. Schoenhard shared information about RtI with educators throughout the state, organized professional development opportunities, and worked with the state-level RtI team.
- Julie Popham, Education Specialist, Three Rivers Educational Cooperative, was contracted to provide professional development and technical assistance to RtI districts as part of the state-level RtI team. The twenty-two RtI pilot sites were divided between Julie Popham and Sue Sletto.

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- Barb Boltjes served as state-level team RtI coordinator; Susan Sletto, and Julie Popham provided technical assistance and guidance to districts implementing the SD RtI model.
- Statewide data was collected and a data report was prepared by Micky J. Wienk, TIE.

2010-2011

- SD DOE replicated the Response to Intervention RFP (request for proposal) and invited school districts throughout the state to apply to be RtI sites for the 2009-2010 school year. Twenty-two districts/53 schools responded to the RFP to participate in the state-guided implementation of the SD RtI model.
- Alicia Schoenhard served as RtI contact and coordinator, SD DOE. Ms. Schoenhard shared information about RtI with educators throughout the state, presented RtI information at several educational conferences, notified educators about professional development opportunities, planned the SD RtI Conference, and met with the state-level RtI team on a periodic basis.
- Ms Schoenhard developed materials and planned meetings with other staff within the SD DOE to increase understanding of RtI as a framework for providing high-quality instruction for all students.
- Barb Boltjes served as state-level team RtI coordinator; Susan Sletto, and Julie Popham provided assistance and guidance to districts implementing the SD RtI model.
- Statewide data was collected and a data report was prepared by Micky J. Wienk, TIE.

Response to Intervention is a Nationally Recognized Initiative

Support for the implementation of Response to Intervention on a national level is evident. RtI has gained support among many groups. It continues to be important that South Dakota's educational leaders at all levels understand RtI practices and procedures, how they are implemented with a high degree of fidelity, and the positive outcomes for readers of all abilities, including proficient and struggling readers. For information about RtI from the US Department of Education, go to the following sites.

- **US Department of Education**
<http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalArea%2C8%2C>
- **Doing What Works: Research-based education practices online**
http://dww.ed.gov/Response-to-Intervention-Reading/topic/?T_ID=27
- **What Works Clearing House**
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf

Several prominent educational organizations provide supporting information about RTI. A complete list of organizations with links to RtI information is included in the appendix of this report.

- Council of Chief State School Officers (<http://www.ccsso.org>)
- National Education Association (<http://www.nea.org>)
- National Association of State Directors of Special Education (<http://www.nasdse.org>)
- National Association of Special Education Teachers (<http://www.naset.org>)
- Council for Exceptional Children (<http://www.cec.sped.org>)
- American Speech, Language and Hearing Association (<http://www.asha.org>)
- National Association of School Psychologists (<http://www.nasponline.org>)
- International Reading Association (IRA) (<http://www.reading.org>)
- The Learning Disabilities Association of America (<http://www.ldanatl.org>)

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Definition of Response to Intervention in South Dakota

Definition of Response to Intervention (RtI) on SD DOE Website

The National Association of State Directors of Special Education (NASDSE, 2005) defines RtI as the practice of providing high-quality instruction and intervention based on a student's needs, changing instruction and/or goals through frequent monitoring of progress, and applying the student response data to important educational decisions.

Although there is no universally accepted RtI model or approach, it is typically understood within the context of multiple tiers of intervention service delivery for students with difficulties. In other words, students who are identified as at-risk through universal screening have their progress monitored and receive increasingly intense, multi-tiered interventions, which may evaluate in eligibility for special education and related services.

RtI models currently in practice may vary across LEAs and states. However, they use a generally similar structure with some common components. According to NASDSE (2005), three essential components of RtI are as follows:

- Multi-tiered intervention service delivery
- Integrated data collection/assessment system
- Data-based decisions based on a problem-solving model

Prior to implementation, strategic planning and staff development will be needed to address all of the components. It is also important to recognize that the successful implementation of RtI hinges upon such prerequisite elements as building capacity and parent involvement.

Source: South Dakota Department of Education http://doe.sd.gov/oess/sped_RtI.asp

The following definition is in the introduction to *SD Response to Intervention Application for Implementation, September 2010, LEA Application*

Response to Intervention is the practice of providing high quality research based instruction and intervention to meet all student needs and monitor progress to ensure effective instruction and intervention. RtI is an integrated service delivery approach for all students and at full implementation would be put into practice across all grade levels in general and special education. Response to Intervention is a process of identifying students who are at risk.

Intervening early and monitoring progress has been shown to have a positive impact on student outcomes, reduces disproportionality in identification of minority children in special education, and reduces the overall number of children identified as needing special education.

The RtI process has the capacity to improve outcomes and provide support for all students, including students who are struggling academically and/or behaviorally for a variety of reasons. In this prevention approach

- approximately 80% of students will be academically successful from the implementation of research-based core curricula delivered with a high degree of fidelity (Tier 1),
- an estimated 15% of students will need additional supplemental support beyond the core curricula (Tier 2),
- about 5% of students who do not respond to Tier 1 and Tier 2 efforts may require more intensive, individualized support (Tier 3).

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These are essential components of the South Dakota RtI model:

- All students can be taught effectively.
- Intervene early
- Use a multi-tiered model of service delivery
- A problem-solving method is used to make decisions within a multi-tier model.
- Research based materials and interventions are used
- Monitor student progress to drive instruction
- Data driven decision making
- Assessment has three purposes: screening, diagnostics and progress monitoring

Source: http://doe.sd.gov/oess/documents/sped_RtI_ApplicationforImplementation.pdf

Purpose of RtI in South Dakota

The purpose of Response to Intervention is to limit or prevent academic failure for students who are having difficulty learning by providing scientific research-based instruction and interventions to bring students up to grade level achievement as well as including the determination of eligibility for special education in the category of specific learning disability.

For additional defining information about Response to Intervention nationwide, go to:

- The National Center for Response to Intervention: <http://www.rti4success.org/>
- The National Association of State Directors of Special Education: <http://www.nasdse.org/>

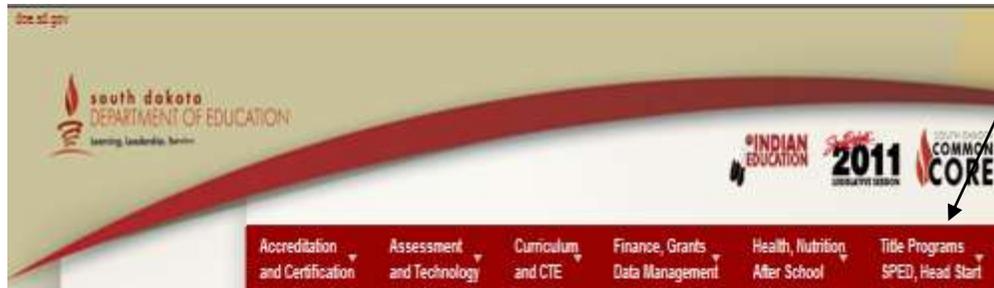
SD Department of Education, Office of Support and Educational Services

Response to Intervention in South Dakota falls under the auspices of the Office of Support and Educational Services. While RtI is an educational framework that serves all students K-12, OESS has provided structure, funding, leadership, professional development, technical assistance and guidance for the implementation of RtI in South Dakota schools.

RtI Information on the SD DOE Website 2010-2011

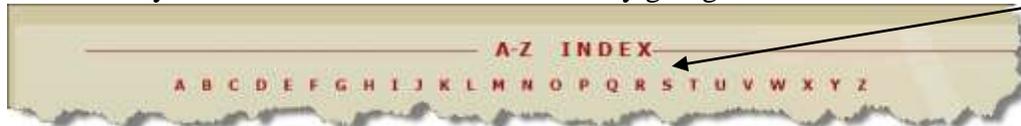
Information about Response to Intervention is available to educators, stakeholders, and interested parties via the South Dakota Department of Education website. The information is, however, somewhat difficult to locate within the website. That may serve as a barrier to some who search for information about RtI in South Dakota.

Documents may be accessed via a **drop down menu** under *Title Programs, SPED, Head Start*. Readers would open the drop down menu; go to Special Education, then to Response to Intervention.



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Another way RtI documents can be accessed is by going to the A-Z menu under the **S**.



Information about RtI is listed under ***Special Education – Response to Intervention***.



The following RtI documents are listed on the website:

Application for Implementation

- *South Dakota, Response to Intervention (RtI) Application for Implementation*, September 2010
LEA Application

Bibliography

- A listing of RtI articles and sources pertinent to Response to Intervention. The bibliography is also included in *Response to Intervention, The South Dakota Model*, 2007 Edition, which is also known as the Implementation Guide.

Fidelity Checklist – AIMS

- South Dakota Response to Intervention, AIMSWeb Fidelity Report 2010-2011

Fidelity Checklist – DIBELS

- South Dakota Response to Intervention, DIBELS Fidelity Report 2010-2011

Implementation Guide

- Response to Intervention, The South Dakota Model, 2007 Edition, Updated 8.16.2007

Required Documentation Checklist

- Response to Intervention, Important Dates and Documents, 2010-2011

RtI Eligibility

- Specific Learning Disability- a sixteen page document regarding the option LEA's have of utilizing a response to scientific, research-based intervention model (RtI) or a severe discrepancy model in determining a specific learning disability.

RtI Pilot Site

- A listing of school districts implementing the SD RtI Model in 2010-2011

Self Assessment

- South Dakota Response to Intervention Action Plan

SDRTI Approved Trainers

- Response to Intervention (RtI), Professional Development Trainers (South Dakota trainers that may be used by RtI schools listed training components.)

Utilizing S.M.A.R.T. Goals

- Response to Intervention Planning, Utilizing S.M.A.R.T. Goals, 2009-2010

Yearly Data Report

- Response to Intervention, South Dakota Model, Year 3 Data Report, 2009-2010

Quick Reference for Parents

- Response to Intervention - (RtI) Quick Reference for Parents
(Note: This document replaced an earlier one titled, *Response to Intervention, Early Intervening and Responsiveness to Intervention, A Primer for Parents, August 2007*)

Quick Reference for Teachers

- Response to Intervention-Quick Reference for Teachers

Copies of the documents listed above are included in Part C: Evidence and Artifacts of this report.

For on-line access, go to: http://doe.sd.gov/oess/sped_RtI.asp

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Documentation of RtI in South Dakota

Documentation of RtI has been a focus of the SD RtI Model from its inception. Each year, the application document has stated, “*The SDDOE documents the results of implementation of RtI. Data drives the decision-making process and assists in the continued development of RtI. DOE uses data collected to inform stakeholders of the progress of those districts that have implemented RtI. All sites implementing RtI will be required to submit data or allow RtI coordinators access to data.*

The RtI stakeholder group will use existing data to the maximum degree possible, however, schools may be asked to submit additional data if it is not available in existing data collection efforts. Specifically the evaluation will answer the specified outcomes listed earlier in this plan.

*The stakeholder group will collect and analyze the data from participating schools **and publish a summary of findings, at least annually**, to demonstrate the effectiveness of this initiative and implementation of RtI in the state of South Dakota.”*

The following is a timeline of the annual summary of findings for 2007-2011.

2007-2008 Year 1 RtI pilot site visit report: Tammy Bauck, Ed.D, conducted focus groups at the six RtI sites and compiled a report titled, *RtI Pilot Site Study 2001*

2008-2009 Year 2 data report: Micky J. Wienk, Education Specialist with Technology and Innovation in Education developed and delivered a data report based on evidence, artifacts and survey data collected from superintendents, principals and teachers in the 21 districts/33 schools implementing the SD RtI model. The 2008-2009 data report is titled, *SD RtI Data Report; 2008-2009, Year 2; published July 2009.*

2009-2010 Year 3 data report: Micky J. Wienk and Colby Christensen, Education Specialists with Technology and Innovation in Education, developed and delivered a data report based on evidence, artifacts and survey data collected from superintendents, principals, teachers, SPED staff, and RtI coaches in the 22 districts/54 schools implementing the SD RtI model. The 2009-2010 data report is titled, *SD RtI Data Report; 2009-2010, Year 3; published August 2010.*

2010-2011 Year 4 data report: Micky J. Wienk, Education Specialists with Technology and Innovation in Education, developed and delivered a data report based on evidence, artifacts and survey data collected from superintendents, principals, teachers, other educators, SPED staff, RtI coaches, and parents in the 22 districts/55 schools implementing the SD RtI model. The 2010-2011 data report is titled, *SD RtI Data Report; 2009-2010, Year 4; published August 2010.*

The pilot site study and the data reports for 2008-2011 are on file at the SD Department of Education. For more information contact Alicia Schoenhard, SD DOE at Alicia.Schoenhard@state.sd.us

2010-2011 Response to Intervention Data Report

Basis for Data Collection for the 2010-2011 - Year 4 RtI Data Report

According to National Association of State Directors of Special Education (NASDSE 2005), a large-scale implementation of any professional practice requires an understanding of the core principles that guide the practice as well as the components that define the practice.

A primary focus of 2010-2011 data collection is to gather data to assist the state-level RtI team as they evaluate the level to which educators understand the principles and processes of RtI and to what extent RtI is being implemented with fidelity at the district, school, and classroom level.

RTI: The South Dakota Model (Updated 8.16.07) and the ***South Dakota Response to Intervention, Application for Implementation, September 2010, LEA Application***, identifies the essential components of RtI and actions necessary to implement RtI with fidelity; **thus they serve as the basis for the collection of data for this report.** Data has been collected for each of the following sections of the *Application for Implementation*.

Essential components of RtI

- A belief that all students can be taught effectively
- Early and timely interventions
- Use of a multi-tiered model of service delivery
- Use of a problem-solving method to make decisions within a multi-tier model
- Use of research based materials and interventions
- Continuous monitoring of student progress to drive instruction
- Use of data to drive decision making
- An understanding that assessment has three purposes: screening, diagnostics and progress monitoring

RtI Outcomes

1. School sites will implement RtI practices with fidelity.
2. Students will experience increased academic success through targeted scientifically-based research instruction and intervention.
3. Reduce the rate of failure for students at-risk.

SD DOE Commitments

1. Provide ongoing training and technical assistance to pilot site schools
2. Evaluate effectiveness.
3. Share results and information across the state at various meetings.

School Commitment (Participating districts/building will):

1. Identify district leadership to coordinate implementation efforts, including coordination of resources and school improvement efforts.
2. Identify a “problem-solving team” to oversee training across the district.
3. Complete a self-assessment of existing RTI core elements and ensure there is a research-based core curriculum in place in Reading.
4. Identify a person in district to become a coach. (RtI coach is implied)
5. Commit to and support staff participation in and completion of intensive RTI training, including both e-learning and regional training opportunities.
6. Inform and connect with parent/families.
7. Coordinate and meet regularly with state RtI coordinator.
8. Participate in team training and support team’s training of others within the district.
9. Work to identify an effective data management system and support efforts to ensure efficient and timely evaluation data collection.
10. Present findings at SD DOE sponsored meetings or conferences.

2010-2011 Response to Intervention Data Report

The Problem-Solving Team may include:

- (Principal (key administrator)
- General education teacher
- Title I teacher representative
- Special education teacher
- Academic Specialist
- Cognitive coach
- School psychologist
- Speech Language therapist
- Parent
- School Counselor

Coaching Commitment

Coaches will be responsible for attending required trainings, ensuring fidelity of implementation within their school(s), identifying resources including research based curriculum and interventions, and assist with evaluation data collection. Selection criteria for the coach include:

- Evidence of highly effective classroom or school experience
- Familiarity with various research based curricula and interventions
- Demonstrated organizational skills
- Experience conducting small group training
- Ability/availability to attend training sessions
- Willingness to participate in coach training sessions
- Team and small group facilitation skills; and ability to use data for making instruction decisions

Training Plan

Participating schools will be responsible for training needs. Districts are encouraged to plan for the use of federal funding streams such as IDEA (611,619 funds) and Titles I, IIA, IID, IV and V to support school efforts to receive training and implement the critical RtI components. This planning should take place during the development of the district's Consolidated Grant Application. Questions about the use of NCLB Title funds for this purpose should be directed to Diane Lowery* at diane.lowery@state.sd.us. (Note: *Kristine Harms, Ed.D, began serving as Title 1 Director in November 2010. Dr. Harms may be contacted at: kristine.harms@state.sd.us)

Title I schools in improvement receive school improvement funds that could be used to support this effort. Additional school improvement funds will be awarded through a competitive grant process for Title I schools in improvement. Implementation of an RtI model in the school would be an appropriate initiative for that grant for schools in improvement for reading.

Required Set of training that must occur includes

- DIBELS or AIMSweb
 - Day 1: DIBELS/AIMSweb administration
 - Day 2: Data analysis following the first benchmark
 - Day 3: Data analysis following the second benchmark
- Advanced Application in Reading training
- Cognitive CoachingSM training

2010-2011 Response to Intervention Data Report

Focus Questions

SD RtI evaluation focuses on the following questions:

1. What is the main scientific research-based core curriculum being used for reading?
2. What is the district using for scientific research-based universal screening?
3. How is scientific research-based progress monitoring being implemented?
4. How are scientific research-based tiered interventions being used?
5. How is fidelity of the process assured?
6. How are parents involved?

RtI Data Collection in 2010-2011

RtI Data Collection Planning

The Office of Technology and Innovation in Education (TIE) was contracted to collect data and prepare a 2010-2011 data report. Micky Wienk, TIE Education Specialist, was assigned the task of collecting perception data, evidence and artifacts and for developing the annual data report. Colby Christensen, TIE Education Specialist, collaborated on developing the data collection work plan and drafting relevant survey questions. A multi-step process was used to collect the data for this report.

- Studied SD RtI documents to determine what data should be collected to validate RtI activities and implementation at the state, district, school, and educator levels
- Studied current RtI documents listed later in this report
- Collected pertinent evidence and artifacts regarding RtI in 2010-2011
- Developed a data collection plan and timetable
- Met with state-level RtI staff to discuss and revise data collection plan
- Developed data collection timelines and worked with state-level RtI staff to collect pertinent data regarding technical assistance, professional development and guidance provided to district personnel
- Developed six on-line RtI surveys – superintendent, principal, teacher, other educators, SPED staff and RtI coaches
- Developed a parent survey and worked with districts to distribute those surveys to parents
- Developed a survey for school principals to collect data on how parents were notified
- Met with state-level RtI staff to review surveys and make appropriate revisions
- Worked with state-level RtI staff to compile lists of personnel per district involved with the implementation of RtI. Those lists served as the survey participation lists– superintendents, principals, teachers, other educators, SPED staff, and RtI coaches
- Surveys were sent via SurveyMonkey^R to each person on the district participation lists
- Managed the on-line survey process
- Aggregated and analyzed data from six on-line educator surveys and one parent survey
- Developed data charts for each question of each survey for inclusion in the data report
- Prepared draft copy of *Year 4 RtI Data Report*
- Met with state-level RtI staff to discuss draft data report Part A: Report , Part B: Survey Data and Part C: Evidence and Artifacts; made revisions as determined
- Prepared final draft of 2010-2011 Data Report, Parts A, B and C
- Presented final draft to state-level RtI staff
- Planned presentations of information from 2010-2011 RtI data report to stakeholder groups
- Began planning for data collection for 2011-2012

2010-2011 Response to Intervention Data Report

Data Collection Process

Data used to develop this report was gathered via on-line surveys, from state-level RtI staff, and from the SD Department of Education.

Data included in this report reflect (a) state-level actions to assist districts implement the South Dakota RtI model and (b) perception data collected via on-line surveys regarding levels of implementation of RtI.

Survey Design

The survey design incorporated a combination of dichotomous and multichotomous questions. Many questions offered the participant an opportunity to make additional comments, to add information or provide clarity to the answer selected.

During the planning stage of data collection, it was decided to collect data that would reflect implementation of RtI practices and procedures in the classroom.

Background Information

The survey questions, the target audience, and sequence of questions within the survey were based on two documents that serve as the foundation for data collection. Those documents are the RtI implementation guide, titled, “*The RTI: South Dakota Model, 2007 Edition*” and the RtI application document title, *The South Dakota Response to Intervention, Application for Implementation, September 2010, LEA Application*.

Those documents are posted on the SD DOE website at:

- http://doe.sd.gov/oess/documents/sped_RtI_ImplementationGuide.pdf
- http://doe.sd.gov/oess/documents/sped_RtI_ApplicationforImplementation.pdf

Copies of those documents are included in Part C of this report.

Twenty-two school districts filed applications for implementation through the SD Department of Education. Those districts were eligible to receive technical support and guidance from the state-level RtI team.

A main intent of the state-level RtI team is to assist school personnel implement RtI with fidelity. That team consists of Alicia Schoenhard, SD DOE, Office of Educational Services and Support, Barb Boltjes; Susan Sletto, and Julie Popham.

RtI Data Collected in 2010-2011

Survey Participation Data

Educators from twenty-two school districts implementing the SD RtI Model were asked to respond to on-line RtI surveys via SurveyMonkey[®]. Separate surveys were designed for superintendents, principals, teachers, other educators, special educators, and RtI coaches.

RtI Survey Response Rate

The following charts reflect 2010-2011 RtI survey participation rates.

2010-2011 Response to Intervention Data Report

Chart 1: RtI Survey Participation Rates

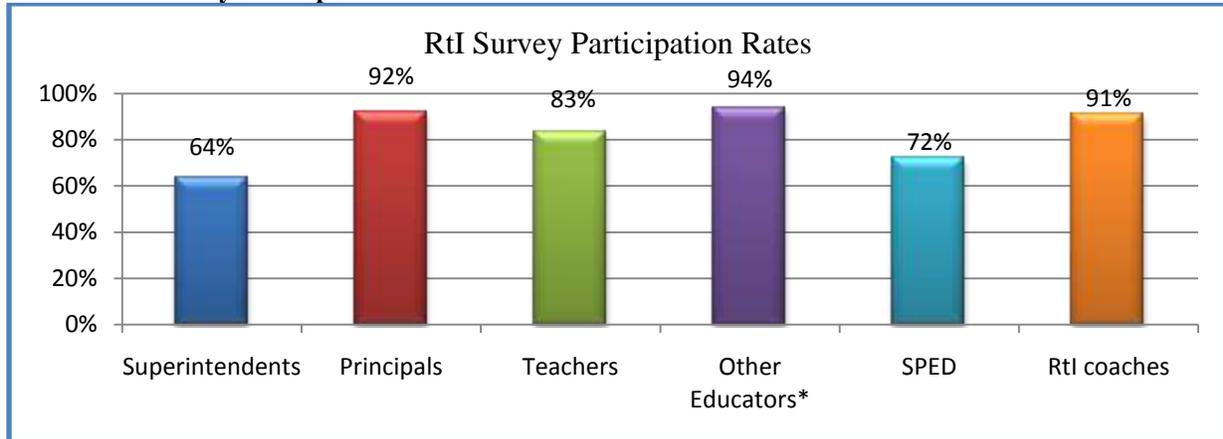
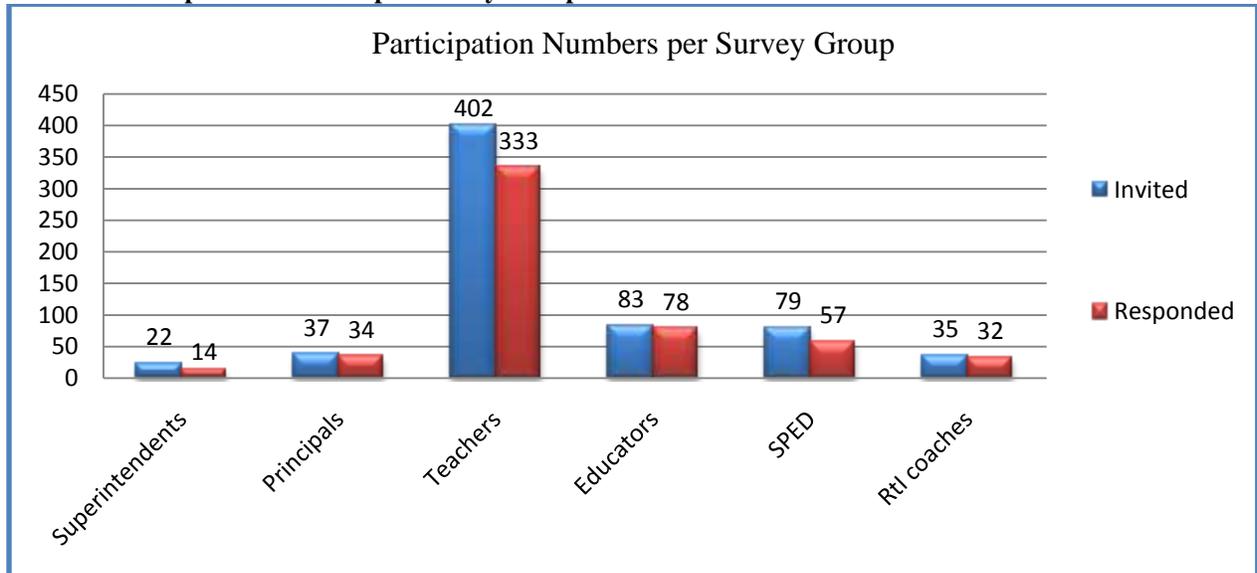


Chart 2: Participation Numbers per Survey Group



Survey Group	Invited	Responded	Non-Responders	Response Rate
Superintendents	22	14	5	64%
Principals	37	34	3	92%
Teachers	402	333	69	83%
Educators	83	78	5	94%
SPED	79	57	19	72%
RtI coaches	35	32	3	91%
Total	658	548	104	83%

Response Rates by Survey Groups

Note: If an educator served more than one RtI role in a school district, they were asked to complete a survey for each role. Example: Superintendents who are also principals were asked to complete both the superintendent and principal surveys. Teachers who serve as RtI Coaches were asked to complete both the teacher and RtI coach surveys.

2010-2011 Response to Intervention Data Report

Chart 3: Survey Response Rate for Superintendents and Principals

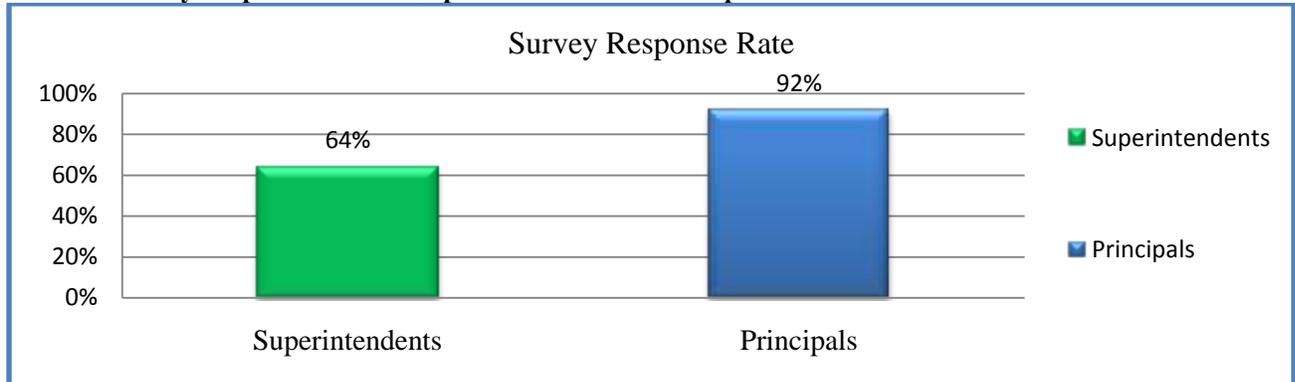


Chart 4: Survey Response Rate for Teachers

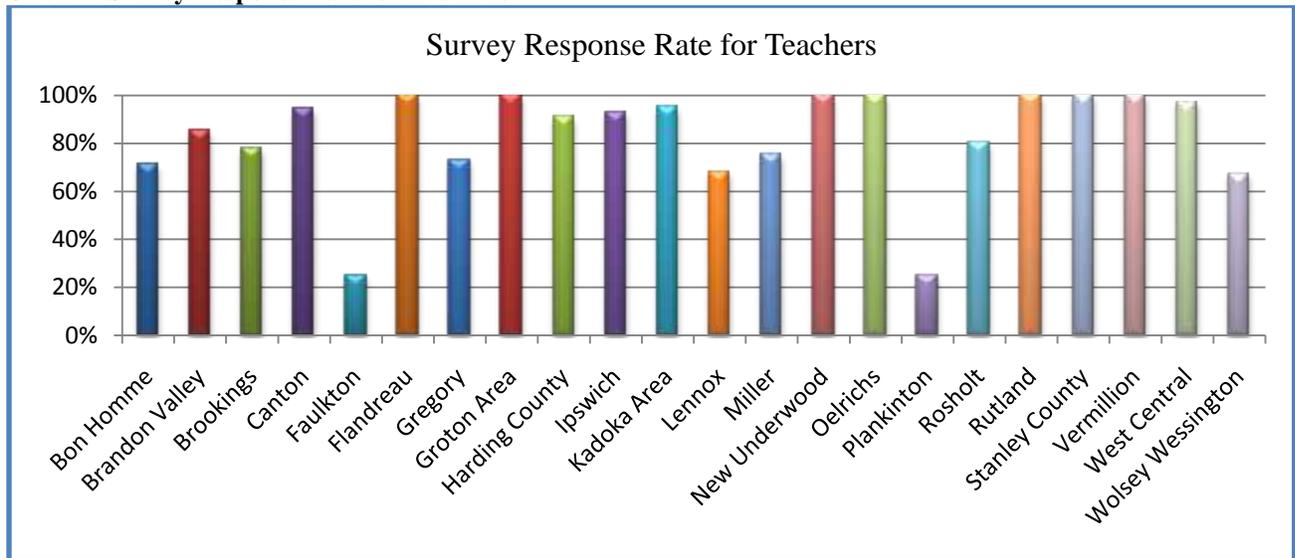
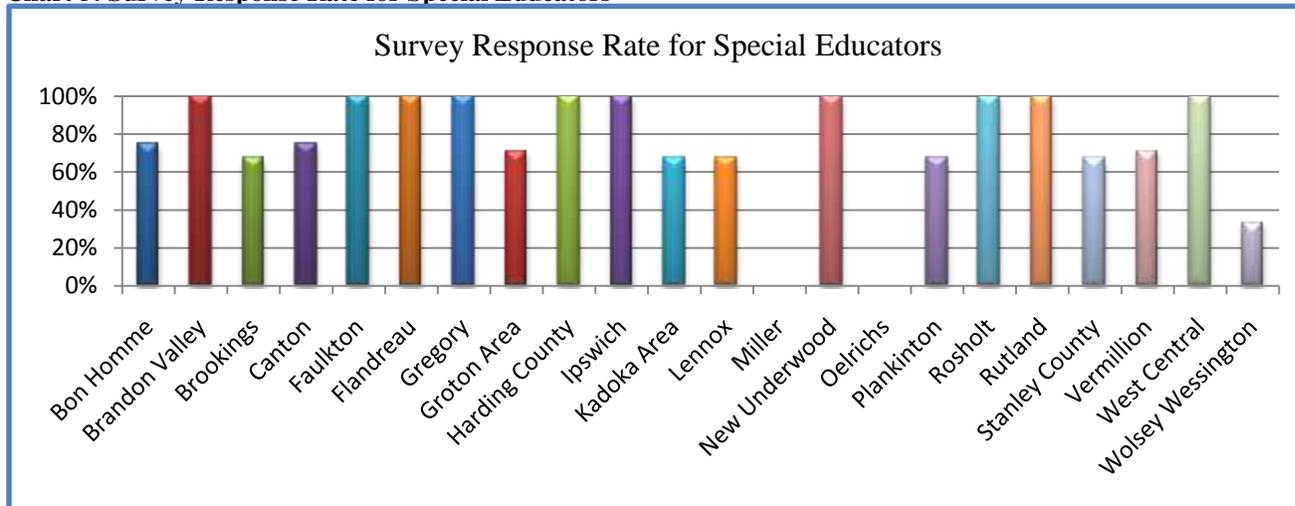


Chart 5: Survey Response Rate for Special Educators



Note: No SPED staff from Miller or Oelrichs participated in the survey.

2010-2011 Response to Intervention Data Report

Chart 6: Survey Response Rate for RtI Coaches

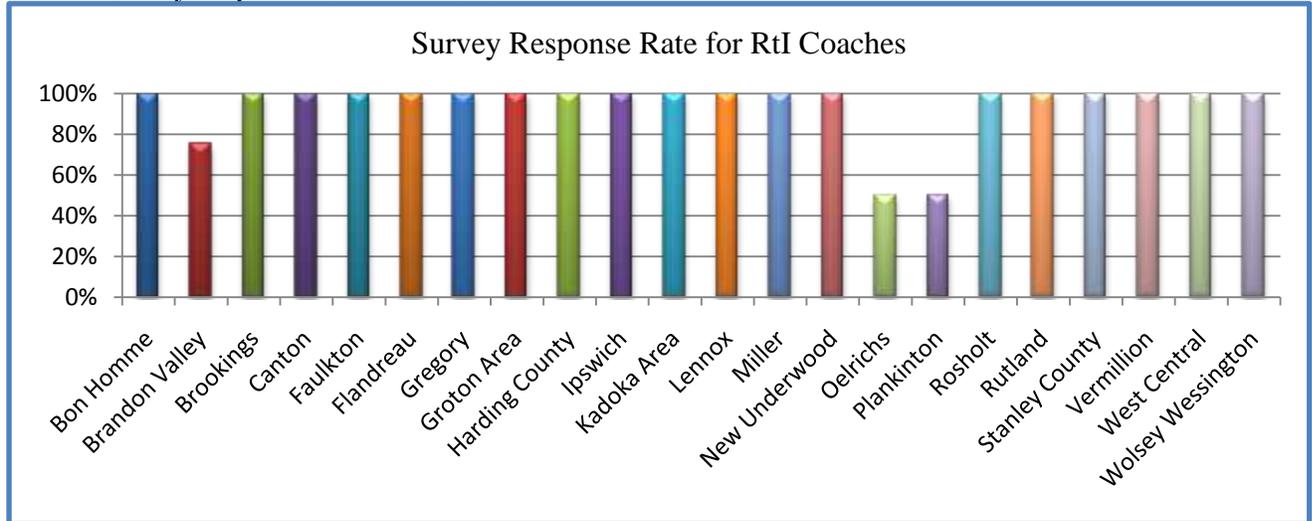
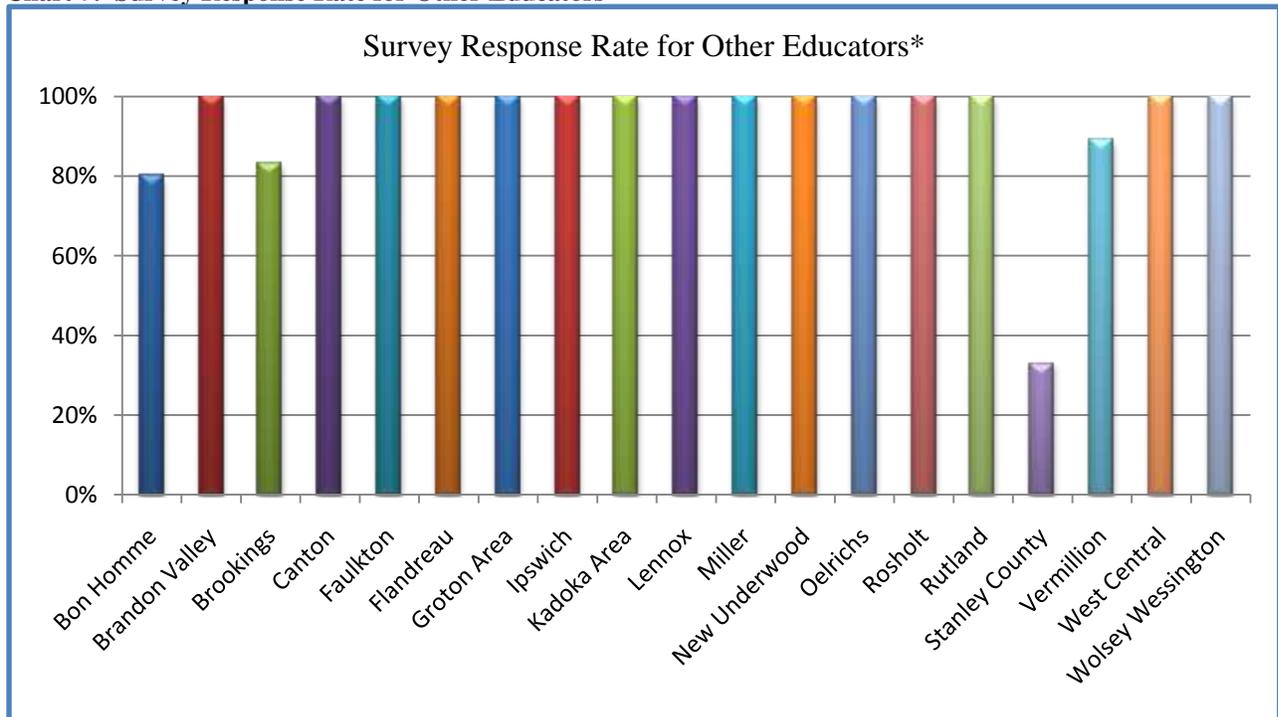


Chart 7: Survey Response Rate for Other Educators

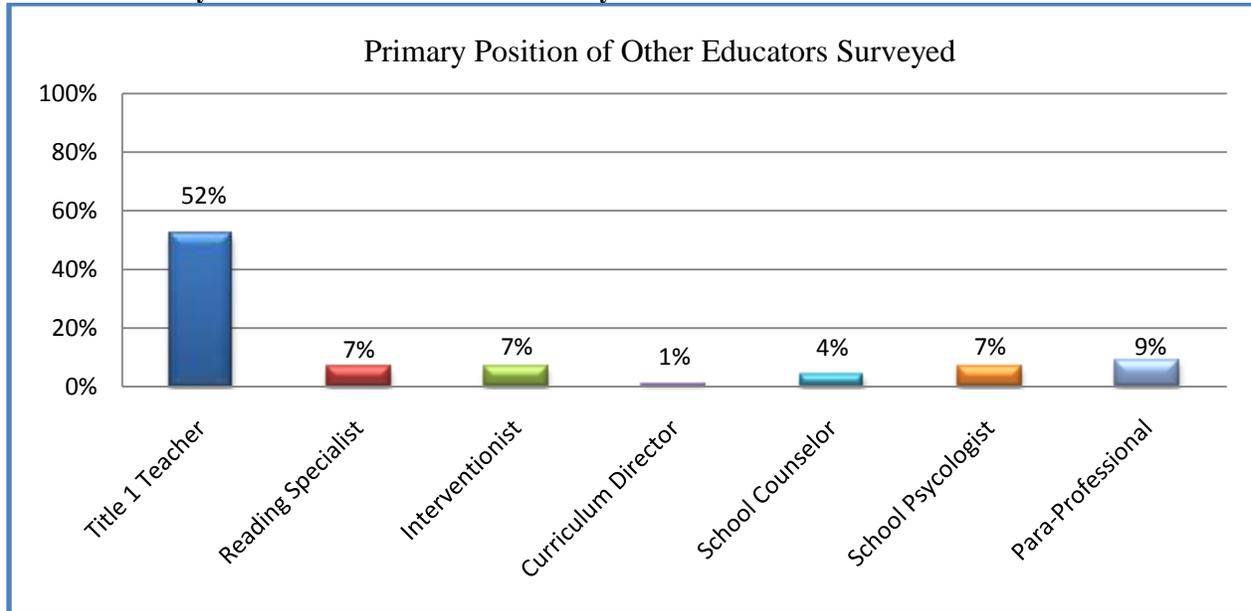


*There are educators in many school districts that assist with the implementation of RtI but do not fit into other survey categories. A survey was designed for that group of educators. The primary position for that group is reflected in the chart that follows.

Note: Gregory, Harding County, and Plankinton did not have any “other educators” on the district survey list.

2010-2011 Response to Intervention Data Report

Chart 8: Primary Position of other Educators Surveyed



Response rate of survey participants by district

Districts	Teachers	Other Educators	SPED	Coaches
Bon Homme	71%	80%	75%	100%
Brandon Valley	85%	100%	100%	75%
Brookings	78%	83%	67%	100%
Canton	94%	100%	75%	100%
Faulkton	25%	100%	100%	100%
Flandreau	100%	100%	100%	100%
Gregory	73%	NA	100%	100%
Groton Area	100%	100%	71%	100%
Harding County	91%	NA	100%	100%
Ipswich	93%	100%	100%	100%
Kadoka Area	95%	100%	67%	100%
Lennox	68%	100%	67%	100%
Miller	75%	100%	0%	100%
New Underwood	100%	100%	100%	100%
Oelrichs	100%	100%	0%	50%
Plankinton	25%	NA	67%	50%
Rosholt	80%	100%	100%	100%
Rutland	100%	100%	100%	100%
Stanley County	100%	33%	67%	100%
Vermillion	100%	89%	71%	100%
West Central	97%	100%	100%	100%
Wolsey Wessington	67%	100%	33%	100%

2010-2011 Response to Intervention Data Report

Participant Demographic Data

Chart 9: Highest Level of Education – Instructional Staff

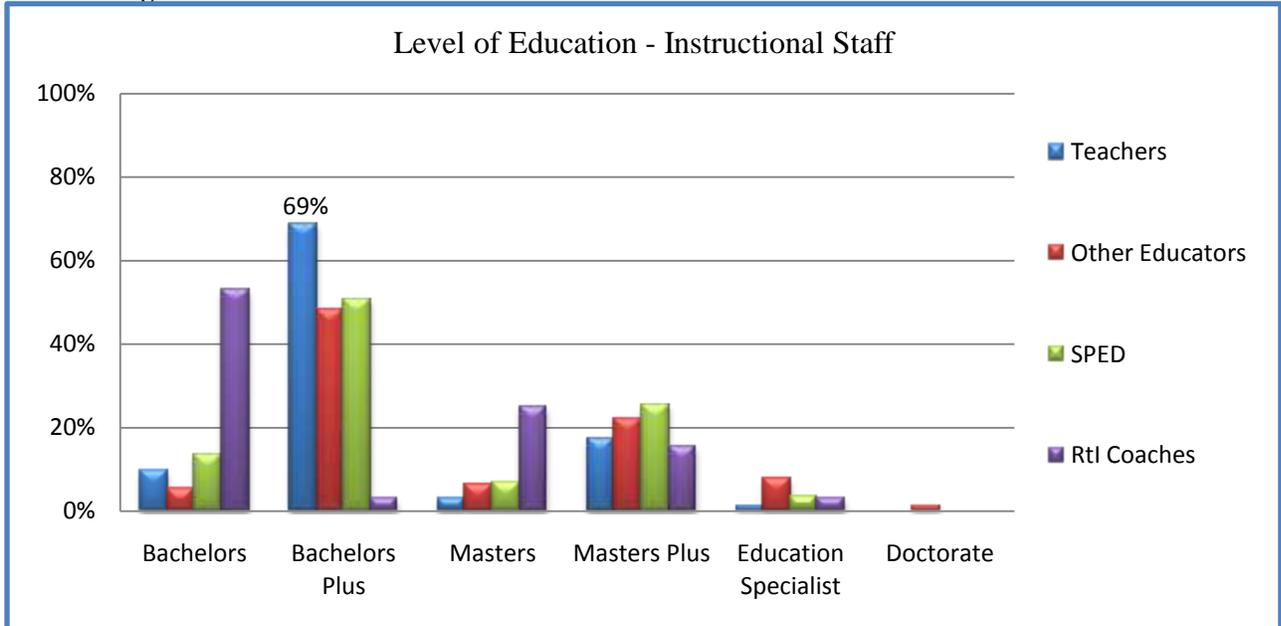
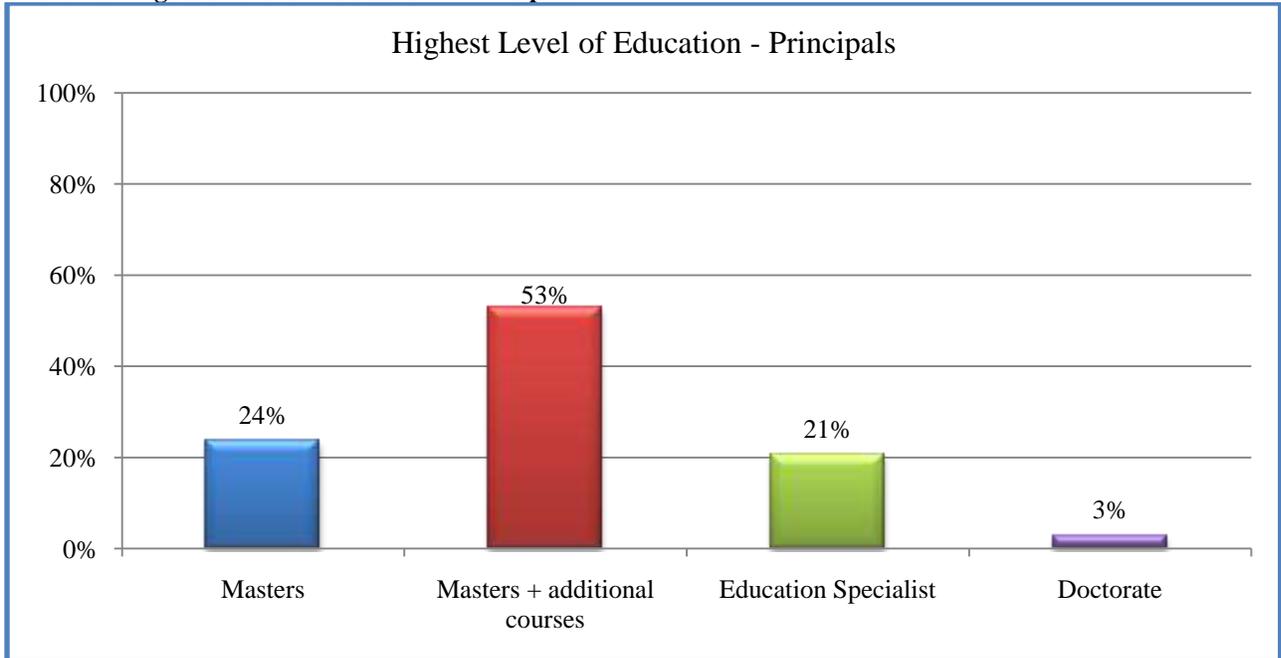


Chart 10: Highest Level of Education – Principals



End Survey Participation Data

2010-2011 Response to Intervention Data Report

Focus Questions Data

Since 2007, the annual summary of findings has focused six evaluation questions identified in the SD RtI Model:

Focus Questions

1. What is the main scientific research-based core curriculum being used for reading?
2. What is the district using for scientific research-based universal screening?
3. How is scientific research-based progress monitoring being implemented?
4. How are scientific research-based tiered interventions being used?
5. How is fidelity of the process assured?
6. How are parents involved?

In an effort to answer the focus questions, data related to all sections of the *South Dakota Response to Intervention, Application for Implementation, September 2010, LEA Application*, are collected via the on-line surveys. Additionally, related evidence and artifacts are collected and analyzed as part of this report.

Focus Question 1: What is the main scientific research-based core curriculum being used for reading?

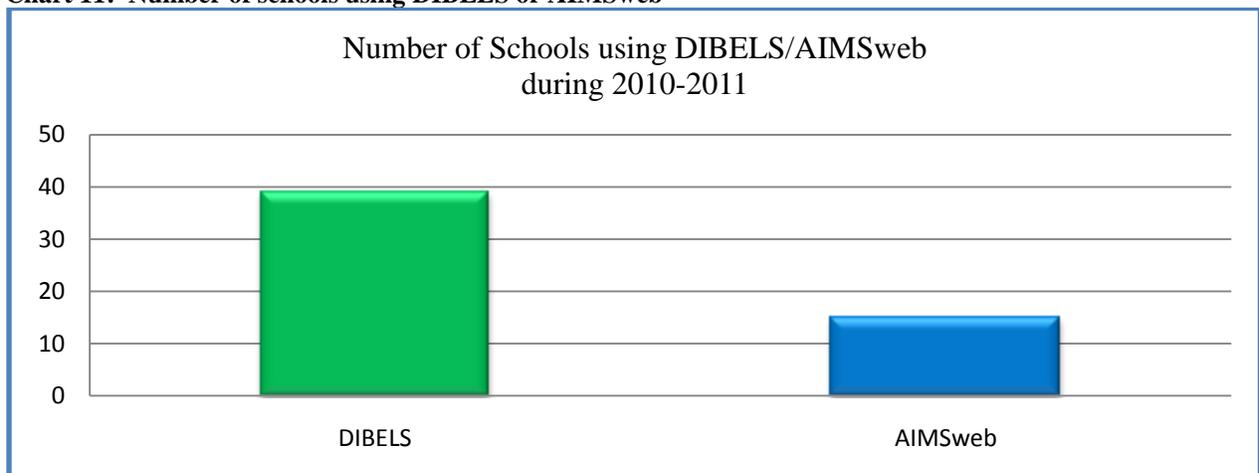
All districts reported textbooks or reading series as the core reading curriculum being used in the grade levels implementing RtI. There is, however, no data included in this report to support that core curriculum is research-based.

For more information about focus question 1, go to the section of this report titled, School Commitment 3 (b): Ensure there is a research-based core curriculum in place in Reading. Additional data is also contained within the survey data in Part B of this report.

Focus Question 2: What is the district using for scientific research-based universal screening?

All districts are using DIBELS, AIMSweb or both as tools to administer, record, and analyze scientific research-based screenings.

Chart 11: Number of schools using DIBELS or AIMSweb



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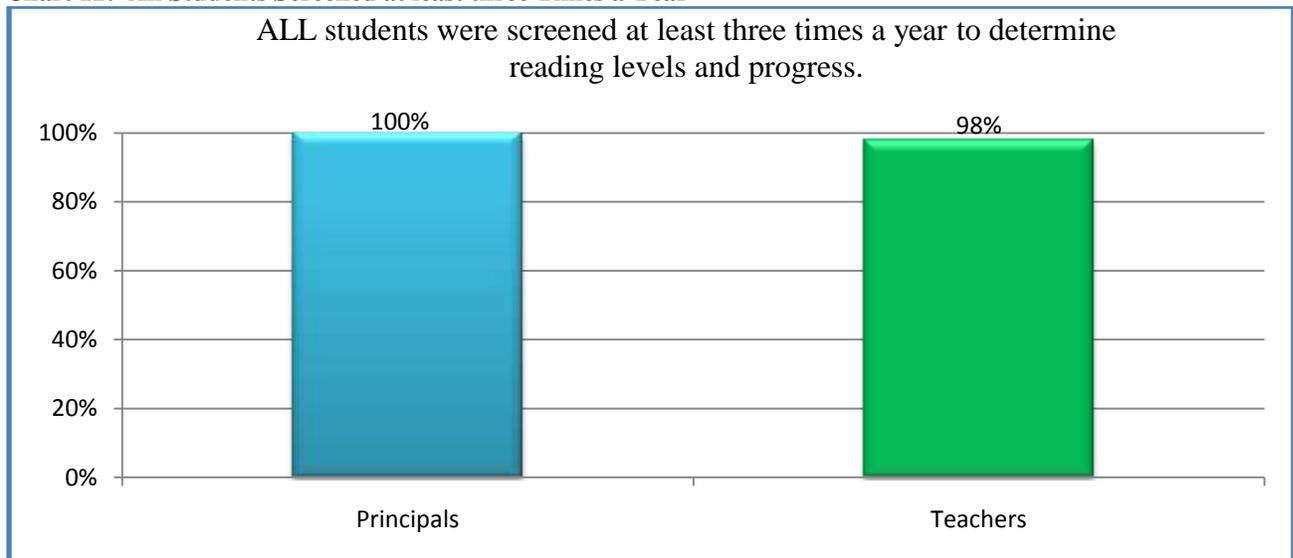
Focus Questions 3 and 4:

- How is scientific research-based progress monitoring being implemented?
- How are scientific research-based tiered interventions being used?

These two questions are interrelated and multifaceted. Various questions were asked about progress monitoring and tiered interventions. For more data related to progress monitoring and tiered interventions, reference survey data in Part B of this report.

Various questions were asked about scheduling and fidelity of practice for benchmark screening. For more data related to universal screening, reference survey data in Part B of this report. One fidelity issue is the scheduling of screenings for all students. The following chart reflects that all principals and nearly all teachers answered “yes” to the survey question regarding whether all students received at least three screenings in 2010-2011.

Chart 12: All Students Screened at least three Times a Year



Teachers' Question 6 asked: Were the following RtI PRACTICES for TIER 2 and TIER 3 students in place in your classroom this year?

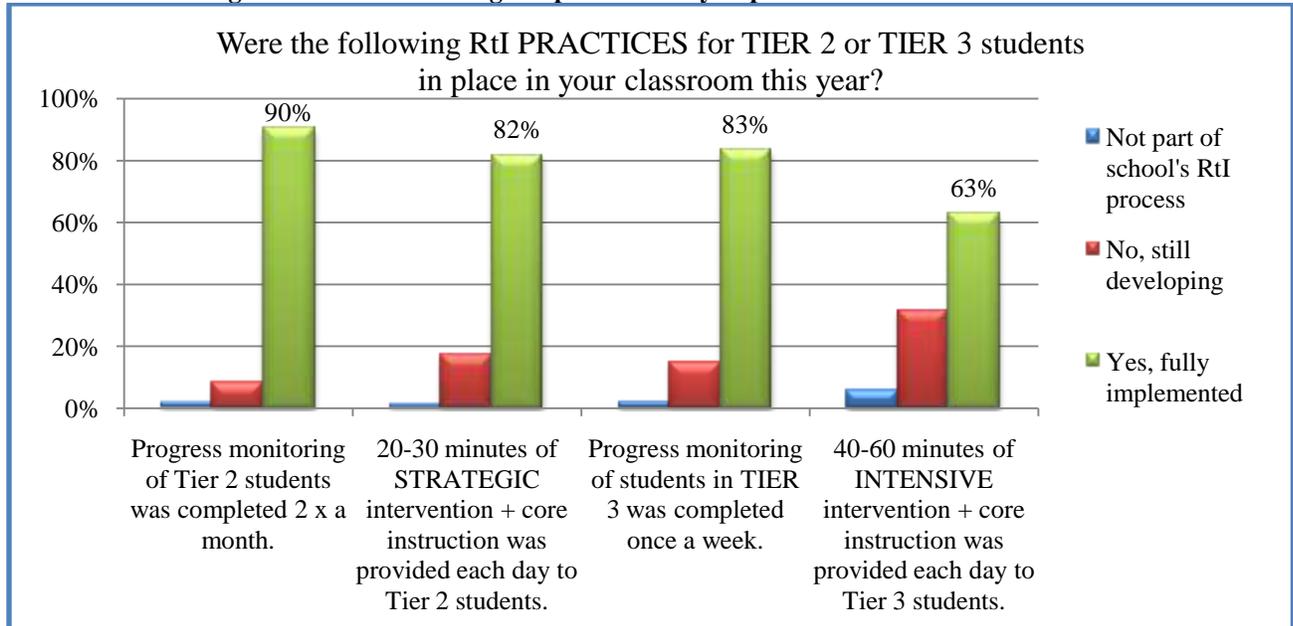
- Progress monitoring of students in TIER 2 was completed twice a month.
- 20-30 minutes of STRATEGIC intervention in addition to core instruction was provided each day to students in TIER 2.
- Progress monitoring of students in TIER 3 was completed once a week.
- 40-60 minutes of INTENSIVE intervention in addition to core instruction was provided each day to students in TIER 3.

Answer Choices:

- Not part of school's RtI process
- No, still developing
- Yes, fully implemented

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Chart 13: Percentage of teachers indicating RtI practices fully implemented for Tier 2 and 3



For more data related to progress monitoring and tiered interventions, go to the survey data in Part B of this report.

Focus Question 5: How is fidelity of the process assured?

Various survey questions were asked in relation to RtI processes and practices. While inferences may be drawn about fidelity of process, survey data does not adequately measure fidelity.

Each district should have a clear protocol for judging fidelity of process so that school administrators or other RtI leaders may gather fidelity data during conversations with teachers and classroom observations. It is important to note that observations should be made for the purpose of improving practice rather than evaluating teachers.

School district personnel and the state-level RtI team are charged with gathering, reviewing and analyzing data relative to fidelity of practice and impact on student achievement.

School RtI/problem-solving teams are directed to complete the DIBELS or AIMSweb Fidelity reports and submit to SD DOE three times a school year: November 5, 2010, January 15, 2011, and June 1, 2011. Directions for completing the reports are very explicit.

Directions for DIBELS Fidelity Report

In order to ensure the fidelity of instructional decisions based on data, it is imperative that the data be analyzed and discussed by the **leadership/problem-solving teams**. Please have your **leadership/problem-solving team** complete this document by supplying the requested information. Once the percentages have been supplied, please discuss the information **as a team** and construct a narrative that answers the question posed. Be sure to include a comparison to the benchmarking results obtained prior to the current benchmarking period.

This fidelity document will be completed by **the leadership/problem-solving team** following each benchmarking period, discussed with state RtI coordinators during semi-annual visits, and filed with the Department of Education, Special Education Programs.

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Directions for AIMSweb Fidelity Report

In order to ensure the fidelity of instructional decisions both vertically and horizontally, it is imperative that data be analyzed and discussed by **teams** of professionals. Please have your leadership/problem-solving team complete this document by supplying the requested information. Once the percentages have been supplied, please discuss the information **as a team** and construct a narrative that answers the question posed. Be sure to include a comparison to the benchmarking results obtained just prior to the current benchmarking period.

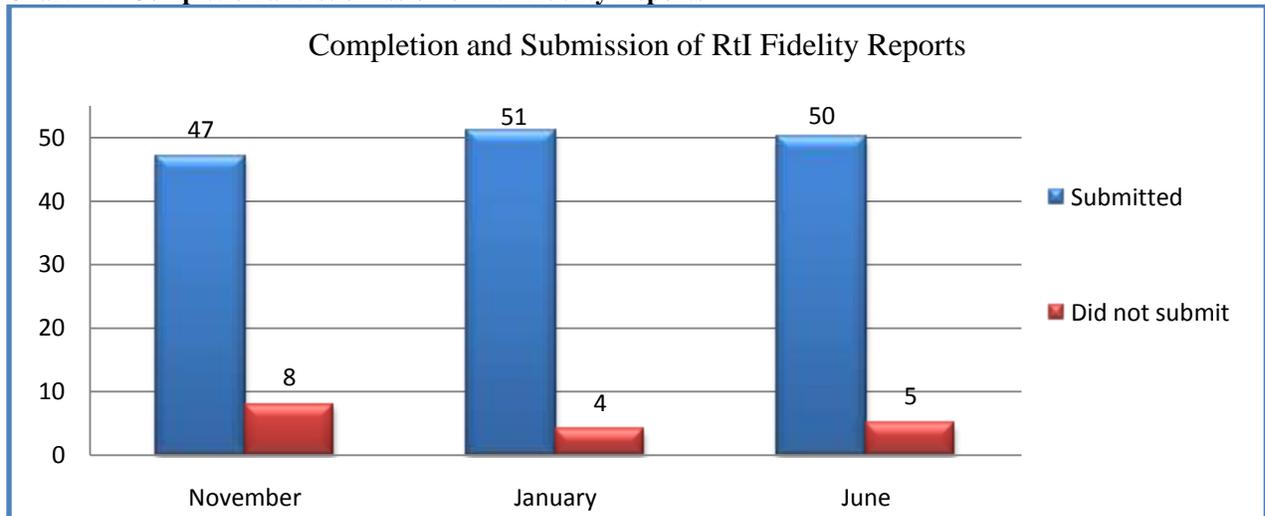
This fidelity document will be completed by the leadership/problem-solving team following **each** benchmarking period, discussed with state RtI coordinators during semi-annual visits, and filed with the Department of Education, Special Education Programs. All reports filed with DOE will be submitted with building-wide data.

The fidelity reports ask RtI/Problem-solving teams to discuss topics important to the RtI process:

- Screening Results: Compare classroom level results with school level results at each grade level for each benchmark period.
- After analyzing these results, what conclusions can be drawn concerning student achievement at each grade level? Please include a comparison to the benchmarking results that were obtained immediately prior to the current benchmarking period.
- After completing the worksheets, what conclusions can be drawn concerning the effectiveness of instruction at each tier for each grade level? Make sure to look for patterns across grade levels.

Most schools complied with the request to complete and file the fidelity reports. The following chart reflects the number of districts that completed and submitted the reports each reporting period.

Chart 14: Completion and submission of RtI Fidelity Reports



Some districts questioned the need to complete and submit the reports. Alicia Schoenhard and the state-RtI team assured district staff that completion of the reports during team meetings assisted them analyze, discuss, and use the data to improve the RtI process and inform instruction. The data was also used by the state-level team to determine the need for targeted technical assistance.

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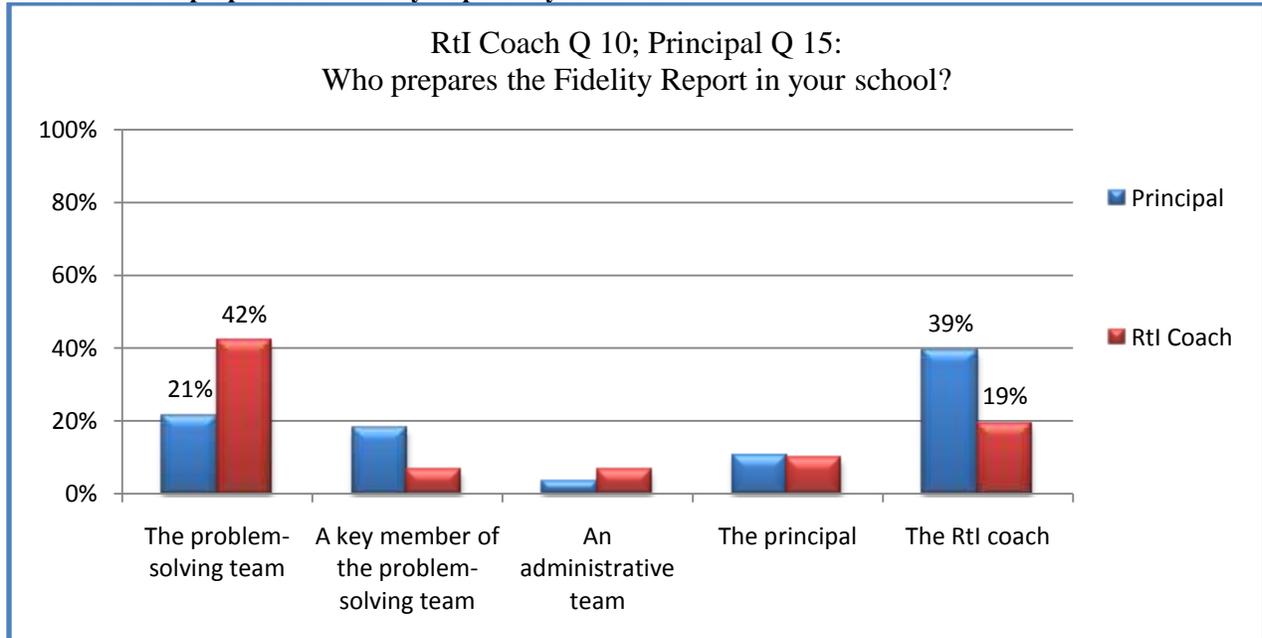
In order to determine if the schools understood the purpose of the fidelity reports and the rationale for team completion and discussion, RtI coaches and principals were asked who completed the reports. RtI Coaches Question 10 and Principals' Question 15 asked: "*RtI Fidelity of Implementation reports were/are due in November 2010, January 2011, and June 2011. The reports guide school personnel through an appraisal of RtI processes and procedures to discover areas of strength, weakness, challenge and success. The reports are used locally to guide implementation and to increase fidelity. The SD DOE and state RtI coordinators use the reports to plan activities to support RtI implementation efforts throughout the state. Select ONE answer that most ACCURATELY reflects WHO PREPARES the report in your school. In this school, the fidelity report is completed, signed and submitted by _____.*"

Answer Options

- The problem-solving team
- A key member of the problem-solving team
- An administrative team
- The principal
- The RtI coach
- Other (identify below)

The fidelity reports are to be prepared by the RtI/problem-solving team and discussed to ensure a focus on fidelity issues. The chart below reflects that 21% of principals and 42% of the RtI coaches reported that the fidelity reports were prepared by the RtI/problem-solving team; 39% of principals and 19% of RtI coaches reported that they were completed by the RtI coach. Since completion of the data report and discussions about what the data reveals is a team function, fidelity reporting may be a topic for targeted technical assistance.

Chart 15: Who prepares the Fidelity Report in your school?



A record of the fidelity reports filed by each district is included in Part C: Evidence and Artifacts binder. The completed reports on are file with Alicia Schoenhard, SD DOE.

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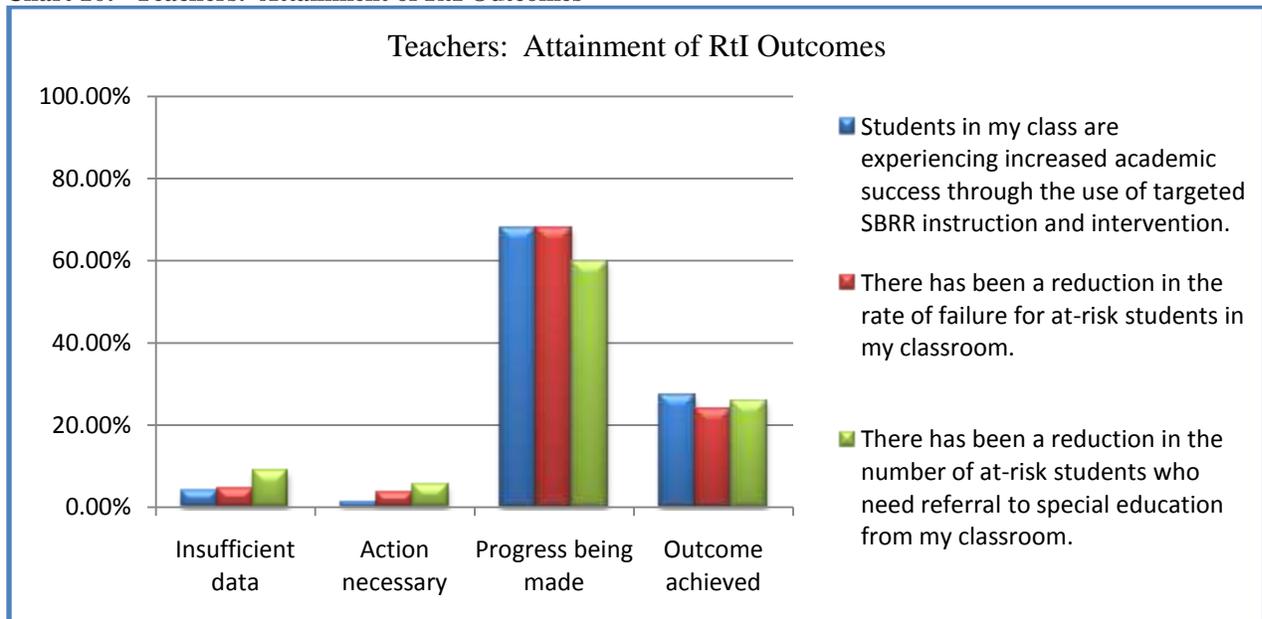
When considering information related to Focus Question 5: (*How is fidelity of the process assured?*), attention should be paid to the implementation of RtI at the school level. To that end, survey questions were included to elicit information about RtI implementation. A series of questions were asked about the following:

- RtI practices in place in classrooms
- Instructional elements in place in classrooms
- Progress monitoring for students in Tier 2 and 3
- Assessment schedules
- Adherence to assessment directions
- Entry of assessment data into data system
- Person(s) responsible for RtI processes and procedures
- Identification of SRRB interventions

Data related to the above elements are included in the RtI Outcomes section of this report. Additional survey data is in Part B of this report. Some questions that may speak to fidelity of process follow:

Teacher Question 13: Research indicates that specific outcomes are expected in classrooms when RtI is implemented with fidelity. What does student data indicate about attainment of RtI outcomes in YOUR classroom this year?

Chart 16: Teachers: Attainment of RtI Outcomes



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Another measure of fidelity may be clarity within a district regarding **who is responsible** for key RtI practices. Data about RtI practices at the school level was gathered via the on-line RtI survey.

Principals' Question 11 and RtI Coaches' Question 8 asked: Within your school, who is **MOST** responsible for the following RtI processes?

- a. Disseminate student data from the previous year to classroom teachers
- b. Maintain student data files for current year
- c. Oversee the implementation of all benchmark assessments
- d. Analyze data at each grade level or classroom to identify the Tier 1 students
- e. Support the classroom teachers with the Tier 1 intervention process
- f. Provide resources and strategies for differentiated instruction
- g. Provide all forms to classroom teachers as needed for documentation of Tier One
- h. Collaborate with classroom teachers toward the final weeks of Tier 1 to predict which, if any, students may need to be identified for Tier 2
- i. Design and deliver small group specifically targeted interventions for Tiers 2 and 3 students to address deficit reading skills
- j. Provide support for teachers as they provide Tier 2 interventions and more intensive instruction for identified students
- k. Maintain appropriate documentation for Tiers 2 and 3 as well as required charting of aimline and growth
- l. Maintain a file of all Tiers 2 and 3 data and monitor the documentation for Tier 1 by classroom teachers
- m. Maintain a calendar and monitor appropriate intervals of time and documentation regarding all Tier 1, 2, and 3 students
- n. Schedule problem-solving team meetings to discuss student data focusing on students entering Tiers 2 or 3
- o. Administer additional reading screenings as deemed appropriate

Answer Choices:

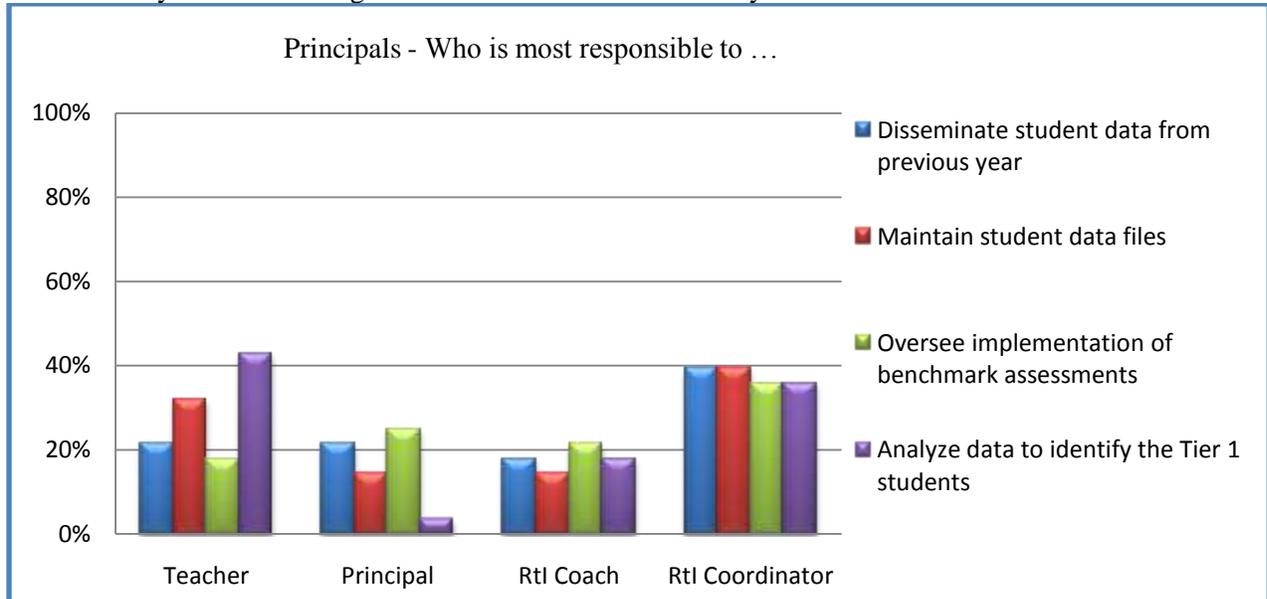
- Not part of school's RtI process
- Classroom teacher
- SPED staff
- Principal
- RtI Coach
- RtI Coordinator

Charts 17 - 20 reflect the answers provided by principals and RtI coaches regarding who is most responsible for RtI processes listed above.

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Chart 17a: Principals were asked - Who is most responsible for RtI processes?

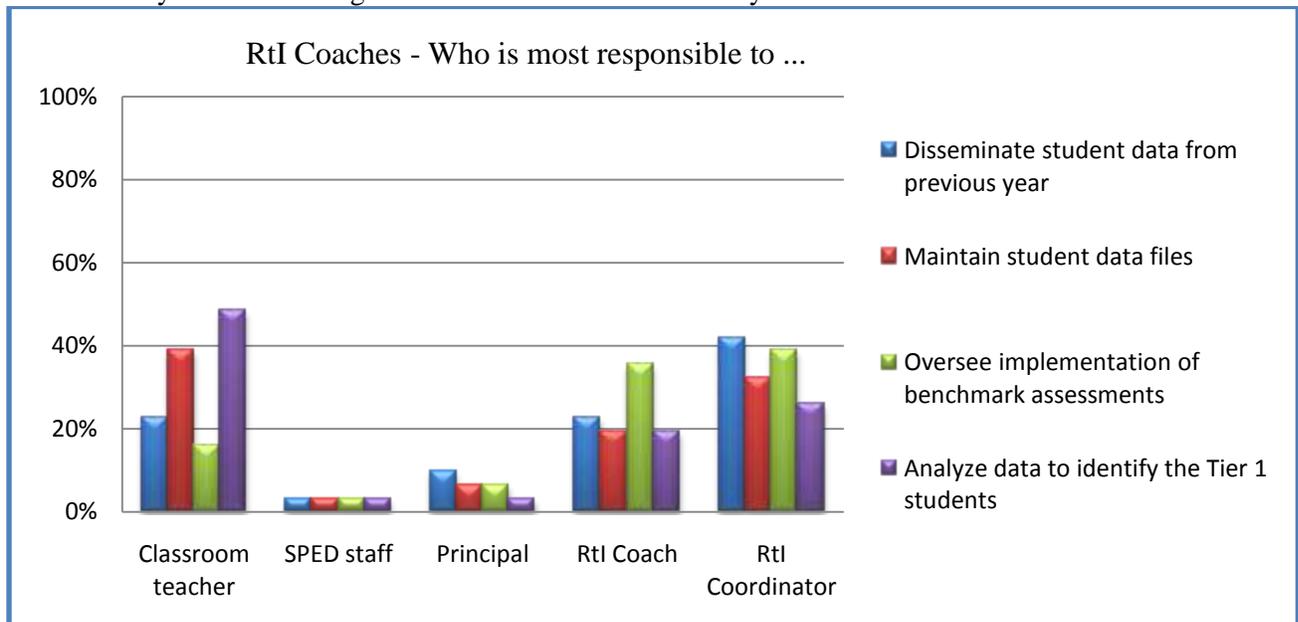
- a. Disseminate student data from the previous year to classroom teachers
- b. Maintain student data files for current year
- c. Oversee the implementation of all benchmark assessments
- d. Analyze data at each grade level or classroom to identify the Tier 1 students



Note: Principals did not select special educators as an answer to RtI processes listed in the above chart when asked who is most responsible for RtI processes.

Chart 17b: RtI Coaches were asked – Who is most responsible for RtI processes?

- a. Disseminate student data from the previous year to classroom teachers
- b. Maintain student data files for current year
- c. Oversee the implementation of all benchmark assessments
- d. Analyze data at each grade level or classroom to identify the Tier 1 students



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Chart 18a: Principals were asked - Who is most responsible for RtI processes?

- e. Support the classroom teachers with the Tier 1 intervention process
- f. Provide resources and strategies for differentiated instruction
- g. Provide all forms to classroom teachers as needed for documentation of Tier One
- h. Collaborate with classroom teachers toward the final weeks of Tier 1 to predict which, if any, students may need to be identified for Tier 2

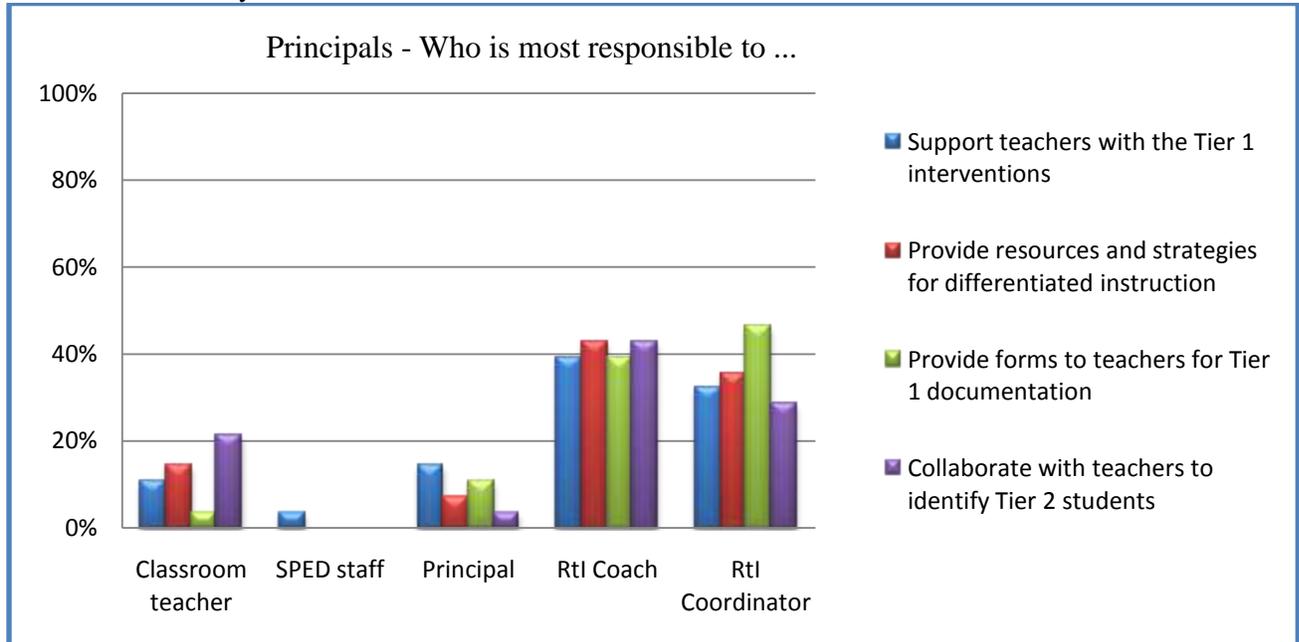
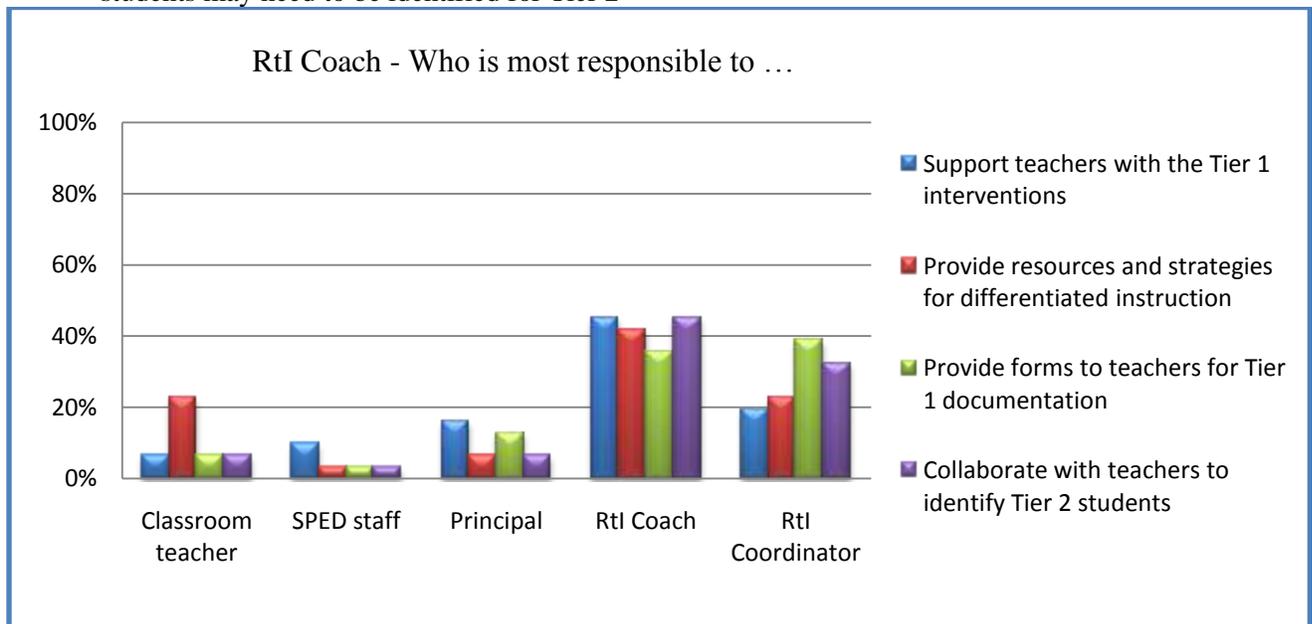


Chart 18b: RtI Coaches were asked – Who is most responsible for RtI processes?

- e. Support the classroom teachers with the Tier 1 intervention process
- f. Provide resources and strategies for differentiated instruction
- g. Provide all forms to classroom teachers as needed for documentation of Tier One
- h. Collaborate with classroom teachers toward the final weeks of Tier 1 to predict which, if any, students may need to be identified for Tier 2



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Chart 19 a: Principals were asked - Who is most responsible for RtI processes?

- i. Design and deliver small group specifically targeted interventions for Tiers 2 and 3 students to address deficit reading skills
- j. Provide support for teachers as they provide Tier 2 interventions and more intensive instruction for identified students
- k. Maintain appropriate documentation for Tiers 2 and 3 as well as required charting of aimline and growth
- l. Maintain a file of all Tiers 2 and 3 data and monitor the documentation for Tier 1 by classroom teachers

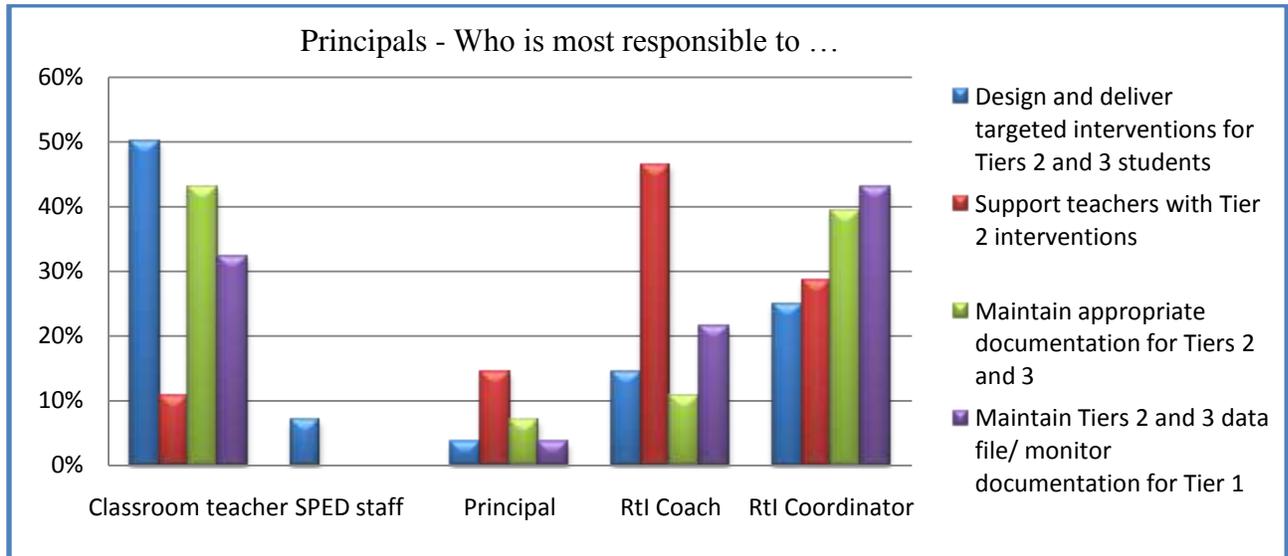
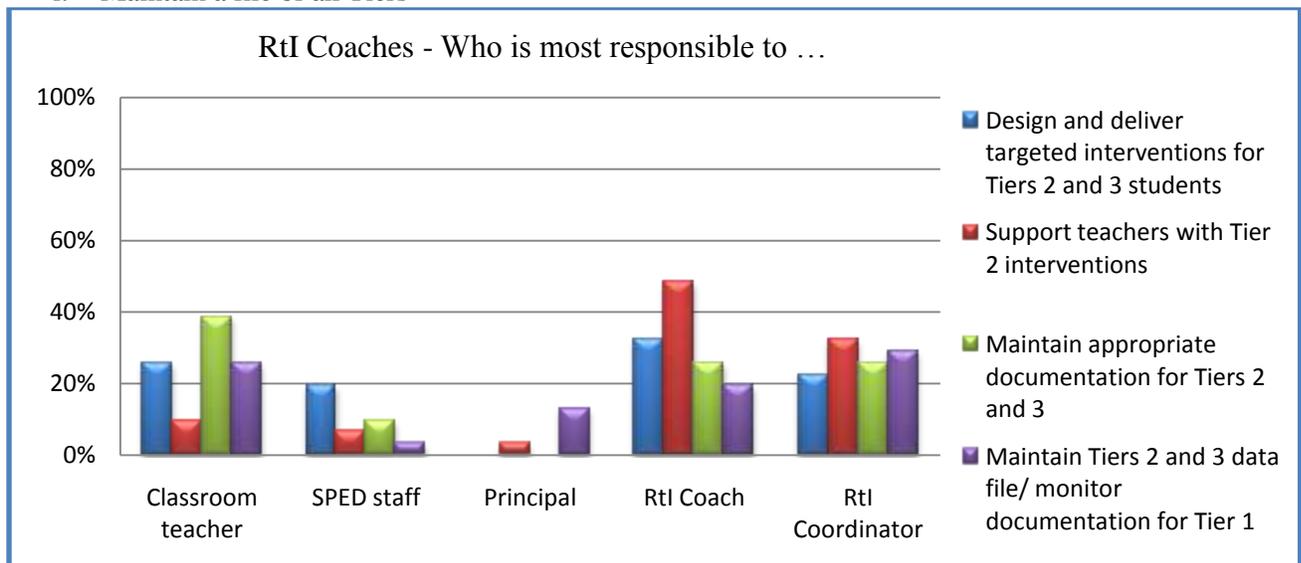


Chart 19b: RtI Coaches were asked – Who is most responsible for RtI processes?

- i. Design and deliver small group specifically targeted interventions for Tiers 2 and 3 students to address deficit reading skills
- j. Provide support for teachers as they provide Tier 2 interventions and more intensive instruction for identified students
- k. Maintain appropriate documentation for Tiers 2 and 3 as well as required charting of aimline and growth
- l. Maintain a file of all Tiers



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Chart 20a: Principals were asked - Who is most responsible for RtI processes?

- m. Maintain a calendar and monitor appropriate intervals of time and documentation regarding all Tier 1, 2, and 3 students
- n. Schedule problem-solving team meetings to discuss student data focusing on students entering Tiers 2 or 3
- o. Administer additional reading screenings as deemed appropriate

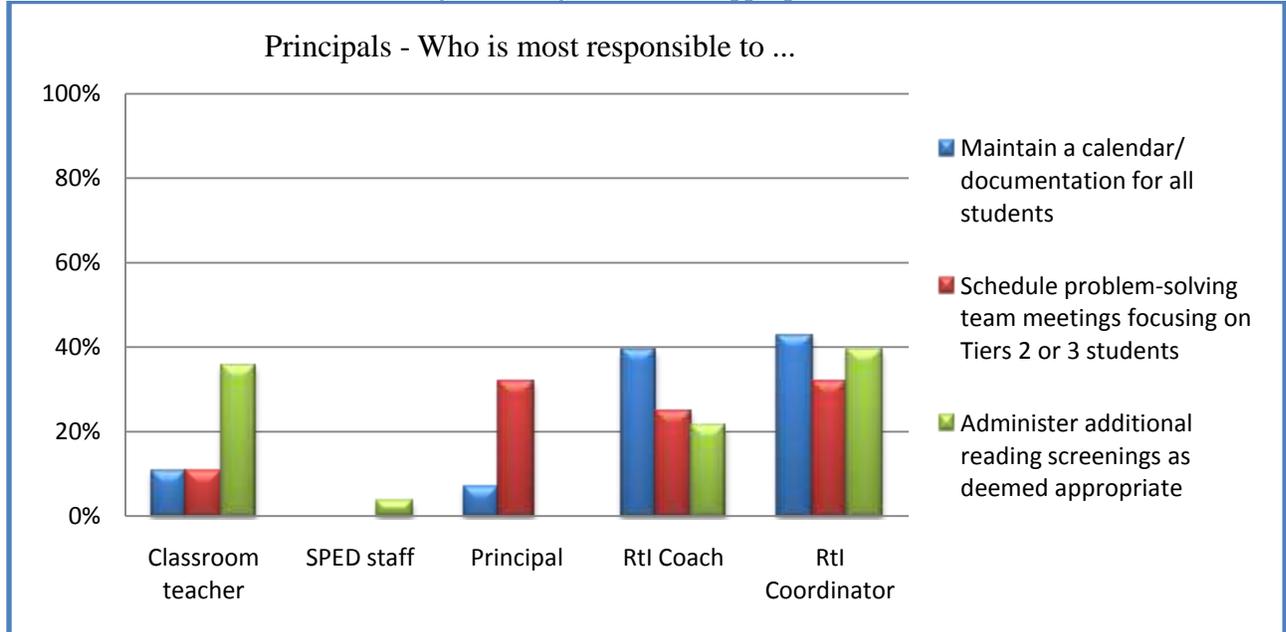
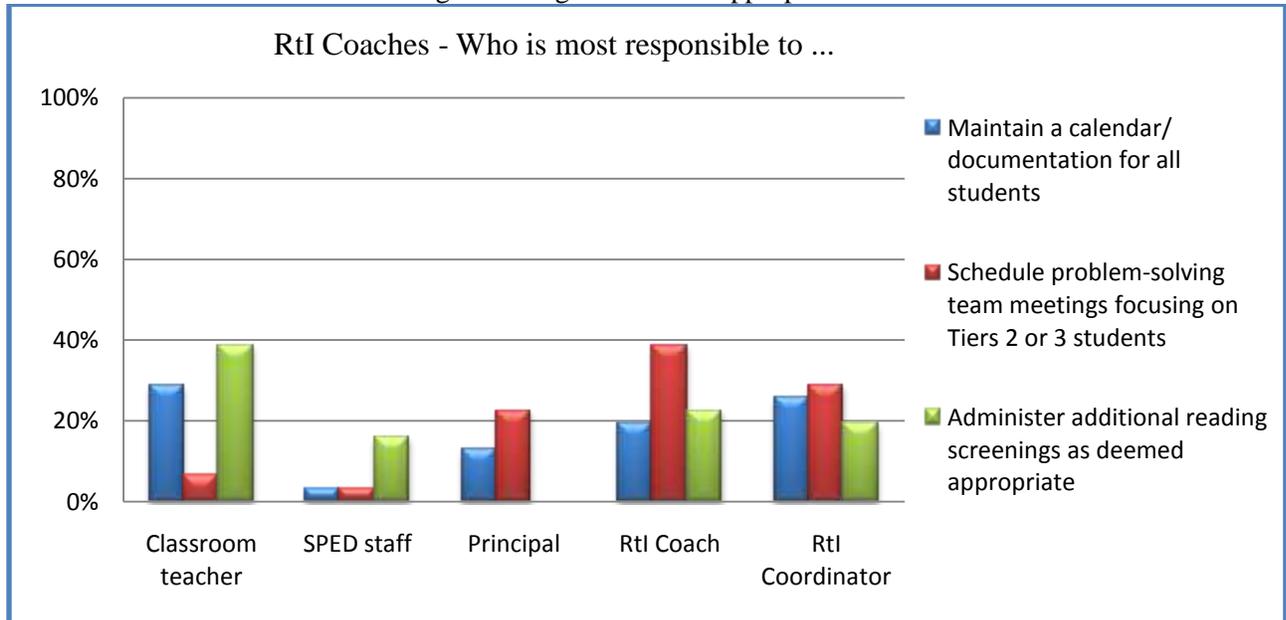


Chart 20b: RtI Coaches were asked – Who is most responsible for RtI processes?

- m. Maintain a calendar and monitor appropriate intervals of time and documentation regarding all Tier 1, 2, and 3 students
- n. Schedule problem-solving team meetings to discuss student data focusing on students entering Tiers 2 or 3
- o. Administer additional reading screenings as deemed appropriate



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Focus Question 6: How are parents involved?

Parents in RtI districts were invited to participate in an RtI on-line survey through SurveyMonkey^R. Four hundred eighteen parents from 17 of 22 school districts responded to the online survey. Fourteen other parents submitted paper copies of the survey. For additional data about parent involvement in RtI, go to the section of this report titled, “**School Commitment 6: Inform and connect with parent/families.**” Answers to the parents’ survey questions are included in Part B of this report.

The SD DOE and state-level RtI personnel have taken care to provide information about RtI to districts and parents. A document titled “*Parent Involvement*” on page 5 of *RtI, The South Dakota Model, 2007 Edition*, states, “*Involving parents at all phases is a key aspect of a successful RtI program. As members of the problem-solving team, parents can provide a critical perspective on students, thus increasing the likelihood that RtI interventions will be effective. For this reason, schools must involve parents as early as possible, beginning with the monitoring of individual student performance within the core curriculum.*”

Clear direction is provided to school districts on how to involve parents. The parent involvement document is posted on the SD DOE website under “Implementation Guide” at: http://doe.sd.gov/oess/documents/sped_RtI_ImplementationGuide.pdf

SD DOE created, published, posted on the DOE website, and made available to the public, the publications: **Response to Intervention, A Primer for Parents** and **RtI Quick Reference**. Those documents have been removed from the website but are included in Part C of this report.

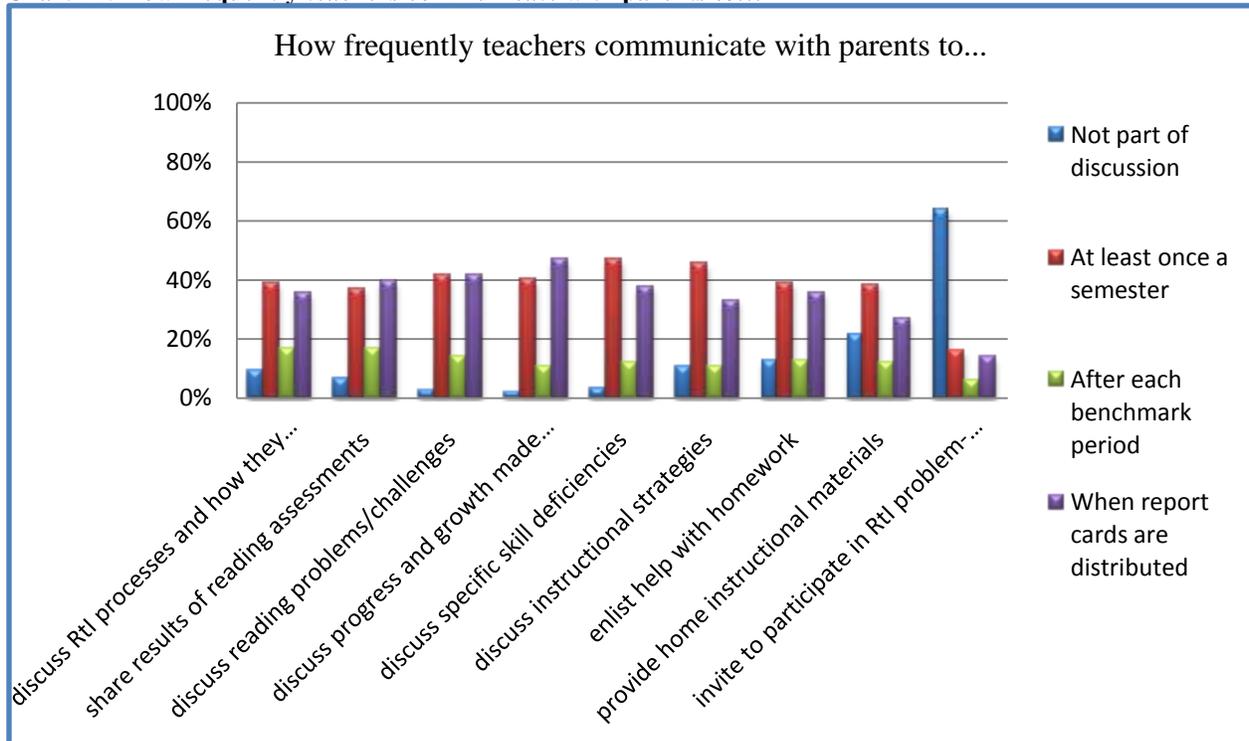
SD DOE posted a document titled, *Response to Intervention, Quick Reference Guide for Parents*. Source: http://doe.sd.gov/oess/documents/sped_RtI_ReferenceCard.pdf

Teachers Question 14: How frequently do you communicate with parents/guardians to _____?

	Not part of discussion	At least once a semester	After each benchmark period	When report cards are distributed
discuss RtI processes and how they are used to improve reading skills	9%	39%	17%	35%
share results of reading assessments	7%	37%	17%	40%
discuss reading problems/challenges	3%	42%	14%	42%
discuss progress and growth made by student	2%	40%	11%	47%
discuss specific skill deficiencies	4%	47%	12%	38%
discuss instructional strategies	10%	46%	11%	33%
enlist help with homework	13%	39%	13%	36%
provide home instructional materials	22%	39%	12%	27%
invite to participate in RtI problem-solving meeting	64%	16%	6%	14%

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Chart 21: How frequently teachers communicate with parents to...



Note: A comment provided by educators was that the only time Problem-Solving teams were discussed with parents was if a student was in Tier 2 or 3.

End of Focus Questions Data

Data related to Essential Components of RtI

Essential components of RtI

- A belief that all students can be taught effectively
- Early and timely interventions
- Use of a multi-tiered model of service delivery
- Use of a Problem-Solving method to make decisions within a multi-tier model
- Use of research based materials and interventions
- Continuous monitoring of student progress to drive instruction
- Use of data to drive decision making
- An understanding that assessment has three purposes: screening, diagnostics and progress monitoring

RtI Self-Assessment Documents

School districts implementing RtI have several opportunities to reflect on the essential components of RtI. Documents developed by SD DOE ask schools to self-assess as part of the application process and periodically during the year to guide discussions among school staff, district leaders and state-level RtI staff.

The documents listed below were to be completed and signed by each member of the RtI Leadership/Problem-Solving Team, and submitted to Alicia Schoenhard at SD DOE.

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1. A self-assessment document titled, “**What is your school status for Response to Intervention?**” The document, found in the September 2010 *Application for Implementation*, was to be completed and submitted to SD DOE.
Source: http://doe.sd.gov/oess/documents/sped_RtI_ApplicationforImplementation.pdf
The document asks staff to determine current school status and supporting evidence for Consensus and Commitment, Leadership, Universal Screening, Instruction, and Professional Development and Coaching.
2. A self-assessment document titled, “**South Dakota Response to Intervention Action Plan.**” The document asks specific questions related to consensus and commitment, universal screening, data-driven decision making, progress monitoring, instruction, professional development, cognitive coaching, and leadership. It was to be completed, signed by all members of the RtI Leadership team, and submitted to Alicia Schoenhard.
Source: http://doe.sd.gov/oess/documents/sped_RtI_Self-Assessment.pdf
3. A document titled, “**DIBELS or AIMSWeb Fidelity Report 2010-2011.**” The fidelity report was to be completed and submitted November 2010, January 2011, and June 2011. Those reports serve as the foundation for discussion during semi-annual visits with state-level RtI staff. Source: http://doe.sd.gov/oess/sped_RtI.asp
Directions included with the fidelity report states, “*In order to ensure the fidelity of instructional decisions both vertically and horizontally, it is imperative that data be analyzed and discussed by teams of professionals. Please have your leadership/problem-solving team complete this document by supplying the requested information. Once the percentages have been supplied, please discuss the information as a team and construct a narrative that answers the question posed. Be sure to include a comparison to the benchmarking results obtained just prior to the current benchmarking period.*”
This fidelity document will be completed by the leadership/problem-solving team following each benchmarking period, discussed with state RtI coordinators during semi-annual visits, and filed with the Department of Education, Special Education Programs. All reports filed with DOE will be submitted with building-wide data.”

Superintendents’ Question 7: To what extent do you agree with the essential components of RtI?

Since a focus of the 2010-2011 RtI data collection was the practices and processes used to implement RtI at the school level, questions about the core components of RtI were incorporated into the various survey questions asked of principals, teachers, and other educators, special educators and RtI coaches.

School superintendents were the only group directly asked a survey question about the first RTI component: “*A belief that all students can be taught effectively.*” 100% agree or strongly agree with that component.

As the education leader of a school and RtI School Project Administrator, the superintendent provides guidance to the administrative team and instructional staff.

As part of the RtI application process, the district superintendent signed a letter of commitment agreeing to support implementation of RtI as a primary goal for identified grade levels, to support staff and team member attendance at trainings, and to document the support of all school staff, including the building principal, to develop RtI in the district.

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Superintendents' Question 7: To what extent do you agree with the following essential components of RtI?

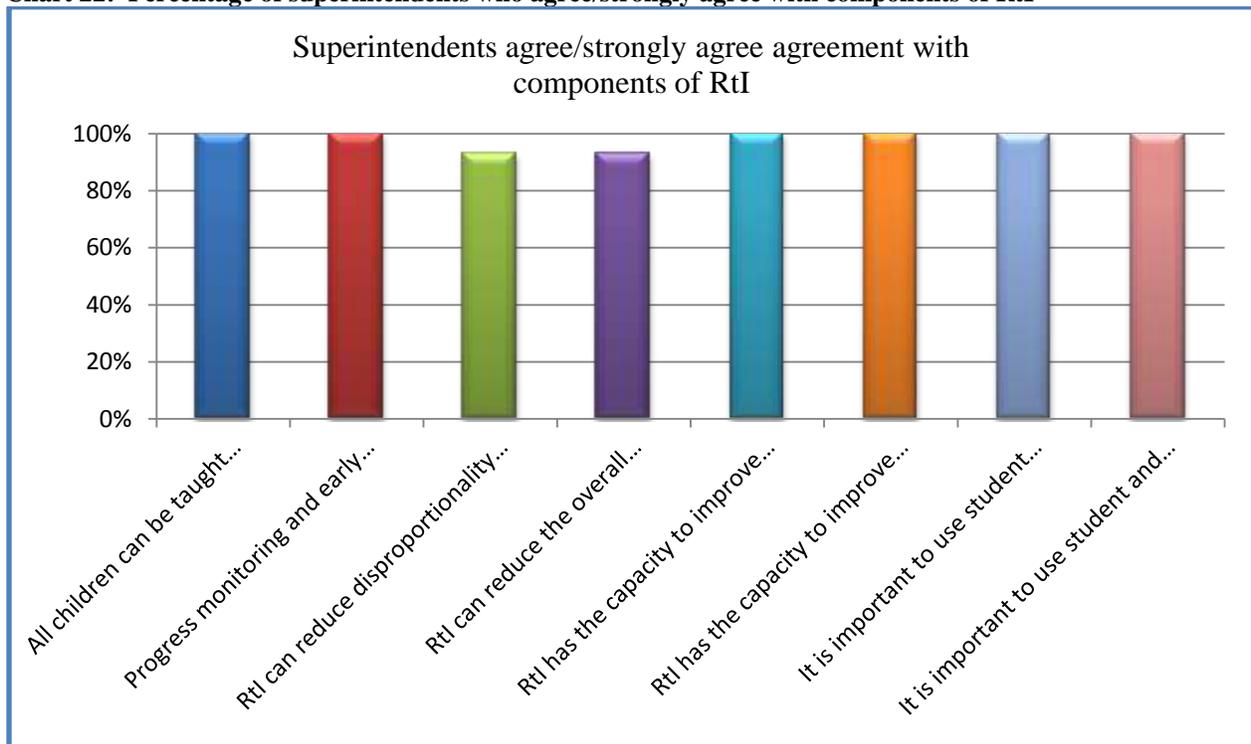
- All children can be taught effectively.
- Progress monitoring and early intervention has a positive impact on student outcomes.
- RtI can reduce disproportionality in the identification of minority children in SPED.
- RtI can reduce the overall number of children identified as needing SPED.
- RtI has the capacity to improve outcomes and provide support for all students.
- RtI has the capacity to improve the outcomes and provide support for students who are struggling academically for a variety of reasons.
- It is important to use student data to make instructional decisions for students.
- It is important to use student and instructional data to select appropriate SBRR interventions (scientifically-based reading research).

Answer Choices

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

The following chart reflects the opinion of the superintendents who responded to the question.

Chart 22: Percentage of superintendents who agree/strongly agree with components of RtI



Note: One superintendent disagreed that RtI can reduce disproportionality in the identification of minority children in SPED and that RtI can reduce the overall number of children identified as needing SPED.

End Data related to Essential Components of RtI

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Data Related to RtI Outcomes

RtI Outcomes

1. School sites will implement RtI practices with fidelity.
2. Students will experience increased academic success through targeted scientifically-based research instruction and intervention.
3. Reduce the rate of failure for students at-risk.

RtI Outcome 1: School sites will implement RtI practices *with fidelity*.

Survey questions focused on implementation of four RtI practices:

1. Implementing RtI practices in the classroom
 - ALL students were screened at least three times a year to determine reading levels and progress.
 - SBRR instruction and classroom-based interventions were implemented for all students.
 - Students in need of targeted reading interventions were identified.
 - Each student's specific skill deficits were identified.
 - SBRR interventions were selected based on students' needs.
 - If a student continued to struggle after targeted interventions, parents/guardians and school staff determined the next steps.
2. Implementing RtI instructional elements in place in the classroom
 - Students received at least 90 minutes of instruction in SBRR core curriculum daily.
 - Instruction time was used efficiently and effectively by using SBRR materials/strategies and correct pacing.
 - Instructionally-relevant assessments were used for screening, diagnostics and formative purposes.
3. Adherence to schedule for administration of benchmark assessments
 - Fall benchmark assessments were administered the first two weeks of the school year.
 - Winter benchmark assessments were administered during the two weeks prior to the start of Christmas vacation.
 - Spring benchmark assessments will be/were administered the last two weeks of the school year.
4. Adherence to following benchmark assessment directions precisely
 - follow the prescribed setup for assessments
 - follow recommended positioning of probes, score sheet, and stop watch
 - state standardized directions verbatim to student
 - start timing as directed in manual
 - appropriately mark where assessment stopped at the end of the prescribed time
 - follow prescribed directions if a student delays or hesitates
 - utilize prescribed scoring symbols on the examiner sheet for each student
 - follow discontinue rule if student does not produce any responses
 - use prescribed prompts
 - use prescribed scoring for every student's assessment
 - score assessment immediately
 - immediately write comments on score sheets to better understand assessment results
 - avoid relying on memory or assumptions when analyzing assessment data

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Survey questions regarding RtI practices in place in classrooms.

Survey Questions:

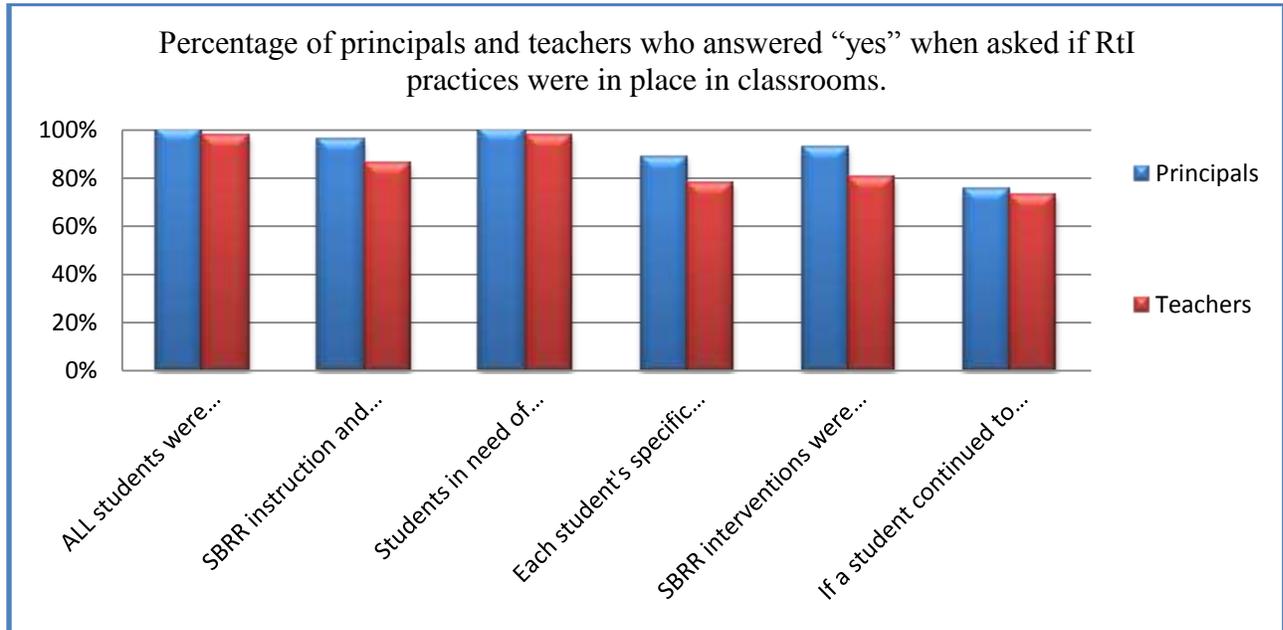
- Principal Question 4: “A guiding principle of RtI in SD Schools is that at least 80% of staff is committed to implementing RtI with fidelity.
- Teachers Question 5: “Were the following RtI practices in place in your classroom this year?”

Answer choices:

- Not part of school’s RtI process
- No, still developing
- Yes, fully implemented

The following chart reflects the perception about implementation of RtI **practices** in place in classrooms in schools implementing the SD RtI Model.

Chart 23: Percentage of principals and teachers who answered “yes” when asked if RtI practices were in place in classrooms.



Yes, RtI Practices are in place in classroom	Principals	Teachers
ALL students were screened at least three times a year to determine reading levels and progress.	100%	98%
SBRR instruction and classroom-based interventions were implemented for all students.	96%	86%
Students in need of targeted interventions were identified.	100%	98%
Each student's specific skill deficits were identified.	89%	78%
SBRR interventions were selected based on students' needs.	93%	80%
If a student continued to struggle after targeted interventions, parents/guardians and school staff determined the next steps.	75%	73%

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Survey questions regarding RtI instructional elements in place in the classroom.

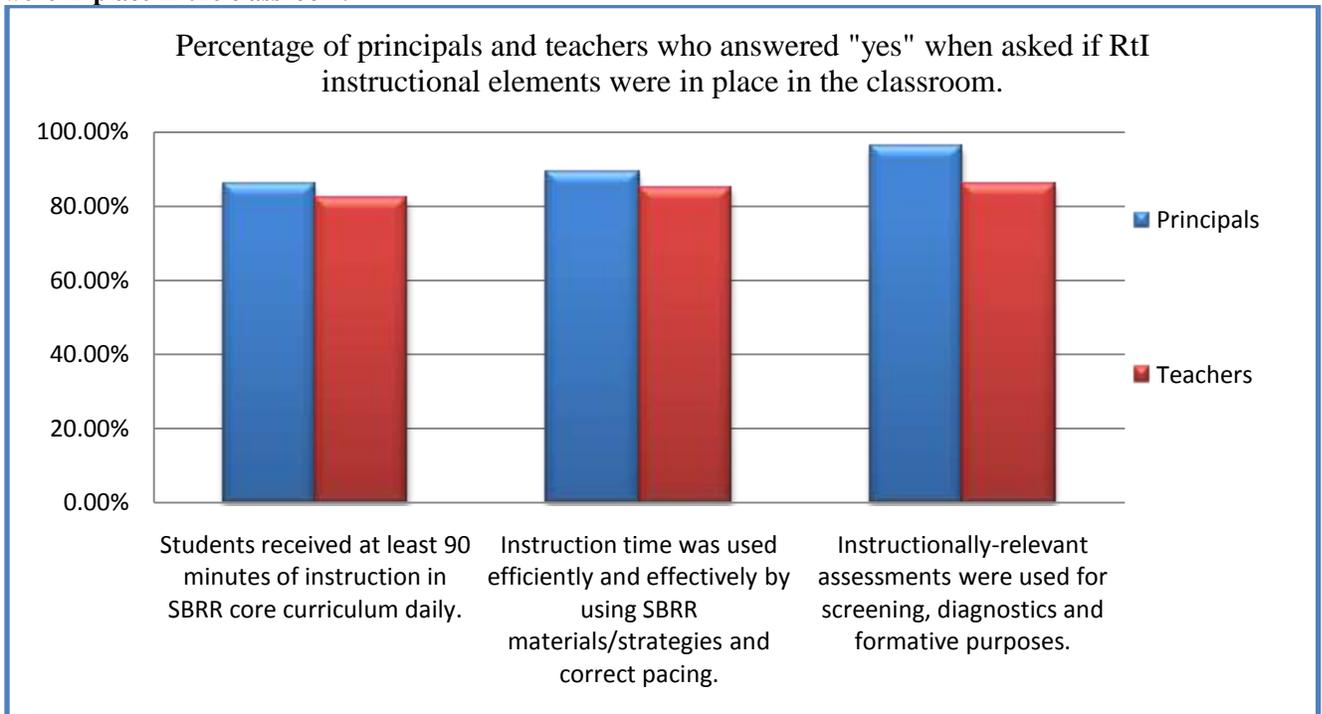
Survey Question:

- Principal Question 6: Based on data collected, were the following INSTRUCTIONAL ELEMENTS in place in at least 80% of classrooms in your school this year?
- Teacher Question 7: Were the following RtI INSTRUCTIONAL ELEMENTS in place in your classroom this year?

Answer choices

- Not part of school's RtI process
- No, still developing
- Yes, fully implemented

Chart 24: Percentage of principals and teachers who answered “yes” when asked if RtI instructional elements were in place in the classroom.



Yes, RtI Instructional Elements are in Place in Classroom	Principals	Teachers
Students received at least 90 minutes of instruction in SBRR core curriculum daily.	86%	82%
Instruction time was used efficiently and effectively by using SBRR materials/strategies and correct pacing.	89%	85%
Instructionally-relevant assessments were used for screening, diagnostics and formative purposes.	96%	86%

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Survey questions regarding RtI benchmark assessment schedules.

Survey Questions:

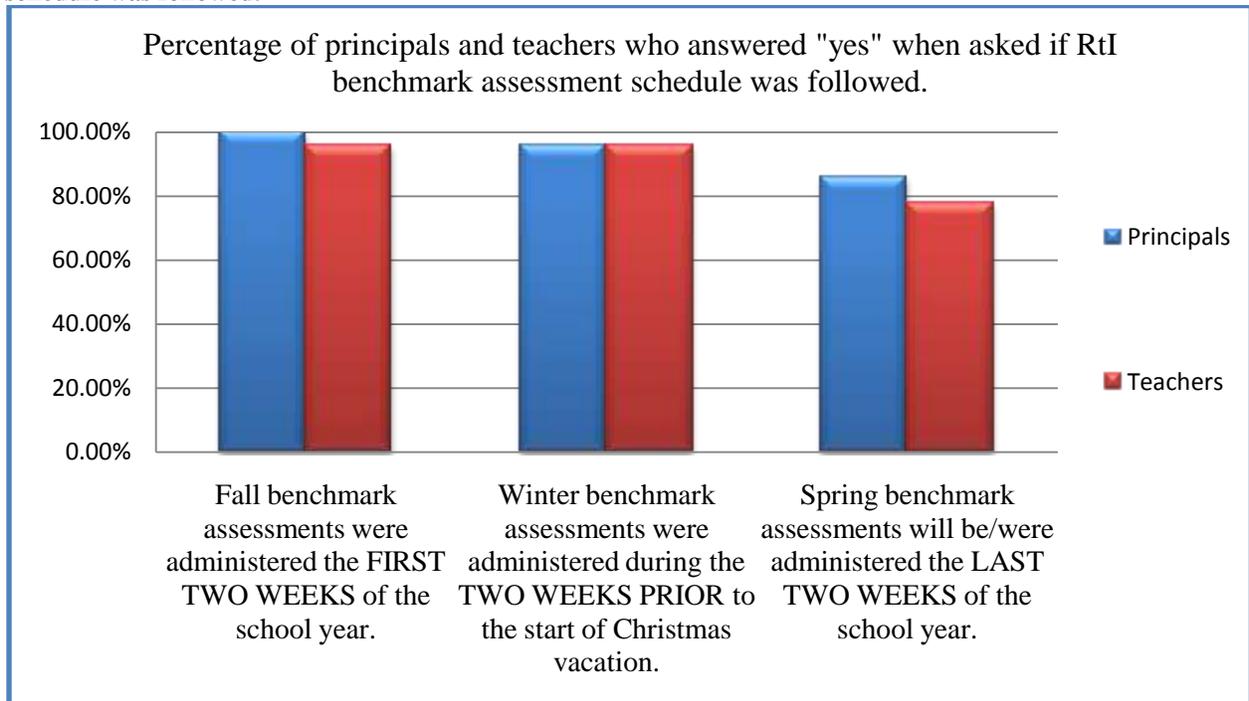
- Principal Question 7: The SD RtI Model has an established schedule for the administration of benchmark assessments. Were TEACHERS in your school able to follow the established schedule this year?
- Teacher Question 8: The SD RtI Model has an established schedule for administration of the benchmark assessments. Were YOU able to follow the established schedule this year?

Answer Choices:

- Different schedule established
- Unable to follow schedule
- Followed schedule

The following chart reflects the perception about following the RtI schedule for administering benchmark assessments.

Chart 25: Percentage of principals and teachers who answered “yes” when asked if RtI benchmark assessment schedule was followed.



Yes, Benchmark Assessment Schedule was Followed	Principals	Teachers
Fall benchmark assessments were administered the FIRST TWO WEEKS of the school year.	100%	96%
Winter benchmark assessments were administered during the TWO WEEKS PRIOR to the start of Christmas vacation.	96%	96%
Spring benchmark assessments will be/were administered the LAST TWO WEEKS of the school year.	86%	78%

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Survey questions regarding adherence to RtI practice of following benchmark directions.

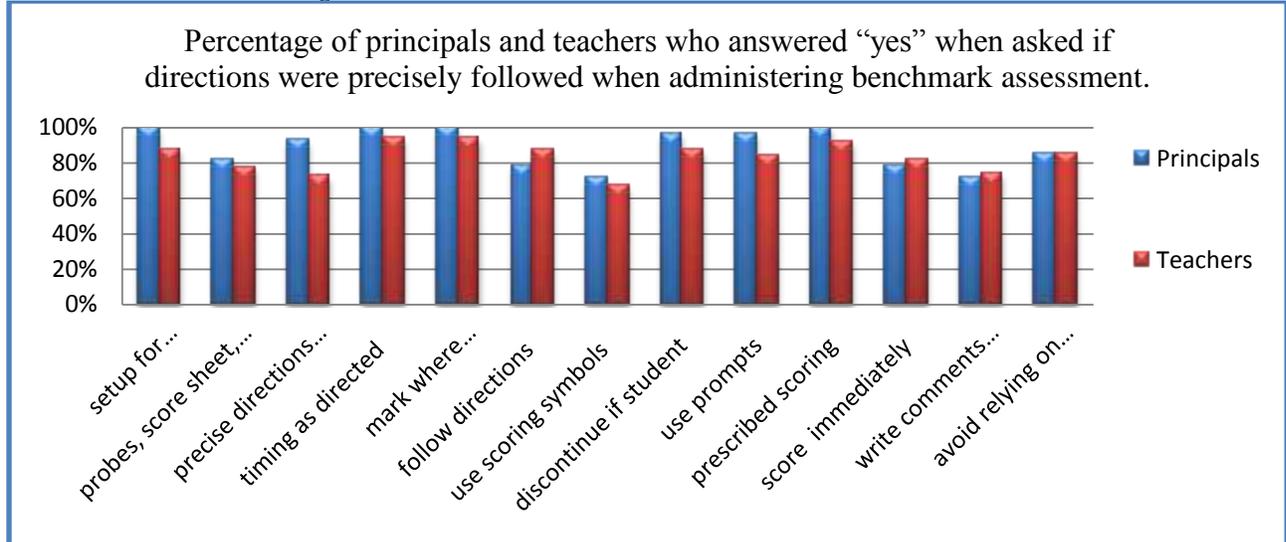
Survey Questions:

- Principal Question 9: Benchmarking assessments have very specific directions for administration. Please select the answer that **MOST ACCURATELY** reflects your teachers' adherence to benchmark directions this year. When administering the benchmark assessments, **TEACHERS** in this school...
- Teacher Question 10: Benchmarking assessments through DIBELS/AIMSweb have very specific directions for administration. Please select the answer that most accurately reflects your adherence to benchmark directions this year. When administering the benchmark assessments, I ...

Answer choices:

- Don't know
- Not part of our assessment process
- Some flexibility allowed
- Follow precisely

Chart 26: Percentage of principals and teachers who answered “yes” when asked if directions were precisely followed when administering benchmark assessment.



Yes, Benchmark Directions are Followed Precisely	Principals	Teachers
follow the setup for assessments.	100%	88%
follow recommended positioning of probes, score sheet, and stop watch .	82%	78%
state standardized directions verbatim to student.	93%	73%
start timing as directed in manual.	100%	94%
appropriately mark where assessment stopped at the end of the prescribed time.	100%	94%
follow prescribed directions if a student delays or hesitates.	79%	87%
utilize prescribed scoring symbols on the examiner sheet for each student.	71%	67%
follow discontinue rule if student does not produce any responses.	96%	87%
use prescribed prompts .	96%	84%
use prescribed scoring for every student’s assessment.	100%	92%
score assessment immediately .	79%	82%
immediately write comments on score sheets to better understand assessment results.	71%	74%
avoid relying on memory or assumptions when analyzing assessment data.	86%	85%

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RtI Outcome 2: Students will experience increased academic success through targeted scientifically-based research instruction and intervention.

Survey Question about RtI Outcome 2: Students will experience increased academic success through targeted scientifically-based research instruction and intervention

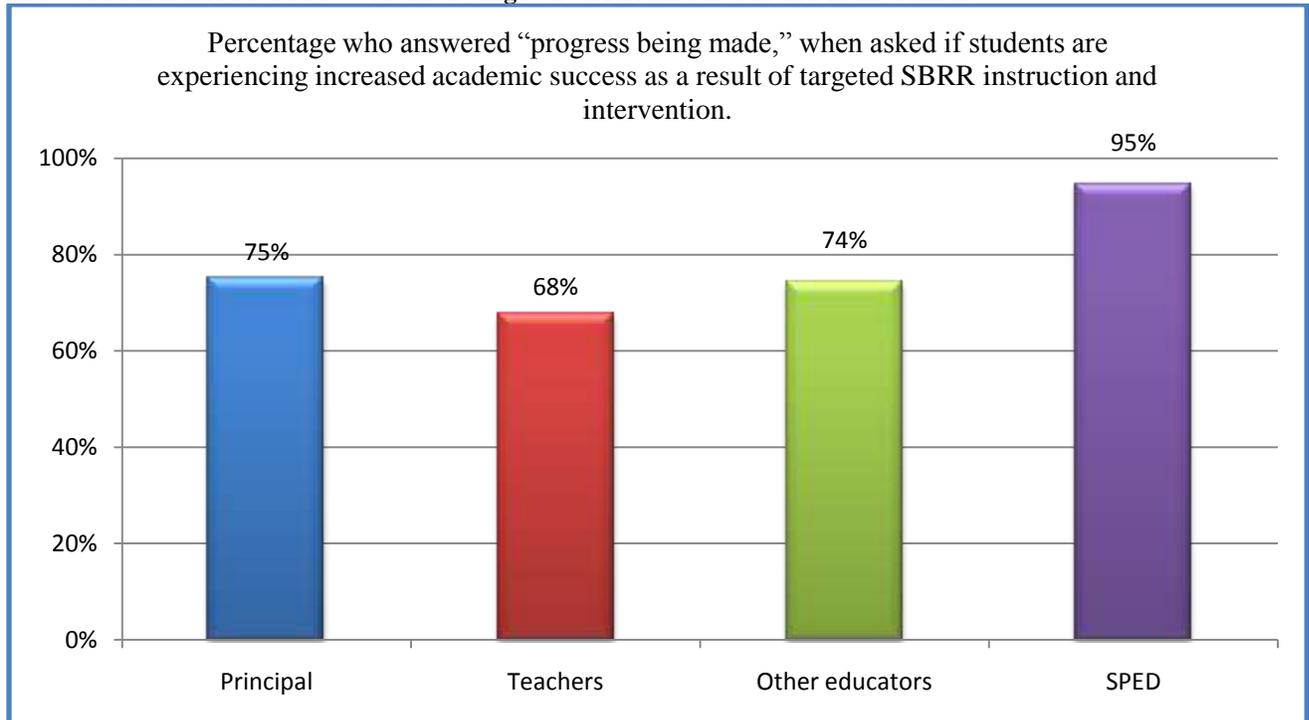
- Principal Question 13: What does student data indicate about attainment of RtI outcomes in your **school** this year?
- Educator Question 13: What does student data indicate about attainment of RtI outcomes in your **school** this year?
- SPED Question 11: What does student data indicate about attainment of RtI outcomes in your **school** this year?
- Teacher Question 13: What does student data indicate about attainment of RtI outcomes in your **classroom** this year?

Answer choices:

- Insufficient data
- Action necessary
- Progress being made
- Outcome achieved

The following chart reflects perception regarding attainment of RtI Outcome 2: Students are experiencing increased academic success as a result of targeted SBRR instruction and intervention. The most frequent answer among all groups surveyed was “*progress being made.*”

Chart 27: Percentage who answered “progress being made,” when asked if students are experiencing increased academic success as a result of targeted SBRR instruction and intervention.



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RtI Outcome 3: Reduce the rate of failure for students at-risk.

Survey Question about RtI Outcome 2: There has been a reduction in the number of at-risk students in this school.

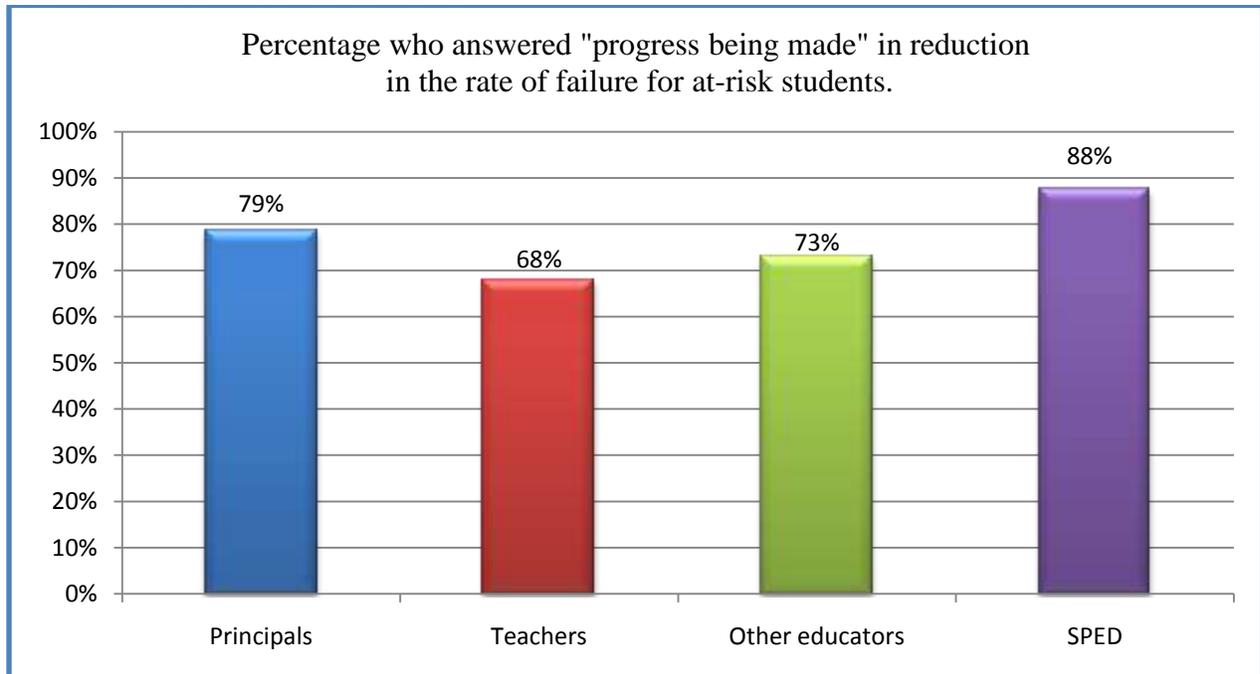
- Principal Question 13: What does student data indicate about attainment of RtI outcomes in your **school**?
- Teacher Question 13: What does student data indicate about attainment of RtI outcomes in your **classroom** this year?
- Other Educator Question 13: What does student data indicate about attainment of RtI outcomes in your **school** this year?
- SPED Question 11: What does student data indicate about attainment of RtI outcomes in your **school** this year?

Answer choices:

- Insufficient data
- Action necessary
- Progress being made
- Outcome achieved

The following chart reflects perception regarding attainment of RtI Outcome 3: Reduce the rate of failure for students at-risk. The most frequent answer among all groups surveyed was “*progress being made.*”

Chart 28: Percentage who answered “progress being made,” when asked if there has been a reduction in the number of at-risk students in this school.



End Data Related to RtI Outcomes

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SD DOE Commitments

1. (a) Provide ongoing training and (b) technical assistance to pilot site schools
2. Evaluate effectiveness.
3. Share results and information across the state at various meetings.

SD DOE Commitment 1(a): Provide ongoing training to pilot site schools

SD DOE and the state-level RtI team provided multiple professional development opportunities to educators throughout the state.

SD DOE Trainings

Fidelity of training was a focus of this year's professional development offered through RtI. A common agenda with training materials and outcomes was utilized by the approved trainers. School districts were directed to contact the named individual or organization to schedule training. Source: <http://doe.sd.gov/oess/documents/Trainers.pdf>

The following trainers are listed on the SD DOE website as RtI professional development trainers. Also included are trainings offered by the RtI trainers during 2010-2011.

DIBELS, AIMSweb, and Advanced Applications in Reading Approved Trainers

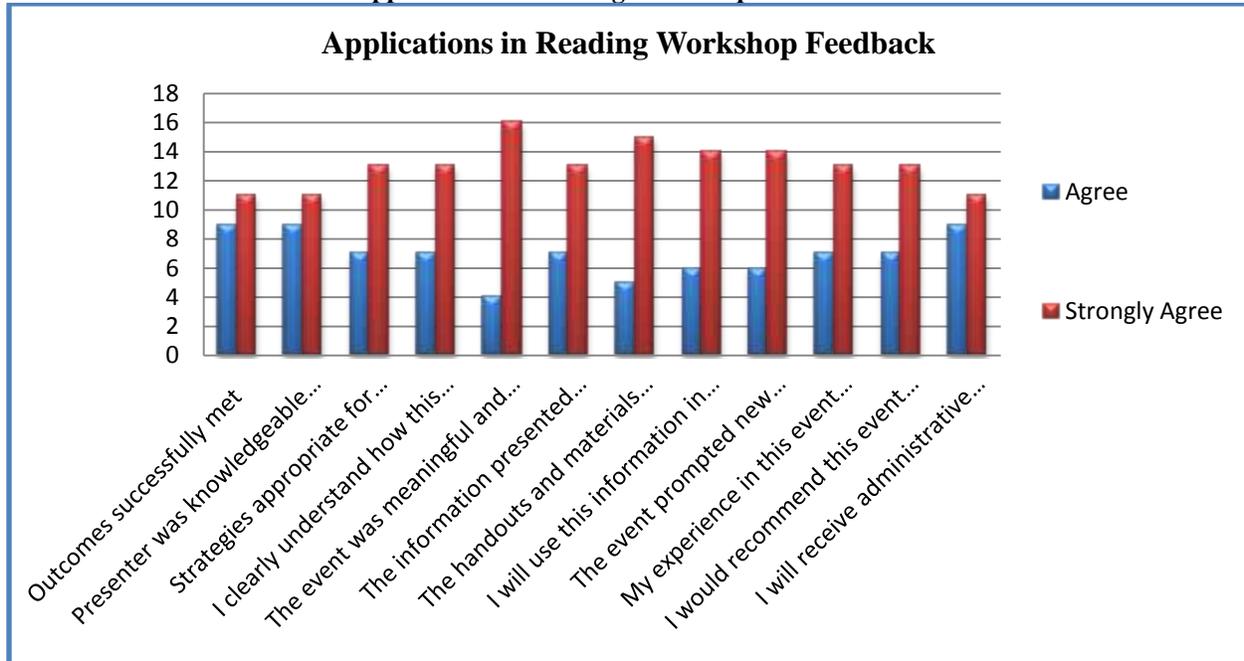
- Kim Hill, Northeast Educational Services
- Lori Stoltenburg, Southeast Region
- Diane Olson, Mid-Central Cooperative (ESA 3)
- Erin Dale, Northwest Area Schools (ESA 5)
- Coly Blake, Three Rivers Special Services (ESA 6)
- Julie Popham, Three Rivers Special Services (ESA 6)
- Barb Rowenhorst, TIE (ESA 7)
- Kristi Hilzendeger, South Central Cooperative
- Diane DeGroot,* Northeast Educational Services (*Provided DIBELS training only)

2010-2011 Advanced Applications in Reading Training Sites in South Dakota

Training Site	Number of Participants
Big Stone City	11
Faulkton	30
Flandreau	17
Total participants	58

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Chart 29: Feedback from one Applications in Reading Workshop



The above data is feedback from one of the Advanced Applications in Reading workshops. Refer to the feedback document in Part C: Evidence and Artifacts. Questions asked on the workshop evaluation form were:

- In my opinion the outcomes of the event were successfully met.
- The presenter was knowledgeable and effective.
- The strategies used by the presenter were appropriate to meet my adult learning needs.
- I clearly understand how this event helps satisfy needs in my local district.
- The event was meaningful and relevant to me.
- The information presented was based on research and best practice.
- The handouts and materials were adequate and useful.
- I will use this information in my practice to increase student learning.
- The event prompted new thinking and/or learning.
- My experience in this event will help me grow professionally.
- I would recommend this event to a colleague.
- I will receive administrative support as I use this information to inform my instructional practices.

2010-2011 Essential DIBELS Training

Training Site	Numbers of Participants
Faulkton	17

Additional training: Diane DeGroot offered DIBELS training on the following dates: Day 1, August 23, 2010; Day 2, October 21, 2010; and Day 3, March 17, 2011. No other information is available regarding that training.

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National Center on Response to Intervention

School district personnel were also directed to the National Center on Response to Intervention (NCRTI), which is funded by the U.S. Department of Education's Office of Special Education Programs (OSEP). The Center's mission is to provide technical assistance to states and districts and build the capacity of states to assist districts in implementing proven models for RTI. Multiple RtI webinars are available for state-level, district-level or school-level professional development. NCRTI link: <http://www.rti4success.org/subcategorycontents/webinars>

Notification of PD Opportunities sent via RtI Listserv

The SD DOE established an RtI listserv. SD educators, especially those implementing RTI, were invited to join the RtI listserv. A link to the listserv site is located on the RtI website: http://doe.sd.gov/oess/sped_RtI.asp



The link connects to the SD K-12 Data Center. Educators are able to register with the RtI listserv at that site.



The above document states: *The purpose of this listserv is to provide information about the South Dakota Response to Intervention (RTI) Model to all educators in South Dakota. Join this list to receive training information, announcements, upcoming events, and new documents and tools. Participants are also able to join in discussions with other educators about the South Dakota RTI model, both academic and behavioral, and the implementation in your school/district.* Source: <http://www.k12.sd.us/Listserv/SDRTI.htm>

Alicia Schoenhard, SD DOE, posted information about multiple RtI training opportunities on the SD RtI listserv,

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Examples of professional development opportunities posted on the RtI listserv and sent to listserv members follow:

- “The Beginning of the School Year Starts in April: Systematically Transferring Academic and Behavioral RtI Successes from One School Year to the Next “
Free Webinar: Presented by: Howie Knoff, Ph.D.
Thursday, March 17th, 3:30 - 4:30 PM EST
- RtI Process and SLD Identifications – Parts 1, 2, and 3.
Presenters Amy Dilworth Gable PhD and Misty Sprague
April 19, 2011
- “How can I simplify small group instruction to close the reading gap?”
On-site presentation: Presented by Jill Jackson
April 30, 2011•Hilton Garden Inn Sioux Falls, South Dakota

For a listing of other PD opportunities notifications posted on the RtI listserv during the 2010-2011 school year, contact Alicia Schoenhard, SD DOE.

Survey data related to the RtI listserv

Survey Question: Principals Question 25, SPED Question 23, RtI Coaches Question 15

- Are you signed up to receive RtI information through the SD DOE RtI listserv?
- SD DOE notifies school personnel about on-line RtI trainings and webinars. Did you participate in any of those this year?
- Did you encourage staff to participate in on-line RtI trainings and webinars?

Survey Question: Teachers and Educator Question 19

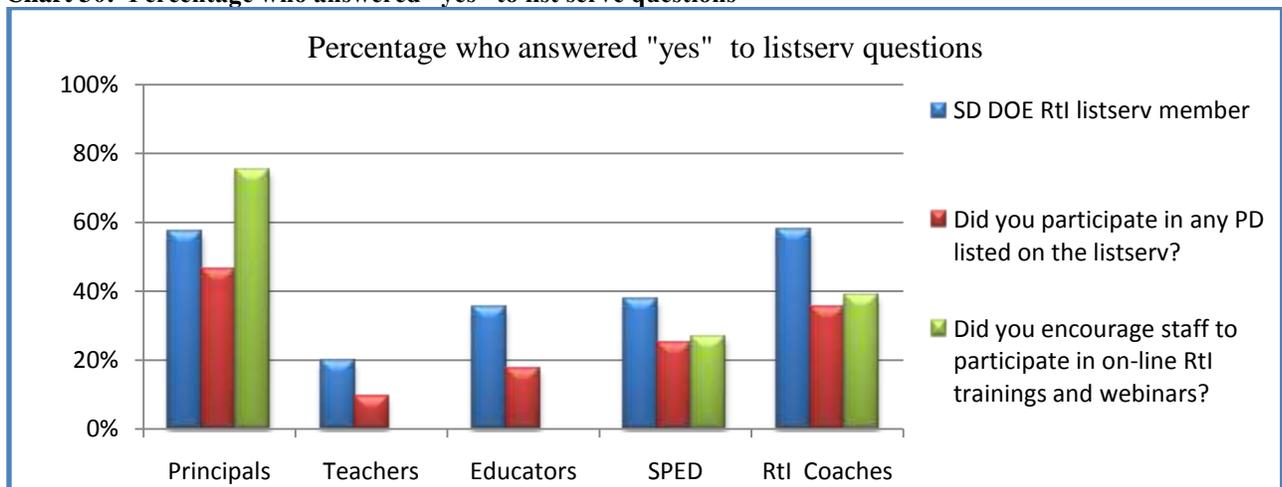
- Are you signed up to receive RtI information through the SD DOE RtI listserv?
- SD DOE notifies school personnel about on-line RtI trainings and webinars. Did you participate in any of those this year?

Answer Choices:

- Yes
- No

The following chart reflects the percentage of survey participants who answered “yes” to the listserv questions.

Chart 30: Percentage who answered “yes” to list serve questions



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Listserv Questions	Principals		SPED		RtI Coaches	
	No	Yes	No	Yes	No	Yes
Are you signed up to receive RtI information through the SD DOE RtI listserv?	42.90%	57.10%	62.50%	37.50%	41.90%	58.10%
SD DOE notifies school personnel about on-line RtI trainings and webinars. Did you participate in any of those this year?	53.60%	46.40%	75.00%	25.00%	64.50%	35.50%
Did you encourage staff to participate in on-line RtI trainings and webinars?	25.00%	75.00%	73.20%	26.80%	61.30%	38.70%

Listserv Questions	Teachers		Educators	
	Yes	No	Yes	No
Are you signed up to receive RtI information through the SD DOE RtI listserv?	80.40%	19.60%	64.90%	35.10%
SD DOE notifies school personnel about on-line RtI trainings and webinars. Did you participate in any of those this year?	90.50%	9.50%	82.40%	17.60%

2011 SD RtI Conference

SD DOE sponsored a conference titled, "Success for All Students," on June 15-17, 2011 in Pierre, SD. Educators throughout SD were invited to attend. The following information was posted on the SD DOE website and in various publications:

- Title Newsletter: <http://www.doe.sd.gov/oess/newsletter/2011/April/edbites.asp#2>
- MAPLE Messages: <http://www.midwestmaple.org/maplemessages/MAPLEmail.htm>
- Zebra: http://www.doe.sd.gov/pressroom/zebra/news/11/may/up_2.asp
- Education On-line:
http://doe.sd.gov/pressroom/educationonline/2011/may/art_upcomingevents.asp

RtI Conference: Success for All Students, June 15-17, Ramkota RiverCentre, Pierre, SD

Get an in-depth look at Response to Intervention and best practices for implementation K-12. Speakers include Wayne Callender, Partners for Learning; Dr. David Hulac, University of South Dakota; and Shannon Harken, Heartland Area Education Agency.

Participants will leave the conference with a clear understanding of the RtI model, best practices for implementation, behavioral intervention strategies, and ideas for managing complex change and building consensus.

Watch for more information to come or contact the Department of Education's Special Education Programs at (605) 773-3678.

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Selected feedback from the 2011 SD RtI Conference (Source: Alicia Schoenhard, SD DOE)

Chart 31: How did you hear about the 2011 RtI Conference?

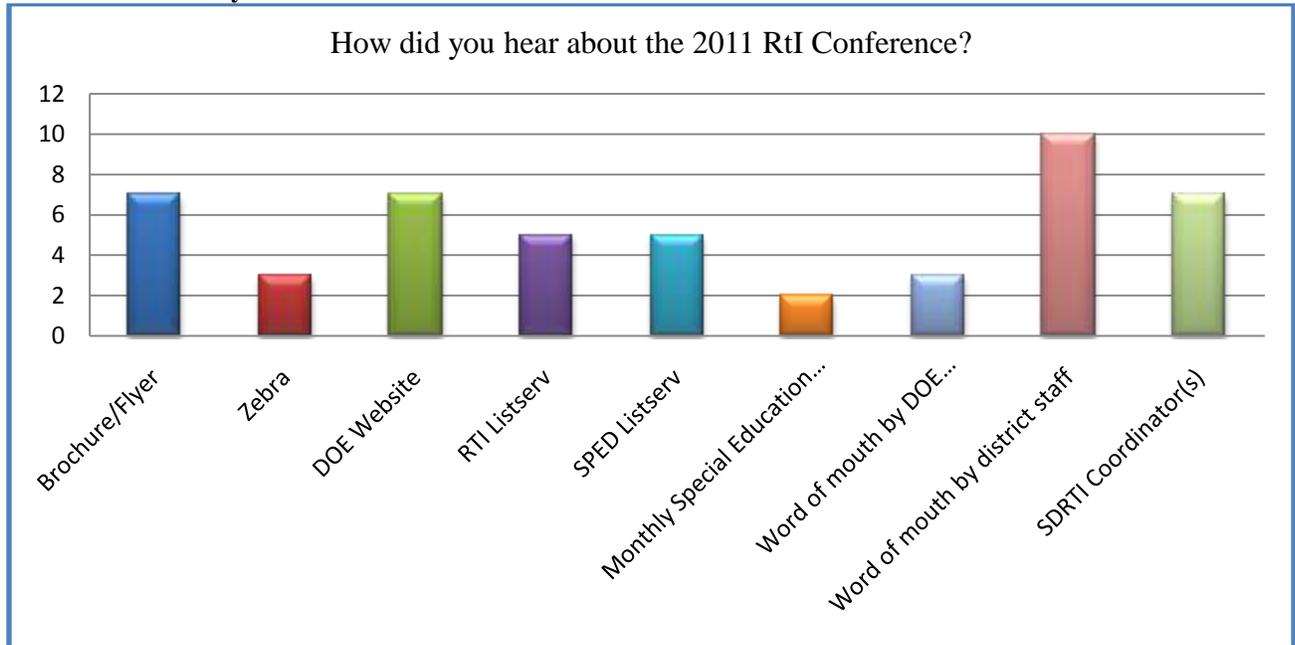
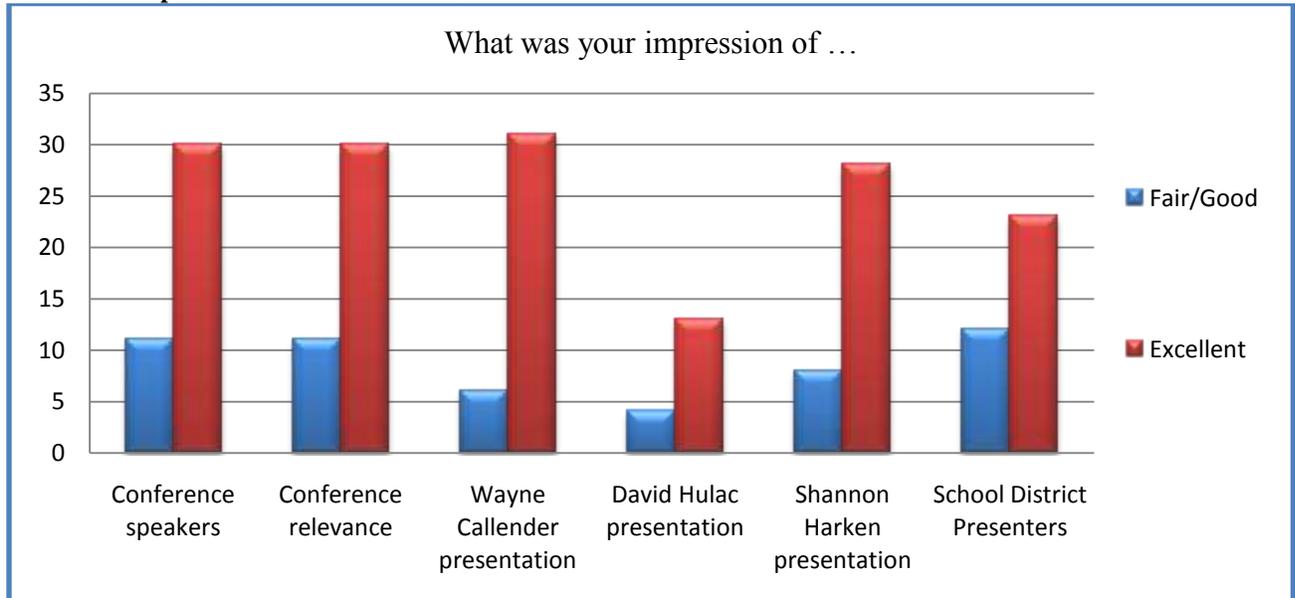


Chart 32: Impressions of the 2011 RtI Conference



All conference participants who completed the feedback survey said they would recommend the conference to others.

Personal note about school district presentations: School district personnel from schools implementing RtI conducted a panel discussion about the implementation of RtI process and procedures. Each district had an individual but effective approach to implementing RtI. The presentations were informative and enthusiastic.

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Survey Data regarding on-going training needs for 2011 and beyond.

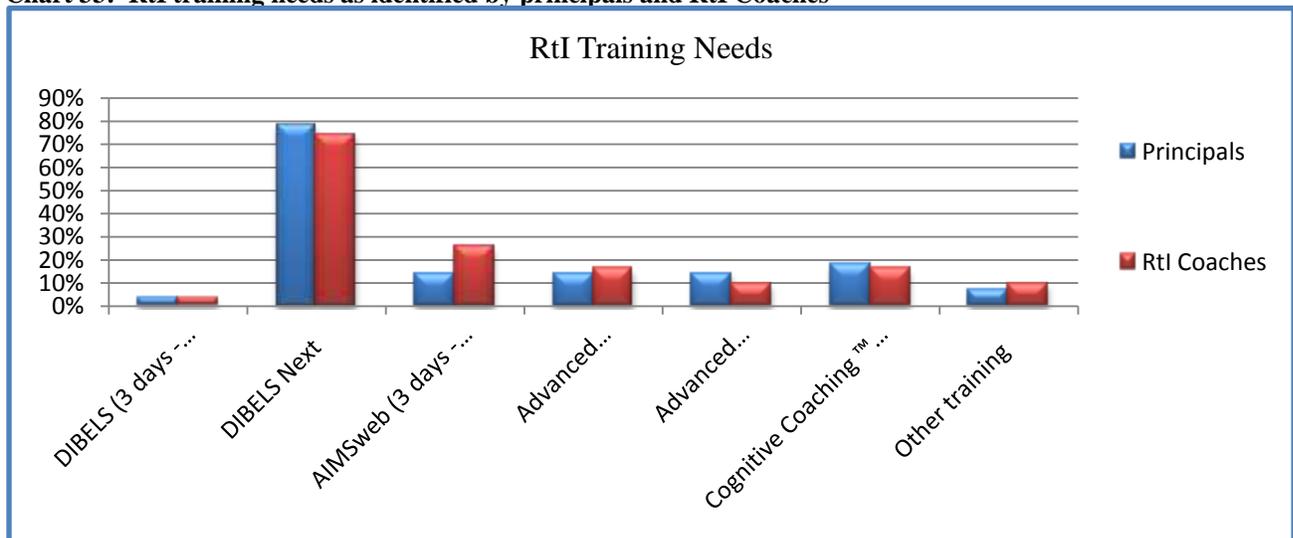
Survey Questions:

Principals' Question 12 and RtI Coaches' Question 13: A specific set of training MUST occur for some or all staff in schools implementing RtI. Which trainings will staff in your school likely need before the next school year? The following chart reflects training needs as identified by principals and RtI Coaches.

Trainings listed in the survey question:

- DIBELS Training (3 days - administration and data analysis)
- DIBELS Next
- AIMSweb Training (3 days - administration and data analysis)
- Advanced Applications in Reading
- Advanced Applications in Reading for Adolescents
- Cognitive Coaching™ Foundations Training (required for RtI coaches)

Chart 33: RtI training needs as identified by principals and RtI Coaches



Other training requested:

- Cognitive Coaching Review training
- More Core Training for our Core teachers....science, math, social studies
- Speech-language pathologists would benefit from RtI training
- Training for paraprofessionals on how to use interventions when working with students
- Administrator Training in Cognitive Coaching (Few administrators understand CC)
- Provide PD for RtI uses for eligibility when the time comes
- Giving more background knowledge in administering benchmark assessments and evaluating student data in the schools
- We just need continual and additional RtI training for all staff on RtI practices and procedures
- Pd offerings in the summer and on Fridays so school time is not missed

2010-2011 Response to Intervention Data Report

Teacher Question 12: A specific set of training MUST occur for some or all staff in schools implementing RtI. What is your status for the following RtI trainings?

Training listed in survey question

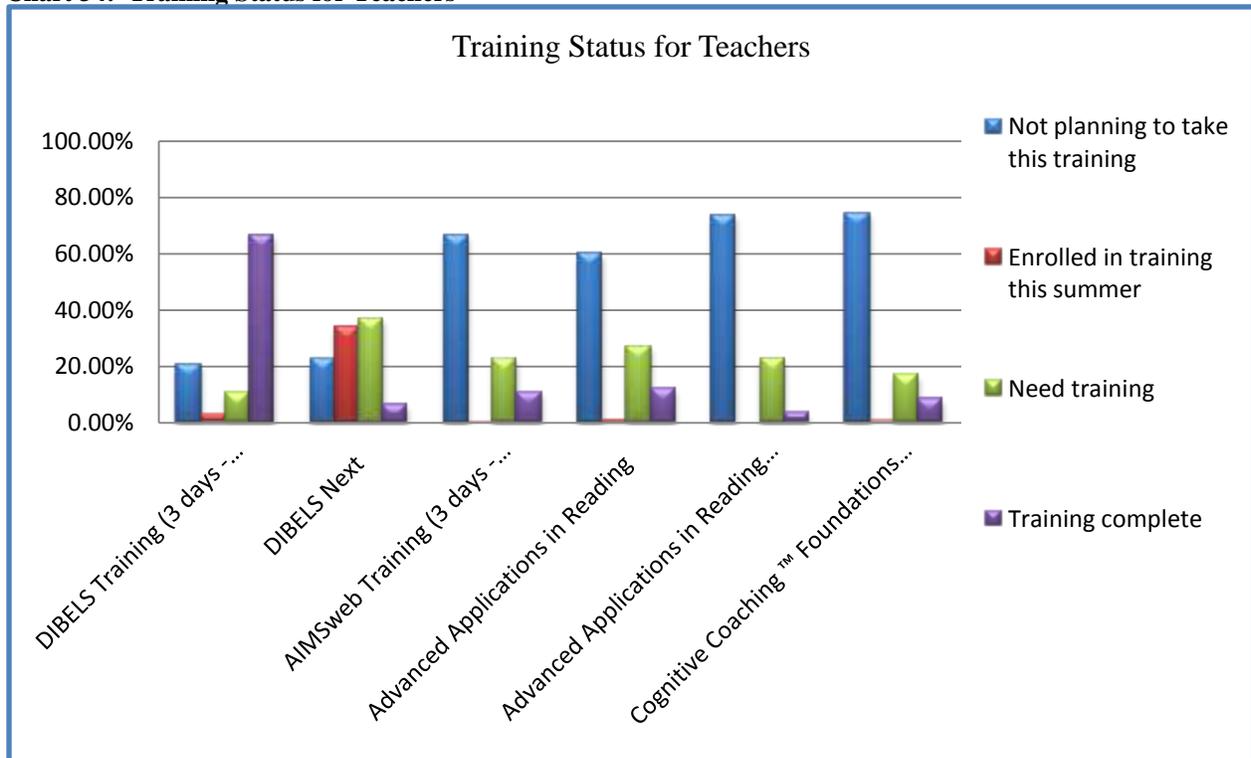
- DIBELS Training (3 days - administration and data analysis)
- DIBELS Next
- AIMSweb Training (3 days - administration and data analysis)
- Advanced Applications in Reading
- Advanced Applications in Reading for Adolescents
- Cognitive Coaching™ Foundations Training (required for RtI coaches)

Answer Choices:

- Not planning to take this training
- Enrolled in training this summer
- Need training
- Training complete

The following chart reflects teacher status for the identified RtI professional development.

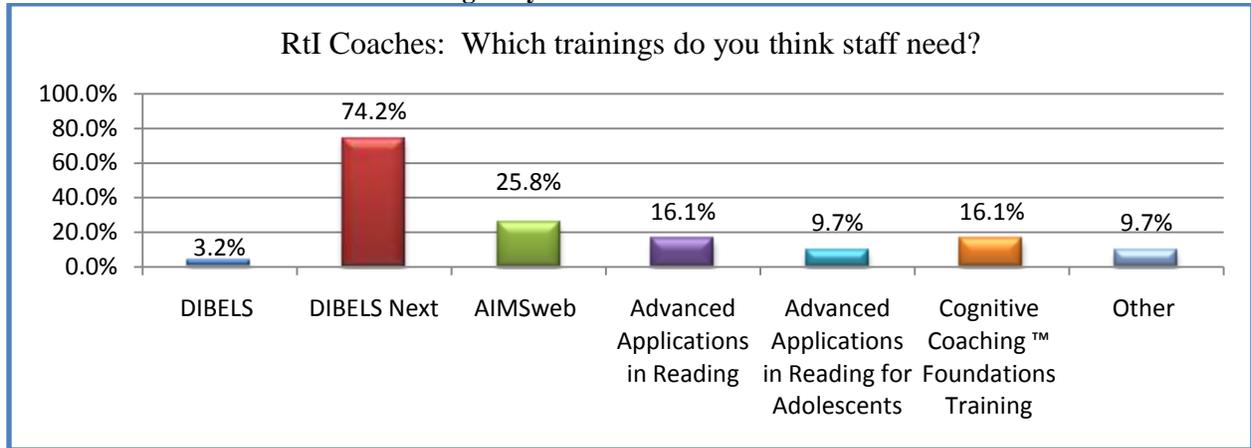
Chart 34: Training Status for Teachers



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RtI Coaches Question 13: A specific set of training MUST occur for some or all staff in schools implementing RtI. Which trainings do you think staff in your school likely need before next school year? The following chart reflects training needed as identified by RtI coaches.

Chart 35: RtI Coaches: Which trainings do you think staff need?



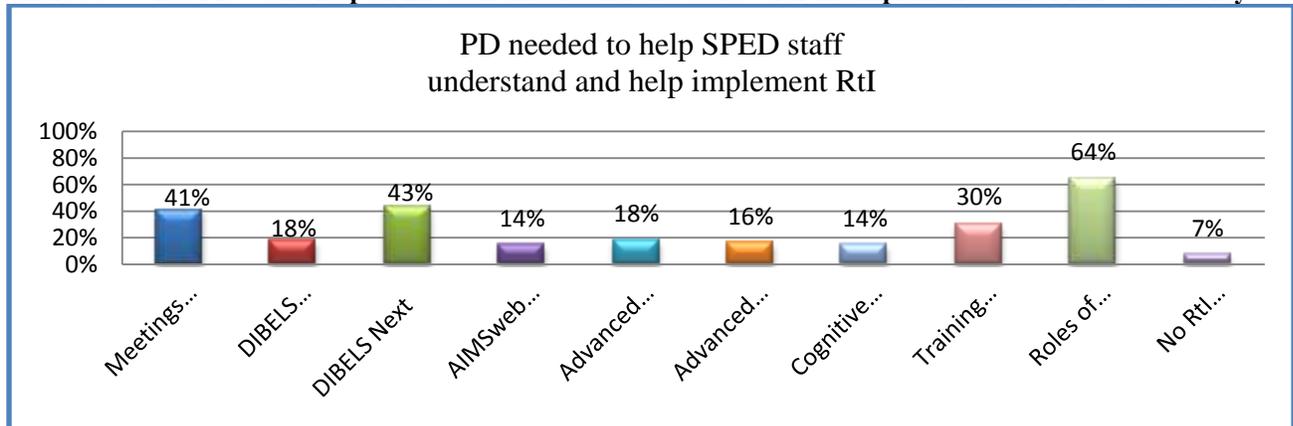
SPED Question 22: What PD would help SPED staff in your school understand and assist with the implementation of RtI with fidelity?

Answer Choices:

- Meetings with SD DOE staff to discuss RtI as presented in 2011 Eligibility Guide
- DIBELS Training (administration and data interpretation)
- DIBELS Next
- AIMSweb (administration and data interpretation)
- Advanced Applications in Reading
- Advanced Applications in Reading for Adolescents
- Cognitive Coaching™ Foundations Training
- Training related to RtI processes and procedures
- Roles of classroom and SPED staff in implementing RtI
- No RtI professional development needed

The following chart reflects training needed as identified by special educators.

Chart 36: What PD would help SPED staff understand and assist with the implementation of RtI with fidelity?



End of data regarding SD DOE Commitment 1 (a) Provide ongoing training to pilot site schools

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DOE Commitment 1(b): provide technical assistance to pilot site schools

Alicia Schoenhard, SD DOE RtI contact, responded to requests for assistance and presented technical assistance information at conferences and meetings.

Julie Popham and Susan Sletto, the state-level RtI team, provided technical assistance to districts that submitted the *Application for Implementation, 2010*. Data regarding meetings held or technical assistance provided is not part of this report. Ms. Popham and Ms. Sletto reported they met with district administrators and problem-solving teams at least two times during 2010-2011 to determine levels of understanding, answer questions, discuss essential activities and to provide technical assistance and training in the implementation of RtI. In smaller schools, the RtI state-level staff met with the entire elementary faculty.

State-level RtI staff report that:

- Cohort 1(2008) and Cohort 2 (2009) schools are mixed in what level of support is needed
- Cohort 3 (2009) and Cohort 4 (2010) schools are visited at least twice; up to four visits are scheduled in districts that need extra support.
- During visits with problem-solving teams, questions are answered and guidance is provided. If the questions require research, that information is provided in written form via e-mail communication.
- Additional support is provided via periodic e-mail messages and telephone conversations.

The state-level RtI team utilized at least three documents to understand implementation efforts in schools, plan for targeted technical assistance, and guide districts through the implementation process.

- South Dakota Response to Intervention Action Plan
Source: http://doe.sd.gov/oess/documents/sped_RtI_Self-Assessment.pdf
- DIBELS or AIMSWeb Fidelity Report 2010-2011
Source: http://doe.sd.gov/oess/sped_RtI.asp
- Utilizing SMART Goals
Source: http://doe.sd.gov/oess/documents/sped_RtI_UtilizingSMARTgoals.pdf

It is apparent that periodic meetings are being held and technical assistance is being provided. Survey data indicates there was an increased focus was on fidelity of practice during the 2010-2011 school year. The state-level RtI team faces the challenge of providing encouragement, guidance, and rigor when providing technical assistance in the area of fidelity of implementation.

All educator groups surveyed were asked, ***“How could SD DOE personnel assist in your efforts to implement RtI in your school?”*** A complete listing of comments is included with each survey in Part B of this report. A sampling of comments, both positive and negative, follows:

- More guidance as to how to further enhance the practices that are developing.
- More training on problem-solving teams and what that entails.
- I think teachers in the district should be informed of goals before the school year starts so we know what we need to aim for.
- Our state-level RtI coordinator has been very helpful. We will continue to work with her to make the changes we need to make to streamline the RtI process in our schools.
- The DOE support staff have been an excellent resource for us--helpful, thorough, and accessible!
- We need support from the SD DOE that is supportive, not destructive. This has been a MAJOR issue for us this past year. Our staff is working hard but is not given the positive support needed by the SD DOE representative.
- Encourage our principal to seek more guidance from our RtI Cognitive Coach.

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- Our staff complains that the information is not clearly defined enough for them to understand what is expected of them. Is there any way to make it any clearer?
- Please continue as you have with encouragement, trainings, and information. Thank you for all you have done to help us in the past.
- When we have a DOE rep come to our school, find something positive to say except stating all we are doing wrong; this is distressing and very un-motivating to staff involved in the process.
- Money!! We need training in Advanced Applications in Reading for many teachers. Our problem is getting this 4-5 day training in during the school year. We can't make our teachers come in the summer, and we have no funding for stipends to encourage summer attendance.
- Continue financial support, continue trainings with little or no cost to home district
- Provide funding or work with the state to allow the use of Title I funding or SPED funding when teachers are working with students who struggle and the Title I teacher/para is in the classroom working with students who are on target. We are unable to utilize our Title I funding during that time.

DOE Commitment 2: Evaluate effectiveness.

Data collected for this report is part of the effort to determine the effectiveness of RtI in South Dakota during the 2010-2011 school year. Additional data and research is needed to evaluate the overall effectiveness of RtI in South Dakota.

State-level RtI staff provides professional development, technical assistance and guidance to districts/schools that are implementing the SD RtI model.

District-level data collected by the state-level team is not part of this report. Several survey questions asked for perceptions of effectiveness of RtI in participating districts. A compilation of answers for each of the six surveys is found Part B of this report.

Alica Schoenhard, SD DOE, collects and analyzes benchmark data from the twenty-two districts implementing the SD. Additionally, the fidelity reports that are prepared by district RtI teams and submitted three times a year contain a narrative section asking for an analysis of assessment results and conclusions about student achievement at each grade level. Benchmark data can be used to determine impact of RtI practices on student achievement; thus effectiveness of practices. For additional information, contact Alicia Schoenhard, SD DOE for more information.

DOE Commitment 3: Share results and information across the state at various meetings.

The RtI Data Reports are widely distributed and presented to several stakeholder groups such as the RtI Advisory Board and the Special Education Advisory Panel.

The Data Report is posted each year on the SD DOE website. All RtI survey participants are notified when the report is posted.

The state-level RtI team reported that sections of the data report are utilized when planning meetings and technical assistance to school staff.

End of data related to SD DOE Commitments

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School Commitments (Participating districts/buildings will):

1. Identify district leadership to coordinate implementation efforts, including coordination of resources and school improvement efforts.
2. Identify a “problem-solving team” to oversee training across the district.
3. Complete a self-assessment of existing RTI core elements and ensure there is a research-based core curriculum in place in Reading.
4. Identify a person in district to become a coach. (curriculum specialist omitted)
5. Commit to and support staff participation in and completion of intensive RTI training, including both e-learning and regional training opportunities.
6. Inform and connect with parent/families.
7. Coordinate and meet regularly with state RtI coordinator.
8. Participate in team training and support team’s training of others within the district.
9. Work to identify an effective data management system and support efforts to ensure efficient and timely evaluation data collection.
10. Present findings at SD DOE sponsored meetings or conferences.

School Commitment 1: Identify district leadership to (a) coordinate implementation efforts, including (b) coordination of resources and (c) school improvement efforts.

School Commitment 1: Identify district leadership

District leadership can include school administrators, the RtI coordinator, and the RtI leadership/problem-solving team. As part of the application for implementation process, districts are asked to assess their school’s status for RtI, including leadership. The document titled, “What is your school status for Response to Intervention,” asks:

1. Have you established a leadership team?
 - Building administrator
 - Cognitive Coach (RtI coach)
 - Grade level representatives
 - Specialists
2. Does your leadership team ____?
 - promote RtI?
 - Oversee the RtI process for your school building?
 - meet at least once a month?
 - report back to constituents?

The leadership team is identified in state documents as playing an important role in leading implementation of RtI; the superintendent serves as the ultimate district leader. The support provided, decisions made, and commitment communicated sets the tone for the implementation of RtI in the district.

As part of the application for implementation process, the superintendent and principal pledge their support of and leadership for RtI. They are asked to sign a letter of commitment to RtI and submit to Alicia Schoenhard, SD DOE.

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The letter states, “As an RtI School Project Administrator, I agree and commit to the following criteria:

- Support the implementation of the RtI Pilot School Project program as intended.
- Implementation of RtI is a primary goal for the grades identified within our application.
- Support the attendance of staff and team members at necessary trainings in implementing RtI.
- Document support of all school staff, including the building principal, sharing a desire to develop an RtI model within the district.

Superintendent survey question 5 states: As part of the RtI application process, each district superintendent and building principal agreed to support implementation of RtI. ***What does data indicate about your district's commitment to RtI this school year?***

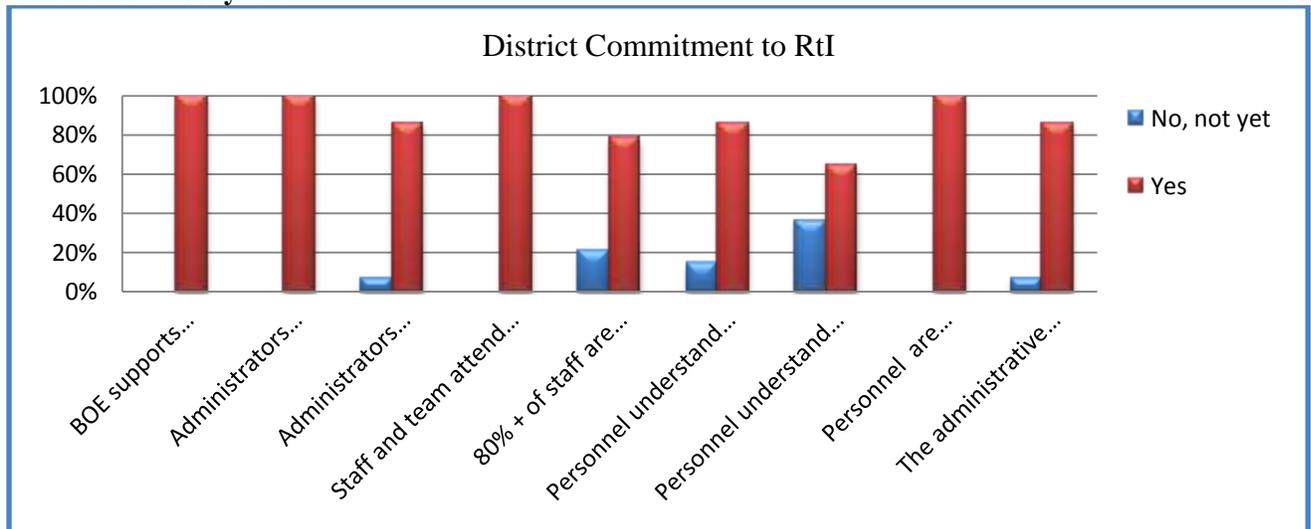
- The district’s **board of education supports** the implementation of **RtI** in the grades identified for participation.
- **Administrators** in this district **support** the implementation of **RtI** in the grades identified for participation.
- **Administrators** have **communicated to staff** that RtI is a **PRIMARY** goal in the grades identified for participation.
- Staff and team members **attend trainings** necessary for the implementation of RtI with fidelity.
- 80% or more of school staff are **committed** to implement RtI as developed within the district.
- Personnel within this district **understand the processes and procedures** of RtI.
- Personnel within this district **understand the role of SPED** staff in the RtI process
- Personnel within this district are implementing RtI processes and procedures with a high level of **fidelity**.
- The administrative team oversees fidelity of implementation.

Answer choices:

- Not part of district's RtI processes
- No, not yet
- Yes

The following chart reflects the answers provided by superintendents regarding commitment to and leadership for the implementation of RtI.

Chart 37: Superintendents’ Question 5: What does data indicate about your district's commitment to RtI this school year?



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Information about Coordination of Implementation Efforts /District RtI Coordinators

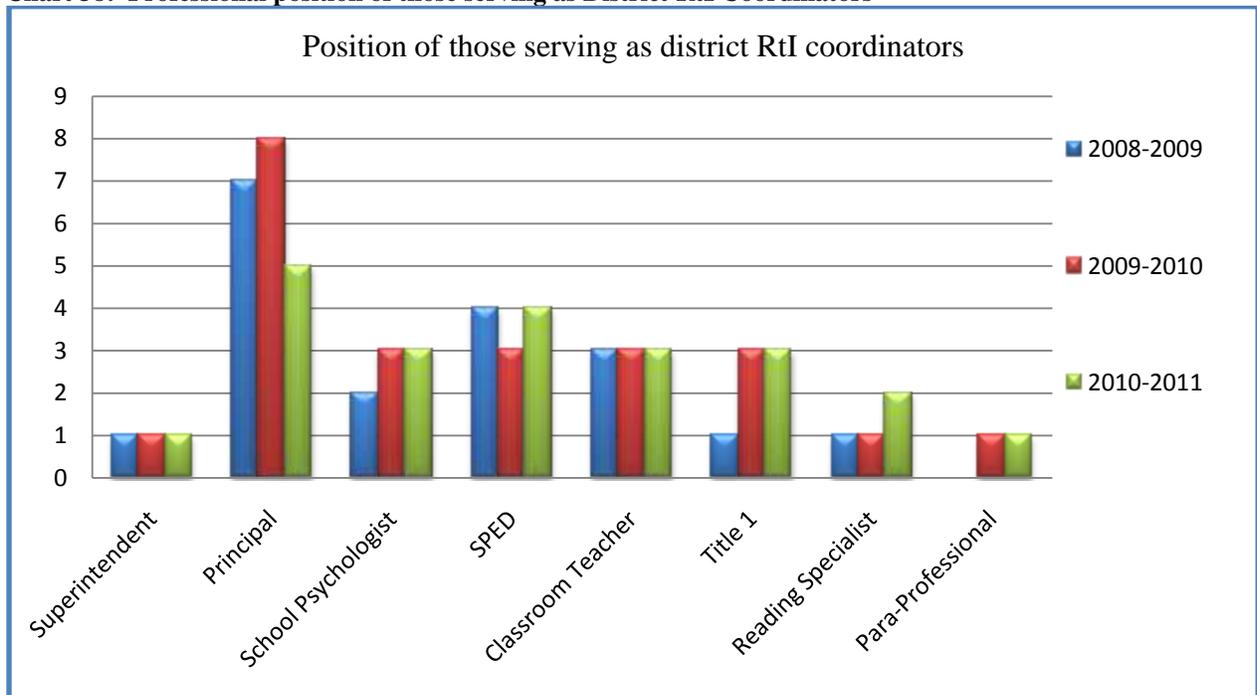
District leadership is responsible to (a) coordinate implementation efforts; (b) coordinate use of resources; and (c) coordinate school improvement efforts. Each district is asked to select/identify an individual to serve as the district RtI coordinator and list that person on the district contact list that is given to the state-level RtI coordinator. All districts identified a district RtI coordinators to lead implementation efforts.

While the role or responsibilities of that individual is not specified in state documents; it may be understood that person would assure the leadership responsibilities are performed; there is, however, flexibility within a system regarding assigned tasks.

Survey data related District RtI Coordinators from 2008-2011

District coordinator data comes from the district contact lists submitted each year. The following chart reflects the professional position of those serving as district RtI coordinators over the past three years.

Chart 38: Professional position of those serving as District RtI Coordinators



School Commitment 1(b) coordinate implementation efforts

No direct data was collected regarding the extent to which district leadership coordinates RtI implementation efforts. Coordination of efforts is a critical element of implementation with fidelity. Districts should designate a person to be responsible for actions such as that that follow:

- Disseminate student data from the previous year to classroom teachers
- Maintain student data files for current year
- Oversee the implementation of all benchmark assessments
- Analyze data at each grade level or classroom to identify the Tier 1 students
- Support the classroom teachers with the Tier 1 intervention process
- Provide resources and strategies for differentiated instruction
- Provide all forms to classroom teachers as needed for documentation of Tier One

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- Collaborate with classroom teachers toward the final weeks of Tier 1 to predict which, if any, students may need to be identified for Tier 2
- Design and deliver small group specifically targeted interventions for Tiers 2 and 3 students to address deficit reading skills
- Provide support for teachers as they provide Tier 2 interventions and more intensive instruction for identified students
- Maintain appropriate documentation for Tiers 2 and 3 as well as required charting of aimline and growth
- Maintain a file of all Tiers 2 and 3 data and monitor the documentation for Tier 1 by classroom teachers
- Maintain a calendar and monitor appropriate intervals of time and documentation regarding all Tier 1, 2, and 3 students
- Schedule problem-solving team meetings to discuss student data focusing on students entering Tiers 2 or 3
- Administer additional reading screenings as deemed appropriate

Principals and RtI coaches were asked, “Within your school, who is MOST responsible for the following RtI processes?”

Answer choices:

- Classroom teacher
- Principal
- RtI Coach

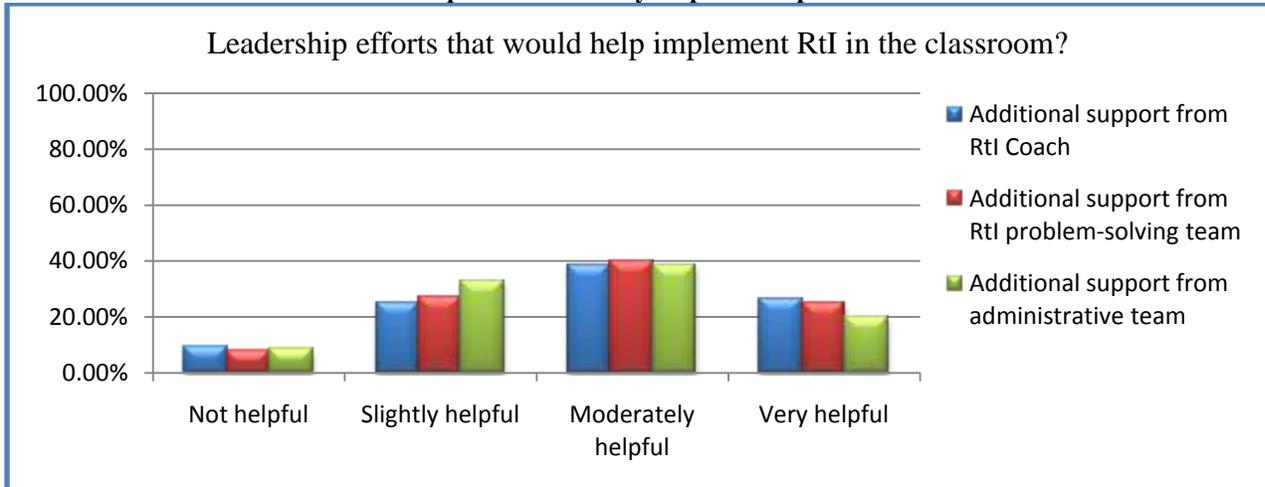
Survey data indicates that the district RtI coordinator was identified by principals as being most responsible for the RtI processes listed below. An asterisk indicates the RtI coaches also identified the district RtI coordinator as being most responsible.

- Disseminate student data from the previous year to classroom teachers*
- Maintain student data files for current year
- ❖ Oversee the implementation of all benchmark assessments*
- ❖ Provide all forms to classroom teachers as needed for documentation of Tier One*
- ❖ Maintain a file of all Tiers 2 and 3 data and monitor the documentation for Tier 1 by classroom teachers*
- Maintain a calendar and monitor appropriate intervals of time and documentation regarding all Tier 1, 2, and 3 students
- Schedule problem-solving team meetings to discuss student data focusing on students entering Tiers 2 or 3
- Administer additional reading screenings as deemed appropriate

The leadership team responsibilities include supporting and documenting that all school staff support RtI and oversee implementation with fidelity. To that end, teachers were asked to identify leadership efforts that might help with implementation efforts in the classroom. The following chart reflects the answers provided by classroom teachers regarding what leadership efforts would help implementation in the classroom.

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Chart 39: Teachers identified leadership efforts that may help with implementation efforts in the classroom.



Question 20: What would HELP you implement RtI in your classroom next year?				
	Not helpful	Slightly helpful	Moderately helpful	Very helpful
Additional support from RtI Coach	9.50%	25.30%	38.60%	26.60%
Additional support from RtI problem-solving team	7.90%	26.90%	39.90%	25.30%
Additional support from administrative team	8.50%	32.90%	38.60%	19.90%

School Commitments 1(c) Coordinate school improvement efforts

No direct evidence was collected regarding the extent to which district RtI leadership coordinates school improvement efforts.

End data collected regarding School Commitment 1(c) coordinate school improvement efforts

School Commitment 2: (a) Identify a “problem-solving team” to (b) oversee training across the district. Note: It appears that in most schools, the RtI Implementation team and the problem-solving team is the same group of individuals.

School Commitment 2(a) Identify a “problem-solving team”

Note: RtI Leadership Team, RtI Problem-Solving Team and RtI Implementation Team appear to reference the same team in school districts in South Dakota.

As part of the application for implementation process, schools are asked to identify RtI implementation team members. Each identified team member, including one school administrator for the grades involved in the project, **must print off and sign the page** that states:

As an RTI Team Member for ____ School, I assure as a team member I will

- Actively participate in the necessary trainings in implementing RtI
- Implement the RtI model
- Provide training in RtI to peers and parents

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As part of the application for implementation process, schools are also asked to assess school status for RtI. The document, “*What is your school status for Response to Intervention?*” asks:

1. Have you established a problem-solving team?
2. Does the team
 - Keep data up-to-date?
 - Meet at least 3 times a year?
 - Share data with all staff members?
 - Provide guidance to teachers where interventions are concerned?

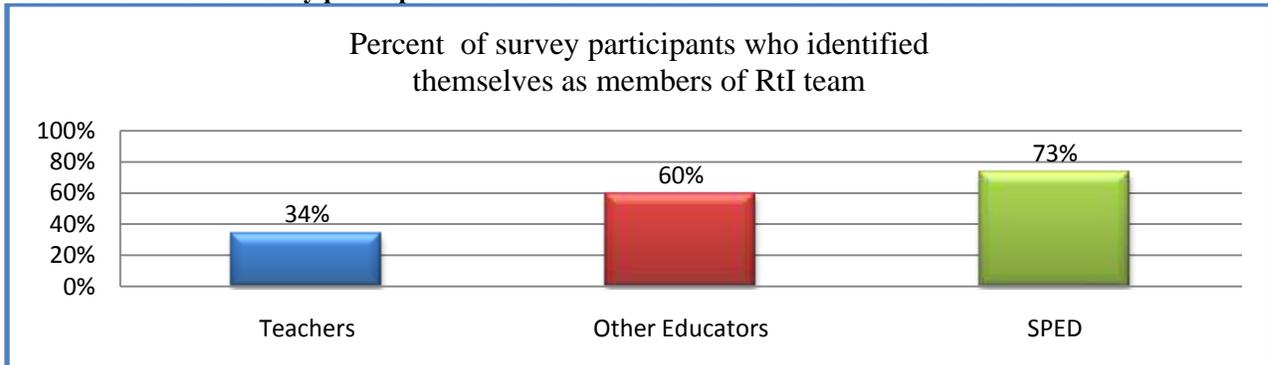
Source: South Dakota Response to Intervention (RtI) Application for Implementation, September 2010, LEA Application - http://doe.sd.gov/oess/documents/sped_RtI_ApplicationforImplementation.pdf

Survey Data regarding RtI teams

Districts were asked to identify the RtI team members when submitting the district contact list. Some data related to RtI teams was gathered from those contact lists; some data was collected from the survey responses. Data related to RtI teams is also collected by the state-level RtI teams when working in the schools. That data is not included in this report.

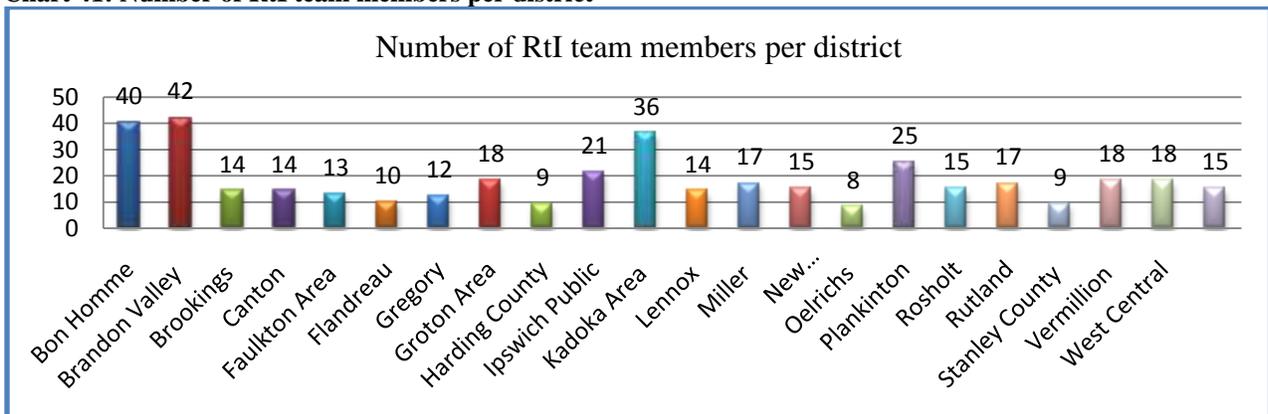
Teachers’ Question 21, Educators’ Question 21, and SPED Question 19 asked: “Are you a member of the school’s RtI implementation/problem-solving team this school year?” Answer choices were “Yes” or “No.” If they answered “yes,” they were directed to questions about RtI team operations and procedures.

Chart 40: Percent of survey participants who identified themselves as members of the RtI team



The following chart indicates the **number** of staff per district that responded, “Yes,” they are a member of the RtI team at their school.

Chart 41: Number of RtI team members per district

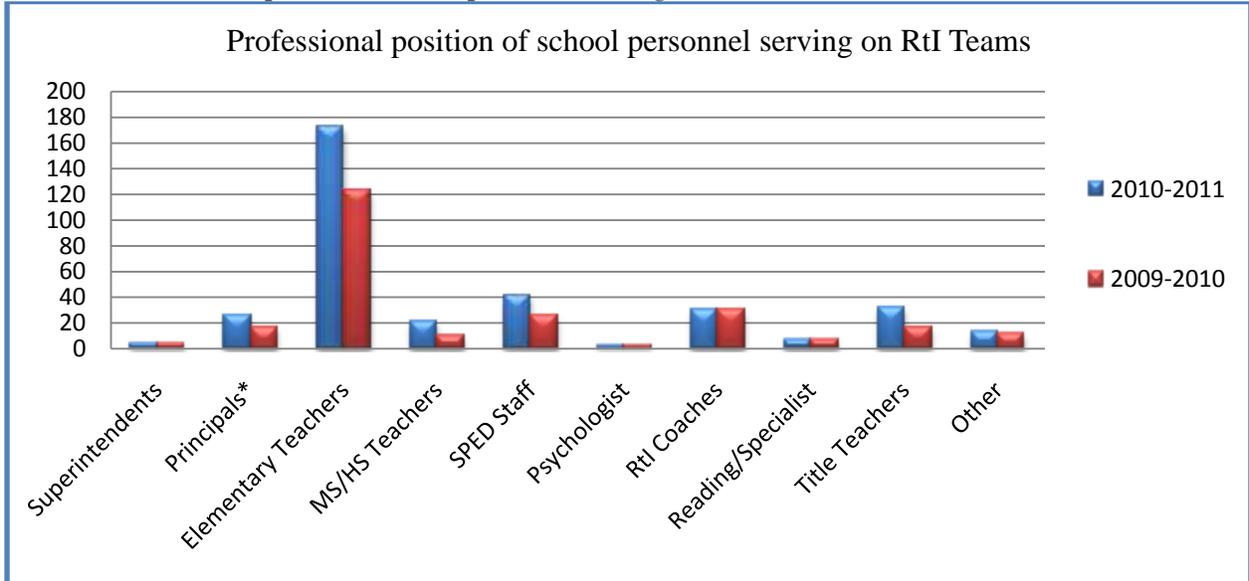


2010-2011 Response to Intervention Data Report

Problem-Solving Team Composition

The Application for Implementation states that the Problem-Solving Team may include: Principal (key administrator), General education teacher, Title 1 teacher, Special education teacher, Academic specialist, Cognitive (RtI) coach, School psychologist, Speech language therapist, parent, and school counselor. The following chart shows team composition in 2009-2010 and 2010-2011.

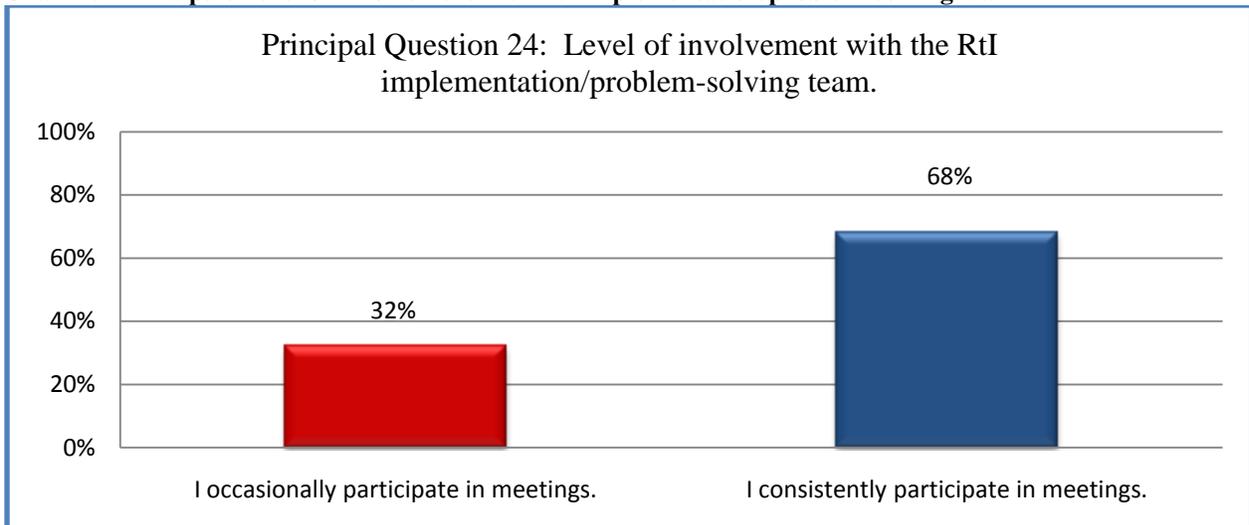
Chart 42: Professional position of school personnel serving on RtI teams



No speech language therapists, parents or school counselors were identified as members of the RtI team.

*Principal participation in RtI team meetings is an important RtI leadership function. In order to gauge involvement in team meetings, principal's question 24 asked, "Select the answer that best describes your level of involvement with the RtI implementation/problem-solving team." Answer choices were, "I occasionally participate in meetings" or "I consistently participate in meetings." The following chart reflects answers provided.

Chart 43: Principals' level of involvement with RtI implementation/problem-solving team



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Parent membership on Problem-Solving Team

No parents were listed on the school district contact lists as being members of the problem-solving team. Parents were asked if they were invited to participate in team meetings. While this survey question was designed to determine frequency of communication between educators and parents/guardians, it reveals that **problem-solving team information is not discussed to a high degree of frequency with parents.**

Parent Question 6: How frequently does your child's teacher communicate with you to invite you to participate in problem-solving meetings?

Answer choices:

- I'm not sure
- Not discussed
- One or two times a semester
- During parent/teacher conferences
- When report cards are distributed

Principal Question 13: How frequently do **teachers** in your district communicate with parents/guardians to _____?

Answer choices:

- Not part of discussion
- At least once a semester
- After each benchmark period
- When report cards are distributed

Teacher question 14: How frequently do **you** communicate with parents/guardians to invite them to participate in RtI problem-solving meeting?

Answer choices:

- Not part of discussion
- At least once a semester
- After each benchmark period
- When report cards are distributed

Other Educator Question 14: How frequently do **parents/guardians receive information** about participating in problem-solving meetings?

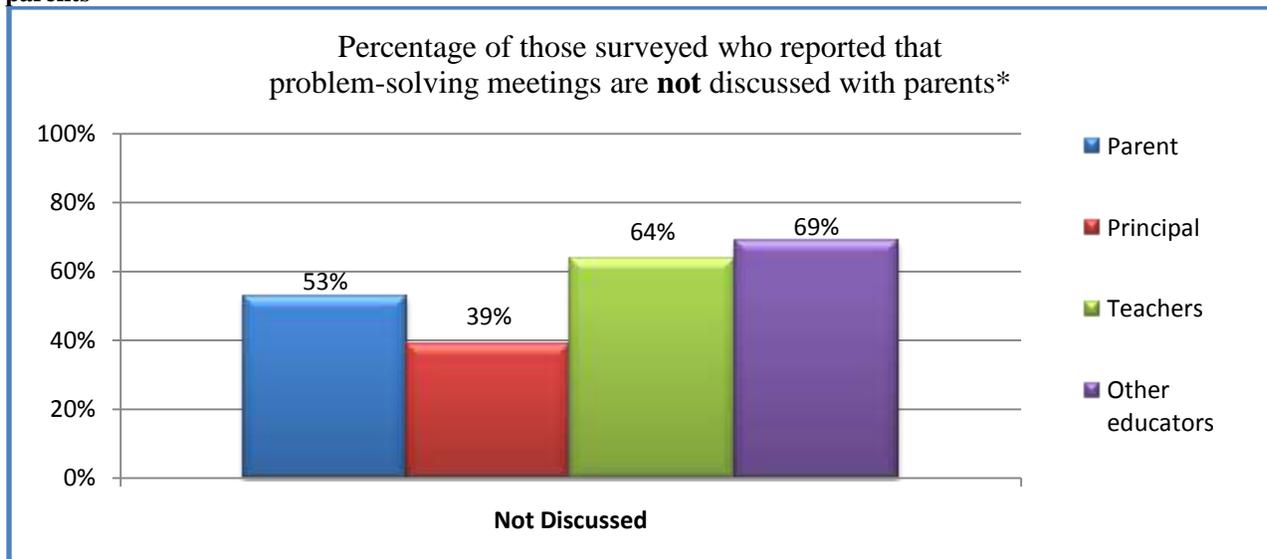
Answer choices:

- I don't know
- At least once a semester
- After each benchmark period
- When report cards are distributed

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The answer most frequently selected was “*not discussed or not part of the discussion.*”

Chart 44: Percentage of those surveyed who reported that problem-solving meetings are not discussed with parents



*Comments from several educators indicated that the only time problem-solving teams were discussed with parents was if a student was in Tier 2 or 3.

End of data related to School Commitment 2(a) Identify a “problem-solving team”

School Commitment 2(b): problem-solving team oversees training across the district.

No data was collected regarding the extent to which the problem-solving team “oversees” training across the district. There is no clarity regarding what is meant by “oversee.” If data is collected via SD DOE documents or by the state-level RtI team, it is not included in this report.

Principals’, teachers’, and educators’ question 23 asked, “Does your school's RtI team provide the following training?”

- RtI training to staff in the district/school
- RtI training to parents in the district
- RtI training to staff in other districts
- RtI training at state/regional conferences

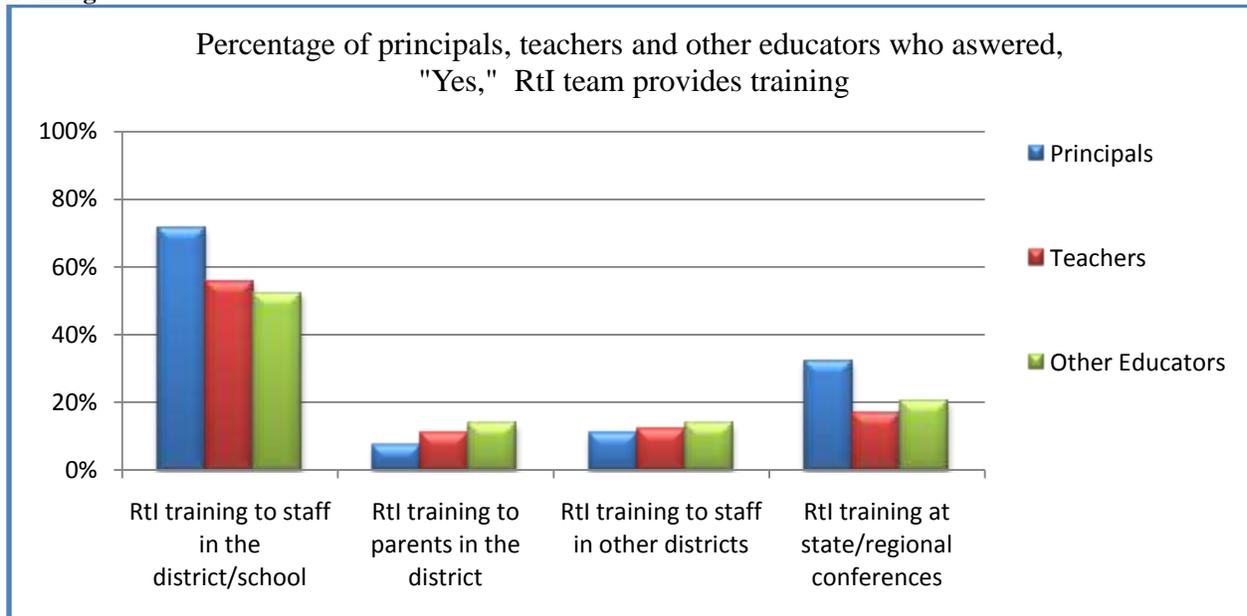
Answer Choices:

- Not a function of this school's team
- No, still developing trainings
- Yes, team does this

The following chart reflects training provided by the RtI team as identified by principals, teachers and other educators.

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Chart 45: Percentage of principals, teachers and other educators who answered “Yes,” RtI team provides training



End of data related to School Commitment 2(b): oversee training across the district.

School Commitment 3: (a) Complete a self-assessment of existing RTI core elements and (b) ensure there is a research-based core curriculum in place in Reading.

School Commitment 3 (a): Complete a self-assessment of existing RtI core elements

It is important that school district personnel understand the core elements of RtI and how RtI is implemented with fidelity. As part of the application for implementation, schools are asked to complete a self-assessment of existing RTI core elements. SD DOE developed documents to guide the process.

A document titled, “*What is your status for Response to Intervention*” is part of the application for implementation document. That document asks school personnel to self-assess RtI core elements including consensus and commitment, leadership, universal screening, instruction, and professional development.

Another self-assessment document titled, *SD RtI Action Plan*, is posted on the SD DOE website. That document also asks very specific questions about consensus and commitment, universal screening, data-driven decision making, progress monitoring, instruction, professional development, coaching, and leadership. The document was to be signed by all members of the RtI leadership team and submitted to Alicia Schoenhard. Data collected as part of those self-assessment documents is not included in this report. Contact Alicia Schoenhard for information.

School Commitment 3 (b): Ensure there is a research-based core curriculum in place in Reading.

Districts were asked to report their core reading programs to the state-level RtI Coordinators. When asked to report core reading curriculum, schools listed the textbook/reading series being used in the grade levels implementing RtI. There is, however, no data included in this report to validate that the textbooks/reading series (core curriculum) is research-based.

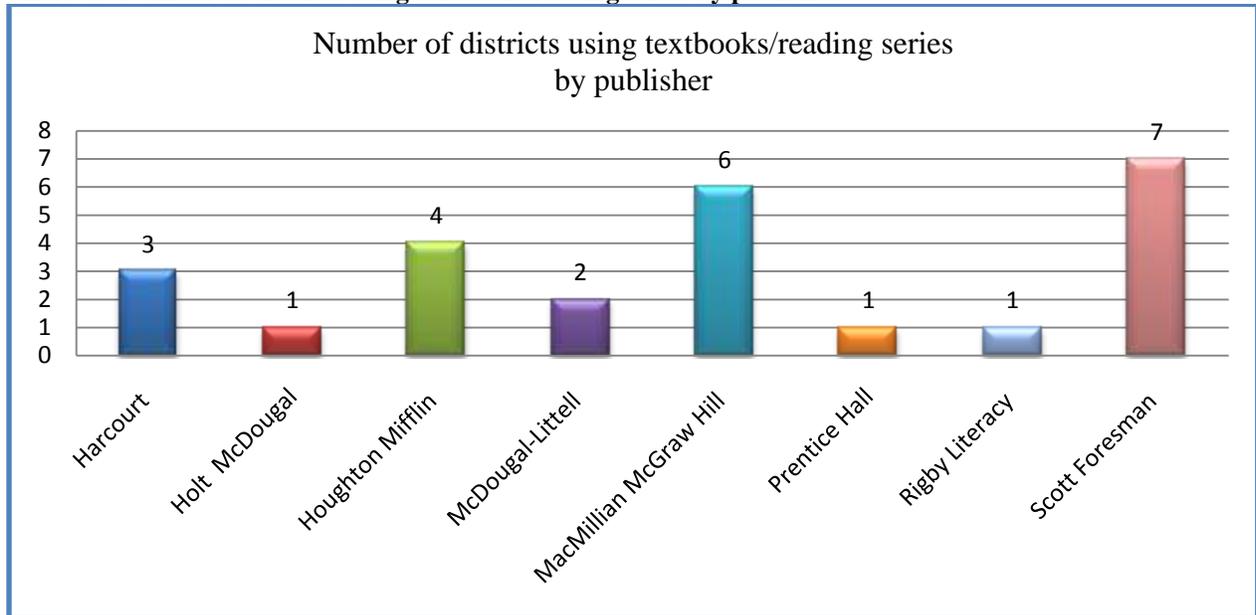
The following is a compiled list of the textbooks/reading series reported to the state-level RtI team. No uniform data collection tool was used, thus there may be reporting errors in textbook titles and publishing dates.

2010-2011 Response to Intervention Data Report

Textbook/Reading program	Textbook/Reading program
Harcourt Story Town 2007	MacMillian McGraw Hill Glencoe 2007
Harcourt Story Town 2009	MacMillian McGraw Hill Treasures 2007
Holt McDougal 2009	MacMillian McGraw-Hill 2007
Houghton-Mifflin Nations Choice 2003	MacMillian McGraw Hill Treasures 2009
Houghton-Mifflin 2006	MacMillian McGraw Hill 2009
Houghton Mifflin Journeys 2010	Prentice Hall Literature Language and Literacy 2010
Houghton Mifflin Journeys 2011	Rigby Literacy By Design 2008
McDougal Littell 2008	Scott Foresman Literature & Integrated Studies 1997
McDougal-Littell Literature 2008	Scott Foresman Reading Street 2008

The following chart reflects the number of districts that reported the textbooks/reading series by publisher. (Example: 3 districts reported using core reading curriculum published by Harcourt; 7 reported using core reading curriculum published by Scott Foresman.)

Chart 46: Number of districts using textbooks/reading series by publisher



South Dakota schools implementing the RtI may follow some format for ensuring their core reading curriculum is SBRR but that data is not included in this report.

If school district personnel are interested in validating the SBRR status of their core curriculum, several websites provide information about or guidance in completing that evaluation. Many state departments of education as well as national reading organizations provide information that can be used to evaluate reading programs based on comprehensive criteria.

The following information is a sample of core reading program information available to school districts.

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Final Report of the Maryland Committee for Reviewing Core Reading Programs, August 2008

Scientifically based reading research (SBRR) is research that applies rigorous, systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties.

This includes research that:

- Employs systematic, empirical methods that draw on observation or experiment.
- Involves rigorous data analysis that are adequate to test the stated hypotheses and justify the conclusions drawn.
- Relies on measurements or observational methods that provide valid data across multiple measurements and observations.
- Has been accepted by a peer reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

A core reading program is the primary instructional tool that a teacher uses to teach children to learn to read and ensure that they meet or exceed grade level standards.

Five essential components of effective reading instruction are present, and explicit and systematic instruction must be provided in these five areas:

- Phonemic Awareness
- Phonics
- Vocabulary Development
- Reading fluency, including oral reading skills
- Reading comprehension strategies

Mayland Department of Education: <http://www.msde.maryland.gov>

Source: [http://www.msde.maryland.gov/NR/rdonlyres/D4445574-A974-42BD-A186-B6787699F74F/17615/MD Committee for Reviewing Core Reading Program Fi.pdf](http://www.msde.maryland.gov/NR/rdonlyres/D4445574-A974-42BD-A186-B6787699F74F/17615/MD%20Committee%20for%20Reviewing%20Core%20Reading%20Program%20Fi.pdf)

Other websites that provide SBRR information include:

RtI Action Network:

- <http://www.rtinetwork.org/learn/research/selectingcorecurriculum-tier1>

National Reading Panel:

- <http://www.nationalreadingpanel.org/faq/faq.htm>

University of Oregon, Center on Teaching and Learning:

- http://reading.uoregon.edu/cia/curricula/core_program.php

International Reading Association

- <http://www.reading.org/General/Publications/Books/BK707.aspx>

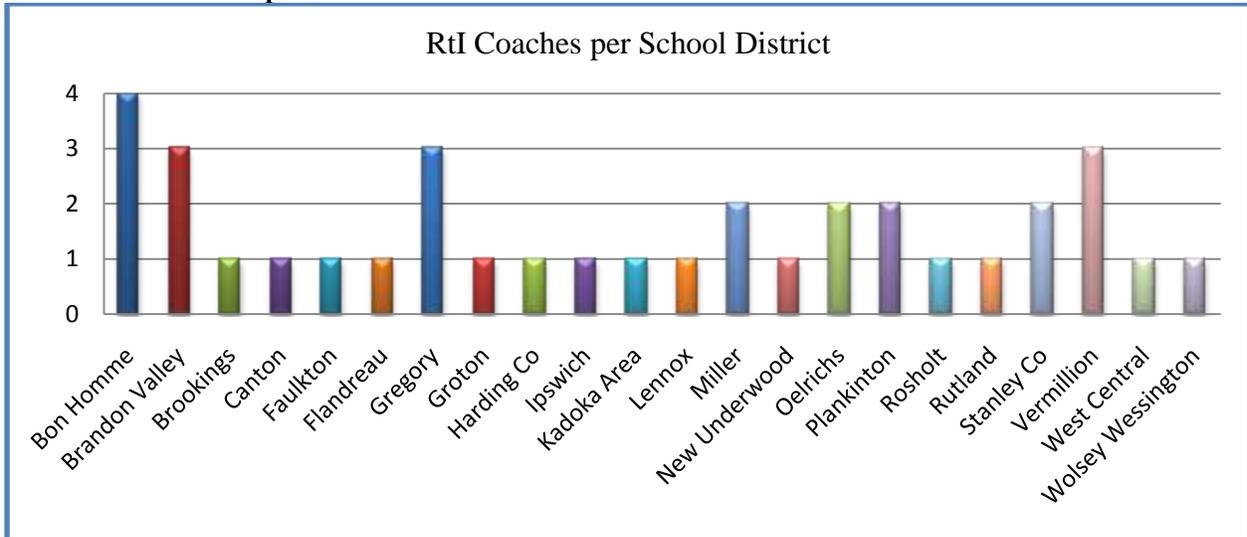
End of School Commitment 3: Complete a self-assessment of existing RTI core elements and ensure there is a research-based core curriculum in place in Reading.

School Commitment 4: Identify a person in district to become a coach. (While the language of this commitment states “coach,” it is understood the commitment is to name an “RtI coach.”)

All districts fulfilled the commitment to identify a person to become a coach. The following chart shows the number of RtI coaches per district.

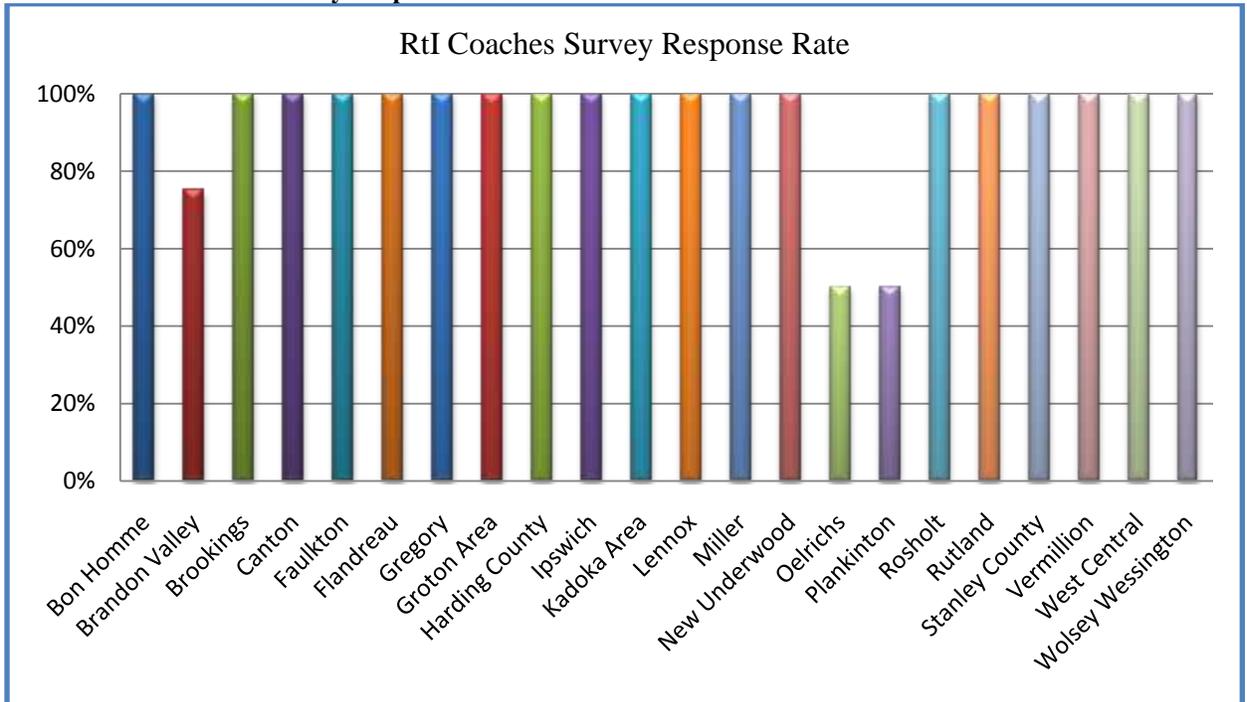
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Chart 47: RtI Coaches per School District



The RtI coaches were very responsive to the RtI coaches' survey. The survey, included in Part B of this report, includes data that will be useful for understanding the RtI coaches' roles and responsibilities at the school level. The data will be helpful for planning at the state-level. The following chart reflects the coaches' response rate.

Chart 48: RtI Coaches Survey Response Rate



End of data regarding School Commitment 4: Identify a person in district to become a coach.

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Coaching Commitment

The application for implementation states that coaches will be responsible for (a) attending required trainings, (b) ensuring fidelity of implementation within their school(s), (c) identifying resources including research based curriculum and interventions, and (d) assist with evaluation data collection. Selection criteria for coach include:

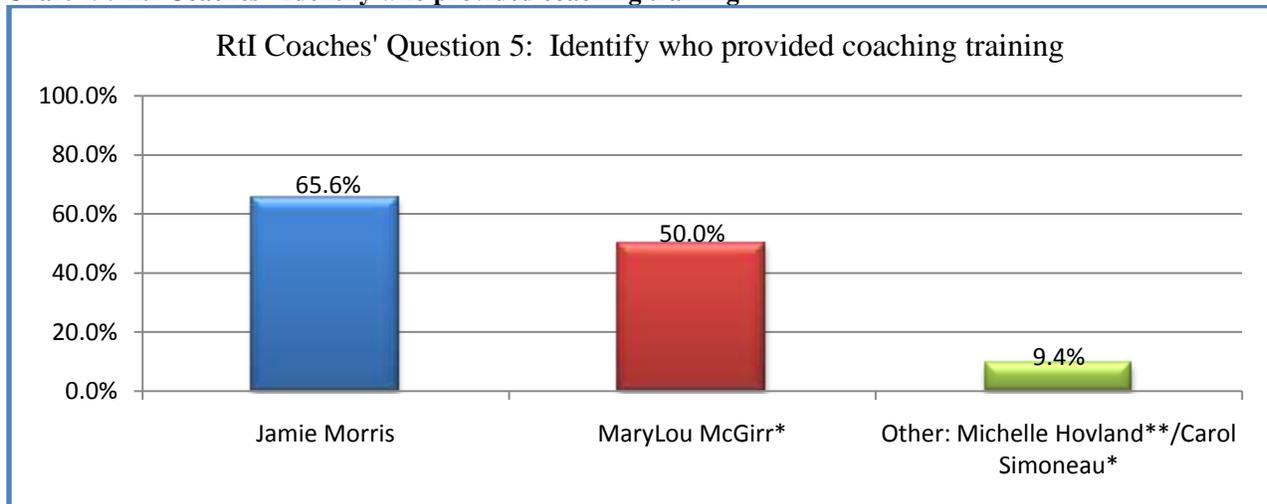
- Evidence of highly effective classroom or school experience;
- Familiarity with various research based curricula and interventions;
- Demonstrated organizational skills;
- Experience conducting small group training;
- Ability/availability to attend training sessions;
- Willingness to participate in coach training sessions;
- Team and small group facilitation skills; and ability to use data for making instruction decisions.

Coaches responsibility (a): attend required trainings

The only training that coaches are required to attend is cognitive coaching. RtI coaches' question 5 asked: Identify the trainer(s) who provided your Cognitive Coaching™ Foundations Training. Select all that apply.

All of the RtI coaches reported having taking CC training. Some participated multiple trainings, thus the totals in the chart below total more than 100%

Chart 49: RtI Coaches - Identify who provided coaching training



*Dr. Simoneau, and Ms. McGirr are listed as Certified National Training Associate for Cognitive CoachingSM on the Center for Cognitive Coaching website: Source: <http://www.cognitivecoaching.com/biograph.htm>

Jamie Morris, BHSSC and Dr. Michelle Hovland, BHSU are certified by CCC as Agency Trainers.

**Dr. Michelle Hovland, BHSU, College of Education, provides cognitive coaching training to teachers involved in Project Select and the Elementary Professional Development Schools Project in Cognitive Coaching. Source:

<http://www.bhsu.edu/michellehovland/ProfessionalExperience/tabid/6927/Default.aspx>

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Coaches are responsible for ensuring fidelity of implementation within their school(s), identifying resources including research based curriculum and interventions, and assist with evaluation data collection. No data is included in this report regarding what actions are required of coaches, what training they receive to fulfill this responsibility, what support they receive from administrators or what guidance they receive from the state-level RtI staff.

Survey questions were designed to gather data about actions taken by coaches to fulfill those important responsibilities.

Coaches' responsibility (b): ensure fidelity of implementation within their school(s)

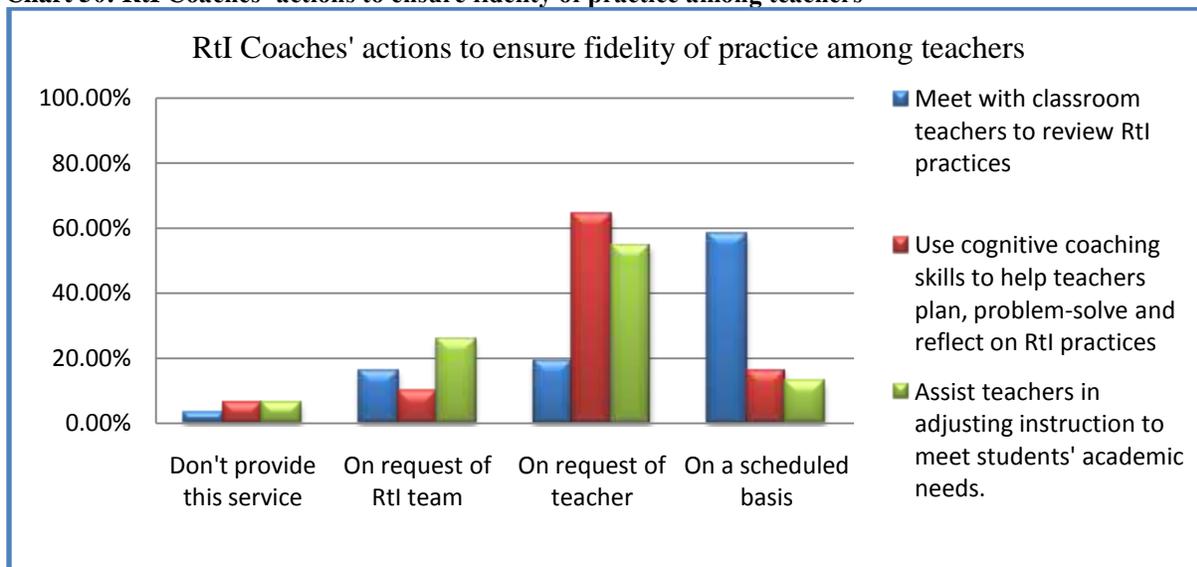
Coaches' question 6 asked: "Please select the answer that BEST describes when you provide the following RtI coaching services to staff in your school."

- Meet with classroom teachers to review RtI practices
- Use cognitive coaching skills to help teachers plan, problem-solve and reflect on RtI practices
- Provide TRAINING in data collection, reporting, analysis and interpretation
- Provide GUIDANCE in data collection, reporting, analysis and interpretation
- Help identify resources including SBRR reading curriculum and interventions
- Assist teachers in adjusting instruction to meet students' academic needs.

Answer choices:

- Don't provide this service
- On request of RtI team
- On request of principal
- On request of teacher
- On a scheduled basis

Chart 50: RtI Coaches' actions to ensure fidelity of practice among teachers



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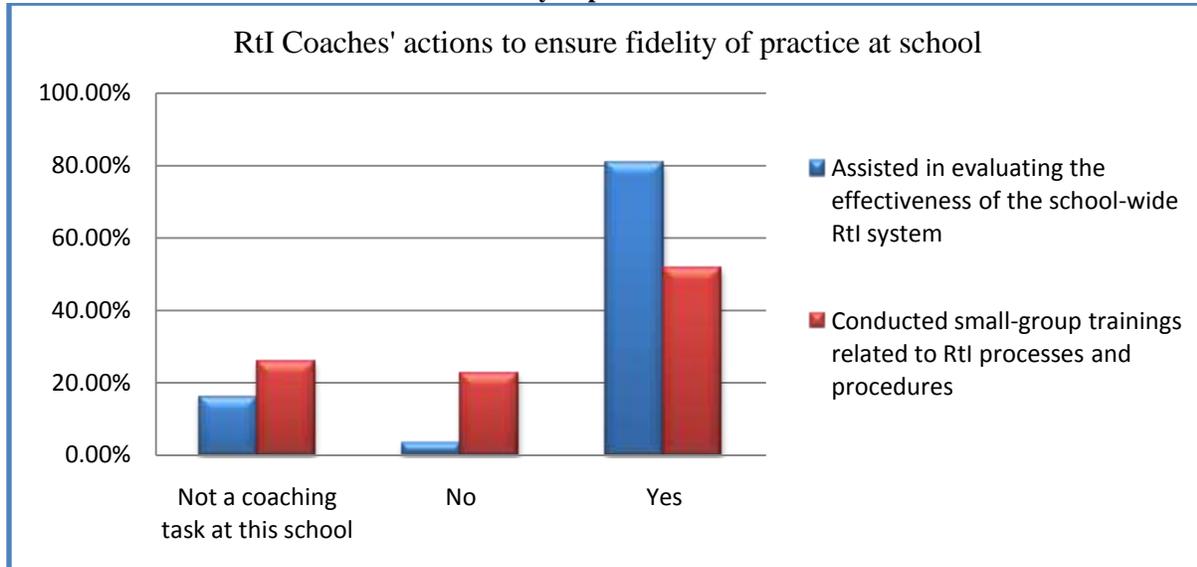
Coaches question 7 asked: Were you able to fulfill these RtI coaching tasks this school year?

- Assisted in evaluating the effectiveness of the school-wide RtI system
- Conducted small-group trainings related to RtI processes and procedures

Answer choices:

- Not a coaching task at this school
- No
- Yes

Chart 51: RtI Coaches' actions to ensure fidelity of practice at school



Coaches' responsibility(c): identify resources including research based curriculum and interventions

RtI Coaches Question 6 asked: How often do you help identify resources including SBRR reading curriculum and interventions

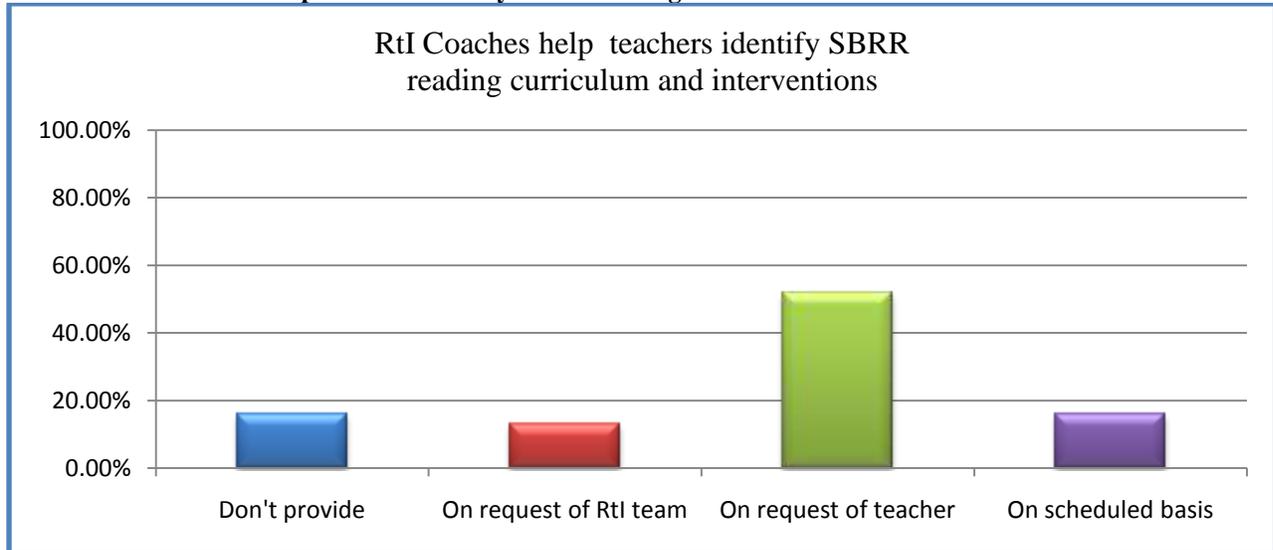
Answer choices:

- Don't provide this service
- On request of RtI team
- On request of principal
- On request of teacher
- On a scheduled basis

The following chart reflects coaches' perception of the help they give to identify SBRR reading curriculum and interventions.

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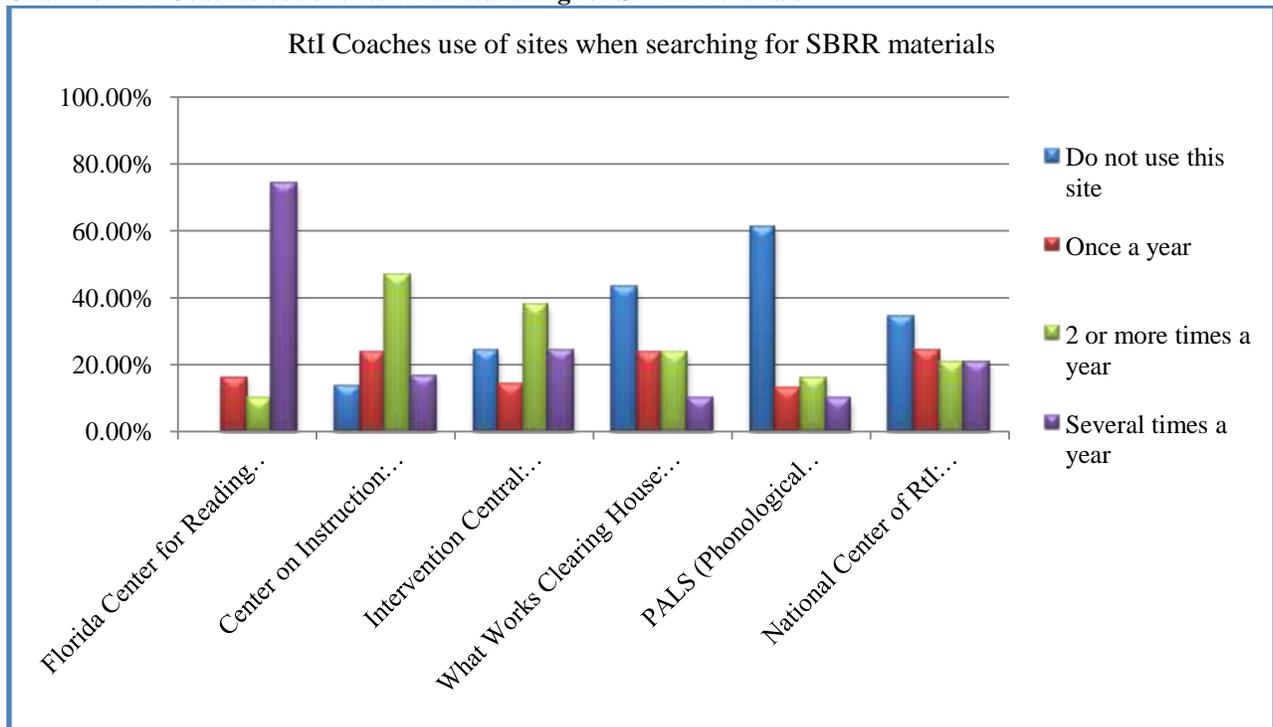
Chart 52: RtI Coaches help teachers identify SBRR reading curriculum and interventions



RtI Coaches question 9 asked: How often do you use the following sites when searching for SBRR materials for instruction and interventions or when guiding teachers through the selection process?
 Answer choices:

- Do not use this site
- Once a year
- 2 or more times a year
- Several times a year

Chart 53: RtI Coaches use of sites when searching for SBRR Materials



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- Florida Center for Reading Research: <http://www.fcrr.org>
- Center on Instruction: <http://centeroninstruction.org>
- Intervention Central: <http://interventioncentral.org>
- What Works Clearing House: <http://ies.ed.gov/ncee/wwc>
- PALS* (Phonological Awareness Literacy Screening): <http://pals.virginia.edu>
- National Center of RtI: <http://rti4success.org>

*Note: The complete address for PALS should read <http://pals.virginia.edu/tools-activities.html>

Coaches' responsibility (d): assist with evaluation data collection

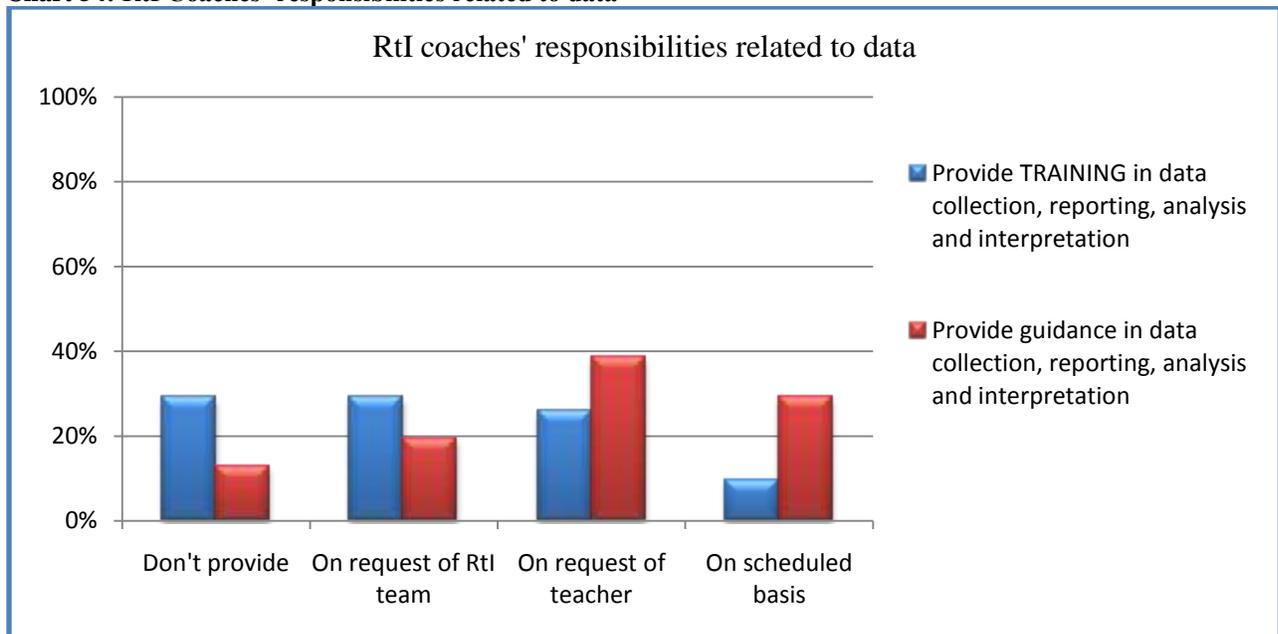
RtI Coaches question 6 asked: How often do you

- Provide TRAINING in data collection, reporting, analysis and interpretation
- Provide guidance in data collection, reporting, analysis and interpretation

Answer choices:

- Don't provide this service
- On request of RtI team
- On request of principal
- On request of teacher
- On a scheduled basis

Chart 54: RtI Coaches' responsibilities related to data



End of data regarding coaches' commitments

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School Commitment 5: Commit to and support staff participation in and completion of intensive RTI training, including both e-learning and regional training opportunities.

No data was collected regarding school commitment to and support of staff participation in and completion of intensive RTI training, including both e-learning and regional training opportunities. No survey question was asked specific to school level commitment to and support of staff participation in training.

End of data regarding School Commitment 5

School Commitment 6: Inform and connect with parent/families.

The SD DOE and state-level RtI personnel have taken care to provide information about RtI to districts and parents. The SD DOE RtI website provides a link to the National Resource Center for Disabilities (NRCD) that provides information to parents, including a document titled, *The ABCs of RtI, A Guide to Parents*. The guide includes information about school-wide screening, progress monitoring, tiered instruction, high-quality, research-based instruction and interventions, collaboration among school staff, fidelity of implementation, important information for parents, questions and answers and resources for parents.

Source: http://www.nrcl.org/free/downloads/ABC_of_RTI.pdf

Information regarding parent involvement is published each year in publications such as the *Title 1 Newsletter, Winter, Volume 10, Edition 1, January 2011*. The article, "Addressing Parent Questions Regarding RtI," is on page 9 of that newsletter.

ADDRESSING PARENT QUESTIONS REGARDING RTI

By Alicia Schoenhard, SD DOE; Title 1 Newsletter, January 2011

Parent involvement is a central part of the traditional educational system, and equally important, when your school implements Response to Intervention (RTI). The focus of this article is to explain RTI as it pertains to parents of children who may be at-risk for academic and/or behavioral difficulty.

RTI is different than services parents may currently be familiar with, it provides more interventions earlier. It strengthens the ability of classroom teachers to help a wider range of students, by supporting them in making data-based instructional decisions about individual students, including those that may participate in a special education or Title program.

Here are five questions parents frequently ask about RTI:

1. How is RTI different from special education? One major difference is the emphasis on early interventions for children who are at risk for academic and/or behavioral problems. The idea is to intervene early with research-based strategies before a child fails and becomes so far behind that they require special education.
2. What are the advantages of RTI? Response to Intervention has been developed to prevent unnecessary academic failure, implement research-based interventions for all students, prevent unnecessary referral to special education, and increased parental involvement at all three tiers of the process.

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3. What interventions will be used? The South Dakota model for Response to Intervention includes a three tiered approach. Tier I is the general education classroom with good research-based instruction and qualified staff. Frequent communication with parents at this level plays an important part in the success of the process and the student. Parents should be encouraged to attend school functions, such as parent-teacher conferences, in addition to monitoring and assisting in homework, supporting and reinforcing the classroom teacher, and praising the child for good work. If a child is struggling, it might be necessary for the school to implement targeted interventions at Tier II or Tier III. Parents may make suggestions concerning interventions or strategies for their child, and should continue to be notified of his/her progress. Keep in mind, parents may request that an evaluation be conducted at any time during the process if they have concerns about their child.
4. How will I know what's going on with my child's education? Again, frequent communication between school and home plays an important part in the success of the process and the student. Parents may request to be notified of team meetings, and may be a vital team member concerning academic and/or behavioral strategies specific to their child.
5. What if my child continues to struggle? Not all interventions work for every student. Be sure parents know that RtI enables schools to continue to respond to the needs of students. If attempts are unsuccessful in the tiered approach, it is sometimes necessary to make a referral for an evaluation. This assessment will determine if your child has a disability and needs special education – specifically designed instruction for an eligible student. This is a very formal process, and parental involvement is necessary.

For more information about the South Dakota model for Response to Intervention, please contact the Department of Education at 605-773-6708 or visit the SDDOE Response to Intervention website: <http://doe.sd.gov/oess/spedRtI.asp>

A document titled “*Parent Involvement*” on page 5 of RtI, The South Dakota Model, 2007 Edition, states, “*Involving parents at all phases is a key aspect of a successful RtI program. As members of the problem-solving team, parents can provide a critical perspective on students, thus increasing the likelihood that RtI interventions will be effective. For this reason, schools must involve parents as early as possible, beginning with the monitoring of individual student performance within the core curriculum.*”

Clear direction is provided to school districts on how to involve parents.

RtI Tier Events - How to Involve Parents

Prior to school:

- Develop a campaign to inform the public regarding RtI processes.
- Include clear description of RtI process in school handbook (parent and/or student).

Start of school year for all students: Send parent-friendly notice home to all parents reviewing processes initiated within the RtI model to address needs of all students. May include:

- Conferences, websites, newsletters, and/or open houses to facilitate parents’ understanding of the process and its benefit to their student(s)
- Universal screenings
- Data reflecting student progress within the core curriculum will be available for all parents at their request. This data will be shared with parents at conferences.

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Tier 1: When individual student issues are identified

- Conduct parent/teacher conference at which time student data (graphic representations) will be shared, strategies and materials for home instruction are offered.
- Parent must be informed regarding procedural due process rights under IDEA '04.
- Problem-Solving Team meets to address problems of identified students, progress monitoring
- Obtaining parent input is critical. Invite parents to attend these meetings.

Tier 2: Documentation of progress

- Continue to send home reports and continuous progress monitoring data reviewed by team;
- Involve parent in the intervention process (Note: If we are teaching in a targeted skill, the parent should know about this and be guided in helping the student at home to the extent the parent is willing and able.)
- Team meetings to review progress and make instructional decisions
- Invite parents to participate in meetings and/or receive any of the data that is used by the team with a summary of the meeting in writing accompanied by a follow-up telephone call and/or parent/teacher conference.

Tier 3: Decisions that result in a student spending more time in intensive instruction than typical peers

- Send form letter home.
- Obtain consent for individual evaluation.*
- Conduct follow-up call to address parent questions.

*It should be noted **consent** occurs only if a referral is being made for special education services.

The parent involvement document is posted on the SD DOE website under “Implementation Guide” at: http://doe.sd.gov/oess/documents/sped_RtI_ImplementationGuide.pdf

SD DOE created, published, posted on the DOE website, and made available to the public, the publications: **Response to Intervention, A Primer for Parents** and **RtI Quick Reference**. Those documents have been removed from the website but are included in Part C of this report.

SD DOE posted a document titled, *Response to Intervention, Quick Reference Guide for Parents*. Source: http://doe.sd.gov/oess/documents/sped_RtI_ReferenceCard.pdf

Survey Data related to School Commitment 6: Inform and connect with parent/families.

Informing and connecting with parents/families is a significant school commitment. It is important enough that it is the sixth evaluation question, **“How are parents involved?”**

In 2008-2009 and 2009-2010, principals and teacher were surveyed about frequency of communication with parents regarding:

- RtI practices and procedures.
- Discuss RtI process and how they are used to increase student performance.
- Share results of reading assessments
- Discuss reading problems
- Discuss instructional strategies
- Enlist help with homework
- Provide home instructional materials.

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Answer choices were “never, occasionally or frequently.” The most frequently selected answer was “occasionally.”

There was no corresponding data collected from parents; thus it was difficult to draw conclusions about levels of communication. It was determined that parents should be surveyed during the 2010-2011 data collection process. It was also determined that the question about frequency of communication with parents would be more specific to when communications would most likely occur in the course of the school year.

Information about Parent Survey:

A survey for parents with children in districts/schools implementing RtI was drafted by the data collection team. It was reviewed and revised by the state-level RtI team and field tested by selected teachers and parents. Suggestions from the field test were considered and incorporated into the survey.

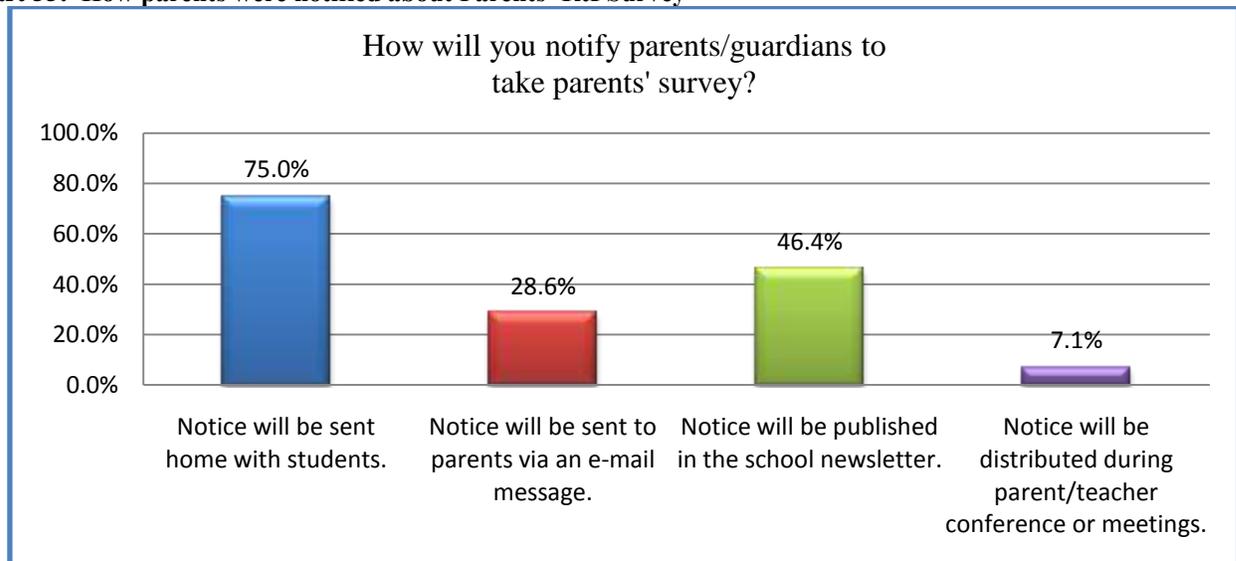
A letter was drafted regarding the intent of the survey and sent to superintendents and principals. A copy of the parent survey was included in that communication. A letter inviting parents to participate was sent to principals for distribution to parents. The letter contained a link to the online survey via SurveyMonkey^R.

In order to gather data regarding when and how parents were notified about the on-line survey, principals were asked to complete a short online survey titled, “Survey to Verify Parent Notification.”

Twenty-six of twenty-eight principals responded to the verification survey. That data is included in Part B of this report. The following chart reflects methods those 26 principals used to invite parents to take the online survey via SurveyMonkey^R. Seventy-five percent sent notices home with students.

Survey to verify notification Question 2: How will you notify parents/guardians to take parents' survey?

Chart 55: How parents were notified about Parents' RtI Survey



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Parents' Survey Data:

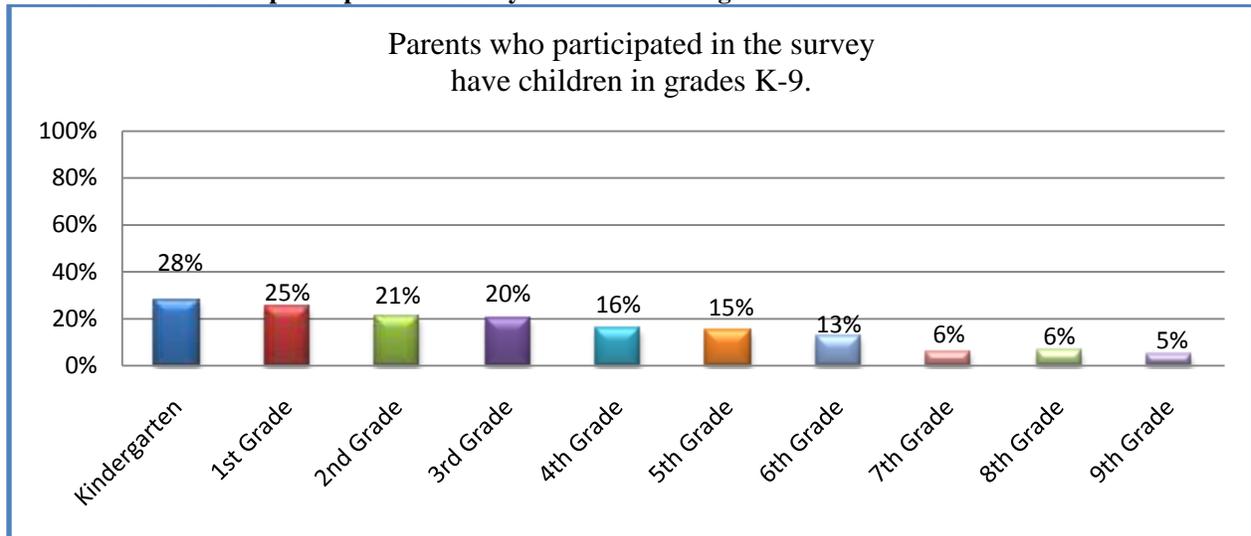
Four hundred eighteen (**418**) parents from 16 of the 22 districts participated in the on-line RtI Parents' Survey via SurveyMonkey^R.

An additional 14 parents submitted paper copies of the survey; bringing the total to **432 parent participants**. The paper copies of the survey were electronically entered into a separate version of the Parent's Survey via SurveyMonkey^R.

Since many of the paper surveys contained incomplete answers or skipped questions, the data is not equivalent to data submitted on-line; therefore that data is not included in the charts in this report.

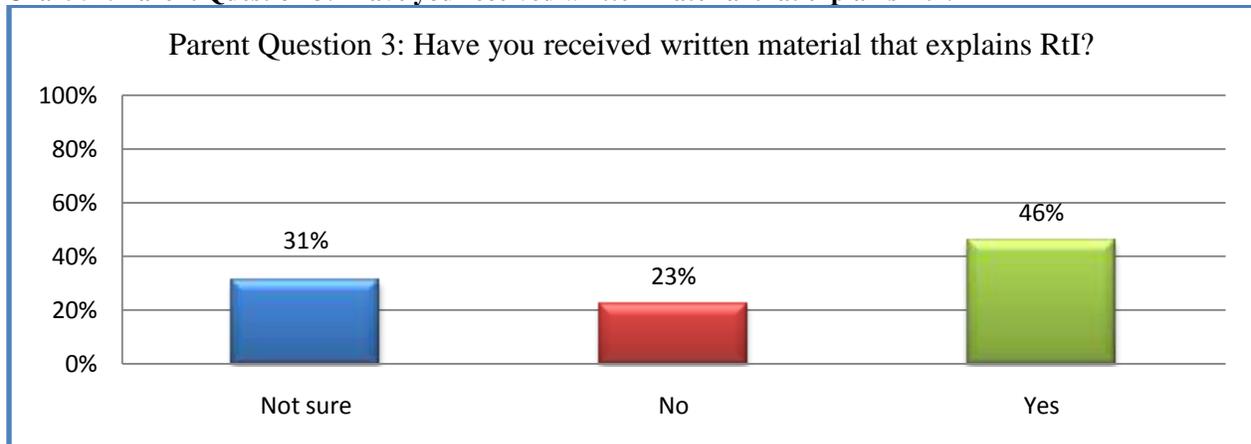
The following chart reflects the grade levels of children of parents who participated in the survey.

Chart 56: Parents who participated in Survey have children in grades K-9



No data is included regarding the types of print material schools have made available to parents regarding RtI processes and procedures. Forty-six percent (46%) of parents surveyed indicated they had received written material that explains RtI; 54% reported they aren't sure or did not receive written material that explains RtI.

Chart 57: Parent Question 3: Have you received written material that explains RtI?



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If school district personnel would like to provide parents with written materials, several parent involvement materials are available on-line.

As referenced earlier in this document, the National Research Center on Learning Disabilities offers a free download of *The ABC's of RtI: Elementary School Reading A Guide for Parents* at http://www.nrcld.org/free/downloads/ABC_of_RTI.pdf

The table of contents of the *ABC's of RTI* lists information that may be of interest to parents and educators:

School-wide Screening Page 2

- The school gives all students a screening test – usually three times each year – so that teachers and staff will know which students need extra help with academic work or behavior.

Progress Monitoring Page 4

- For students needing extra help, school staff members frequently (for example, at least once every week) check the progress of each child to see what changes, if any, need to be made in the instruction.

Tiered Instruction Page 6

- Within the RTI structure are several tiers, or levels, of instruction. General education is referred to as Tier 1. Additional tiers, usually two or three, use increasingly intense levels of instruction (for example, smaller groups, more time, more progress monitoring).

High-Quality, Research-Based Instruction and Interventions Page 10

- All school staff members use instructional methods and materials that have been proven to work effectively.

Collaboration Among School Staff Members Page 12

- School staff members (including the principal, general education teachers, special education teachers, reading specialists, and school psychologists) work together to help each child be successful.

Fidelity of Implementation Page 14

- School staff members make sure that instructional materials and methods are used exactly as intended.

Important Information for Parents Page 15

Questions and Answers Page 16

Resources Page 28

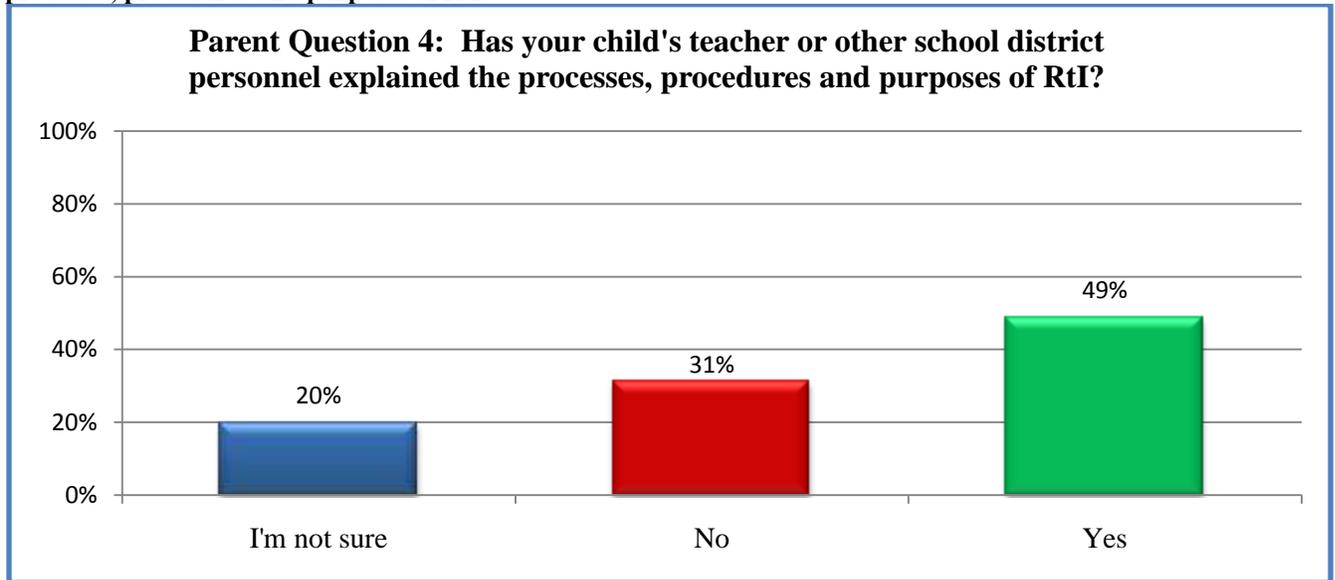
The **RTI Action Network**, an affiliate of the National Center for Learning Disabilities, Inc., includes a section called, Resources for Parents and Families at: <http://www.rtinetwork.org/parents-a-families>

The National Association of School Psychologists (NASP) is also affiliated with the RTI Action Network. Link: <http://www.nasponline.org/resources/rti/rтинetwork.aspx> School Psychologists or other members have access to various RtI materials including a parent involvement publication titled, *Response to Intervention: A Primer for Parents, Ensuring a healthy start; Promoting a bright future*. Source: <http://www.nasponline.org/resources/handouts/revisedPDFs/rtiprimer.pdf>

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While data is incomplete regarding topics of discussion with parents, 49% of parents indicated someone within the school had explained RtI processes and procedures. The data also indicates that 51% of parents don't remember having RtI explained to them by school personnel.

Chart 58: Parent Question 4: Has your child's teacher or other school district personnel explained the processes, procedures and purposes of RtI?



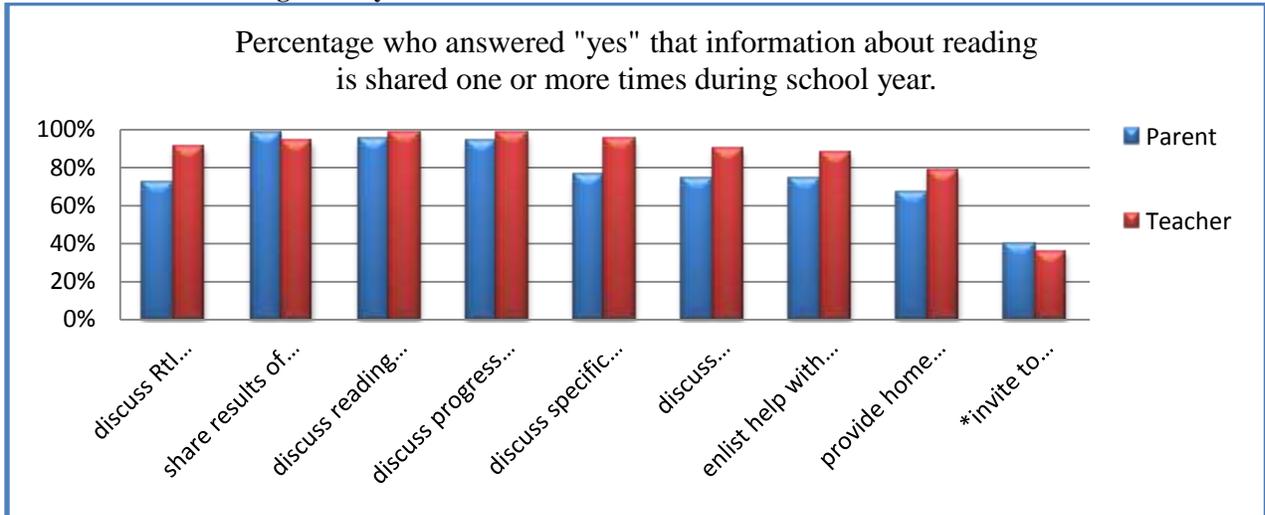
While data is incomplete regarding the extent to which schools inform and connect with parents/families about RtI; parents, principals and teachers were asked the frequency of communication about:

- instruction and intervention processes and how they are used to improve reading skills
- results of reading assessments
- reading problems/challenges
- progress and growth made by child
- specific to skill deficiencies
- instructional strategies
- enlisting parent help with homework
- instructional materials to use at home
- parent participation in problem-solving meetings

According to the surveys, efforts are made to inform and connect with parents/families. While there are some differences in perception, survey data from parents and teachers indicates information about reading is shared one or more times during the school year.

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Chart 59: Percentage of parents and teachers who answered "yes" that information about reading is shared one or more times during school year.



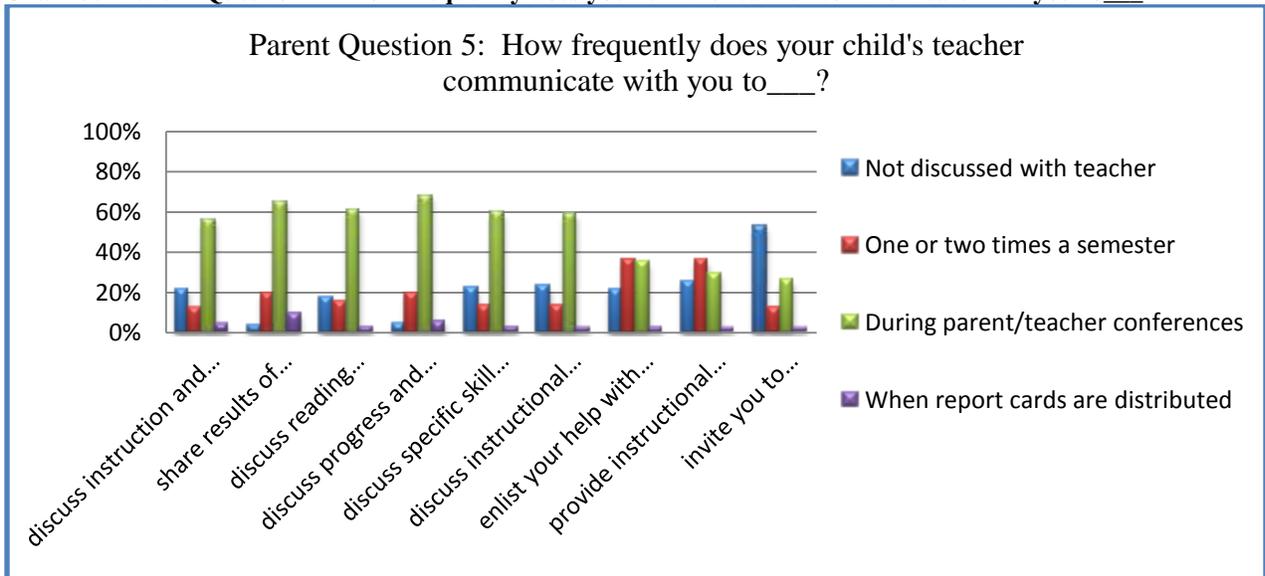
*Note: Educators surveyed indicate that unless a student is in Tier 2 or 3 of RtI, parents may not be invited to participate in problem-solving teams; thus the lower discussion rate.

The following elements are a reference for charts 54, 55, 56, and 57.

- discuss instruction and intervention processes and how they are used to improve reading skills
- share results of reading assessments
- discuss reading problems/challenges
- discuss progress and growth made by child
- discuss specific skill deficiencies
- discuss instructional strategies
- enlist help with homework
- provide instructional materials to use at home
- invite parents to participate in problem-solving meetings

The following charts reflect perceptions about frequency of communication among parents, teachers and principals.

Chart 60: Parent Question 5: How frequently does your child's teacher communicate with you to___?



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Chart 61: Teacher Question 14: How frequently do you communicate with parents/guardians to _____ ?

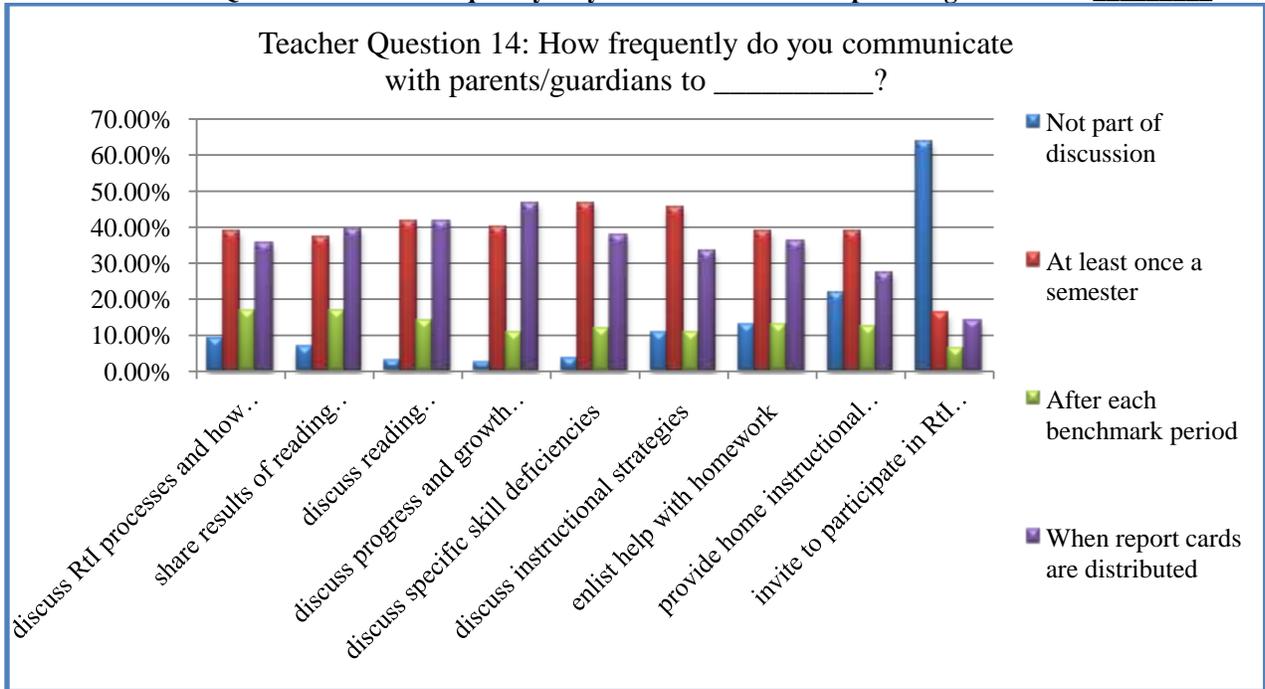
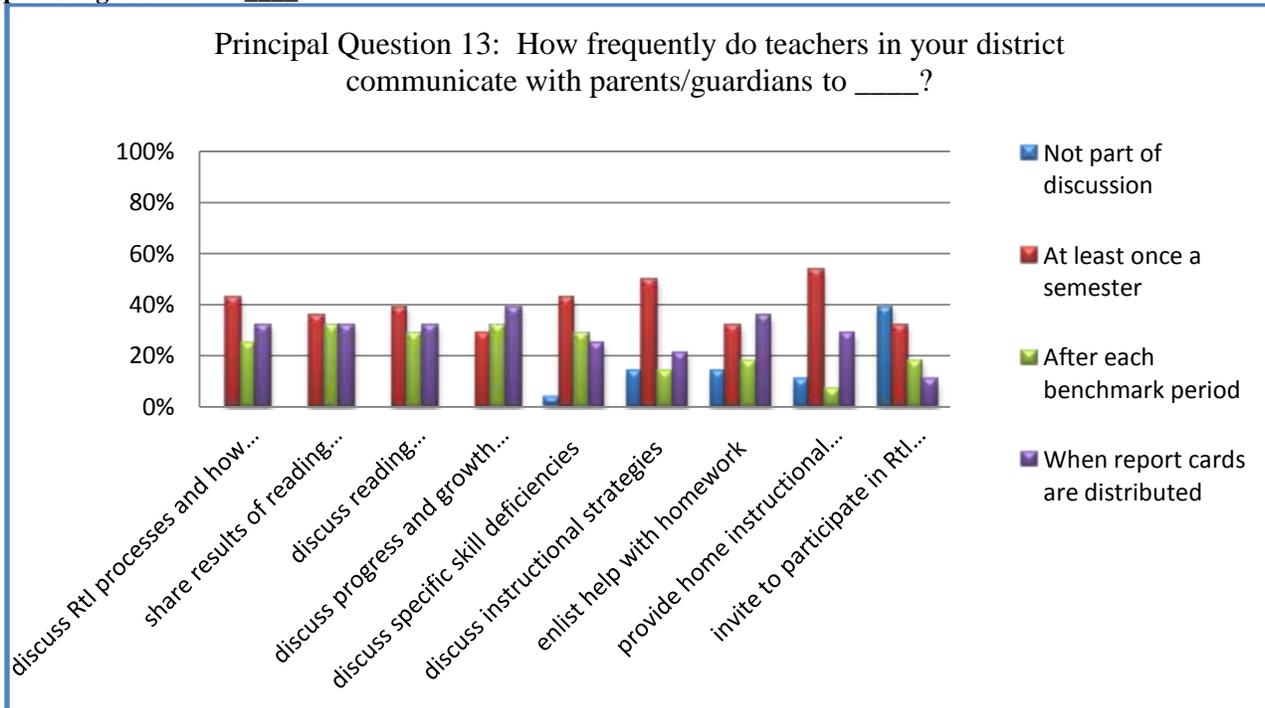


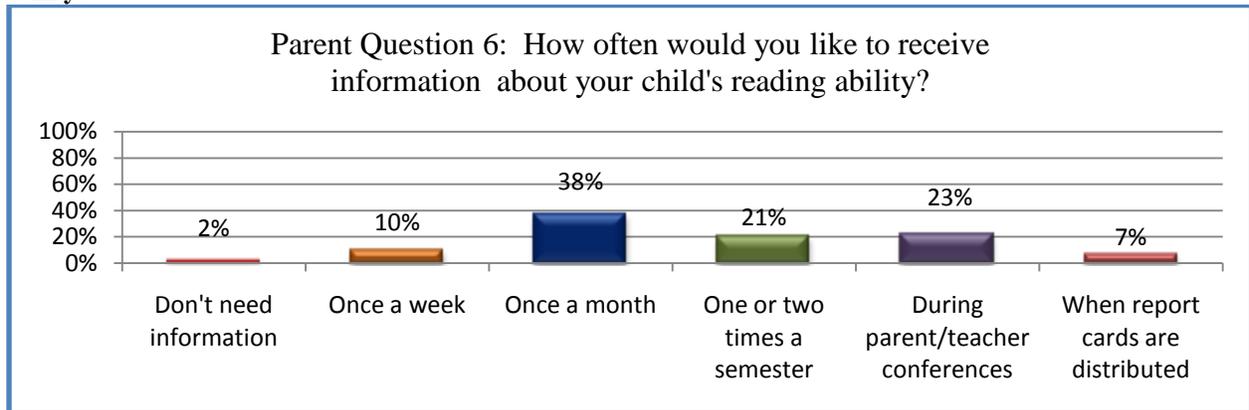
Chart 62: Principal Question 13: How frequently do teachers in your district communicate with parents/guardians to _____ ?



Parents were also asked how often they would like to receive information about their child's reading ability. The following chart reflects parent responses.

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Chart 63: Parent Question 6: How often would you like to receive information about your child's reading ability?



Parents were asked two additional questions about contacts with schools.

Question 7: How does your child's teacher communicate with you about your child's reading ability, classroom instruction and activities, reading homework, or other important information about your child's progress? (Select all that apply.)

Chart 64: Parent Question 7: How does your child's teacher communicate with you?

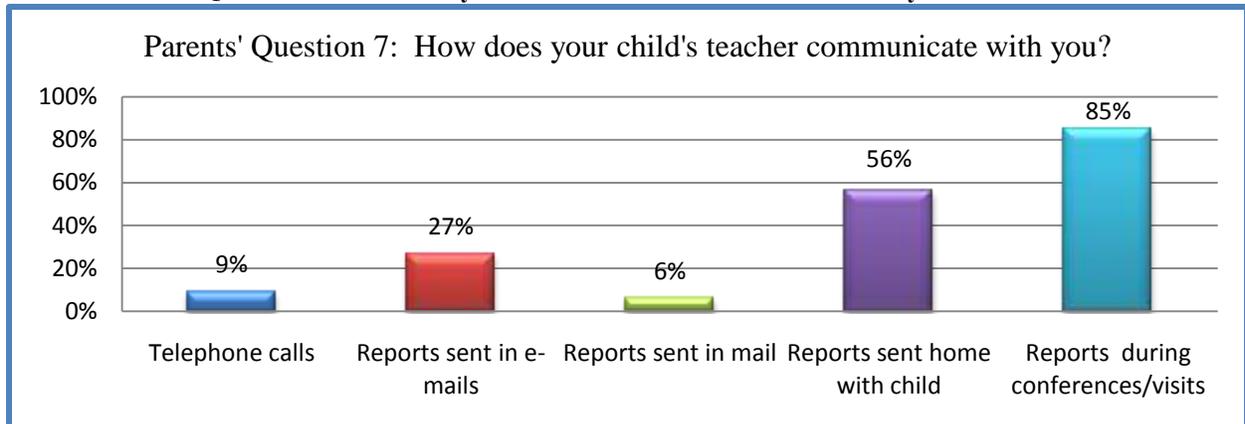
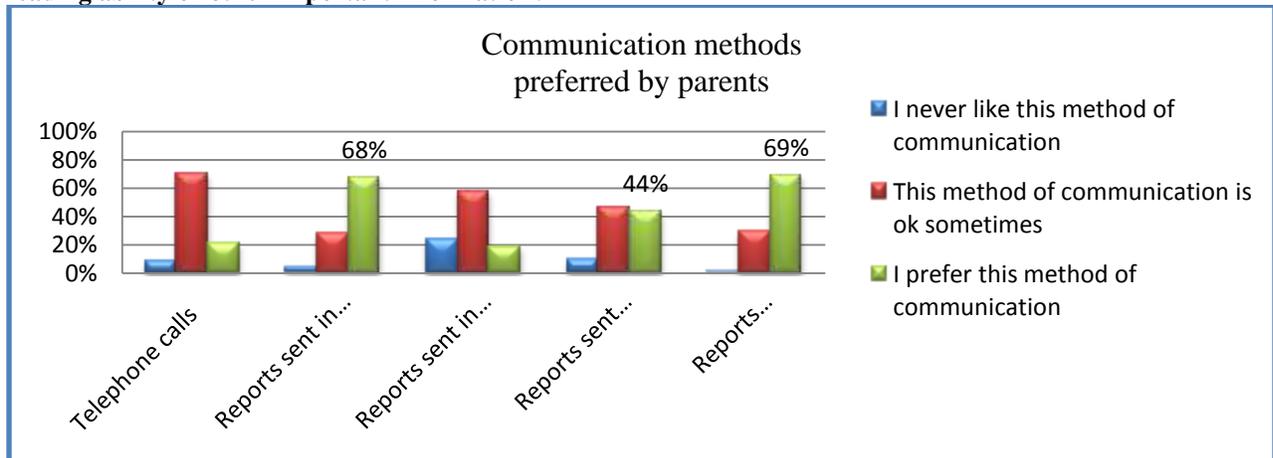


Chart 65: Parent Question 8: Rate your preference regarding method(s) of communicating about your child's reading ability or other important information?



End of data regarding parent communication

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School Commitment 7: Coordinate and meet regularly with state RtI coordinator.

Julie Popham and Susan Sletto comprise the state-level RtI team that meets with and provides technical assistance to school district personnel. The school districts are divided between the two coordinators. Distance and other professional responsibilities are factors in the determination of which districts are served by whom. Ms. Sletto works with 10 districts/34 schools; Ms. Popham works with 8 districts/21 schools. During 2010-2011, the coordinators met with district administrators and problem-solving teams at least two times to determine levels of understanding, to answer questions, to discuss essential activities and to provide guidance in the implementation of RtI. In smaller schools, the RtI state-level staff met with the entire elementary faculty.

State-level RtI staff report that:

- Cohort 1(2008) and Cohort 2 (2009) schools are mixed in what level of support is needed
- Cohort 3 (2009) and Cohort 4 (2010) schools are visited at least twice; up to four visits are scheduled in districts that need extra support.
- During visits with problem-solving teams, questions are answered and guidance is provided. If the questions require research, that information is provided in written form via e-mail communication.
- Additional support is provided via periodic e-mail messages and telephone conversations.

Data regarding the work they have done in districts is not part of this report. The state-level RtI team utilized at least three documents to plan and provide targeted technical assistance to districts implementing the SD RtI Model.

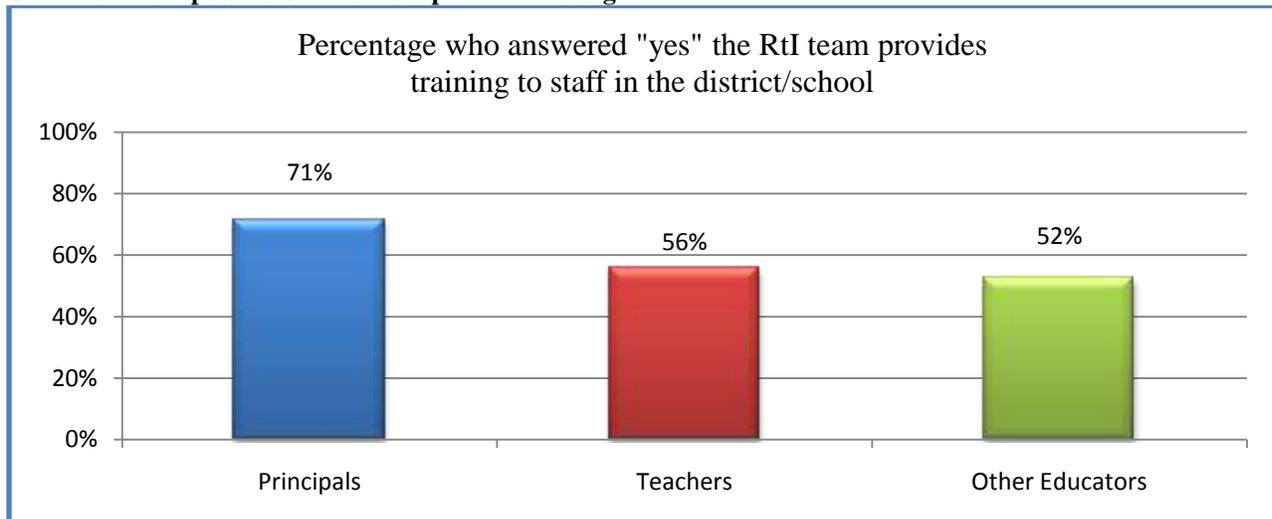
Note: A listing of cohort districts is included in the appendix of this report.

School Commitment 8: Participate in team training and support team's training of others within the district.

Specific data regarding team training or support of teams' training of others within the district was not collected. Data regarding team training of others and interest in RtI-related professional development is addressed in other parts of this report and can be found in the survey data in Part B of this report.

Principals, teachers and other educators were asked if the RtI team provides training. The following chart reflects that some training is offered to district staff.

Chart 66: Principals – Does RtI team provide training?



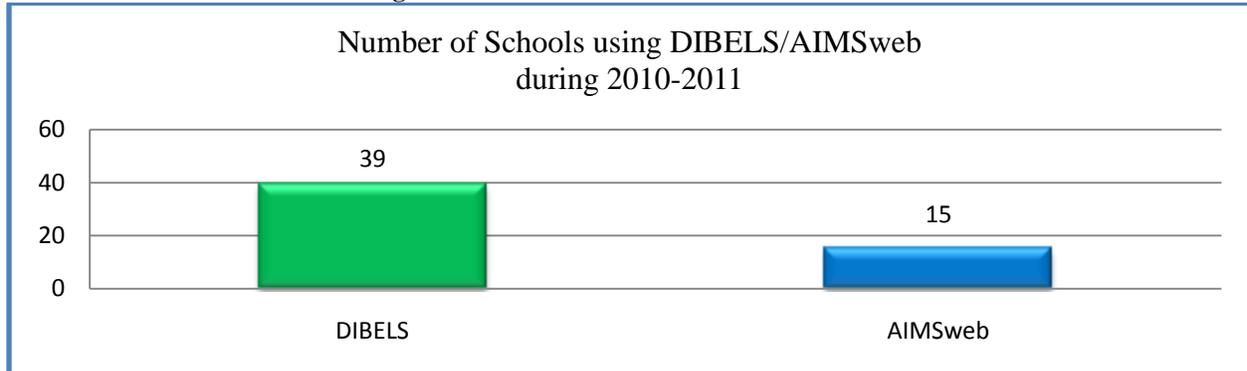
End of data regarding School Commitment 8: Participate in team training and support team's training of others within the district.

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School Commitment 9: Work to identify an effective data management system and support efforts to ensure efficient and timely evaluation data collection.

All districts identified and utilized a data management system. Survey data and DIBELS and AIMSweb data reported to SD DOE staff indicate that efficient and timely progress-monitoring occurred. Each district recorded student assessment data within a data management system.

Chart 67: Number of schools using DIBELS and AIMSweb in 2010-2011.



School Commitment 10: Present findings at SD DOE sponsored meetings or conferences.

No data was collected relating to presentations at meetings and conferences in the surveys. Several staff from RtI schools presented at the 2011 SD RtI Conference. Thirty-two percent of principals said that the RtI team presents trainings at state and regional conferences. See principals' chart in school commitment 8.

Training Plan

Participating schools will be responsible for training needs. Districts are encouraged to plan for the use of federal funding streams such as IDEA (611,619 funds) and Titles I, IIA, IID, IV and V to support school efforts to receive training and implement the critical RtI components. This planning should take place during the development of the district's Consolidated Grant Application. Questions about the use of NCLB Title funds for this purpose should be directed to Kristine Harms, EdD, Title 1 Director at: kristine.harms@state.sd.us

Title 1 Districts

Twenty-one (21) of the twenty-two (22) districts and fifty-four (54) of fifty-five (55) schools implementing RtI in 2010-2011 are Title 1 districts. Thirty-two (32) schools are SW (school-wide); twenty-two (22) are TA (Targeted Assistance).

- Bon Homme 04-2
- Brandon Valley 49-2
- Brookings 05-1
- Canton 41-1
- Faulkton 24-2
- Flandreau 50-3
- Gregory 26-4
- Groton 06-6
- Harding County 31-1
- Ipswich 22-3
- Kadoka 35-1
- Lennox 41-4
- Miller 29-1
- Oelrichs 23-3
- Oelrichs 23-3
- Plankinton 01-1
- Rosholt 54-4
- Stanley County 57-1
- Vermillion 13-1
- West Central 49-7
- Wolsey-Wessington 02-6
- Lennox 41-4

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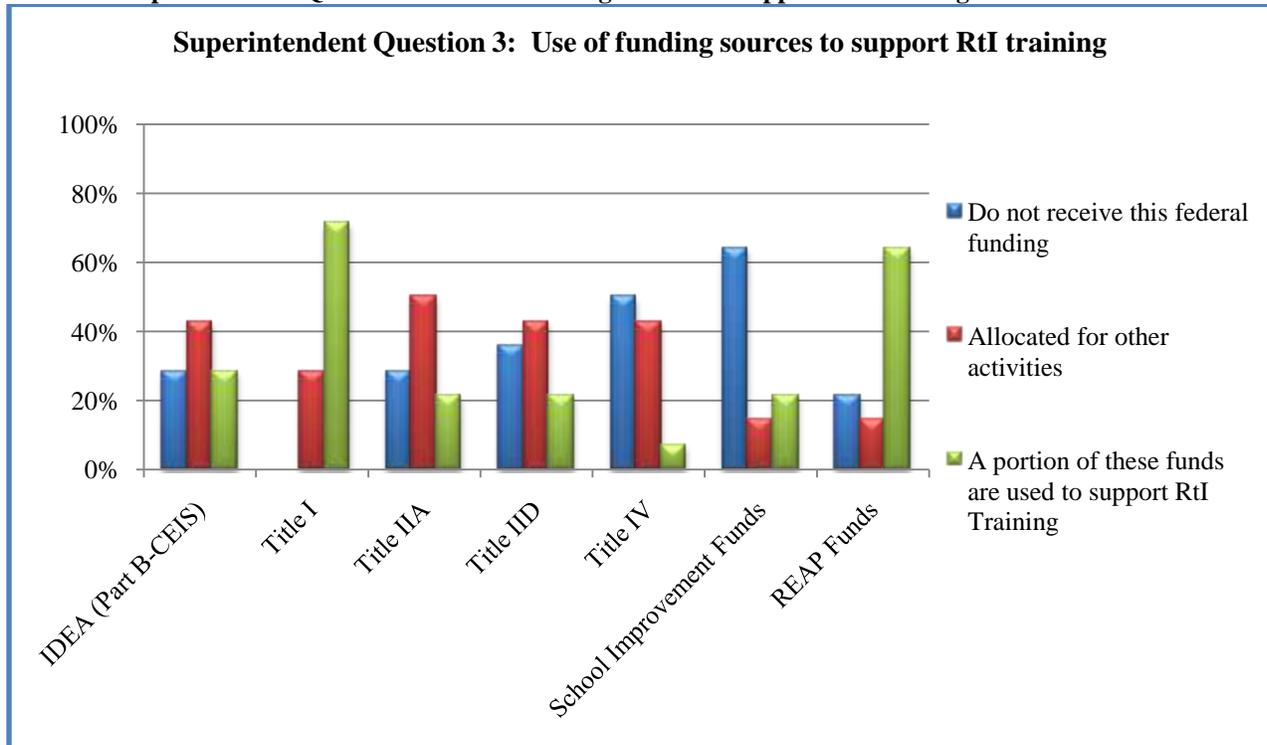
Use of funding sources

Superintendents question 3: Federal funding streams can be used to pay for RtI training. Which of the following funding sources can be used to support RtI training in your district?

Answer choices:

- Do not receive this federal funding
- Allocated for other activities
- A portion of these funds are used to support RtI Training

Chart 68: Superintendent Question 3: Use of funding sources to support RtI training



	Do not receive this federal funding	Allocated for other activities	A portion of these funds are used to support RtI Training
IDEA (Part B-CEIS)	29%	43%	29%
Title I	0%	29%	71%
Title IIA	29%	50%	21%
Title IID	36%	43%	21%
Title IV	50%	43%	7%
School Improvement Funds	64%	14%	21%
REAP Funds	21%	14%	64%

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Title I schools in improvement receive school improvement funds that could be used to support this effort. Additional school improvement funds will be awarded through a competitive grant process for Title I schools in improvement.* Implementation of an RtI model in the school would be an appropriate initiative for that grant for schools in improvement for reading.

* Title I schools in improvement receive 1003(a) funds. Shawna Poitra, SD DOE, reported that the competitive process, 1003(g), was not utilized in 2010-2011. The following schools implementing RtI are in school improvement and receive 1003(a) funds:

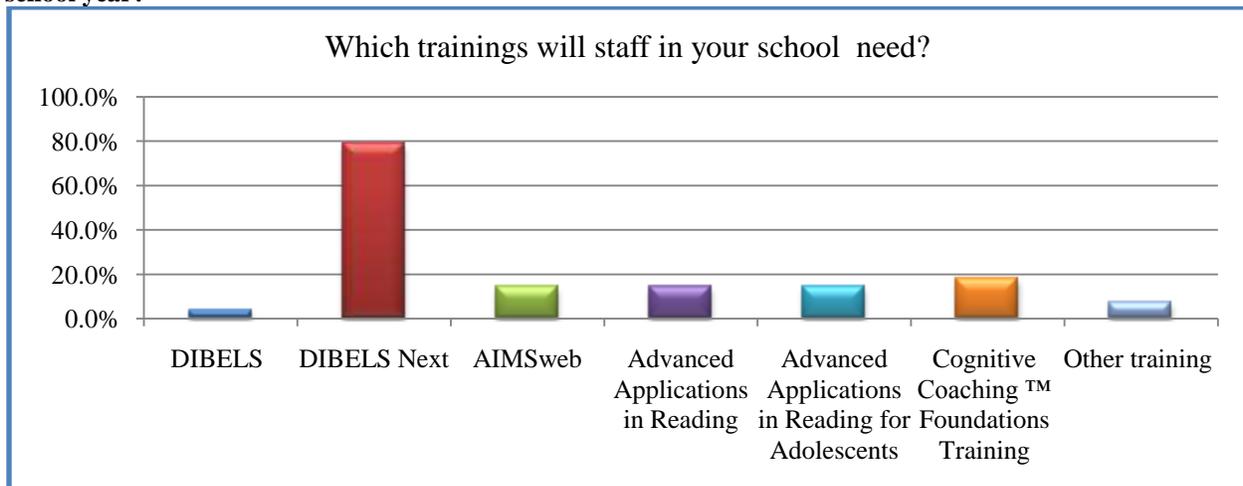
- Ipswich 22-6 -Rosette Colony Elem
- Kadoka 35-2- Kadoka Elem
- Oelrichs 23-3-Oelrichs Elem
- Oelrichs 23-3 -Oelrichs Jr Hi

Source: Shawna Poitra, Education Program Specialist, SD Department of Education

Required set of training that must occur includes

- DIBELS or AIMSweb
 - Day 1: DIBELS/AIMSweb administration
 - Day 2: Data analysis following the first benchmark
 - Day 3: Data analysis following the second benchmark
- Advanced Application in Reading training
- Cognitive Coaching training

Chart 69: Principals' question 12 asked: Which trainings will staff in your school likely need before the next school year?



Special Educators' Role in RtI

Response to Intervention is under the auspices of the SD Department of Education, Office of Educational Services and Supports, Special Education programs. The RtI website provides information about RtI as an intervention approach that identifies students at risk.

A Response to Intervention (RtI) approach is not new. RtI refines earlier initiatives in general education such as teacher assistant teams, pre-referral interventions, and problem-solving teams. With the reauthorization of IDEA in 2004, however, RtI is brought to the forefront of educational practice and service delivery as an alternative to the traditional approach to identifying students with learning disabilities.

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The Individuals with Disabilities Education Improvement Act of 2004 states, “a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as part of the evaluation procedures.”

RtI represents a progressive intervention approach that identifies students at risk for learning difficulties, including those who may have a Specific Learning Disability (SLD), and provides early intervention with the goal of improving the achievement of all students. To that end, RtI also aligns itself with the No Child Left Behind Act (NCLB) of 2001.

Source: http://doe.sd.gov/oess/sped_RtI.asp

Each LEA has the option of utilizing a response to intervention model (RtI) or a severe discrepancy model in determining a specific learning disability.

The South Dakota Department of Education, Office of Educational Services and Support, teamed with Educational Service Agency personnel, Special Education Cooperatives, Public School District representatives and Parents to develop a document titled, ***Eligibility Guide, Feb 2011***.

The guide includes several references to Response to Intervention for use in determining eligibility for special education services, thus is a publication that should be utilized by school administrators, teachers, and SPED staff.

Introductory information regarding RtI states,

“In August 2006, OSEP (Office of Special Education Programs) reauthorized IDEA. Through this reauthorization, OSEP reviewed and changed eligibility criteria, nomenclature and procedures.

The Office of Education Services and Support (OESS), in conjunction with experts throughout the state, have reviewed and modified our ARSDs and eligibility criteria to match the updated federal regulations.

Among the changes, the use of the RtI (Response to Intervention) model for determining eligibility for specific learning disability has been addressed. This multi-tiered process allows for the use of scientifically-based research methods and highly effective teaching strategies to intervene with an individual student who may be experiencing learning difficulties in the classroom. This early intervening process allows educators to address issues early rather than the previous “wait-to-fail” process.

Included in the document is a listing of SD Administrative Rules pertaining to RtI:

- **24:05:25:11. Observation for specific learning disabilities.** The school district shall ensure that the child is observed in the child's learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty. The group described in this section, in determining whether a child has a specific learning disability, shall:
 - (1) Use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation, as in a response to intervention model; or
 - (2) Have at least one member of the group conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent, consistent with this chapter, is obtained, as in a discrepancy model.

If a child is less than school age or out of school, a group member must observe the child in an environment appropriate for a child of that age.

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- **24:05:25:12. Documentation of eligibility for specific learning disabilities.**

(9) If using the response to intervention model for eligibility determination, the group shall demonstrate that the child's performance is below the mean relative to age or state approved grade level standards.
- **24:05:25:13.01. Response to intervention model.** School districts that elect to use a response to intervention model as part of the evaluation process for specific learning disabilities shall submit to the state for approval a formal proposal that at a minimum addresses the provisions in § 24:05:25:12.

The *Guide for Eligibility* contains specific information and forms for educators to use when using RtI for Eligibility. Reference pages 112 and 120 of the guide. A copy of the guide is included on a disk in Part C of this report. Source <http://doe.sd.gov/oess/documents/Eligibilt.pdf>

Another important document for SPED administrators to consider is a **January 2011 Memorandum to State Directors of SPED** from Dr. Melody Musgrove, Director of the Office of SPED programs, United States Department of Education. The memorandum states, in part:

It has come to the attention of the Office of Special Education Programs (OSEP) that, in some instances, local educational agencies (LEAs) may be using Response to Intervention (RTI) strategies to delay or deny a timely initial evaluation for children suspected of having a disability. States and LEAs have an obligation to ensure that evaluations of children suspected of having a disability are not delayed or denied because of implementation of an RTI strategy.

A multi-tiered instructional framework, often referred to as RTI, is a schoolwide approach that addresses the needs of all students, including struggling learners and students with disabilities, and integrates assessment and intervention within a multi-level instructional and behavioral system to maximize student achievement and reduce problem behaviors. With a multi-tiered instructional framework, schools 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.

While the Department of Education does not subscribe to a particular RTI framework, the core characteristics that underpin all RTI models are: (1) students receive high quality research-based instruction in their general education setting; (2) continuous monitoring of student performance; (3) all students are screened for academic and behavioral problems; and (4) multiple levels (tiers) of instruction that are progressively more intense, based on the student's response to instruction.

OSEP supports State and local implementation of RTI strategies to ensure that children who are struggling academically and behaviorally are identified early and provided needed interventions in a timely and effective manner. Many LEAs have implemented successful RTI strategies, thus ensuring that children who do not respond to interventions and are potentially eligible for special education and related services are referred for evaluation; and those children who simply need intense short-term interventions are provided those interventions.

Source:

<http://www.google.com/search?source=ig&hl=en&rlz=&q=Letter+from+Melody+Musgrove+to+State+Directors+of+Education&aq=f&aqi=&aql=&oq=>

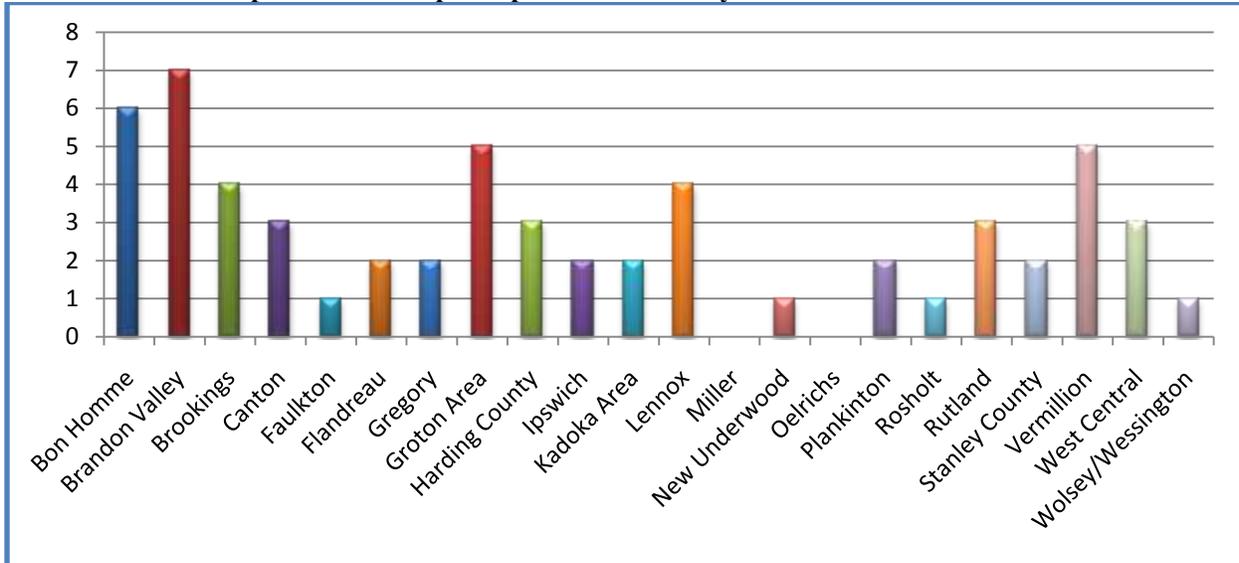
2010-2011 Response to Intervention Data Report

Survey Data from Special Educators

Because special educators play an important role in the implementation of RtI with fidelity, a specific survey was designed for them. Seventy-nine (79) special educators in 22 districts were invited to participate in an on-line survey. Fifty-seven (57) participated; 19 did not for a 72% participation rate.

The following chart shows the distribution of SPED staff per districts that participated in the RtI survey.

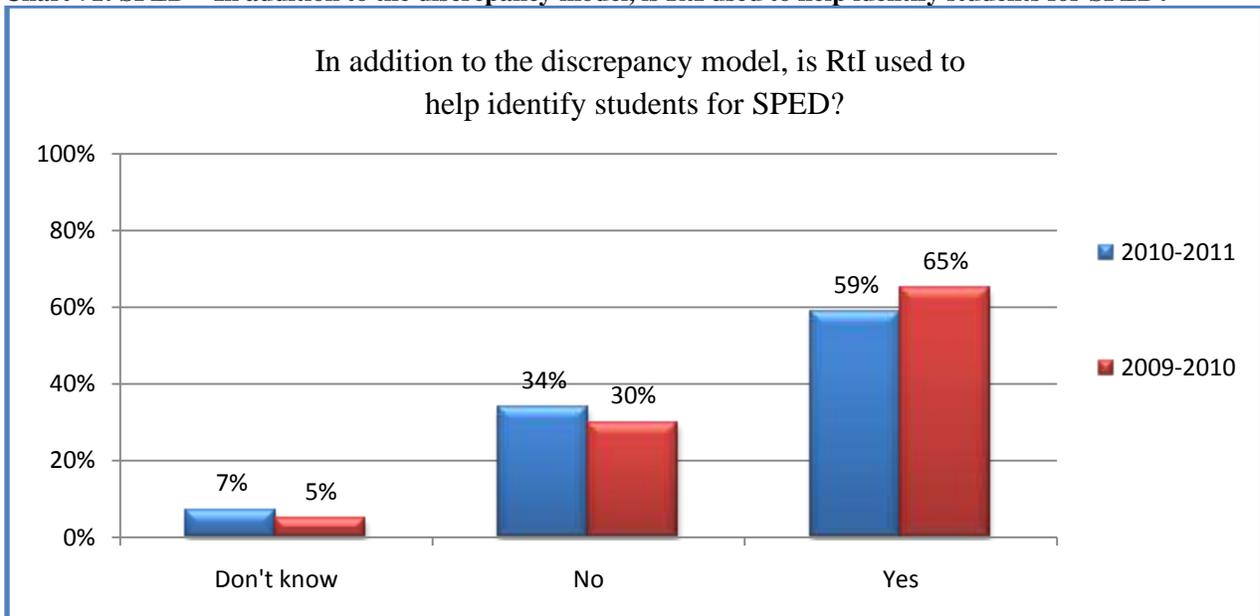
Chart 70: SPED staff per district that participated in RtI Survey



No SPED staff from Miller and Oelrichs participated in the survey.

The charts that follow provide insight into special educators' understanding of and involvement in RtI at the school level.

Chart 71: SPED – In addition to the discrepancy model, is RtI used to help identify students for SPED?

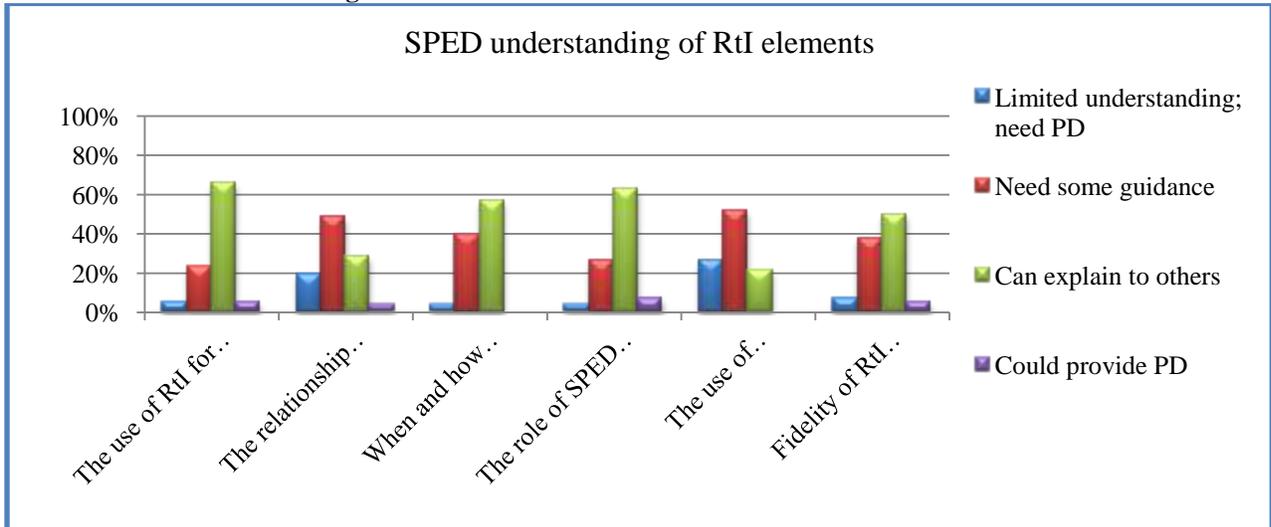


2010-2011 Response to Intervention Data Report

SPED Question 5: To what extent do YOU understand the following elements of RtI?

- The use of RtI for identifying Specific Learning Disabilities
- The relationship between Coordinated Early Intervening Services (CEIS) and RtI
- When and how parents should be involved in RtI
- The role of SPED staff in RtI
- The use of funding sources for RtI training including special education funds
- Fidelity of RtI implementation

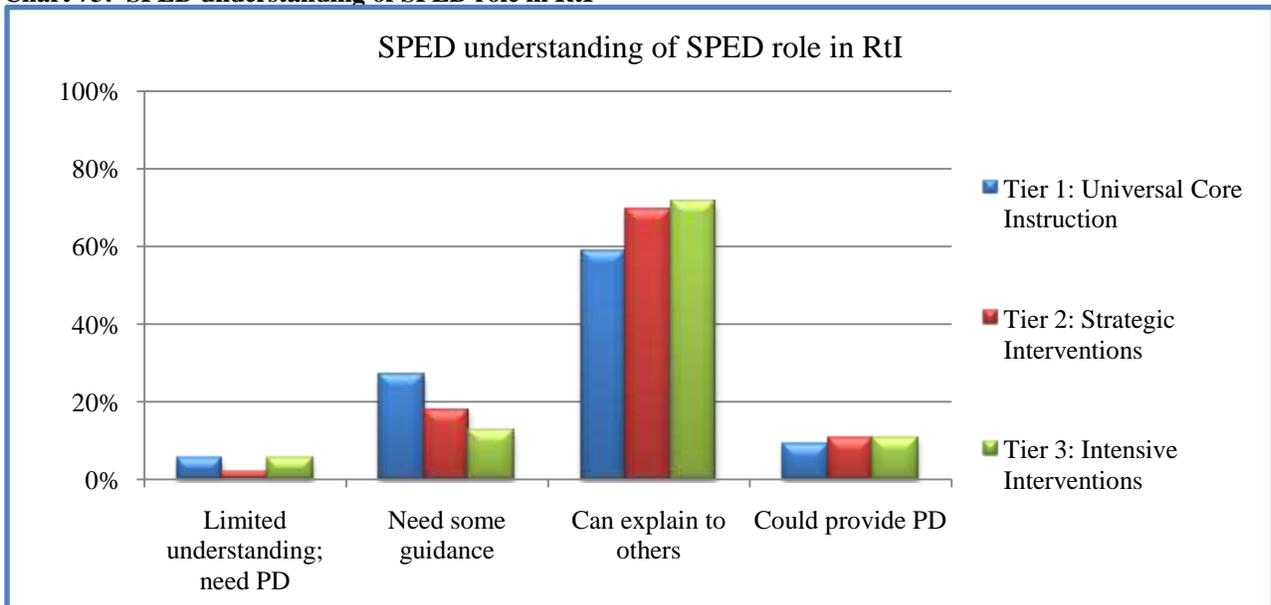
Chart 72: SPED understanding of RtI elements



SPED Question 6: To what extent do YOU understand the ROLE OF SPECIAL EDUCATORS in the three levels of RtI?

- Tier 1: Universal Core Instruction
- Tier 2: Strategic Interventions
- Tier 3: Intensive Interventions

Chart 73: SPED understanding of SPED role in RtI

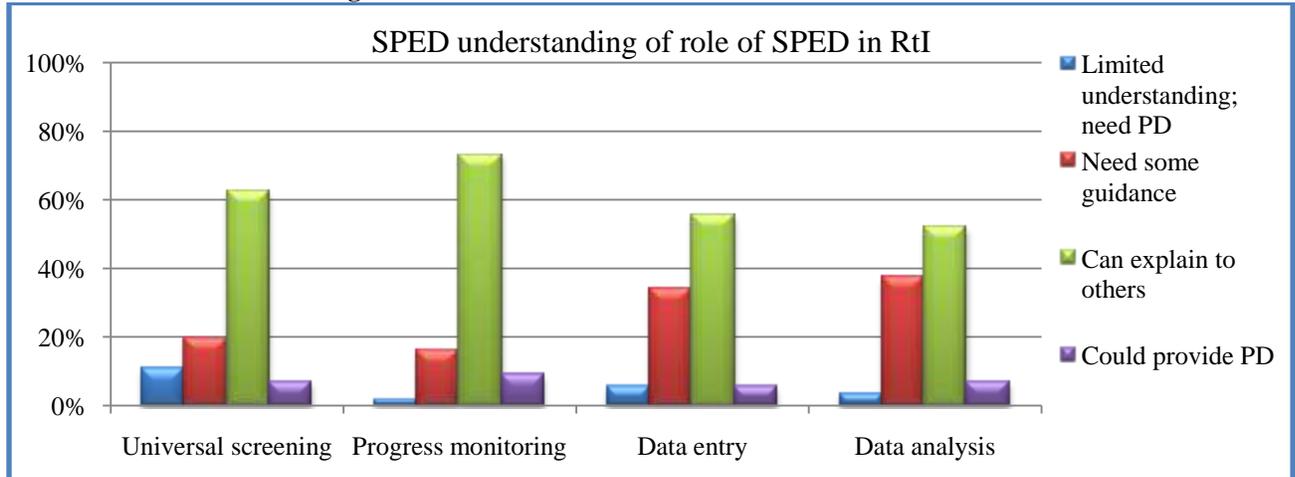


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SPED Question 7: What is your understanding of the ROLE OF SPECIAL EDUCATORS in the following RtI elements?

- Universal screening
- Progress monitoring
- Data entry
- Data analysis

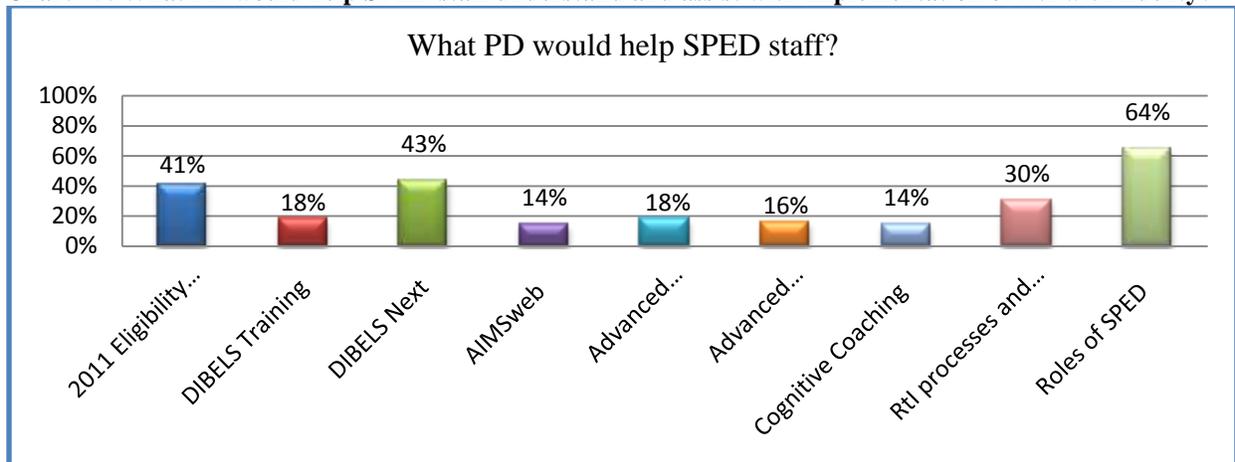
Chart 74: SPED understanding of role of SPED in RtI



SPED Question 22: What PD would help SPED staff in your school understand and assist with the implementation of RtI with fidelity?

- Meetings with SD DOE staff to discuss RtI as presented in 2011 Eligibility Guide
- DIBELS Training (administration and data interpretation)
- DIBELS Next
- AIMSweb (administration and data interpretation)
- Advanced Applications in Reading
- Advanced Applications in Reading for Adolescents
- Cognitive Coaching™ Foundations Training
- Training related to RtI processes and procedures
- Roles of classroom and SPED staff in implementing RtI
- No RtI professional development needed

Chart 75: What PD would help SPED staff understand and assist with implementation of RtI with fidelity?

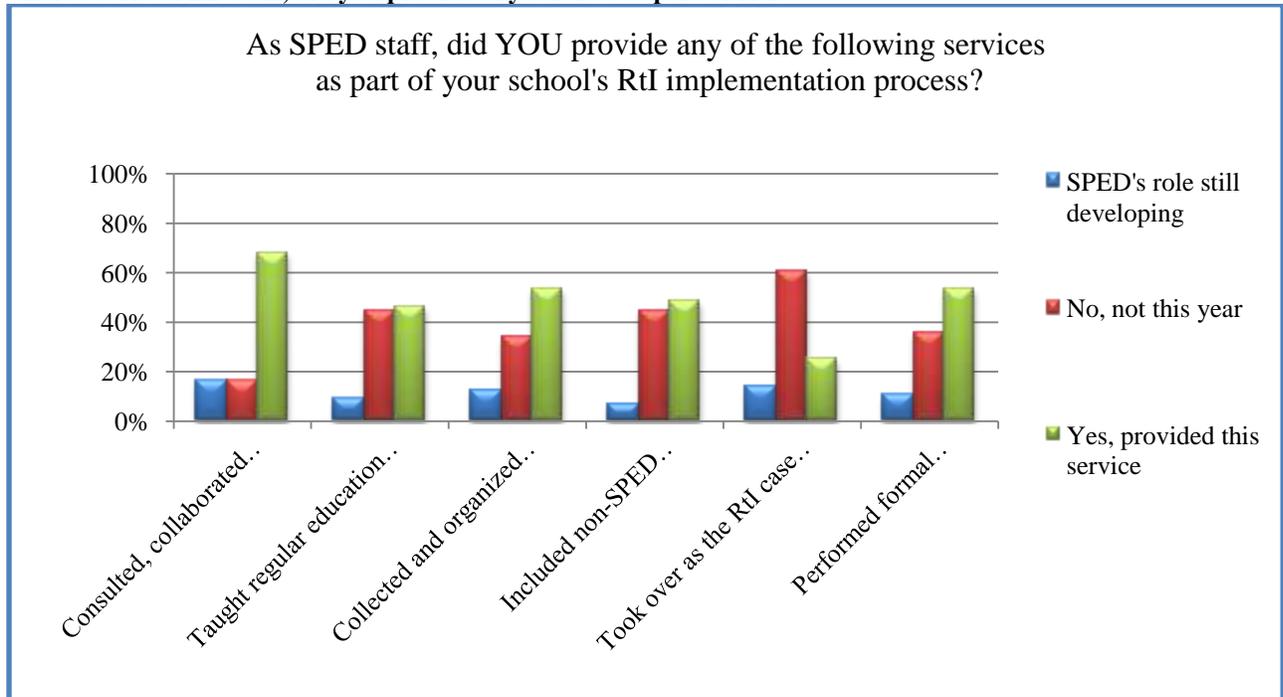


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SPED Question 8: As SPED staff, did YOU provide any of the following services as part of your school's RtI implementation process this school year?

- Consulted, collaborated and brainstormed program development in Tier 1 and 2
- Taught regular education skill groups that included some students on IEPs in Tier 1 and 2
- Collected and organized progress-monitoring data for students in skill groups in Tier 1 and 2
- Included non-SPED students in designated SPED groups for diagnostic teaching and progress monitoring in Tier 3
- Took over as the RtI case manager for students in Tier 3
- Performed formal evaluations and observations for students in Tier 3

Chart 76: As SPED staff, did you provide any services as part of RtI?



Question 10: What is your level of agreement with the following statements? RtI is more advantageous than the traditional discrepancy model because it _____.

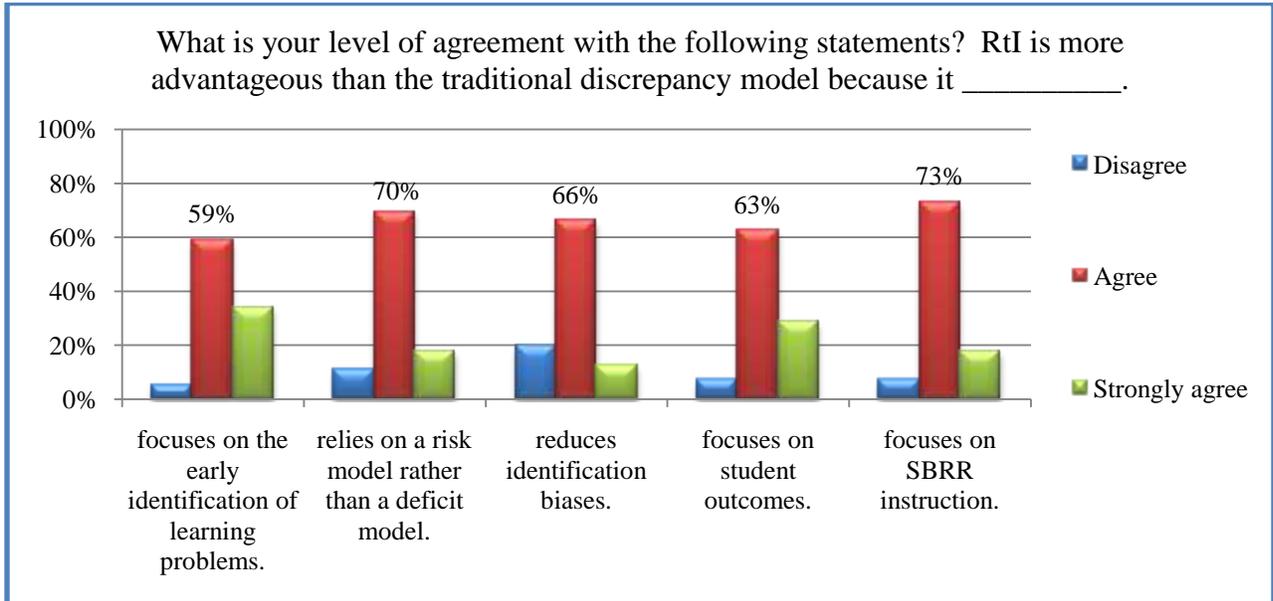
- focuses on the early identification of learning problems
- relies on a risk model rather than a deficit model
- reduces identification biases
- focuses on student outcomes
- focuses on SBRR instruction

Answer options:

- Disagree
- Agree
- Strongly agree

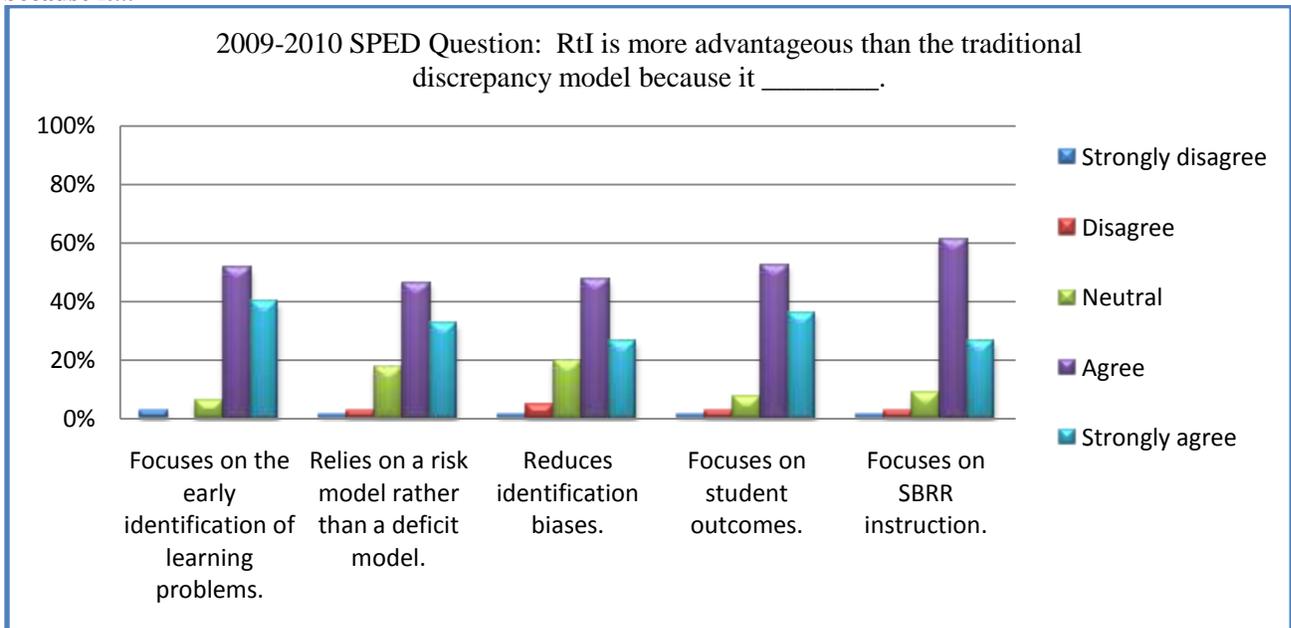
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Chart 77a: 2010-2011 Level of Agreement: RtI is more advantageous than the traditional discrepancy model because it...



In 2009-2010, special educators were asked the same question with a wider range of responses. This chart may provide a useful comparison between last year and this year's answers:

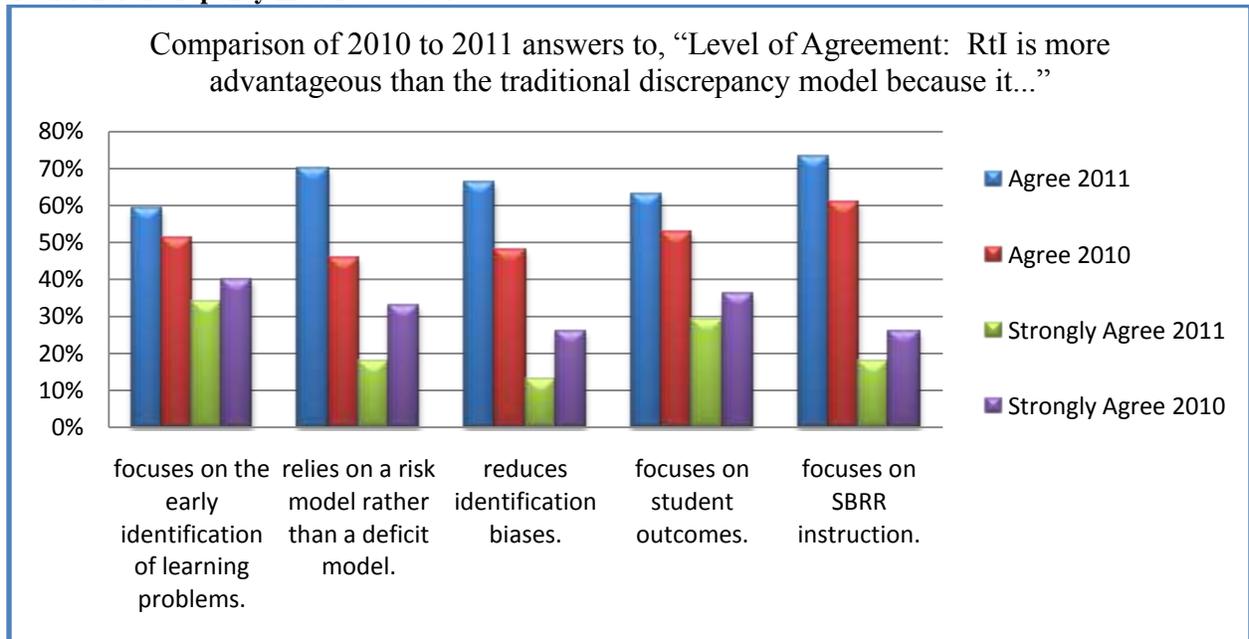
Chart 77b: 2009-2010 Level of Agreement: RtI is more advantageous than the traditional discrepancy model because it...



A direct comparison of 2010 answers with 2011 answers is difficult because of the difference in the Lickert scale but the following chart compares those who answered strongly agree, agree, and disagree in 2009-10 and 2010-11.

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Chart 77c: Comparison of 2010 to 2011 answers to, “Level of Agreement: RtI is more advantageous than the traditional discrepancy model because it...”



	Disagree 2011	Disagree 2010	Agree 2011	Agree 2010	Strongly Agree 2011	Strongly Agree 2010
focuses on the early identification of learning problems.	5%	0%	59%	51%	34%	40%
relies on a risk model rather than a deficit model.	11%	3%	70%	46%	18%	33%
reduces identification biases.	20%	5%	66%	48%	13%	26%
focuses on student outcomes.	7%	3%	63%	53%	29%	36%
focuses on SBRR instruction.	7%	3%	73%	61%	18%	26%

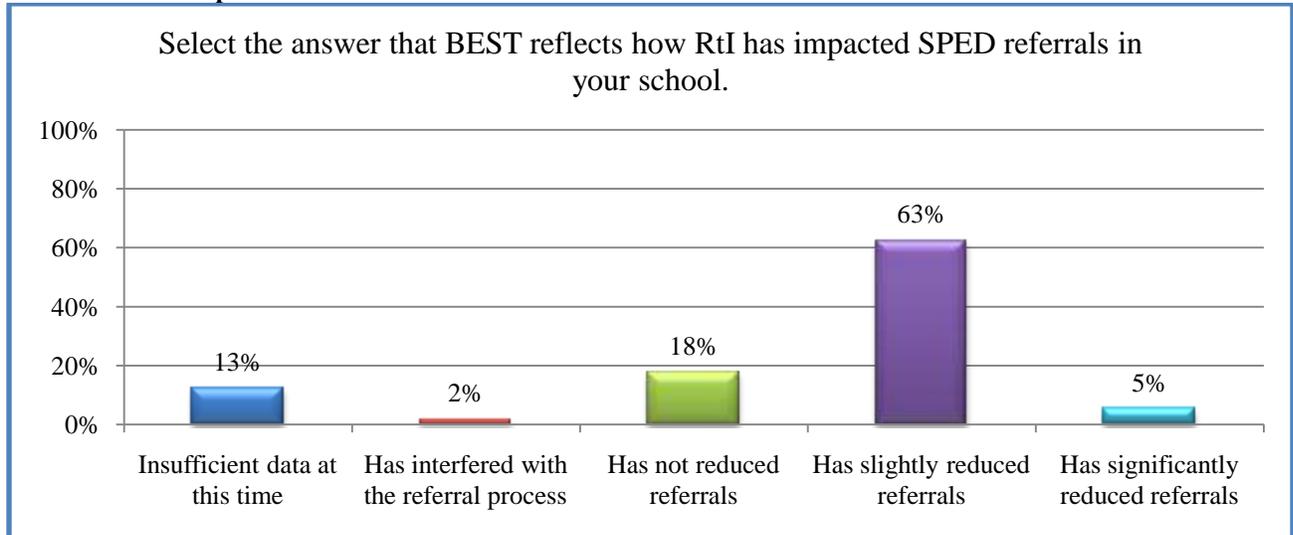
SPED Question 12: Select the answer that BEST reflects how RtI has impacted SPED referrals in your school.

Answer Options

- Insufficient data at this time
- Has interfered with the referral process
- Has not reduced referrals
- Has slightly reduced referrals
- Has significantly reduced referrals

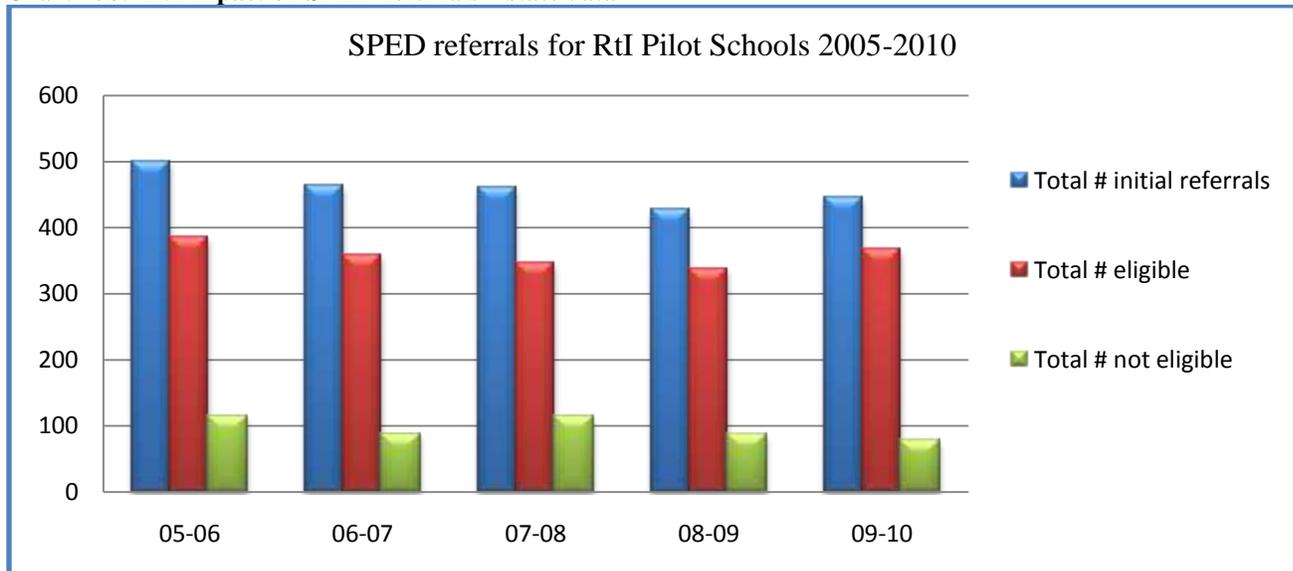
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Chart 78a: RtI impact on SPED referrals – school data



Alicia Schoenhard, SD DOE, provided data from RtI pilot schools comparing SPED referrals from 2005-2010.

Chart 78b: RtI impact on SPED referrals – state data



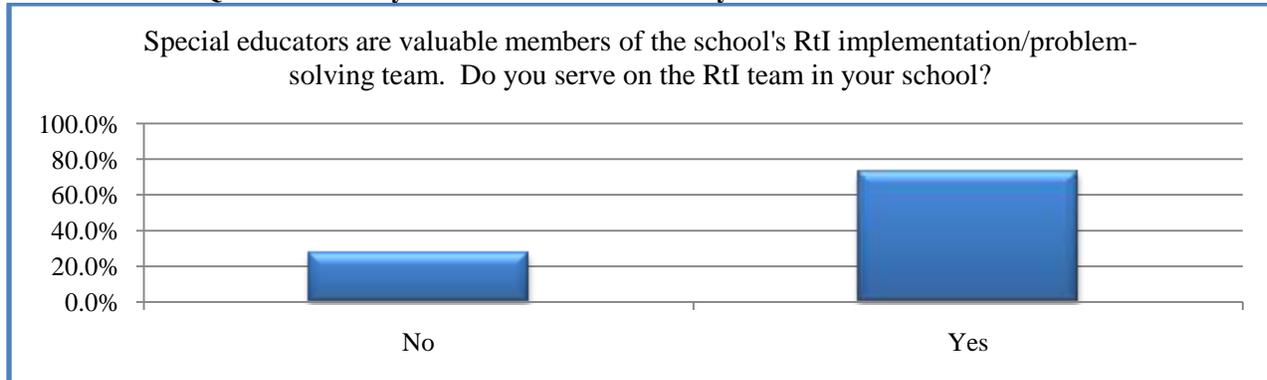
Note:

- Total # of initial referrals has decreased over the last 5 years, from 493 to 429.
- Total # of students that were referred and found not eligible has also decreased over the last 5 years, from 113 to 74.
- Total numbers reflected in this spreadsheet are district totals. Information was provided by SEP staff based on data collected for Indicator 11, Child Find, % of children determined eligible within 60 days.

Source: Alicia Schoenhard, SD DOE.

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Chart 79: SPED Question 19: Do you serve on the RtI team in your school?



End of SPED Role in RtI

A complete copy of the survey data referenced in this report is included in a separate binder title, *Part B: Survey Data*

Gift Certificate Drawing

Educators who participated in the on-line RtI Survey were eligible for a drawing in which 20 - \$20 gift certificates to Borders Bookstore were given away.

Name/District of 2011 Winners of the \$20 Gift Certificate from Barnes and Nobel Bookstore

1. Joyce Bittner, Bon Homme
2. Ashley Matzke, Brandon Valley
3. Kim House, Brandon Valley
4. Lori Schaefer, Brookings
5. Chandra Waikel, Brookings
6. Lenora Raymon, Canton
7. Jennifer Knecht, Faulkton
8. Margo Zephier, Flandreau
9. Jana Winters, Gregory
10. Cara Dennert, Groton Area
11. Renee Swisher, Groton Area
12. Bonnie Johnson, Harding County
13. Mathew Pollock, Ipswich
14. Becky Keegan, Kadoka Area
15. Kari Oylen, Lennox
16. LeeAnn Nussbaum, Plankinton
17. Sara Holmberg, Rutland
18. Joyce Larsen, Stanley County
19. Erica Bottolfson, Vermillion
20. Jennifer Gross, West Central

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List of Organizations that have published information about RtI

RtI is an instructional framework/school improvement effort recognized on the national level. The following is a list of organizations that have published information about RtI.

- **Council of Chief State School Officers** (<http://www.ccsso.org/>)

In March 2010, CCSSO published *ESEA REAUTHORIZATION PRINCIPLES AND RECOMMENDATIONS: A Policy Statement of the Council of Chief State School Officers*

This brief paper presents 7 guiding principles and 18 core recommendations to guide ESEA reauthorization. (Elementary & Secondary Education Act (ESEA))

Core Recommendation 18 states: Enhance other core investments, **including increased support for extended learning time and response to intervention**, integration of community and student support services, increased use of technology to drive innovative practices in teaching and learning, and increased access to effective curriculum and instruction, including the expansion of broadband access.

Source: http://www.ccsso.org/Documents/2009/ESEA_Task_Force_Policy_Statement_2010.pdf

- **National Education Association** (<http://www.nea.org/>)

In 2010, the National Education Association published a policy brief titled, *Response to Intervention: A Transformational Approach*. NEA President Dennis Van Roekel provided the following introductory remarks: "*Response to Intervention (RtI) offers support to all students who need it by focusing assistance on them without labeling them. Using an effective RtI approach is a powerful way to transform how we address student needs in today's schools.*"

Source: http://www.nea.org/assets/docs/PB27_ResponseToIntervention.pdf

- **National Association of State Directors of Special Education:**

<http://www.nasdse.org/Projects/ResponseToInterventionRtIProject/tabid/411/Default.aspx>

- **National Association of Special Education Teachers**

<http://www.naset.org/2586.0.html>

- **The IDEA Partnership** (a collaborative of more than 50 national organizations)

http://www.ideapartnership.org/index.php?option=com_content&view=category&layout=blog&id=15&Itemid=56

- **Council for Exceptional Children:**

http://www.cec.sped.org/AM/Template.cfm?Section=Response_to_Intervention&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=37&ContentID=8363

- **American Speech, Language and Hearing Association:**

<http://www.asha.org/slp/schools/prof-consult/RtoI.htm>

- **National Association of School Psychologists**

<http://www.nasponline.org/resources/rti/index.aspx>

- **International Reading Association (IRA)**

<http://www.reading.org/Resources/ResourcesByTopic/ResponseToIntervention/Overview.aspx>

- **National Council of Teachers of English**

<http://www.ncte.org/search?q=response+to+intervention>

- **ASCD** (Association for Supervision and Curriculum Development)

<http://www.ascd.org/SearchResults.aspx?s=response%20to%20intervention&c=1&n=10&p=0>

- **Center for RTI in Early Childhood**

http://www.spectrumk12.com/campaign/response_to_intervention_websites

- **Center on Instruction:**

http://centeroninstruction.org/resources_searchresults.cfm?searchterms=response+to+intervention

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- **ReadWriteThink**

http://www.readwritethink.org/search/?sort_order=relevance&q=response+to+intervention&old_q=

- **The Learning Disabilities Association of America** (<http://www.ldanatl.org/>)

In February 2010, LDA published a publication titled, *LDA's White Paper on Evaluation, Identification, and Eligibility Criteria for Students with Specific Learning Disabilities*. The document discusses critical issues in response-to-intervention, comprehensive evaluation, and specific learning disabilities identification and intervention.

While presenting important concerns about practices and implementation of RtI, the document states, *“Although most in the Expert Panel can agree that RTI is important for prevention of learning problems and providing early intervention services for all children, results suggest it too is problematic for SLD identification purposes.”*

A portion of Conclusion 1 on page 3 states, “The conclusion that low achievement alone does not reflect SLD does not imply that only children with SLD should receive intervention for their learning difficulties, or that those with low achievement should not receive instructional support. Rather, it argues that changing the definition of SLD to allow those with low achievement to receive special education services, which has occurred in the past with poor implementation of discrepancy approaches for SLD identification, is not appropriate. On the contrary, *empirical evidence suggests children with low achievement would likely benefit from a response-to-intervention (RTI) model*, where greater intensity of instruction should likely lead to response for a significant percentage of students.”

Conclusion 4 on page 6 states: **“An empirically-validated RTI model could be used to prevent learning problems**, but comprehensive evaluations should occur whenever necessary for SLD identification purposes, and children with SLD need individualized interventions based on specific learning needs, not merely more intense interventions designed for children in general education.” Source:

<http://www.ldaamerica.org/pdf/LDA%20White%20Paper%20on%20IDEA%20Evaluation%20Criteria%20for%20SLD.pdf>

Note: This white paper provides excellent information that could guide thoughtful discussions about RtI in South Dakota.

Articles Read in Preparation for 2010-2011 RtI Data Collection

- The Center on Instruction's Perspective on the Statewide Implementation of RtI
http://www.learningpt.org/greatlakeswest/newsletters/feature_COIPerspective.pdf
- The status of state-level response to intervention policies and procedures in the West Region states and five other states
http://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2009077_sum.pdf
- The Association for the Gifted, a Division of the Council for Exceptional Children, “Response to Intervention for Gifted Children”
<http://www.nagc.org/uploadedFiles/RtI.pdf>
- Monitoring the Progress of RTI and the Impact on Students with Learning Disabilities
Sheldon H. Horowitz, Ed.D., National Center for Learning Disabilities
<http://www.nclld.org/ld-insights/entry/1/132>
- Features of state response to intervention initiatives in Northeast and Islands Region states
Source: http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009083.pdf
(See an excerpt of this study in the appendix of this document.)

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- *SD Response to Intervention Application for Implementation, September 2010, LEA Application* http://doe.sd.gov/oess/documents/sped_RtI_ApplicationforImplementation.pdf
- *Response to Intervention: The South Dakota Model, 2007 Edition; Updated 8.16.2007 (Posted as Implementation Guide)*
http://doe.sd.gov/oess/documents/sped_RtI_ImplementationGuide.pdf
- *South Dakota Response to Intervention Action Plan*
http://doe.sd.gov/oess/documents/sped_RtI_Self-Assessment.pdf
- *What Do We Know about Assessing and Improving Fidelity of RtI* – Joseph C. Witt, PhD
http://www.terrifictransitions.org/_downloads/RtI_Pres/7WittPP.pdf
- *Literacy Analysis Guide – Tier 1 - Ihlo & Murdoch, 2008.*
- *Literacy Analysis Guide - Tier 2 - Ihlo & Murdoch, 2008.*

Articles about Parents and RtI

- National Association of School Psychologists, “Response to Intervention (RTI): A Primer for Parents” for Parents
<http://www.nasponline.org/resources/handouts/revisedPDFs/rtiprimer.pdf>
- *A Parent’s Guide to Response to Intervention (RtI)*
<http://www.abcadvocacy.net/ABC%20FAQ%202008.htm>
- *Response to Intervention (RtI): A Factsheet for Parents*
<http://www.abcadvocacy.net/ABC%20RtI%20Parent%20Fact%20Sheet.htm>
- *What You Need to Know about IDEA 2004 Response to Intervention (RTI): New Ways to Identify Specific Learning Disabilities*
<http://www.wrightslaw.com/info/rti.index.htm>

Other materials studies

- *Spectrum K12 RtI Adoption Survey*
<http://www.spectrumk12.com/uploads/file/Collateral/2010%20RTI%20Adoption%20Survey%20Report-Spectrum%20K12.pdf>
- **Memorandum** from Melody Musgrove, Director of the Office of Special Education and Rehabilitative Services, United States Department of Education, to State Directors of Special Education
<http://www.google.com/search?source=ig&hl=en&rlz=&q=Letter+from+Melody+Musgrove+to+State+Directors+of+Education&aq=f&aqi=&aql=&oq=>

RtI in other states:

- Information about RtI in other states provided by Alicia Schoenhard – Iowa, Kansas, and Oklahoma
- *RtI Tools:* http://www.rtitools.com/Response_To_Intervention/State_Models/
- *National Implementation of Response to Intervention (RTI): Research Summary*
<http://www.spannj.org/pti/NationalImplementationofRTI-ResearchSummary.pdf>

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APPENDIX

Number of SD School Districts implementing the SD RtI Model

Only 14% of school districts serving 14% of K-8 students are implementing the SD RtI model.

Chart 80: Number of SD School Districts implementing SD RtI Model compared to total number of SD districts.

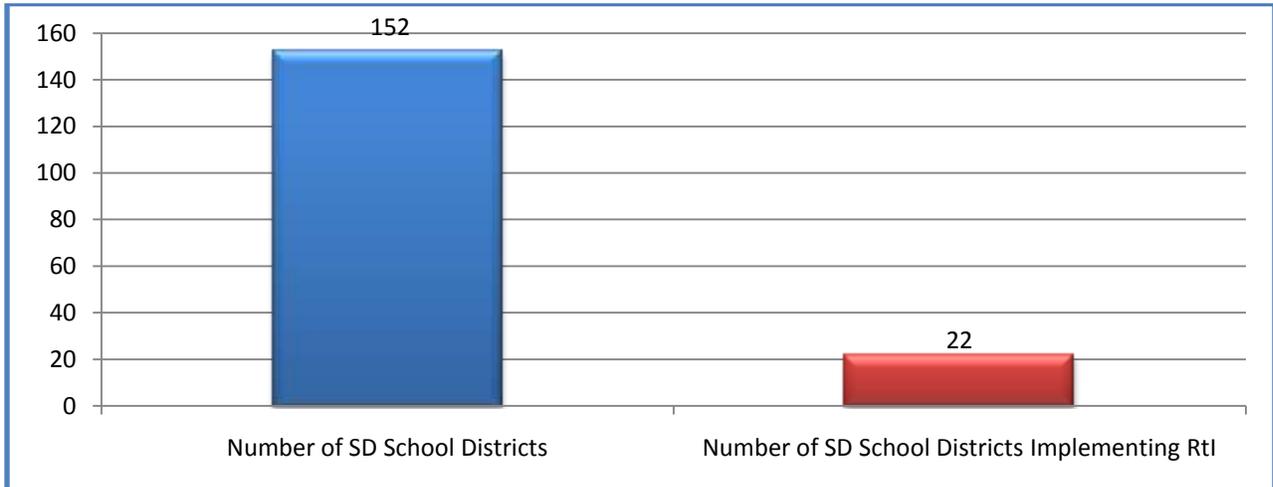
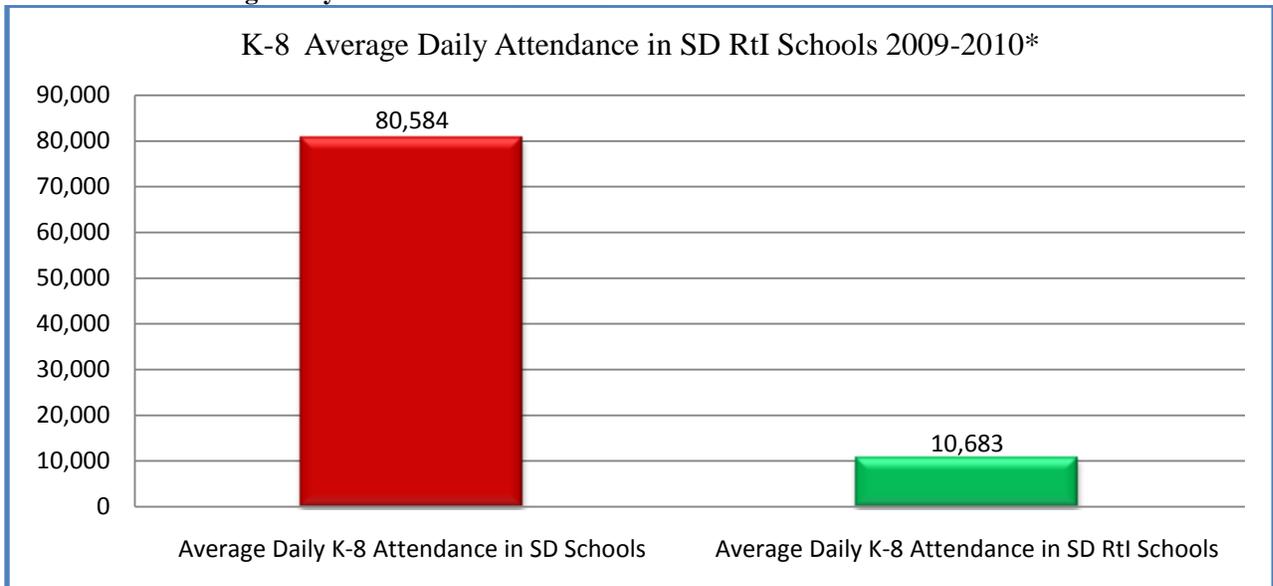


Chart 81: K-8 Average Daily Attendance in SD RtI Schools



*Source: <http://doe.sd.gov/ofm/applications/StatDigest/> Data for 2010-2011 was not available for this report.

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Reading Up

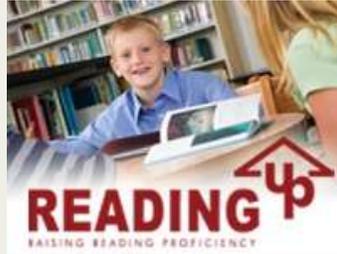
Twelve district implementing RtI also participated in Reading Up's fall workshops. Those districts are highlighted in yellow. Data is not included regarding follow-up activities with the Reading Up Initiative. Source: Marta Stirling, M.Ed. - Language Arts Curriculum Specialist South Dakota Department of Education Office of Curriculum, Career, and Technical Education

Districts that participated in Reading Up' Fall Workshops

- Aberdeen Catholic
- Aberdeen Public
- Agar-Blunt-Onida
- Alcester-Hudson
- Andes Central
- Arlington
- Baltic
- Belle Fourche
- Bennett County
- Bon Homme
- **Brandon Valley**
- Britton-Hecla
- **Brookings**
- Canistota
- Castlewood
- Chamberlain
- Cheyenne - Eagle Butte
- Clark
- Dakota Valley
- Grant-Deuel
- Doland
- Elk Point-Jefferson
- Elkton
- Enemy Swim Day School
- Faith
- **Faulkton Area**
- **Flandreau**
- Frederick Area
- Gettysburg
- **Gregory**
- Haakon
- Hamlin
- Hanson
- Harrisburg
- Herreid
- Highmore-Harrold
- Hitchcock-Tulare
- Hot Springs
- Howard
- Hyde
- Irene-Wakonda
- Jones County
- **Kadoka Area**
- Kimball
- Lake Preston
- Langford
- **Lead-Deadwood**
- Lyman County
- Madison Central
- McLaughlin
- Milbank
- **Miller Area**
- Mitchell
- Montrose
- Northwestern Area
- Parker
- Parkston
- **Plankinton**
- Rapid City Area
- **Redfield**
- Sanborn Central
- Scotland
- Selby Area
- Sioux Falls
- Sisseton
- Sitting Bull School
- Smee
- South Central Cooperative
- Spearfish
- St Agnes School
- St Joseph Indian School
- St Lawrence Milbank
- Timber Lake
- **Vermillion**
- Wagner
- Wall
- Watertown
- Waubay
- Waverly-South Shore

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READING Up



Source: Source: <http://doe.sd.gov/readingup/index.asp>

Using Dakota STEP data from 2009 and 2010, READING Up takes aim at student performance on specific English language arts content standards. The statewide initiative involves targeted professional development for teachers; it focuses on the two standards at each grade level with which students struggle the most.

How will it benefit my school?

- * Teachers develop rigorous lessons and assignments, aligned to the targeted standards.
- * The process, or model, can be applied to all content areas.
- * Initiative has the potential to raise Dakota STEP reading scores.

Who should attend?

- Curriculum directors
- Elementary teachers
- Teams of middle and high school teachers focused on improving reading

What does the process involve?

In preparation for the workshop, teachers will need to gather any lessons currently used in the classroom for instruction of the identified standards. Teachers will be asked to include student assignments and samples of student work. Teachers are encouraged to bring any integrated lessons from science, social studies or math used in the instruction of these standards

During the workshop, teachers will learn the [Standards in Practice™ model](#) to revise assignments and lessons. After the workshop teachers are asked to revise other lessons and assignments, give students a short pre-assessment using Achievement Series, implement lessons and assignments, and give students a short post-assessment using Achievement Series.

CONTACT

For more information contact:

[Marta Stirling](#), (605) 773-4662, or [Becky Nelson](#), (605) 773-4681.

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ACT DATA

South Dakota ACT scores in Reading 2010

- Average reading score for SD – 22.0
- Average reading score nationally 21.3

ACT's College Readiness Standards/Reading (*ACT College Readiness Benchmark score = 21*)

Main Ideas and Author's Approach

- Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives
- Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages

Supporting Details

- Locate important details in uncomplicated passages
- Make simple inferences about how details are used in passages

Sequential, Comparative, and Cause-Effect Relationships

- Order simple sequences of events in uncomplicated literary narratives
- Identify clear relationships between people, ideas, and so on in uncomplicated passages
- Identify clear cause-effect relationships in uncomplicated passages

Meanings of Words

- Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages

Generalizations and Conclusions

- Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
- Draw simple generalizations and conclusions using details that support the main points of more challenging passages

Source: <http://www.act.org/news/data/10/states.html>

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Chart 82: ACT Reading Scores in RtI Districts

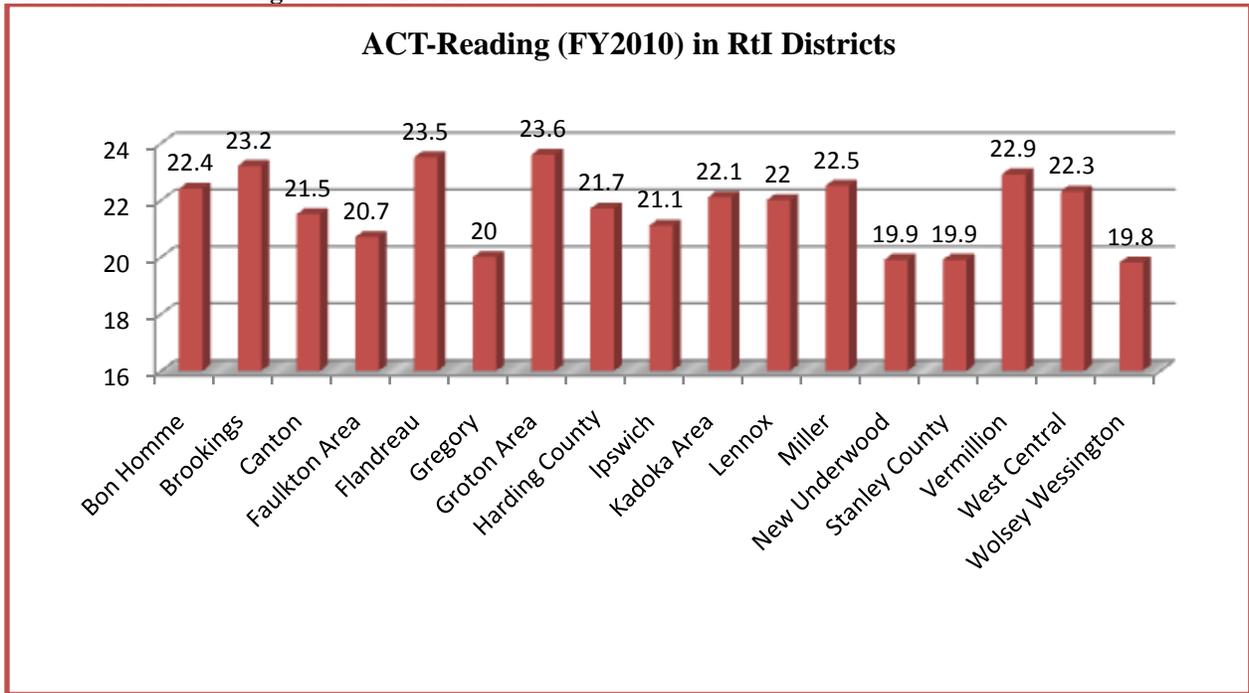
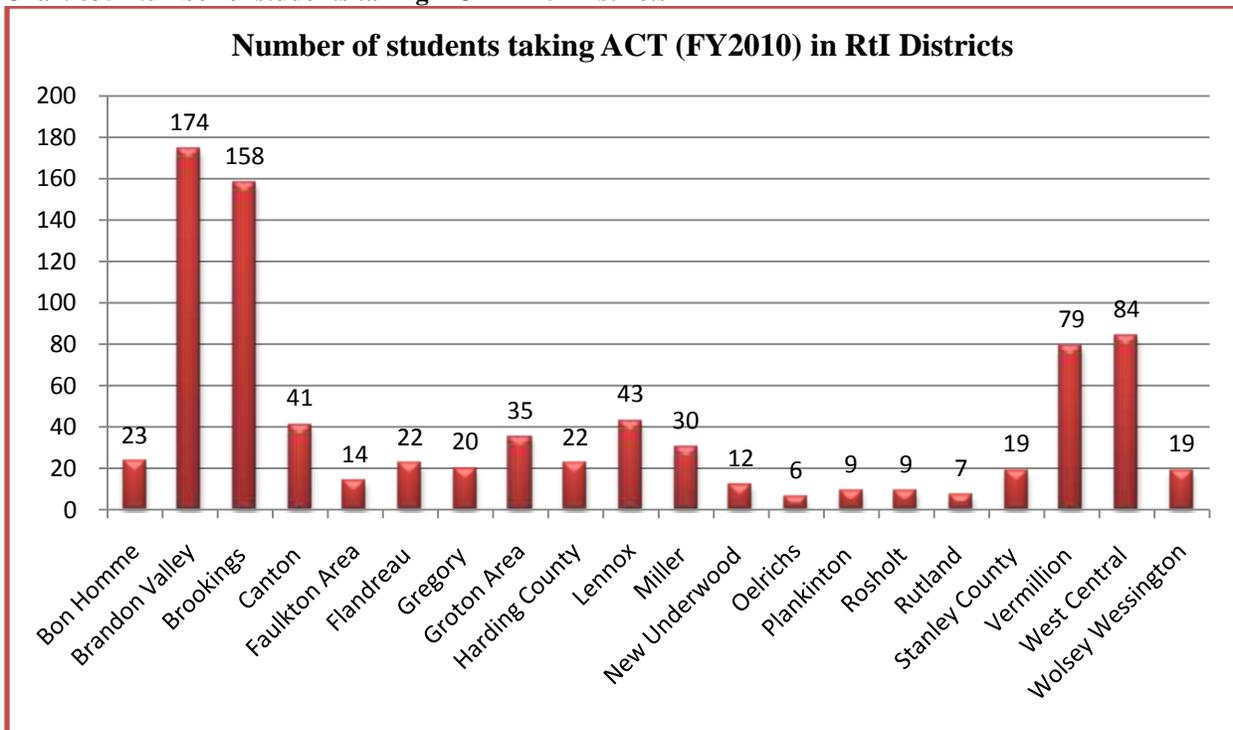


Chart 83: Number of students taking ACT in RtI Districts



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School Districts implementing the SD RtI Model 2007-2010

District/Schools/Grades	Year of Implementation	Pilot Schools/ Cohort 1*, 2**, 3***
Bon Homme School District 04-2		
• Springfield Elementary (K-5)	2009-2010	Not a pilot school
• Tyndall Elementary (K-5)	2008-2009	**
• Tabor Elementary (K-5)	2009-2010	Not a pilot school
• Tyndall Middle School (6-8)	2009-2010	***
• Hutterische Colony (K-5)	2009-2010	Not a pilot school
Brandon Valley 49-2		
• Brandon Elementary (K-5)	2007-2008	*
• Robert Bennis Elementary (K-5)	2009-2010	Not a pilot school
• Fred Assam Elementary (K-5)	2009-2010	Not a pilot school
• Valley Springs Elementary (K-5)	2009-2010	Not a pilot school
• Brandon Valley Middle School (6)	2009-2010	***
Brookings 05-1		
• Brookings Hillcrest (K - 3)	2008-2009	**
• Brookings Medary (K - 3)	2008-2009	**
Canton 41-1		
• Lawrence Elementary (K-5)	2008-2009	**
Faulkton Area Schools District		
• Faulkton Elementary (K-2)	2010-2011	Not a pilot school
• Blumengard Colony (K-4)	2010-2011	Not a pilot school
• Thunderbird Colony (K-3)	2010-2011	Not a pilot school
• Evergreen Colony (K-4)	2010-2011	Not a pilot school
• Brentwood Colony (K-4)	2010-2011	Not a pilot school
Flandreau 50-3		
• Flandreau Elementary (K-5)	2008-2009	**
Gregory 26-4		
• Gregory Elementary (K-6)	2008-2009	* *
• Gregory Middle School (7-8)	2009-2010	** *
Groton Area 06-6		
• Groton Elementary (K-6)	2007-2008	**
• Groton JR High (7-8)	2009-2010	***
Harding County 31-1		
• Buffalo (K-8)	2008-2009	*
• Camp Crook (K-8)	2008-2009	*
• Ludlow (K-8)	2008-2009	*

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District/Schools/Grades	Year of Implementation	Pilot Schools/ Cohort 1*, 2**, 3***
Ipswich Public 22-6		
• Elementary (K-5)	2008-2009	**
• Middle School (Grade 6)	2010-2011	Not a pilot school
• Colony Deerfield (K-6)	2009-2010	Not a pilot school
• Colony Pembroke (K-6)	2009-2010	Not a pilot school
• Colony Rosette (K-6)	2009-2010	Not a pilot school
Kadoka Area 35-2		
• Kadoka Elementary (4-5)	2008-2009	**
• Long Valley Elementary (4-5)	2008-2009	**
• Midland Elementary (4-5)	2008-2009	**
• Interior Elementary (4-5)	2008-2009	**
• Kadoka Middle School (6)	2009-2010	***
Lennox 41-4		
• Lennox Elementary (K-5)	2007-2008	*
• Chancellor Elementary (K-5)	2007-2008	*
• Worthing Elementary (K-5)	2007-2008	*
• Lennox LWC Middle School (6)	2009-2010	***
Miller School District #29-4		
• Miller Elementary (K-3)	2010-2011	Not a pilot school
New Underwood 51-3		
• Elementary (K-6)	2007-2008	*
Oelrichs 23-3		
• Elementary K-6	2008-2009	**
Plankinton 01-1		
• Plankinton Elementary (K-6)	2008-2009	**
• Plankinton Jr. High School (7-8)	2009-2010	Not a pilot school
Rosholt 54-4		
• Rosholt Elementary(K-6)	2008-2009	**
• White Rock Colony (K-6)	2010-2011	Not a pilot school
Rutland 39-4		
• Rutland Elementary (K-5)	2008-2009	**
Stanley County 57-1		
• SC (Ft Pierre) Elementary (K-5)	2008-2009	**
Vermillion 13-1		
• Vermillion Austin Elementary (K-1)	2009-2010	Not a pilot school
• Vermillion Jolley Elementary (2-5)	2009-2010	Not a pilot school

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Districts/schools grouped by year (2007-2011)

In 2010-2011 school year, twenty-two school districts with 55 school buildings were implementing RtI. Grades involved differ in school districts but range from Kindergarten to 8th grade. Districts and buildings are organized by the year they began to implement the SD RtI Model.

RtI 2007 - 2008	RtI 2008-2009	RtI 2009-2010	RtI 2010-2011
	Bon Homme School District 04-2 <ul style="list-style-type: none"> • Tyndall Elem 4-5 	Bon Homme School District 04-2 <ul style="list-style-type: none"> • Springfield Elementary (K-5) • Tyndall Elementary (4-5) • Tabor Elementary (K-5) • Tyndall Middle School (6-7) • Hutterische Colony (K-5) 	Bon Homme School District 04-2 <ul style="list-style-type: none"> • Springfield Elementary (K-5) • Tyndall Elementary (K-5) • Tabor Elementary (K-5) • Tyndall Middle School (6-8) • Hutterische Colony (K-5)
Brandon Valley 49-2 (K-4) <ul style="list-style-type: none"> • Brandon Elementary 	Brandon Valley School District 49-2 <ul style="list-style-type: none"> • Brandon Elementary K-6 	<ul style="list-style-type: none"> • Brandon Valley School District 49-2 • Brandon Elementary (K-5) • Robert Bennis Elementary (K-5) • Fred Assam Elementary (K-5) • Valley Springs Elementary (K-5) • Brandon Valley Middle School (6) 	Brandon Valley 49-2 <ul style="list-style-type: none"> • Brandon Elementary (K-5) • Robert Bennis Elementary (K-5) • Fred Assam Elementary (K-5) • Valley Springs Elementary (K-5) • BV Middle School (6)
	Brookings School District 05-1 <ul style="list-style-type: none"> • Central K-1 • Brookings Hillcrest K-1 • Brookings Medary K-1 	Brookings School District 05- 1 <ul style="list-style-type: none"> • Brookings Hillcrest (K-1) • Brookings Medary (K-1) • (Brookings reorganized schools/Central no longer K-1) 	Brookings 05-1 <ul style="list-style-type: none"> • Brookings Hillcrest (K - 3) • Brookings Medary (K - 3)
	Canton School District 41-1 <ul style="list-style-type: none"> • Lawrence Elementary (K-3) 	Canton School District 41-1 <ul style="list-style-type: none"> • Lawrence Elementary (K-3) 	Canton 41-1 <ul style="list-style-type: none"> • Lawrence Elementary (K-5)
			Faulkton Area 24-4 <ul style="list-style-type: none"> • Faulkton Elementary (1-2) • Blumengard Colony (K-8) • Thunderbird Colony (K-3) • Evergreen Colony (K-4) • Brentwood Colony (K-4)
	Flandreau School District 50-3 <ul style="list-style-type: none"> • Flandreau Elementary K-2 	Flandreau School District 50-3 <ul style="list-style-type: none"> • Flandreau Elementary(K-2) 	Flandreau 50-3 <ul style="list-style-type: none"> • Flandreau Elementary(K-5)
Groton 06-6 (K-6) <ul style="list-style-type: none"> • Groton Elementary 	Groton School District 06-6 <ul style="list-style-type: none"> • Groton Elementary (K-6) 	Groton School District 06-6 <ul style="list-style-type: none"> • Groton Elementary (K-6) • Groton JR High (7-8) 	Groton Area 06-6 <ul style="list-style-type: none"> • Groton Elementary (K-6) • Groton JR High (7-8)
	Gregory School District 26-4 <ul style="list-style-type: none"> • Gregory Elementary K-6 	Gregory School District 26-4 <ul style="list-style-type: none"> • Gregory Elementary (K-6) • Gregory Middle School (7-8) 	Gregory 26-4 <ul style="list-style-type: none"> • Gregory Elementary (K-6) • Gregory Middle School (7-8)

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RtI 2007 - 2008	RtI 2008-2009	RtI 2009-2010	RtI 2010-2011
	Harding County School District 31-1 <ul style="list-style-type: none"> • Buffalo Elementary (K-6) • Camp Crook Elementary (K-6) • Ludlow Elementary (K-6) 	Harding County School District 31-1 <ul style="list-style-type: none"> • Buffalo (K-6) • Camp Crook (K-6) • Ludlow (K-6) 	Harding County 31-1 <ul style="list-style-type: none"> • Buffalo (K-5) • Camp Crook (K-8) • Ludlow (K-8) • HC Middle School (6-8)
	Ipswich Public District 22-6 <ul style="list-style-type: none"> • Elementary (K-3) 	Ipswich Public District 22-6 <ul style="list-style-type: none"> • Elementary (K-6) • Colony Deerfield (K-6) • Colony Pembroke (K-6) • Colony Rosetta (K-6) 	Ipswich Public 22-6 <ul style="list-style-type: none"> • Elementary (K-5) • Middle School (Grade 6) • Colony Deerfield (K-6) • Colony Pembroke (K-6) • Colony Rosette (K-6)
	Kadoka Area School District 35-2 <ul style="list-style-type: none"> • Kadoka Elementary (4-5) • Long Valley Elementary (4-5) • Midland Elementary (4-5) • Interior Elementary (4-5) 	Kadoka Area School District 35-2 <ul style="list-style-type: none"> • Kadoka Elementary (4-5) • Long Valley Elementary (4-5) • Midland Elementary (4-5) • Interior Elementary (4-5) • Kadoka Middle School (6) 	Kadoka Area 35-2 <ul style="list-style-type: none"> • Kadoka Elementary (4-5) • Long Valley Elementary (4-5) • Midland Elementary (4-5) • Interior Elementary (4-5) • Kadoka Middle School (6)
Lennox 41-4 (K-5) <ul style="list-style-type: none"> • Chancellor Elementary • Lennox Elementary • Worthing Elementary 	Lennox School District 41-4 <ul style="list-style-type: none"> • Chancellor Elementary (K-5) • Worthing Elementary (K-5) 	Lennox School District 41-4 <ul style="list-style-type: none"> • Lennox Elementary (K-5) • Chancellor Elementary (K-5) • Worthing Elementary (K-5) • LWC Middle School (6) 	Lennox 41-4 <ul style="list-style-type: none"> • Lennox Elementary (K-5) • Chancellor Elementary (K-5) • Worthing Elementary (K-5) • LWC Middle School (6)
Meade School District 46-1 (K-6) <ul style="list-style-type: none"> • Whitewood Elementary 	Meade School District 46-1 <ul style="list-style-type: none"> • Whitewood Elem (K-6) 	Meade School District 46-1 <ul style="list-style-type: none"> • Whitewood Elem (K-6) 	Withdrew from state-guided RtI process
			Miller School District 29-4 <ul style="list-style-type: none"> • Miller Elementary (K-3)
New Underwood District 51-3 (K-6) <ul style="list-style-type: none"> • New Underwood Elementary 	New Underwood District 51-3 <ul style="list-style-type: none"> • Elementary (K-6) 	New Underwood District 51-3 <ul style="list-style-type: none"> • Elementary (K-6) • Middle School (7) 	New Underwood 51-3 <ul style="list-style-type: none"> • Elementary (K-6)
	Oelrichs School District 23-3 <ul style="list-style-type: none"> • Elementary (K)-6 	Oelrichs School District 23-3 <ul style="list-style-type: none"> • Elementary K-6 	Oelrichs 23-3 <ul style="list-style-type: none"> • Elementary K-6
	Plankinton School District 01-1 <ul style="list-style-type: none"> • Elementary (K-3) 	Plankinton School District 01-1 <ul style="list-style-type: none"> • Plankinton Elementary (K-6) • Plankinton Jr. High School (7-8) 	Plankinton 01-1 <ul style="list-style-type: none"> • Plankinton Elementary (K-6) • Plankinton Jr. Hi School (7-8)*

*During the review process for this data report, it was noted that Plankinton did not implement RtI in 2010 or 2011.

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RtI 2007 - 2008	RtI 2008-2009	RtI 2009-2010	RtI 2010-2011
Rosholt School District 54-4 • Rosholt Elementary K-3	Rosholt School District 54-4 • Elementary (K-3)	Rosholt School District 54-4 • Elementary(K-6) • White Rock Colony (K-6)	Rosholt 54-4 • Elementary(K-6) • White Rock Colony (K-6)
	Rutland School District 39-4 • Elementary (K-3)	Rutland School District 39-4 • Elementary (K-5)	Rutland 39-4 • Elementary (K-5)
	Shannon School District 65-1 • Batesland (K-8) • Rockyford (K-2)	Shannon School District 65-1 • Batesland (K-8) • Red Shirt (K-2) • Rockyford (K-3) • Wolf Creek (K-2)	Withdrawn from State –Guided RtI process
	Stanley County School District 57-1 • Cheyenne Elem (K-5) • Hayes Elem (K-5) • SC (Ft Pierre) Elementary (K-5)	Stanley County School District 57-1 • SC (Ft Pierre) Elementary (K-5)	Stanley County 57-1 • SC (Ft Pierre) Elementary (K-5)
		Vermillion School District 13-1 • Austin Elementary (K-1) • Jolley Elementary (2-5)	Vermillion School District 13-1 • Austin Elementary (K-1) • Jolley Elementary (2-5)
West Central 49-7 (K-4) • Hartford Elementary • Humboldt Elementary	West Central School District 49-7 • Hartford Elementary (K-4) • Humboldt Elementary (K-4)	West Central School District 49-7 • Hartford Elementary (K-5) • Humboldt Elementary (K-4)	West Central 49-7 • Hartford Elementary (K-2) • Humboldt Elementary (K-4)
	Wolsey Wessington School District 02-6 • Wolsey Elementary (K-6)	Wolsey Wessington School District 02-6 • Wolsey Elementary (K-6) • Junior High (7-8)	Wolsey-Wessington 02-6 • Wolsey Elementary (K-6) • Junior High (7-8)

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Sample of Research on RTI

Note: The National Center for Education Evaluation has funded a randomized controlled trial of the impact of RTI in about 150 elementary schools, with results expected in 2012.

Features of state response to intervention initiatives in Northeast and Islands Region states

This study was prepared by the Institute of Education Sciences (IES) under Contract ED-06-CO-0025 by Regional Educational Laboratory Northeast and Islands administered by Education Development Center, Inc

Source: http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009083.pdf

RTI is increasingly being promoted as an overall approach to school improvement through general education (Batsche et al. 2005; Cummings et al. 2008). In this context, RTI is a multifaceted school improvement initiative aimed at maximizing achievement of all students by closely monitoring student response to instruction and adjusting instructional approaches based on student progress data (Cummings et al. 2008; Fuchs and Fuchs 2006; Fuchs and Young 2006). RTI integrates service delivery across general and special education to promote high quality instruction for all students while providing more intensive services for students demonstrating academic or behavioral difficulties (Cummings et al. 2008; Fuchs and Fuchs 2006; Fuchs and Young 2006; National Association of State Directors of Special Education 2006).

Appendix: A brief review of the literature on Response to Intervention

The rationale for the practice of response to intervention (RTI) is based on research on how effective intervention increases the probability of positive individual student response to instruction (Foorman, Breier, and Fletcher 2003; Good, Simmons, and Kame'enui 2001; U.S. Department of Education 2001). Schools are using RTI to inform overall instructional quality and instructional decision-making (Mellard et al. 2004), to assist with early identification of learning difficulties, and to plan early interventions that address learning problems before a referral to special education (see, for example, Vaughn and Fuchs 2003; Vaughn, Linan-Thompson, and Hickman 2003). Possible benefits of an RTI approach include:

- Fewer inappropriate referrals to special education because a more valid method for identifying students as disabled is used, particularly in specific learning disabilities (Donovan and Cross 2002; Heller, Holtzman, and Messick 1982).
- Earlier intervention with more students who are at risk of school failure (Fuchs and Fuchs 2005).
- Reduced inappropriate identification or over-identification of children from minority groups in special education (Donovan and Cross 2002; Kamps and Greenwood 2005; Kamps et al. 2003).
- More and ongoing collaboration between general and special education (Gersten et al. 2008).

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To date, there are few studies that measure the impact of RTI models empirically, longitudinally, or on a large scale. In one exception, VanDer-Heyden, Witt, and Gilbertson (2007) conducted a multiyear study of five elementary schools in one district of a southwestern state that sequentially implemented an RTI model called System to Enhance Educational Performance (STEEP). The researchers introduced and evaluated the effect of STEEP across multiple baseline conditions, comparing data on the number of students evaluated for special education services and subsequently identified as eligible with a specific learning disability. Because of sequential implementation, where one school began STEEP in each of the five study years, the research team could report on the number of students evaluated and identified with a specific learning disability, both before and after STEEP was implemented, for five study schools and time periods. STEEP consistently resulted in statistically significant decreases in both referrals for evaluation and identification of students as having a specific learning disability. The STEEP study, however, did not involve random assignment conditions.

The National Center for Education Evaluation has funded a randomized controlled trial of the impact of RTI in about 150 elementary schools, with results expected in 2012. (U.S. Department of Education, National Center for Education Evaluation and Regional Assistance 2009). The study focuses on evidence of RTI initiatives at the state education agency level, but other research has studied the impact of RTI implementation in local school districts—for example, Tilly (2002) on the Heartland, Iowa, RTI model; Marston et al. (2003) on Minneapolis Public Schools; and VanDerHeyden, Witt, and Gilbertson (2007) on the STEEP model.

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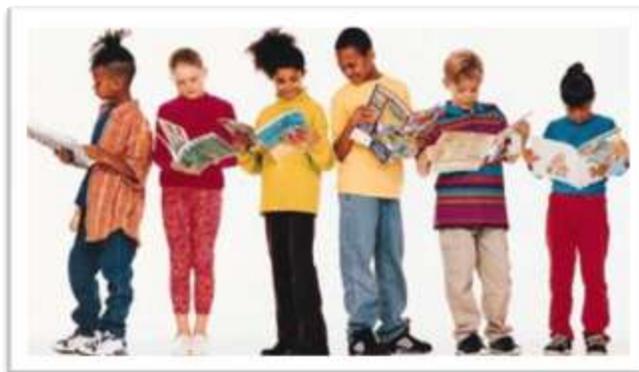
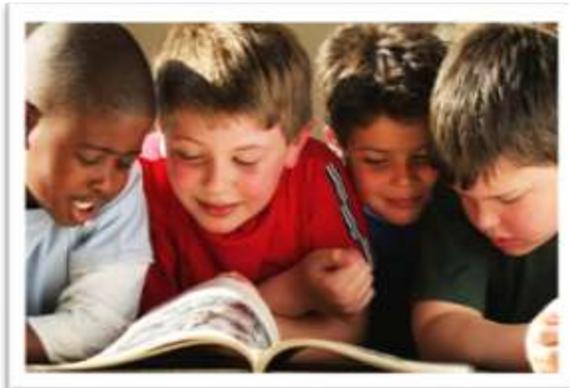
End of Year 4Data Report – Part A

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Thank you to all the educators, parents and childcare providers who help foster the magic of reading for children.