RESPONSE TO Intervention

BLUEPRINTS FOR IMPLEMENTATION

State Level

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THE NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION
COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION

RESPONSE TO INTERVENTION BLUEPRINTS

State Level Edition

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FOREWORD

The National Association of State Directors of Special Education (NASDSE) and the Council of Administrators of Special Education (CASE) believe that Response to Intervention (RtI), sometimes referred to as Response to Instruction or multi-tiered interventions, holds great promise as an instructional process to benefit all children and youth. NASDSE's RtI publications, *Response to Intervention: Policy Considerations and Implementation* and *Response to Intervention: Research For Practice* have been disseminated throughout the country to thousands of people interested in learning about RtI.

NASDSE and CASE believe there is a need for additional publications to help policymakers and implementers focus on the components of a framework or blueprint to guide the implementation of RtI. Professionals from around the country with experience and expertise in RtI implementation at the state, local district and school building levels agreed to contribute by writing and/or editing blueprints. This publication, *Response to Intervention Blueprints: State Edition* is one of three publications. The other publications in this series are the school building level and district level editions.

The documents can be downloaded free-of-charge from NASDSE's website at www.nasdse.org and CASE's website at www.casecec.org. Print copies will be made available for the cost of printing and handling from NASDSE.

Appreciation is extended to the lead authors, contributors, reviewers and others who made the blueprints a reality. We would particularly like to thank Pat Howard from the Florida Center for Reading Research, Lana Michelson, former state director of special education for the State of Iowa, Laura Snyder from the North Carolina Department of Instruction and Beth Steenwyk from the Michigan Department of Education for their contributions to the initial discussions that led to this document. Other individuals who also contributed to the production of the *RTI Blueprint series* are listed in the front of each blueprint in the series. Special appreciation is extended to NASDSE staff members Nancy Reder and Christine Cashman for their tireless work in editing the final documents and to Donna Reynolds for her endless formatting. We hope the *Blueprints* will be helpful in your work so that the educational performance of our nation's children and youth will be improved.

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RESPONSE TO INTERVENTION BLUEPRINTS: STATE LEVEL EDITION

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EXECUTIVE SUMMARY

Response to Intervention (RtI) is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying student response data to important educational decisions. RtI should be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by student outcome data.

Student outcome data are crucial to:
- make accurate decisions about the effectiveness of general and remedial education instruction/interventions;
- undertake early identification/intervention with academic and behavioral problems;
- prevent unnecessary and excessive identification of students with disabilities;
- make decisions about eligibility for special programs, including special education; and
- determine individual education programs and deliver and evaluate special education services.

The purpose of the *Blueprint documents* is to provide a framework around which implementation of RtI can be built. The *Blueprints* build on a previous definitional and policy document published by NASDSE, Response to Intervention: Policy Considerations and Implementation (Batsche, G., Elliott, J., Graden, J., Grimes, J., Kovaleski, J., Prasse, D., Reschly, D., Shrag, J., & Tilly, D., 2005). There will be three *Blueprints* in this series: one each at the state, district and building level to guide implementation. These documents were created to provide concrete guidance to implementation sites. The documents are not rigid in their construction. That is, one of the key lessons of large-scale system change is that change must be driven by both principles and practices. The *Blueprints* in many cases specify functions that must be accomplished rather than specific practices that must be adopted. This structure allows implementation districts to tailor their applications by selecting practices consistent with the principles, maintaining the integrity of the model and building buy-in and ownership as they implement.

The *Blueprints* address the following key points:
- There are critical components of RtI implementation that if not attended to can render otherwise acceptable implementations ineffective.
- The school building is the unit of change in RtI. Multiple buildings within a district can implement RtI, but their implementations will likely be somewhat different.
- District-level supports must be systematically built in to support building-level implementation.
- State-level supports must be systematically built to support district- and building-level implementation.
- Building change should be guided by the answers to key questions. By answering a specific set of interrelated questions, using the scientific research and site-based data, buildings can be assured that they are implementing the major components of RtI. Specific mandated answers to these questions should not be imposed uniformly across all buildings.

Implementation of RtI in practice typically proceeds through three stages:

1. Consensus building – where RtI concepts are communicated broadly to implementers and the foundational "whys" are taught, discussed and embraced.
2. Infrastructure building – where districts and sites examine their implementations against the critical components of RtI, find aspects that are being implemented well and gaps that need to be addressed. Infrastructure building centers around closing these practice gaps.
3. Implementation – where the structures and supports are put in place to support, stabilize and institutionalize RtI practices into a new "business as usual."

This *State Le*vel *Blueprint* outlines the components of a state-level infrastructure that is designed to support effective implementation of RtI practices at the district and building levels. States will need to assess these components in the context of their own structures and relationships with both their districts and schools.

RESPONSE TO INTERVENTION: A WORKING DEFINITION [1]

The *Blueprints* are designed to provide practical guidance to state education agencies (SEAs), local education agencies (LEAs) and their schools regarding the development, implementation and evaluation of Response to Intervention (RtI) as a means to improve educational outcomes and decision making.

RtI is the practice of (1) providing high quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions. These components of RtI are essential to the development of a successful RtI implementation strategy.

1. HIGH QUALITY INSTRUCTION/ INTERVENTION is defined as instruction or intervention matched to student need that has been demonstrated through scientific research and practice to produce high learning rates for *most* students. Individual responses to even the best instruction/intervention are variable. Selection and implementation of scientifically based instruction/intervention markedly increases the probability of, but does not guarantee positive individual response. Therefore, *individual* response is assessed in RtI and modifications to instruction/intervention or goals are made depending on results with *individual* students.

2. LEARNING RATE AND LEVEL OF PERFORMANCE are the primary sources of information used in ongoing decision making. Learning rate refers to a student's individual growth in achievement or behavior competencies over time. Level of performance refers to a student's relative standing on some dimension of achievement/performance compared to expected performance (either criterion- or norm-referenced). Learning rates and levels of performance vary significantly across students. Most students with achievement or behavioral challenges respond positively to explicit and intense instruction/interventions. Decisions about the use of more or less intense interventions are made using information on learning rate and level. More intense interventions may occur in general education classrooms or pull-out programs supported by general, compensatory or special education funding.

3. IMPORTANT EDUCATIONAL DECISIONS about intensity and the likely duration of interventions are based on individual student response to instruction across multiple tiers of intervention. Decisions about the necessity of more intense interventions, including eligibility for special education and/or exit from special education or other services, are informed by data on learning rate and level.

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[1] Batsche, G., Elliott, J., Graden, J., Grimes, J., Kovaleski, J., Prasse, D., Reschly, D., Schrag, J., & Tilly, D. (2005). *Response to Intervention: Policy Considerations and Implementation*. Alexandria, VA: National Association of State Directors of Special Education.

HOW TO USE THIS DOCUMENT

This document has been created using the analogy of a blueprint in architecture or construction. A blueprint has a number of characteristics. First, it is a document that is intended to take conceptual material and make it concrete. So, while the architect has to do many calculations and prepare diagrams to make sure the final product is sound, so too, this document draws on both experience and science as implementation guides. Second, blueprint diagrams are intended to provide critical information about construction. They tell you, for example, where to put walls so that the structure is sound. They do not tell you, however, how to build walls, what color to paint the walls or what specific materials to build the wall out of. It is assumed that there is reasonable variation allowable in these things. However, the blueprint is clear, if you neglect to put walls where the plan tells you to, you can be assured that the final product will not be sound. So it is with RtI. There are clear parameters that must be attended to in building your "RtI house." They are all critical in that if any of them are neglected or ignored, the integrity of the final product could be compromised.

This *Blueprint* is written in a three-column outline format. In the first column, critical implementation components are identified and described. These are the components that must be attended to in each RtI implementation. In the second column, resources are identified that might be used by implementers as they go about building their RtI models. The resources listed should not be considered comprehensive, but illustrative. We erred on the side of identifying Web-based resources to the extent available, since these are the ones most readily accessible. In addition, an online search on Response to Intervention will provide an increasing number of excellent resources on RtI. The third column contains "wisdom from the field." The wisdom in this section was provided by experts from many RtI implementations throughout the country. These individuals have been implementing RtI concepts for many years in practice and have experienced all of the predictable challenges associated with its implementation. Content in the third column is meant to be practical and directly relevant to persons implementing RtI.

Whether your state is considering implementation of RtI practices for the first time or has been implementing for years, there are two ways that this *Blueprint* may be of use. First, reading through each *Blueprint* in its entirety will provide a holistic overview of the steps needed to implement RtI in practice. States may use the *Blueprint* as one of the foundational documents for both their "consensus building" and "infrastructure development" phases. Second, each *Blueprint* contains a simple self-assessment keyed to the overall document. This self-assessment can be used by RtI leaders to review with implementers the current state of practices in their building, district or state and to help identify gaps in implementation. These gaps in turn can be used to target additional infrastructure development in implementation sites. Over time you will be able to add your own resources and wisdom to these documents to pass along to your state, district and building level implementers.

RESPONSE TO INTERVENTION BLUEPRINTS: STATE LEVEL EDITION

Component 1: Consensus Building

Outcomes for State Level Consensus Building:

- Shared knowledge of the framework of Response to Intervention (RTI), its function as a process of improving educational outcomes for ALL students, and its importance to states in their quest to meet state and federal accountability expectations under both the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA).
- Commitment from each of the program and evaluation units within the state education agency (SEA) to identify specifically how the RTI initiative is important and connected to expectations for their specific unit and the relationship of the unit to the SEA's mission.
- A written document from the Chief Executive Officer of the SEA communicating a shared vision that RTI is a process of educating ALL students that results in significant improvement in the academic and behavior performance of students. The document articulates that RTI is a general education initiative that touches each and every child.
- Data gathered by the SEA identifies the RTI skills and professional development needs of SEA staff to support the preparation of both a statewide plan and the implementation of statewide RTI.
- Personnel with responsibility for initiating the SEA RTI activities and timelines for that initiation are identified.
- A state-level RTI Implementation Plan is in place and communicated broadly to all stakeholders.

Step	Resources Available	Wisdom from the Field
Step 1. The SEA has gathered data to identify the RTI skills and professional development needs of SEA staff to support the development of both a statewide plan and the implementation of statewide RTI. A self-assessment tool for all programmatic SEA staff is created that examines knowledge, skills, attitudes and beliefs about RTI. • All SEA programmatic staff participates in the self assessment. • Based on results from the SEA	A series of self-assessment documents are listed below: • *The Florida Problem-Solving/Response to Intervention Model: Implementing a Statewide Initiative* (www.springerlink.com/content/n7nqxx020r6u4177) • *Beliefs survey regarding RTI* (http://floridarti.usf.edu/resources/format/pdf/beliefs.pdf) • The National Center on Learning Disabilities (NCLD) RTI Action Network is an excellent source for "getting started"	Self assessments for SEA staff can be the same assessments as those used with district personnel. The skill set for RTI is the same regardless of the work setting. Taking a self-assessment provides staff with the opportunity to be exposed to the components of RTI and contributes to the development of a "common knowledge" base. SEA staff can move the process more quickly if there is a common understanding of the basic

Step	Resources Available	Wisdom from the Field
self-assessment, differentiated professional development opportunities are created, SEA staff members are expected to participate in them and accountability for participating in them is established. Skill assessments will be the culminating activity for SEA staff.	information, www.rtinetwork.org • NASDSE's *District Blueprint* includes a self assessment in the appendix, (www.nasdse.org/Portals/0/district.pdf) • The State of Colorado has a self- assess-ment tool available at www.cde.state.co.us/rti/ToolsResourcesRtI.htm • The State of Illinois has a self-assessment tool that is available at: www.isbe.state.il.us/RtI_plan/rti_template.doc • The Kansas Department of Education's *RTI Definition & Beliefs Statement* is available at www.kansasmtss.org/all/MTSS%20Beliefs%201.16.09.pdf • The Minneapolis Public Schools has published a document comparing its problem-solving model to historical requirements. It's available at: http://speced.mpls.k12.mn.us/psm.html • The State of Oregon has published an RTI readiness checklist, which is available at www.ode.state.or.us/initiatives/idea/rti_readiness_checklist.doc	knowledge. Be sure to keep the aggregated data anonymous. The skill measure should be administered multiple times to monitor skill development and attainment across time. Aggregate the data across individuals to determine skills that are needed by the greatest number of individuals. Prioritize the focus of professional development using these data. Educators will implement new initiatives when two conditions exist: (1) they understand the NEED for the initiative; and (2) they believe that they have the SKILLS to implement the initiative. A shared knowledge of RTI, the rationale for its implementation, research regarding its impact and its relationship to the state's department of education mission is critical to the development of consensus. An efficient way to acquire basic knowledge about RTI is to encourage staff to take the RTI Introductory Course developed by the State of Florida Department of Education (or similar professional development introductory activities).

Step	Resources Available	Wisdom from the Field
		If the SEA has professional learning communities (PLCs), then a "book club" approach can be used to discuss modules in the introductory course. This method ensures participation, shared knowledge and provides a forum for the informal development of consensus.
Step 2. A shared knowledge of the framework of RTI, its function as a process of improving schooling and outcomes for ALL students and its importance to states in their quest to meet state and federal accountability expectations is critical to providing leadership and is developed among all team members. • Leaders [State Transformation Team members (see Infrastructure for more information about the makeup of this team)] from every programmatic work unit within the SEA and their key staff members participate in joint professional development on RTI. Specific content and delivery methods are keyed to the results on the SEA self assessment. Options for providing differentiated professional development include:	A number of excellent resources for establishing a shared framework are listed below. • NASDSE has published a number of basic publications on RTI. For information, go to www.nasdse.org • The State of Florida has a free, online introductory course on RTI. Go to www.florida-rti.org/introCourse/ • The RTI Action Network website (www.rtinetwork.org) has many resources available to assist in getting started. • See also, NASDSE's *Response to Intervention: Policy Considerations and Implementation* (available for purchase at www.nasdse.org) for additional recommendations on professional development activities.	

Step	Resources Available	Wisdom from the Field
• Knowledge: successful completion of an online overview course on RTI. • Knowledge: workgroup on RTI (especially select policy and legal sources to examine as well as foundational documents). • History of RTI o Where did it come from?		
Step 3. Understand what the foundational assumptions and beliefs of core staff are (perhaps do an attitude/beliefs survey here – provide opportunities for people to safely discuss and examine their own beliefs in relation to foundational RTI beliefs). • Knowledge: The SEA has gathered data (e.g., disaggregated student data at the state level, school safety data) to identify the need to embrace more effective schooling practices (e.g., RTI) to ensure equity in education for all students. • Professional development is provided to ensure that SEA staff can use SEA-level data to evaluate the degree to which effective instruction is occurring across disaggregated student groups. Interpretation of these data will provide the basis for determining the "need" for RTI. • Knowledge: What skills are	A number of excellent sources exist that identify essential assumptions and beliefs as well as providing the foundation for professional development in an SEA. A number of these are listed below: • NASDSE's *Response to Intervention: Policy Considerations and Implementation* is an excellent foundational document that identifies many of the foundations of RTI systems. Available for purchase at www.NASDSE.org. • The State of Florida has put together an introductory RTI course and SEA Framework. Available at: www.florida-rti.org • The National Center on Response to Intervention RTI (RTI Center) has many resources related to the foundation of RTI: www.rti4success.org.The *Get Started* section of the RTI Action Network website contains belief surveys to help examine beliefs and attitudes. • The State of Florida statewide implementation of RTI initiative has tools	The assessment of staff beliefs that align with RTI can be used as a tool for the SEA staff to discuss. If SEA staff (not unlike school-based staff) do not share the beliefs that align with RTI, then it will be difficult to achieve consensus and agreement on a work plan to implement RTI statewide.

Step	Resources Available	Wisdom from the Field
necessary to carry RTI out at the building level? District level? • Skill: Early on, it is important to establish that the statewide RTI initiative will be implemented using data-based decision making. Teaching SEA staff to use data to make decisions about RTI rollout is an important component to "walking the talk." • Attitudes/Beliefs: Study the research on effectiveness of RTI when implemented with fidelity on raising academic and behavioral outcomes.	and surveys for beliefs, perception of skills and perception of practices (www.floridartiRTI.usf.edu). • Review existing state plans from Florida, Colorado, Connecticut and Illinois. See, e.g., www.florida-rti.org • The Colorado Department of Education released *Definition, Purpose & Core Principles for RTI*, available at: http://www.cde.state.co.us/Rtl/LearnAboutRtl.htm • Review the IDEA Partnership's RTI collection available at www.sharedwork.org.	
Step 4. A commitment exists from each of the programmatic and evaluation units in the SEA to identify specifically how the RTI initiative is important to, and connected to, expectations for their specific unit. • Work-unit leaders facilitate development of a written crosswalk depicting how the services and resources from their work unit support RTI implementation in the state. Where clear linkages do not exist, section leaders indicate how connections will be made or why connections are not required. Use of a graphic depiction of the crosswalk may be helpful.		Consensus building is facilitated through a discussion of beliefs and an understanding of need for this process. Shared beliefs are critical for a group to come together to complete a common mission. Disaggregated student data can be used to support the need to improve instructional practices. Representatives from each of the programmatic units in the SEA will form the State Transformation Team (STT) (see Section on Infrastructure). The purpose of the STT is to translate state laws, regulations and policies to support district-level RTI implementation.

Step	Resources Available	Wisdom from the Field
• Work unit leaders formally (preferably in writing) state and model an expectation that work-unit staff will support RTI implementation in all aspects of their programmatic work. • Work unit leaders and work unit members support RTI both in word and deed within the SEA, in their work with LEAs and in their work with other stakeholders. Accountability supporting this expectation is reflected through RTI being incorporated into polices developed by those units and into technical assistance to districts provided by each unit. • Work units communicate with their programmatic constituents about RTI frequently and repeatedly across time, educating their stakeholders about how their program/services fit within an RTI framework. Examples of how the content that is the responsibility of that unit (e.g., math, science) is incorporated into a tiered model are provided in technical assistance given to districts and in documents developed by that SEA unit. • Staff members from all programmatic work units within the SEA participate in SEA leadership groups and projects,		

Step	Resources Available	Wisdom from the Field
as appropriate. • Strategic meetings are set to share and showcase respective work units' progress and alignment to RTI. **Step 5.** The Chief Executive Officer of the SEA communicates in a written document a shared vision that RTI is a process of educating ALL students that results in significant improvement in the academic and behavior performance of students. It is a general education—or All Ed—initiative. • Senior SEA leadership acknowledges that establishing a clear vision for RTI within the state is a critical leadership step. • Senior SEA leadership facilitates creation of a clear vision statement that RTI is a process for educating ALL students. This vision statement is created in consultation with the state CEO as appropriate. • Senior SEA leadership craft a written document for the Chief Executive Officer of the SEA that communicates clearly the state's vision for RTI within the state and the positive expectation that implementing RTI broadly will significantly improve educational results for students in the state.	Examples of these written documents and products are listed below: • Kansas Commissioner of Education Partners in Change letter available at: www.kansasmtss.org/all/MTSS%20RTI%20letter.pdf • Michigan presentation on Accountability Workbook Amendments for 2007-08, 12/27/07 (Letter from Superintendent of Public Instruction available at: www.michigan.gov/documents/mde/Item_B_219564_7.pdf • Arkansas: Special Education Programs Response to Intervention (RTI) and Referral to Special Education (Memo from State Education Commissioner in Arkansas). Available at: http://arkedu.state.ar.us/commemos/custview.cgi?filename=4028&sortby=memotype • Kentucky's System of Interventions, available at: http://www.education.ky.gov/kde/instructional+resources/kentucky+system+of+interventions/ • Mississippi State Board Policy available at: www.mde.k12.ms.us/acad1/programs/tst/sb_policy.html • Implementation of Response to Intervention	A letter from the Chief Executive Officer for the SEA puts everyone on notice that RTI is a general education Initiative designed to improve the academic and behavior performance of ALL students. The letter should clearly communicate the general education focus.

Step	Resources Available	Wisdom from the Field
• The written communication is disseminated to all district superintendents for action within each LEA. • The SEA CEO has a strategic follow-up to this communication (e.g., meeting, conference call, forum) to elevate the importance of RTI.	Programs (memo from Statewide Coordinator for Special Education and Associate Commissioner of New York, April 2008). Available at:: www.vesid.nysed.gov/specialed/publications/policy/RTIfinal.pdf • Virginia Department of Education Response to Intervention Initiative, Superintendent's Memo. Available at : http://www.doe.virginia.gov/administrators/superintendents_memos/2007/inf239.html • RTI Memo from Assistant Superintendent of Schools in West Virginia: http://wvde.state.wv.us/osp/RTIMemoClarification-Reading-Math-2-1-10.pdf	
Step 6. Personnel with responsibility for initiating the SEA's RTI activities and timelines for that initiation have been identified. Specific personnel from each programmatic work unit are identified and assigned clear responsibilities for the state's roll-out plan for RTI. Programmatic work-unit leaders ensure that sufficient staff is assigned to ensure meaningful participation in RTI implementation efforts are achieved. Participation in RTI rollout efforts are central to the roles of key programmatic staff leading the statewide rollout (as opposed to a small sliver of their responsibilities or as an add-on). Timelines associated with SEA rollout of		Evidence of work units communicating how to use RTI practices to implement content specific to that unit is seen in technical assistance documents, district and state-level presentations provided by work unit personnel and in policy documents. In addition, if evidence of RTI integration is embedded in the personnel evaluations of work unit personnel, then the "what is measured is respected" belief is visible in practice. Unless an individual within each unit of the SEA has been identified as the RTI contact person, then the basics of an internal SEA communication system regarding RTI will not be in place. The unit RTI contact person is, in essence, the unit's "press secretary," who

Step	Resources Available	Wisdom from the Field
the RTI initiative are identified along with key benchmarks of success for plan rollout with linkages to SEA unit responsibilities.		ensures that RTI is communicated both internally within the unit and externally across units. The responsibility for RTI integration and coordination activities within in each work unit should be reflected both in job descriptions and staff evaluations. Each programmatic unit in the SEA should incorporate the components of RTI in their existing documents that are specific to their program area. The inclusion of types of data collected (universal screening, progress monitoring, diagnostic assessment), how the data will be used to inform instruction/intervention and how the data will be used to evaluate student progress should appear in the documents of each programmatic area. Timelines for rollout will include activities and responsibilities associated with those timelines. The responsibilities for each SEA unit at each timeline point must be very clear. Unless this occurs, then the unit staff will not have the time to plan their involvement in those activities. Some states put implementation dates in their legislation (e.g., Illinois). Other states have provided guidelines for implementation.

Component 2: Infrastructure

Outcomes for State-level Infrastructure Building:

- Establish a state management group (SMG).
- Establish a state transformation team (STT).
- Link the state transformation team to district-based leadership teams (DBLT).
- Link the district-based leadership teams to school-based leadership teams (SBLT).
- Establish connections between the state management group, the state transformation team and regional administrative units (if applicable) and district-level leadership teams.
- Establish connections between the state management group, the state transformation team and state-level projects that are funded to ensure they directly support any or all of the essential components of RTI implementation.
- Establish a clear and functional operating and communication system to ensure that the entities that comprise the infrastructure are able to implement statewide RTI in the most efficient and effective manner.
- Establish clear expectations and specific roles and responsibilities for each of the entities within the statewide infrastructure.
- Create the structure and responsibility for the implementation of a statewide program evaluation process.

Steps	Resources Available	Wisdom from the Field
Step1. Establish a state management group (SMG). • Assemble an executive-level stakeholder group representative of the instructional divisions. **Role:** To provide leadership and facilitate policy-level changes to support implementation of effective data-based practices. • Integrate language and concepts of RTI into statewide initiatives. • Review and revise relevant state statues, rules and policies to support RTI implementation.	Resources available to assist in establishing a state management group include: • State implementation plan from: www.florida-rti.org Fixsen, D. et al. Implementing Research: A Synthesis of the Literature. National Implementation Research Network www.promoteprevent.org/publications/prevention-briefs/implementation-research-synthesis-literature	The SMG serves two purposes. First, its existence ensures that the senior SEA leaders understand, embrace, communicate and include RTI as central to achieving the SEA's educational mission. This group establishes the expectation within the SEA that all instruction, intervention and support services must fit into the RTI model. Second, the presence of this group serves to communicate the importance of RTI to district superintendents and school boards.

Composition: Executive officers representing each instructional division, including communications and accountability and representatives from the state transformation team.		
Step 2. Establish State Transformation Team (STT). • Assemble a diverse stakeholder group representative of the divisions and statewide projects/initiatives. **Role:** Recommend and carry out comprehensive state-level action plan for implementing RTI throughout the state. • Analyze progress toward statewide outcomes and efforts related to RTI and recommend actions for improvement. • Support the establishment and working structure of district-based and school-based leadership teams (DBLT; SBLT). **Composition:** Representative(s) from each department of education instructional division, including accountability, university/college, statewide projects, parent organization(s), etc.	Resources to assist in establishing a STT include: • *Response to Intervention: Policy Considerations and Implementation*, available from NASDSE at www.nasdse.org. • The composition of an STT is illustrated in Florida's State Plan, which can be found at www.florida-rti.org/flMod/definition.htm Many states have created statewide implementation guidance documents. These documents exist at the state, district and school building levels. A sampling of these documents include: **State Level Documents** • The State of Florida's RTI implementation plan. Available at: www.florida-rti.org. • The Illinois State Board of Education's (ISBE) Response to Intervention (RTI) Plan (January 1, 2008). Available at: www.isbe.state.il.us/pdf/rti_state_plan.pdf • The State of Michigan's Part B State	The primary purpose of the STT is to transform policy into practice. The STT is responsible for: • developing a draft of the state's implementation plan; • use of SEA funds to ensure that resources are available to provide training, technical assistance and support to local school districts (LEAs)to implement RTI; • identifying statutory, regulatory and technical assistance changes that must be made or developed to support LEA implementation of RTI; and • developing a system to monitor progress of LEA implementation of RTI. The SEA should identify an RTI contact person in each district office. The contact person will be the recipient of all information from the STT regarding RTI implementation. Although district superintendents most likely will receive memoranda from the state superintendent, these memoranda often do not reach

| | | Performance Plan, 2/1/07. Available at www.michigan.gov/documents/mde/2007MichiganPartB-SPP_186126_7.pdf

• The State of Minnesota's State Performance Plan, Part B (2005-2011). Available at: http://education.state.mn.us/mdeprod/groups/Compliance/documents/Report/030926.pdf

• The State of Connecticut's Framework for RTI, Using Scientific Research-Based Interventions (SRBI): Improving Education for All Students (Full Publication, (August 2008). Available at: www.sde.ct.gov/sde/lib/sde/pdf/pressroom/SRBI_full.pdf

• The Georgia Student Achievement Pyramid of Interventions. Available at: http://public.doe.k12.ga.us/DMGetDocument.aspx/Response%20to%20Intervention-%20%20The%20GA%20Student%20Achievement%20Pyramid%20of%20Interventions%20Sept%2024,%202008.pdf?p=6CC6799F8C1371F602EFD9AD5D5961F5ADF3144E74E105E01A0134927B8716A3&Type=D

• Louisiana's State Performance Plan http://www.doe.state.la.us/lde/uploads/10322.doc

• From the State of Maryland: A Tiered Instructional Approach to Support | district-level implementers. Therefore, all information regarding RTI should be sent to district contact persons in addition to other district leaders.

The SEA should provide LEAs with examples of well-developed plans. Once districts submit plans, the SEA should circulate model district plans to all LEAs in the state. |

	Achievement for All Students Maryland's Response to Intervention Framework — www.marylandpublicschools.org/NR/rdonlyres/D182E222-D84B-43D8-BB81-6F4C4F7E05F6/17125/Tiered_Instructional_ApproachRtI_June2008.pdf • From the State of Mississippi: State Board Policy, available at www.mde.k12.ms.us/acad1/programs/tst/sb_policy.html and Three Tier Model, Teacher Support Teams, available at: www.mde.k12.ms.us/IPS/RtI/index.html • State of Missouri RTI Guidelines http://dese.mo.gov/divspeced/documents/MORtIGuidelines.pdf • New Mexico : Rule, Policy, and Guidance/Publications www.ped.state.nm.us/rti/rule.html • North Dakota: NDDPI RTI Implementation Plan http://www.dpi.state.nd.us/speced/personnel/plan.pdf • South Dakota State Plan 8.16.07 DRAFT http://doe.sd.gov/oess/specialed/forms/RtI/docs/RTI.Draft.8.16.07.pdf • Utah's 3 Tier Model of Reading Instruction http://www.schools.utah.gov/sars/servicesinfo/pdfs/3-tierread.pdf • Responsive Instruction: Refining Our Work of Teaching All Children:	

Virginia's "Response to Intervention" Initiative
http://www.doe.virginia.gov/instruction/response_intervention/guidance/responsive_instruction.pdf

- Response to Intervention (RTI) Manual: Using Response to Intervention (RTI) for Washington's Students (July 2006)
http://www.k12.wa.us/SpecialEd/pubdocs/RTI/RTI.pdf

District-Level Guidance Documents

- NASDSE's District Level Blueprint:
http://www.nasdse.org/Portals/0/DISTRICT.pdf
- Delaware's district RTI Planning Guide
http://www.doe.k12.de.us/infosuites/staff/profdev/rti_files/District%20RTI%20Planning%20Guide.doc

School-Level Guidance Documents

- NASDSE's School-Level Blueprint:
http://www.nasdse.org/Portals/0/SCHOOL.pdf
- School Leadership RTI Planning Guide
http://www.doe.k12.de.us/infosuites/staff/profdev/rti_files/School%20Leadership%20RTI%20Planning%20Guide%20Update%208%207%2008.doc

Step 3. Link the STT to the DBLT. • Role of DBLT: (i) to provide leadership, sponsorship and training at the district level to support schools in their RTI implementation efforts. (ii) to support the development and implementation of school plans that integrate general and special education and result in the successful implementation of RTI at the school building level. (iii) to assign and provide personnel with the requisite knowledge and experience to support coordination and implementation of RTI across the district. (iv) to support the capacity development and sustainability of the implementation of evidenced-based practices at both the district and school building levels. **Composition:** District reading, math, writing and behavior personnel, general and special education personnel, support services personnel, English language learner staff, evaluation and accountability (assessment),		DBLTs can monitor the progress of districts throughout the country in their implementation of RTI and can use this information as a reference point for their own district implementation. Evidence exists (e.g., in Illinois and Florida) that DBLTs will need technical assistance and support to write and implement meaningful district RTI plans. The NASDSE *District Level Blueprint* (available at www.nasdse.org) is an excellent tool that can be used to develop a district-level plan. However, direct support and technical assistance is necessary to ensure that district plans have integrity. Sustainability is most likely to occur when RTI practices are included in district plans such as the district's improvement plan, K-12 reading plans, positive behavior support plans, student progression plans, differentiated accountability plans or ANY plans that districts use to guide implementation of practice and policies adopted by the school board. Sustainability is further supported when implementation of RTI is included in the evaluation process for building principals and assistant principals.

professional development, RTI point person or coordinator, administrator that supervises principals and parent representatives.		The SEA can include examples of RTI language for district plans or school board policies in communication to local school districts regarding those plans and policies.
		The DBLT must be supported until school-based evaluation data [e.g., the Self Assessment of Problem Solving Implementation (SAPSI) indicates full implementation of RTI in all school buildings. This is usually a 4-6 year time frame.
		The SEA should provide models of the composition of both the DBLT and the SBLT in the state RTI Plan. It is important that the DBLT and the SBLT are comprised predominantly of general education professionals.
		The SEA should use existing communication methods (technical assistance papers, SEA memos, newsletters, regional meetings, webinars, and teleconferences) to communicate frequently between the STT and the DBLTs.
Step 4. Link DBLT to the school-based leadership team (SBLT) • **Role of SBLT:** Develop and implement a site implementation plan. Members of the SBLT are trainers and coaches for the site staff. The SBLT is ultimately		It is important that the work of the SEA (SMG, STT) and the work of the DBLTs be reinforced with frequent communication. One goal would be to ensure that the STT meet at least monthly, that DBLTs received communication from the SEA

responsible for school-wide implementation. Provide leadership, sponsorship and training at the school level to support their RTI implementation efforts. **Composition:** School administrator, reading, math, writing and behavior personnel, general and special education personnel, support services personnel, ELL teachers, evaluation and accountability (assessment), professional development personnel, RTI point person or coordinator and parent representative.		regarding RTI at least monthly and that RTI-specific newsletters are distributed at least quarterly.
Step 5. Establish connectedness between the State Management Group (SMG) and the State Transformation Team (STT), and any regional administrative units (if applicable) and district-level leadership teams. • Common efforts and focus are identified and given recognition and linked to strengthen alignment and overall clarity of the initiative, progress and expectations. • Create forums (meetings, conference calls, video conferencing) for these groups to meet. • Forums/meetings should be outcome-based with an agenda driven by participants.		Sustaining RTI at the state level is facilitated by all schooling initiatives using the RTI "Triangle of Services" as the conceptual model of service "fit" and instruction/intervention integration. The answers to three questions often reflect the degree to which this conceptual model is embraced: 1. Where do the instruction/intervention/ service fit into the triangle: Tier 1, Tier 2 and/or Tier3? 2. How does the instruction/ intervention/service integrate with core (Tier1) instruction? 3. How can the impact of this instruction/intervention/service

• Point persons or a cabinet-like structure may be considered (e.g., lead, note taker, etc.)		be demonstrated in student outcomes?
Step 6. Establish connectedness between the SMG, STT and other funded state-level projects to ensure that they directly support any or all of the essential components of RTI implementation. • Create a template by which all projects can be reviewed for the essentials of RTI, including infrastructure, implementation and evaluation. • Evaluate existing funded projects to find linkages (or lack thereof) to RTI's essential components. • Put in place a system that ensures that any new projects have the essential components or structures to support RTI implementation. • Create structures to connect to DBLTs to support the development and capacity building in the district and in turn, to SBLTs for implementation of RTI. • Modify state-level evaluation protocols used to assess state projects to include items that assess the degree to which RTI components are included and evaluated in the project scope of work.		All statewide projects funded by the SEA should be able to fit their initiatives into the model and should have membership on the STT. Examples of such initiatives/projects would be reading initiatives, Positive Behavior Support (PBIS), math/science initiatives, early learning, etc. The SEA should provide model language regarding the inclusion of RTI in work plans for entities in the SEA and for projects and other initiatives funded by the SEA. SEA evaluation of state-level projects should include the degree to which these projects are included and promoted RTI. The SEA should designate a unit within the SEA that has responsibility for evaluation of the RTI initiative throughout the state. This entity should have a seat on the STT and staff that can develop a comprehensive evaluation model. A tool such as the Self-Assessment of Problem Solving Implementation (SAPSI) can be used for an evaluation if school districts submit a completed

		form at the end of the year and the state education agency aggregates the data from these submissions.
Step 7. Establish a clear and functional operating and communication system to ensure that the entities that comprise the infrastructure are able to implement statewide RTI in the most efficient and effective manner. • Identify current communication methods/means within the SMG, STT, and regional administrative units (if applicable), • Identify needed areas of improvement where gaps in fluid communication exist. • Analyze the methods/means of communication with local school districts, e.g., what is working, where are the gaps, etc. • Create a menu of communication methods that align to the outcomes or need for the SMG, STT, administrative units and DBLTs and in turn, SBLTs (e.g., when is a white paper used, video conferencing, conference calls, conferences, forums, face-to-face meetings, on-line communications, etc.). • Identify key customers/ consumers of information (e.g., superintendents, boards of education, etc.) and identify the most efficient and effective way of		The SEA should communicate district-by-district implementation levels back to ALL districts on an annual basis. This can be done through a separate communication or integrated into one of its regular newsletters.

communicating. Establish clear expectations and specific roles and responsibilities for each of the entities in the state infrastructure.
- Create work plans for each entity involved (SMG, STT, DBLT, SBLT) with responsibilities, outcomes, timelines and evaluation delineated.
- Evaluate work plans for overall alignment and related or differentiated activities to ensure coordination and reinforcement of the essential components of RTI Implementation should include, but not be limited to policy development, funding of projects, realignment of current projects and any new initiatives.

Step 8. Create a structure for the implementation of a statewide program evaluation process.
- Identify an existing unit within the Department of Education (DOE) or a state-level project that will be responsible for the development, implementation and evaluation of RTI activities within the state.
- Develop an evaluation plan for each group – SMG, STT and DBLT that is aligned to, and reflects, work plans and outcomes.
- Identify a point person within

each group responsible for overseeing the evaluation process. • Coordinate with existing offices at the state and district levels that can facilitate the evaluation plan. • Develop a public way of communicating on a regular basis the evaluation process and results. • Establish a state-level RTI website.		

Component 3: Implementation

Outcomes for State-Level Implementation:

- Establish an effective and efficient way of working for the State Management Group (SMG) and the State Transition Team (STT).
- Have a statewide RTI implementation plan in place.
- The RTI policy and procedures manual is complete.
- Dates by which school districts will be expected to implement and document RTI implementation are set.
- General and special education statutes and regulations that support implementation of RTI are adopted.
- Policies, procedures, guidelines and/or other methods to ensure implementation of statutory and/or regulatory requirements for RTI are in place.
- Funding mechanisms used specifically to include and to support initial and sustained implementation of RTI have been established.
- Technology development and support for school districts for data collection, management and analysis are available.
- An RTI contact person for every school district and regional administrative unit (if applicable, e.g., intermediate units, area educational agencies, joint agreements, cooperatives) has been appointed.
- A statewide network (e.g., regional meetings, webinars) is used consistently to provide information, training and technical assistance.
- Diverse methods of communicating RTI implementation issues with school districts, regional programs and other stakeholders are in place.
- The content (e.g. policies, conceptual model, information and training) of communication regarding RTI implementation is clear and consistent regardless of the entity within the SEA that is responsible for such communication.
- A professional development plan to disseminate state-level professional development activities related to RTI implementation has been established.
- A statewide program evaluation plan has been developed.
- Personnel preparation programs have aligned their curricula and professional practices for students with SEA expectations for RTI skills for school personnel.
- Competencies identified as necessary for educator certification/licensure include skills to implement RTI practices at the student, classroom, building and/or school district levels.

Steps	Resources	Considerations
Step 1. Foundational Actions. • Identify an individual or unit in the SEA who will have *initial* responsibility for SEA efforts regarding RTI. This individual should be knowledgeable about RTI and have significant experience and success working across multiple levels of the SEA system. • Convene a group of individuals to facilitate the implementation of the State Management Group (SMG) and the State Transformation Team (STT). These persons should represent leadership personnel from the programmatic work units with primary responsibility for implementing RTI in the state. • Convene a meeting of the SMG to develop a vision or policy statement on the SEA's commitment to the implementation of RTI and the relationship of RTI to the state education mission statement. • Convene a meeting of the State Transformation Team to identify the tasks to be completed by this group and the timelines for the completion of tasks. • Assign responsibility for the following tasks to individuals on the STT:	**State RTI Plans:** www.florida-rti.org Definition, Purpose & Core Principles http://www.cde.state.co.us/RtI/LearnAboutRtI.htm	It is important to have a "point person" to start this process. Who that person is or what unit affiliation (e.g., general education, special education, etc.) he or she has is not as important as that person's skill and ability to get a process initiated. There is concern that that if RTI is initiated by special education personnel then it will be viewed as 'belonging to special education' and it will be difficult to form effective partnerships with general education. Recent research has demonstrated that this is not necessarily the case. In a survey (March, 2008) of districts implementing RTI, the data indicated that although RTI was *initiated* by special education-affiliated leaders more than 90% of the time, 71% of districts *implemented* RTI as either a general education or joint general education/special education initiative. See the RTI Implementation Survey at www.k12spectrum.org. It is important that the STT be comprised of personnel who report to the individuals who make up the SMG. This direct linkage will facilitate the implementation of actions agreed upon by the STT. It is not likely that the individuals who comprise the SMG will be able to meet frequently, given their responsibilities. These

o Review existing laws and regulations where RTI content should be added and/or recommend new laws and/or regulations to support implementation of RTI. o Identify existing SEA policies, procedures and/or guidelines that are needed or that need to be revised to include RTI content.		meetings should be convened and operated 'cabinet' style with an agenda, background materials in an executive summary format, decision points, leader and note taker. The SMG is most helpful when the individuals make decisions that provide the STT with implementation responsibilities. If the SMG is not an active decision-making group, then the STT is limited in its authority to implement activities. Note: the work of the STT can also focus on providing the agenda, background materials and the priorities for decision-making for the SMG. One example would be review of existing statutes.
o Develop an RTI policies and procedures manual. o Identify the skill sets that are needed by educators of various disciplines to implement RTI at both district and school site levels.	**Policies and Procedures Manuals:** Resource Manual 2008-2009 (District Improvement Plans with Response to Intervention Components) http://www.isbe.state.il.us/sos/pdf/improvement_manual.pdf Kansas MTSS: Elementary Academic Structuring Guide, Version 1.1 http://www.kansasmtss.org/resources.htm A Comprehensive System of Learning Supports Guidelines http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=32957 Mississippi Department of Education's Response	A policies and procedures manual for RTI is critical. This is something that can be developed using existing regulations that guide practice in a state and modified as new regulations are developed. Any application of RTI to special education programs and eligibility should be guided by the manual, not adding components of RTI to specific eligibility regulations. RTI activities are linked first and foremost to the schooling of all students. RTI is foundational and common to issues of special education eligibility for any disability area.

		to Intervention (RTI) Procedural & Technical Manual, July 2008 (Draft) http://www.mde.k12.ms.us/acad1/programs/tst/2008RtI/MDE%20RtI%20T1%20Manual%20Draft%207-08.pdf State of Missouri RTI Guidelines http://www.dese.mo.gov/3tieredmodels/rti/mo_guidelines.html New Mexico Rule, Policy, and Guidance/Publications http://www.ped.state.nm.us/rti/rule.html Rhode Island Technical Assistance Project (RITAP), project of Rhode Island College and the RI Department of Education Office of Special Populations http://www.ritap.org/rti/ Response to Intervention (RTI) Manual: Using Response to Intervention (RTI) for Washington's Students (July 2006) http://www.k12.wa.us/SpecialEd/pubdocs/RTI/RTI.pdf West Virginia Implementation and Technical Assistance Guide for Districts and Schools, October 2006 http://wvde.state.wv.us/osp/RtiImpGuide91906.DOC www.floridarti.usf.edu State Professional Development Plan: www.rti4success.org	
	o Identify the process by which the SEA will determine the professional development needs of district staff that are needed to implement RTI. o Recommend a state-level professional development	Implementation of RTI: A Self-Assessment Tool http://www.cde.state.co.us/rti/downloads/Word/RTI_SelfAssessment.doc Resource Manual 2008-2009 (District Improvement Plans with Response to Intervention Components) http://www.isbe.state.il.us/sos/pdf/improvement_	A focus on professional development for SEA staff is important. If the SEA does not have a professional development (PD) plan or a system in place to provide PD for SEA staff, then the SEA can link with PD providers at the state, regional or

(PD) plan that the SEA will provide in support of district implementation of RTI (consider and include regional structures if applicable). o Identify the activities and timelines necessary to communicate RTI implementation expectations to districts (including district implementation plans, practices and procedures necessary to comply with new state regulations/policies). o Recommend a multifaceted approach to communicate with districts and receive input from districts and other stakeholders regarding RTI implementation issues. o Develop a common lexicon and model for RTI to be used by all SEA units (e.g., reading, math, Title I, special education, ELL, etc.) and state-level projects (e.g., PBIS) that will be responsible for dissemination of information and/or training regarding RTI. o Develop a draft of the state's implementation plan to send to the SMG for approval	manual.pdf Kansas MTSS: Innovation Configuration Matrix, Version http://www.kansasmtss.org/all/Kansas%20MTSS%20Innovation%20Configuration%20Matrix.pdf Kansas MTSS: Research Base http://www.kansasmtss.org/all/Kansas_MTSS_Research_Base.pdf A Comprehensive System of Learning Supports Guidelines http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=32957 Connecticut's Framework for RTI, Using Scientific Research-Based Interventions (SRBI): Improving Education for All Students (Full Publication, August 2008) — http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/SRBI_full.pdf Mississippi Department of Education's Response to Intervention (RTI) Procedural & Technical Manual, July 2008 (draft) (http://www.mde.k12.ms.us/acad1/programs/tst/2008RtI/MDE%20RtI%20T1%20Manual%20Draft%207-08.pdf	national levels.

Step 2. Communication and Dissemination.
• Identify an 'RTI contact person in each school district and regional administrative unit (if applicable) in the state. This individual will be responsible for dissemination of information from the SEA and/or follow-up for information sent to others in the district. This individual will also be responsible for providing ongoing input from his/her district to the SEA. The SEA will provide copies to the contact person of all information sent to the district.
• Identify how new or existing communication venues will be used both to disseminate information and receive input on issues pertaining to RTI. Communication tools might include:
   ▪ newsletters;
   ▪ electronic communication systems such as email, state list serves, webinars, video and audio conferencing;
   ▪ websites;
   ▪ state and/or regional conferences;
   ▪ workshops;
   ▪ electronic response gathering and analyzing
	Newsletters:
	www.floridarti.usf.edu
	Hawaii Department of Education, *Comprehensive Student Support System* (newsletter of the Student Support Services Branch, RTI Edition)
	http://doe.k12.hi.us/periodicals/csss/cover.pdf
	
	Brochures:
	A Parent's Guide to Response to Intervention (RTI) in Pennsylvania
	http://www.pattan.net/files/RTI/ParentGuide.pdf
		The use of an RTI contact network facilitates the delivery of RTI information to a person in the district who will understand the implications of the information for the district's RTI initiative.

systems (e.g., Survey Monkey); and/or ▪ informational brochures. • State Transformation Team makes recommendations on how to use existing state-level dissemination networks (e.g., professional development regions, state-level training projects such as Positive Behavior Supports (PBIS)) or create new networks (e.g., state geographic regions) through which to conduct informational professional development and/or technical assistance activities. **Step 3.** Recommended Content of the State Implementation Plan. • The STT-approves the state RTI model. • SEA work units provide input and guidance on how to situate existing SEA initiatives within the state RTI framework. Graphical and narrative descriptions are produced. • The rationale for RTI implementation in the state and a summary of research that links RTI to positive outcomes for students and to state strategic initiatives is summarized. • A graphical and narrative depiction of the state infrastructure that supports and	South Dakota Parent Primer http://doe.sd.gov/oess/specialed/forms/RtI/docs/parent%20primer.pdf	

sustains RTI implementation and its continued development is produced.
• A multiyear action plan that the SEA will implement to support district-level implementation is developed. Activities should include:
  o timelines for implementation of new regulations and laws;
  o timelines for district implementation of requirements of the new regulations and laws;
  o a plan for state-level professional development support;
  o a plan for state-level technical assistance activities;
  o a matrix for the implementation of state-level evaluation activities; and
  o a method for monitoring and reporting on the implementation of this plan.
Provide a 3-5 year implementation plan framework for districts to use to guide the content of their district implementation plan.		

Step 4. Professional Development Plan • Conduct statewide surveys to determine the existing levels of RTI skill development of educators in the state. Provide	NASDSE, *Response to Intervention: Research for Practice* (3rd printing, 2008). http://www.nasdse.org/Portals/0/Documents/RtI_Bibliography2.pdf	

copies of the surveys to the districts for their use in determining professional development needs at the district level. Provide guidance to districts on how they can use these skill assessments to differentiate professional development in their districts.

- Undertake a gap analysis between the current level of skill development of educators in the districts and the desired skill levels for each critical skill area. Identify skill sets that are priorities for professional development activities.
- Identify professional development providers in the state (districts, state associations, statewide projects, SEA, regional professional development centers, etc.).
- Develop a draft professional development plan to "close the skill gap" for educators in the state that uses the resources of all providers in a comprehensive and systematic manner over a multiyear period of time.
- Provide districts with evaluation tools that they can use to assess the skill development of their professional staff in response to the professional development provided.

Texas: Building RTI Capacity in Texas Schools
http://buildingrti.utexas.org
Florida: Statewide Professional Development Plan
https://www.floridaschoolleaders.org/pdo.aspx

• Conduct regular follow-up surveys (see #1 above) to determine progress in the development of RTI skills.		

APPENDIX 1: STATE RTI WEBSITES

Alaska Department of Education & Early Development's Response to Instruction (RTI) Website —
http://www.eed.state.ak.us/nclb/RTI.html

Arizona Department of Education, Department Exceptional Student Services' RTI Website —
http://www.ade.az.gov/azrti/

Colorado — http://www.cde.state.co.us/rti/

Delaware Department of Education Curriculum and Professional Development's RTI Tools Website —
http://www.doe.k12.de.us/infosuites/staff/profdev/rti_new.shtml

Florida – www.florida-rti.org

Idaho State Department of Education (ISDE), Division of Student Achievement & School Accountability's
Response to Intervention Website — http://www.sde.idaho.gov/site/rti/

Illinois Response to Intervention Website — http://www.isbe.state.il.us/RtI_plan/default.htm

Indiana Department of Education RTI Website — http://www.doe.in.gov/rti/index.html

Kansas MTSS Website — http://www.kansasmtss.org/index.htm

Louisiana Department of Education RTI Website — http://www.doe.state.la.us/lde/lan/2999.html

Maine Department of Education's (MDOE) Response to Intervention Website — http://www.maine.gov/education/rti/index.shtml

Minnesota Response to Intervention Center Website —
http://www.scred.k12.mn.us/School/Index.cfm/go:site.Page/Page:3/index.html

Montana Office of Public Instruction's RTI Website — http://opi.mt.gov/Resources/RTI/index.html

Nebraska Department of Education's RTI Consortium's Website — http://rtinebraska.unl.edu/index.html

New Mexico Public Education Department's RTI Website — http://www.ped.state.nm.us/RtI/index.html

North Carolina Department of Public Instruction's Responsiveness to Instruction Website — http://www.ncpublicschools.org/curriculum/responsiveness/

North Dakota Department of Public Instruction (NDDPI) Special Education Program's RTI Website — http://www.dpi.state.nd.us/speced/personnel/index.shtm

Oregon's Response to Intervention (OrRTI) Initiative — http://www.ode.state.or.us/search/page/?id=315

Pennsylvania Training and Technical Assistance Network (PATTAN), Pennsylvania Department of Education — http://www.pattan.net/teachlead/ResponsetoIntervention.aspx

South Dakota Department of Education, Office of Educational Services & Support's RTI Website — http://doe.sd.gov/oess/specialed/forms/RtI/index.asp

Texas Education Agency's (TEA) Division of Curriculum's RTI Website — http://www.tea.state.tx.us/index2.aspx?id=5817

Texas Education Agency's Special Response to Intervention (RTI) Website – http://ritter.tea.state.tx.us/special.ed/rti/

Building RTI Capacity in Texas Schools (TEA Project with University of Texas, Austin) — http://buildingrti.utexas.org/

West Virginia Department of Education, Office of Special Programs' RTI Website — http://wvde.state.wv.us/osp/RtIOSP.html

APPENDIX 2: SELF-ASSESSMENT FOR STATE EDUCATION AGENCIES

Date: _____

Rater: _____

Consensus Building

Outcomes:
- A shared knowledge of the framework of Response to Intervention (RtI), its function as a process of improving schooling and outcomes for ALL students, and its importance to states in their quest to meet state and federal accountability expectations under both the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA).
- A commitment from each of the programmatic and evaluation units within the state education agency (SEA) to identify specifically how the Response to Intervention (RtI) initiative is important to, and connected to, expectations for a specific unit and the relationship of the unit to the SEA mission.
- A written document from the chief executive officer of the SEA communicating a shared vision that RtI is a process of educating ALL students that results in significant improvement in the academic and behavior performance of students. It is a general education – or 'every ed' – initiative.
- The SEA has gathered data to identify the RtI skills and professional development needs of the SEA staff needed to support both the development of a statewide plan and the implementation of statewide RtI.
- Personnel with responsibility for initiating the SEA's RtI activities and timelines for that initiation have been identified.
- A state-level RtI Implementation Plan is in place and communicated broadly to all stakeholders.

Rating System:

Each item should be rated on the degree to which the element is PRESENT (completed, initiated), NOT PRESENT (Will initiate/ignore), NECESSARY for successful implementation (Very important/important) and UNNECESSARY (Not sure/unimportant). The decision tree to determine priorities is provided below:

	Necessary	Unnecessary
Present	Any item identified as Present AND Necessary becomes an asset for supporting implementation.	Any item identified as Present AND Unnecessary is not a Priority.
Absent	Any item identified as Absent AND Necessary becomes a HIGH PRIORITY for development.	Any item identified as Absent AND Unnecessary is not a Priority.

Steps	Status	Level of Importance	Implementation Decision
1. The SEA has gathered data to identify the RtI skills and professional development needs of SEA staff to support the development of both a statewide plan and the implementation of statewide RtI. A self assessment for all SEA program staff is created that examines knowledge, skills, attitudes and beliefs about RtI.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• All SEA program staff participate in the self-assessment.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Based on results from the SEA self-assessment, differentiated professional development opportunities are created, SEA staff are expected to participate and accountability for participation is established. The culminating activity for SEA staff is skill assessment.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
2. A shared knowledge of the framework of RtI, its function as a process of improving schooling and outcomes for ALL students, and its importance to states in their quest to meet state and federal accountability (e.g., under ESEA and IDEA) is critical to providing leadership and is developed by	Completed Initiated Will initiate Ignore	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after

Steps	Status	Level of Importance	Implementation Decision
all team members.	I don't know		critical needs have been addressed.
• **Leaders** (State Transformation Team members – see Infrastructure) from every program unit in the SEA and their key staff members participate in joint professional development on RtI. Specific content and delivery methods respond to the results on the SEA self-assessment. Options for providing differentiated professional development include the following (See also, suggestions for Professional Development in Response to Intervention: Policy Considerations and Implementation.)		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• **Knowledge**: successful completion of an online overview course on RtI.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.

• **Knowledge**: Work group on RtI selects policy and legal sources to examine as well as foundational documents in order to understand:
  o the history of RtI; and
  o where did it come from?
		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after

Steps	Status	Level of Importance	Implementation Decision
			critical needs have been addressed.
3. What are foundational assumptions and beliefs of the individuals involved? (Conduct an attitude/beliefs survey that allows for people to safely discuss and examine their own beliefs in relation to foundational RtI beliefs.)	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Knowledge: The SEA has gathered disaggregated student data to identify the need to embrace more effective educational practices (e.g., RtI) to ensure equity in education for all students.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
4. Professional development is provided to ensure that SEA staff can use SEA-level data to evaluate the degree to which effective instruction is occurring across ESEA student subgroups. Interpretation of these data will provide the basis for determining the 'need' for RtI.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Knowledge: What skills are necessary to carry out RtI at the building level? District level?		Very important Important Not sure	Asset – Use to support implementation Priority – A critical need to ensure implementation

Steps	Status	Level of Importance	Implementation Decision
		Unimportant	Unnecessary – A priority only after critical needs have been addressed.
• Skill: Early on, it is important to establish that the statewide RtI initiative will be implemented using data-based decision making. Teaching SEA staff to use data to make decisions about the state's RtI rollout is an important component of 'walking the talk.'		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Attitudes/Beliefs: Study the research on effectiveness of RtI (when implemented with fidelity) on raising academic and behavioral outcomes.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
5. A commitment exists from each programmatic and evaluation unit in the SEA to identify specifically how the RtI initiative is important to, and connected to, expectations for the specific unit.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Work unit leaders facilitate the development of a written crosswalk depicting how the services and resources from their work units support RtI implementation		Very important Important Not sure	Asset – Use to support implementation Priority – A critical need to ensure implementation

Steps	Status	Level of Importance	Implementation Decision
throughout the state. Where clear linkages do not exist, work unit leaders will indicate how connections will be made or why connections are not required.		Unimportant	Unnecessary – A priority only after critical needs have been addressed.
• Work unit leaders formally (in writing) state and model the expectation that work unit staff will support RtI implementation in all aspects of their programmatic work.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Work unit leaders and work unit members support RtI in word and deed within the SEA, in their work with LEAs and with other stakeholders. Accountability supporting this expectation is demonstrated by the incorporation of RtI into policies developed by units and by technical assistance provided by each unit to LEAs.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Work units communicate with their program constituents about RtI on a regular basis, educating their stakeholders about how their program/services fit into an RtI framework. Examples of how the content that is the responsibility of that unit (e.g., math, science) is incorporated into a three-tier model is		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.

Steps	Status	Level of Importance	Implementation Decision
provided via professional development for LEAs and in written documents.			
• Staff members from all programmatic work units in the SEA participate in SEA leadership groups and projects as appropriate.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Strategic meetings are set to share and showcase each work unit's progress and alignment to RtI.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
6. A written document from the state superintendent communicates a shared vision that RtI is a process of educating ALL students that results in significant improvement in the academic and behavior performance of students. The communication is consistent with the message that this is a general education or "every ed' initiative.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Senior SEA leadership acknowledge that establishing a clear vision for RtI in the state is a critical leadership		Very important Important	Asset – Use to support implementation

Steps	Status	Level of Importance	Implementation Decision
step.		Not sure Unimportant	Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Senior SEA leadership facilitate the creation of a clear vision statement that RtI is a process for educating all students. This vision statement is created in consultation with the state superintendent as appropriate.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Senior SEA leadership craft a written document for the chief state school officer that clearly communicates the state's vision for RtI and the positive expectation that RtI implementation on a broad scale will significantly improve educational results for students in the state.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• The written communication is sent to all local school district superintendents for dissemination and action within each LEA.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• The chief state school officer has a strategic follow-up meeting to this communication to elevate the		Very important Important	Asset – Use to support implementation

Steps	Status	Level of Importance	Implementation Decision
importance of RtI.		Not sure Unimportant	Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
7. Personnel with responsibility for initiating the SEA's RtI activities and timelines have been identified.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Specific personnel from each program unit are identified and assigned clear responsibilities and roles in the state's RtI roll-out plan.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Program unit leaders ensure that sufficient staff are assigned to ensure meaningful participation in RtI implementation efforts.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Participation in RtI rollout efforts are central to the roles of key program		Very important	Asset – Use to support implementation

Steps	Status	Level of Importance	Implementation Decision
staff who are leading the statewide rollout (as opposed to a small sliver of their responsibilities or an add-on duty.		Important Not sure Unimportant	Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Timelines associated with SEA rollout of the RtI initiative are identified along with key benchmarks of success for the plan rollout and the linkage of SEA unit responsibilities to key benchmarks.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.

Infrastructure

Outcomes:
- Establish a state management group (SMG).
- Establish state transformation team (STT).
- Link STT to district-based leadership teams (DBLT).
- Link DBLTs to school-based leadership team (SBLT).
- Establish connections with SMG, STT, regional administrative units (if applicable) and district-level leadership teams.
- Establish connections with SMG, STT and state-level projects to ensure that they support any or all of the essential components of RtI implementation.
- Establish clear and functional operating and communication systems to ensure that the entities that comprise the infrastructure are able to implement statewide RtI in the most efficient and effective manner.
- Establish clear expectations and specific roles and responsibilities for each of the entities in the statewide infrastructure.
- Create the structure and responsibility for the implementation of a statewide program evaluation process.

Steps	Status	Level of Importance	Implementation Decision
1. Establish State Management Group (SMG). **Role:** To provide leadership and facilitate policy-level changes to support implementation of data-based effective practices. **Composition:** Executive officers representing each instructional division, including communications, accountability as well as representatives from the state transformation team.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Assemble an executive-level stakeholder group representative of the instructional divisions.		Very important Important Not sure	Asset – Use to support implementation Priority – A critical need to ensure implementation

Steps	Status	Level of Importance	Implementation Decision
		Unimportant	Unnecessary – A priority only after critical needs have been addressed.
• Intergrate language and concepts of RtI into statewide initiatives.		Very important	Asset – Use to support implementation
		Important	
		Not sure	Priority – A critical need to ensure implementation
		Unimportant	Unnecessary – A priority only after critical needs have been addressed.
• Review and revise relevant state statutes, rules and policies that support RtI implementation.		Very important	Asset – Use to support implementation
		Important	
		Not sure	Priority – A critical need to ensure implementation
		Unimportant	Unnecessary – A priority only after critical needs have been addressed.
2. Establish State Transformation Team (STT) **Role:** Recommend and carry out comprehensive state-level action plan for implementing RtI in the state. **Composition:** Representative(s) from each SEA instructional division, accountability division, higher education partners, statewide projects and parent organizations.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.

Steps	Status	Level of Importance	Implementation Decision
• Assemble a diverse stakeholder group that represents the various departments and statewide projects and initiatives.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Analyze progress toward statewide outcomes and efforts related to RtI and recommend actions for improvement.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Support the establishment and working structure of district - and school-based leadership teams (DBLTs, SBLTs).		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
3. Link STT to District-Based Leadership Teams (DBLT) **Role of DBLT**: Provide leadership, sponsorship and training at the district level to support schools in their RtI implementation efforts.	Completed Initiated Will initiate Ignore	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after

Steps	Status	Level of Importance	Implementation Decision
			critical needs have been addressed.
Composition: District reading, math, writing and behavior personnel, general and special education personnel, support services personnel, English Language Learner (ELL) staff, evaluation and accountability (assessment), professional development, RtI point person or coordinator, administrator that supervises principals and parent representative. Support the development and implementation of school plans that integrate general and special education that result in successful implementation of RtI at the school building level.	I don't know		
• Assign and provide personnel with the requisite knowledge and experience to support coordination and implementation of RtI across the school district.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Support the capacity development and sustainability of the implementation of evidenced-based practices at both the district and school building levels.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been

Steps	Status	Level of Importance	Implementation Decision
			addressed.
4. Link DBLT to School-Based Leadership Team (SBLT) **Role of SBLT:** Develop and implement a site implementation plan. Members of the SBLT are trainers and coaches for the building staff. SBLT is ultimately responsible for schoolwide implementation. **Composition:** School administrator, reading, math, writing and behavior personnel, general and special education personnel, support services personnel, ELL personnel, evaluation and accountability (assessment), professional development, RtI point person or coordinator and parent representative.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Provide leadership, sponsorship, and training at the building level to support site personnel in their RtI implementation efforts.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
5. Establish connectivity among SMG, STT and regional administrative units (if applicable) and district-level leadership teams.	Completed Initiated Will initiate	Very important Important Not sure	Asset – Use to support implementation Priority – A critical need to ensure

Steps	Status	Level of Importance	Implementation Decision
			implementation
	Ignore	Unimportant	
	I don't know		Unnecessary – A priority only after critical needs have been addressed.
• Common efforts and foci are intentionally identified and linked to strengthen alignment and overall clarity of the initiative, progress and expectations.		Very important	Asset – Use to support implementation
		Important	
		Not sure	Priority – A critical need to ensure implementation
		Unimportant	Unnecessary – A priority only after critical needs have been addressed.
• Create 'intentional' forums (meetings, conference calls, video conferencing) for these groups to meet.		Very important	Asset – Use to support implementation
		Important	
		Not sure	Priority – A critical need to ensure implementation
		Unimportant	Unnecessary – A priority only after critical needs have been addressed.
• Forums/meetings are outcome-based with a commonly set agenda.		Very important	Asset – Use to support implementation
		Important	
		Not sure	Priority – A critical need to ensure implementation
		Unimportant	Unnecessary – A priority only after critical needs have been addressed.

Steps	Status	Level of Importance	Implementation Decision
6. Point persons or a cabinet-like structure may be considered (lead, notetaker, etc). Establish connectedness between SMG, STT and state-level projects to ensure they provide direct support for any or all of the essential components of RtI implementation.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Create a template by which all projects can be reviewed for the essentials of RtI, including infrastructure, implementation and evaluation.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Evaluate existing funded projects to find linkages (or lack thereof) to RtI essential components.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Put in place a system by which any new projects have the essential components or structures to support RtI implementation.		Very important Important Not sure	Asset – Use to support implementation Priority – A critical need to ensure implementation

Steps	Status	Level of Importance	Implementation Decision
		Unimportant	Unnecessary – A priority only after critical needs have been addressed.
• Create structures to connect to DBLTs to support development and capacity building in school districts and school-based implementation of RtI.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Modify state-level evaluation protocol used to evaluate state projects to include items that assess the degree to which RtI components are included and evaluated in the project scope of work.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
7. Establish a clear and functional operating and communication system to ensure that the entities that comprise the infrastructure are able to implement statewide RtI in the most efficient and effective manner.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Identify current communication		Very important	Asset – Use to support

Steps	Status	Level of Importance	Implementation Decision
methods/means within the SMG, STT, and regional administrative units (if applicable).		Important Not sure Unimportant	implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Identify needed areas of improvement where gaps in communication exist.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Analyze the methods/means of communication with school districts – what is working and where the gaps are.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Create a menu of communication methods that align to the outcome or need for the SMG, STT, regional administrative units, DBLTs and SBLTs (e.g., when should a white paper, video conferencing, conference calls, conferences, forums, face-to-face		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after

Steps	Status	Level of Importance	Implementation Decision
meetings, on-line communications each be used).			critical needs have been addressed.
• Identify key customers/consumers of information (e.g., superintendents, boards of education, etc.) and the most efficient and effective way of communicating.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
8. Establish clear expectations and specific roles and responsibilities for each of the entities in the statewide infrastructure.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Create work plans for each entity involved (SMG, STT, DBLT, SBLT) with delineated responsibilities, outcome, timelines and evaluation plans.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Evaluate work plans for overall alignment and related or differentiated activities to ensure coordination and		Very important Important	Asset – Use to support implementation Priority – A critical need to ensure

Steps	Status	Level of Importance	Implementation Decision
reinforcement of the essential components of RtI implementation to include, but not limited to, policy development, funding of projects, realignment of current projects and any new initiatives.		Not sure Unimportant	implementation Unnecessary – A priority only after critical needs have been addressed.
9. Create the structure and responsibility for the implementation of a statewide program evaluation process.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Identify an existing unit within the state education agency or a state-level project that will take responsibility for the development, implementation and evaluation of RtI activities throughout the state.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Develop an evaluation plan for each group – SMG, STT and DBLT that is aligned to, and reflects, work plans and identified outcomes.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been

Steps	Status	Level of Importance	Implementation Decision
			addressed.
• Identify a point person within each group responsible for overseeing the evaluation process.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Coordinate with existing offices at the state and district levels that can facilitate the evaluation plan.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Develop a public way of communicating, on a regular basis, the evaluation process and results.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Establish a state-level RtI website.	Completed Initiated Will initiate	Very important Important Not sure	Asset – Use to support implementation Priority – A critical need to ensure

Steps	Status	Level of Importance	Implementation Decision
	Ignore I don't know	Unimportant	implementation Unnecessary – A priority only after critical needs have been addressed.

Implementation

Outcomes:

- Establish a way of working for the State Management Group (SMG) and the State Transformation Team (STT).
- Develop a statewide RtI implementation plan.
- Develop an RtI policy and procedures manual.
- Set dates by which school districts will be expected to document RtI implementation.
- Identify and share general and special education statutes and regulations that support RtI implementation.
- Develop policies, procedures, guidelines and/or other methods to ensure implementation of statutory and/or regulatory requirements for RtI.
- Ensure funding mechanisms that can include and support initial and sustained RtI implementation..
- Develop technology support for school districts for data collection and analysis and program management.
- Identify an RtI contact person in every school district and regional administrative unit (if applicable) (e.g., intermediate units, area educational agencies, joint agreements, cooperatives, etc.).
- Establish a statewide network (e.g., regional meetings, webinars) that is used consistently to provide information, training and technical assistance.
- Create diverse methods of communicating RtI implementation issues with school districts, regional programs and other stakeholders.
- Ensure that policies, conceptual model, information, training and communication regarding RtI implementation is clear and consistent regardless of the entity within the SEA that is responsible for such communication.
- Develop a professional development plan to disseminate state-level professional development activities related to RtI implementation.
- Develop a statewide program evaluation plan.
- Work with university personnel preparation programs to align their curricula and professional practices with SEA expectations for RtI skills for school personnel.
- Ensure that competencies identified as necessary for educator certification/licensure include skills to implement RtI practices at the student, classroom, school building and/or school district levels.

Steps	Status	Level of Importance	Implementation Decision
Step 1. Foundational Actions			
1. Identify an individual or unit in the SEA who will have *initial* responsibility for SEA efforts regarding RtI. This individual should be knowledgeable about RtI and have significant	Completed Initiated Will initiate	Very important Important Not sure	Asset – Use to support implementation Priority – A critical need to ensure

Steps	Status	Level of Importance	Implementation Decision
experience and success working across multiple levels of the SEA system.	Ignore I don't know	Unimportant	implementation Unnecessary – A priority only after critical needs have been addressed.
2. Convene a group of individuals to facilitate the implementation of the State Management Group (SMG) and the State Transformation Team (STT). These persons should represent leadership personnel from the units with primary responsibility for implementing RtI throughout the state.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
3. Convene a meeting of the SMG to develop a vision or policy statement on the SEA's commitment to RtI implementation and the relationship of RtI to the state's education mission statement.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
4. Convene a meeting of the STT to identify the tasks to be completed by this group and the timelines for the completion of those tasks.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.

Steps	Status	Level of Importance	Implementation Decision
5. Assign responsibility for the following tasks to individuals on the STT:	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Review existing laws and regulations into which RtI should be added and/or recommend new laws and/or regulations to support RtI implementation.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Identify existing SEA policies, procedures and guidelines that are needed or should be revised to reflect RtI content.		Very important Important Not sure Unimportant	Asset – Use to support Implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Develop an RtI policies and procedures manual.		Very important Important Not sure	Asset – Use to support implementation Priority – A critical need to ensure implementation

Steps	Status	Level of Importance	Implementation Decision
		Unimportant	Unnecessary – A priority only after critical needs have been addressed.
• Identify the skill sets that educators of various disciplines need to implement RtI.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Identify the process by which the SEA will determine the professional development needs of district staff necessary to implement RtI.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Recommend a state-level professional development plan that the SEA will provide in support of district implementation of RtI (consider and include regional structures if applicable).		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Identify the activities and timelines		Very important	Asset – Use to support

Steps	Status	Level of Importance	Implementation Decision
necessary to communicate RtI implementation expectations to school districts (including district implementation plans, practices and procedures necessary to comply with new state regulations/policies).		Important Not sure Unimportant	implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Recommend a multi-step approach to communicate with districts and receive input from districts and stakeholders regarding RtI implementation issues.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Develop a common lexicon and model for RtI to be used by all SEA units (e.g., reading, math, Title I, special education, ELL) and state-level projects (e.g., positive behavior instructional supports (PBIS) that will be responsible for dissemination of information and/or training regarding RtI.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Develop a draft of the state implementation plan to send to the State Management Group (SMG) for approval.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after

Steps	Status	Level of Importance	Implementation Decision
			critical needs have been addressed.
Step 2. Communication and Dissemination			
1. Identify an "RtI contact person" in each school district and regional administrative unit (if applicable) in the state. This individual will be responsible for dissemination of information from the SEA and/or follow-up for information sent to others in the district. This individual will also be responsible for providing ongoing input from the district implementation site to the SEA. The SEA will provide the contact person with copies of all information sent to the school district.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
2. Identify how new or existing communication venues will be used both to disseminate information and receive input on issues pertaining to RtI. Communication venues might include: • Newsletters; • electronic communication systems such as email, state listservs, webinars, video and audio conferencing; • websites; • conferences; • workshops; • electronic response gathering and analyzing systems; and/or • brochures.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
3. State Transformation Team makes recommendations on how to use existing state-level dissemination networks (e.g.,	Completed Initiated	Very important Important	Asset – Use to support implementation Priority– A critical need to ensure

Steps	Status	Level of Importance	Implementation Decision
professional development regions, state-level training projects such as PBIS) or create new networks (e.g., state geographic regions) through which to conduct informational, professional development and/or technical assistance activities.	Will initiate Ignore I don't know	Not sure Unimportant	implementation Unnecessary – A priority only after critical needs have been addressed.
Step 3. Recommended Content of the State Implementation Plan			
1. The STT approves the state RtI model.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
2. SEA work units provide input and guidance on how to situate existing SEA initiatives within the state RtI framework. Graphical and narrative descriptions of these marriages are produced.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
3. The rationale for RtI within the state and a summary of research that links RtI to positive outcomes for state strategic initiatives is summarized.	Completed Initiated Will initiate	Very important Important Not sure	Asset – Use to support implementation Priority – A critical need to ensure implementation

Steps	Status	Level of Importance	Implementation Decision
	Ignore I don't know	Unimportant	Unnecessary – A priority only after critical needs have been addressed.
4. A graphical and narrative depiction of the state infrastructure that supports and sustains RtI implementation and continued development is produced.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
5. A multi-year action plan that the SEA will implement to support district-level implementation are identified and documented. Activities should include:	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Timelines for implementation of new regulations and laws.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• Timelines for district implementation of requirements of new regulations and		Very important	Asset – Use to support implementation

Steps	Status	Level of Importance	Implementation Decision
laws.		Important Not sure Unimportant	Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• State-level professional development support.		Very important Important Not sure Unimportant	Asset – Use to support Implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed..
• State-level technical assistance activities.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
• State-level evaluation activities.		Very important Important Not sure Unimportant	Asset – Use to support Implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been

Steps	Status	Level of Importance	Implementation Decision
			addressed.
• Develop a method for monitoring and reporting on the implementation of the state plan.		Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
6. Develop a 3 - 5 year implementation plan framework for school districts to consider to guide the content of their implementation plans.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority– A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
Step 4. Professional Development Plan			
1. Conduct statewide surveys to determine the level of RtI skill development of educators in the state. Provide copies of surveys to districts for their use in determining their professional development needs at the district level. Provide guidance to districts on how they can use these skill assessments to differentiate professional development.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
2. Conduct a GAP analysis between the current level of skill development and desired skill development in each critical skill area.	Completed Initiated	Very important Important	Asset – Use to support implementation

Steps	Status	Level of Importance	Implementation Decision
Identify skill sets that are priorities for professional development activities.	Will initiate Ignore I don't know	Not sure Unimportant	Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
3. Identify professional development providers in the state (through districts, state associations, statewide projects, SEA, regional professional development centers, etc.).	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
4. Develop a draft professional development plan to "close the skill gap" for educators in the state that uses the resources of all providers in a comprehensive and systematic manner over a multi-year timeframe.	Completed Initiated Will initiate Ignore I don't know	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been addressed.
5. Provide districts with evaluation tools to assess the skill development of professional staff in response to the professional development provided.	Completed Initiated Will initiate Ignore	Very important Important Not sure Unimportant	Asset – Use to support implementation Priority – A critical need to ensure implementation Unnecessary – A priority only after critical needs have been

Steps	Status	Level of Importance	Implementation Decision
	I don't know		addressed.
6. Conduct regular follow-up surveys to determine progress in the development of RtI skills.	Completed	Very important	Asset – Use to support implementation
	Initiated	Important	
			Priority – A critical need to ensure implementation
	Will initiate	Not sure	
	Ignore	Unimportant	Unnecessary – A priority only after critical needs have been
	I don't know		addressed.

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