The Myths and Realities of RTI for Catholic Schools
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Session Outcomes

- Describe Response to Intervention
- Identify the “Myths” about RtI
- Identify first steps that Catholic schools can take to respond to RtI
Response to Intervention is...
Characteristics of RtI

High quality, scientifically-based instruction

Student assessment with classroom focus

Continuous progress monitoring of students

Implementation of appropriate research-based interventions

Progress monitoring during interventions

“Teaching behavior” fidelity measures

Source: RTI Manual-National Research Center on Learning Disabilities
Primary Prevention

Secondary Prevention

Tertiary Prevention

Wrap Around

Teacher Assistance Team

Targeted Group Interventions

On-going Assessment
Progress Monitoring in RtI

**Strategic Monitoring**
- Targeted interventions based on data that students' need for more
- For students who are struggling with specific skills
- Monitoring occurs more than at the universal level to ensure intervention is working (e.g., every 4-6 weeks).
  - Approximately 5-10% of students.

**Intensive Monitoring**
- Intensive interventions based on comprehensive evaluation.
- For students with most intensive needs that may be several grade levels behind or above.
- Monitoring occurs more often to ensure intervention is working (e.g., every 1-2 weeks).
  - Approximately 1-5% of students.

**Universal Level**
- Research-based, high quality general education.
- Screening and benchmark testing for ALL students.
- Data continues to inform instruction, but less frequently (e.g., 3 times a year).
  - Enough monitoring for 80-90% of students.
Curriculum-based measurement, or CBM, is a researched-based assessment for use in schools.

The system focuses on short tests, called probes, to ascertain student achievement on basic skills in reading, math, writing, and/or spelling.

CBM is quick, user-friendly, and inexpensive.

CBM is a viable assessment that works for teachers instead of against them.
Individuals with Disabilities Education Improvement Act of 2004 (P.L. 108-446) Provisions

LEAs shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability

LEAs may consider a student’s response to scientifically based instruction

Source: RTI Manual-National Research Center on Learning Disabilities
Responsiveness to Intervention (RtI) is not specifically identified in the law.

LEAs are given the flexibility in determining SLD implementation options.

Using special education funding to provide early intervening services for all students is permitted.

Source: RTI Manual-National Research Center on Learning Disabilities
2006 IDEA Regulations (§300.307(a)) require each state to choose its SLD eligibility “criteria” from among the following options:

- Severe discrepancy-may provide or prohibit
- RtI-must permit
- “Other alternative research-based procedures-may permit

State Laws Regarding SLD Eligibility Determination

**Mandatory**

Requires RtI and Prohibits SLD

FL, IN, CO, WV, DE, GA

State Laws Regarding SLD Eligibility Determination

**Transitional**

- Permit RtI and third alternative but prohibit SD
- Permit RtI and only until 2010-SD
- Permit all three options but intend to require RtI

State Laws Regarding SLD Eligibility Determination

**Permissive**

**Permit RtI and SD**
- AS, MN, MT, NE, NC, PA, RI, TX, WI, ID, MD, MO, ND, NM, NV, OK, OR, SD, VT, WA, WY

**SD and Third Option**
- AR, CA, CT, HI, KY, MA, MI, OH, SC, VA, AL, KS, NY, Tm

**SD or combination of RtI-SD**
- MS, UT

Direction to Catholic Schools from State Educational Authorities about RtI
NOTHING
FYI - Other Directives from SEAs to Catholic Schools
From Maine...

Students at private schools are not allowed to dissect animals
From Maryland...

Private schools have 10 days before they have to report that their water is contaminated.
From California...

All private school students that go on wilderness trips must have first aid kits with them that contain a snake-bite kit.
What does IDEIA Tell Us?
Each LEA must locate, identify, and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools located in the LEA.
The child find process must be designed to ensure the equitable participation of parentally placed private school children with disabilities as well as to generate an accurate count of these children.
The costs of carrying out child find, including individual evaluations, may not be considered in determining whether an LEA has met its obligations to expend a proportionate share of federal IDEA funds on providing equitable services. Child find obligations, including individual evaluations and reevaluations, exist independently from the requirement to expend a proportionate share of federal IDEA funds to provide equitable services to eligible parentally placed children with disabilities.
The inherent conflict
Myth One
This is a fad—it will go away
Reality
Myth Two

This is just another version of the Pre-Referral Team
Myth Three
Rtl is just a way for school districts to save money
Reality
Next Steps...
Steps

❖ Inventory Curriculum to ensure ties to “Evidence-based Approaches

❖ Survey Data Systems to ensure active use of data to track student progress

❖ Examine Student Support Systems
Resources
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<tr>
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Provisions Related to Children With Disabilities Enrolled by Their Parents in Private Schools: The Individuals with Disabilities Education Act (IDEA)

(available http://www.rrfcnetwork.org/images/stories/FRC/IDEA/idea.pdf)
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