

# RESPONSE TO INTERVENTION LEADERSHIP TEAM

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ANNUAL REPORT  
SEPTEMBER, 2010





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## BACKGROUND

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In December, 2007, about twelve Maine Department of Education (DOE) representatives along with Education Partners from the Maine Association of Directors of Special Education Council (MADSEC), the Maine Parent Federation, the Maine Education Association (MEA), the Maine School Superintendents Association (MSSA), The Maine School Boards Association (MSBA) and the Maine Principals Association met in a Response to Intervention (RTI) State Planning Meeting in Washington, DC and began an action plan to support RTI in Maine. The RTI Leadership Team was instituted in January, 2008.

An updated and refined action plan was developed at the State Systems of Support meeting sponsored by the New England Comprehensive Center on April 17 and 18, 2008, in Portsmouth, New Hampshire. Team members included; Angela Faherty, Deputy Commissioner, MDOE; Wanda Monthey, Team Leader for Instruction and Assessment, MDOE; Rachelle Tome, Title I Consultant, MDOE; Barbara Moody, Title II Coordinator, MDOE; Ellen Holmes, Distinguished Educator, MDOE; Danna Lee, Migrant Coordinator, MDOE; Marianne Minard, Director of Curriculum and Instruction, York School Department; Reginald Nnazor, Dean of the School of Education, University of Maine, Presque Isle; Lorraine Ravis, Title I Teacher, Monmouth School Department; Lyn Wilson, Professional Development Director Down East Education Partnership; Janice Lachance, Executive Director, Maine Parent Federation.

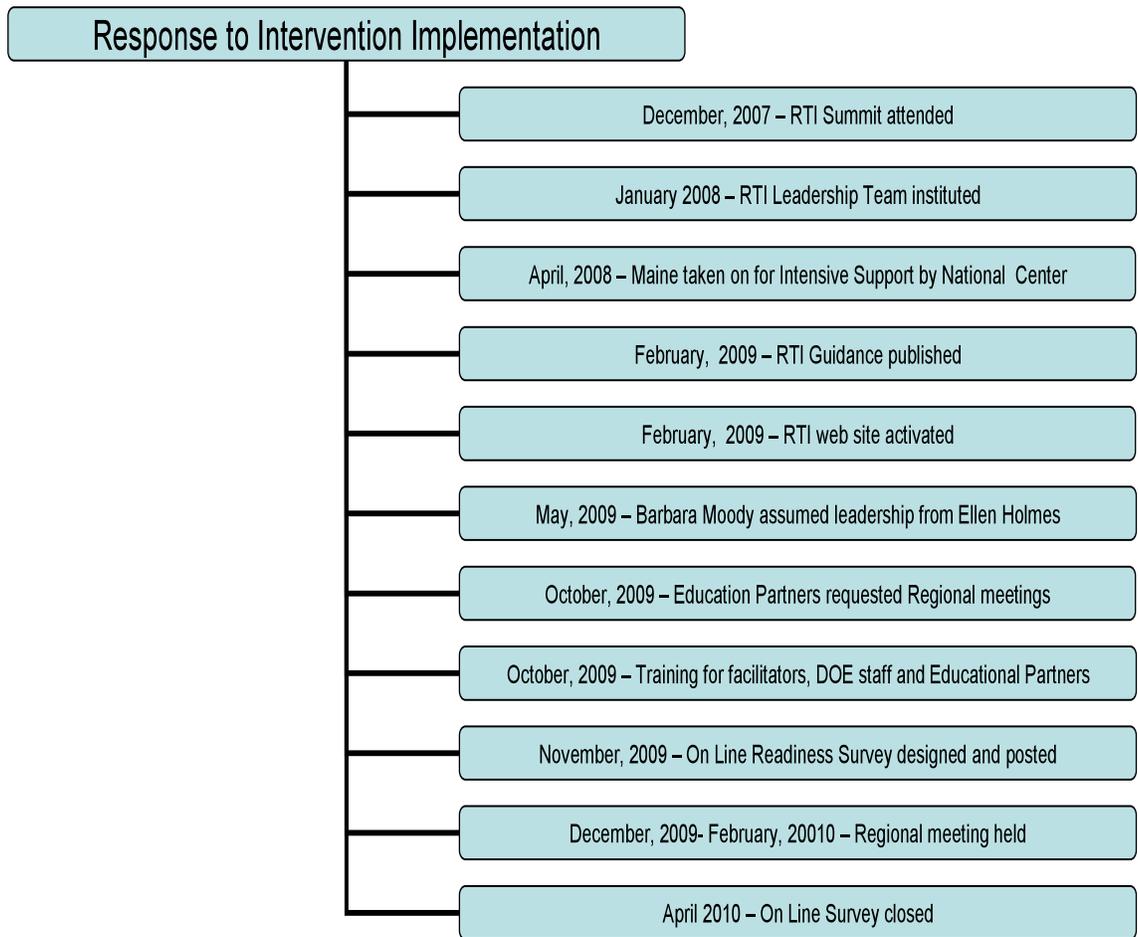
Between January, 2008 and May, 2009, the RTI Leadership Team was led by Ellen Holmes, Distinguished Educator with the Maine DOE. Under Ellen's leadership, the team produced an extensive website(<http://www.maine.gov/education/rti/index.shtml>), on which it published a guidance manual, and received technical assistance from the National Center on Response to Intervention. When Ellen returned to the MEA, Barbara Moody assumed leadership of the team.

In the fall of 2009, Maine DOE Commissioner and the Education Partners requested that the RTI Leadership Team plan regional meetings throughout the state to provide basic information about RTI and to collect information from school districts throughout the state about their level of implementation.

Rachel Brown-Chidsey, a University of Southern Maine professor and national expert on RTI, provided three days of professional development paid for by the National Center on Response to Intervention. She trained twelve facilitators who were to conduct the regional meetings. This training was essential to ensure a uniform message to the field. Rachel also provided training for some members of the Maine DOE, Education Partners and members of the Education Committee of the Maine State Legislature.

The regional meetings took place from mid December, 2009 through February, 2009. An on-line Maine Readiness Survey was taken during this time and until April 30. Over **650** educators attended the eighteen regional meetings representing **150** schools. This represents about 24% of the schools in Maine.

# RTI Timeline



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## MAINE'S RTI READINESS CHECKLIST

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Maine's Readiness Survey was developed by the RTI Leadership Team and consisted of 7 categories. They were:

1. Leadership
2. Teaming
3. Curriculum
4. Use of Data
5. Service Delivery System
6. Monitoring and Action Planning
7. Professional Development

The purpose of the *Checklist* was to help all Maine schools implement RTI in an efficient and organized way. The *Checklist* was optional for schools and included a series of steps needed to make RTI happen. After each step were four possible levels of implementation:

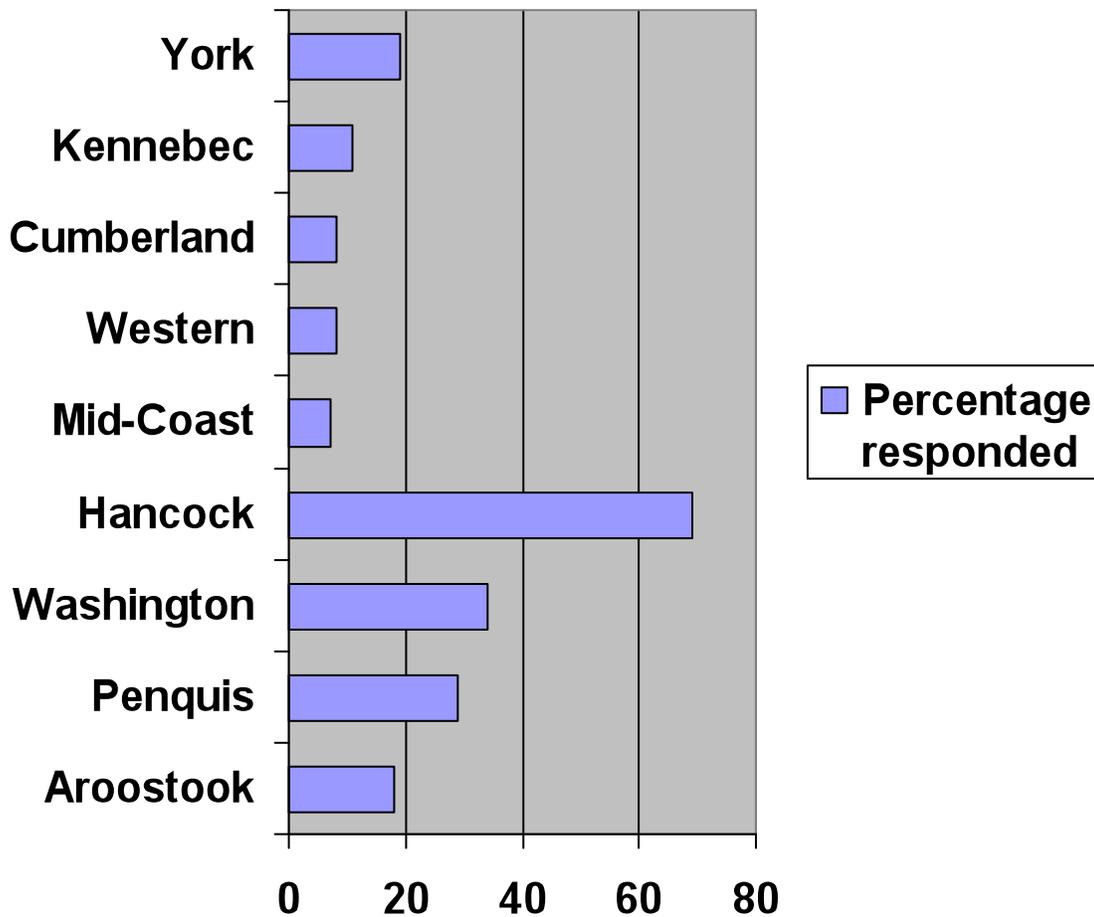
- Awareness
- Emerging
- Developing
- Established

These levels of implementation were described at the regional meetings and a description of these levels was also outlined on the printable copy of the survey. Schools were encouraged to have their RTI team complete the *Checklist* as a team. A Commissioner's Informational Letter was sent out in December, 2009, inviting schools to complete the survey on line whether they intended to attend the regional meetings or not. **133** schools completed the on-line survey.

### Survey Results by Superintendent's Regions

Number of Surveys	Superintendent's Region	Number of Schools	Percentage of Schools Responding
10	Aroostook	55	18%
29	Penquis	100	29%
11	Washington County	32	34%

25	Hancock County	36	69%
4	Mid-Coast	61	7%
7	Western Maine	84	8%
8	Cumberland County	106	8%
11	Kennebec Valley	100	11%
14	York County	75	19%



*Survey Results by Superintendent's Regions*

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SUMMARY OF READINESS CHECKLIST RESULTS

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**More than 50% of schools reported "developing" or "established" in:**

- Leadership support
- Leaders commitment to long-term change process
- Leaders commitment of resources
- Basic knowledge of leaders
- Expertise at district and school levels in research-based practices
- Use or ability to acquire supplemental intervention materials
- Uniform behavioral expectations
- Use of universal screening
- Structured data conversations
- Tier I interventions in place
- Staff has received overview of RTI
- Professional development in;
  - Collaborative decision-making
  - Differentiated instruction
  - Content-based instruction

**Less than 50% of schools reported "developing" or "established" in:**

- Use of Maine Learning Results aligned, research-validated core academic programs with 80% success rate.
- A range of instructional interventions
- Capacity to provide ongoing training
- direct measurements of achievement and behavior with documented relationship to outcomes
- progress monitoring using Curriculum Based measures or behavior charting
- data management systems in place
- special education eligibility determination using RTI
- RTI system in place for language arts K-5
- Providing 30 minutes per day for Tier 2 interventions
- Professional development that is job-embedded and ongoing
- Key school personnel are trained to provide interventions
- Professional Development in:
  - Effective use of data
  - Collaborative delivery of instruction/interventions
  - Research-based instructional practices
  - Distinguishing between interventions and accommodations
  - School-wide behavior support
  - Special Education identification using RTI

**Less than 35% of schools reported "developing" or "established" in:**

- Parents are notified and requested to participate in RTI
- A system is in place to evaluate the fidelity of implementation of interventions
- RTI in place in Language Arts grades 6 – 8
- RTI is in place in Language Arts grades K – 2
- RTI is in place in Math grades K – 2
- RTI is in place in Math grades 3-5
- RTI is in place in Math grades 6-8
- RTI is in place in Math grades 9-12
- RTI is in place in Behavior grades K – 2
- RTI is in place in Math grades K – 2
- RTI is in place in Math grades 3-5

- RTI is in place in Math grades 6 - 8
- RTI is in place in Math grades 9 - 12
- Use of Curriculum Based Measures in Tiers 2 and 3
- 30-60 minutes per day provided for Tier 3
- Progress monitoring data determines the effectiveness of interventions
- Strategic Implementation Plan exists
- School Based leadership team meets at least twice a year with District Leadership team
- Feedback on outcomes of RTI provided to school staff annually
- Changes to strategic plan are documented
- Charted or graphed info is shared regularly with students and parents
- Parents are provided information on the RTI process
- Professional development includes follow-up (coaching, dialogue, feedback)
- Professional development in:
  - Prescriptive and varied assessment techniques
  - Progress monitoring techniques
  - Parent engagement strategies

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**COMPARISON TO NATIONAL SURVEY**

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In April, 2010, Spectrum K-12 School Solutions and the leading education organizations including the American Association of School Administrators (AASA), Council of Administrators of Special Education (CASE) and the National Association of State Directors of Special Education (NASDSE) conducted a web-based survey of K-12 district administrators to gauge the extent to which Response to Intervention has been adopted and implemented. Many of the questions were similar to those Maine's Readiness Checklist. The following table summarizes some comparisons between this survey and Maine's Readiness Checklist. This comparison is not based on a statistical analysis but rather is observational. Hence any conclusion from the data needs to be considered carefully and, if possible, confirmed with other similar data.

	<b>SPECTRUM SURVEY</b>	<b>MAINE READINESS CHECKLIST</b>
<b>District-Wide Implementation</b>	62%	38%
<b>Implemented in Elementary Reading</b>	90%	44%
<b>Implemented in Elementary Math</b>	59%	32%
<b>Implemented in Elementary Behavior</b>	48%	30%
<b>Implemented in Middle School Reading</b>	67%	34%
<b>Implemented in Middle School Math</b>	48%	30%
<b>Implemented in Middle School Behavior</b>	42%	24%

Implemented in High School Reading	43%	26%
Implemented in High School Math	34%	23%
Implemented in High School Behavior	31%	17%
Strategic Implementation Plan	48%	30%
Staff Trained	47%	70%
	<b>SPECTRUM SURVEY</b>	<b>MAINE READINESS CHECKLIST</b>
Universal Screening	79%	62%
RTI used to ID Special Ed	71%	39%
Progress Monitoring	83%	42%
Data based decisions	84%	66%
Research based interventions	84%	43%
Data Management systems	68%	38%
Collaborative Teaming	76%	70%

- *This comparison is not based on a statistical analysis but rather is observational. Hence any conclusion from the data needs to be considered carefully and, if possible, confirmed with other similar data.*

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RECOMMENDATIONS OF THE RTI LEADERSHIP TEAM

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- 1. Capitalize on the strengths that are evident in the areas of Leadership and Teaming.** The Checklist/survey results indicated that most schools responding have leaders who are knowledgeable about RTI, understand the commitment necessary to implement such a system, and desire to allocate resources to this effort. Those wishing to assist schools in their implementation can acknowledge this area of strength and offer to assist leaders in reaching their goals. The framework for team structures is also present in many schools. Those assisting in the implementation efforts should work with these existing structures to identify strengths and build new skills that will support the RTI system.
- 2. Focus efforts on strengthening Tier I implementation using the Common Core.** There are many need areas to target. The core of a response to intervention system is a solid, research based core curriculum that is successfully educating 80% of students. Only

34.7% of the respondents reported to be "developing" in this area and just 9.2% classified themselves as "established". No school has the capability to provide interventions outside of the regular classroom for more than 20 – 25% of its students. We must increase the capacity of regular classroom teachers so that more students are successful in the core curriculum. It is recommended that this be the primary objective for the next two years. Once we begin making progress on this front, we can then begin focusing on supporting the implementation of Tiers 2 and 3.

**3. Build an infrastructure of support.** In order for the Maine Department of Education to have a significant impact on the implementation of RTI in the state, the team recommends that at least one full time Project Director be hired. This Project Director must have relevant experience, competencies and skills in:

- Building comprehensive systems for RTI in math, language arts and behavior
- Scaling up initiatives
- Generating and re-focusing human and fiscal resources
- Understanding the complexities required to increase student achievement on a broad scale in the core curriculum
- Understanding of existing government and non-government systems and how to unite them
- Training teachers to examine, analyze, and utilize student data to improve instruction.

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**MAINE DEPARTMENT OF EDUCATION IMPLEMENTATION PLAN:  
NEXT TWO YEARS 2010-2012**

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***Overarching Principles:***

1. The Department's RTI Implementation Plan is based on the following principles:

- a) In order to successfully bring RTI systems to scale state-wide, these systems must be integrated into other initiatives and adapted to the local context.
  - b) The professional development providers working at the regional level have the skill, expertise, knowledge, and personal relationships necessary to build this capacity.
  - c) The Department must facilitate this process by deliberately creating structures and processes to ensure integration of RTI into other major state initiatives.
2. Response to Intervention is a foundational structure that will be integrated in to all the initiatives at the Department. To sustain, support, and develop Great Teachers and Leaders, the implementation of RTI will be based on an overarching construct that will help to provide multiple Pathways and Interventions to ensure that Maine students are prepared for career, citizenship, and post-secondary education.
  3. The RTI Implementation Plan consists of concrete action steps for planning, supporting, and collecting data about this integration. This will include direct involvement with SAUs and professional development providers to develop a framework for ensuring that all SAUs have access to quality professional development to build skill in classroom assessment and Tier I RTI instruction to meet expected outcomes. Such a framework will clarify how professional development will build toward the goal for RTI implementation, identifying skills and areas of focus to be addressed in year-by-year plans.
  4. The Maine Department of Education will continue its implementation of this important initiative for years three and four, anticipating the date of full implementation in July, 2012. The recommendations of the RTI Leadership team will be carried out in this implementation plan.

***ACTION STEPS: Planning : Supporting : Collecting Data***

The RTI Implementation Plan will develop coherence, improve communication and promote coordination about major initiatives required by the DOE. It will also serve as a support system for the professional development providers and encourage shared vision through teamwork that maintains a commitment to fidelity and integrity in all recommendations and actions.

1. The RTI Leadership Team evolve to the next level of organizational structure as the RTI Steering Committee that will meet quarterly starting October 5, 2010.
2. The RTI Steering Committee can support this work by dissemination and through their organizations to improve professional practice and promote differentiated, coherent, equitable, efficient and effective state-wide implementation of RTI systems that will increase educational achievement for Maine's students.
3. Department leads of the core state initiatives will join this steering committee. (Maine Pathways, Standards-Based Education, MLTI, IDEA, SAT, Literacy, Title I)
4. The RTI Steering Committee will decide upon specific strategies, tools, and technical assistance that will be carried out in the work of the initiatives that are integrating RTI frameworks.
5. The Steering Committee will develop a detailed action plan with measurable objectives to ensure the state-wide implementation of RTI.

### **In-kind Financial Support:**

The following projects will provide embedded funding for this RTI Implementation Plan through the integration of the above strategies, tools, and measures:

1. Maine Pathways/EPIC
2. Standards-Based Education
3. IDEA RTI grants
4. MLTI
5. Maine Title II Partnerships
6. Student Assistance Teams

The total funding devoted to these projects exceeds \$2,000,000. The Department's goal is to have between 10 – 30% of the allotments for these projects dedicated to the infusion of RTI systems and techniques by June, 2010.

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**MAINE RTI LEADERSHIP TEAM**

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