# KAPS
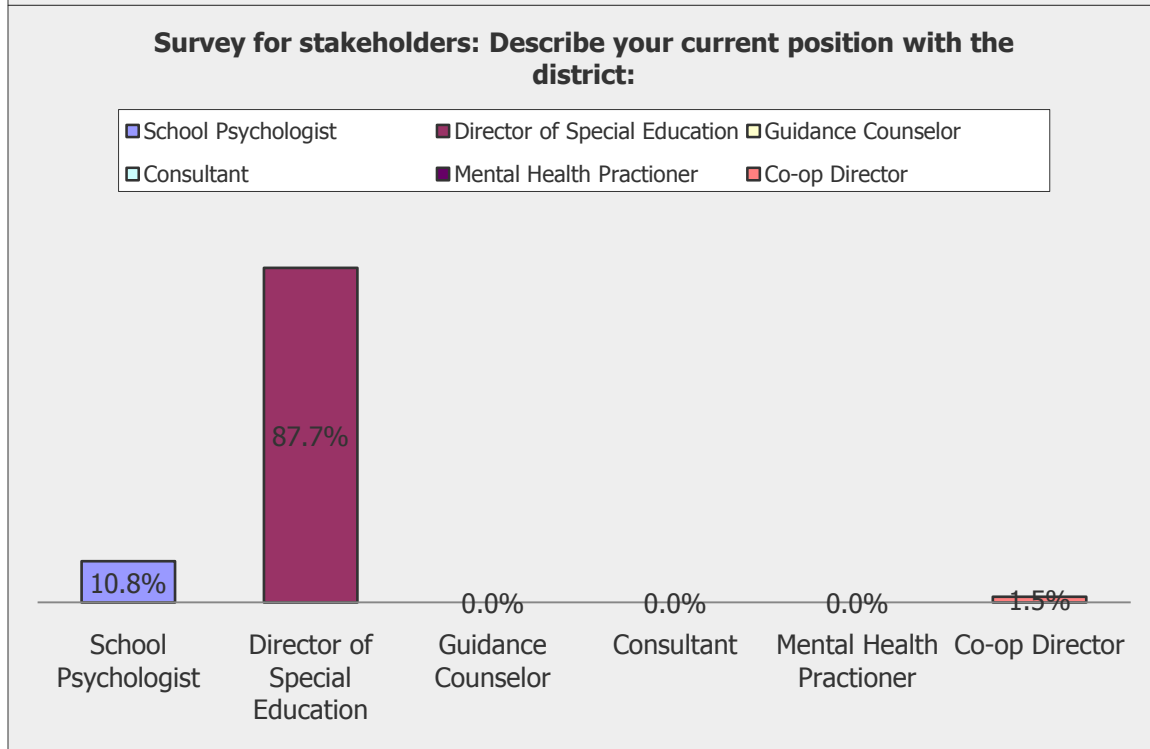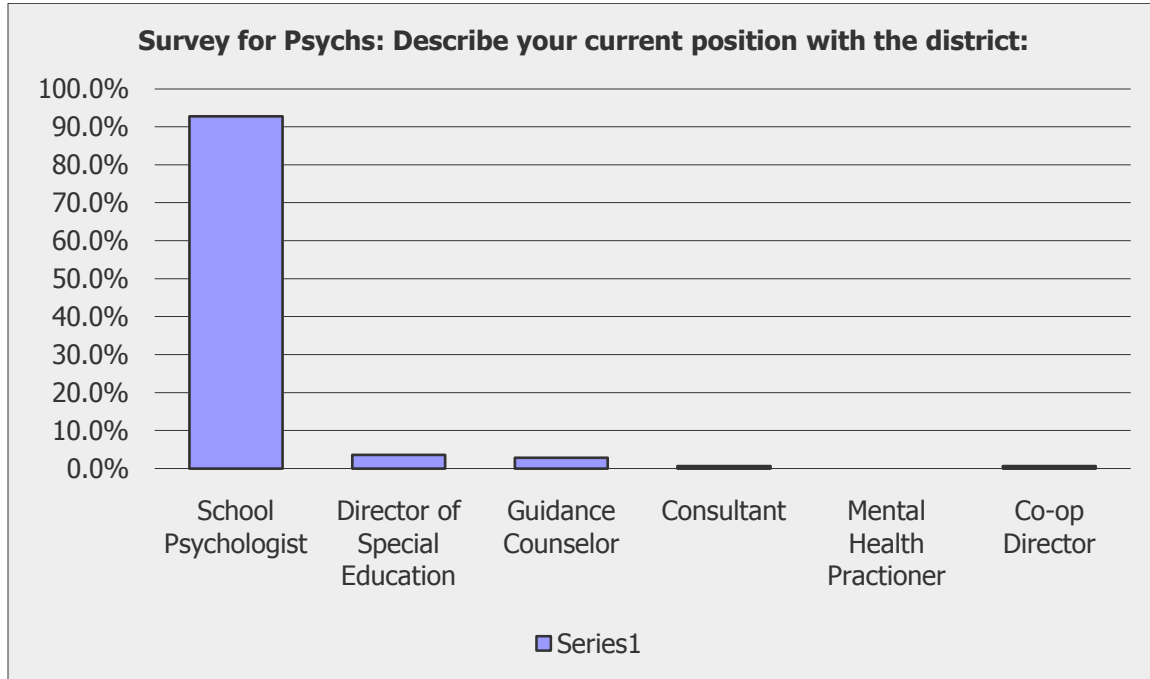# RTI Survey
# October 2009

**Number of Respondents:**
Psychologists = 140
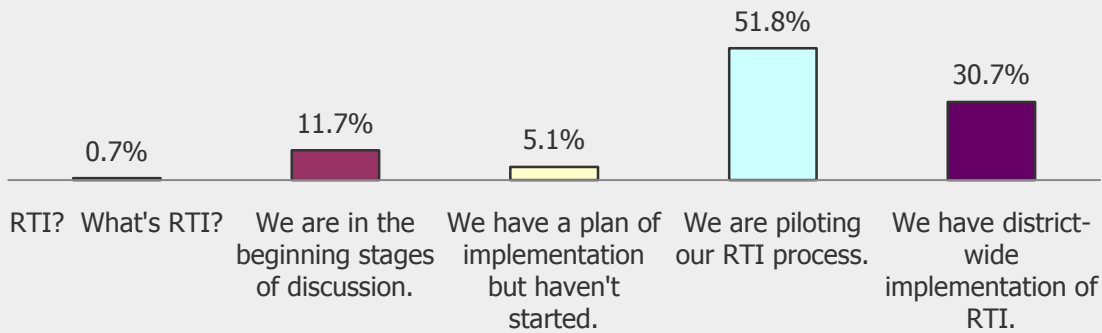Stakeholders = 67
Districts Represented: 101

## Survey for Psychs: Describe your current position with the district:



Legend: Series1

## Survey for stakeholders: Describe your current position with the district:



Legend: School Psychologist, Director of Special Education, Guidance Counselor, Consultant, Mental Health Practioner, Co-op Director

| Position | Percentage |
|---|---|
| School Psychologist | 10.8% |
| Director of Special Education | 87.7% |
| Guidance Counselor | 0.0% |
| Consultant | 0.0% |
| Mental Health Practioner | 0.0% |
| Co-op Director | 1.5% |

## Psychs: Which best describes your district's level of RTI implementation.

Legend:
- RTI? What's RTI?
- We are in the beginning stages of discussion.
- We have a plan of implementation but haven't started.
- We are piloting our RTI process.
- We have district-wide implementation of RTI.

| RTI? What's RTI? | We are in the beginning stages of discussion. | We have a plan of implementation but haven't started. | We are piloting our RTI process. | We have district-wide implementation of RTI. |
|---|---|---|---|---|
| 0.7% | 11.7% | 5.1% | 51.8% | 30.7% |

## Stakeholders: Which best describes your district's level of RTI implementation.

Legend:
- RTI? What's RTI?
- We are in the beginning stages of discussion.
- We have a plan of implementation but haven't started.
- We are piloting our RTI process.
- We have district-wide implementation of RTI.

| RTI? What's RTI? | We are in the beginning stages of discussion. | We have a plan of implementation but haven't started. | We are piloting our RTI process. | We have district-wide implementation of RTI. |
|---|---|---|---|---|
| 0.0% | 5.0% | 11.7% | 43.3% | 40.0% |
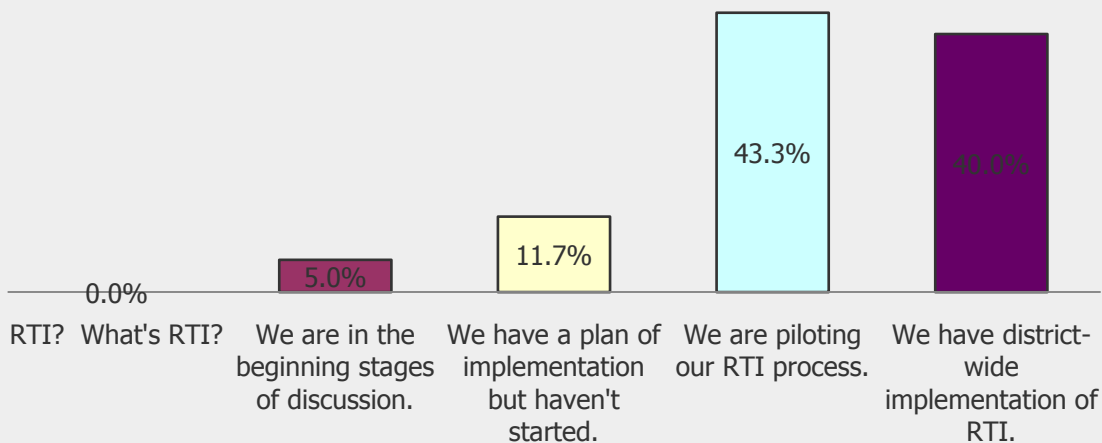
**Additional information to describe where you are in the RTI process.**
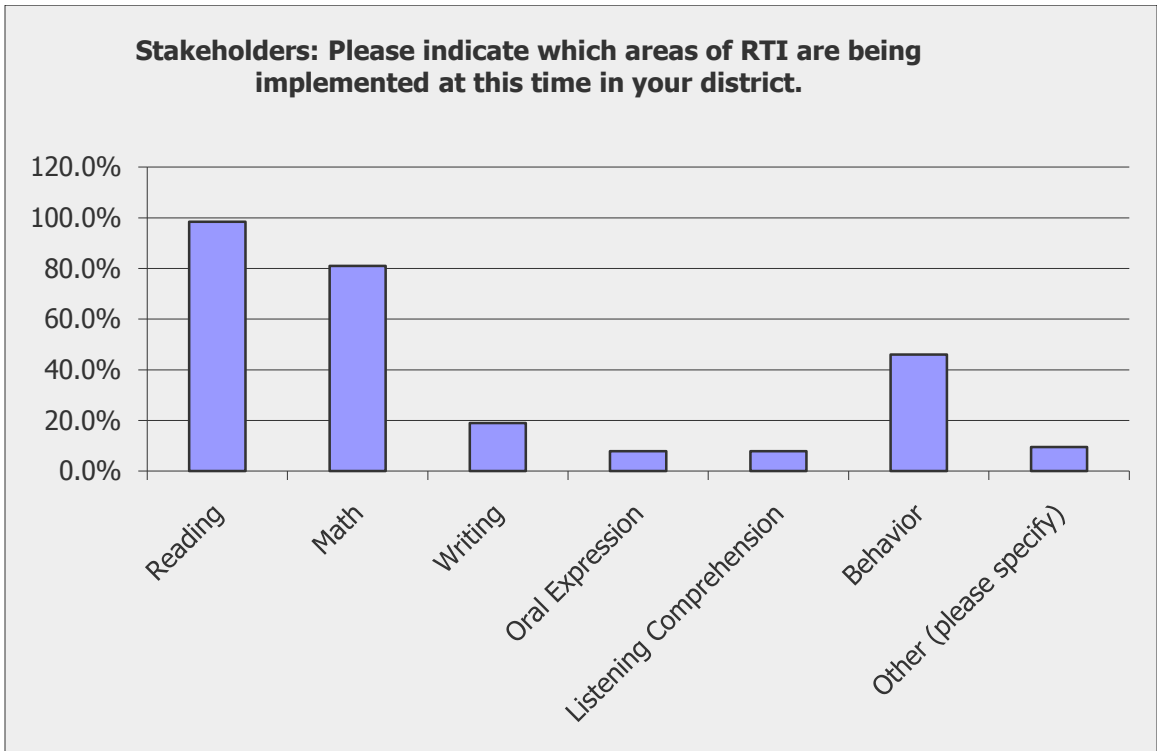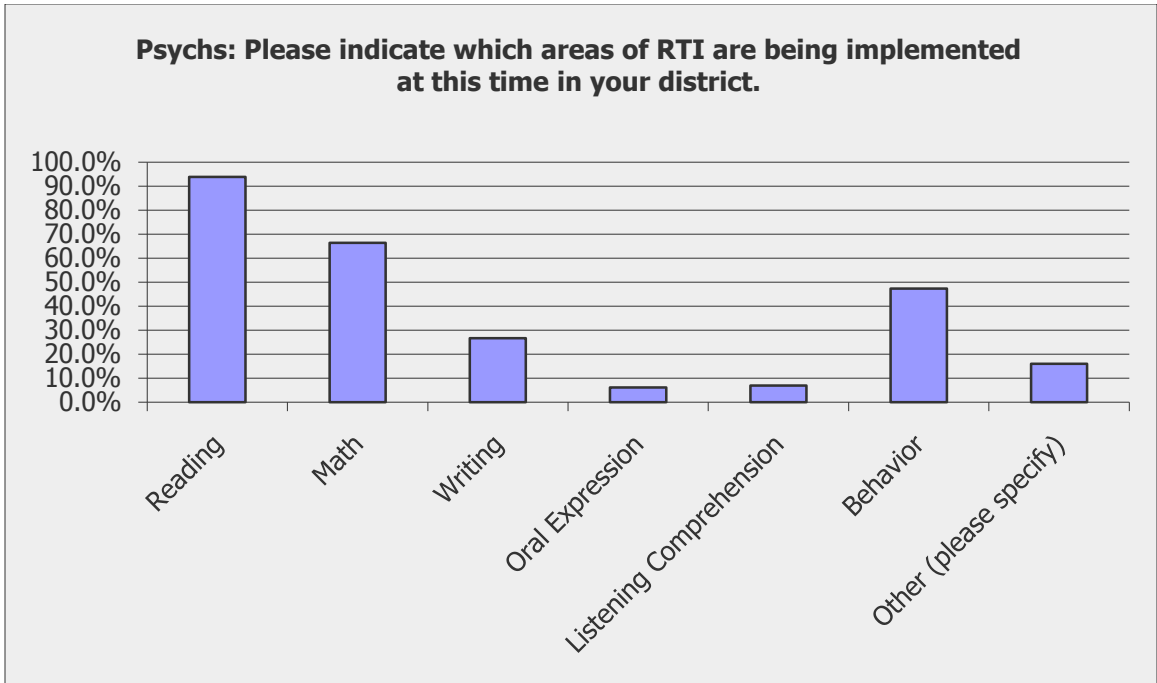
**Responses from Psychologists**

**Common Themes:**

- The majority of responses indicated that districts were piloting/implementing RTI, but that schools were at different levels of implementation.
- Several responses indicated that districts were working on distributing district-wide policies/procedures.
- A few responses indicated that they were still at the beginning stages (e.g., sharing information, conducting needs assessments, promoting "buy-in", etc.).
- Time frames ranged from just beginning to implement RTI to implementing RTI for the past 4 years.

**Responses from Stakeholders**

**Common Themes:**

- A few responses indicated that districts were in the planning and partial implementation phase.
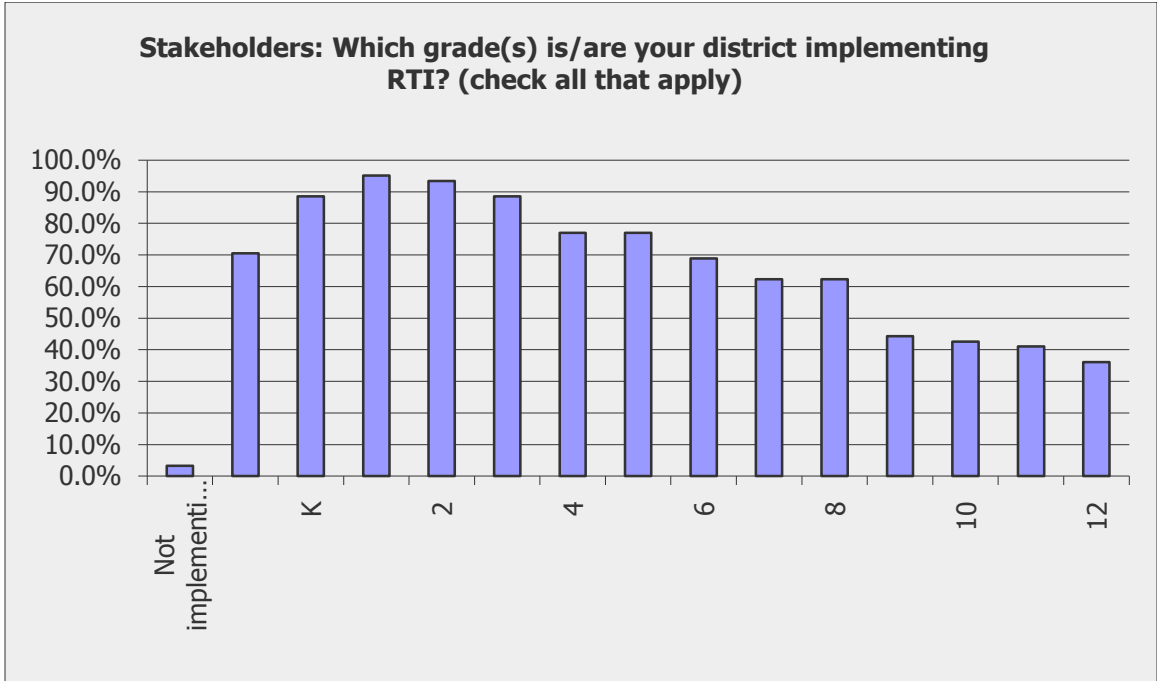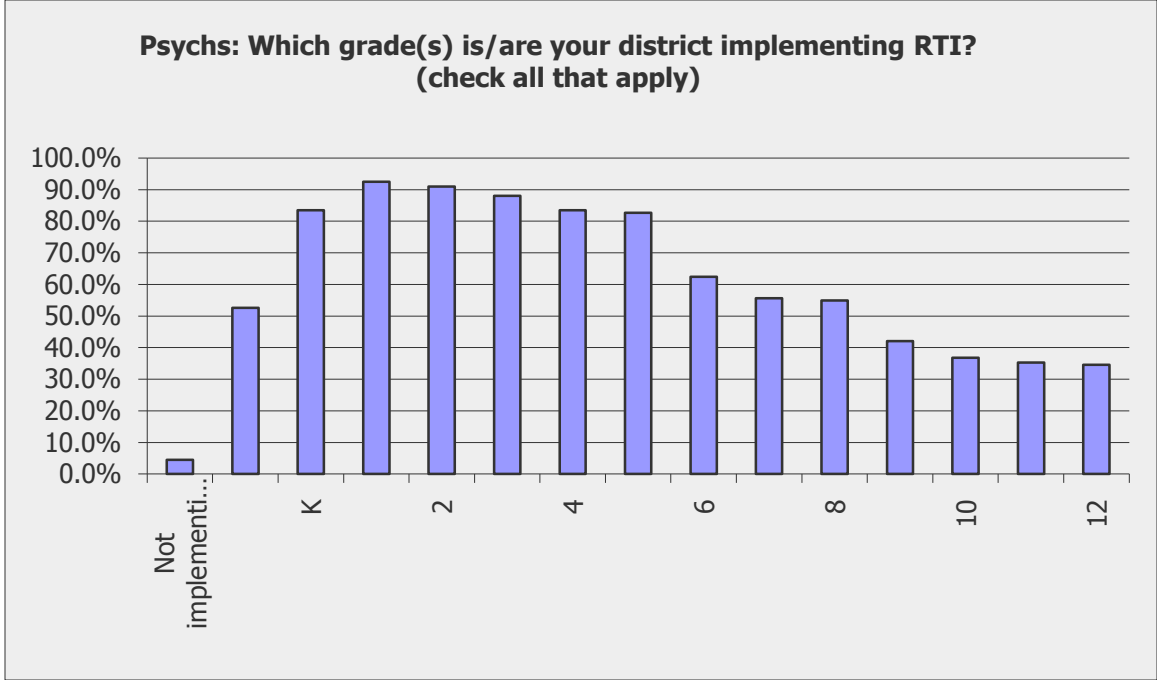- A few responses indicated varying degrees of implementation across schools.

**Psychs: Please indicate which areas of RTI are being implemented at this time in your district.**

Reading: ~95%, Math: ~66%, Writing: ~27%, Oral Expression: ~6%, Listening Comprehension: ~7%, Behavior: ~47%, Other (please specify): ~16%

**Stakeholders: Please indicate which areas of RTI are being implemented at this time in your district.**

Reading: ~98%, Math: ~81%, Writing: ~19%, Oral Expression: ~8%, Listening Comprehension: ~8%, Behavior: ~46%, Other (please specify): ~10%

**Indicate which areas of RTI are being implemented at this time in your district.**
**(Option for "other" category)**

**Responses from Psychologists**

- Communication (3 responses)
- Attendance (1 response)
- ELL (1 response)
- Preschool (1 response)
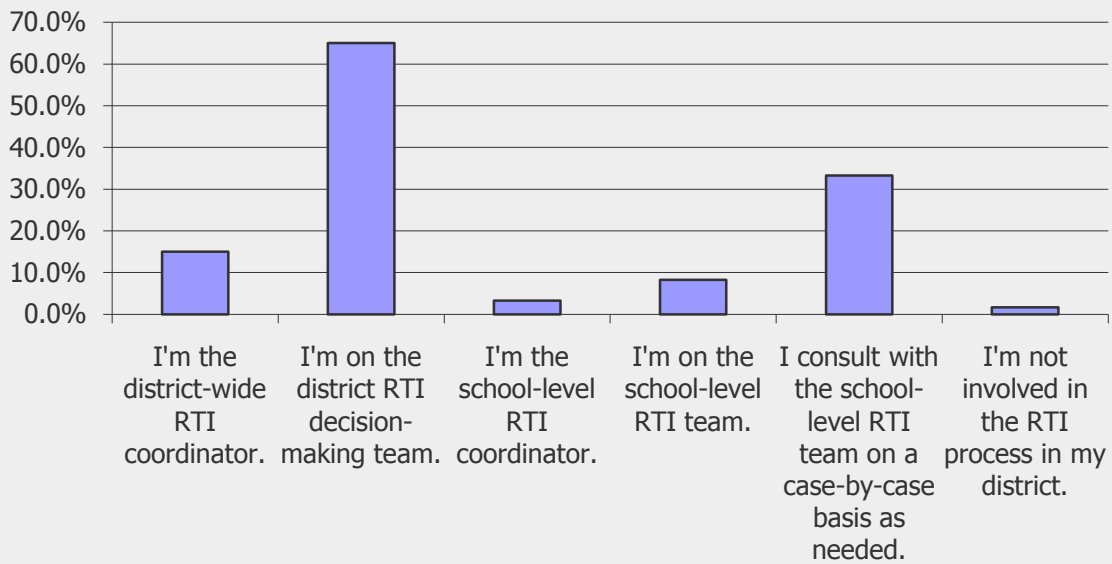- DD (2 responses)

**Responses from Stakeholders**

- Communication (1 response)
- Preschool (2 responses)
- Science and social studies (1 response)

**Psychs: Which grade(s) is/are your district implementing RTI? (check all that apply)**



**Stakeholders: Which grade(s) is/are your district implementing RTI? (check all that apply)**

**Psychs: Describe your level of involvement with RTI in your district. (check all that apply)**
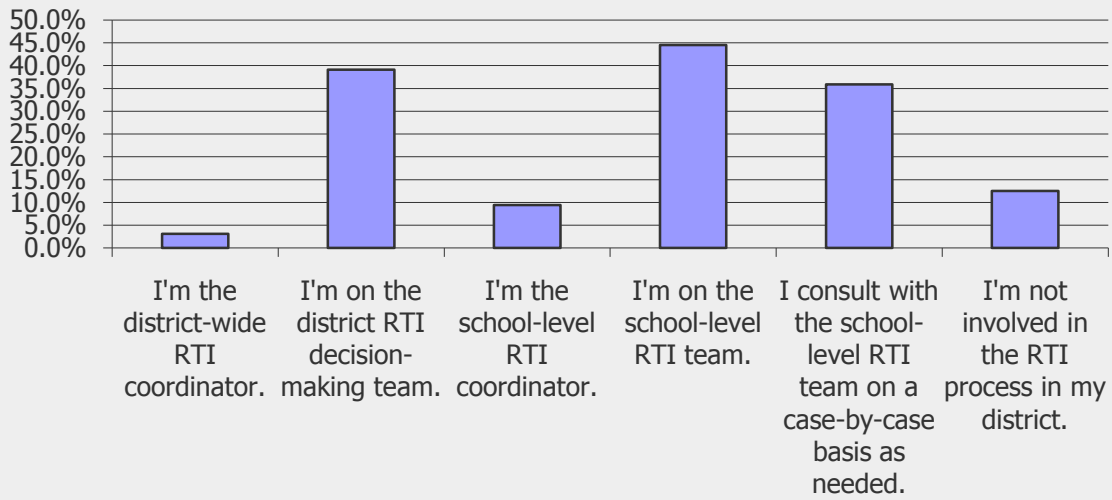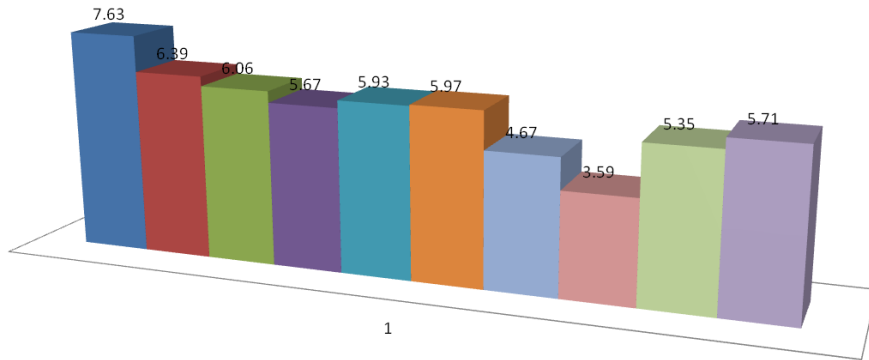


**Stakeholders: Describe your level of involvement with RTI in your district. (check all that apply)**

**Please rate the following RTI components in your district (0 = nonexistent, 10 = Present & Implemented)**
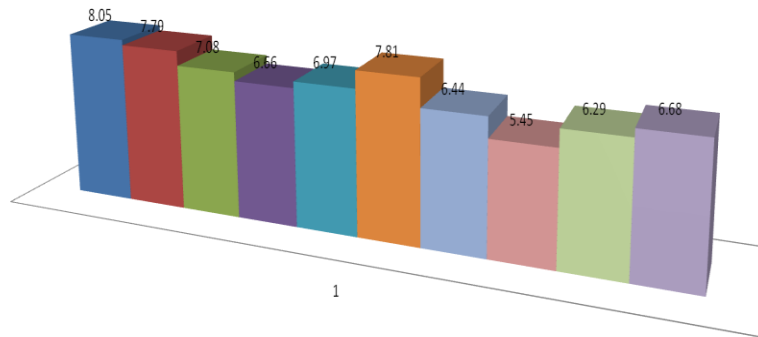
School Psychologists' responses

- Schools use research-based programs for core instruction
- A consistent and appropriate universal screener is used across the district to identify at-risk students
- Schools use a problem-solving or standard protocol method for at-risk students
- Schools have a comprehensive pyramid of interventions to use with students
- Schools use progress monitoring data to guide instructional decision-making
- Administration has buy-in of RTI process
- Teachers have buy-in of RTI process
- Parents are consistently involved in RTI process
- Student Intervention Plans are used to specify RTI goals
- Time is allocated for RTI team meetings



7.63  6.39  6.06  5.67  5.93  5.97  4.67  3.59  5.35  5.71

1

**Stakeholders:  Please rate the following RTI Components in your district (0 = nonexistent, 10 = present & implemented)**

- Schools use research-based programs for core instruction
- A consistent and appropriate universal screener is used across the district to identify at-risk students
- Schools use a problem-solving or standard protocol method for at-risk students
- Schools have a comprehensive pyramid of interventions to use with students
- Schools use progress monitoring data to guide instructional decision-making
- Administration has buy-in of RTI process
- Teachers have buy-in of RTI process
- Parents are consistently involved in RTI process
- Student Intervention Plans are used to specify RTI goals
- Time is allocated for RTI team meetings



8.05  7.70  7.08  6.66  6.97  7.81  6.44  5.45  6.29  6.68

1

**What barriers to RTI implementation do you see in your district?**

**Responses from Psychologists**

**Common themes:**

- Lack of understanding of RTI by administrators.
- Lack of guidance from central office.
- Lack of administrator and teacher "buy-in."
- Lack of communication among stakeholders.
- Lack of resources (staff, research-based intervention programs, funding).
- Lack of time.
- Scheduling issues.
- Lack of training in interventions and data collection.
- Teachers perceiving RTI as a delay in identification for special ed instead of implementing appropriate interventions for students.
- Additional training/support in other areas of RTI (writing, math, behavior).
- Lack of ownership from general education.
- Lack of comprehensive training for all staff.
- Consistency and accountability.
- Willingness to change.

**Additional responses:**

- More difficulty with implementation in middle and high school.
- Lack of parent involvement.
- Lack of universal academic screenings for high school students.
- Lack of modeling (no "clear-cut" examples for staff to follow).
- Teachers' frustrations with length of time required before consideration of special ed referral.
- Student mobility.
- Lack of intervention team in most buildings.
- Utilization of school psychologists.
- Teachers' perceptions that RTI is a "time consuming" process.

**Responses from Stakeholders**

**Common Themes:**

- Understanding and "buy-in" by staff across district.
- Lack of understanding of "big picture" (core program, differentiating instruction, tiered interventions).
- Lack of experience in implementing RTI.
- Lack of resources (staff, research-based intervention programs, funding).
- Lack of time (especially for middle and high schools).
- Lack of training in interventions and data collection.

- Teachers perceiving RTI as a delay in identification for special ed instead of implementing appropriate interventions for students.
- Lack of ownership from general education.
- Willingness to change.

**Additional Responses:**

- Reading Recovery philosophy.
- Lack of good progress monitoring tools for math and writing.
- Determining eligibility for SLD.
- Principals setting standards and holding staff accountable for appropriate implementation.

**Psychs: Are any school psychologists involved in the development of district policies and procedures for SLD determination?**

NO
18%

YES
82%
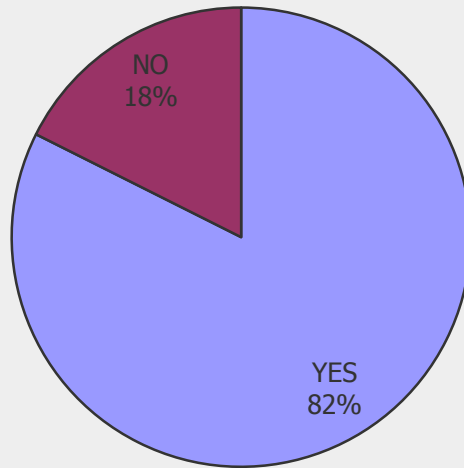
**Stakeholders: Are any school psychologists involved in the development of district policies and procedures for SLD determination?**
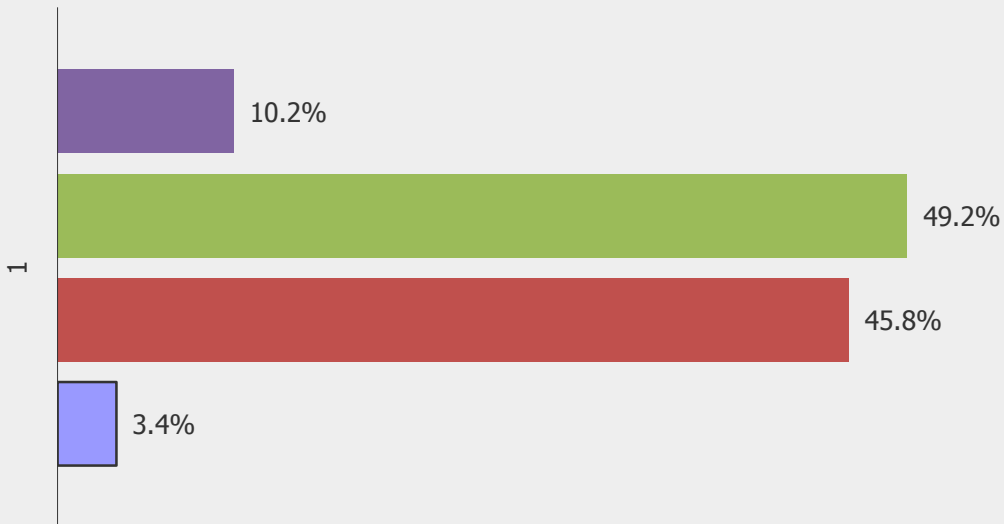
NO
30%

YES
70%
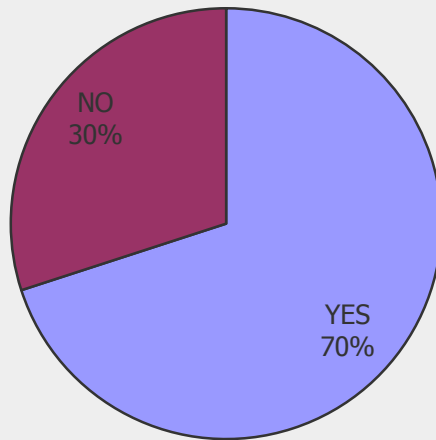
# Psychs: How is your district currently identifying students for specific learning disabilities?

- ■ Other discrepancy method (e.g., 22 points, 18 points - please specify)
- ■ RTI data, with cognitive processing/evaluation data
- ■ LD Discrepancy tables only
- ■ RTI only

11.5%
37.7%
57.7%
3.1%

Stakeholders: How is your district currently identifying students for specific learning disabilities?

- ■ Other discrepancy method (e.g., 22 points, 18 points - please specify)
- ■ RTI data, with cognitive processing/evaluation data
- ■ LD Discrepancy tables only
- ■ RTI only

10.2%
49.2%
45.8%
3.4%

**How is your district currently identifying students for specific learning disabilities? (Option for "other" category)**

**Responses from Psychologists**

**Common Theme:**

- Several responses indicated using the LD tables and RTI.

**Additional response:**

- Statistical significance at the .05 level at a base rate of less than 10%.
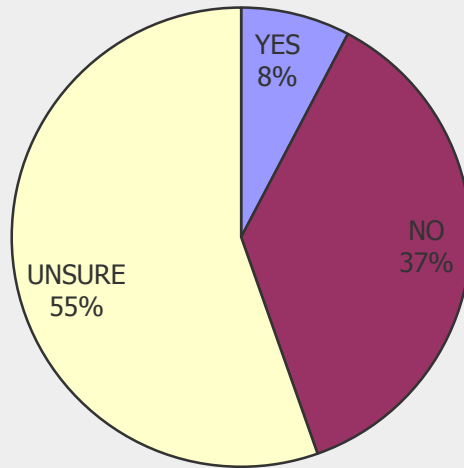
**Responses from Stakeholders**

**Common Theme:**

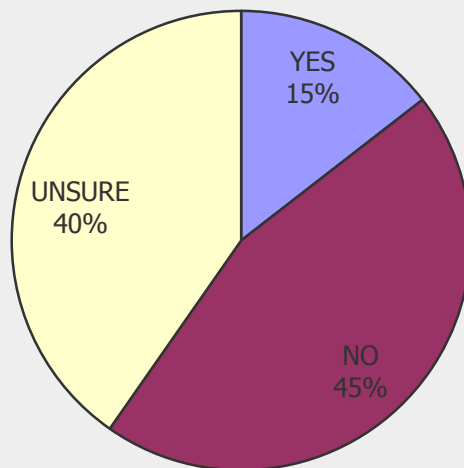- Several responses indicated using LD tables and RTI.

**Additional response:**

- Level of significance of co-normed cognitive/achievements tests + base rate < 10%.

**Psychs: Does your district intend to use "RTI only" to determine SLD eligibility (once RTI is fully implemented)?**

YES
8%

NO
37%

UNSURE
55%

**Stakeholders: Does your district intend to use "RTI only" to determine SLD eligibility (once RTI is fully implemented)?**

YES
15%

NO
45%

UNSURE
40%

**Please share any discussions your district has had regarding the use of RTI for SLD eligibility.**

**Responses from Psychologists**

**Common Themes:**

- Most responses indicated that districts are using the LD tables.
- Several responses indicate that districts are waiting until RTI is implemented fully until RTI data can be considered as part of eligibility decision.

**Additional Responses:**

- Previously used 22-point discrepancy; however, were told by state that this was inappropriate and returned to using the LD tables.
- Using dual-discrepancy model (low level of achievement and low rate of improvement).
- Finding that more students are qualifying for reading fluency. Concerned that they may be over-identifying in that area.
- Concerned about the fidelity of interventions.
- Would be helpful for the state to establish guidelines.
- Concerned about consistency from district to district.
- RTI will be supplemented with comprehensive evaluation. Differentiate between LD students and "slow learners" who may be in need of ongoing Tier III interventions.
- Look at RTI data and cognitive processing data.
- Supplementing RTI with cross-battery assessment to identify processing strengths and deficits.
- RTI will be used as a pre-referral process but not as an eligibility determination.
- Psychologist had no input into decision.
- Last year, policies and procedures stated using RTI and LD tables. Psychologists were not consulted about this decision. RTI and eligibility decisions have been very confusing due to schools having various levels of implementation and progress monitoring data.
- Adopted processing deficits model in 08-09 but felt compelled to return to LD tables this year.
- District uses RTI, but continues to evaluate cognitive processing and academics using standardized, norm-referenced tests (look for strengths/deficits and relationships to RTI data).


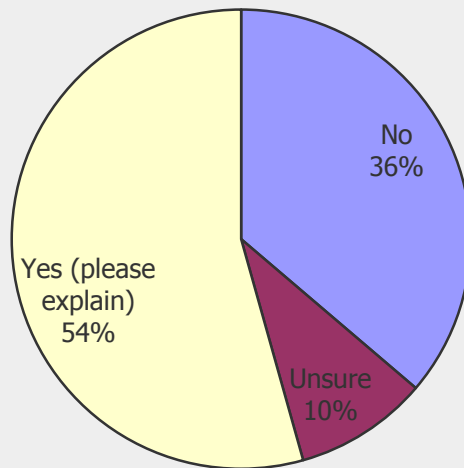**Responses from Stakeholders**

**Common Themes:**

- Several responses indicated districts are still using LD tables only.
- Several responses indicated districts are using LD tables and RTI.
- Several responses mentioned concern about consistency and fidelity of implementation across district.

- Several responses indicated concern about over-identifying student as LD if RTI is not implemented with fidelity.

**Additional Responses:**

- Too many factors to consider to use RTI in all cases (attendance, school mobility, weaker teachers).
- District will include achievement data 1.5 standard deviations below the mean as part of criteria.
- For each student, ARC decision was made during referral process that determined if evaluation would be completed and if results will be used to make eligibility decision.
- Waiting on feedback from LD work group.
- Some parents want to skip RTI process and go straight to 504.

**Psychs: Is RTI data included in your district's psychological/integrated assessment reports?**

No
36%

Unsure
10%

Yes (please explain)
54%

**Stakehodlders: Is RTI data included in your district's psychological/integrated assessment reports?**

No
19%

Unsure
15%

Yes (please explain)
66%
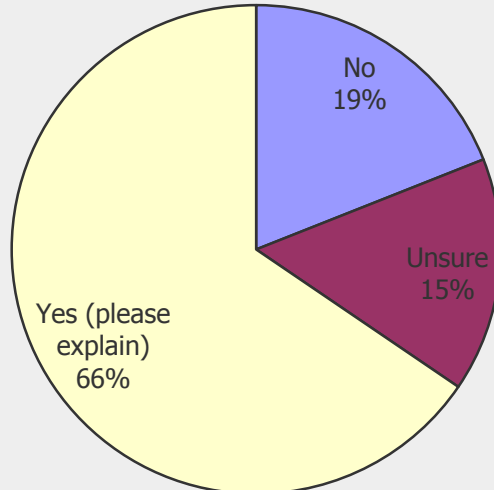
**Is RTI data included in your district's psychological/integrated assessment reports?  If yes, please explain.**
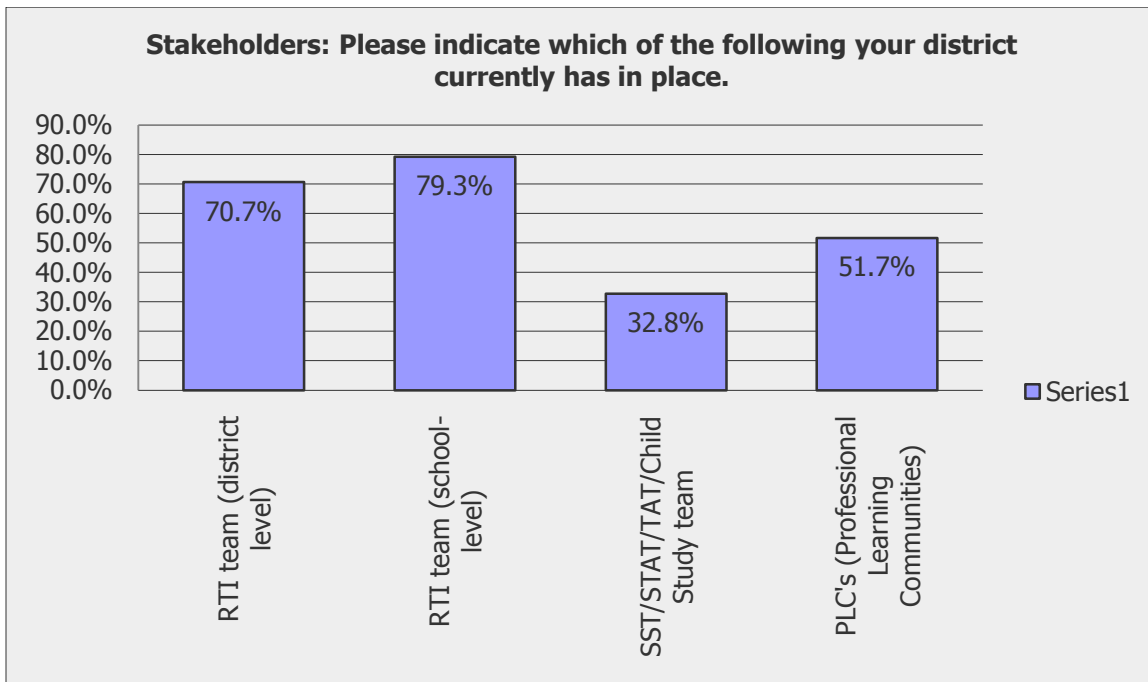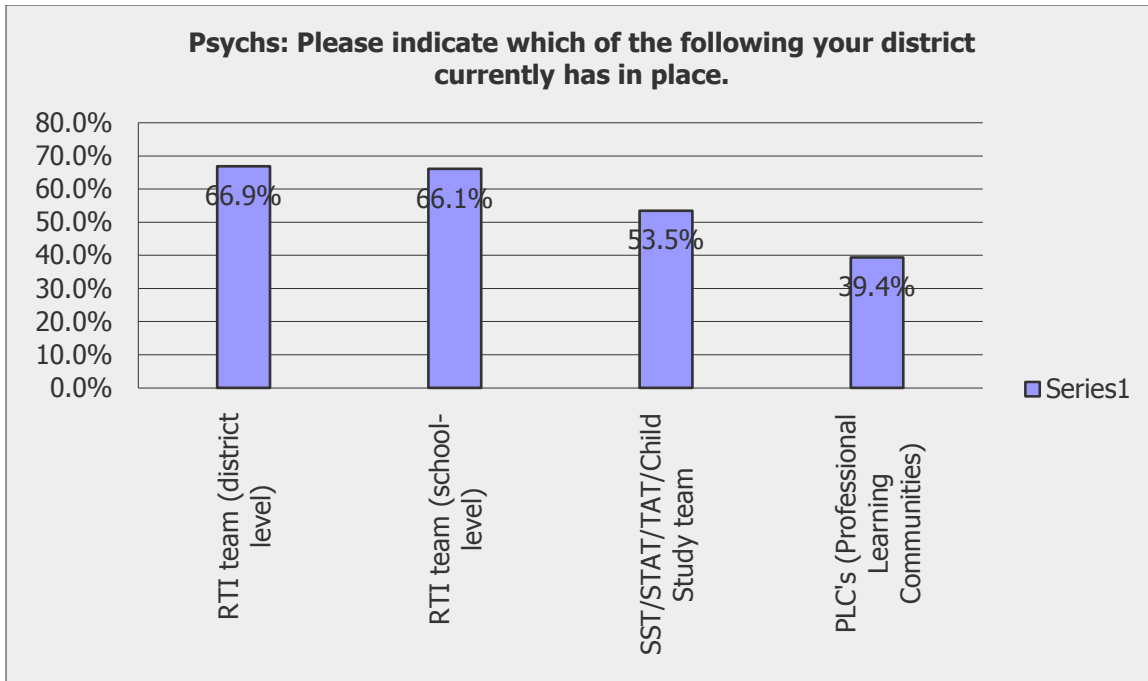
**Responses from Psychologists**

**Common Themes:**

- Included in background, interventions, educational history, &/or reason for referral
- Graphs of progress monitoring data included in academic performance
- Inconsistently/if available

**Additional Responses:**

- In-depth summary of Tier 2/3 interventions, progress monitoring method & results
- Attach RTI summary report to integrated assessment report
- Separate RTI section in report

**Responses from Stakeholders**

- Universal screening & PM data included
- Attach RTI summary report to assessment report
- Summary of RTI data included

**Psychs: Please indicate which of the following your district currently has in place.**



Bar chart values:
- RTI team (district level): 66.9%
- RTI team (school-level): 66.1%
- SST/STAT/TAT/Child Study team: 53.5%
- PLC's (Professional Learning Communities): 39.4%

Series1

**Stakeholders: Please indicate which of the following your district currently has in place.**



Bar chart values:
- RTI team (district level): 70.7%
- RTI team (school-level): 79.3%
- SST/STAT/TAT/Child Study team: 32.8%
- PLC's (Professional Learning Communities): 51.7%

Series1

**Psychs: Do multiple school-level teams address the same student concerns? (e.g., a student who struggles with reading and behavior "goes to" both the RTI team and the SST/TAT team)**

Yes (please explain) 26%
No 41%
Unsure 33%

**Psychs: Do multiple school-level teams address the same student concerns? (e.g., a student who struggles with reading and behavior "goes to" both the RTI team and the SST/TAT team)**

Yes (please explain) 24%
No 59%
Unsure 17%
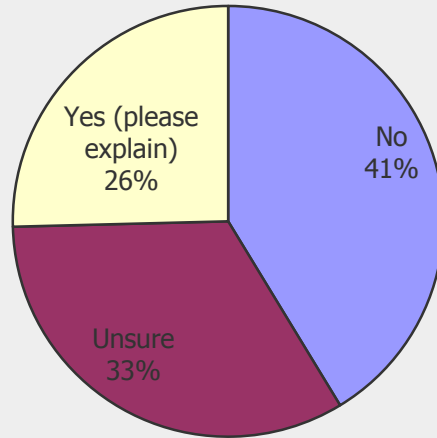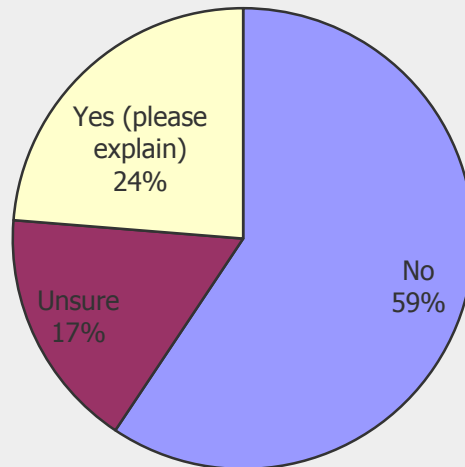
**Do multiple school-level teams address the same student concerns?  If yes, please explain.**

**Responses from Psychologists**

**Common Themes:**

- Separate teams for academic & behavior issues
- Separate teams for reading, math, writing, & behavior
- Teams have merged into one "RTI" team
- Varies from school to school
- RTI team first, then to pre-referral team

**Additional Response:**

- There's a widely misunderstood attempt to "merge" SST's and RTI teams - changing the name only, but not the function or the methods of identifying kids to discuss at team meetings. Schools are in transition; some have both SST's & RTI teams, others have just SST, others THINK they have just RTI, but it's really just an SST with a new set of initials.

**Responses from Stakeholders**

- Only one team exists, handles all student issues
- RTI team handles academics, SST handles behavior
- RTI team addresses Tier 1 & Tier 2 issues; Tier 3 students go to SST

**Has your district purchased programs specifically to aid with progress monitoring, data collection, and data graphing?**

No
18%

Unsure
25%

Yes (please specify)
58%

**Has your district purchased programs specifically to aid with progress monitoring, data collection, and data graphing?**

No
26%

Unsure
2%

Yes (please specify)
72%
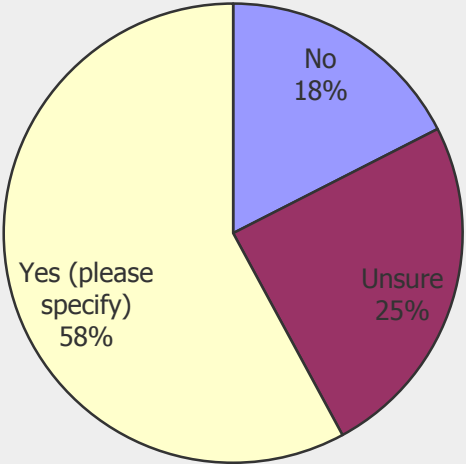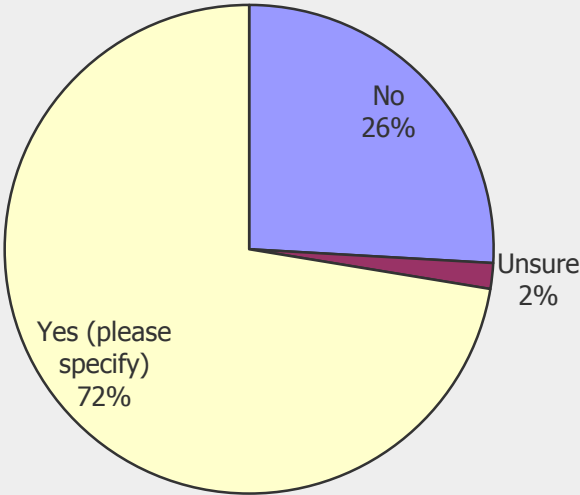
**Has your district purchased programs specifically to aid with progress monitoring, data collection, and data graphing?  If yes, please specify.**
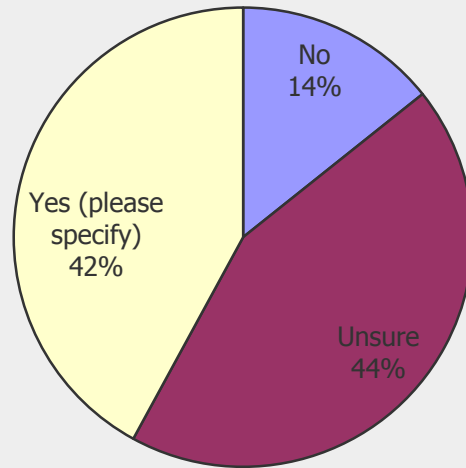
**Responses from Psychologists**

- AIMSweb (45)
- MAP (7)
- DIBELS (16)
- ThinkLink (8)
- SWIS (3)
- School Matrix System (1)
- Vandy CBM (1)
- PAS (2)
- CASCADE (4)
- Excel (2)

**Responses from Stakeholders**

- AIMSweb (19)
- MAP (8)
- DIBELS (6)
- Star Early Literacy (1)
- GRADE & GMADE (4)
- ThinkLink (5)
- MClass (2)
- PAS (1)
- T-PRO (1)

**Psychs: Has your district purchased programs to expand its menu of research-based interventions?**

No
14%

Yes (please specify)
42%

Unsure
44%

**Stakeholders: Has your district purchased programs to expand its menu of research-based interventions?**

No
26%

Yes (please specify)
64%

Unsure
10%
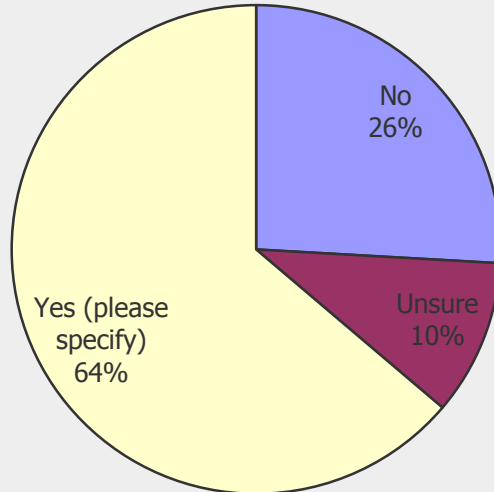
**Has your district purchased programs to expand its menu of research-based interventions? If yes, please specify.**

**Responses from Psychologists**

- 95% Group
- A to Z Reading
- A+
- ACHIEVE 3000
- Algebrascool
- Compass Learning (3)
- Corrective Reading
- Cracking the Code
- Creative Curriculum
- Dialogic reading kits
- Discovery
- Earobics (4)
- Enlighten
- FastForWord
- FLERT
- Fundations (2)
- Great Leaps (2)
- Headsprout (4)
- I Can Learn Math
- KCCT Coach
- KidBiz
- Lexia (2)
- LLI
- Math Navigator
- Mathscool
- My Reading Coach (4)
- Number Worlds Math
- Orchard Reading & Math
- PALS
- Power Reads (2)
- Quick Reads
- Read 180 (7)
- Read About
- Read Naturally (2)
- Reading Mastery (5)
- Reading Recovery (2)
- Reading Revisited
- Rode to Code
- Scott Foresman

- Sidewalks
- Simon Sounds It Out
- Soar to Success
- SRA (7)
- Starfall
- Study Island
- Success for All
- Success Maker (math/reading) (5)
- Symphony Math
- System 44 (4)
- TeenBiz
- ThinkLink
- Thoughtful Ed
- Voyager
- Vport Math
- Wilson (3)

**Responses from Stakeholders**

- Achieve 3000
- Building Blocks (Math)
- Carnegie Math (2)
- CCC
- CHAMPS
- Children's Progress Assessment
- Compass (3)
- Corrective Reading (2)
- Distar
- Early Success
- Earobics
- Education City
- Elements of Reading
- ELSB
- Everyday Math
- Fast Forward (5)
- Fast Math (3)
- Fundations
- Great Leaps (4)
- Headsprout (3)
- Lindamood-Bell
- LLI
- MClass Math
- My Reading Coach (2)

- Number Worlds (4)
- Orchard
- Orton Gillingham
- Plato
- Read 180 (2)
- Read Naturally
- Reading Horizons (2)
- Reading Mastery (2)
- Reading Plus
- Reading Recovery
- Singapore Math
- Soar to Success
- SRA (7)
- Study Island (2)
- Success Maker Math (2)
- Success Maker Reading
- Symphony Math
- System 44
- Thoughtful Classroom
- Touch Math
- Voyager (4)
- Waterford
- Wilson

**Note:** Responses indicate a poor understanding of the distinction between "intervention program" and "RTI tool."; many seemed to confuse the two; those responses were not included in this report.

# Psychs: Has your district hired extra support staff for RTI implementation?
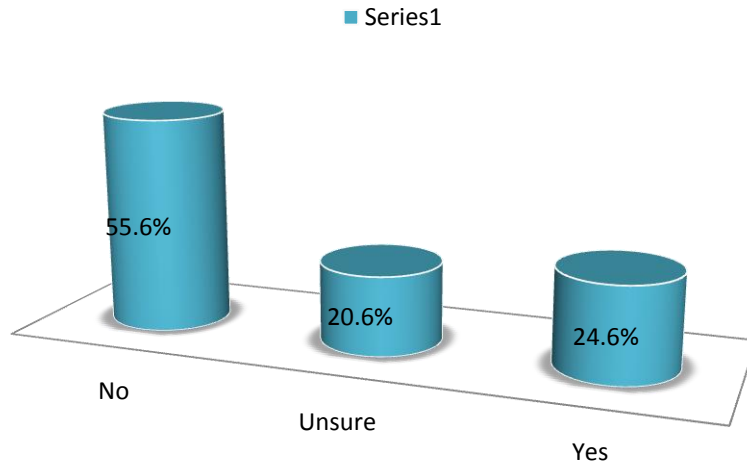
■ Series1

No — 55.6%

Unsure — 20.6%

Yes — 24.6%

# Stakeholders: Has your district hired extra support staff for RTI implementation?

■ Series1

No — 53.4%

Unsure — 3.4%

Yes — 43.1%
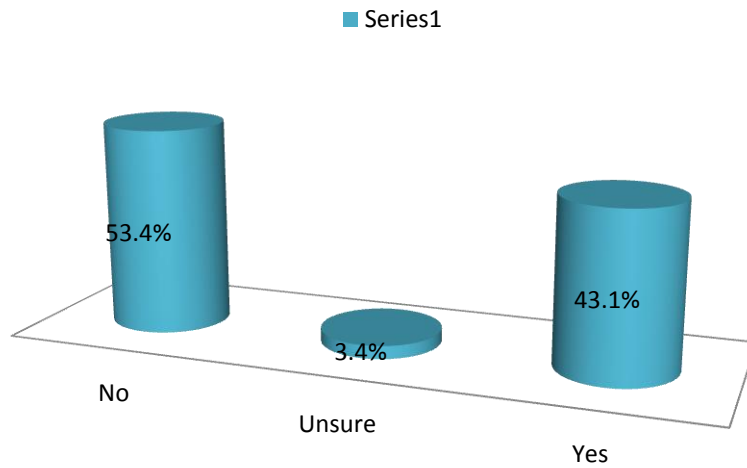
**Psychs: Do you have an RTI coordinator in your district? This position is someone who only does RTI for the district and is not a dual-position, so to speak.**



YES 12%

NO 88%
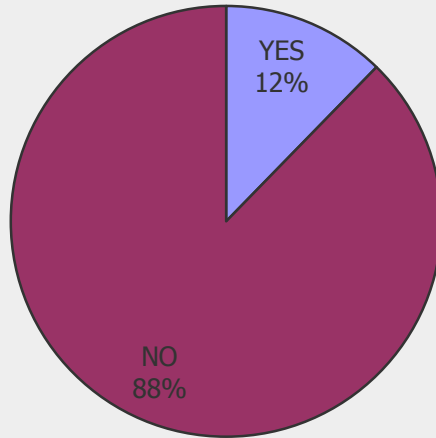
**Stakeholders: Do you have an RTI coordinator in your district? This position is someone who only does RTI for the district and is not a dual-position, so to speak.**



YES 12%

NO 88%

## Psychs: Describe support staff which were hired to assist in RTI implementation. (check all that apply)

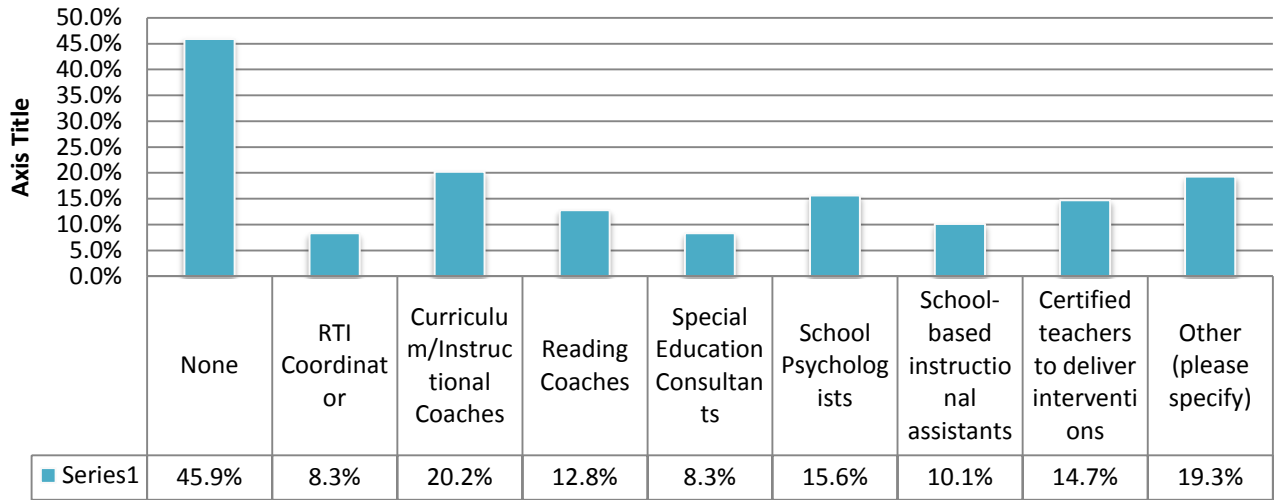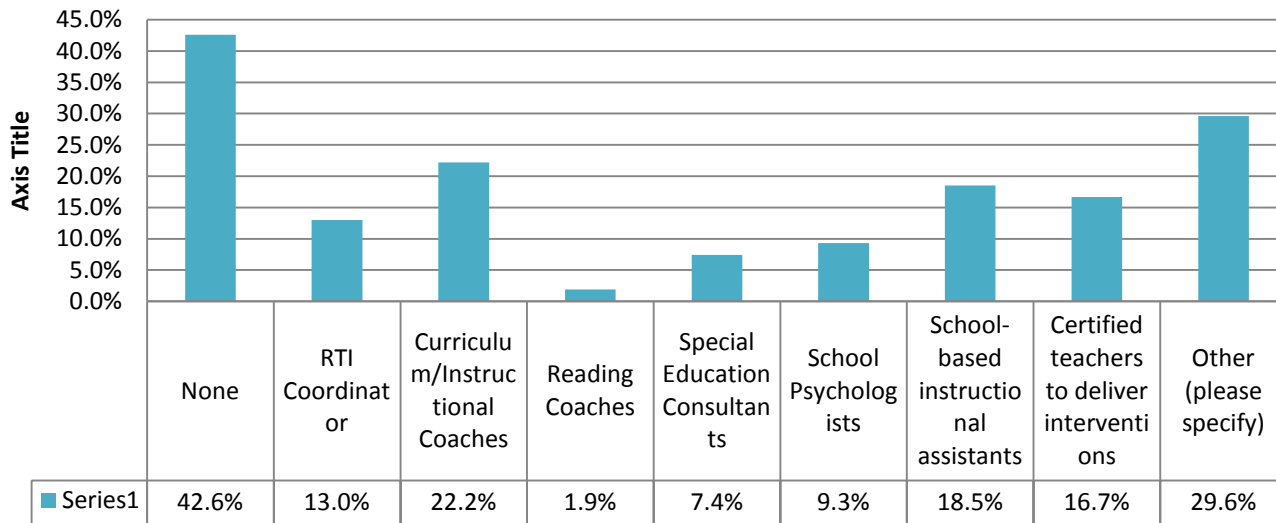| | None | RTI Coordinator | Curriculum/Instructional Coaches | Reading Coaches | Special Education Consultants | School Psychologists | School-based instructional assistants | Certified teachers to deliver interventions | Other (please specify) |
|---|---|---|---|---|---|---|---|---|---|
| ■ Series1 | 45.9% | 8.3% | 20.2% | 12.8% | 8.3% | 15.6% | 10.1% | 14.7% | 19.3% |

(Y-axis label: Axis Title)
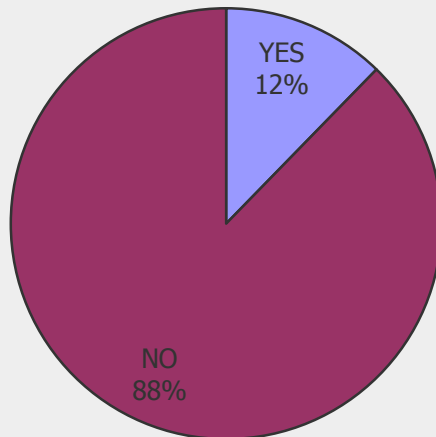
## Stakeholders: Describe support staff which were hired to assist in RTI implementation. (check all that apply)

| | None | RTI Coordinator | Curriculum/Instructional Coaches | Reading Coaches | Special Education Consultants | School Psychologists | School-based instructional assistants | Certified teachers to deliver interventions | Other (please specify) |
|---|---|---|---|---|---|---|---|---|---|
| ■ Series1 | 42.6% | 13.0% | 22.2% | 1.9% | 7.4% | 9.3% | 18.5% | 16.7% | 29.6% |

(Y-axis label: Axis Title)

**Please list any "creative" sources that your district has tapped to help fund RTI implementation.**

**Responses from Psychologists**

- ARRA/stimulus funds
- U of L grant
- Title I
- District funds
- Special Ed funds
- ESS Waiver money/funds
- Other grants
- Americorps workers to help with interventions
- Medicaid money

**Responses from Stakeholders**

- ARRA/stimulus funds
- Dropout prevention grant
- Other grants
- Title I
- PTA volunteers/fundraisers
- Reading First

**\*\*If you have any additional thoughts to share regarding SLD & RTI, please use the space below.**

**Responses from Psychologists**

- One of the biggest obstacles for RTI success in our district is that we do not have enforcement of a district wide RTI process. We have six elementary schools and each of them, while supposedly using the same documentation, have the freedom to implement RTI any way they see fit. While some schools have been very successful, some have had more difficulty. The situation lends to a lot of complaing/questioning from different school leaders about resources and effectiveness. (For example one elementary school might have a number of referrals while another school has very few - the teachers at the school with fewer referrals think that they are being treated unfairly). We need to instruct our staff to better understand the data used to make referral decisions. I believe RTI is very beneficial for the referral process, but I am still unsure about using it alone for SLD eligibility.

- Our literacy coaches were assigned to lead up RTI teams at the schools.

- I think we have been waiting for KDE guidance before we implement fully, and we have been sitting on our process for 4-5 years with only some pilot projects ongoing.

- Just hope that a decision is made soon so that we can move forward.

- We are in out 7th year of implementing a Tier system of interventions at the elementary level and have seen significant decrease in referrals across the district.

- I would like for us to use RTI monitoring data, along with cognitive processing assessment results to determine eligibility for SLD. I would also like to see the discrepancy model go away. Also, I don't see the utility in using the discrepancy model after RTI has been implemented. I would think that even fewer students would qualify for services by using that model.

- The process of SLD eligibility under RTI should be approached with caution. Current research literature supports integration of RTI data with the continued use of comprehensive assessments to identify cognitive-processing deficits and links with academic difficulties/interventions.

- appropriate interventions for TIER 2 & 3 and timelines and documentation of TIER I interventions are areas of concern

- Although we have a basic RTI process it still varies within our district between the 7 school psychs and what is done in the schools. We do not have a district RTI team which is what makes this consistency more difficult.

- The district appears to have no desire to hire anyone extra just for RTI implementation.

- Districts need more guidance to prevent a knee jerk reaction and overidentification!!! If RTI is mandated to be used in the future, the districts need additional funding for staff and/or research-based interventions/programs. Even though ARC's make decisions, we all know that the pressure is on school psychologists to determine whether there is sufficient data to make a referral to special education or to interpret/determine eligibility guidelines. School psychologists do not receive enough support from the district/state level to firmly and confidently implement policies and procedures when we're told by the "STATE" that decisions are made by the ARC. Also, cognitive assessment should be a complimentary piece to RTI to determine if a student has a SLD. One should not be done without the other. I am not implying that we should keep the discrepancy model, but that a cognitive assessment be completed if a student's response to intervention is slow. A cognitive will help us determine underlying processing deficits, not whether the IQ score is X amount of points higher than an academic score.

- PLEASE do not forget that RTI is about curriculum alignment and differentiation to get your CORE students to 80% proficiency for reading, math, writing, and behaviors. Please do not try to use TIER II/III interventions to "Fix" your core. You do not have the manpower nor funds to do it this way. RTI is not just hoops to go through to get a child placed in special education. RTI is a process that if followed may save a child from being called "disabled".

- We've lacked administrative support to do much prior to mandatory this year.

- Regular educators have been very slow to train staff and see RTI as a "special ed" requirement that hinders referral & services to struggling students. The educators I have talked w/ (regular & spec. ed) do not feel that they are trained or understand the RTI rationale or process.

- Concern about huge differences in each counties policies for RTI. One district policies, may as 16 weeks for whole process while anothers may 22 weeks for whole process. No consistency in how RTI is being implemented.

- Tonya Adams, Russell County Schools' Elementary Curriculum Coordinator, is our RTI "leader" and would be happy to provide additional info.


**Responses from Stakeholders**

- RTI is a work in progress in Ohio County Schools.  We learn every day!  We also depend on our three school psychs for their knowledge and expertise, especially in how it relates to interpretation of academic and behavior progress data.
- The high school is not as far along in the process as the other levels.
- Our district has found the greatest source to use for intervention is our reading series.
- We hope for more support in implementation.