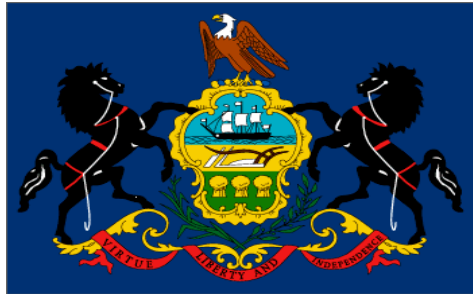


**Commonwealth of Pennsylvania**  
**Edward G. Rendell**  
**Governor**



**Pennsylvania Department of Education**

**Gerald Zahorchak, D.Ed.**

**Acting Secretary of Education**

**Diane Castelbuono**

**Deputy Secretary**

**Elementary and Secondary Education**

# Response to Intervention (RtI)



*November 2, 2005*

# Brief Overview of the Special Education Challenge

## Nationally...

- ✓ Approximately 6 million students receiving Special Education services
  - *12.1 % of the public school population*
- ✓ Two-thirds (67%) have specific learning disabilities and/or speech/language impairments
- ✓ Most of the approximately 70-80% of the students identified with specific learning disabilities were referred due to reading problems
- ✓ Students receiving Special Education
  - Black/African American 9.8%  
(not Hispanic)
  - Hispanic/Latino 14.5%
  - White (not Hispanic) 62.3%
- ✓ 2004 Reauthorization of IDEA



# Brief Overview of the Special Education Challenge

(continued)

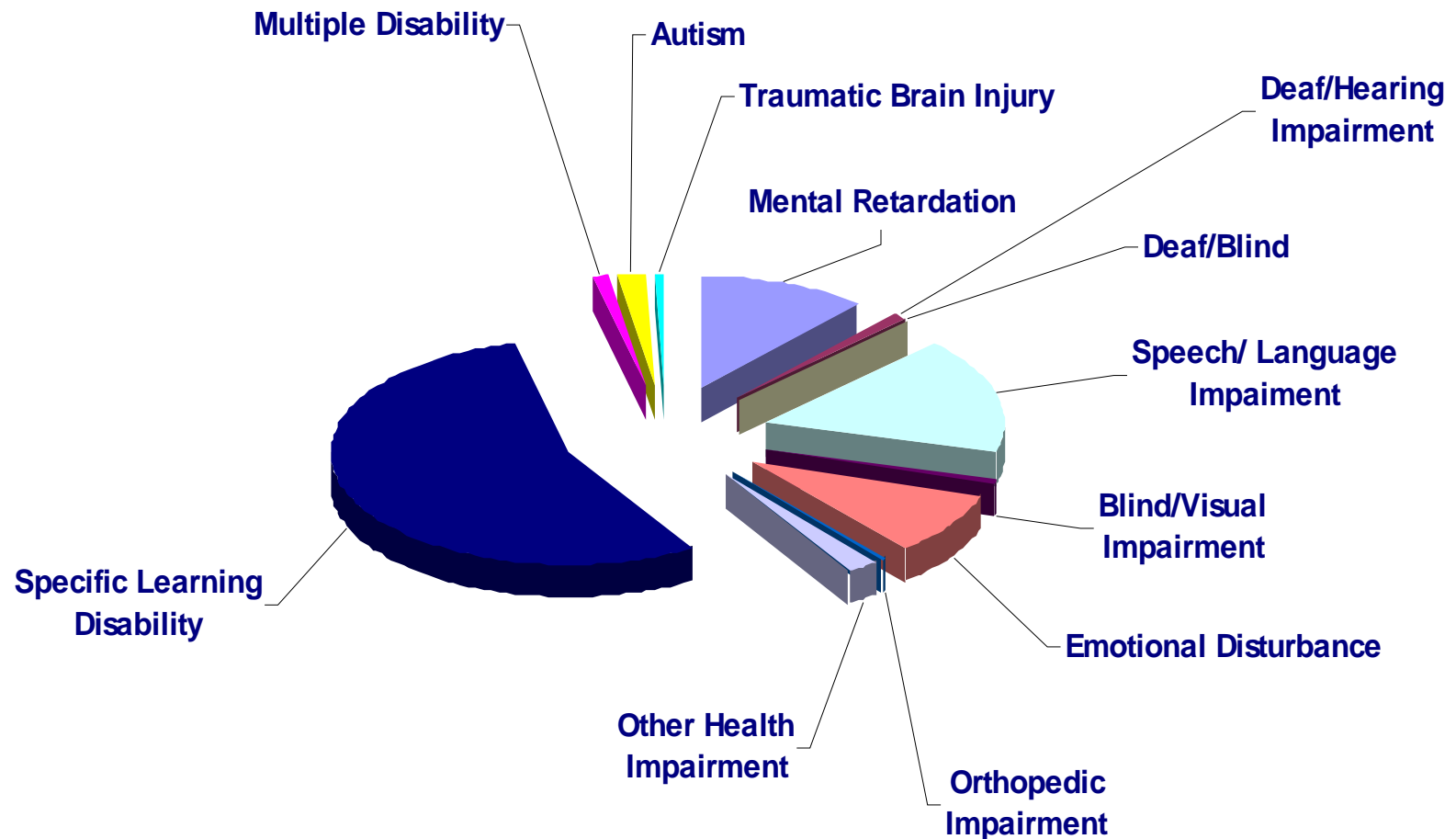
## In Pennsylvania...

- ✓ **264,055** students with disabilities – approximately **14.4%** of public school population  
*(School-age, 2004-05 revised count, does not include preschool)*
- ✓ 2005-06 Budget: **\$953 million** state funds, plus local and federal funds support services and programs
- ✓ Increase in number of students with Autism and Other Health Impairments
- ✓ Increase in number of students with Specific Learning Disabilities

✓ Percentage of:	<u>Total Enrollment</u>	<u>Special Education</u>
White (not Hispanic)	75.9%	76%
Black/African American	16%	17%
Hispanic/Latino	6%	6%
Asian	2%	.8%
American Indian or Alaskan Native	.1%	.2%

# Students with Disabilities in Pennsylvania

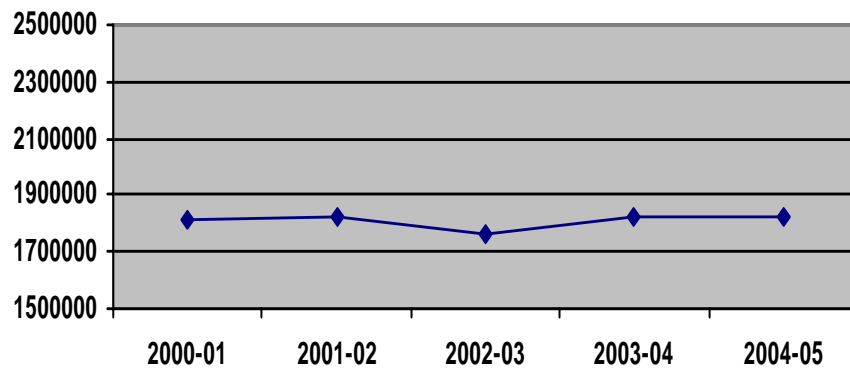
School-age programs



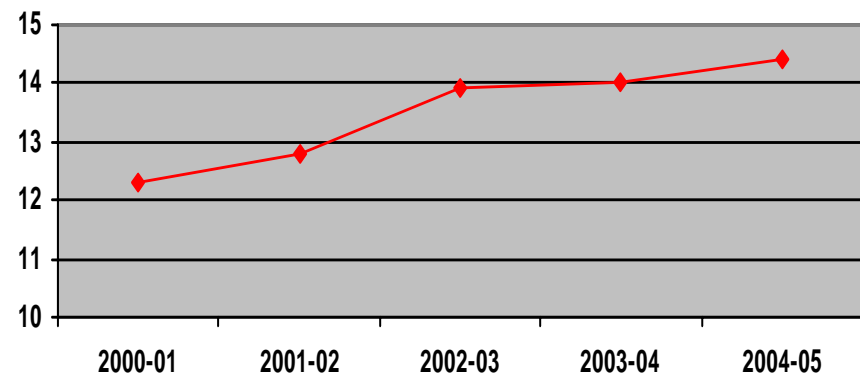
# Students with Disabilities in Pennsylvania

School-age programs (does not include preschool)

School Year	Pennsylvania Public School Enrollment	Special Education % of Public School Enrollment
2004-2005	1,826,747	14.4%
2003-2004	1,820,136	14.0%
2002-2003	1,766,513	13.9%
2001-2002	1,821,627	12.8%
2000-2001	1,814,311	12.3%

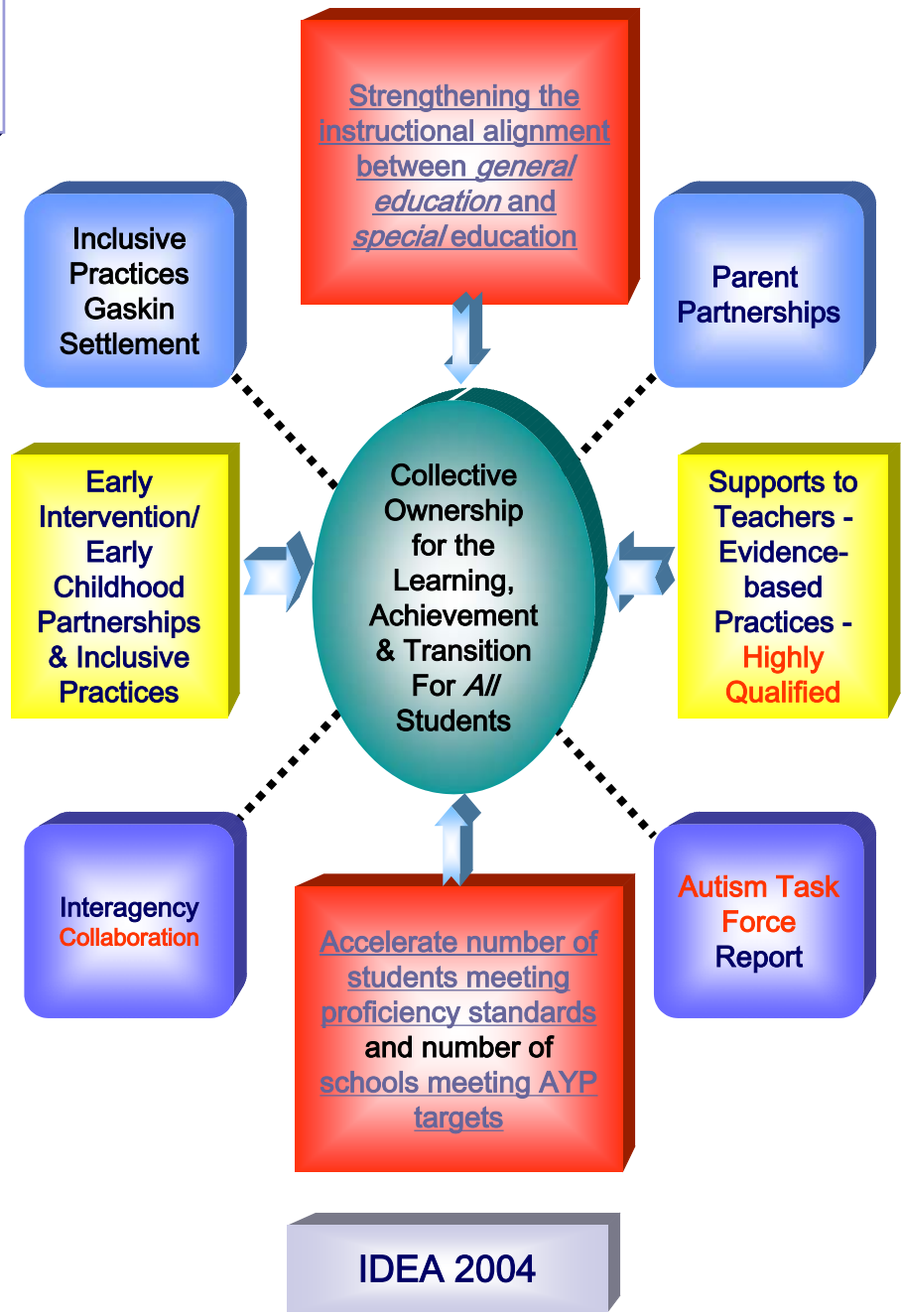


—◆— PA School Enrollment



—◆— Sp.Ed. % of Public School Enrollment

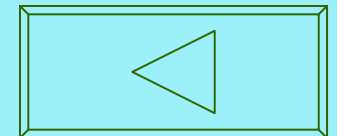
**PROPOSED  
2004 - 2007  
STRATEGIC PRIORITIES**



**Early Intervention and Special Education Funding**

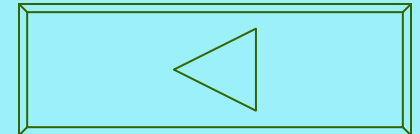
# Instructional alignment of “general” & “special” education

- Strengthen the alignment of instruction and curriculum within special education and general education.
- Develop tools and provide training opportunities and Special Education Performance grants that emphasize collaboration, connections and alignment between general and special education, and that provide students with disabilities with access to the regular curriculum.



# Schools Making Adequate Yearly Progress (AYP)

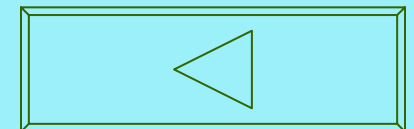
- Accelerate the number of students meeting proficiency standards and the number of schools meeting their annual performance targets on statewide assessments and making progress on their IEPs.
- Developing tools to support schools, teachers and students
- Identifying success stories
- Working through the Intermediate Units (IUs) and school improvement teams; and in collaboration with other Bureaus, school districts, charter schools, career and technology centers and other partners.
- Establish Special Education Performance grants for schools to support evidence-based practice to improve student achievement. Target comprehensive career and technology centers and Project 720 schools.



# Adequate Yearly Progress (AYP)



- Adopt Alternate Assessment Standards for the 1% of students with severe cognitive disabilities.
- Continue PASA – Pennsylvania Alternate System of Assessment for 1% of students – PASA Advisory Group to improve process.
- Address the new 2% flexibility offered by U.S.D.E. Secretary Margaret Spellings.



# Response to Intervention

- Essential to making accurate decisions about the effectiveness of general and remedial education instruction/intervention
- Early identification/intervention
- Preventing unnecessary and excessive identification of students with disabilities
- Deciding eligibility for special programs, including special education
- Determining Individual Education Programs, delivery and evaluating special education services

# Rtl: Core Principles

1. Effectively teach all children
2. Intervene early
3. Multi-tier model of service delivery
4. Problem solving method to make decisions within the model
5. Scientifically research-based interventions / instruction
6. Monitor student progress to inform instruction
7. Use data to make decisions
8. Assessments for 3 purposes: screening, diagnostic, progress monitoring

# IDEA 2004 and NCLB

**IDEA 2004:** A child shall not be determined to be a child with a disability if the determinant factor for such determination is lack of appropriate instruction in reading as defined in section 1208(3) (...which is the NCLB)

**NCLB:** defines scientifically research-based Reading Instruction as

□ *phonemic awareness, phonics, vocabulary, comprehension, fluency.*

# IDEA 2004 and NCLB

RtI – an alternative approach to use “scientific research-based” intervention procedures as part of the process to determine eligibility for learning disabilities

# Proponents of RtI

***National Association of State Directors of Special Education***  
Requested a summary of the latest information/research on RtI

- As a result, NASDSE prepared: **Response to Intervention: Policy Considerations and Implementation**
  - This publication was prepared by a Panel of Experts with longstanding recognition in the field of special education and assessment (Pa = Kovalski)
  - Book available at [www.NASDSE.org](http://www.NASDSE.org)
- This publication was first presented at National Innovations Conference, September 2005, to 25 states and 3 countries

# Proponents of Rtl

- U.S. Congress
- CCSSO
- National Institute for Child Health and Development (NICHD)
- National Reading Panel
- Research Panel on Minority Overrepresentation

# RtI

- RtI is an integrated approach to service delivery that encompasses general and special education
- SDs must develop a single, well-integrated system that connects general, remedial and special education
- SDs must integrate funding resources to produce infrastructure
- SDs must use universal screening and **scientifically research-based** interventions to guide instruction

# RtI in Pennsylvania...

## *Tools for Pennsylvania schools*

- *Overview of RtI and NASDSE Guide*
- *Universal Screening*
- *Explicit Instructional Strategies and Flexible Groupings*
- *Problem Solving Team and Using Data to Drive Instruction*
- *Progress Monitoring and the Use of Data*
- *Positive Behavior Supports*
- *Big Ideas in Reading and Math*
- *Using RtI in the Determination of Eligibility for Special Education*
- *Training for Principals and Administrators*

# Rtl in Pennsylvania...

## *Effective Instruction*

- Effective Instruction, flexible grouping, teaming, Universal Screening

## *Monitoring progress and using data to inform instruction*

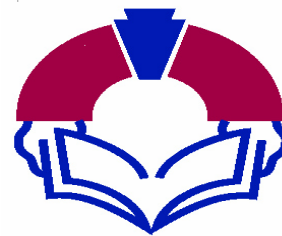
- PSSA, PASA, PVASS, Benchmark, eMetrics, Grow Network

## *Planning*

Getting Results!, Leading for Learning!

**An opportunity for a unified system, high-quality instruction/intervention for all children matched to student needs.**





The mission of the Pennsylvania Department of Education is to lead and serve the educational community to enable each individual to grow into an inspired, productive, fulfilled lifelong learner.