



AZ Response to Intervention (RTI)

Exceptional Student Services (ESS) Comprehensive System of Personnel Development (CSPD)

Overview

Provisions in IDEA 2004 and No Child Left Behind are designed to encourage school districts to provide additional support for struggling students within general education. IDEA 2004 encourages schools to begin using the RTI process to determine if students respond to scientific, research-based interventions as part of the evaluation procedures to determine which students may have a specific learning disability (SLD) and need special education.

<http://www.ade.state.az.us/ess/resources/lawsRegs/06-6656IDEA04Regulations.pdf>

ESS offers districts and charter schools the opportunity to submit an “Assurance Letter” for using RTI in the process of identifying students with specific learning disabilities. The “Assurance Letter” must be filed with Exceptional Student Services prior to using RTI for SLD eligibility. <http://www.ade.az.gov/ess/memos/2009/SPED09-01.doc>

To assist schools in implementing the RTI process into their curriculum, CSPD offers professional development opportunities based on the RTI framework. All CSPD professional development is aligned with the needs of the districts/charters and the State Performance Plan (SPP) Indicators.

<http://www.ade.state.az.us/ess/downloads/AZStatePerformancePlan.pdf>

Data-Based Decisions

Just as CSPD trainings are data-driven so are the schools’ goals for improvement while in training. All teams must establish baseline data. Throughout the two years, schools will use data to drive instruction and changes to improve student achievement, behavior, and least restrictive placements for students with disabilities. Data collection requirements vary per training. ESS funds a free database for all schools to use for academic data collection. www.azrti.com

Curriculum and Instruction

Curriculum and instruction are based on the needs of the teams. We offer the latest in evidence-based practices for delivery models, core instruction, and interventions. We follow the three-tiered model for implementing the RTI framework into our curriculum, and the teams follow the same model at their schools. Our curricula are based on the

needs of the schools to be compliant to the State Standards by utilizing evidence-based practices.

Professional Development

CSPD professional development follows the National Staff Development Council Standards <http://www.nsd.org/standards/index.cfm> and the Accelerated Learning approach <http://www.alcenter.com/>. The following trainings are currently available to schools demonstrating the need to meet compliance with State Performance Plan (SPP) indicators.

- Arizona High Achievement for All (AHAA) - Indicators 4 and 5
- Arizona Students Achieving Mathematics Academy (ASAMA) - Indicator 3
- Autism Spectrum Disorder (ASD) - Indicator 5
- Positive Behavior Intervention & Supports (PBIS) - Indicator 5
- Systemic Change In Reading - Indicator 3

All CSPD trainings are developed to ensure systemic change at the school sites. Capacity building grants are offered for a five member team to attend two years of training sessions. The team must include the building administrator, a special education teacher, and a general education teacher. These essential members are necessary for staff acceptance of change, implementation, and high-level collaboration between special education and general education staff.

Throughout the two year professional development, team members will gain knowledge from the expertise of national presenters, demonstrate knowledge gained through engagement activities and site implementation, and exhibit the increase in compliance with data growth.