
Features of State Response to Intervention (RTI) Initiatives in Northeast and Islands Region States

The project analyzes the RTI-related initiatives, policies, regulations, and structures for support in all nine REL Northeast & Islands jurisdictions. The project consisted of a scan of state education agency (SEA) websites across the nine jurisdictions using a common set of keywords to collect current policies, regulations, and guidance documents related to RTI.

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PROJECT OBJECTIVES

- Describe and summarize the regulations, policies, guidance, and state initiatives related to RTI available through state education agencies (SEAs) websites.
- Describe and classify the characteristics of state approaches to RTI as evidenced in the publicly available documents.
- Compare the state approaches to RTI using an RTI framework (Mellard 2004).

METHODOLOGY

- Systematically search for documents using the same set of keywords on all nine REL-NEI SEA websites. (Spanish translations were provided for use with the Puerto Rico Department of Education's website.)
- Systematically classify each document by type.
- Systematically code each document using the RTI framework.
- Describe results from the web search and analysis in narrative summaries of each jurisdiction's RTI initiative.

AUDIENCE & APPLICATION

- State and district policymakers exploring and/or implementing RTI policies.
- Other local and regional stakeholders interested in RTI issues.

FINAL PRODUCTS

- Issues & Answers Report published by the Institute of Education Sciences, which may be found at: <http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=212>

What Are Fast-Response Projects?

Fast-Response Projects are short-term projects that respond to regional and national needs and priorities and provide research-based knowledge to inform policy and practice. They use methods such as research syntheses, mining of existing data sets, and descriptive studies.



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This review of documents on response to intervention (RTI) available on state education agency (SEA) websites in the nine Northeast and Islands Region jurisdictions concludes that RTI is supported in the following seven jurisdictions as an overall school instructional improvement approach or an approach to determining special education eligibility: Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont.

The report also finds that RTI documents in the seven jurisdictions address the eight core features of RTI as defined by the National Research Center on Learning Disabilities:

- high-quality classroom instruction,
- research-based instruction,
- assessment of classroom performance,
- universal screening,
- continuous progress monitoring,
- research-based interventions,
- progress monitoring during interventions, and
- fidelity measures.

Of the seven jurisdictions, at the time of data collection (July to September 2008) all allowed RTI to be used to determine student eligibility for special education at the local level. Since July 2009, Connecticut has required use of RTI to determine eligibility for special education under the specific learning disability category, and New York will do so by 2012.

In addition, all seven states require or recommend a three-tiered model of intervention, five states require or recommend use of a readiness self-assessment or plan (Maine, New Hampshire, New York, Rhode Island, and Vermont), and four have appropriated funds for RTI pilot or demonstration sites (New Hampshire, New York, Rhode Island, and Vermont).

Researchers found no documents addressing RTI on the Puerto Rico or Virgin Islands SEA websites, but this is not evidence that these two jurisdictions do not permit the use of RTI in the special education eligibility determination process.

Contact Information

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