
Case Study: Irving ISD Undergirds Response to Intervention with a Visually Intuitive, User-Friendly, Process Resource Center

Question: Response to Intervention; What if you don't get it right?

Answer: The risk of student academic failure dramatically increases; the likelihood of empowering student success is greatly diminished.

Problem: Teachers and principals are making valiant attempts at implementing Response to Intervention as designed. The reality is the complexity of Response to Intervention combined with tremendous teacher and staff workloads and the individualized attention required for students are often overwhelming to the point where they get stuck as to what to do and when.

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Solution: The PDFramework™ Web-based Process Resource Center, customized for execution of the Irving Independent School District's (Irving ISD) Response to Intervention guidelines:

- ✓ A web-based intuitive framework that places district supported Response to Intervention resources at the fingertips of users. The framework contains links with dynamic navigation to
 - Knowledge bases, screeners, applications, documents, and related information resources
 - Policies and governance
 - Analytics, outcomes, dashboards, etc.
 - Websites, videos, and other resources as needed
- ✓ Provides the Response to Intervention process in visually segmented workflows clearly illustrating to the user and all stakeholders what, when, and how to execute specific tasks
- ✓ Provides a clear definition of roles and responsibilities for all stakeholders to understand who is accountable, who is responsible, who needs to be consulted, and who needs to be informed for every workflow in the process
- ✓ Accessible from the district's intranet via computers, laptops, tablets, and smart phones

Overview

The Irving Independent School District (Irving ISD) is taking an aggressive leadership position to improve the likelihood of success for students at risk of academic failure. A high percentage of students in the district are from families that speak English as a second language. Typically the students test one year behind national averages. Judy Rudebusch, Ed.D. and Assistant Superintendent Student Services & Federal Programs, speaks for the organization when she states, “Our district is concerned and we work very hard with students who are struggling.” Dr. Rudebusch is well known in her profession as having a keen interest in and commitment to improving public education using a systems approach to continuous improvement. Her passion to help students at risk for academic failure to succeed is reflected in her sponsorship to bolster the district’s Response to Intervention program.

Response to Intervention (RtI or RTI) is a system of scientifically researched interventions providing early assistance for elementary and secondary education students who are demonstrating academic learning and/or behavioral difficulties. RtI provides three tiers of intervention intensity depending on individual student’s response. The interventions are specialized into specific “Pillars of Focus” and are applied depending on the individual student’s needs.

Problem – Maintaining Fidelity of Implementation

RtI curriculum and instructions are based on scientific research. Essential to the success of RtI is the concept of “Fidelity of Implementation”. Fidelity of Implementation is the consistent and accurate application of the intervention curriculum and instruction practices as they were intended. Fidelity of Implementation requires that decisions are made on data-supported information. A lack of positive response to an intervention may be due to student characteristics or it may be due to the method with which the instruction was exercised. Fidelity of Implementation:

- ✓ Links the student outcomes with the selected intervention. It is difficult to correctly analyze the student’s lack of response if the intervention is not exercised with the designed consistency and accuracy.
- ✓ Is critical for data integrity
- ✓ Establishes a baseline for measuring consistency
- ✓ Helps determine the effectiveness of the intervention service provider

Fidelity of Implementation is required both at the teacher and the school level. The teacher level addresses the characteristics of the implementation of individual student interventions and decisions concerning individual progress. The school level addresses systemic standardization, sustainability, fidelity checks, professional development, service provider competency and accountability. School level Fidelity of Implementation includes:

- ✓ A definitive description of components, procedures, and techniques
- ✓ Clearly defined roles and responsibilities and accountability measures
- ✓ Creating and implementing a system for measuring processes, techniques and components
- ✓ Establishing a protocol and supporting system for feedback and decision making

Fidelity is very hard to maintain consistently.

As Dr. Rudebusch contends, “Our district has highly educated, experienced, and dedicated teachers and

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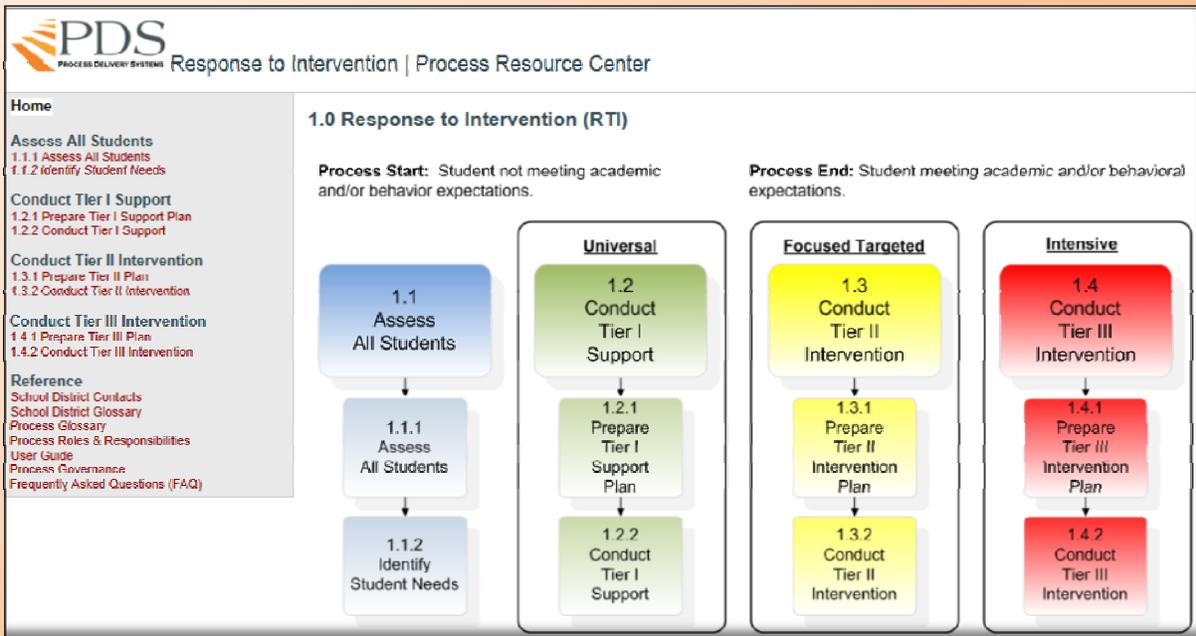
staff. Their motivation is not the problem.” Ms. Shannon Trejo, Division Director of Curriculum and Instruction PK-12, is the responsible for the district’s Rtl process design and governance and leads the district’s team of subject matter experts in the framework development and ongoing maintenance. Ms. Trejo further adds, “The complexity of Rtl combined with the student workload fuels teachers’ and staff’s sense of being overwhelmed. They get stuck. They don’t know what to do next. The workloads, student demands, and priorities don’t allow the luxury of having the time to research something so complex.”

[Solution – Rtl Process Resource Center](#)

To solve these issues and distractions from helping students at risk of academic failure, Irving ISD sponsored the development and implementation of a Response to Intervention Process Resource Center. Process Resource Centers are designed to help “get it right.” In today’s fast-paced, data-laden world, the everyday complexities are too much for anyone to remember. As a result, things tend to fall through the cracks because we don’t have the time or the luxury of a redo to get everything done correctly.

Process Resource Centers illustrate the total process end-to-end and in sufficient detail that ensures we don’t inadvertently miss a step. Process Resource Centers are visually robust web frameworks in which all relevant resources and factors are identified and visually connected such that all the dots are clearly laid out enabling all stakeholders to see and understand even if they are not the subject matter experts.

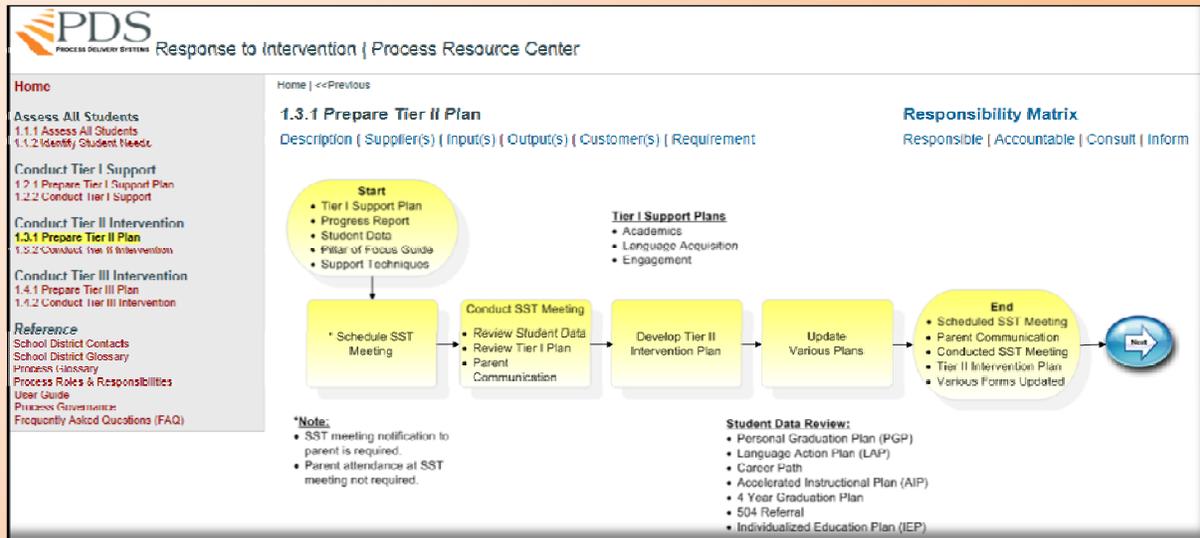
Websites offer a depth dimension to knowledge presentation not available in hard copy documents and not commonly used in online documentation. Process Resource Centers are web-based with which users have a very high degree of comfort. As such, navigation learning curves are minimal. The Process Resource Center resides on the district’s intranet providing easy access to authorized personnel at work, in transit, or from offsite locations.



Process Resource Centers are Web sites which place process workflows and associated resources at the fingertips of users. They are intuitive and easily accessed when needed during the normal course of business. Sophisticated workflows are segmented into visual units. Visual units are sequenced and connected in web pages.

Workflows can be easily illustrated in websites. Links to a wide variety of information can exist when they are needed within workflows. The appropriate resources are placed at the fingertips of the user when they need it. Website delivery of content eliminates the effort wasted combing through pages and paragraphs of mundane text in search of the appropriate information. This time wasted is better spent focused on the individual needs of students.

The Process Resource Center protects the RtI knowledge assets and program integrity from the inevitable changes that occur in personnel.



Point and click links are used for additional resources like:

- Segmented and full workflows
- Dashboards and analytics
- Work instructions, methods and procedures
- Illustrations, videos, and reference materials
- Policies and definitions
- Links to applications, websites, and other resources as required

Stakeholder roles and responsibilities are clearly defined within a responsibility assignment matrix. The matrix includes four categories:

- ✓ **Responsible (The Doers)** - Those who do the work to achieve the task
- ✓ **Accountable (The Buck Stops Here)** - The one ultimately answerable for correctness and thoroughness of the completed task
- ✓ **Consult** - Those whose opinions are sought, typically subject matter experts
- ✓ **Inform** – Those who are kept up-to-date

Stakeholders include:

- ✓ The district intervention coordinator
- ✓ Campus chairpersons, facilitators, case managers, and behaviour specialists
- ✓ Parents and students

As process manager, Ms. Trejo monitors district usage of the process. She also is responsible for Rtl governance which includes team review, updates, and changes

Ms. Trejo noted that in previous years, there was very little Rtl related information in the Student Data files. This year, she is seeing a marked increase in the Rtl related data being input into their system. She states, "The Process Resource Centers have become transparent. The flows show our teachers and staff what to do to get unstuck. A lot of work went into defining the Rtl workflows. This included a good level of facilitated collaboration workshops with our district teams to define how Response to Intervention should be executed specifically for our district. This helped a great deal in clarifying and standardizing definitions and policies and identifying screeners that work best for the district, teachers, and students. It also helped us better define to vendors our needs in terms of software functionality, input forms, and reports. With the workflows thoroughly illustrated and visual, we are now focused on how our digital documents work with the processes. We have a large number of forms and reports available in our intervention systems, but we are finding a good number of them are irrelevant to our needs. We've also identified inconsistencies among vendors as to how they define tiers one, two, and three."

The next phase is to define the school/district level analytics for program effectiveness as well as defining and evaluating the value received from the intervention investments.

The Process Resource Center was implemented and introduced to the leadership teams of the schools in the district this year. The following are comments from some of the teams:

- ✓ "This clarifies the steps in the process."
 - ✓ "It greatly reduces the confusion."
 - ✓ "Links to resources are there as we need them."
 - ✓ "Makes the process look simple, not overwhelming."
 - ✓ "Now this makes sense!"
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About Process Delivery Systems

Process Delivery Systems is a business process management consulting firm. We help our clients improve their ability to deliver the value expected by their customers in a fashion that is sustainable and provides the return on investments sought after by their investors and stakeholders. We do this by helping our clients define, optimize, calibrate and manage their business processes to meet their key metrics, budgets and improve the alignment between operations and strategy.

The end-users' ability to efficiently and effectively execute key business processes impacts the organization's ability to meet its goals. We help improve the end users' ability to quickly understand and correctly execute the organization's key business processes with Process Resource Centers. Process Resource Centers are user-centric web sites that place critical procedural content at the fingertips of users in a very intuitive manner for use in the normal course of business.

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