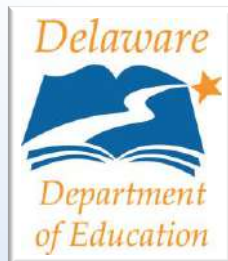


# **RESPONSE TO INTERVENTION (RTI)**

## **Overview for Secondary Leadership Teams**

**Updated March 2014**



# What Is RTI All About?

Know	Understand	Do
<p><b><i>RTI is:</i></b></p> <ul style="list-style-type: none"><li>▪ Three-tiered model</li><li>▪ State requirements</li><li>▪ Funding sources</li><li>▪ Other state initiatives that support/help meet requirements</li></ul>	<p>Implementing the core components of RTI supports secondary school efforts to effectively and efficiently respond to the instructional and behavioral needs of all students so they are college and career ready.</p>	<ul style="list-style-type: none"><li>▪ Evaluate current practices, and policies to identify what is already in place and working.</li><li>▪ Analyze the needs/skills of all staff and students to effectively match instruction to needs.</li><li>▪ Develop a comprehensive plan for next steps.</li></ul>

# RTI

**Key Learning:** Implementing the core components of RTI supports secondary schools effective and efficient response to the instructional and behavioral needs to support college and career readiness for all students.

**Unit Essential Question:** How can secondary schools use the process of RTI to effectively and efficiently respond to students' instructional and behavioral needs to support college and career readiness for all students?

**Concept:**  
**Requirements**

- Define RTI
- Define three-tiered model
- Review state regulations
- Identify funding sources

**Concept:**  
**Current Status**

Provide an overview of the current state initiatives that support the implementation of the RTI process at the secondary level.

**Concept:**  
**Next Steps**

School teams will evaluate current practices and procedures to determine school staff and student needs that will drive next steps in implementing the RTI process.

# What Is Response to Intervention (RTI)?

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## *Effective Educational Practices for All*

RTI is the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction or goals and applying child response data to important educational decisions. RTI should be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by child outcome data.

(NASDSE, 2006)

# Core Principles of RTI

(1 of 2)

- Use effective practices to teach all children
- Use research-based, scientifically validated core instruction with fidelity
- Use assessment data to inform instructional decisions (variety of data including screening and progress monitoring)
- Use a problem-solving method to make decisions within a multi-tier model of service delivery

# Core Principles of RTI

(2 of 2)

- Use research-based, scientifically validated interventions matched to student need with continuous progress monitoring
- Use interventions early
- Use data as part of the evaluation process for determining eligibility for special services

# RTI

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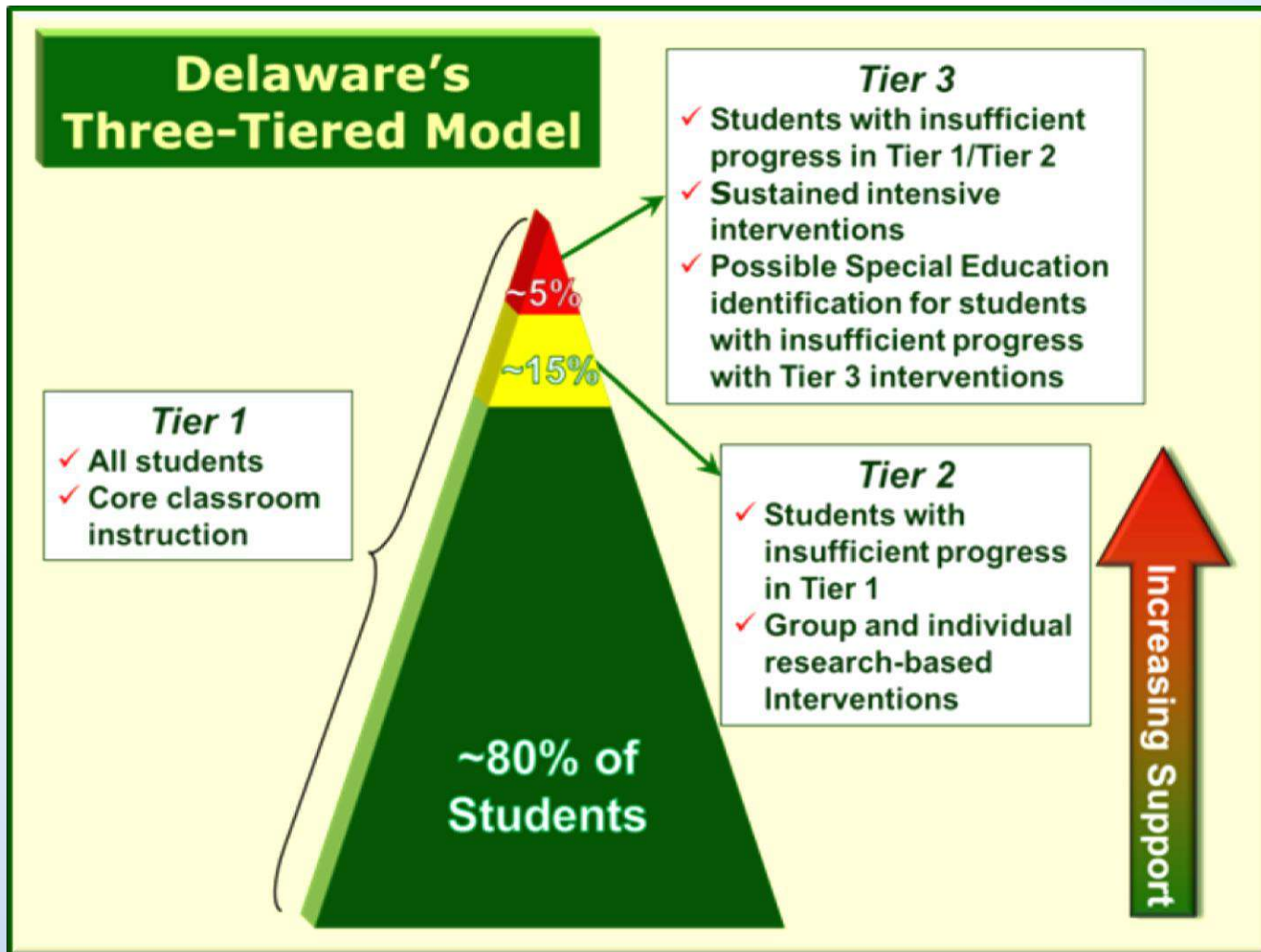
## First....

- Look at how system addresses student needs
  - It is our responsibility to identify the curricular, instructional, and environmental conditions that enable learning

## Before....

- Looking to the individual learner to explain why students are struggling

# Delaware's Three-Tiered Model





# Advantages of Multi-Tiered Approaches (1 of 2)

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- Provides instructional assistance in a timely fashion
- Helps ensure a student's poor academic performance is not due to poor instruction or inappropriate curriculum
- Informs teacher and improves instruction because assessment data are collected and closely linked to interventions
- Serves students who require little intervention as well as students who require long-term intervention

# Advantages of Multi-Tiered Approaches (2 of 2)

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- Matches level of support to student need
- Informs instructional needs for special education decisions
- Allows for exit from special education when appropriate based on ongoing measurement of progress and response to intervention

# Why RTI?

- Implementation of RTI is predicated on effective practices in the **general education** classroom
  - Students cannot be identified as having a learning disability if their difficulty is due to a lack of effective instruction
  - Programs need to be research-based and implemented as designated
  - **Prevention-oriented**
  - “RTI requires a way of thinking about instruction, academic achievement, and individual differences that makes it impossible to implement without fully involving general education” (Technical Assistance Paper, ODE, p. 2)

# **RTI Delaware Regulations**

**Effective Date: June 11, 2008**  
**(reflects changes to the August 11, 2007,**  
**RTI Regulations)**



# General Requirements

(1 of 3)

- DOE-approved rubrics must be used to select programs of instruction and Tier 2 and Tier 3 interventions for reading and mathematics
- Most interventions at all tiers occur in the general education classroom
- Students who are already eligible for special education will **not** have to be evaluated under RTI until their next required re-evaluation

# General Requirements

(2 of 3)

- Fidelity of implementation of instruction, interventions, and adherence to the core curriculum are critical
- 80% rule and school-based team review
- **All elementary students** will be screened at least 3 times per year
  - First screening for at-risk students within 2 weeks of beginning of school
  - Screening for all students shall be regularly spaced throughout the school year

# General Requirements

(3 of 3)

- **All at-risk students at the secondary level** will be screened at least 3 times per year at regularly spaced intervals
- Screening instruments will be norm-referenced or curriculum-based
- Progress-monitoring instruments must be curriculum-based

# Tier 1

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- Students not at benchmark on any screening...
  - At or below 25<sup>th</sup> percentile on norm-referenced assessment or designated cut point on curriculum-based measure
    - Provide Tier 2 interventions in addition to core program
  - Between 25<sup>th</sup> percentile on norm-referenced assessment or designated cut point on curriculum-based measure and benchmark
    - School-based team reviews program and progress
    - At least 6 weeks of Tier 1 interventions
    - Progress monitor every 2 weeks



# Tier 2

(1 of 2)

- Weekly progress monitoring
- Small group
- At least 90 minutes per week
- No less than 2 sessions per week
- At least 6 weeks of Tier 2 interventions
- For students identified in need of intervention in both reading and mathematics, an instructional support team (IST) will design intervention for no less than 120 minutes per week

# Tier 2

(2 of 2)

- If no progress, or insufficient progress, after 6 weeks of Tier 2 interventions, then IST reviews
  - Additional assessments?
  - Changes in instruction or behavioral interventions?
  - Child requires Tier 3 interventions?
  
- If no progress, or insufficient progress, after 12 total weeks of Tier 2 interventions, child moves to Tier 3 interventions

# Tier 3

(1 of 3)

- Weekly progress monitoring continues
- Smaller group than Tier 2
- At least 150 minutes per week
- No less than 4 sessions per week
- At least 6 weeks of Tier 3 interventions
- For students identified in need of intervention in both reading and mathematics, an IST will design intervention for no less than 180 minutes per week

# Tier 3

(2 of 3)

- If after 6 weeks of Tier 3 interventions (for a total of 18 weeks of intervention)...
  - Progress is made, but child is not on trajectory to meet end-of-year benchmarks, then IST reviews
    - Additional assessments?
    - Changes in instruction or behavioral interventions?
    - Refer for special education evaluation?
  - Child has made no progress, then IST refers the child for special education evaluation

# Tier 3

(3 of 3)

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- If after 6 additional weeks of Tier 3 interventions (for a total of 24 weeks)...
    - Progress is made, but child is not on trajectory to meet end-of-year benchmarks, then IST refers the child for special education evaluation

# Flexibility Between Tiers

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- System permits students to move between tiers of intervention based on progress toward benchmarks and IST review
- Special education re-evaluations available to permit students to move between general and special education

# Delaware RTI at a Glance

(1 of 2)

- Tier 1 implementation of scientific, research-based core curriculum aligned with state standards
- Differentiated instruction matched to student need
- Tiers 2 and 3 of increasingly intense scientific, research-based interventions matched to student need
- Instructional intensity addressed through duration, frequency and time of interventions, group size, and matched instructor expertise to student need

# Delaware RTI at a Glance

(2 of 2)

- Individual problem-solving model and standardized intervention protocol for intervention tiers
- Screening and progress monitoring to assess entire class progress and individual student progress
- Explicit decision rules for assessing learner's progress
- Fidelity measures to assess consistency of instructional methods, curriculum, interventions, and assessment



# Challenges/Opportunities

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## Jigsaw Article:

### *Response to Intervention in Secondary Schools: Is It on Your Radar Screen?*

**5 Expert Groups  
Advanced Organizer  
Summary Tool**

**Topic**

How does the rationale for RTI relate to secondary education?

**Details**

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**Main Idea Sentence**

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# **Scheduling in Secondary Schools**

**With an RTI Mindset**



# RTI and Scheduling in Secondary Schools *(1 of 2)*

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## Secondary School Vignette Part 1

The Smith Jones Secondary School (SJSS) is a diverse rural, grades 9–12, Delaware school of 1,000 students. The school is 30% African American, 30% Hispanic, and 40% Caucasian. SJSS has two feeder schools. One school is a high-performing school while the other has less than desirable academic performance. SJSS has AYP concerns and attendance issues as well as a high rate of staff turnover and limited community support. The leadership team at SJSS decides to begin implementing RTI in the fall. The students at-risk for academic success are identified and interventions are designed to meet students' targeted needs.

- Who will deliver the interventions?
- When will the interventions be provided?


# RTI and Scheduling in Secondary Schools *(2 of 2)*

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## Secondary School Vignette Part 2

The Smith Jones Secondary School (SJSS) designed a multiple approach to scheduling students for interventions. Students in grades 10–12, identified for Tier 2 interventions, were assigned to three separate specialists. Rather than a set schedule, a specialist pulled the individual students from class when time permitted in the specialist's schedule. SJSS grouped all 9<sup>th</sup> grade students together that fell below the 25<sup>th</sup> percentile in reading on the universal screening tool. These students were scheduled for an expanded core ELA block developed to last the entire school year. Instruction is decelerated, and the double block allows for additional time for intervention.

- What are the strengths and weaknesses of each approach?
- What are other options for scheduling students for interventions?



**RTI is a collaborative  
and systemic approach  
to addressing the needs  
of all students.**

# Where Do We Go From Here?

