Response to Intervention
An Overview

Education Success Task Force
September 12, 2011
RtI Defined:

RtI is the practice of systemically providing high-quality, research-based instruction and intervention that...

- Is matched to student need
- Uses frequent progress monitoring to make decisions about instruction and goals, and
- Applies the child’s response data to important educational decisions

[NASDSE, 2005]
Why RtI

• General, compensatory, special, and gifted education operating as a seamless, unified system.
• Ensures all students receive high quality instruction and are held to high standards of achievement.
• Provides help more quickly to struggling learners, preventing the “wait-to-fail” phenomenon.
• Provides alternate interventions – special education or other eligibility-driven programs not the only pathway to assistance.
• Shifts focus from eligibility to a focus on effective instruction and results.
• Lowers proportion of minority students misidentified as needing special education.
The Research

<table>
<thead>
<tr>
<th></th>
<th>Systemic Outcomes</th>
<th>Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Studies</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>Mean Effect Size* (unweighted)</td>
<td>1.53</td>
<td>.96</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>1.02</td>
<td>.77</td>
</tr>
<tr>
<td>Unbiased Estimate of Effect</td>
<td>1.54</td>
<td>1.02</td>
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*Effect Size: the increase or decrease in achievement of the experimental group in standard deviation units. Typically an effect size of .8 or higher is considered a strong effect.

Colorado Multi-Tiered Model of Instruction & Intervention

**Intensive Level**
Interventions are provided to students with intensive/chronic academic and/or behavior needs based on ongoing progress monitoring and/or diagnostic assessment.

**Targeted Level**
Interventions are provided to students identified as at-risk of academic and/or social challenges and/or students identified as underachieving who require specific supports to make sufficient progress in general education.

**Universal Level**
ALL students receive research-based, high quality, general education that incorporates ongoing universal screening, progress monitoring, and prescriptive assessment to design instruction. Expectations are taught, reinforced, and monitored in all settings by all adults. Discipline and other data inform the design of interventions that are preventative and proactive.
Leadership includes creating a clear vision & commitment, inspiring growth, holding high standards, promoting systemic changes, committing resources, and supporting problem-solving.

A curriculum is an organized plan designed to promote mastery of the state standards, and instruction is designed to ensure all students master these goals.

The problem-solving process involves creating a collaborative culture that engages in problem-solving at all levels (BOCES, district, school, classroom, and individual student). The PS model is a 4-step model used to address identified concerns with all relevant stakeholders (educators, families, students etc.)
To provide a framework with consistent language, Assessment is the ongoing process of gathering information to make educational decisions for both academics and behavior. There are four primary types of assessment, with distinct purposes and uses (screening/benchmarking, diagnostic, progress monitoring, outcome/summative).

A positive school climate is an environment that is proactive, safe, and culturally responsive. It is built upon a caring school community that welcomes, honors, supports and builds relationships with diverse learners and families to increase academic and emotional-social outcomes.

Family and community partnering is the collaboration of families, schools, and communities as equal partners in improving learner, classroom, school, and district outcomes.
## Research to Practice: The Universal Tier Tier

<table>
<thead>
<tr>
<th>Curriculum &amp; Instruction</th>
<th>Problem-Solving</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research-based curriculum &amp; instructional practices</td>
<td>Professional Learning Communities</td>
<td>School-wide screenings 3 times per year</td>
</tr>
<tr>
<td>Based on state standards</td>
<td>Data-dialogue meetings Grade or Content-level meetings</td>
<td>Classroom assessments</td>
</tr>
<tr>
<td>Intervention occurs in the general design of the classroom</td>
<td>Address curricular gaps based on review of class benchmarks or other data</td>
<td>Benchmarks</td>
</tr>
<tr>
<td>Instructional changes are made based on classroom and school-wide assessment</td>
<td></td>
<td>Quarterly and Unit Assessments</td>
</tr>
</tbody>
</table>
1st Grade Teacher:
Before Explicit, Systematic Universal Curriculum

2004-2005

Phoneme Segmentation Fluency

Correct Phonemes

[Bar chart showing phoneme segmentation fluency over time]
Same 1st Grade Teacher, Different Cohort: After Explicit, Systematic Universal Curriculum

2005-2006
Phoneme Segmentation Fluency

Correct Phonemes
Research to Practice: The Targeted Tier

<table>
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<th>Curriculum &amp; Instruction</th>
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<tr>
<td>Instruction supplements, not supplants core instruction</td>
<td>Schoolwide data used to determine necessary standard protocol interventions</td>
<td>Progress is monitored more often (weekly, bi-monthly)</td>
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<td>Focus on non-responders to universal</td>
<td>Consultation between consultant and teacher to support the process</td>
<td>Diagnostic assessments used to target interventions</td>
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<td>Standard protocol interventions adopted</td>
<td>Individual problem-solving team meeting includes families from the beginning</td>
<td>Trends in performance used to gauge effectiveness of supports &amp; interventions</td>
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<td>Short-term intervention</td>
<td></td>
<td>Ineffective intervention plans are adjusted in a timely manner</td>
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<tr>
<td>Homogeneous small group instruction</td>
<td></td>
<td>Intervention plans modified based on emerging needs</td>
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Monitoring Student Progress

GAP ANALYSIS GRAPH

- Student Aim Line
- Peer Average Aim Line
- Actual Student Growth

Number of Weeks
Words Read Per Minute

0 1 2 3 4 5 6 7 8 9 10 11 12
Monitoring Student Progress

GAP ANALYSIS GRAPH

- **Student Aim Line**
- **Peer Average Aim Line**
- **Actual Student Growth**

Number of Weeks vs. Words Read Per Minute

- **X-axis:** Number of Weeks (1 to 12)
- **Y-axis:** Words Read Per Minute (0 to 100)

Graph showing the progress of student reading speed over time, compared to aim lines and actual student growth.
## Research to Practice: The Intensive Tier

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<th>Assessment</th>
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<tr>
<td>Intervention may or may not stay the same; <em>will</em> increase in</td>
<td>Same process as targeted tier, focus shifts to why interventions have been unsuccessful</td>
<td>Progress monitoring may need to happen every week depending on the grade level and/or skill</td>
</tr>
<tr>
<td>✓ Intensity</td>
<td></td>
<td></td>
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<tr>
<td>✓ Frequency</td>
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<td></td>
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<tr>
<td>✓ Duration</td>
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</tr>
<tr>
<td>Supplemental curriculum is preferred—if supplanting, consideration is given to potential unintended consequences</td>
<td>Develop &amp; improve existing interventions or generate new ones that are more intensive and individualized</td>
<td>Further diagnostic assessment may be necessary to identify breakdowns in learning &amp; identify interventions</td>
</tr>
<tr>
<td>Lack of progress and inability to close the gap with intensive interventions may indicate a disability issue</td>
<td>Consultants continue to dialogue with classroom teacher, parent, etc. between meetings to support intervention plan</td>
<td></td>
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Monitoring Student Progress

GAP ANALYSIS GRAPH

- Student Aim Line
- Peer Average Aim Line
- Tier II Intervention
- Tier III Intervention
Monitoring Student Progress

GAP ANALYSIS GRAPH

- Student Aim Line
- Peer Average Aim Line
- Tier II Intervention
- Tier III Intervention

Words Read Per Minute vs. Number of Weeks
What Can RtI do for Educators?

• Validate the effectiveness of teaching
• Determine areas of weakness immediately
• Set individual goals and determine progress at any time
• Evidence student growth with data
• Ability to track progress over time

[LRP Publications, 2006]
RtI Tools for Support

• Tools & Resources
  – Guidebooks
  – Videos

• Professional Development
  – Online courses

www.cde.state.co.us/rti