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SCHOOL
DISTRICT

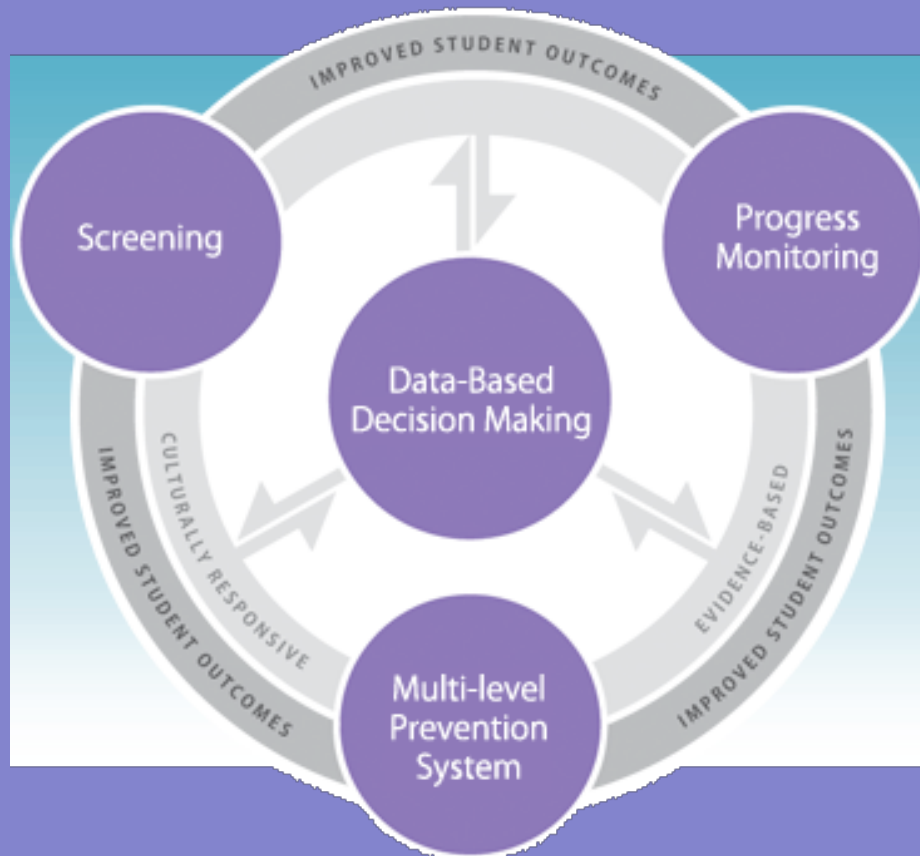


Great Schools
Successful Kids

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RESPONSE TO INTERVENTION AND INSTRUCTION

RtI² FRAMEWORK



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Thank you to the following Rtl Committee members for your input and support to the Rtl process in the Fullerton School District:

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Response to Intervention and Instruction Overview

In California, RtI is a systematic, data-driven approach to instruction that benefits every student. RtI integrates resources from general education, categorical programs, and special education through a comprehensive system of core instruction and tiered levels of interventions to benefit every student. The CDE work group expanded the notion of RtI to RtI², Instruction and Intervention, to emphasize the full spectrum of instruction, from general to intensive.

RtI integrates assessment and intervention within a multi-tiered prevention system to maximize student achievement and to reduce behavior problems. With RtI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

Implementation of RtI includes a multi-level prevention system that includes three levels of intensity or prevention. The primary prevention level includes high quality core instruction. The secondary level includes evidence-based intervention(s) of moderate intensity. The tertiary prevention level includes individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention.

At all levels, attention should be on fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths. RtI should be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction and intervention guided by student outcome data.

Student outcome data are essential to:

- Making accurate decisions about the effectiveness of general and remedial education instruction/interventions;
 - Making early identification for interventions with academic and behavioral problems;
 - Preventing unnecessary and excessive identification of students with disabilities;
 - Deciding eligibility for special programs, including special education; and
 - Determining individual education programs as well as delivering and evaluating special education services.
- RtI is primarily a function of general education and aims to provide additional support to struggling learners through early intervention. Students are identified through a process called **Universal Screening**. In a Professional Learning Community, all students are monitored for proficiency three times per year.
 - Students identified as needing additional support are provided with instruction and interventions that meet their specific skill deficits. Every school site develops varying degrees of intervention, or a Pyramid of Interventions, that range from whole-class differentiation, to small group work, to one-to-one instruction provided by the teacher or a specialist.
 - Frequent **Progress Monitoring** of student success is vital to modify instruction. Data that indicates substantial lack of progress after implementation of classroom interventions signal the need for additional intensive instruction in more substantial blocks of time, using interventions that match the specific skill deficit.

RtI Core Components – California Department of Education

A cohesive RtI process integrates resources from general education, categorical programs and special education into a comprehensive system of core instruction and interventions to benefit every student. The following core components are critical to the full implementation of a strong RtI process.

1. High-quality classroom instruction.

Students receive high-quality, standards and research-based, culturally and linguistically relevant instruction in their classroom setting by highly qualified teachers.

2. High expectations

A belief that every student can learn including students of poverty, students with disabilities, English learners, and students representing all ethnicities are evident in the school and district cultures.

3. Assessments and data collection

An Integrated data collection and assessment system includes universal screening, diagnostics and progress monitoring to inform decisions appropriate for each tier of service delivery.

4. Problem-solving systems approach

Collaborative teams use a problem-solving systems process and method to identify problems, develop interventions and evaluate the effectiveness of the intervention in a multi-tiered system of service delivery.

5. Research-based interventions

When monitoring data indicate a lack of progress, an appropriate research-based intervention is implemented. The interventions are designed to increase the intensity of the students' instructional experience.

6. Positive behavioral support

School staff members use school wide and classroom research-based positive behavioral supports for achieving important social and learning outcomes.

7. Fidelity of program implementation

Student success in the RtI² framework requires fidelity of implementation in the delivery of content and instructional strategies specific to the learning and/or behavioral needs of the student.

8. Staff development and collaboration

All school staff members are trained in assessments, data analysis, programs, and research-based instructional practices and positive behavioral support. Site grade level or interdisciplinary teams use a collaborative approach to analyze student data and work together in the development, implementation, and monitoring of the intervention process.

9. Parent/ family involvement

The involvement and active participation of parents/families at all stages of the instructional and intervention process are essential to improving the educational outcomes of their students.

Parents/families are kept informed of the progress of their students in their native language or other mode of communication, and their input is valued in making appropriate decisions.

10. Specific Learning Disability Determination

The RtI approach may be one component of Specific Learning Disability determination as addressed in the Individuals with Disabilities Education Act of 2004 statute and regulations. As part of determining eligibility, the data from the RtI process may be used to ensure that a student has received research-based instruction and interventions.

Response to Intervention - Description

Tier I - High-Quality Core Instruction

All students receive high quality, scientifically based differentiated instruction to ensure that any lack of growth is not due to inadequate instruction. Tier I is the foundation and consists of core instructional methodologies, practices and supports designed for all students in the general curriculum. All students are universally screened three times per year to identify those students who are not meeting proficiency and need additional support. Tier I is effective if at least 80-90% are meeting benchmarks with access to Core/ Universal Instruction.

Tier I – Core begins with clear goals:

- What exactly do we expect students to learn?
- How will we know when they have learned it?
- How you we respond when they don't learn?
- How will we respond when they already know it?

Tier II - High-Quality Classroom and Supplemental Interventions

Professional Learning Community grade level teams identify and problem solve surrounding the needs of groups of students who are performing below proficiency on District Benchmarks and common grade level assessments. Tier II is an addition to core curriculum and consists of scientific, research-based supplemental to core instructional methodologies. Practices and supports are designed for groups of at-risk students. Students receiving Tier II interventions should be progress monitored every one to two weeks. Instructional changes are centered on data based decision-making and progress should be reviewed every 6-8 weeks.

Tier II - Core plus supplemental instruction begins with clear goals:

- Where are the students performing now?
- Where do we want them to be?
- How long do we have to get them there?
- How much do they have to grow per year/monthly to get there?
- What resources will move them at that rate?

Tier III - High-Quality Research-Based Small Group Interventions

Response to Intervention teachers and Professional Learning Community teams identify and problem solve surrounding the need of a student who is performing far below proficiency on District Benchmarks and common grade level assessments. Tier III is an addition to core curriculum and consists of scientific, research-based supplemental instructional and behavioral methodologies designed for few students who are significantly below standards. Interventions are provided individually or in small groups allowing for flexibility within those groups. Interventions should be at least four days a week and their duration should at least be 6 weeks. Students are progress monitored weekly. Instructional changes are centered on data based decision-making and progress should be reviewed every 6 weeks. The students participating in Tier III Interventions may or may not be participating in Special Education Services.

Tier III - Core plus supplemental instruction plus individualized instruction begins with clear goals:

- Where is the student performing now?
- Where do we want he/she to be?
- How long do we have to get he/she there?
- What supports has he/she received?

- What resources will move he/she at that rate?