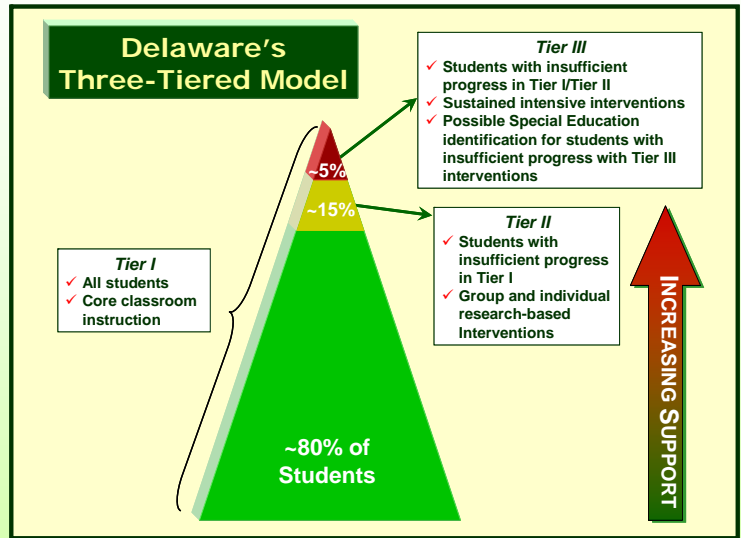


DELAWARE RESPONSE TO INTERVENTION

Response to Intervention (RTI) is a process which utilizes components of good instruction that have been around for many years. Federal law drew attention to these practices as an approach to identify and provide early intervention to struggling students. While these procedures have been used in some schools across Delaware, regulating RTI embeds the process systemically across all schools. Delaware regulates the use of RTI for all students as part of general education. RTI is a means to incorporate best practices and a data-driven system that informs instruction for closing the achievement gap in Delaware's classrooms.

RTI ensures that scientifically research-based instructional practices, matched to individual student instructional and behavioral needs, occur in general education. RTI requires teachers to replace practices that do not generate student improvement with those that do.



Key Principles of RTI

1. Effective administrative leadership to include support, prioritization of resources, and active participation.
2. Evidence-based instructional practices occur across multiple tiers using a scientifically research-based core curriculum aligned to Delaware Content Standards and are available to all students, all staff, in all settings all year.
3. High-quality instruction matched to individual needs is accessible to all students across all tiers.
4. Formative assessment data is collected to document student progress and analyzed to inform instruction.
5. Data-based decision making within a team problem-solving model provides the foundation that guides instruction, interventions, and transitions between tiers.

Some successful, systemic, data-informed practices that support RTI implementation and yield results in Delaware:

- ✓ Reading First
- ✓ Instructional Support Teams (IST)
- ✓ Positive Behavior Support (PBS)
- ✓ Schoolwide Title I

Advantages of Delaware's Multi-Tiered Approach

- ❖ 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(s) of adequacy of student progress and improves instruction because assessment data are collected and closely linked to instruction/interventions.
- ❖ Provides early intervention for students at risk for not meeting grade-level expectations.
- ❖ Serves students who require little intervention as well as students who require long-term intervention.

RTI is the practice of:

- Providing high-quality, research-based instruction and interventions matched to student needs to produce higher learning rates for all students.
- Differentiating instruction for students through a multi-tiered system of support that addresses need and intensity.
 - *All students participate in Tier I, the core curriculum.*
 - *Tier II and Tier III interventions are in addition to the core curriculum for students not making adequate progress in the core.*
 - *Tier II is more intensive than Tier III.*
- Assessing students' response to instruction/interventions early and frequently to inform student instruction and adjustment to intervention(s).
- Recording data to document progress or lack of progress toward end-of-year benchmarks and inform instructional decisions.
- Measuring interventions objectively and frequently in visual representation showing teacher, student, and parent the effects of an intervention and informing educational decisions.
- Collaborating with colleagues on instructional practices and data analysis to improve student achievement.
- Using a problem-solving process to choose and evaluate interventions.
- Intervening early—reducing the chance of academic failure.

Italics indicate regulatory language

Key Components of RTI

Curriculum

- ❑ Scientifically research-based
- ❑ Aligned to Delaware Content Standards
- ❑ Implemented with fidelity

Instruction

- ❑ Differentiated to meet individual student needs
- ❑ Incorporated and strategic use of grouping to maximize learning
- ❑ Protected, consistent, and sufficient time for student learning

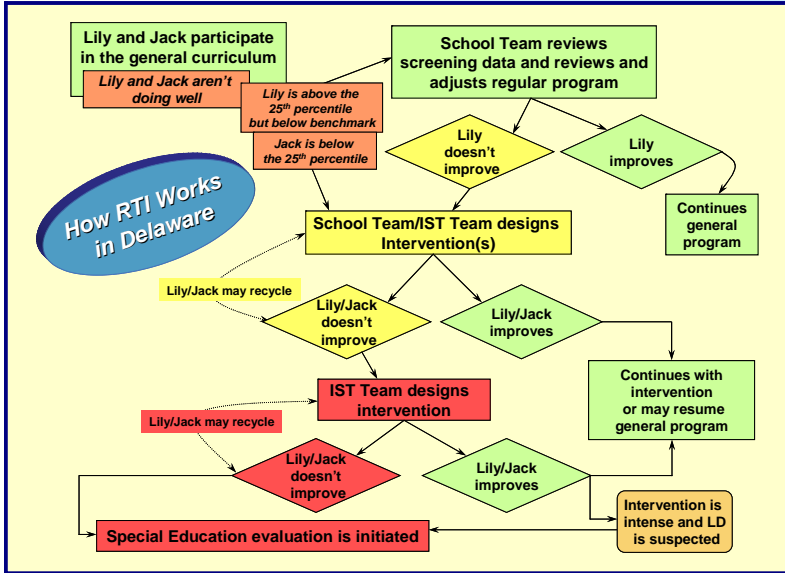
Assessment

- ❑ Frequent and regular
- ❑ Multiple sources including:
 - *Universal screening – 3 times a year at the elementary level and for at-risk students at the secondary level*
 - *Progress monitoring – every 2 weeks at Tier I for students not meeting benchmark and every week at Tier II and Tier III*
- ❑ Regular analysis to inform instructional decisions and evaluate benefits for students, classroom, and school

Professional Development is key for all educators in implementing programs with integrity, identifying student need, and matching appropriate instruction.

Italics indicate regulatory language

RTI IS A PROCESS—NOT A PROGRAM



RTI is the process of:

1. Providing high-quality instruction.
2. Assessing student progress toward end-of-year grade-level benchmarks.
3. Applying a problem-solving model for informing instructional decisions matched to student needs.
4. Collaborating with leadership, general educators, special educators, and support staff within an instructional support team.
5. Identifying students in need of intervention.
6. Developing an intervention plan.
7. Providing intervention and monitoring for progress.

Progress Monitoring – curriculum-based measurements administered systematically and frequently to determine whether students are making adequate progress with a set of targeted skills.

Intervention Plans include:

- A description of the scientifically research-based intervention.
- The length of time an intervention occurs.
- The number of minutes an intervention occurs:
 - Tier II – *minimum 90 minutes per week.*
 - Tier III – *minimum 150 minutes per week.*
- The person(s) responsible for delivering the intervention(s).
- The setting in which the intervention is provided (*general classroom whenever possible*).
- A baseline level of performance and the rate of learning over time necessary to meet end-of-year benchmark in graphic depiction.
- The criteria to determine student progress.
- A progress monitoring schedule (*minimum weekly at Tier II and Tier III*).

Italics indicate regulatory language.

The instructional support team should use research on strategy/program and student response data to guide the amount of time a student engages in an intervention. Regulations reflect minimum requirements only.

Instructional intensity is addressed through duration, frequency and time of interventions, group size, and matched instructor expertise to student need.

Interventions provide students the additional instruction necessary to become proficient in the general curriculum.

Benefits of Progress Monitoring

- ❖ Provides ongoing formative information.
- ❖ Informs educational decisions.
- ❖ Targets instruction matched to student need.
- ❖ Provides rate of progress needed for students to meet end-of-year benchmarks.
- ❖ Accelerates learning due to more appropriate instruction.
- ❖ Documents progress for accountability.
- ❖ Provides more efficient communication with families and other professionals.
- ❖ Promotes higher expectations for all students.

Student Supports vs. Interventions

Supports are:

- Adjusting the number of questions or complexity of an assignment.
- Providing extended time to complete an assignment.
- Reading or scribing material for the student.
- Providing cognitive organizers, visual aids, or assistive technology.
- Peer tutoring.

An intervention is:

- Providing a scientifically researched-based program or strategy to help students reach proficiency.

Recognition and Response (R&R)

R&R is the early childhood equivalent to RTI. Attention is given to ensuring that children are having opportunities to participate in engaging learning experiences that facilitate their developmental growth. R&R uses annual health and developmental growth and performance information as an essential recognition (prevention) strategy.

- * Focuses on ensuring fidelity to the early childhood curriculum.
- * Aligns curriculum with the Delaware Early Learning Foundations.
- * Directs curriculum toward all domains of learning and development and guides by observation and assessment.
- * Recognizes children's strengths and needs through systematic screening, ongoing progress monitoring, and annual developmental assessment.