Response to Intervention Framework

“Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RtI, schools use data to 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 or other disabilities.” (National Center on Response to Intervention, 2009)

The Response to Intervention Program (RtI) for the Ketchikan Gateway Borough School District will follow the problem-solving framework described in the definition above from the National Center on Response to Intervention. The district will utilize the framework to improve the academic achievement and educational outcomes of every student. The district’s RtI Program will focus on early detection and intervention of students in danger of not meeting grade level standards in English-language arts and mathematics. The program will be fluid in nature and consist of three tiers: Tier 1 - Universal Instruction, Tier 2 - Strategic Intervention and Tier 3 - Intensive Intervention. Not only will the RtI Program provide high-quality instruction for all students, interventions for at-risk students, but will provide the district with a valid procedure for identifying students with specific learning disabilities.

A Typical Three-Tier RtI Model
The figure below illustrates the three-tier model utilized by the district’s RtI Program. Tier 1 represents the largest group of students, approximately 80-90%, who are performing adequately within the universal or core curriculum. Tier 2 represents a smaller group of students, typically 5-10% of the student population in need of strategic intervention. Tier 3 usually contains 1-5% of students identified for intensive intervention.

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Tier 3
Intensive
Intervention

Tier 2
Strategic
Intervention

Tier 1
Universal
Instruction
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**Tier 1 - Universal Instruction**
Tier 1 will take place within the general education classroom with the general education teacher. Tier 1 is for all students and is taught utilizing the district curriculum aligned to state standards and approved by the Board of Education. Teachers will provide high-quality instruction and include differentiation strategies in their lessons to address the various learning styles of students.

**Tier 2 - Strategic Intervention**
Tier 2 is instruction that supports, enhances or supplements Tier 1 instruction. Tier 2 instruction will be provided to students who do not respond to the general education instruction of Tier 1 and fail to meet benchmark standards during the universal screening process. Either the general education teacher or a member of the school’s Rtl Team may provide strategic intervention. Tier 2 instruction will be in addition to Tier 1 instruction and will occur in small groups (1:3-5 preferred). The progress of students identified for Tier 2 support will be monitored 1-2 times each month.

**Tier 3 - Intensive Intervention**
Tier 3 is instruction that is intensive and specifically addresses student deficiencies. Students identified for Tier 3 have fallen significantly below benchmark standards during the universal screening process. Tier 3 instruction will be in addition to Tier 1 instruction and will be provided by school Rtl staff. Students will work in small groups (1:1-3 preferred) with the Rtl staff person. Progress monitoring will occur weekly for general education students and monthly for students with Individual Education Plans (IEPs).

**Assessment in Rtl**
A major feature of the district’s Rtl Program is the use of data to drive instructional decisions. Data will be used to inform instruction at the individual student, classroom and school levels. To support the district’s fluid approach to Rtl, universal screening and progress monitoring assessments will be used.

**Universal Screening Assessment**
A universal screening assessment, or benchmark assessment, is made up of quick and efficient measures of overall ability and critical skills known to be strong indicators that predict student performance. Screening data can provide an indication of an individual student’s performance and progress compared to the peer group’s performance and progress and indicate whether a student has achieved the benchmark skills required for the specific grade and time of year. Universal screening results will be used to determine instructional needs of individual students and for placement within the tier model.

**Progress Monitoring Assessment**
In order to determine if a prescribed intervention is working for a student, progress monitoring is implemented. Progress monitoring is the use of individual formative
assessments that can be collected frequently and are sensitive to small changes in student growth. Data collected through progress monitoring will be used to determine if changes in individual student intervention or goals are needed.
Response to Intervention Tier Chart

Tier 1 – Universal Instruction

**Tier Description** - Instruction provided by the regular classroom teacher that is high quality, aligned to state standards and based on district curriculum/materials.

**Instructional Time (recommended)** - *90 minutes ELA – Elem; *60 minutes ELA – MS
*60 minutes math

**Grouping / Classroom Setting** - Multiple flexible groups as needed for lessons and activities within the regular classroom

**Formative Assessments** – Continuous assessment of student learning to determine progress and adjust instruction.

**Staff / Parental** - Information about student progress provided to parents via, but not limited to, progress reports, reports cards and parent teacher conferences.

Tier 2 – Strategic Intervention

**Tier Description** - Instruction that supports, enhances and/or supplements Tier 1 instruction provided to students scoring within the 11th-24th percentile on benchmark assessment.

**Instructional Time** - As prescribed by the intervention assigned in addition to Tier 1 instruction.

**Grouping / Classroom Setting** - Small groups (1:3-5) of students homogenously grouped by student need.

**Formative Assessments** – Progress monitoring of target skills one to two times a month. Additional diagnostic assessments based on need may include DRA or QRI.

**Staff / Parental** - Student progress on targeted skills frequently communicated between regular classroom teacher and RTI staff. Communication with parents regarding intervention decisions at the commencement and conclusion of each cycle and ongoing communication regarding progress of targeted skills.

Tier 3 – Intensive Intervention

**Tier Description** - Instruction that is intensive and specifically addresses student deficiencies provided by the RTI staff to students scoring below the 1111 percentile on benchmark assessment.

**Instructional Time** - As prescribed by the intervention assigned in addition to Tier 1 instruction.
**Grouping / Classroom Setting** - Small group (1:1-3) instruction.

**Formative Assessments** –
Weekly progress monitoring of target skills.
Monthly progress monitoring of target skills for students with IEPs.
Additional diagnostic assessments based on need may include DRA or QRI.

**Staff / Parental** -
Student progress on targeted skills frequently communicated between regular classroom teacher and RTI staff.
Communication with parents regarding intervention decisions at the commencement and conclusion of each cycle and ongoing communication regarding progress of targeted skills.
RTI Cycle Schedule

Cycle 1:
Benchmark Assessment: first 2 full weeks of September
Data Meetings: to be held the week following benchmark assessment

Cycle 2:
Benchmark Assessment: second and third weeks of January
Data Meetings: to be held the week following benchmark assessment

Cycle 3:
Benchmark Assessment: first 2 full weeks of May
Data Meetings: to be held the week following benchmark assessment

The RTI Team (classroom teachers, RTI teacher and other key staff members) must complete the process below following each benchmark assessment:

1. Record current data for all Tier 2 and Tier 3 students.
2. Flag students according to the RtI Tier Chart (Tier Description)
3. Create/update program description (goal) within student’s progress monitoring plan.
4. Review data and decisions with school administration.
5. Send notifications for Tier 2 and Tier 3 students:
   a. Parents of newly eligible RtI students (parent letter).
   b. Teachers, school administration and RtI team via new schedule.
Sample Letter to Parents/Guardians

Dear Parent/Guardian,

Your child has been selected for participation in the Ketchikan Gateway Borough School District’s Response to Intervention (RTI) Program. The Response to Intervention Program is designed to prevent long-term difficulties in reading and math. An intervention staff person will be providing instruction in the area of (identified area). Materials that will best suit your child’s learning needs will be provided.

If you have any questions about your child’s participation in this program or would like to observe a lesson, please contact me at (specified phone number).

Sincerely,

RTI Coordinator
Sample letter to parents/guardians indicating exit from RTI program.

Dear Parent/Guardian,

Congratulations! Your child has exited the Response to Intervention program. He/she no longer will be receiving small group instruction with an RTI staff person. However, the classroom teacher will closely monitor your child in order to ensure continued success.

If you have any questions, please contact me, at (identified phone number). It has been our pleasure to work with your child.

Sincerely,

RTI Coordinator