

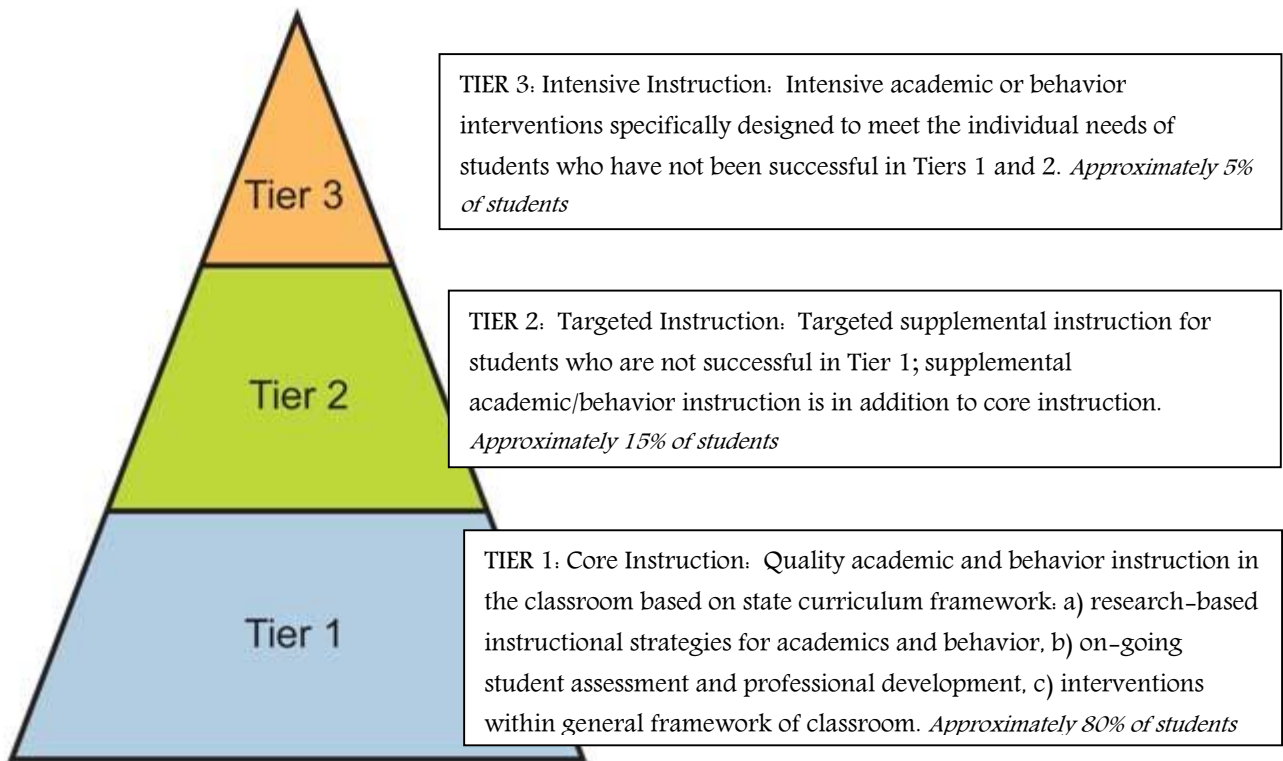
## Response to Intervention

Response to Intervention (RTI) is the process of instruction, assessment and intervention that allows schools to identify struggling students early, provide appropriate instructional interventions in academics and behavior to increase the likelihood that the students can be successful and maintain their class placements.

“Response to intervention (RTI) integrates assessment and intervention within a multi-level 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” ([National Center on Response to Intervention](#)).

The Kentucky System of Intervention (KSI) is a framework for providing systematic, comprehensive RtI services to address academic and behavioral needs for all students. RtI/KSI is a state and federally mandated system of tiered, research-supported interventions. Many variations of the graphic have been developed across the country but the purpose is to visually represent instructional grouping (whole, small, individual) and the level of intensity for instruction at each level

### System of Intervention Pyramid



### Intensity of Intervention

Instruction through the tiers is a flexible and fluid process based on student assessment data and collaborative team decisions. The goal of the process is to provide continuous progress so that students are successful.

The percentage of students that should be successful at each level

- 80% of students will succeed in universal Tier 1 level of instruction w/ little or no modification of the curriculum or instructional practices
- 15% of students will succeed in universal instruction Tier 1 with Tier 2 supplemental supports (with movement through the tiers being fluid and decisions based on the student's response or non-responsiveness to instruction)
- 5% of students will respond and be successful in universal Tier 1 with Tier 3 intensive supports.

The components of RTI serve as a framework in the design of the KSI. Consultant John McCook, Ed.D, has identified these components as the core requirements of a strong RTI model.

- Universal screening
- Measurable definition of problem area
- Baseline data prior to an intervention
- Establishment of a written plan detailing accountability
- Progress monitoring
- Comparison of pre-intervention data to post-intervention data for efficacy

Starting Blocks:

- RTI will not be successful in any school if 80% of the students receiving full class instruction are not at mastery.
- If 80% of the students within a grade level are not at mastery, the school should focus on curriculum changes and improving class instruction to obtain mastery
- Questions to consider:
  - Is curriculum a research validated curriculum?
  - **Are teachers differentiating instruction?**

### **UNIVERSAL/CORE INSTRUCTION: TIER 1**

Tier I is the highly effective, culturally responsive, evidence-based core or universal instruction, provided to all students in the general education classroom. General education teachers implement evidence-based curriculum and/or strategies with fidelity for both academic and behavioral instruction. About eighty percent of students will succeed with evidence-based curriculum, appropriate instructional practices and differentiation to teach academic and behavioral content. According to research in the field of highly effective instruction, some instructional components to incorporate into a school program include:

- Effective classroom discussion, questioning and learning tasks
- Focused, descriptive, qualitative, and frequent feedback to students
- Clearly defined learning and behavior targets in student-friendly language
- Student work/behavior models that meet the learning/behavior target(s)
- Critical and creative thinking prompts or questions
- Differentiated instruction
- Student engagement in self-assessment, self-reflection and peer-analysis based on learning and/or behavior targets

### **TIER I PROGRAM CONSIDERATIONS:**

- Research-Based Instruction
- All Students
- General Education Classroom Setting
- Interventionist = Classroom Teacher
- Progress Monitoring = Universal Screening/Benchmark Assessment administered 3 times each school year: Fall, Winter, Spring; On-going formative assessments.

When students do not respond to Tier I instruction, students may be considered for supplemental, targeted intervention in addition to what all students receive in the core program.

## **TARGETED INSTRUCTION: TIER 2**

Tier 2 provides Tier 1 core/universal instruction in addition to academic and behavioral interventions for students not making adequate progress. Students in Tier 2 receive increasingly targeted academic or behavioral instruction matched to their needs based on results of continuous progress monitoring. Instruction in Tier 2 can involve small groups of students or individualized intervention strategies focused on the targeted area/s. For students with learning/behavioral difficulties or other instructional needs, Tier 2 is intended to address needs and provide support to be successful in Tier 1.

### **TIER II PROGRAM CONSIDERATIONS:**

- Evidence-Based Targeted Intervention
- Multiple academic or behavioral interventions may be used to address student needs.
- Match instructional interventions to student academic and behavioral needs.
- Includes approximately 10% to 15% of grade level students.
- Setting as determined by RtI Team
- Interventionist determined by RtI Team; May vary based on school resources and trained personnel.
- Increased frequency of formative academic and behavioral assessments to analyze student response to instructional intervention(s). Progress Monitoring = Minimum of Bi-weekly
- Group Size = 5 – 8 students

## **INTENSIVE INSTRUCTION: TIER 3**

Tier 3 provides Tier 1 core instruction in addition to interventions for students not making adequate progress in the core curriculum and Tier 2. Tier 3 interventions are more intensive to the student's individual academic or behavioral needs and the student's progress is monitored more frequently. For students with learning/behavioral difficulties or other instructional needs, Tier 3 is intended to provide more intense, individualized instruction based on student needs and address concerns that have continued even with the support of instruction in Tiers 1 and 2. Tier 3 is designed for students with low-content area skills and/or a sustained lack of adequate progress when provided with primary and secondary interventions.

### **TIER III PROGRAM CONSIDERATIONS:**

- Evidence-Based Intensive Intervention
- Includes approximately 5% to 10% of grade level students.
- Setting as determined by RtI Team
- Interventionist determined by RtI Team; May vary based on school resources and trained personnel.
- Increased frequency of formative assessments to analyze academic and behavioral student responses to instructional intervention(s). Progress Monitoring = Minimum of weekly
- Group Size = 3 – 5 Students

# **Marion County Response to Intervention**

## **Mission Statement**

Marion County Public Schools supports the development and implementation of a strong and effective Response to Intervention/Kentucky System of Interventions (RTI) program within our district. Marion County Public Schools supports the philosophy underlying the RTI initiative, which aims to provide effective intervention services to students as soon as they begin to demonstrate poor acquisition of literacy skills, math skills, social skills and/or behavioral difficulties.

Marion County Public Schools endorses the following statements regarding RTI:

- RTI is primarily a regular education responsibility; however, special education staff can serve in support roles such as providing consultation services, technical assistance, and training for regular education colleagues in data collection and progress monitoring techniques.
- The effectiveness of Marion County Public Schools RTI programs will be measured by student gains in achievement.
- Marion County Public Schools endorses a 3-Tier RTI model where Tier I addresses instruction in the core curriculum, Tier II provides intervention services to targeted students a minimum of three times per week and Tier III provides more intensive intervention services to targeted students a minimum of four times per week.
- Marion County Public Schools does not endorse or mandate particular intervention services or programs. Rather, Marion County Public Schools requires that each school staff review their school's student achievement data, school needs, school resources and develop a specific plan of intervention services to address the needs of their school's low achieving students. However, any intervention service or program implemented must meet state and federal guidelines requiring research evidence to demonstrate program effectiveness. Intervention programs must also be implemented with fidelity according to the implementation procedures outlined by the program developers.

