

RESPONSE TO INTERVENTION

*RtI at Edgar High
School*

RTI – A HISTORICAL PERSPECTIVE

- No Child Left Behind – 2002
- Individuals with Disabilities Education Act – 2004
 - Reauthorization Allows for RtI rather than I.Q. discrepancy model – identification of students with learning disabilities

WHAT IS RTI?

Response to Intervention

1. *Starts in the Classroom - Additional steps instructors take to ensure student success.*
2. *All students can SUCCEED*
3. *ALL MEANS ALL*



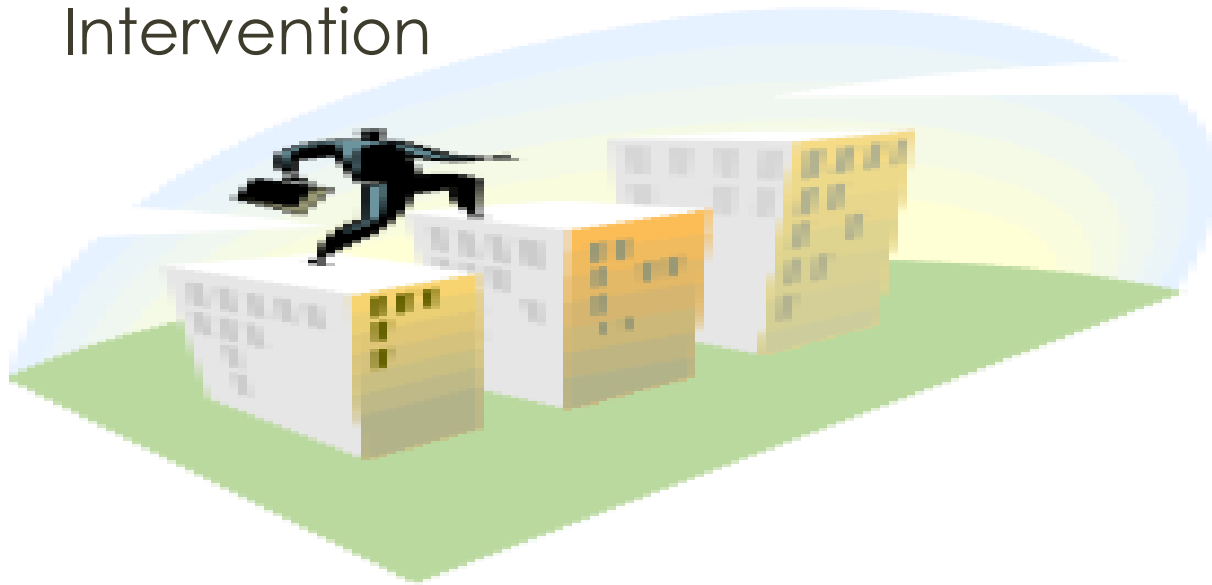
RTI AND EDGAR HIGH SCHOOL

Systematic Referral Process.

- Student Intervention Meeting
- Student, Staff, Administration and Parents
- Intervention – Devised at Student Intervention Meeting (SIM)
- Progress Monitoring – Regular monitoring of students progress throughout intervention.

Progress Monitoring

- Scientifically Based Practice to Assess On-going Student Progress
- Assess Effectiveness of Student Intervention



UNIVERSAL ASSESSMENT

A universal assessment gives us an academic breakdown of student needs. Assessments results will include:

- Reading Lexiles, Math Quantiles, MAP Testing
- Direct assessment used to identify levels of proficiency for each student in essential academics.
- Recommendations based on students assessment THREE times per school year.



FOCUS

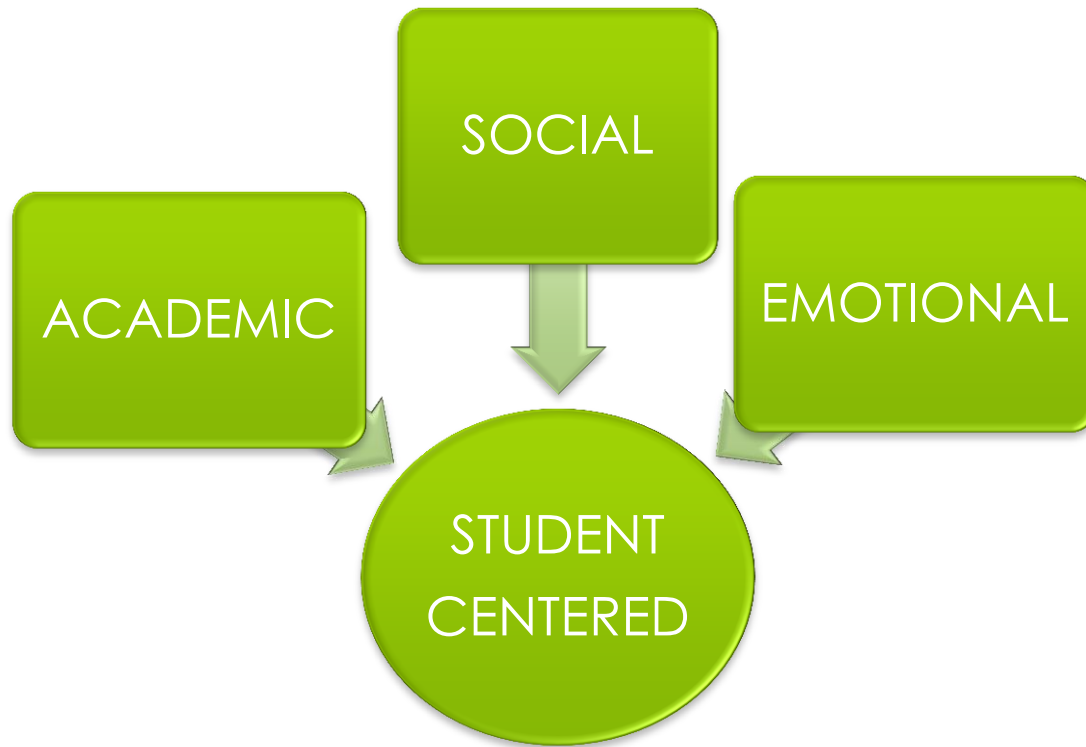
- Is a philosophy of how our school should work with the academic, social, and emotional aspects of its students.

ACADEMICS:

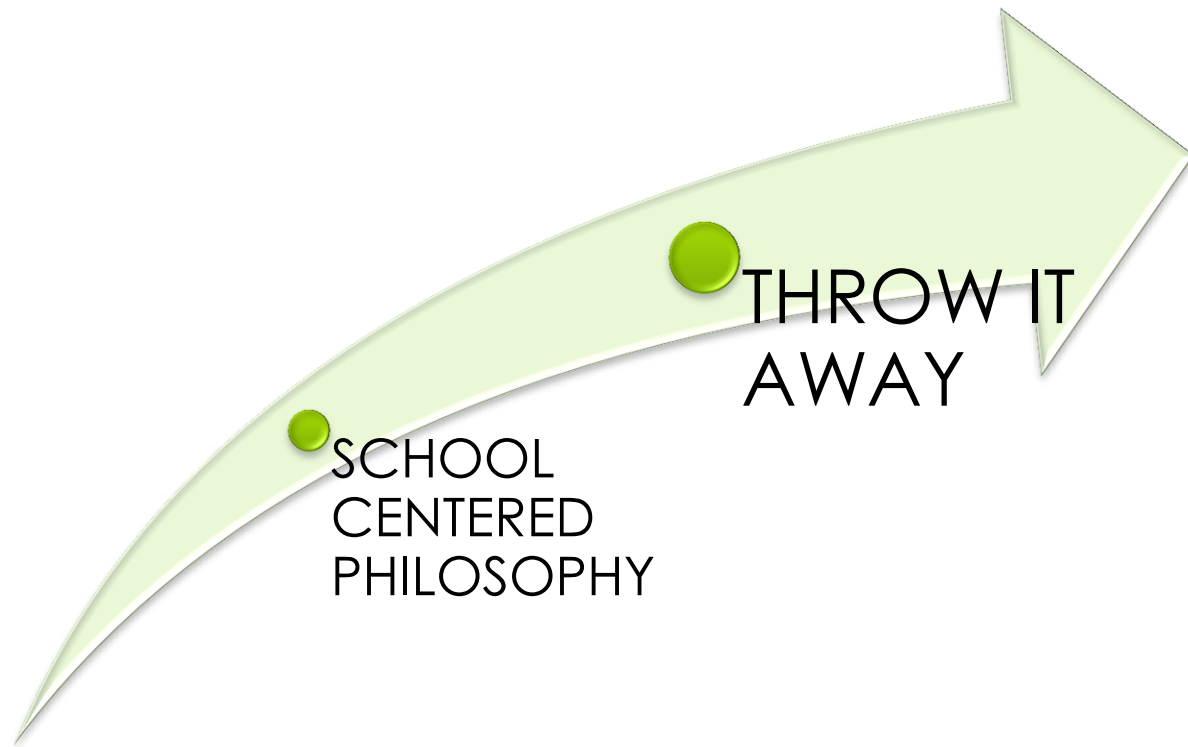
- Implementing research-based instruction and interventions.
- Utilizing universal assessments to identify students for academic deficiencies.



CHANGE.....



WHAT NEEDS TO CHANGE.....



Intensive Level

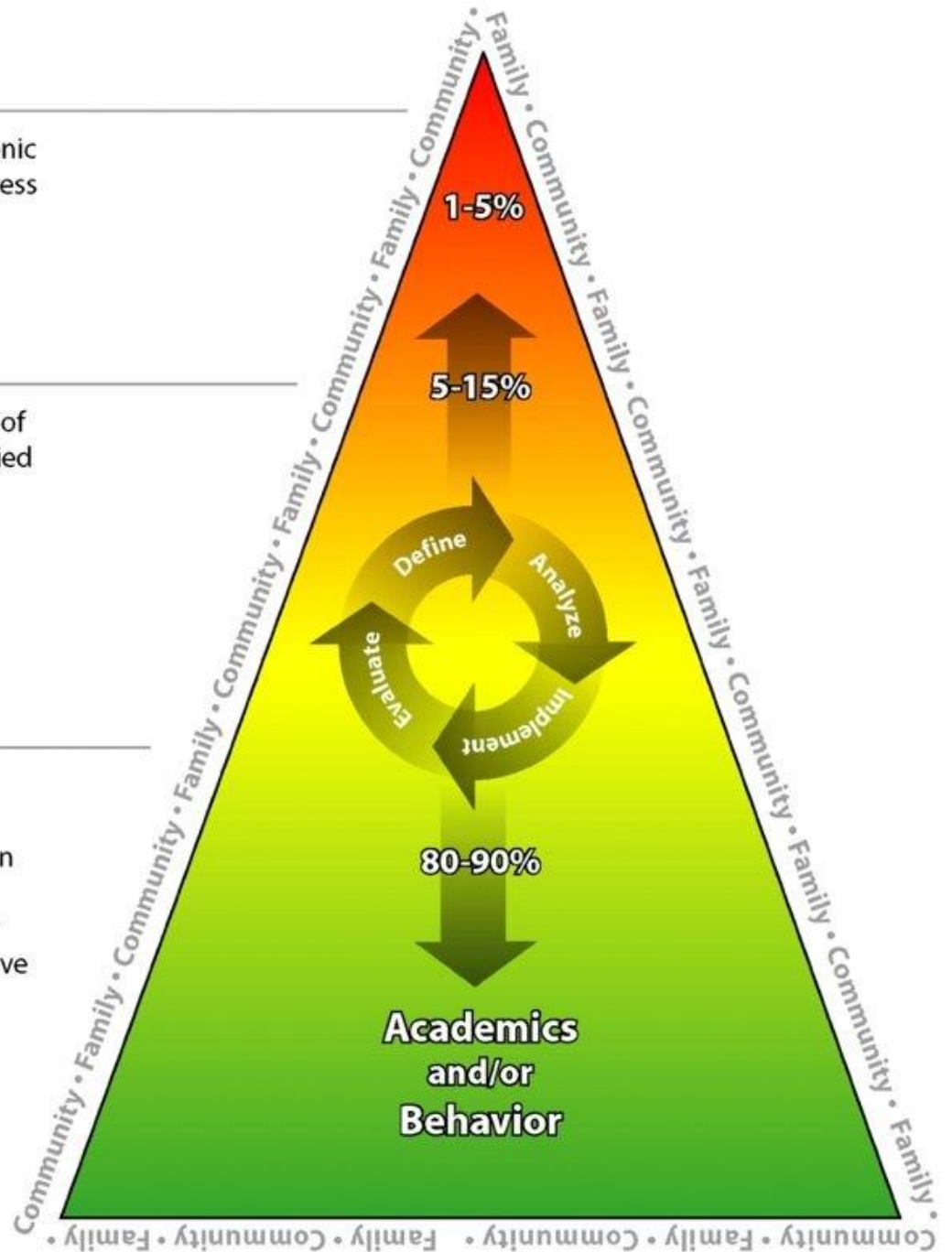
Interventions are provided to students with intensive/chronic academic and/or behavior needs based on on going progress monitoring and/or diagnostic assessment.

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

Universal Level

ALL students receive research-based, high quality, general education that incorporates on going 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.



Academic Systems

Behavioral Systems

Tier 3: Intensive, Individual Interventions

Individual Students
Assessment-based
High Intensity
Of longer duration

1-5%

1-5%

Tier 3: Intensive, Individual Interventions

Individual Students
Assessment-based
Intense, durable procedures

Tier 2: Targeted Group Interventions

Some students (at-risk)
High efficiency
Rapid response

5-10%

5-10%

Tier 2: Targeted Group Interventions

Some students (at-risk)
High efficiency
Rapid response

Tier 1: Universal Interventions

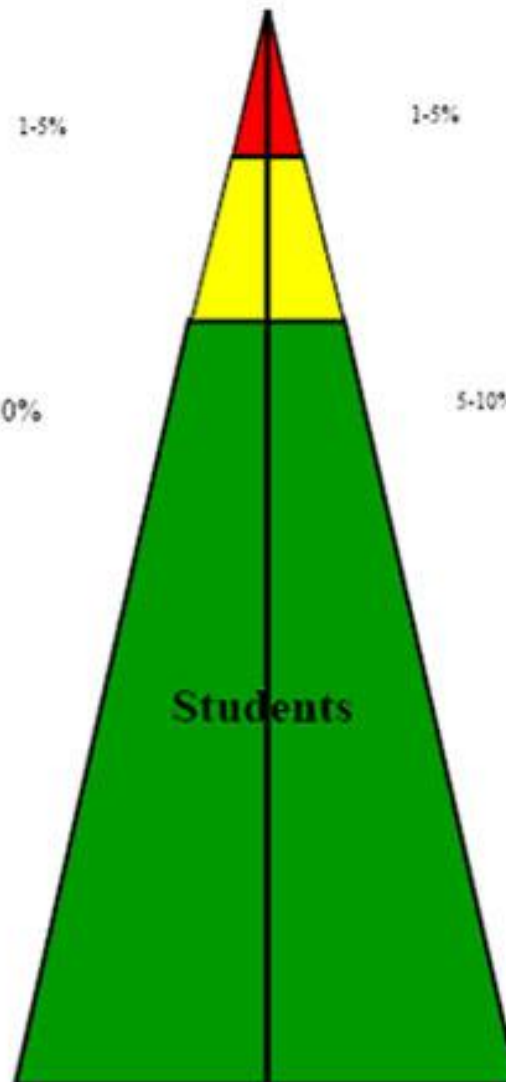
All students
Preventive,
proactive

80-90%

80-90%

Tier 1: Universal Interventions

All settings, all
students
Preventive, proactive



Adapted from *Response to Intervention: Policy Considerations and Implementation* (Batsche, et al 2005).

Note: Percentages are approximations and may vary by district.