

# All OUSD Learners Succeeding



## Response to Instruction and Intervention (RtI<sup>2</sup>)

February 17, 2011

Educational Services

Orange Unified School District

# Why RtI?

Individuals with  
Disabilities Education Act  
- IDEA

# Individuals with Disabilities Education Act (IDEA) 2004

## Emphasizes:

- Results
- **Response *to* Intervention (RtI<sup>2</sup>)**
- Multidisciplinary problem-solving teams
- Access and progress in the general education curriculum
- Standards-based accountability
- Educational benefit and procedural safeguards

# IDEA '04

## Overidentification...

States are required to adopt policies  
“designed to prevent the inappropriate  
overidentification or disproportionate  
representation by race and ethnicity of  
children as children with disabilities.”

612(a)(24)

# IDEA '04 – Eligibility Determination

A child shall not be determined to be a child with a disability if the determinant factor is:

- Lack of appropriate instruction in reading, including the essential components of reading instruction.
- Lack of Instruction in math; or
- Limited English proficiency.

614(a)(5).

# IDEA '04

## Response to Intervention (RtI<sup>2</sup>)

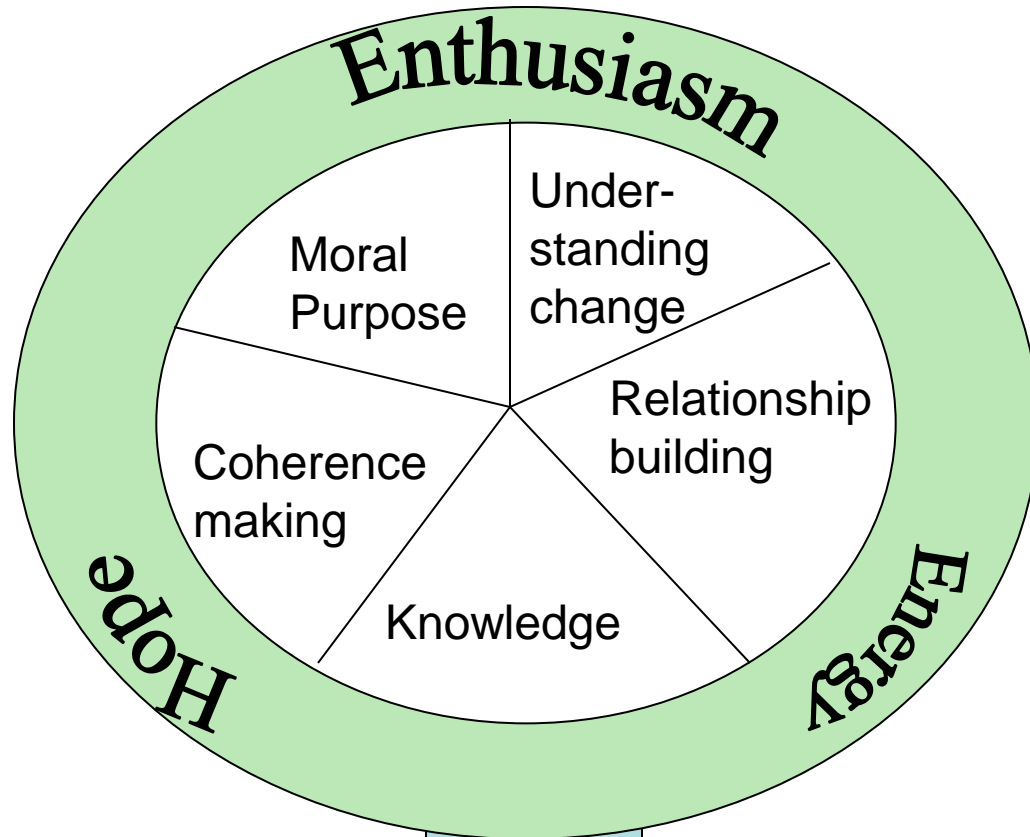
- Eligibility must be interdependent upon instructional supports and interventions provided through general education.
- Early intense interventions should be provided for all struggling students with a focus on the primary grades.
- Instructional support teams should use data based problem-solving methods.

# California Department of Education Response to Intervention/Instruction

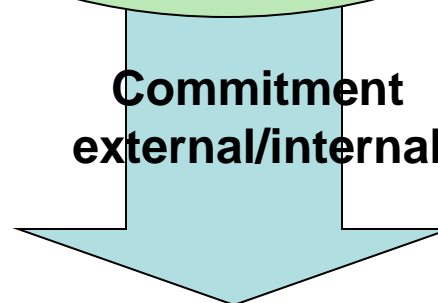
## **Definition**

- In California, Response to Instruction and Intervention (RtI<sup>2</sup>) is a systematic, data-driven approach to instruction that benefits every student. California has expanded the notion of Response to Intervention to RtI<sup>2</sup>. RtI<sup>2</sup> is meant to communicate the full spectrum of instruction, from general core, to supplemental or intensive, to meet the academic and behavioral needs of students. RtI<sup>2</sup> integrates resources from general education, categorical programs, and special education through a comprehensive system of core instruction and interventions to benefit every student.

**Leaders:**



**Members:**



**Results**

More good things happen  
for student learning



# Our Moral Purpose

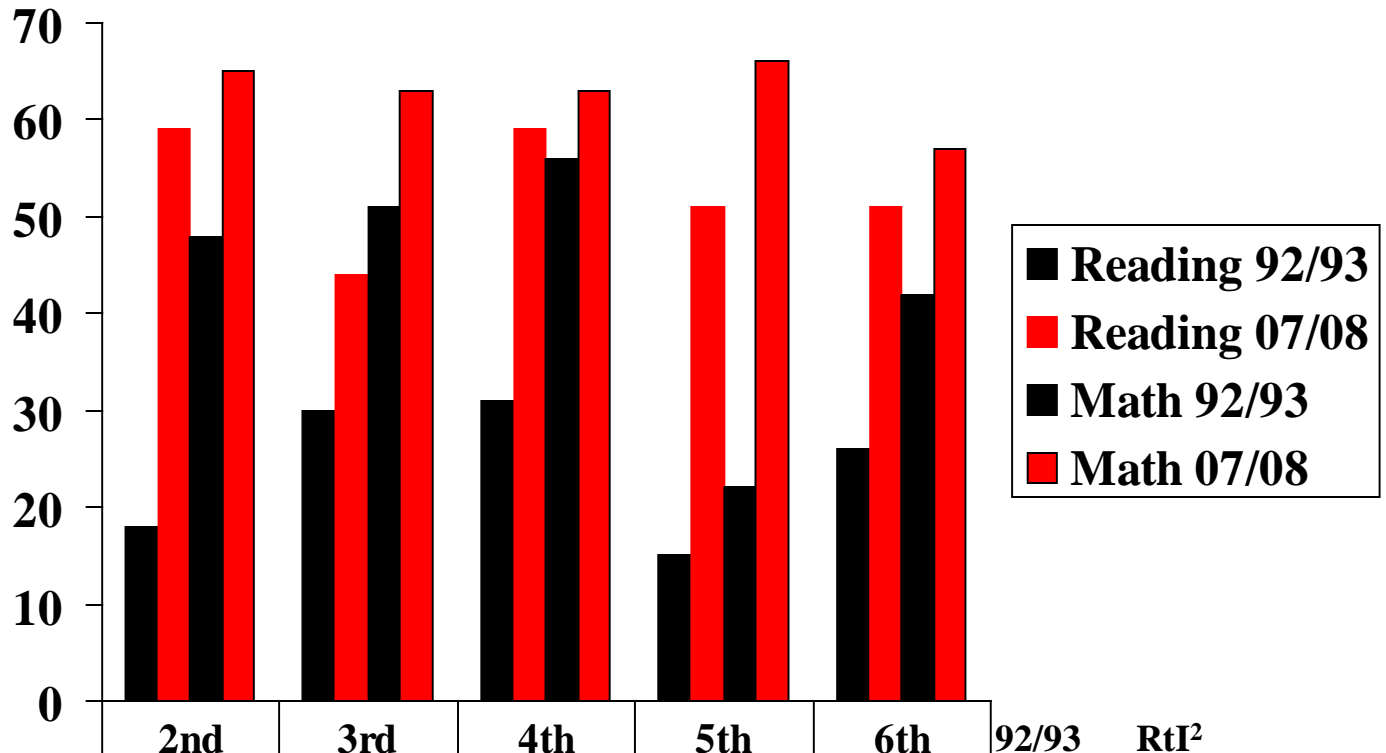
- is defined as making a difference in the lives of students
- will not add up if left at the individual level
- is reducing the gap between high and low performers at all levels
- is focusing on gap reduction and is the responsibility of **all** educators
- is understanding the bigger picture and reaching out beyond ourselves to work with others.

Change Forces with a Vengeance – Michael Fullan

How do you spell  
AYP?



# Sample Rtl District Academic Progress 1992 – 2008 (Early Innovator)



	2nd	3rd	4th	5th	6th	92/93	RtI <sup>2</sup>
■ Reading 92/93	18	30	31	15	26		
■ Reading 07/08	59	44	59	51	51		
■ Math 92/93	48	51	56	22	42		
■ Math 07/08	65	63	63	66	57		

# Sample District-Wide Psychological Assessments and Attendance

- **Initial Assessments for Special Education Services have declined over the past 11 years.**

- **Average Daily Attendance is up an average of 3 days per year over the last 11 years.**

Year 96-97

1,329

Year 97-98

976

Year 98-99

539

1996 ADA 37,000

2008 ADA 62,000

Year 99-00

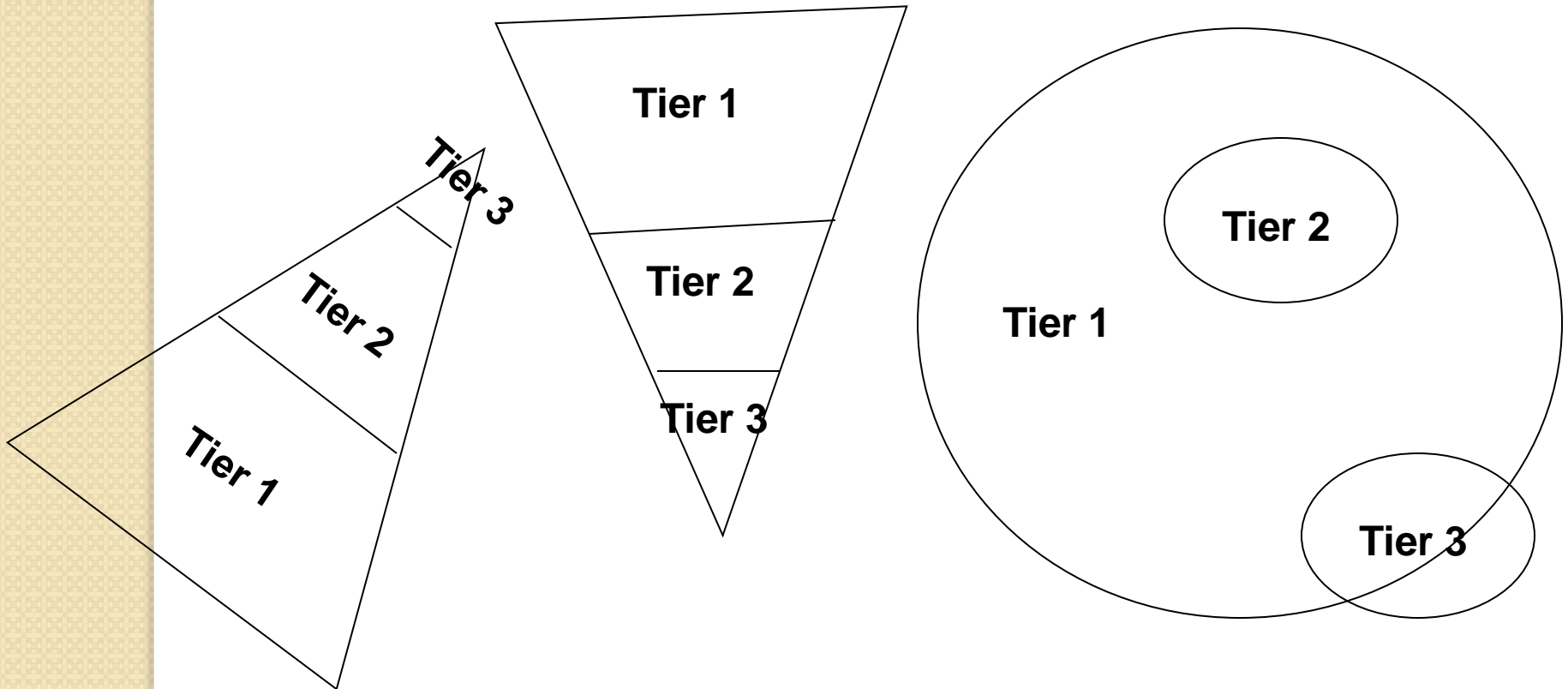
467

Year 07-08

432



# What is Rtl<sup>2</sup>?



# Response to Instruction/Intervention

The essence of Response to Intervention as a method of disability identification is that instruction becomes the “test” – as much a test as the Wide Range Achievement Test or Stanford-Binet. In other words, instruction is the test stimulus and the student’s level or rate of performance is his/her response.

-Fuchs, Fuchs, et.al.

# What is RtI<sup>2</sup>?

- Creating a Climate or Culture for Learning
- Knowing the Learner
- Assessing the Learner
- Adjusting, Compacting, and Grouping
- Instructional Strategies for Student Success
- Curriculum Approaches for Differentiated Classrooms



# The goal of RtI<sup>2</sup> is getting?

The right students  
in the right programs  
provided the right materials  
taught by the right teachers  
meeting the right goals .



# Overview of RtI<sup>2</sup>

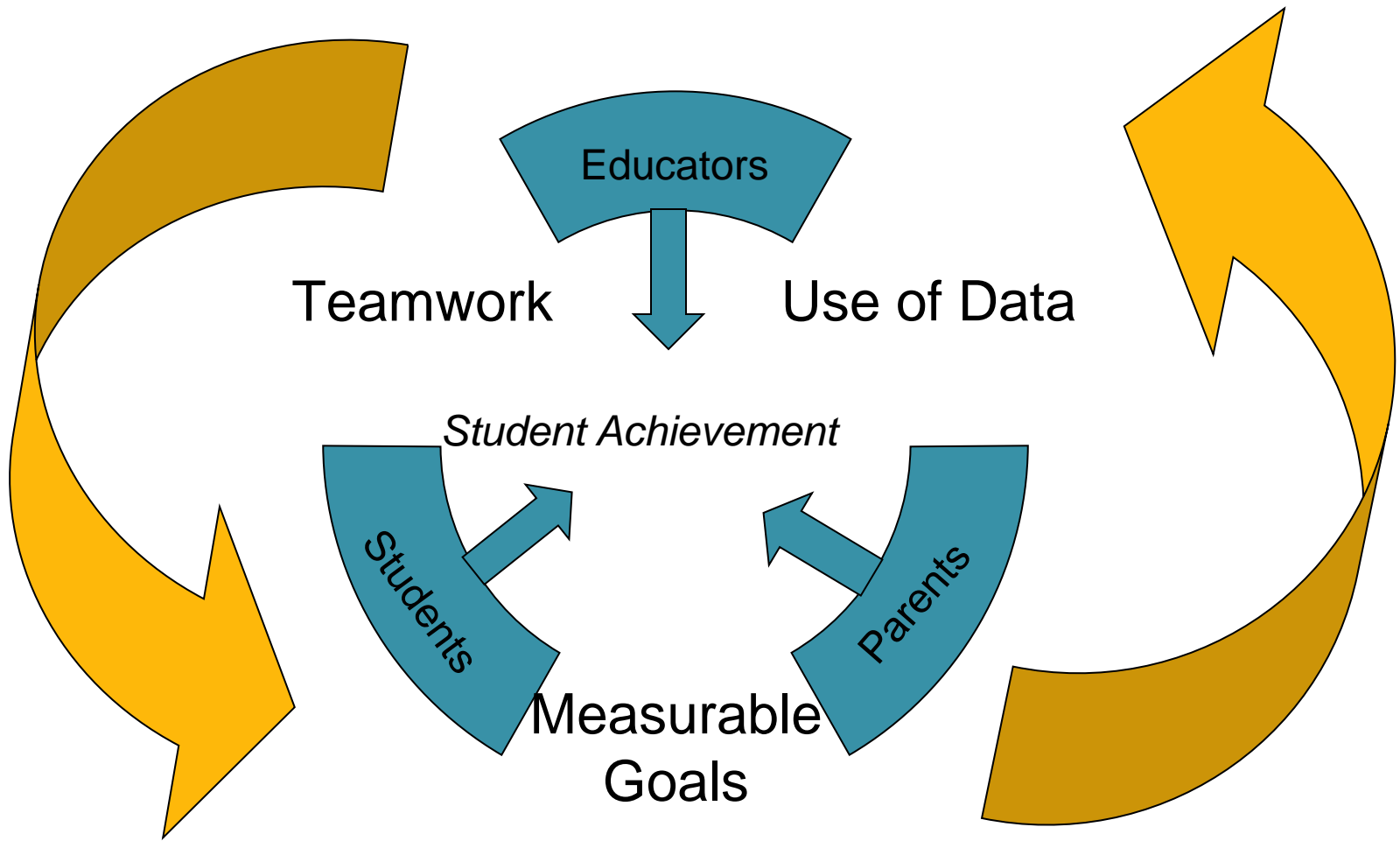
## Core Concepts of RtI<sup>2</sup>

- Students in general education use research-based instruction
- Students receive high quality, research based interventions prior to receiving special education services.
- Assessment data is the basis for choosing and modifying interventions, and data is derived from multiple sources.
- Instructional interventions must vary depending on the specific nature of the academic concern.
- Progress monitoring using data to form the basis for guiding interventions and necessary modifications.
- Fidelity of assessment and instruction are critical to the validity of RtI<sup>2</sup>.
- A “problem solving model” is used to determine how specific data is integrated into decisions about instruction and eligibility.

# RtI<sup>2</sup> – Steps in Implementation

- Screening Students using learning data from multiple sources
- Implementing Effective Instruction in General Education
- Monitoring Response in General Education
- Implementing Supplemental Diagnostic Instruction based on the data
- Progress Monitoring of Responsiveness to the intervention
- Deciding about Appropriateness for Special Education Services – Need, Time, Intensity

# Key Components of Collaboration

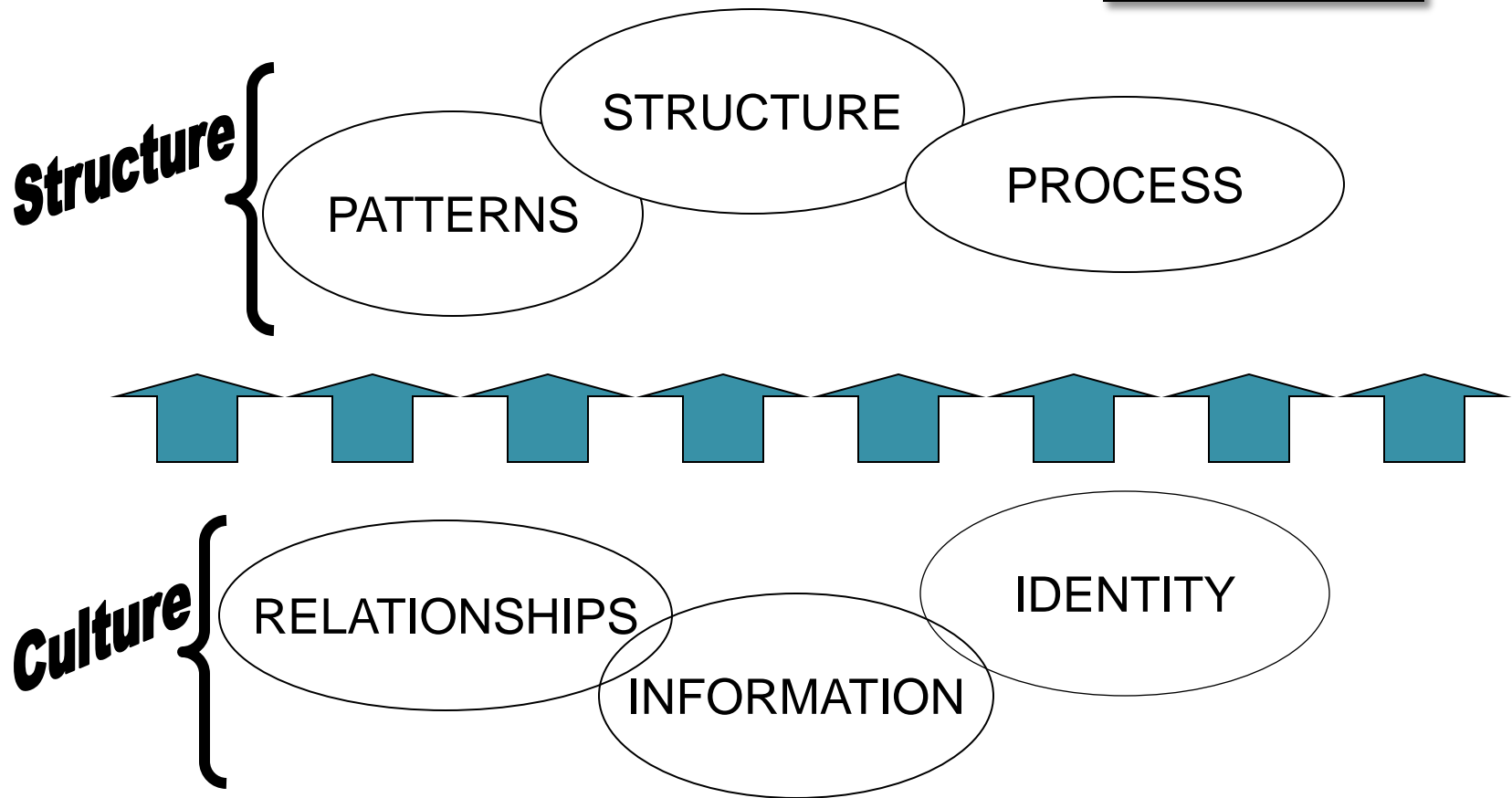
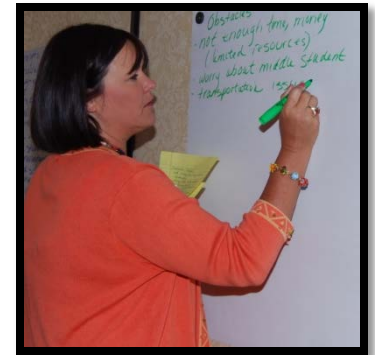


# The Need for a Collaboration!

Throughout our ten-year study, whenever we found an effective school or an effective department within a school, **without exception** that school or department has been part of a collaborative professional learning community.

Milbrey McLaughlin


# WHEATLEY CIRCLES- ORGANIZATIONAL CHANGE





# Every Child by Name and Need RtI<sup>2</sup>





# The Key to Professional Learning Communities

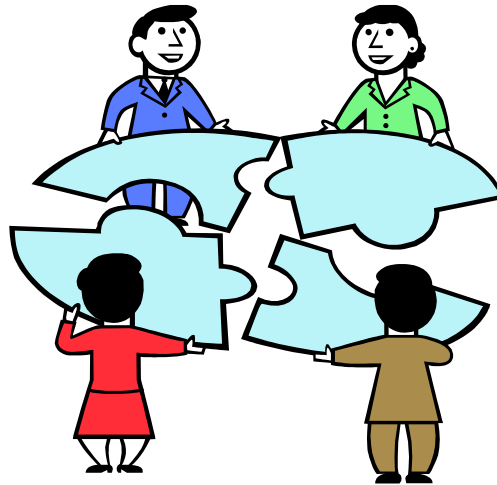
1. **Collaborative teams of teachers analyzing learning data**
2. Translating data into information (i.e. attaching “meaning”)
3. Targeting specific areas for improvement
4. **Collaboratively engaging in collective inquiry (i.e. best practices)**
5. Experimenting with “best practices” in classrooms (i.e. action research)
6. **Collaboratively analyzing the results of the interventions**
7. Developing a culture where this process is cyclical, internalized, and **part of how we do business.**

Dufour & Eaker

# Problem-Solving Method

- **DEFINE THE PROBLEM**

Is there a problem? What is it?



- **EVALUATE**

Did our plan work?

- **ANALYZE**

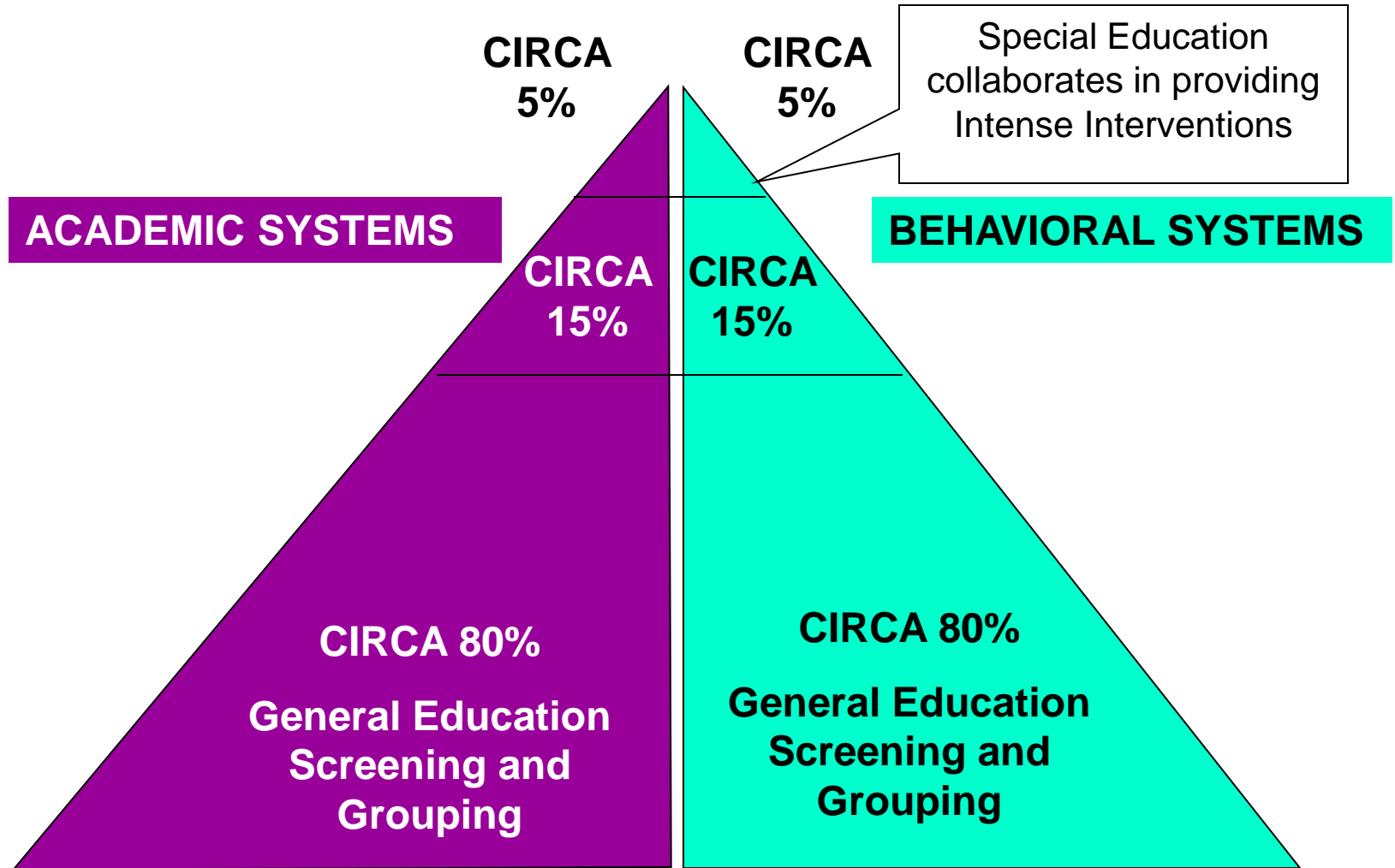
Why is it happening?

- **DEVELOP A PLAN**

What shall we do about it?



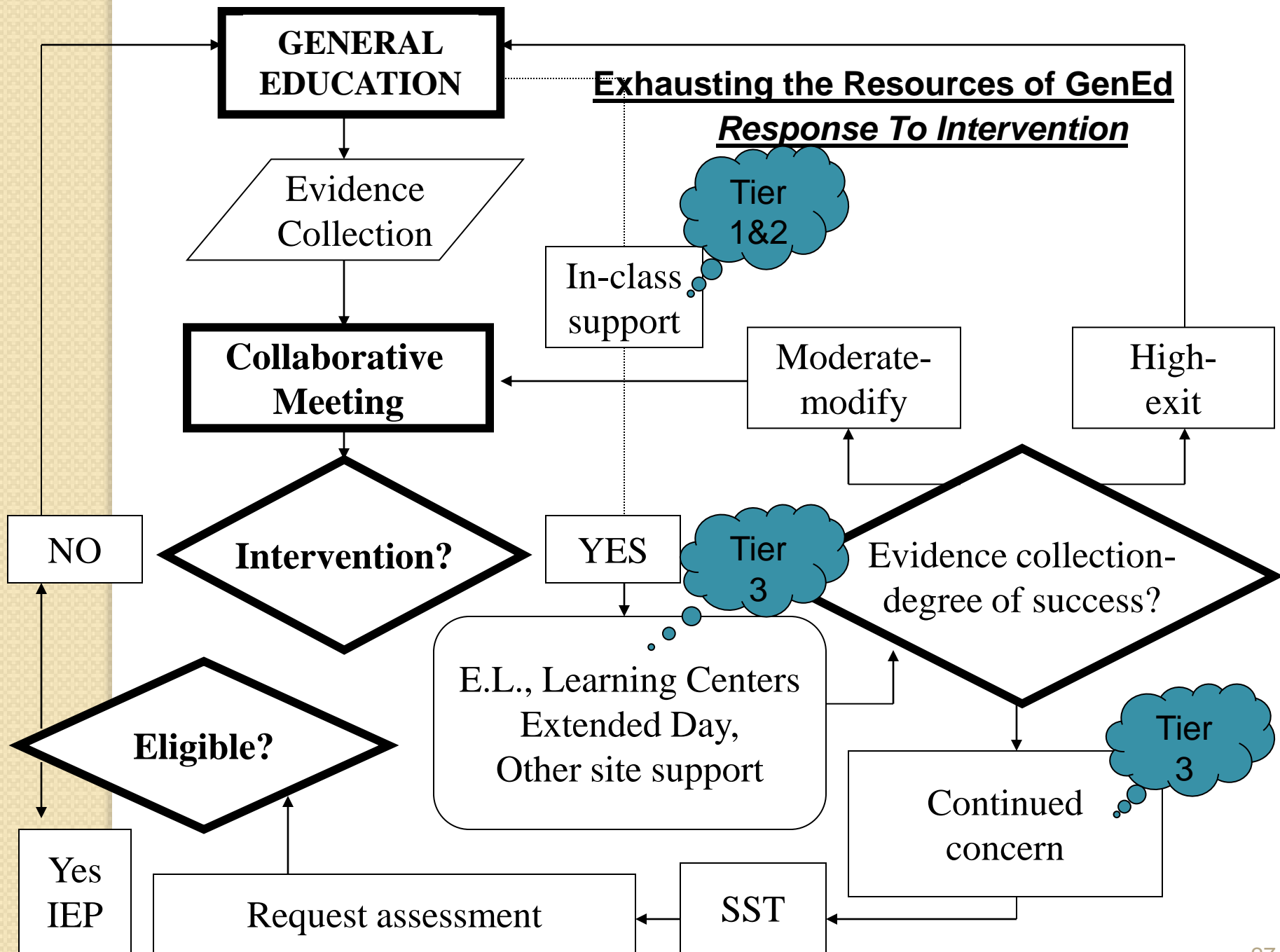
# Three Tiers of Intervention



# Response to Intervention

## Three Tiered Intervention Model

- Assessment by response to intervention
- Tier 1 & 2
  - Provide classroom support
    - Instructional Coach, Categorical Supports, etc.
- Tier 3
  - Provide more intensive support
    - Reading Intervention, Extended Day, Learning Center, etc.
- Tier 3
  - Consider special education
- Progress Monitoring at all levels

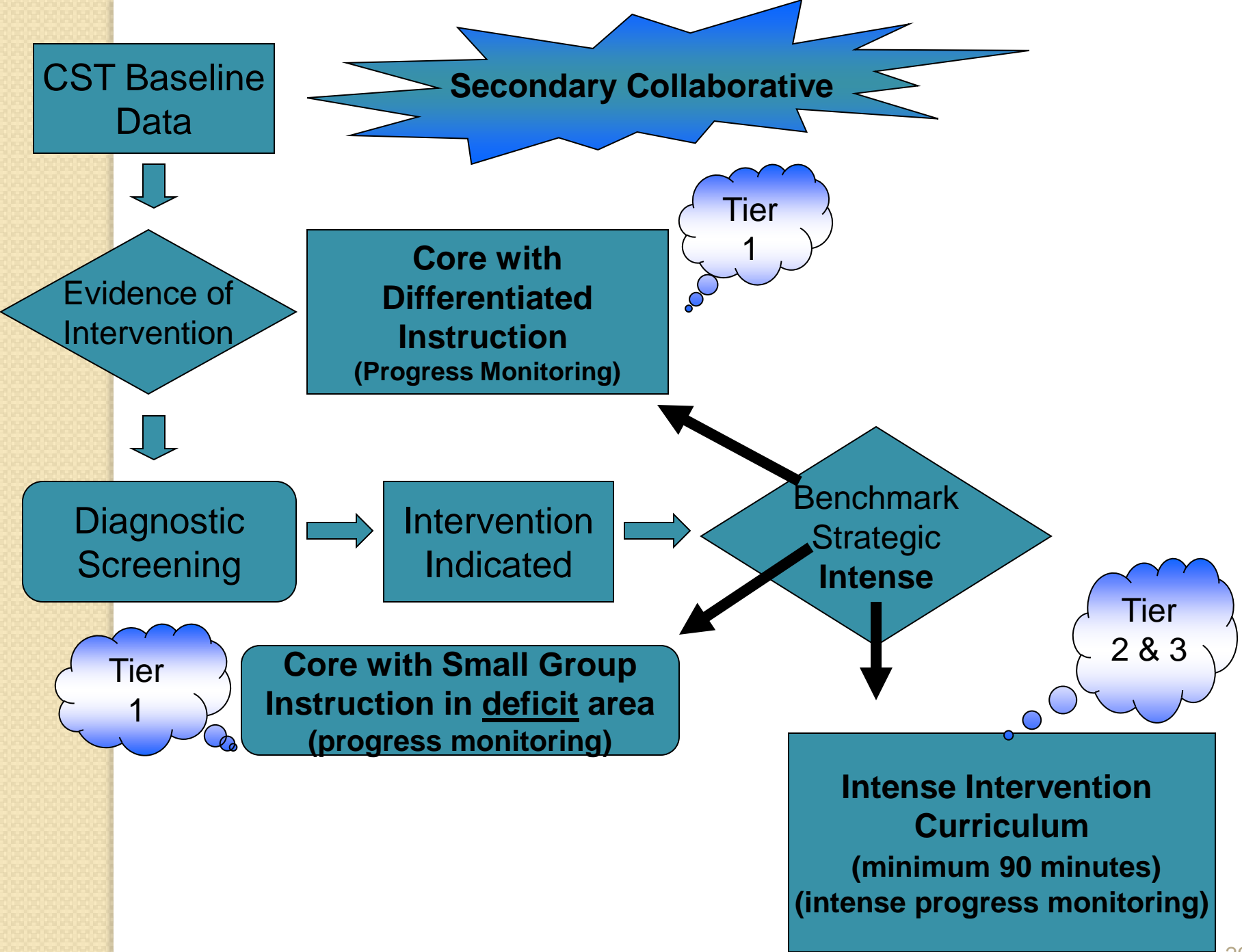


# Secondary Collaborative

(Collaborative Assessment Success Teams)

- Houses (Core Teachers & Support Staff)
- Intervention Teams
- Expanded ELA & Math Departments
  - Reading Specialists, Coaches, Special Education, ELL, and all other categorical supports
- Grade Level Teams
- Targeted Classes (Interventions)







# **Elements of a Differentiated Rtl<sup>2</sup> Program**

# High-quality First Instruction



**Highly Skilled & Trained Teachers**



# **Early Intervention**

## **Intensive Instruction in Collaboration with Special Education**



# Sufficient Duration



**Minimum 90 minutes per day**  
**One-to-three year period**

