

Rtl Q & A

1. What is Response to Intervention (Rtl)?

Rtl is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions (National Association of State Directors of Special Education, 2005). Rtl incorporates data-based decision making. The information gathered is used to make decisions regarding the student's educational program.

2. What is the Rtl process?

Rtl is divided into a 3-Tier intervention model. Students are able to flow in and out of the tiers based on their needs.

- Tier 1: All students receive the General Education core curriculum in the General Education classroom with research-based instructional strategies and qualified staff.
- Tier 2: If a student is struggling academically, it might be necessary to implement a strategic intervention (small group format). Students receive the General Education core curriculum plus a strategic intervention. In many cases, this will be enough to get a student "back on track."
- Tier 3: If Tier 1 & Tier 2 are unsuccessful at meeting the reading needs of a student, more intensive intervention may be needed. Tier 3 may include students in a Special Education program. These students continue to receive core curriculum plus an intensive intervention (i.e. smaller groups, more intervention time).

3. What are the goals of Rtl?

There are FOUR primary goals of Rtl. (1) Prevent academic failure. Using prevention and early identification leads to better outcomes for students. (2) Implement evidence-based instruction/interventions for all students. (3) Prevent unnecessary referrals to Special Education. (4) Prevent over-identification of specific student populations for Special Education. It should be noted that the Office of Civil Rights (OCR) supports this model.

4. What are the benefits of Rtl?

There are many benefits of using an Rtl model. First, the Rtl model provides an integrated continuum of services that uses high quality data for determining the level of intervention support needed by a student. Second, assessments used help inform instruction and intervention. Also, frequently monitoring student progress can have a

substantial impact on academic outcomes. Lastly, an Rtl model improves identification and intervention with diverse student populations of struggling readers.

5. What are the screening procedures used to identify students in need of intervention?

Screening assessments are quick and efficient measures of critical skills known to be strong indicators that predict student performance. Administered to all students as an initial baseline assessment, these assessments help to identify students who do not meet grade level expectations. Results can be used as a starting point for instruction or to indicate a need for further evaluation. Screening occurs three times per school year.

Progress monitoring assessments are also brief measures of critical skills. They are administered periodically to determine whether students are making adequate progress. In Tier 2, students are monitored at least every two weeks. In Tier 3, students are monitored at least one time per month. Progress monitoring assessment data is collected, evaluated, and used on an ongoing basis for the following purposes:

- Identify academic needs of individual students
- Determine rate of a student's progress
- Provide information on the effectiveness of instruction and to modify the intervention if necessary
- Identify the need for additional information

6. Is the school district currently using an Rtl process to provide additional support to struggling students?

The district has an implementation timeline in which schools are "phasing in" each component of the Rtl model.

7. What are the interventions and instructional programs being used?

The district is using Voyager Passport reading intervention for grades K-3 in the elementary schools.

8. What length of time is allowed for an intervention before determining if the student is making adequate progress?

There should be six assessment scores before a determination is made regarding adequate student progress. When receiving the Tier 2 intervention, a student is typically assessed every two weeks, although assessments may be given as frequently as one time per week. In an Rtl framework, it is critical to evaluate student progress over time. A student's rate of progress is evaluated against a goal line.

9. What strategy is being used to monitor student progress? What are the types of data that will be collected and how will student progress be conveyed to parents?

Students are assessed with brief assessments called Curriculum Based Measures (CBM) which measure key areas of literacy (according to the National Reading Panel). The CBMs used in CVUSD are called Vital Indicators of Progress (VIPs), which are Dynamic Indicators of Basic Early Literacy Skills (DIBELS) equivalents.

Different measures are used for specific grade levels according to the reading development expected for the grade level. These measures included Letter Naming Fluency (LNF; measures knowledge of the alphabet), Initial Sound Fluency (ISF; measures ability to identify and produce the beginning sounds in words), Phoneme Segmentation Fluency (PSF; measures ability to segment words given orally), Nonsense Word Fluency (NWF; measures letter-sound correspondence), and Reading Connected Text (RCT; measures ability to read grade-level passages). Results may be sent home after progress monitoring has occurred or can be requested from the student's teacher.

10. Will I be notified if my child is selected to receive Tier 2 intervention support?

Yes, if your child is selected to receive the Tier 2 intervention, a parent letter will be sent from your child's school detailing the intervention program.

11. Is the teacher, or other person responsible for providing the intervention, trained in using the intervention?

Yes, any school staff implementing the Tier 2 intervention will receive the proper training prior to beginning the intervention program.

12. Where can I find additional information?

- The National Center on Response to Intervention
 - <http://www.rti4success.org>
- University of Oregon
 - <http://dibels.uoregon.edu>
- National Research Center on Learning Disabilities
 - www.nrclid.org
- National Center for Learning Disabilities
 - www.nclld.org
- National Center for Student Progress
 - www.studentprogress.org