

Duval County Public Schools
Parentally Placed Private School Student Office
RTI Introduction/Information Packet

Dear Parent/Guardian:

Please share the attached packet(s) with your child's private school.

When considering a child for a Specific Learning Disability (SLD) or Language Impairment (LI), the state requires documentation of formal interventions developed and implemented at school, a process known as Response To Intervention (RTI).

Attached here is some information about Response To Intervention (RTI). Under The Individuals With Disabilities in Education Act (I.D.E.A.), Specific Learning Disabilities (SLD's in reading, math, writing, and language) are in large part defined as persistent problems in the academic area of concern persisting despite prescriptive, evidence-based interventions to address the academic area of concern. As such, eligibility for these programs require specific evidence that prescriptive, evidence-based interventions have been put in place, and progress monitoring has occurred to see if/to what degree said evidence-based interventions have helped alleviate the problem.

Separately, we have created a **Response To Intervention (RTI) Checklist of Documentation needed for SLD eligibility** form, as well as **Student Observation** forms, to help schools know/streamline what information we need for eligibility consideration and to provide a framework for RTI.

Finally, we have created a "**SAMPLE RTI PACKET**" with completed versions of these forms. These are to provide the private schools with a general idea of what a complete RTI case might look like.

All of this information should be shared with the private school.

For further information, please visit the following *website(s)*:

<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/specific-learning-disabilities-sld/index.stml>

<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/language-impairment-li.stml>

For questions or concerns, please contact our office at 904-348-7889, or email our DCPS School Psychologist, Robert Poole, M.S. Ed., P.D, at pooler@duvalschools.org.

Thank you,
Rhonda Giffin, M.Ed.
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The Three-tiered Response to Intervention (RTI) Model

Within an RTI framework, resources are allocated in direct proportion to student needs. This framework is depicted as a three-tier model that uses increasingly more intense instruction and interventions. Data collected at each tier are used to measure the effectiveness of instruction. Decisions are made about which instruction and interventions should be maintained and layered to meet grade level expectations.

It is important to remember that the tiered system of services is meant to be fluid. Students should receive intervention from various tiers as their needs increase or decrease. A student **should not** be labeled or thought of as an “RTI student” or a “tier 2 student”. Response to Instruction/Intervention is measured for **all students**. No decision should be made to engage in intervention from a tier of higher intensity without a clear plan for closing gaps and exiting the intervention.

Core Instruction: Tier 1

Tier 1 components include instruction, curriculum, and assessment. Core curriculum in the general education classroom combines research-based/evidence-based instructional practices, a guaranteed, viable, rigorous and relevant curriculum, and a positive learning environment. Within the allotted time of core instruction, teachers should address student needs through differentiation. Differentiated instruction requires that teachers be flexible in adjusting their instructional methods and curriculum to suit students rather than expecting students to modify themselves for the curriculum. Teachers may differentiate content (*what is learned*), process (*how content is learned*), and product (*how students demonstrate their learning*).

In Tier 1, curriculum and assessments align with the standards and benchmarks of the school district. Each student has access to the general education core or the means to demonstrate mastery of and receive an enriched/accelerated version of the core. **Tier 1 instruction should provide the means for a majority of students (80-90%) to meet high expectations.**

If data indicate that the core is not meeting the needs of most students, improvement efforts must focus on studying and refining the core while still analyzing individual student performance. All problem-solving must begin with a review of students’ performance in the core. Changes may be needed in the areas of curriculum, instruction, assessment, environment, and/or delivery system to provide appropriate educational experiences for all students. Best practices for quality core instruction include differentiating instruction, collaboratively working on lesson planning, lesson study, and using brief focus lessons to reinforce skills that are weak based on data analysis. It is essential that school administrators provide adequate opportunities to support professional learning in these practices.

Tier 2: Supplemental Instruction

Tier 2 is supplemental and should be offered IN ADDITION to tier 1. **Approximately 5-15% of the students in a school may need access to the supplemental support through tier 2.** Students who continue to be less than proficient require instruction in addition to that provided in core and supplemental small group instruction. This instruction generally takes place in very small group or individual settings. Additionally, the instruction during this time is matched to the specific need that has been identified for the student. It is not a pull out program and does not replace tier 1.

Tier 3: Intensive Instruction

In general, before a tier 3 level of instruction is recommended, deep problem-solving at the individual level should take place. As part of that process, it is strongly recommended that the following be conducted if these have not already taken place: a sensory screening for vision/hearing, a review of the student's cumulative records, and a student observation. The **student observation should address the instructional/curricular area of concern and take place in the setting in which the concern has been noted**. No more than approximately 1-5% of the students in a school would be expected to need intensive interventions at the tier 3 level.

At the tier 3 level of instruction the following are expected:

- Tier 1 and tier 2 instruction/interventions continue.
- Very specific content instruction is planned and provided to meet individual needs.
- Intensity and/or frequency of the interventions is increased.
- The size of the group receiving intervention is decreased further (may be one-on-one if necessary).
- Progress-monitoring becomes more frequent (weekly or more often).
- Interventions may be provided by general education teachers, ESE certificated personnel, and/or appropriate certificated support staff.

Instructional Decision Making within the RTI Three-Tiered Framework

Guiding questions allow schools to examine student performance at each of the tiers. In RtI, we must always begin with an examination of tier 1 instruction. Related questions include:

- Is the core program sufficient?
- What specific supplemental and intensive instruction is needed?

At tier 2 and tier 3, instruction should be research-based and carefully targeted to student need based on data. Students will be involved in group and/or standard protocol interventions, and some may need further intensive, individualized work. The RTI team must strive to accurately target student needs and match them to appropriate resources for intervention/instruction. Related questions include:

- How will supplemental and intensive instruction be delivered?
- *Who, what, when and where* are questions that will need to be answered.
- How will effectiveness of supplemental and intensive instruction be monitored?

Documentation of the intervention design, materials, progress-monitoring, and fidelity measures must be included in individual student records. Charts and graphs documenting individual student progress must be created and should be shared with the RTI Team and parents. Related questions include:

- Which students need to move to a different level of instruction?

It is important to remember that the goal of supplemental tier 2 and intensive tier 3 intervention is to allow students to be successful in core instruction. Progress monitoring will demonstrate movement toward the target performance level. When gaps in knowledge and skills are closed, students may gradually need less instruction and exit an intervention.

Progress-Monitoring

Progress-monitoring is an essential component of Response to Intervention. We must measure and monitor student progress in order to evaluate the student's "response to intervention" and adjust our instruction to match the student's needs. This means increasing or decreasing the level of intensity within the three tiered framework. Progress-Monitoring is a scientific, research-based practice that is used to assess students' academic progress and evaluate the effectiveness of instruction. Progress-monitoring can be implemented with individual students or an entire class, grade level or school.

The purpose of progress-monitoring is to: (1) identify the student's current levels of performance, (2) establish educational goals for improving learning outcomes, and (3) measure the student's academic performance on a regular basis (e.g., weekly or biweekly). The measurements should be valid and reliable as well as quick and easy to administer. Progress-monitoring data should provide a picture of the student's performance and rate of growth to inform immediate instructional and curricular changes so that every student reaches proficiency in the targeted skill area(s).

Below is the complete list of identified weaknesses areas in which the student can qualify for SLD after demonstrating that they do not achieve adequately for age or do not meet grade-level expectation even after interventions at a Tier II and Tier III level:

In Reading:

- **Basic Reading Skills (letter-sound correspondence, sight words, and/or phonics)**
- **Reading Fluency Skills**
- **Reading Comprehension**

In Math:

- **Math Calculations**
- **Math Problem Solving**

In Writing:

- **Written Expression**

In Oral Language

- **Listening Comprehension (receptive language)**
- **Oral Expression (expressive language)**

Helpful RTI-related websites:

- **Easy graph making** - <http://nces.ed.gov/nceskids/createagraph>
- **Free progress monitoring tools and interventions for Reading and Math grades K-8** (you just need to log in and create an account) - <http://easycbm.com>
- **Florida's Multi-Tiered System of Supports** - www.florida-rti.org
- **Florida Problem-solving & Response to Intervention Project** - <http://floridarti.usf.edu/>
Materials/info on curriculum-based measurement, data use, intervention, and progress-monitoring:
- **Intervention Central** - <http://www.interventioncentral.org>
Intensive intervention helps students with severe and persistent learning or behavioral needs. The Center's approach to intensive intervention is **data-based individualization (DBI)**.
- **Florida Center for Reading Research** - <http://fcrr.org>
Materials/information on topics related to reading development and instruction for teachers
- **FCRR: Interventions for Struggling Readers:** <http://www.fcrr.org/interventions/RTI.shtm>