

## MEMORANDUM

Date: January 14, 2009  
To: Board of Education  
From: Dr. Randy Zila, Superintendent of Schools  
Subject: Response to Intervention (Rtl)

PURPOSE

To provide the Board of Education with an overview of Response to Intervention (Rtl).

BACKGROUND

The Response to Intervention (Rtl) Model is a school-wide initiative that allows for the utilization of resources for students in need of academic and/or behavioral support.

Response to Intervention (Rtl) outlines a system of interventions and resources that allows students to make progress in general, remedial, gifted and special education. Components of Response to Intervention (Rtl) are:

- Leadership
- Curriculum and Instruction
- School Climate and Culture
- Problem-Solving Process
- Assessment
- Family and Community Engagement

Kahle Charles, Principal of Indian Peaks Elementary School will provide an oral report and answer questions.

## **Introduction**

Response to Intervention is a framework that promotes a well-integrated system-connecting general, compensatory, gifted, and special education in providing high quality, standards-based instruction & intervention that is matched to students' academic, social-emotional, and behavioral needs. The Response-to-Intervention (RtI) Model is a school wide initiative that allows for the utilization of resources for students in need of academic and/or behavioral support. RtI outlines a system of interventions and resources that allows students to make progress in general, remedial, gifted and special education.

## **Components of RtI**

The Colorado Department of Education (CDE) recognizes six areas significant to RtI implementation: 1) Leadership, 2) Curriculum and Instruction, 3) School Climate and Culture, 4) Problem-Solving Process, 5) Assessment, and 6) Family and Community Involvement.

### **1). Leadership**

Leadership at the state, district, and building level is crucial to the fidelity of RtI implementation. RtI is a significant change that affects the entire educational system. Administrators must prioritize resource allocation to support the effort, as well as offer professional development to school staffs on the philosophical underpinnings of RtI. Staff development on the RtI philosophy will help establish and promote consistency among districts and schools that is imperative for successful implementation.

### **2). Curriculum and Instruction**

The RtI Model is a three-tiered system designed to meet the needs of all students. Curriculum based on the state standards and quality instruction is essential for student success.

Tier I instruction includes high quality, research-based curricula and instructional strategies that support the district's curriculum guidelines. Tier I provides core instruction for all students. Flexible grouping that targets specific skills are included so that the instructional goals of all students can be met.

Tier II offers supplemental instruction in addition to the standards-based curriculum received in Tier I. The curriculum and instruction at Tier II is designed to meet the needs of students not progressing as expected in Tier I.

Tier III instruction includes explicit instruction that is focused on a specific skill or need. This can be an accelerated or a remedial need.

### **3). School Climate and Culture**

The core principles of a multi-tiered RtI model support and embrace positive school climate within all school settings. Positive school climate depends on four essential elements:

- Creating a caring school community
- Teaching appropriate behavior and social problem solving skills
- Implementing positive behavior support (PBS) and
- Providing rigorous academic instruction

### **4). Problem-Solving Process**

The purpose of the problem-solving process is to assist the classroom teacher and parents in designing and selecting strategies for improving student academic and/or behavioral performance. The purpose of the problem-solving process is to develop academic and behavior intervention strategies that have a high probability of success. It provides a structure for addressing the academic and/or behavioral concerns identified by teachers or parents.

### **5). Assessment**

A major feature of the RtI Model is its use of data to drive the decision-making process—at the individual student, classroom, and school levels. To support RtI's approach, reliable and ongoing information must be available to:

- Identify academic and behavioral needs of individual students,
- Inform the problem-solving process,

- Design and modify instruction to meet student needs,
- Evaluate the effectiveness of instruction at different levels, of the system (e.g., classroom, school, district)

### 6). Family and Community Engagement

When families, schools, and communities work together, children are more successful in school and schools improve. Effective partnerships include parents, families, students, community members and educators. Indicators of an effective partnership include 1) sharing information, 2) problem-solving, and 3) celebrating, student successes. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes.

### Multi-Tiered Model of Instruction & Intervention

The Response to Intervention system uses increasing levels (tiers) of interventions to help students and teachers overcome learning difficulties. Intervention resources are arranged in three tiers.

### Colorado Multi-Tiered Model of Instruction & Intervention

