RESPONSE TO INTERVENTION

IDEA- Why RTI started

- *SPECIFIC LEARNING DISABILITIES—*

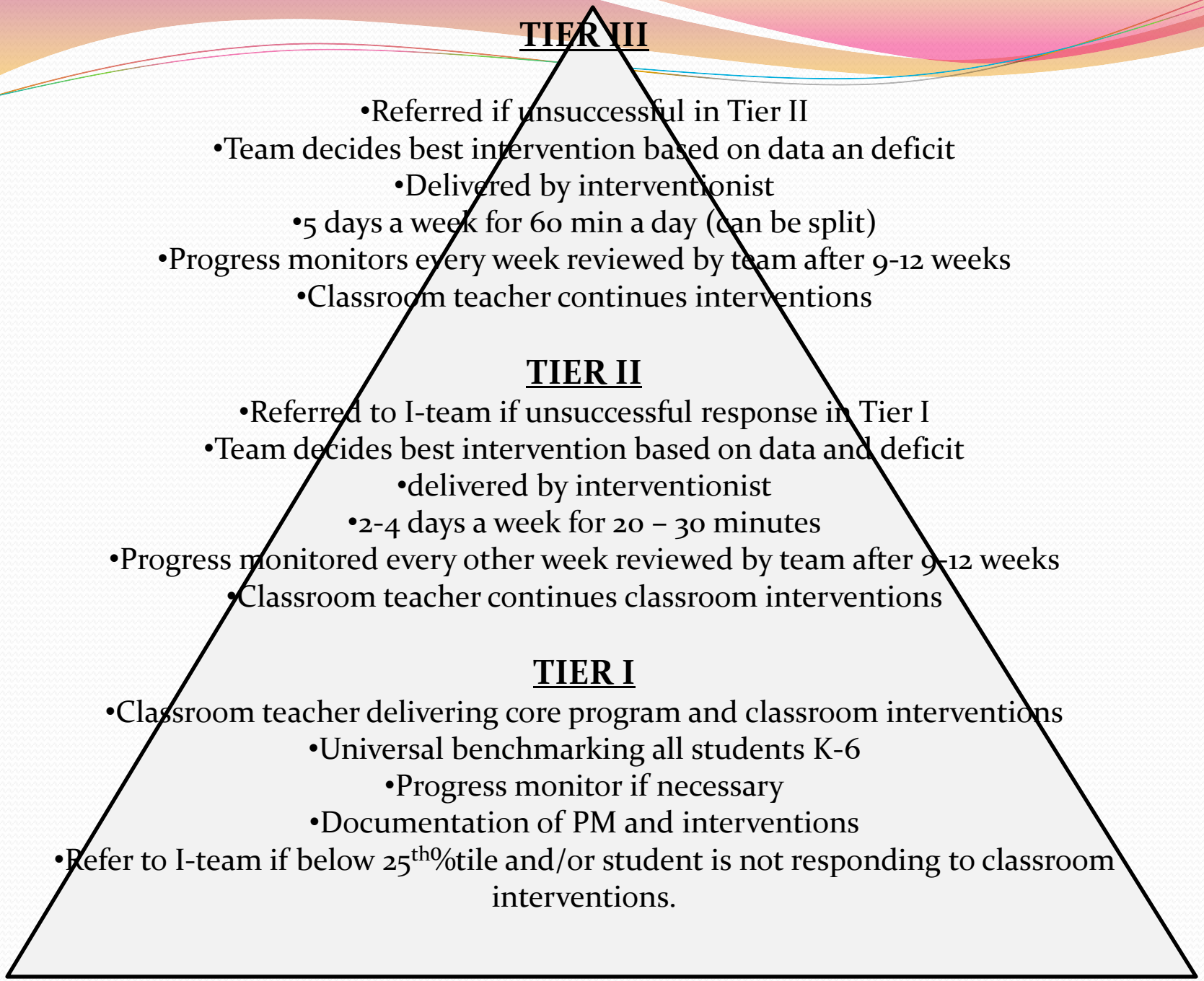
- *IN GENERAL: --In determining whether a child has a specific learning disability* ***a LEA may use a process which determines if a child responds to scientific, research based intervention.****”*

IDEA REGULATIONS

For a child suspected of having a specific learning disability, the group must consider, data that demonstrates that--

- ***the child was provided appropriate high-quality, research-based instruction in regular education settings, including that the instruction was delivered by qualified personnel; and***

- ***Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction,***


TIER III
•Referred if unsuccessful in Tier II
•Team decides best intervention based on data an deficit
•Delivered by interventionist
•5 days a week for 60 min a day (can be split)
•Progress monitors every week reviewed by team after 9-12 weeks
•Classroom teacher continues interventions
TIER II
•Referred to I-team if unsuccessful response in Tier I
•Team decides best intervention based on data and deficit
•delivered by interventionist
•2-4 days a week for 20 – 30 minutes
•Progress monitored every other week reviewed by team after 9-12 weeks
•Classroom teacher continues classroom interventions
TIER I
•Classroom teacher delivering core program and classroom interventions
•Universal benchmarking all students K-6
•Progress monitor if necessary
•Documentation of PM and interventions
•Refer to I-team if below 25th%tile and/or student is not responding to classroom interventions.

Stating the Obvious

- ***Reading is our most basic academic skill.***
- ***85% of curriculum is delivered by reading including math--there are far more words than numbers in math textbooks.***
- ***No other educational success can compensate for failure to teach reading early and well.***

Annual Growth: Time

"In primary grades, a minimum of 2 …hours of instruction is recommended." *CORE Sourcebook 22.6*

"120 minutes of eyeball to eyeball instruction

Kennewick practice

Annual Growth-Instruction-what it looks like

- ***Eye-ball to eye ball***
- ***District instruction professional development***
- ***Using curriculum as intended***
- ***Differentiated instruction***

3 miles
BEHIND

2 miles
BEHIND

1 mile
BEHIND

It takes about an hour of normal classroom instruction for 180 days to make up each year a student is behind.

Catch-up Growth- what it looks like

- ***Diagnostic testing to determine the deficient sub-skills of those behind***
- ***Proportional increases in direct instruction time***
- ***Teaching to the deficient sub-skill***
- ***Retesting to assure that adequate catch-up growth actually occurred***

Team Process- Intervention

- ***Decisions are made by the team.***
- ***The team benefits from the collective knowledge of the group***
- ***This is not special education***
- ***This is a chance to catch up- fill in the holes***
- ***Only about 3%-5% will end up with a special education LD determination after intervention process***

RESULTS

Schools With Interventionist

- Sterling Elementary .5
- Soldotna Elementary.5
- Tustumena Elementary.5
- Paul Banks Elementary .5
- Mountain View Elementary
- McNeil Canyon Elementary .5
- Seward Elementary .5
- Redoubt Elementary
- Nikiski Northstar Elementary
- K-Beach Elementary (2)
- West Homer Elementary
- Champman .5
- Homer Middle .5
- Seward Middle .5
- Soldotna Middle .5
- Kenai Middle .5
- Nikiski Middle .5

FALL 2009-2010 with intervention help

	Description	Target Range	Number Of Students	Percent Of Students
	Well Below Average	<= 8.9	3	11.1%
	Below Average	9.0 - 11.9	4	14.8%
	Average	12.0 - 18.9	14	51.9%
	Above Average	19.0 - 25.9	6	22.2%
	Well Above Average	26.0+	0	0.0%

SPRING 2009-2010 with intervention help

	Description	Target Range	Number Of Students	Percent Of Students
	Well Below Average	<= 18.9	1	4.2%
	Below Average	19.0 - 23.9	1	4.2%
	Average	24.0 - 42.9	9	37.5%
	Above Average	43.0 - 52.9	7	29.2%
	Well Above Average	53.0+	6	25.0%

FALL 2009 – 2010 without intervention help

	Description	Target Range	Number Of Students	Percent Of Students
	Well Below Average	<= 8.9	1	3.8%
	Below Average	9.0 - 11.9	5	19.2%
	Average	12.0 - 18.9	12	46.2%
	Above Average	19.0 - 25.9	2	7.7%
	Well Above Average	26.0+	6	23.1%

SPRING 2009-2010 Without intervention help

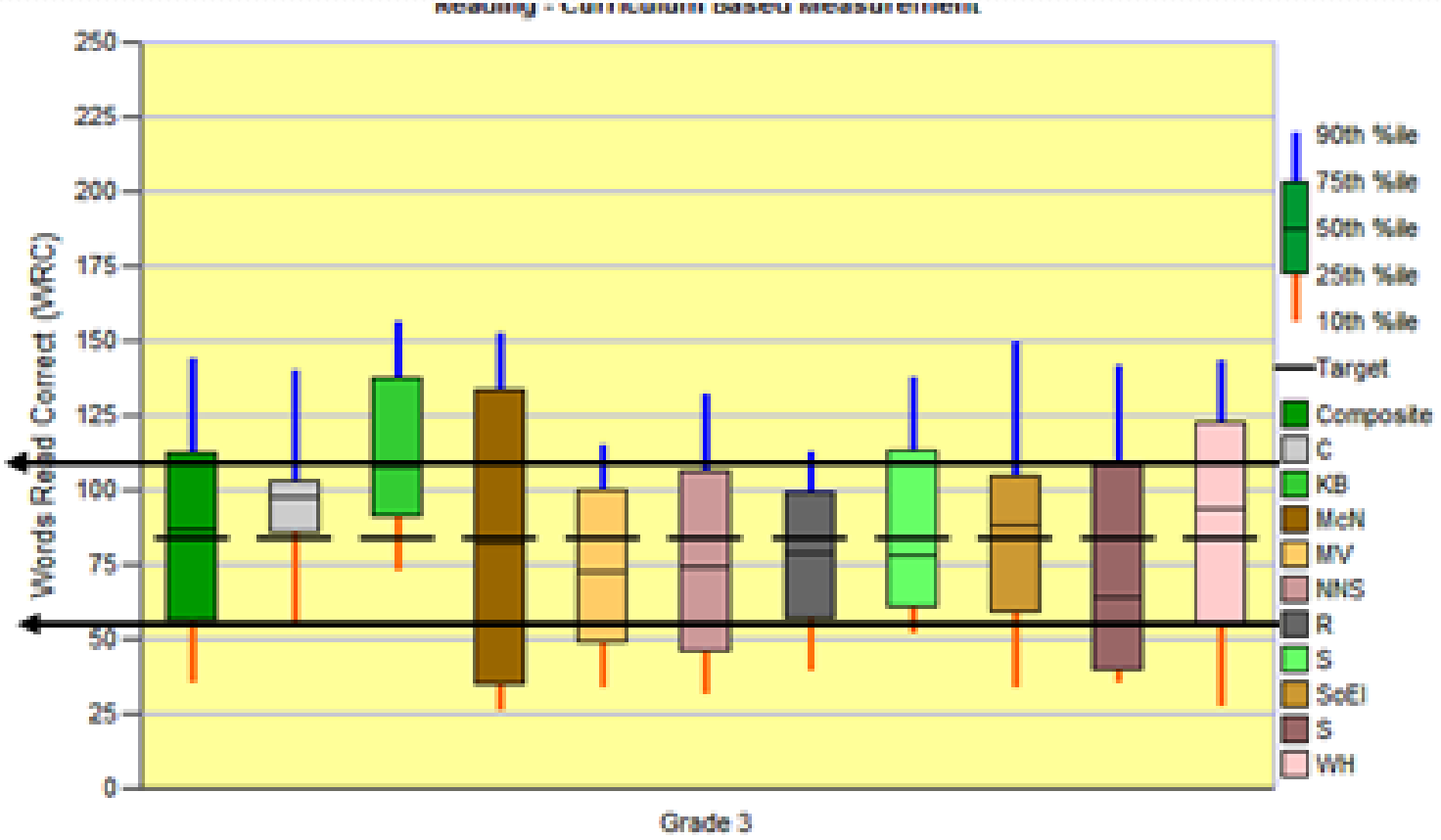
	Description	Target Range	Number Of Students	Percent Of Students
	Well Below Average	<= 18.9	4	16.0%
	Below Average	19.0 - 23.9	6	24.0%
	Average	24.0 - 42.9	13	52.0%
	Above Average	43.0 - 52.9	1	4.0%
	Well Above Average	53.0+	1	4.0%

Student	Initial MCAP (goal is 14)	Second MCAP
M E	12	15
K H	11	22
S H	4	10
M M	11	16
I R	12	10
H S	2	5
J W	11	14
A C	6	10
J D	7	15

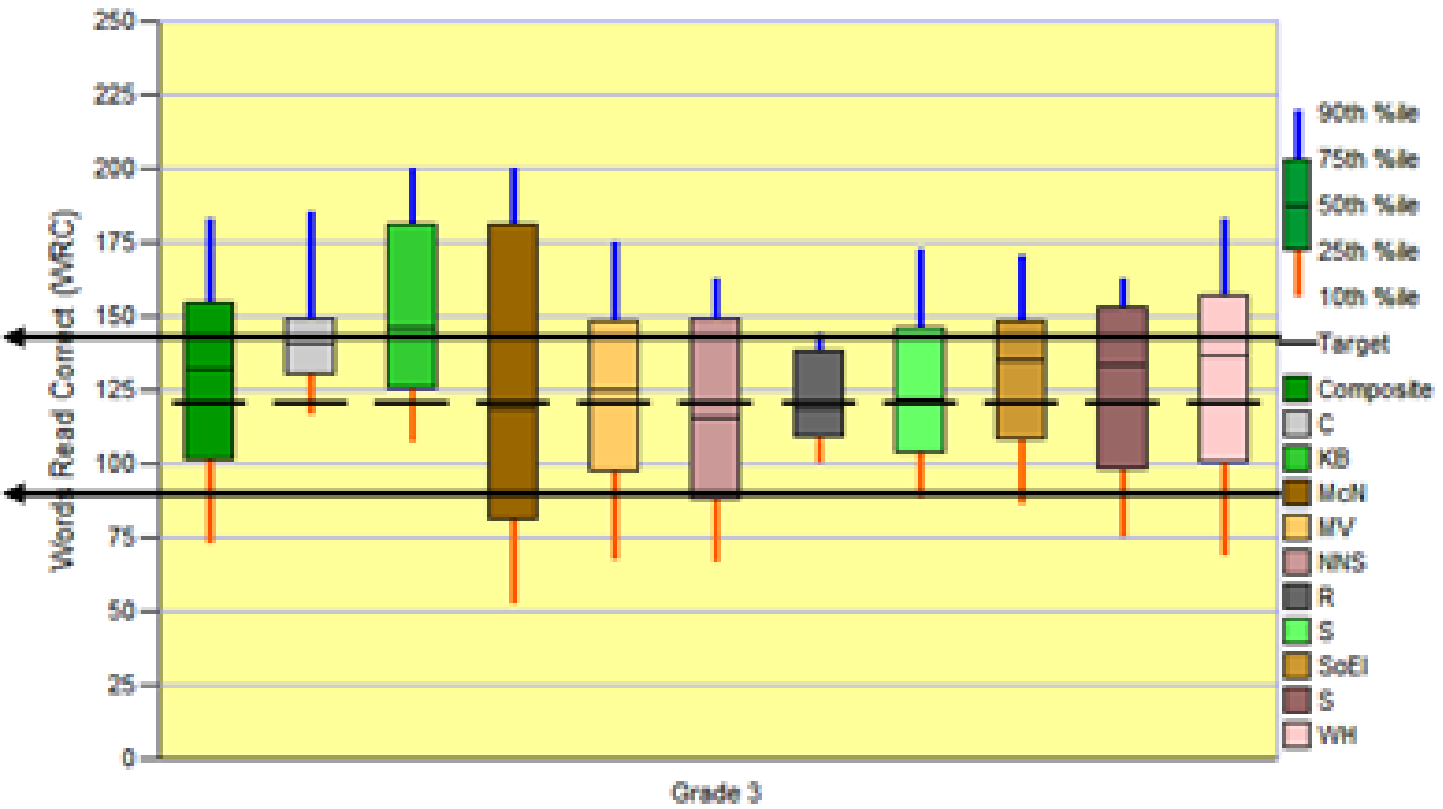
Grade 3 R-CBM Fall

75th-

25th



Grade 3 R-CBM Spring



75th

25th

Questions

Thank you