

Response to Intervention: Key Components

Response to Intervention (RtI) is an every-education decision-making framework of evidence-based practices in instruction and assessment that addresses the needs of all students starting in general education. As an every-education process, RtI allows educators to judge the overall health of their educational system by examining data on all students (general and special education) as well as identifying students who need additional supports. Those supports are provided in both small group and individual settings, and measured to determine if these supports are making a difference to ensure all learners demonstrate proficiency in the Iowa Core standards and leave school ready for life.

Evidence-Based Curriculum and Instruction shall be provided at the Universal level: Schools provide evidence-based curriculum and instruction to all learners in the general classroom.

- a. All schools shall use universal instruction based on the age-/grade-level expectations found in the Iowa Early Learning Standards/Iowa Core Standards.
- b. All schools shall use a research-based scope and sequence of skills
- c. All schools shall use instructional methods that are systematic (structured), sequential, and cumulative instruction that are organized and presented in a way that follows a logical sequential plan, with no assumption of prior skills or language knowledge, and maximizes student engagement. This instruction proceeds at a rate commensurate with students' needs, ability levels, and demonstration of progress.

Universal Screening shall be used three times per year: Schools use universal screening assessments to determine if universal instruction is sufficient for the school and for whom it is sufficient.

- a. Data from a reliable, valid, and technically adequate universal screening assessment shall be gathered three times a year.
- b. Based on universal screening results, struggling as well as advanced learners are identified and additional instructional time and differentiated instruction shall be provided to meet their needs.

Evidence-based, instructional interventions at the Targeted and Intensive levels shall be provided to each student who needs them: Schools provide additional, evidence-based instruction and support to those learners for whom universal instruction alone is insufficient. Instructional interventions shall include:

- a. All students receiving additional interventions also receive full Universal instruction.
- b. Learners receiving Targeted interventions are provided with small-group, evidence-based standard treatment to address their needs.
- c. Learners receiving Intensive interventions receive individualized, evidence-based instruction in small group or one-on-one setting that includes instructional techniques to address student needs.
- d. Targeted and Intensive interventions maximize student engagement, uses specialized methods and materials, and has a high likelihood of successful student outcomes.
- e. Learners performing above age-/grade-level performance expectations shall also be provided with Targeted or Intensive instruction and supports matched to their needs.

Progress Monitoring Data shall be collected and used to guide instruction: Schools shall use progress monitoring procedures for all students receiving Targeted or Intensive instruction. Progress monitoring procedures shall include:

- a. Use of a reliable, valid, and technically adequate progress monitoring assessment
- b. Progress monitoring results shall be used to gauge student response to instruction.
- c. Learners who are receiving Targeted instruction and supports shall be monitored at least two times per month.
- d. Learners who are receiving Intensive instruction and supports shall be monitored at least weekly.
- e. Student progress is compared to an appropriate end of year goal in order to determine if students are making adequate progress.

Data-Based Decision Making: Schools shall make informed decisions about students' instruction and curriculum needs based on the collection and analysis of data.

- a. Schools rely on collaborative, professional learning communities to enable educators to make informed decisions based on accurate data.
- b. Schools use a data-based decision-making model that includes: defining the problem, determining why the problem exists (if needed), determining a course of action, implementing the action, and evaluating the outcome.
- c. Schools combine universal screening and progress monitoring data with other sources of information to reinforce a continuous process of assessment and instructional change.
- d. Schools collect and examine additional diagnostic information to plan and deliver instruction and support that meets the needs of learners who require Intensive instruction as needed.