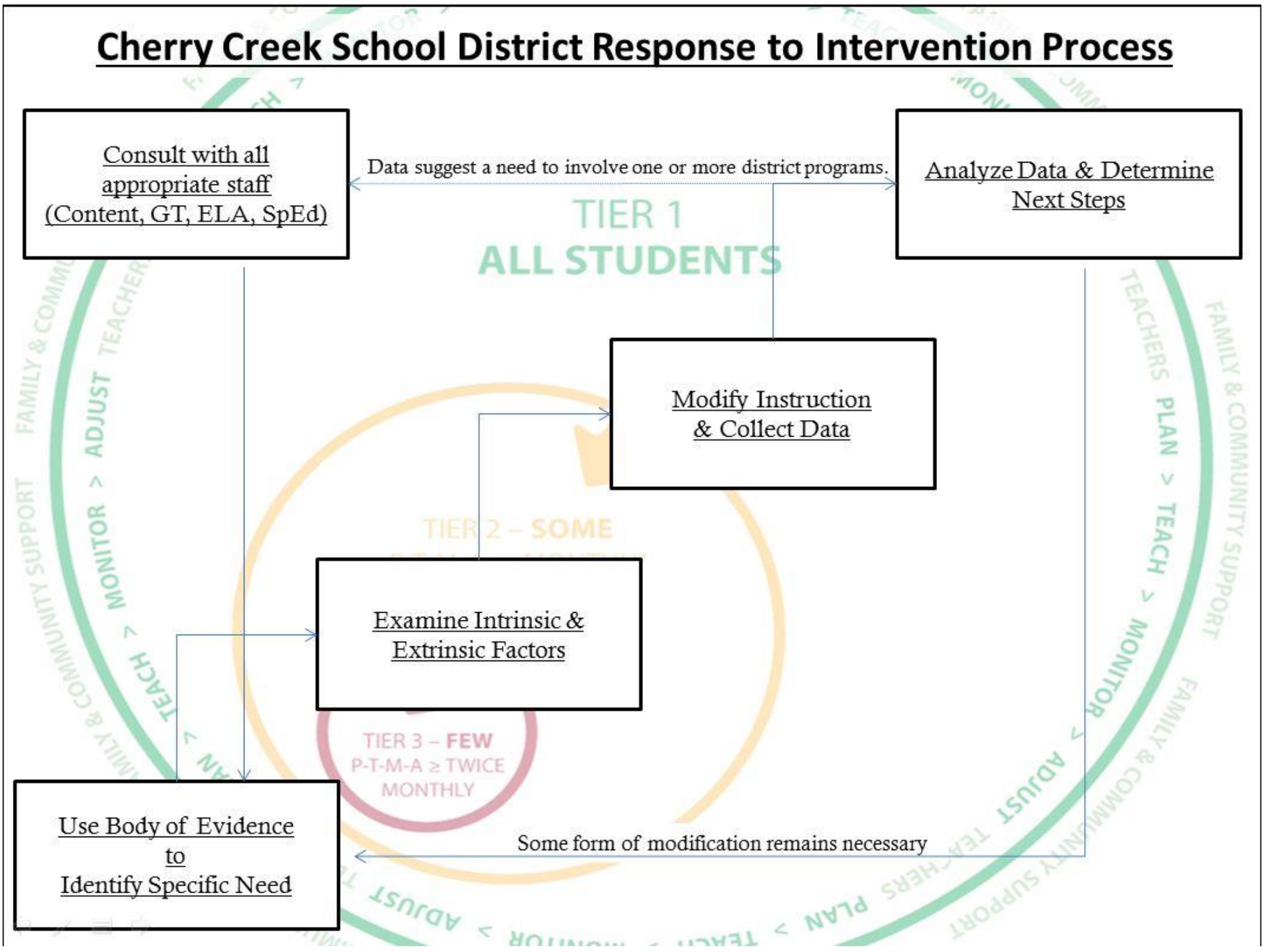
Cherry Creek School District Response to Intervention Process



RtI is the work staff and administrators do every day for all children they serve. Nationally, an accepted standard is that 80% of students will demonstrate growth toward mastery of grade level standards as a result of their experiences in universal instruction. When data suggests students are not reaching this standard, a first question to consider is the effectiveness of the universal instruction across the system. And, there will always be a need to problem solve in order to ensure individual students grow appropriately. RtI is the key in each of these scenarios.

The purpose of this document is to support educators in analyzing the effectiveness of systems, departments, programs, and grade levels to ensure individual student success. The most important work teachers and administrators engage in is continual analysis of data and problem solving when students are at-risk of meeting grade level standards. The guiding questions of the RtI Process Guidelines will serve for both system analysis and individual student problem solving.

Definition

In Cherry Creek, by utilizing the Plan, Teach, Monitor, and Adjust expected approach to instruction, staff identify needs at the school, grade, group, and individual levels to ensure adequate growth toward mastery for *all* students. Response to Intervention allows teachers and administrators to use the training, expertise, and talents across the staff and beyond to establish a learning community that moves *all* students along the path of college and career readiness.

Identify the Specific Area of Need

Rationale

The purpose of this step is to determine the specific area of need and define it in context in order to inform the RtI process.

Connection to Educator Effectiveness

Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice. (QS IVa)

Considerations

- Analyze patterns and trends in universal data to ensure that 80% or more of the students are making adequate growth toward mastery.
- Look at groups of learners to ensure that all subgroups are making adequate growth toward mastery. (e.g. students of color, linguistically diverse, gifted and talented, students with disabilities, etc.).
- A need initially identified and defined by the team may change or be redefined after carefully examining additional factors that may contribute to challenges.

Guiding Questions

- Who is demonstrating growth toward mastery? All students? Most? Some? Few?
- What data demonstrate growth toward mastery?
- What changes have been made to ensure all students are making growth toward mastery?
- What behaviors are exhibited? (e.g. engagement, expression, work production, etc.)
- Are they present in all environments?
- Under what circumstances are the behaviors evident?
- What specific component/standard is impacted?
  (e.g. phonics, computation, expository writing, etc.)

Responsibilities

- Examine and analyze universal and disaggregated data according to grade level standards.
- Collect pertinent information that will assist the team in defining the areas of specific academic and/or behavioral need. This may include work samples, test scores, observations, parent concerns, anecdotal records, and previous documentation.
- Collaborate with others (parents, student(s), other professionals) to examine data and build a body of evidence that specifically identifies the area of need.

Examine Intrinsic and Extrinsic Factors

Rationale

The purpose of this step is to identify factors that may have a profound impact on learning and behavior. These factors may influence students' abilities to access and master grade level standards in a learning environment.

Connection to Educator Effectiveness

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students. (QS II)

Intrinsic Factors

Considerations

- Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels. (QS IId)
- The dispositions of teachers and students have an impact on teaching and learning.
- The culture of a classroom will never completely align with that of each student in attendance, but modifications can be made to make it more inclusive.
- Consider the potential impact of acculturation on students who represent a culture that is dissimilar to the dominant culture of the learning environment.
  (e.g. gender, race, ethnicity, language, ability, etc.)
- Students, family members, cultural liaisons, and other staff can be great resources for learning more about cultural differences.

Guiding Questions

- What is the evidence that all students feel safe in the learning environment?
- How accessible are the content area standards to all students in this setting?
- What cultural factors have been considered?
  - Background
  - Attitudes toward instruction, learning, and the culture of the classroom
  - Typical behaviors and expectations
  - Other
- Is the instruction culturally responsive? What is the evidence?
- Are the assessment procedures appropriate & culturally responsive? What is the evidence?
- How are all learning styles considered when designing instruction?
- What is the potential impact of personality differences?

Responsibilities

- Gather information about the culture and dispositions of students and teachers.
- Identify and compare learning and instructional styles of students and teachers.
- Identify practices that may need to be made more culturally relevant to students.

Examine Intrinsic and Extrinsic Factors (continued)

Extrinsic Factors

Considerations

- Prior experiences with content or the learning environment may differ from those expected in the classroom.
- Coaching and/or professional development can support a teacher who has limited prior experiences with a population of students, a content area, grade level, curriculum, or program.
- Some students may have limited or interrupted prior exposure to formal academic instruction.
- Major life events can greatly impact motivation and performance.

Guiding Questions

- Are absences/tardies impacting the amount of grade level content/instruction students receive?
- Is missed instruction due to other supports/services being provided at the same time?
- How could educational history be impacting performance?
- How could social/emotional history be impacting performance?

Responsibilities

- Collect information about student and teacher prior experiences.
- Gather data that demonstrate the impact of missed instruction (if applicable).
- Seek out professional development/coaching if unfamiliar or uncomfortable with one or more aspects of the learning environment.
- Examine the potential impact of any major life events on the current situation.

Modify Instruction & Collect Data

Rationale

The purpose of this step is to design and implement data-informed, culturally relevant and appropriate instruction and/or interventions based on the identified specific area of need and collect data that document effectiveness.

Connection to Educator Effectiveness

Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction. (QS IIIh)

Considerations

- The team must consider the appropriateness of the modification(s) to instruction.
- Schedules may need to be modified to meet student needs.
- Progress should be monitored across multiple settings, when appropriate.
- Any intervention should follow the prescribed length of time (if applicable).

Guiding Questions

Based on the information gathered in previous steps…

- How will the instruction and/or learning environment be modified?
- How will modification(s) (time, intensity or focus) target these needs?
- What data will demonstrate effective response to instructional modification(s)?

Responsibilities

- Modify instruction according to identified need(s) and the recommendations of the team
- Gather data about the effectiveness of the modification(s) from multiple sources

Analyze Data & Determine Next Steps

Rationale

The purpose of collecting and analyzing data is to determine whether students are responding to the chosen instruction and to inform next steps.

Connection to Educator Effectiveness

Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice. (QS IVa)

Considerations

- Data and additional information may reveal that a modification was inappropriate or in need of revision.
- The perspectives of others may be necessary to fully analyze data and inform next steps.
- A body of evidence including multiple data sources will yield the most comprehensive analysis.

Guiding Questions

- Has sufficient data been collected to determine effectiveness of the modification(s) to instruction?
- Have the proposed modification(s) been implemented as planned?
- Have the modification(s) to instruction been effective? What is the evidence?
- Have students made adequate growth toward mastery to be on track to meet/exceed end of year benchmarks?
- Have any additional extrinsic or intrinsic factors surfaced for the team to consider?
- Should modification(s) be continued? Revised?
- Is there a new voice that needs to be present? (parent, ELA, GT, SpEd, content expert, other staff)

Responsibilities

- Utilize a variety of resources to analyze and determine effectiveness.
- Determine next steps.
- Consult with others, as necessary.