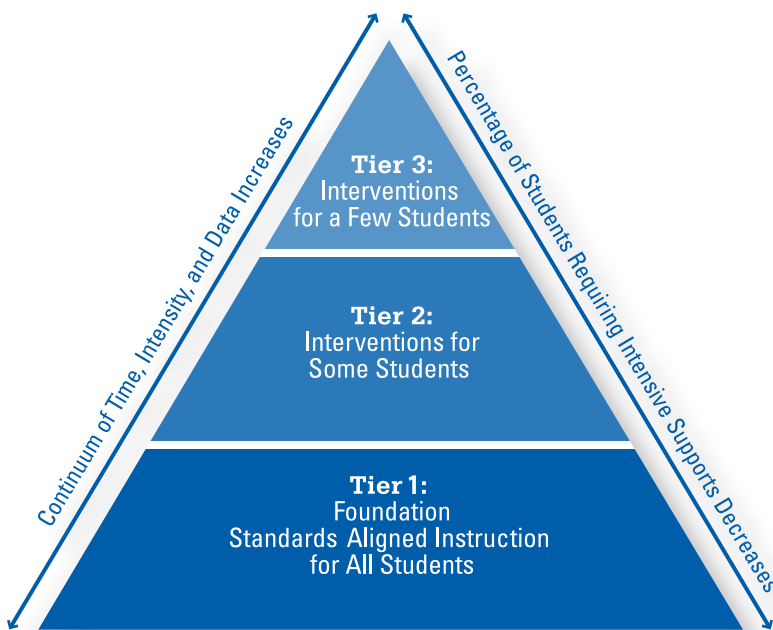




# Response to Intervention (RtI): A Fact Sheet for Parents

RtI is (1) a **general education effort for ALL students** to identify and help those students who need academic or behavioral help long before they fail, and (2) one way to identify students with learning disabilities. RtI includes these features:

- **Standards Aligned Instruction:** High quality instruction for ALL students based on research (what we know to work) and aligned to PA standards (matched to what students must know and be able to do)
- **Universal Screening:** A quick check of students' current level of performance in a content or skill area
- **Tiered:** Instruction allows some students to receive increasing levels of instructional help based on their specific needs in the general education curriculum (See PA's Three-Tier Model below for details)



### Tier 3: Intensive Intervention

- For students significantly below grade level
- Weekly Progress Monitoring

### Tier 2: Targeted Group Intervention

- For students at academic or behavioral risk
- Bi-monthly Progress Monitoring

### Tier 1: Core Instruction

- For all students
- Universal Screening and Benchmark Assessments (3 to 5 times per year)

- **Parental Engagement:** Parents are provided information regarding their child's needs, interventions, goals and expected progress, time spent in each tier, with regular reports of progress or lack of progress and the right to request a special education evaluation at any time.
- **Shared Ownership (responsibility):** All staff assume an active role in instruction and assessment for all students.
- **Data-Based Decision Making:** The use of student data to guide the design, implementation, and adjustment of instruction. Student performance data is gathered through:
  - ♦ **Progress Monitoring:** Continuous measuring and comparing of student learning to determine progress toward targeted skills with the purpose of appropriately adjusting instruction.
  - ♦ **Grade Level Benchmarks and Outcome Assessment:** The periodic assessment (a minimum of 3 times per year) of all students compared to age or grade level standards; and, the measurement of how students have performed at the end of planned instruction or at the end of the year.