



NATIONAL AND STATE TRENDS AND RTI

**Putting it all together... What does this mean for
the Duluth Public Schools?**



NATIONAL AND STATE TRENDS

Local Conversations

NATIONAL AND STATE TRENDS; LOCAL CONVERSATIONS

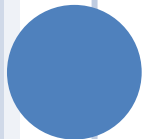
- National Conference of State Legislatures





RESPONSE TO INTERVENTION

The Basics

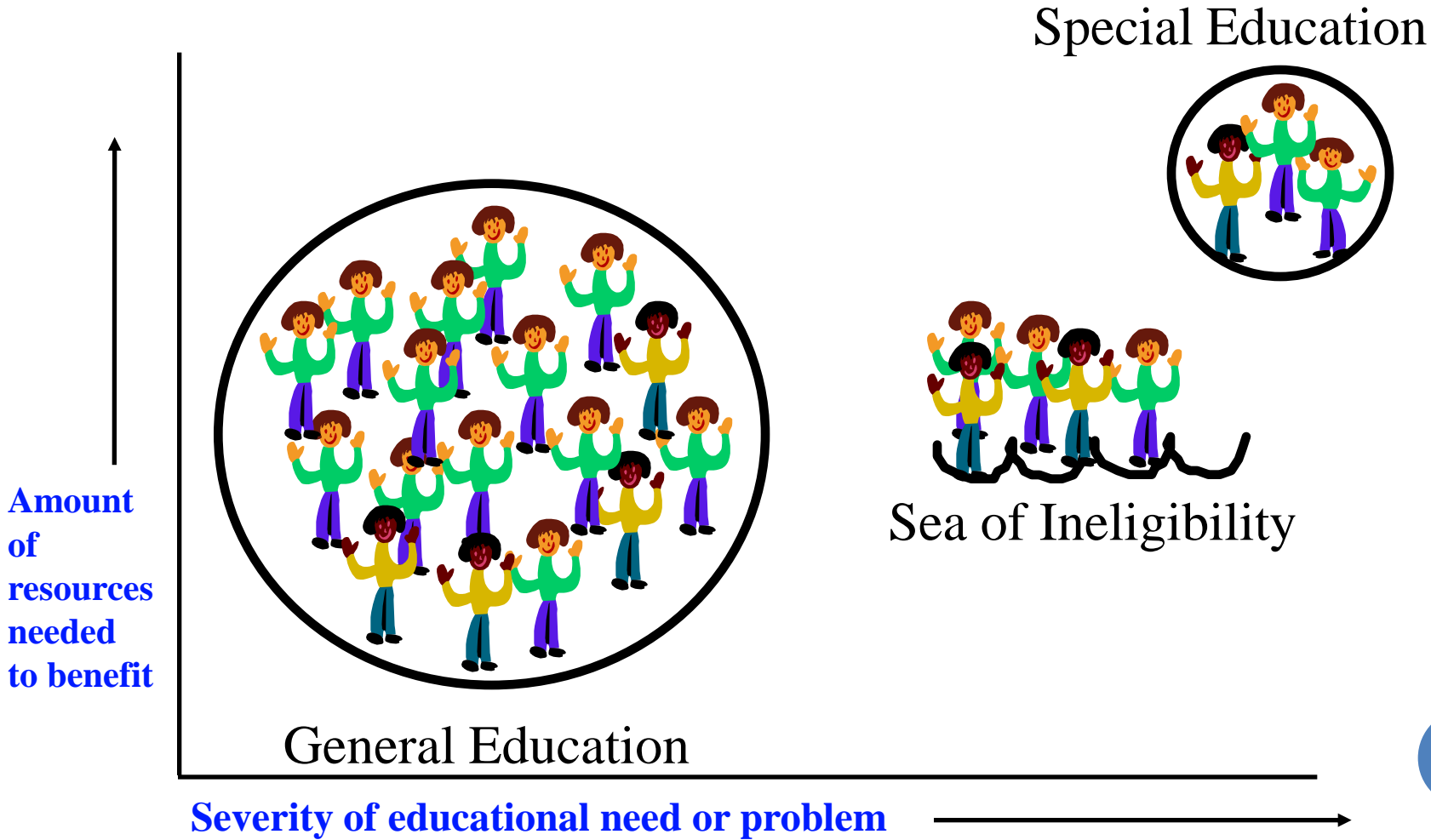


WHAT IS RTI?

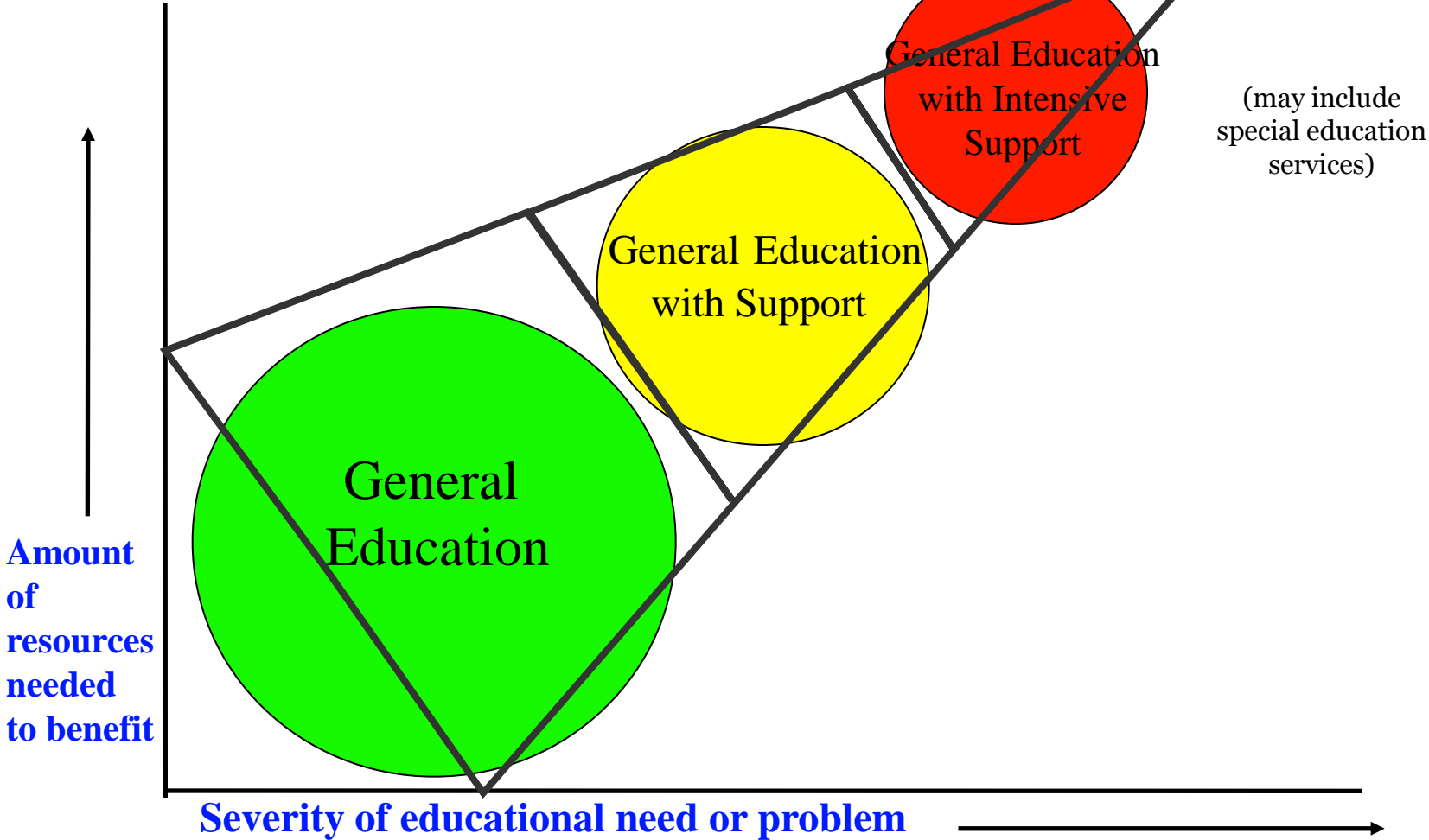
- Response to Intervention (RTI) is a systematic and data-based method for identifying, defining and resolving students academic and /or behavioral difficulties
- Method to ensure that all students receive early intervention and assistance before falling too far behind their peers
- Core Assumption: All students can reach high levels of achievement if the system is willing to vary the amount of time students have to learn and the type of instruction they receive



TRADITIONAL APPROACH TO SERVICE DELIVERY



NEW PROBLEM-SOLVING SYSTEM...



ESSENTIAL COMPONENTS OF RTI

- High quality research-based instruction and behavioral support in general education
- Universal (district-wide) screening of academics and behavior in order to determine which students need closer monitoring or additional interventions
- Multiple tiers of increasingly intense scientific, research-based interventions that are matched to student need
- Use of a collaborative approach by school staff for development, implementation, and monitoring of the intervention process



ESSENTIAL COMPONENTS OF RTI

- Continuous monitoring of student progress during the intervention, using data to determine if students are meeting goals
- Follow-up measures providing information that the intervention was implemented as intended and with appropriate consistency
- Documentation of parent involvement through the process
- Documentation that any special education evaluation timelines are followed





**WHAT DOES THIS MEAN FOR
THE DULUTH PUBLIC SCHOOLS?**

WHAT DOES THIS MEAN FOR THE DULUTH PUBLIC SCHOOLS?

Recent changes have intentionally been in alignment with the philosophy of RTI; examples include:

- Development of an academic assessment system (Universal Screening)

- Students matched with research-based interventions, using data as the guide (Tiered Interventions)

- Time set aside for teachers to work with colleagues on using data, implementing interventions, and quality instruction (Collaborative Approach)



STUDENT ACHIEVEMENT

SYSTEM-WIDE MATH & READING INTERVENTIONS

Intensive

- Small group / individualized instruction
 - *Harcourt Intensive Intervention*
- Core supplemental materials (i.e. differentiated cards) and *Soar to Success*
- Co-teaching, *TransReading* / *TransMath*
- PLATO

Strategic

- 20-30 minutes small groups
 - *Harcourt Strategic Intervention*
- 20-30 minutes small flex groups
- Core supplemental materials (i.e. differentiated cards) and *Soar to Success*
- *Read 180*
- Math lab (Double dose of math)
- Double Dose – Labs with Intermediate Algebra or Geometry or Beginning Algebra

Core +

- After school Excel with *Study Island*
- Daily 10-15 minutes reading study hall or delivered with TOSA
- Explore math study hall(s)
- Explore after school tutoring

Core

- 90 minutes + 30 minutes writing - *Harcourt StoryTown*
- 70 minutes + 10 additional minutes, facts/computation fluency for grades 2-5
 - *Math Expressions and Every Day Counts*
- English Language Arts
- Math 1 Period daily
- 11th Grade Math – 1 period weekly for MCA prep developed by math TOSAs

DISTRICT

- District Adopted Curriculum
- Prototype Buildings
- Articulated Before and After School Programs
 - Aligned to Curriculum and Instruction
- Early Student Release / Staff Development

ADDITIONAL RESOURCES

- All-day Kindergarten
- 2.5 Literacy Coach (grades K-2, district-wide)
- .5 Instructional Data Coach
- Release time for teachers for PLCs
- Integration Specialists
- Extended school year (TBD)





NEXT STEPS FOR THE DULUTH PUBLIC SCHOOLS