



Response to Intervention (RtI)
Parent Notification
(August 13, 2009)

What is Response to Intervention?

Response to Intervention (RtI) is viewed by the Virginia Department of Education (VDOE) as a general education process that uses high quality instruction, tiers of interventions and student performance data to help students learn. The primary purposes of RtI are to identify and prevent potential learning problems and to provide additional support for individual student needs. The RtI process encourages parent participation and requires that if a parent or educational professional suspects a disability, a referral for special education evaluation can be made at any time during the process.

What are the State's policies concerning student performance data collected and services provided when implementing a RtI process?

VDOE's guidance document, *Responsive Instruction: Refining Our Work of Teaching All Children*, defines the role of the school division and/or building level progress monitoring team as the group responsible for developing a plan that identifies a student's learning or behavioral problem. The plan should address the amount and duration of services to be provided and the nature of the student performance data that will be collected to determine the effectiveness of the intervention. The specific data collected and services provided as part of general education will vary, as the services will be based on the particular needs of the child, including specific skills being addressed, the age and grade level and the gap between the child's expected and actual performance.

The document, *Responsive Instruction: Refining Our Work of Teaching All Children*, suggests that four to eight weeks of formative assessment data in the areas of concern at each tier of intervention is a reasonable amount of time to intervene.

As part of progress monitoring, the team must provide documentation that research-based instruction was used, repeated assessment of achievement at reasonable intervals has been conducted, and student progress data has been systematically collected and analyzed.

If using RtI, to increase the validity and reliability of the data, the instructional interventions should be conducted with a high level of fidelity. This process should be aligned with the school division's written policies and procedures concerning instructional interventions and data collection. In addition, if a referral to special education is made and the school division is using RtI in the special education eligibility process, the information collected during the RtI process should be viewed as one of the assessment components. VDOE has developed a supplementary monograph, *RtI and the Special Education Eligibility Process: Frequently Asked Questions* as a resource for parents, which was designed to assist schools with the development of local special education policies and practices concerning RtI and the eligibility process.

For more information:

The guidance document, *Responsive Instruction: Refining our Work of Teaching All Children* along with supplementary monographs can be found at the Virginia Department of Education Web site:

<http://www.doe.virginia.gov/VDOE/studentsrvcs>

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