Response to Intervention (RTI) in Louisiana

Response to Intervention (RTI) is a general education process that provides students with high-quality research-based instruction and interventions that are matched to the student’s specific needs. Data is used to drive decisions about student progress and to determine the appropriate instructional plan necessary for a student to achieve grade-level success. Daily instruction is delivered to maximize instruction and intervention benefits.

In June 2009, (Bulletin 741, section 2308), BESE approved policy recommending the Response to Intervention (RTI) Process to assist districts in meeting the needs of students who are at risk for failure due to academic or behavioral concerns. Specifically, the policy supports early student identification and intervention through the development of a district RTI plan by each Local Education Authority which incorporates:

- High quality research-based instruction in General Education
- Universal screening
- Benchmarks, outcome assessments, and progress monitoring
- Multi-tiered interventions
- Shared responsibility for all students

The Louisiana RTI Task Force is developing the guidelines for the Louisiana RTI Implementation plan, and districts will be expected to follow the guidelines and submit their plans to the Louisiana Department of Education for review. Local, state, and federal funds through Title I, Title II, IDEA, REAP, Stimulus Funds, etc. should be used to support the RTI process.

RTI in Louisiana follows a three-tiered process. Universal screening to benchmark all students should occur three times a year—in the fall, winter, and spring. All students, regardless of tier determination should receive powerful core curriculum instruction.

- **Tier I** is the level in which students are achieving Benchmark or above success. Tier I students usually receive core, enrichment and/or accelerated instruction. Core instruction is designed to engage the student in learning, and instruction is differentiated as appropriate according to student need.
- **Tier II** is implemented when students need **strategic** support to achieve Benchmark success.
  - Research based interventions that provide strategic intervention support to the core curriculum with approximately 30 minutes of interventions for every hour of core instruction.
  - Interventions may be delivered in groups of up to **six** students
- **Tier III** is the level at which students need **intensive** support to achieve Benchmark success.
  - Students at Tier III receive core instruction as well as intensive interventions designed to move a student to benchmark skill level. In all tiers, core instruction should engage the student in learning with differentiation strategies. Research based interventions support the core curriculum with approximately 60 minutes of interventions for every hour of core instruction.
  - Interventions may be delivered in small groups of up to **four** students
Pre and post assessments as well as regular progress monitoring of curriculum based assessments should be administered to students who are receiving intervention assistance. The student’s academic progress is monitored frequently (minimally, every two weeks) to determine if the interventions are sufficient to help the student reach the instructional level of his or her grade. This process is facilitated by charting progress with goal and aim lines on a progress data graph. When computerized interventions are used, progress monitoring is usually built into the program. Consistent review of progress monitoring data drives the decisions about needed instruction and intervention changes or continuation. RTI is a fluid high-expectation process that is designed to move students to grade-level success and higher.

This exciting process has dramatically improved the skill level of students across Louisiana as measured by High Stakes LEAP, and iLEAP assessments. The Louisiana Literacy Plan has incorporated RTI strategies in Reading First and ELFA schools for several years with impressive outcomes. Please review the Summary Report for the Literacy Pilot Schools on this site. RTI processes were embedded in the instructional practices of the pilot schools and outstanding growth is reflected in the outcome data. Full implementation of the process with fidelity in schools across Louisiana is expected to result in dramatically improved reading and math scores at all grade levels. Academic success has a positive impact on graduation rates, which then have a positive impact on employment and economic indicators, and ultimately can benefit all citizens in Louisiana.

For further information about the Louisiana RTI process, contact Dr. Diana Jones, State RTI Coordinator, Literacy and Numeracy, Louisiana State Department of Education (diana.jones@la.gov).