

Response to Intervention (RtI) Summit 2009

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Data for Consideration

- 4,651,516 students in Texas
- 1,229 districts in Texas
- 8,195 campuses in Texas
- ? potential RtI models in Texas

Cited from 2007-2008 Texas Public School Statistics

Data for Consideration

- 89% of fifth grade students passed reading Texas Assessment of Knowledge and Skills (TAKS)
- 11% of fifth grade students did **NOT** pass reading TAKS

Cited from June 2009 TEA Press Release

Data for Consideration

- 84% of fifth grade students passed math TAKS on the first attempt
- 16% of fifth grade students did **NOT** pass math TAKS on the first attempt

Cited from June 2009 TEA Press Release

Data for Consideration

- 75% of students tested in the Class of 2010 met the exit-level TAKS requirement by passing all four tests – English language arts, math, science, and social studies
- 25% did **NOT** meet the exit-level TAKS requirement

Cited from June 2009 TEA Press Release

Data for Consideration

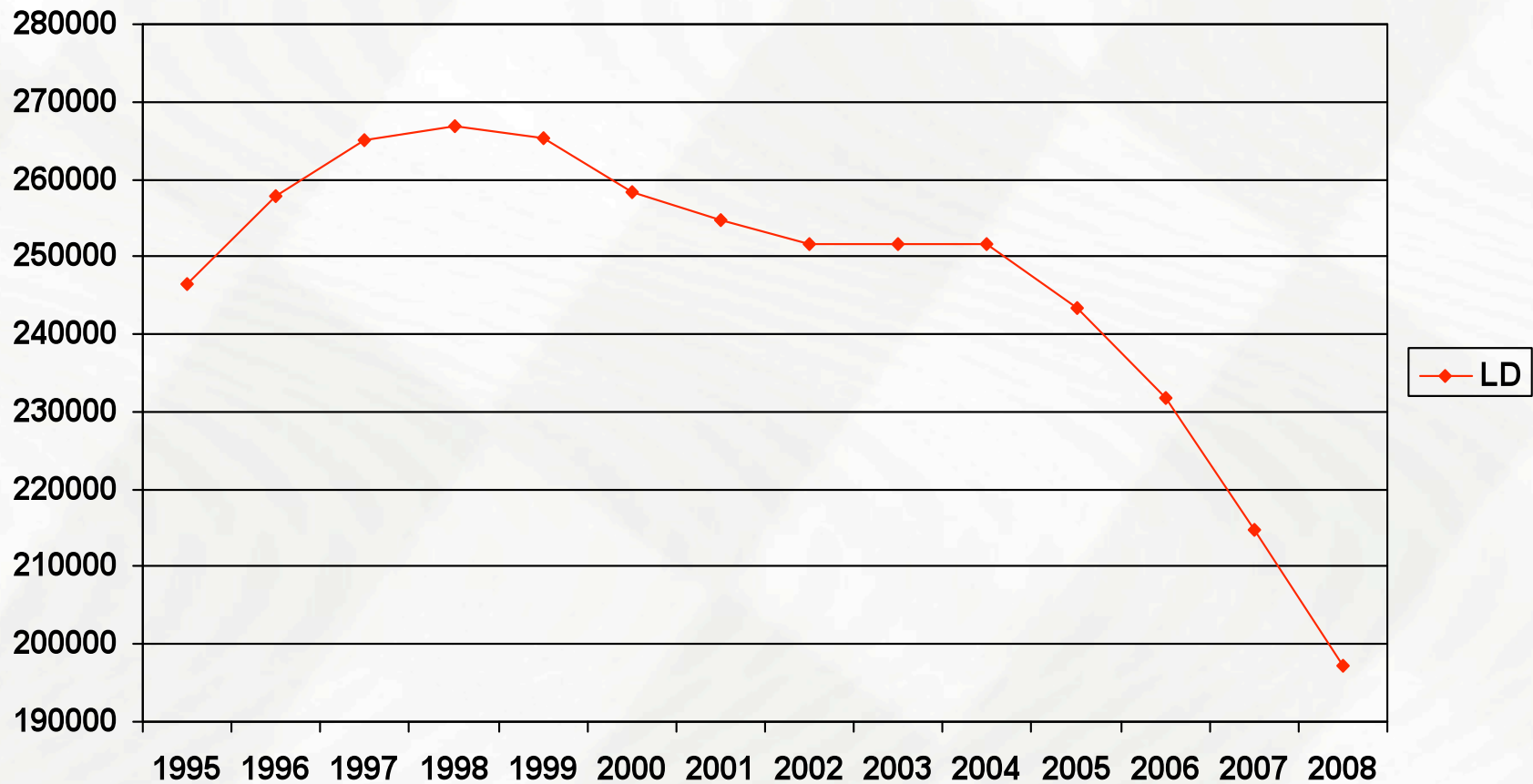
- 78% of the Class of 2007 grade 9 cohort of students graduated
- 2% of the Class of 2007 grade 9 cohort of students received GEDs
- 8.7% of the Class of 2007 grade 9 cohort of students **continued in high school**
- 11.4% of the Class of 2007 grade 9 cohort of students **dropped out**

Cited from 06-07 Secondary School Completion and Dropout report

Data for Consideration

- **452,491 students are identified with disabilities in Texas**

Learning Disabilities (LD) (Ages 6-21) 1995-2008



Potential for RtI in Texas?

?

RtI Research Perspective

“RtI is proposed as a valuable model for schools because of its potential utility in the provision of appropriate learning experiences for all students as well as in the early identification of students as being at risk for academic failure.”

Cited from RTI – A Practitioner’s Guide to Implementing RtI

RtI Research Perspective

“Students need and benefit from a close match of their current skills and abilities with the instructional and curricular choices provided in the classroom.”

Cited from RTI – A Practitioner’s Guide to Implementing RtI

RtI Research Perspective

“When a mismatch occurs, student learning and outcomes are negatively affected.”

Cited from RTI – A Practitioner’s Guide to Implementing RtI

RtI Research Perspective

“For some students, typical classroom instruction is appropriate and meets their needs.”

Cited from RTI – A Practitioner’s Guide to Implementing RtI

RtI Research Perspective

“For some, however, such instruction does not lead to success.”

Cited from RTI – A Practitioner’s Guide to Implementing RtI

RtI Research Perspective

“The hypothesis is that the sooner that struggling students are identified and taught appropriately, the higher the likelihood that they can be successful....”

Cited from RTI – A Practitioner’s Guide to Implementing RTI

RtI Rationale

RtI is the practice of meeting the academic and behavioral needs of all students through a variety of services.

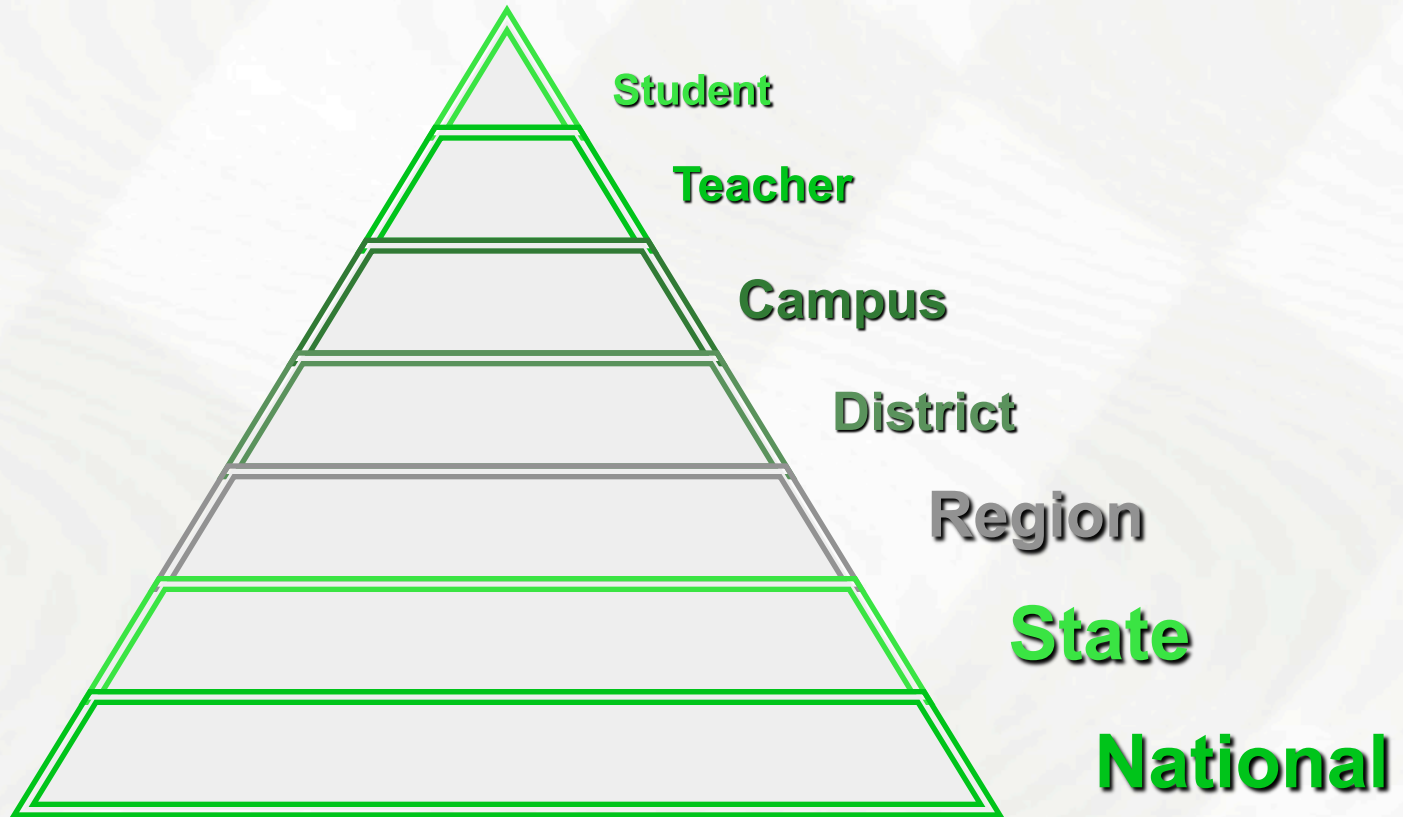
Cited from the Texas RTI Guidance Document

<http://ritter.tea.state.tx.us/curriculum/RtI/RtIGuidanceDocument.pdf>

RtI Leadership Expectations

- Collaboration between ALL programs that serve our students
- Establishment of a statewide infrastructure
- Opportunities for partnerships around the work of RtI
- Capacity-building to support rationale, leadership, and implementation

RtI Leadership



RtI Implementation

A good idea implemented poorly is a bad idea.

RtI is a good idea, if not the best idea, for all students.

Reference

Mellard, D. F., & Johnson, E. (2008). *RTI a practitioner's guide to implementing response to intervention*. California: Corwin Press.