Examining the Efficacy of Response to Intervention (RTI) Training in Meeting the Needs of English Language Learners with Disabilities

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Abstract

This study measured the extent of RTI training efficacy for teachers in the Asir region of Saudi Arabia in areas in which pupils who have special disabilities and who are learning English language are instructed and the academic performance of such ELLs in response to this. Using a quantitative research method, the findings of the study quantify the change in academic performance in a math and reading subject module after RTI was put in place. Research evidences show that subjects of the study commonly perform better in their studies provided the RTI program is properly implemented. Lastly, the implemented technique will evaluate how different educator experience, the degree of training, the quality of training, and implementation intensity affect the effectiveness of RTI. The outcomes outlined that the results obtained by comprehensive vocational educational training program for teachers and overall institutional support are important components of successful RTI program implementation. Another remarkable finding is the link between the degree of implementation of RTI and positive academic achievements. This supposition argues that the greater the extent of its application rate, the more successful the results will be. This study shows the keenness of devoting time and resources to the successful carrying out of RTI practice to maximize the performance of ELLs with disabilities in their education.

Keywords: Response to Intervention, English Language Learners, educator training, academic outcomes.

1. Introduction

Careful education plans for the learning options of English Language Learners (ELLs) with disabilities must be developed by using appropriate instruction strategies to fit their special feature. These students who have to deal with being trapped in the confines of the aforementioned limitations (acquisition of non-native language and learning impairments) despite the efforts of traditional educational frameworks for them are seldom the focus of studies (Almutairi et al., 2020). RTI (Response to Intervention) has been suggested as a prospective framework addressing the various requirements of such children at different tiers or levels within a systematic design (Schiller et al., 2020).

RTI/A (Response to Intervention/Behavior) is a multi-tiered intervention system whereby the initial identification and support of disruptive students and students with learning difficulties is accomplished at the earliest stage possible. Such sequential model starts with excellent instruction in an inclusive learning environment which is followed by needs-based screening. RTI is trying to fulfil this purpose so the learning difficulties could be detected in an early stage before it has time to become a hindrance. Eventually, appropriate interventions can be offered (Mitsea, et al., 2022). ELRCs with disabilities should be supported with therapeutic approaches that suit well with their specific disability and native language learning details (Roth & Worthington, 2023).

Studies show that the application of RTI that is done carefully and correct can significantly bring forth the KPIs of ELLs as it boosts the students' language proficiency and academic achievement (Wulantari et al., 2023). Besides material resources that are required to implement interventions, also essential is the effective training that can never be underestimated in ensuring the mission of an impactful RTI (Bratten, 2020). Teachers have to be proficient in RTI's processes and the -culturally responsive- teaching approaches that consider the language and culture of the ELLs providing a suitable environment for effective teaching and learning (Kim, 2021).

While a myriad of positive academic outcomes may result from RTI, the actual ways of applying it to ELLs with disabilities have seldom been touched upon of scientific experiments. Whereas qualitative studies give us vial observations that may break a cultural barrier and show adaptation is necessary (Alò et al., 2020), quantitative research is fundamental in applying the programs effectively in different context by evaluating their efficacy regularly (Alsalamah & Callinan, 2021). These types of studies are so instrumental in gauging how the effectiveness of the training process translates into teacher behaviours and of course the corresponding student outcomes (Howard, 2022).

Investigating the association of these two outstanding aspects is thus an essential task. As the fastly growing number of English Language Learners (ELLs) in U.S. schools is increasing, an intersectional group of ELLs with disabilities are currently fluctuating accordingly. Therefore, this demographic change underscore the scientific inquiry and policy making aimed and achieving inclusive and relevant teaching strategies (Kilag, 2024). Through this evaluation of how targeting RTI training toward dealing with the needs of ELLs with disabilities is hampering efforts to bring equality and improved education for all learners, this study will add a critical dimension to this area of research (Trainor & Robertson, 2022; Kangas & Cook, 2020). This study responds to the current interest in research-based methods and approaches in educational contexts, thus being in line with the practices that are oriented towards accountability and measurable outcomes (Chiavaroli et al., 2023).

Problem of the Study

The academic achievement of English Language Learners (ELLs) with disabilities is a significant concern in the realm of education due to the dual challenges they face: mastering a new language and meeting up with obstacles of he education due to the disability is the task that awaits her. Traditional education systems mostly adapt to the want of only a few groups of people

whereas the students having special needs are unable to cope up with the system, thereby experiencing the academic under performance and greater dropout rate compared to rest of the students. Response to Intervention, commonly known as RTI, is an effective, step by step educational process which provides timely and comprehensive support to all students, but especially those who are not meeting usual standards. Thus, the research questions highlighted in the facilitation of RTI remain insufficiently researched for the special difficulties of the ELL students who are also handicapped. The sampling here is especially under the rigorous research of the qualitative kind primarily used in the fields of education which are the resources for determining how the strategies are effective across various settings with a broad population. Consequently, the paucity of the real substantial quantitative evidence on the efficacy of RTI training for teachers and its influence on the educational success of ELLs with disabilities lies at the basis of the aforementioned problem.

Research Questions

1.   To what extent does RTI training for teachers affect the academic outcomes of English Language Learners with disabilities?

2.   How do teachers perceive the effectiveness of RTI strategies in addressing the specific needs of ELLs with disabilities post-training?

3.   What are the differences in academic performance among ELLs with disabilities who receive instruction from RTI-trained teachers compared to those who do not?

Significance of the Study

This piece of research is significant given that it targets not the qualitative address but the quantitative analysis of the RTI training effects on the ELLs academic progress among the disabled population. By converting these findings into main evidence, the practices and policies in school might be changed through this- giving decisions based on evidence. Such data are important for all the educational stakeholders including the local and state authorities and the teachers who are responsible for creating and implementing policies which higher the level of education equity and improvement. Furthermore, this study helps establish a systematic and inclusive approach which in turn leads to broader discourse concerning the design of a learning resource that matches the needs of the students with special needs. The study can be made more fruitful by zooming in on the specific RTI approach what works and challenges it poses for ELLs with disabilities. This may lead to further investigations and developments in this area, and therefore to enhancing the learning outcomes of this group.

Terms of the Study

This study investigates the impact and relevance of RTI Training of urban public school educators, particularly ELLs with disabilities in a period of one year. The demographical forte is concentrated to an urban location having diverse student base. RTI is the systematic process of providing supports and services to the learners within the normal class-room instruction, making frequent review of student progress and re-teaching data-driven content to improve student achievement. ELLs with Disabilities includes learners of English as a second or other

languages, who have proved by records that their learning or other disabilities have impacted their academic performance. Academic Outcomes reflect are concrete observations of pupils' achievements, as marked by standardized test scores and grades. These boundaries are the guidelines which help the researcher to reach the right results by choosing particular educational settings and by taking into account only measurable outcomes within the confined period of time.

Limitations of the Study

The study had encountered quite a few limitations which hindered the outcomes in some extent and limited the generalizability as well. The RTI situation is characterized by the existence of variability in the kind of RTI implementation that schools might decide to apply as well as the ones different districts might decide to apply which also brings the effect of inconsistency and reliability of intervention results. Subsequently, diversity can be a problem since there are different kinds of disabilities indicators (e.g. people with different types of disabilities, language backgrounds, and socio-economic statuses) in the group of ELLs which may prevent from generalizing the findings for all ELLs with disabilities. Last but not least, a chance of impartiality or inefficient result would be introduced because teachers would rely on their data and students' assessment. Finally, the quantitative nature of the research did brilliantly in regards to its purposes but did not record the depth of the individual experiences and contextual aspects that qualitative approaches were able to. Such limitations suggest that the evidence must be interpreted with great care, and possible directions for future inquiry are implied. Creative Writing Prompt Write a letter to a federal government representative, urging the government to take immediate action to protect the biodiversity and natural heritage of your nation.

2. Literature review and Previous studies

RTI is a well-known educational method, developed with the aim of providing intervention at an early stage of learning difficulties, breaking through the system and getting a special support for all students, who now show learning disorders. It is revealed in a research that it includes a layered structure of strong services and the level of service for each student becomes intensive in relation to his or her needs (Loftus-Rattan et al., 2023). The latter studies have pointed to RTI being effective in mainstream classrooms, but there is limited information as far as special education classes especially for ELLs who may also have a disability.

For ELLs, the teaching of RTI brings its own complications in the form of communication difficulties and cultural differences that can make both the assessment and the learning processes more challenging. As proved by Torres and Reyes in 2018, much often modification is necessary to fit the requirements ELLs have with their linguistic needs when enacting RTI in multi-lingual classes. Consequently, Spruill, (2021) insisted that the RTI Models must intervene language acquisition pieces in a way that will best serve the ELL students. There cannot be a better program than RTI but the extent of success of RTI is greatly influences by the capability of educators in the field. Recent researches prove that specialized professional development, which is designed to master the RTI strategy, can work for teachers in order to understand better and respond to the needs of students (Benedict et al., 2021). Nevertheless, Lee and Park stressed

2021 that even the teachers would be effective after the training, the support and resources are critical to sustain efficient RTI programs, especially in schools with a high percentage of ELLs and refuge with disabilities.

The effect of RTI interventions on academic progression of ELLs with disabilities has attracted a great deal of a research attention. According to Roberts et al. (2022), this effect is clearly demonstrated to have been achieved by implementing an intervention program and shows consistent benefits in the math and reading scores of ELLs with learning disabilities in over a long period. On the other hand, as Khachatryan concluded (2020), the effectiveness of RTI has multiple grains of salt, this may be because of the variety of existing contexts and all the implementation problems which is the root cause of the different results. Conclusively, there is a foundational backlog of data on the issue of qualitative investigation of RTI in educators' disability training for ELL and its effect on the learners Today, the majority of scientific studies use either the qualitative testing or small scale cases which cannot usually provide the overall data needed for changes in the educational policies (Ruslin et al., 2022).

3. Methods

The study carried out the quantitative research design and used the academic outcome of ESL students with different disabilities as an indicator of the effectiveness of RTI training on those students. The whole population comprised 150 individuals and it was the teachers who were working directly with ELLs, having disabilities and the 10 schools from public schools in the Asir region. These educational persons were choosing using stratified random sampling to avoid such situations that sample level of experience within the region would be different. At the beginning of the survey, the number of staff in special education departments was used to proportionally repel the contribution of each school to the total sample size.

Sampling Technique

Having stratified random sampling for 150 educators within the Asir region that include different schools and school experience levels (novice and experienced) were selected randomly and appropriately was the study's method of sampling. However, sampling from a broad range of different teaching contexts (including school, community, and others') and teacher backgrounds in the study ensured the relatively full inclusiveness, meaning that these variables cannot be regarded as important factors that influence RTI effectiveness. Each representative group within the workforce of the educational arena was proportionately represented, thus creating reliable and fair results that had little bias.

Instrument Design and Validation

The main tool for data collection was questionnaire, structured to provide thorough understanding into the views of elementary educators as pertains to RTI. We've designed a questionnaire for educators that covers these diverse areas to see how well they think the RTI is working for them, details on how they've implemented it and the challenges that they went through during the implementation. In order to build on subjective self-reported data, we

analyzed students' standardized test scores that teachers participating in the RTI training had had before and after the training to objectively determine academic results.

The purpose of this pilot study was to ensure the clarity, validity and reliability of the questionnaire. Therefore, 30 educators that were not included in the main sample participated and gave their feedback. The feedback from the pilot study was important in improving the questionnaire as well as other aspects such as highlighting issues about the clarity of the questions and ensuring that the content of the study matched with the purpose it was meant for. Through this, Cronbach's alpha confirmed that the tool was still reliable after the revision, the value being 0.88, and thus, reliability to achieve the constructs was relatively high.

Statistical Analysis

The series of the obtained data were analyzed by a statistical package for social science (SPSS) program which enabled a complete statistical assessment of both the descriptive and inferential methods. For example, initially the statistical method was used, which resulted in the calculation of measures like means and standard deviation. Next inferential stats came into place, being t tests, to determine if any difference exists in the observed pre-and post-training data, and which of that is attributed to the RTI performance on academic achievement. A one-way ANOVA was applied to examine how education level, school category were some of the variables that impacted the data under consideration, pointing out specific components that enhanced or curb the RTI effectiveness.

Besides that, the same approach of multiple regression was used in order to derive the academic success levels in relation to the factors – the extent of RTI implementation, educator training and student demographics. Moreover, Correlation Pearson's too was applied to assess the direction of the relationship, and the extent of application of RTI strategy, with students' academic progress. These statistics deepens the understanding of the complex interplay between various factors, unveiling many angle of success and issues to be attend in the provision RTI services.

4. Results

Table 1: Teacher Demographics

Characteristic	Frequency	Percentage (%)
Gender		
Male	73	49
Female	77	51
Years of Experience		
0-5 years	53	35
6-10 years	49	33
11+ years	48	32

School Type		
Urban	81	54
Rural	69	46

The data in the table for the demographics section can be interpreted as a very balanced male and female teachers ratio, showing a slight advantage for the latter. Within such a diverse teaching body, one may generally observe levels equally distributed, denoting a multilevel experience from the budding professionals to the master who has spent years in the profession. The study reflected a higher presence of urban schools thus indicating that this area may be a possible focal point for further research.

Table 2: Teachers' Perceptions of RTI Effectiveness (Post-Training)

Response	Frequency	Percentage (%)
Very Effective	55	37
Effective	63	42
Somewhat Effective	29	19
Not Effective	3	2

Overall, more than a half of teachers (79%) personally considered that the RTI training either had 'Very Positive Effect' or it 'Was Positive Enough'. Thus, the observation that the majority (78%) consider the training very effective shows that there is a general satisfaction with training while a small fragment of people (2%) think of it as ineffective.

Table 3: Student Academic Outcomes (Mean Scores)

Test	Pre-RTI Mean Score	Post-RTI Mean Score	Change
Math	63	71	+8
Reading	61	69	+8

The academic results disclosed an 8 point improvement in both math and literacy whereas students' academic progress in respective subjects have gained 8 points too. This indicates that such RTI strategies prove to be successful measures following the implementations of which students' performance level goes up, i.e., the effectiveness of the RTI training received by the educators is high.

These statistics characteristically furnish in the first place an explanation about the sample demographics, secondly, teachers' perceptions of the RTI training and lastly, the academic changes associated with these. The data suggest that teachers to a greater extent rate the impact of the RTI as being impactful with as many indicating this as well. More vividly, the test scores of these students have also increased certifying the perception that the RTI strategies may indeed apply much need help to ELL students with disabilities. The next step is to conduct more

statistical tests for probing these relationships in more depth and to finally establish plausible causal linkages.

Table 4: Paired Sample t-tests for Student Academic Outcomes in Math

Metric	Pre-RTI Mean	Post-RTI Mean	Mean Difference	t-value	df	p-value
Math Scores	63	71	+8	11.34	149	<0.001

According RTI, the results of paired sample t-test for math scores can conclude a statistically significant increase in the scores from the pre-RTI mean score of 63 to the post-RTI mean score of 71. With 8 points representing the mean difference value, a t-value of 11.34 attained, and a p-value less than 0.001, it is evident that RTI training had a significant and statistically impact on the math scores of the students. This progress is quite remarkable. It clearly shows that RTI is somehow effective in developing the skills of ELLs with disabilities in the area of mathematics.

Table 5: Paired Sample t-tests for Student Academic Outcomes in Reading

Metric	Pre-RTI Mean	Post-RTI Mean	Mean Difference	t-value	df	p-value
Reading Scores	61	69	+8	9.76	149	<0.001

Another similar test is the paired sample t-test for the reading scores where it is shown that there could be a notable increase in scores from the pre-RTI mean of 61 to post-RTI which came out to be 69. The mean difference of +8 could be the most convincing information, as well as the t-value of 9.76, the p-value being less than 0.001 lends further support to the claim that the RTI training had a significant effect on the reading scores. Thus, the results offer evidence for the efficacy of training in structured programs for ELLs to enhance their reading outcomes.

The two-tailed t-test is an effective statistical analysis that shows that the training given to RTI in Asir region has attended to a feasible increase in academic performance in math and reading. The most striking p-values (all are <0.001) indicate that the academic score changes are definitely not present by chance only and hence the RTI intervention is a great success. These facts are a key point for those who are giving their attention to the students who is ELL and have disabilities and aim to provide better overalls results in learning. Besides studying the RTI strategies at hand, researchers could have analysed which parts of them are successful and how they can be optimized, or even be adapted for better implementation.

Table 6: ANOVA Test for Differences in Post-RTI Math Scores by Teacher Experience

Source of Variation	SS	df	MS	F-value	p-value
Between Groups	120.58	2	60.29	5.22	0.007
Within Groups	1690.42	147	11.50		
Total	1811.00	149			

ANOVA outcome suggested that there were significant variations between different groups of teachers with respect to the post RTI math assessment scores ($F_{2, 147}$)= 5.22, p = 0.007). The

most important to note is the significant F value that means the mean post-RTI math scores may not be similar if the teachers have different years of experience indicating that experience may be an essential factor to boost the effectiveness of implementation of RTI.

Table 7: ANOVA Test for Differences in Post-RTI Reading Scores by Teacher Experience

Source of Variation	SS	df	MS	F-value	p-value
Between Groups	98.76	2	49.38	4.45	0.013
Within Groups	1635.24	147	11.12		
Total	1734.00	149			

In a similar fashion, ANOVA test for reading scores has got significant mean differences for the groups of teachers in terms of their experience level ($F(2, 147) = 4.45$, $p = 0.013$). There is the possibility that highly experienced teachers use the RTI strategies more efficiently, as it is also evident that the way RTI is implemented in various teachers according to their experience level, affects the way students obtain reading skills.

These ANOVAs reveal to us how teacher experience comes to bear on the success of RTI training in specific. The large effect size suggests that the length of the teacher's experience affects the outcomes of students who went through RTI after implemented, which can be due to more experienced teachers being generally better at adapting and applying the RTI strategies successfully. This study can lead to enhancing learning and professional development programs where less experienced teachers totally involved in RTI program may need extra support or specific training that is targeted at RTI implementation. Future research in such areas may enrich our understanding of the circumstances that lead to robust RTI results, which can then be used to tailor educator training programs for environments incorporating diverse communities.

Table 8: Multiple Regression Analysis for Predictors of Post-RTI Math Scores

Variable	B	Standard Error	Beta	t-Value	p-Value
Constant	50.24	2.45		20.50	<0.001
Years of Experience	1.15	0.30	0.28	3.83	0.0002
Teacher Training Rating	2.88	0.55	0.35	5.23	<0.001
School Type (1=Urban)	-0.93	0.41	-0.17	-2.27	0.024

Model Summary

R	R²	Adjusted R²	F-Statistic	p-Value
0.62	0.38	0.36	30.58	<0.001

The regression model concludes that both years of experience and teacher training effectiveness rating are positive predictors signed with the positive coefficient which mean that these factors move forward together with better student outcomes. On the note, an additional year of experience leads to an increase of 1.15 points in math scores on average, and this is also

accompanied by every training effectiveness ratings increase that correlate with the increase of 2.88 points per unit or rating. Perhaps, being in an urban school is connected with the predictor value that is a slight decrease in the native math scores relatively to rural schools, as shown by the negative coefficient.

Table 9: Multiple Regression Analysis for Predictors of Post-RTI Reading Scores

Variable	B	Standard Error	Beta	t-Value	p-Value
Constant	48.90	2.50		19.56	<0.001
Years of Experience	0.98	0.32	0.22	3.06	0.002
Teacher Training Rating	3.02	0.57	0.38	5.30	<0.001
School Type (1=Urban)	-1.10	0.43	-0.19	-2.56	0.011

Model Summary

R	R²	Adjusted R²	F-Statistic	p-Value
0.65	0.42	0.40	34.77	<0.001

The teaching effectiveness rating also comes out as a strong predictor in our reading scores model, which displays the same pattern as in other models. The correlation between a higher teacher rating and greater student success and successes is again clearly established, as an increase in 3.02 points in the rating is indicated. Despite being a little less true for the experience model compared to the math one, time of service continues to have a strong and positive effect on the wages. Schools on urban neighbourhoods, however, have been mentioned to have a similar but lower scores averages compared to their countryside counterparts.

The result of multiple regression analysis helps emphasize the non-negligible roles that teacher experience and teacher's satisfaction with RTI training have in increasing students' academic learning ability in both subjects, math, and reading. The potential application of urban schools due to their detrimental nature might further emphasize on some of the difficulties affect most of these places thus call for further observations and support systems. These findings by the way stand for the necessity of well-organized teacher trainings and reveal that the funds for a teacher's professional development are the areas where one can also expect substantial improvements in students' test scores. In addition to the variables mentioned above, more research could examine how factors like class size, particular Tiered Intervention strategies, and student demographics add to the outputs of the models.

Table 10: Pearson's Correlation Coefficients for RTI Implementation Intensity and Post-RTI Academic Outcomes

Variable Pair	Pearson's r	p-Value
Intensity of RTI Implementation & Post-RTI Math Scores	0.42	<0.001
Intensity of RTI Implementation & Post-RTI Reading Scores	0.38	<0.001

By decomposing this evidence, it has been observed that an implementation of RTI with moderate intensity is positively associated with post-RTI academic achievement in both mathematics and reading. In particular, the Pearson correlation coefficient (r) that mathematics scores share the intensity of RTI implementation is 0.42 and it is more likely to be related to the better performance in math scores. Well this gets followed by a regression coefficient of 0. 38 for the reading scores. On the other hand, both the correlations are statistically significant (p < 0.001), that is, severe and mild depressions and the number of suicides are likely to result from chance.

Such findings testify for a correlation between effective RTI implementations and the overall increase in academic performance among the student population particularly in reading and math subjects. Average associations between RTI intensity and academic performance imply that although the introduction of RTI implementation is an important factor in improving students' academic performance, along with other factors such as others may also significantly increase the academic performance. For example, parameters like student-teacher ratios, individual student attributes like the pupil's initial academic performance and language proficiency level, as well as the quality of the RTI training they receive, might be included as factors.

5. Discussion

The research-based evidence of RTI providing for a strengthening of student outcomes indicates adaptation and applicability in every kind of educational environment. Sheer them Ponsaran (2024) research confirms this efficacy with consistency in application across environments. This flexibility renders RTI a highly effective educational technique that is skilful enough to meet a myriad of students' various needs. Nevertheless both encompass a great deal of factors starting from the tools used to the ones that will the places in which they are employed. The variations which occur in the quality of teacher training have profound effects on outcomes indicating the necessity of preparing teachers excellently and continuous monitoring (Bojović et al., 2020).

Additionally, a system of training teachers with the ability to make confident judgements from their experience of assessments must be set in place. Such empowerment imposes a paradigm shift among teachers from mere passive executors of textbook prescriptions to dynamic and reflective practitioners who constantly evaluate and adapt practice based on specific classroom needs (Khazanchi & Khazanchi, 2024). The veritable transition of all of this is a necessity, as it brings in the more effective RTI implementation and to a larger extent the interventions are coordinated with individual student's needs which create a better learning environment.

The teacher's experience has also shown to affect the RTI's efficacy as most interventions are fickle. Cat 100-rated educators who have the knowledge of the nuances of students' differences proved to be more effective in running RTI as they could adapt interventions to meet students' varied needs and through the navigation of the many nuances that come with diverse classrooms (Saleem, 2020). Though it is true that without a doubt the teacher's experience contributes significantly, those results are not immediate. The extent to which student experience is

improved by the interventions is also highly dependent on the wider institutional context, including the support systems, resources and school climate in place (Charlton et al., 2021).

Urban settings are where issues like a higher student-to-teacher ratio and more socio-economic differences can take place. These make it more difficult even for professionals to apply best practices when they have fewer resources to work with (Morgan, 2020). Clearly, these setups add barriers to quality education delivery and thus it becomes necessary to have both suitable teachers and efficient support systems in place.

This relationship is another evidence of the influence the extent of RTI utilization can have upon students' academic performance, therefore showing the significance of tenacity and adherence to the educational interventions. The efficiency of RTI best practices seems to depend on both the intensity and accuracy of the application of such practices. This confirms that how much an approach used matters a lot (Gerhartz, 2023). Nevertheless, this may serve as a reminding message of the importance of having the depth in mind as well as not superficially borrowing RTI strategies, without which the effectiveness of the outcome would be undermined.

While implementing RTI strategies, educational policymakers need to keep in mind that they need to equip schools not only with the strategies but also with the necessary resources that will allow administrators to implement the strategies effectively. This involves trainings, continuous professional development and the offer of sufficient resources to allow for the implementation of decent version of the practices (Sancar & Atal, 2021). Leaders in education who create settings that to a certain degree allow RTI application to be complete and effective have the best chance to bring about the most favorable students results providing the maximum benefit and assuring it across all the stages of RTI application.

6. Recommendations

This research has successfully dealt with the RTI training's effect on the faculty of educators regarding their impact on ELLs with disabilities in the Asir province to achieve their grasp of English. The data reveal that with fidelity implementation of RTI it can improve student achievement in basic mathematical operations and reading profoundly. The relative adaptability of RTI to the many different environments of learning is a reflection of its strength to be used as a universal tool for many learning purposes.

The relation between teacher training quality and the effectiveness of Response to Intervention (RTI) is grounded in the much research. Classroom teachers leading in their spaces with strong decision-making power to take responsive actions that are research-based and aligned will play a significant role in advancing or restoring RTI. The study points out that the teachers who have more years of experience benefit from some more efficient use of RTI strategies than colleagues who are new to the teaching profession. At the same time, however, it is the support of the institution that ensures the success of these interventions. This scenario holds in metropolitan grids where the project's applications may be rendered more complex due to a range of other problems. Also, the data on the dynamics of RTI implementation against the backdrop of

academic progress advances the idea of regard toward the depth of RTI plan application. Educational leaders must undertake a task of providing to their schools not only strategies for turning them into safe places both psychological and physically but also with all the necessary tools tool necessary learn and develop.

Acknowledgments

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