

Response To Intervention Handbook



Sealy Independent School District

2023-2024

The purpose of the Response to Intervention Handbook is to provide guidance and resources for providing timely identification of and assistance to students who have difficulty meeting the standards of the core curriculum. This handbook is designed for campus and district staff, ARD Committees, and Section 504 Committees.

This handbook provides a framework for ensuring that ALL students' needs are addressed through:

- ✓ Scientific Research-based Curriculum
- ✓ Documented assessment
- ✓ Progress monitoring
- ✓ Appropriate instruction
- ✓ Additional services as indicated

Response to Intervention is not a program and is more than a checklist to be completed. It is truly a means for ensuring that student success occurs on a daily basis. "**Response to intervention** integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities."

National Center on Response to Intervention, www.RTI4success.org.

Table of Contents

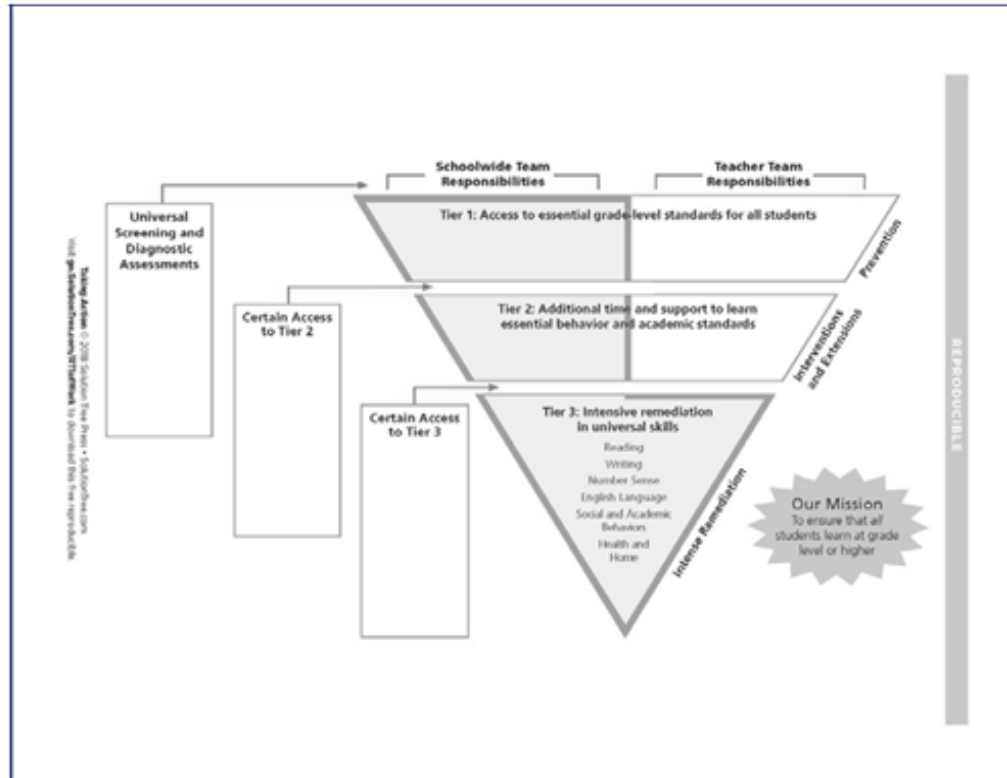
SISD RTI HANDBOOK OVERVIEW	3
THE PLC AND RTI CONNECTION	4
RTI NOTICE AND SPECIAL PROGRAMS	5
SPECIAL PROGRAMS CONSIDERATIONS	6
ENGLISH LEARNERS (EL) AND RTI	7
SISD SECONDARY RTI	8
SECONDARY FLOWCHART	8
SECONDARY TIER 1- TEACHER CONTROLLED INTERVENTION	9
SECONDARY TIER 1- FORMS/DOCUMENTATION	11
SECONDARY TIER 2- TEACHER AND SST CONTROLLED INTERVENTIONS	14
SECONDARY TIER 2- FORMS/ DOCUMENTATION	15
SECONDARY TIER 3- SST CONTROLLED INTERVENTIONS (Reading and Math only)	16
SECONDARY TIER 3- FORMS/ DOCUMENTATION	17
RTI AND STUDENTS RECEIVING SPECIAL EDUCATION SERVICES OR SECTION 504	17
SISD ELEMENTARY RTI	18
SISD ELEMENTARY RTI FLOWCHART	18
ELEMENTARY TIER 1- TEACHER CONTROLLED INTERVENTION	19
ELEMENTARY TIER 1- FORMS/DOCUMENTATION	20
ELEMENTARY TIER 2- TEACHER CONTROLLED INTERVENTIONS	23
ELEMENTARY TIER 2- FORMS/DOCUMENTATION	24
ELEMENTARY TIER 3- ESST CONTROLLED INTERVENTIONS	26
ELEMENTARY TIER 3- FORMS/DOCUMENTATION	26
APPENDIX	27
Inverted RTI Pyramid	28
Secondary RTI Process Flowchart	29
Elementary RTI Process Flowchart	30
Problem-solving Intervention Plan Protocol	31
Glossary of Commonly Used Terms	32
History of RTI	36
SB1153	37
Student Support Team (SST) Committee Membership	38
Sealy ISD Response to Intervention (RTI) Protocol Graphic Overview	39
Tier 1 Guiding Information	40
Tier 2 Guiding Information	42
Tier 3 Guiding Information	44
Rti Instructional Resources	45

SISD RTI HANDBOOK OVERVIEW

The Sealy ISD Response to Intervention (RTI) framework is an early intervention framework that addresses potential challenges individual students may face that could affect their success in school and their potential to graduate ready for college or career. This early intervention framework starts as soon as a student struggles academically and/or behaviorally. Early intervention, with documented, data-driven decision making may prevent more severe challenges from developing.

Response to intervention (RTI) is a school-wide approach that integrates assessment and intervention within the PLC framework to produce a campus specific multi-level tiered system of academic and behavioral support designed to maximize student achievement and reduce behavior concerns. (Jan. 21, 2011 letter from the USDE Office of Special Education and Rehabilitative Services) With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness. (National Center on Response to Intervention, www.RTI4success.org.)

Students who are not demonstrating success in the general classroom setting due to a significant lack of readiness and/or foundational skills, will be supported through a Campus Intervention Team. This team provides collaborative support to the teacher and staff working with a student to improve his/her success in building foundational skills so that the student will eventually find success in mastering grade-level essential targets. This support is provided through the development of a targeted and systematic academic and/or behavioral intervention plan. The team uses a problem solving approach to develop and refine the intervention plan according to the student's needs. The problem-solving approach within the PLC framework is a logical and organized method to manage and evaluate student data, prioritize targets, implement intervention, and evaluate responsiveness to intervention. It is expected that all students within the RTI framework, regardless of tiered interventions provided, will continue to receive high quality differentiated instruction in the general educational setting.



THE PLC AND RTI CONNECTION

"[Professional Learning Community is] an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators." (<http://www.allthingsplc.info/about>)

Three big ideas that guide the daily work of educators in a professional learning community:

1. The fundamental purpose of the school is to ensure high levels of learning for all students, and the extent to which the school is successful in achieving that purpose will have a profound effect on the short- and long-term success of students. The relevant question in a professional learning community is not "Was it taught?" but rather, "Was it learned?" The shift from a focus on teaching to a focus on learning underpins the work of a professional learning community.
2. Educators cannot fulfill the fundamental purpose of learning for all if they work in isolation. Therefore, they must work together collaboratively to address those issues that have the greatest impact on student learning and must take collective responsibility to ensure the learning takes place.
3. Educators will not know the extent to which students are learning unless they have a results orientation, constantly seeking evidence and indicators of student learning. They will use that evidence to identify students who need additional time and support for learning and to inform and improve their own practice in the classroom.

Based on these three big ideas, there are **four guiding questions** that drive the work of the professional learning community (PLC):

1. What do we expect our students to learn?
2. How will we know they are learning?
3. **How will we respond when they don't learn? (RTI)**
4. How will we respond if they already know it?

RTI is essentially PLC Question #3: How will we respond when students don't learn it? "RTI— also known as a multi-tiered system of support (MTSS)—is a systematic process that helps ensure ALL students receive the time and support needed to learn at high levels." (<https://www.solutiontree.com/rti-at-work>)

A driving force for RTI is the question: Why is it important to ensure all of our students succeed in school and what will we do to achieve this?

(Dr. DuFour, Dr. Eaker, and Rebecca DuFour. Learning by Doing: A Handbook for Professional Learning Communities at Work. Bloomington, IN: Solution Tree Press, 2016. Print.)

RTI NOTICE AND SPECIAL PROGRAMS

In order to provide the most effective education for *all* children, the Sealy Independent School District utilizes a three-tier approach with varying levels of support beyond that used as the core curriculum. The process is called Response to Intervention (RTI) and is a school-wide, district-wide, three-tiered model for identifying and providing high quality instruction and early intervention to all students falling behind their grade level peers. As described in the Texas Education Agency 2008-2009 Response to Intervention Guidance document, the three tiers of the RTI process will ensure that appropriate instruction is used to address all students' needs:

Tier 1: Teachers use high-quality core content class instruction aligned with the Texas Essential Knowledge and Skills (TEKS) in which about 80% or more of the students are successful. This tier is the crucial foundation of the RtI instructional model.

Tier 2: Students are identified for individual or small group intervention in addition to core class instruction. This level includes scientific research-based programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier 1 activities. District-established standard protocol matches appropriate intervention strategies to specific student needs. Tier 2 addresses the needs of approximately 10–15% of the students.

Tier 3: Students who have not responded adequately to Tiers 1 and 2 receive specific, custom-designed individual or small group instruction (designed using a problem-solving model) beyond the instruction in Tier 1. This level of intervention is aimed at those students who have identified difficulties academically. Tier 3 addresses the needs of approximately 5–10% of the students

SPECIAL PROGRAMS CONSIDERATIONS

Special Program Considerations

Students Receiving Special Education Services, Section 504 Accommodations, or Dyslexia Accommodations

The Response to Intervention process is not designed to provide support for students who are already receiving academic or behavioral support services through Special Education or Section 504. Those students shall be monitored through the appropriate ARD Committee or Section 504 Committee. However, students who are struggling academically or behaviorally outside of what has been identified in the FIE or Section 504 Evaluation shall receive additional support in those areas through the RTI process. So, students can receive both RTI and Special Education or Section 504 support services concurrently.

*Speech Variation

If a student is currently receiving Speech services with an IEP and is struggling academically and/or behaviorally, the Campus Intervention Team should remain in contact and communicate concerns with the campus Speech Language Pathologist (SLP). The same RTI steps for students not receiving speech services should be followed in regards to utilizing universal screeners, intervention plan(s) being developed, and student's progress being monitored. If the student is not responding to interventions, the campus intervention team will make recommendations to the ARD committee.

RTI's role in determining Special Education Referrals

Response to Intervention (RTI) is intended to have a positive impact on the ability of Local Education Agencies (LEAs) to meet the needs of all struggling students. The strategies offered by RTI can be used by educators to increase appropriate referrals and decrease inappropriate referrals to special education. The information provided by the RTI process is useful in determining school improvement activities, including activities prior to or in lieu of a special education referral. (*RTI Guidance*, TEA, 2008).

RTI's role in determining Section 504 Referrals

Responsibility for considering and developing a Section 504 Accommodation Plan lies with a core group of individuals that includes the principal or administrator, the referring and/or classroom teacher, a school counselor, the Instructional Facilitator (if applicable), and the parent—virtually the same as the core members of the RTI Team. In fact, the school's RTI Team may also serve as the Section 504 team, as necessary.

The RTI Team will make the appropriate recommendations for additional accommodations, evaluations, and/or services. **Referral to the RTI Team will not automatically result in immediate evaluation or assessment.**

ENGLISH LEARNERS (EL) AND RTI

While considering RTI implementation for ELs, the challenge is determining a student's knowledge and skills in both their L1 and L2 since not all ELs are the same. There are a few subgroups.

1. The student is proficient in knowledge and skills in their L1 for grade level standards, but may or may not have proficiency in their L2.
2. The student struggles with on grade level knowledge and skills in their L1, and also struggles with knowledge and skills in their L2.
3. The student has foundational gaps in knowledge and skills in their L1 and L2, even after receiving general ESL support.

The students in subgroup (1) will most likely be successful with sufficient EL support and Tier 1 support as needed. The students in subgroup (2) could benefit from Tier 1 identified core instruction support and possibly more specialized EL support. The students who fall into subgroup (3) are students that are most likely in need of Tier 2 or 3 intervention support for foundational skills in addition to Tier 1 core instruction support and intensive EL support in/out of the classroom.

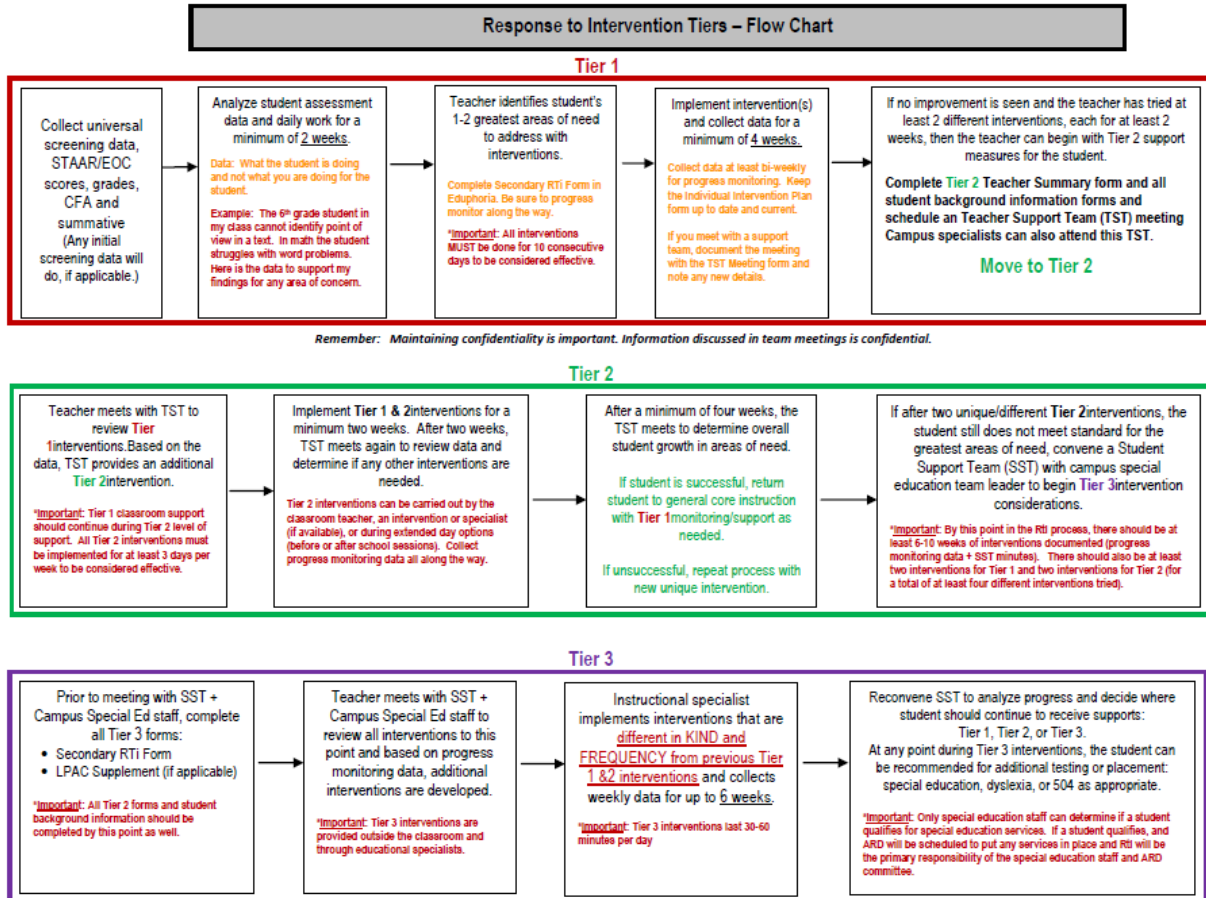
It is important to understand that with ALL ELs we must provide an equitable education that includes high expectations. We must all also understand the linguistic, cultural, and experiential context of each student regardless of English language proficiency and utilize that while creating and implementing instruction. ELs are not just the responsibility of the EL staff but of all staff on campus to support. Lastly, teachers and campus leaders specifically need to understand how to appropriately adapt or accommodate assessments and instruction for ELs.

If the student in question is an EL, the RTI team must include the Bilingual, Newcomer, or ESL teacher of record. Not only are they there to provide information on the data sets, but they are also instrumental in coming up with an individualized plan in addition to language support. Research based strategies should still be used and align with the SMART goal(s) created for this student. RTI Plans should never replace the LPAC, but should be used in conjunction to address the needs of the student from a core instruction or behavior view point.. *The campus RTI coordinator must contact the EL department before referring for further special services evaluation.

SISD SECONDARY RTI

Sealy ISD has two secondary campuses, Sealy Junior High and Sealy High School, that service grades 6-12. In an effort to streamline practices for teachers and students both campuses will follow the same structure, use the same forms and flowcharts, and align all RTI practices for both campuses.

SECONDARY FLOWCHART



SECONDARY TIER 1- TEACHER CONTROLLED INTERVENTION

Tier I

- **Population Served:** All students.
- **Instruction:** Considered the “core instruction” provided to all students in SISD. High quality scientifically research-based instructional strategies including differentiation of curriculum and flexible small grouping.
- **Location:** General education classroom with general education teacher.
- **Frequency:** All interventions must be implemented for at least ten consecutive days (Penicillin Principle) to be considered an effective intervention practice. Frequency=Reliable Data.
- **Size of group:** As appropriate for regular classroom (whole class, small group, individual).
- **Duration:** Carried out for at least six weeks with no less than bi-weekly progress monitoring so that there are at least three data point sets reflecting progress. All interventions must be implemented for two to three weeks to provide enough time to determine effectiveness and student growth. If after two weeks, the student is showing adequate progress or mastery, the intervention can be discontinued.
- **Progress Monitoring:** Assessment data collected at least every two weeks over a six week period provides data to inform potential Tier II service.
- **Interventionist:** Highly qualified classroom teacher with support staff as appropriate, such as an inclusion teacher or instructional paraprofessional.
- **Strategies:** Determined by classroom teacher (with support from instructional coaches, grade or content team, or other resources). Should be tied to “greatest area of need” for the student. No more than two areas of need should be addressed at any one time with a student.

The Problem-Solving Intervention Plan Protocol

Adapted from the RTI at Work Pro-Solve Intervention Protocol
(*Uniting Academic and Behavior Interventions* by Buffman, Mattos, Weber, and Hierck, p. 44-46)

These questions should be used in conjunction with the Pro-Solve Progress Monitoring Tool as responses can be recorded within the tool.

<p>1. What is the concern? (5 mins)</p> <p>"Because students struggle because of both academic and behavioral needs, consider both skill and will concerns." (p. 44)</p>	<p>a. Differentiate between skill and will concerns. b. What baseline data do we have to support the need for intervention? (Both skill and will) c. Brainstorm data to collect to determine the student's current performance level if baseline data has not been collected.</p>
<p>2. What is/are the cause(s) of the concern? (5 mins)</p> <p>"It is critical to remember that [some] concerns represent similar symptoms, but the underlying causes can vary from student to student... Eliminate the cause, solve the problem." (p. 44)</p>	<p>a. Why is there a concern? (For both will and skill) b. How do we eliminate the cause of the concern? (For both will and skill)</p>
<p>3. What is/are the desired outcome(s)? (10 mins)</p> <p>"Many schools fall into the trap of focusing on eliminating the negative concern, instead of targeting the desired positive outcomes." (p. 46)</p>	<p><i>Think with the end in mind...</i></p> <p>a. Using the baseline data, develop a goal for the level of performance the student should be performing at after intervention. b. What short term S.M.A.R.T. goals should be established to ensure progress is made by the student? c. Determine appropriate academic behaviors that the student must learn to successfully participate in whole group learning opportunities.</p>
<p>4. What steps should be taken to achieve the desired outcome? (10 mins)</p> <p>"By diagnosing the cause of each student's struggles and then determining the desired positive outcomes, the school is now ready to identify the interventions and action steps necessary to meet a specific student's needs." (p. 44)</p>	<p>a. What will the team do to get the student to reach the desired outcome? b. How will you progress monitor? (Brainstorm ideas on ways to progress monitor.) c. How often will data be collected? d. How often will the team meet to discuss progress monitoring data?</p>
<p>5. Who is going to take lead responsibility to ensure that each intervention is implemented? (5 mins)</p> <p>"When everyone is responsible for an intervention, no one is responsible...the buck must stop with someone to ensure an intervention moves from a plan to action." (p. 46)</p>	<p>a. Who on campus has the most knowledge/expertise in addressing the areas of concern? b. Teacher Responsibilities? c. Administrative Team Responsibilities? d. Campus Intervention Team Responsibilities?</p>

APPENDIX H

When to Intervene?

When a student is not successful in the general education classroom after a variety of classroom-based strategies have been implemented and documented, then interventions may be warranted. A need to intervene is indicated when:

- Frustration and anxiety are interfering with learning and assimilation of ideas.
- A student is unable to demonstrate his complete knowledge because of the format or modality of the assignment.
- A student's basic math, reading, writing, and spelling skills are not automatic enough to be smoothly integrated with higher order thinking and organizational skills.
- The readability level of the material exceeds the reading level of the student although he can readily understand the concepts.

Examples of areas that may be addressed with interventions:

- Attitudes
- Activities
- Daily Assignments
- Environment
- Expectations
- Format
- Interactions
- Materials
- Methodology

- Presentation
- Quantity
- Tests

**Scientifically-Based Interventions and Instruction
v. Accommodations v. Modifications**

Strategy Tool	Tier	Definition
Scientifically-Based Interventions and Instruction	Tier 1 Tier 2	An intervention is a specific skill-building strategy implemented and monitored to improve a targeted skill (i.e. what is actually known) and achieve adequate progress in a specific area (academic or behavioral). This often involves changing instruction or providing additional instruction to a student in the area of learning or behavior difficulty. A scientifically-based intervention refers to specific curriculum and educational interventions that have been proven to be effective for most students and the research has been reported in scientific, peer-reviewed journals.
Accommodations	Tier 1 Tier 2	An accommodation eliminates obstacles that would interfere with a student's ability to perform or produce at the same standard of performance expected of general education students.
Modifications	Tier 3 (Rare)	A modification is a change that actually lowers the standards of performance (i.e. what is expected to be known).

SECONDARY TIER 1- FORMS/DOCUMENTATION

STEP ONE: ADD RTI FORM TO STUDENT

- In Eduphoria
- Added by the classroom teacher once the student shows signs of struggling in class
- Holds information for all core subjects for Tiers 1,2,3

SISD Secondary RTI team has developed the "Secondary RTI Form" in Eduphoria. The form can be added by anyone in the district under the district forms tab. The teacher will add the form by going to the "Student tab" in Eduphoria> Form> Add form> District> RTI> Secondary RTI

1 Go to Student Tab

2 Type in Student name– hit enter– select student

3 Go to Form TAB

4 Click “Add Form”- RTI– Secondary RTI

STEP TWO: FILL IN TIER ONE INFORMATION

Once you have added the Secondary RTI form to the student begin filling in the “Tier 1” information for the student using the flowchart requirements. For Tier 1 the teacher should try *two different* interventions for at least 10 days per intervention. Progress monitoring information should be uploaded into the subject specific box if the student continues to struggle beyond the Tier one criteria.

TIER 1 SUBJECT EXAMPLE

	ELA	Mat
Select ANY	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teacher has begun TIER 1 intervention with Student	<input checked="" type="checkbox"/>	<input type="checkbox"/>

ELA Intervention 1 *

Please include the dates that Intervention 1 took place along with a description.

Start Date:



End Date:



Describe Intervention

ELA Intervention 2 *

Please include the dates that Intervention 1 took place along with a description.

Start Date:



End Date:



Describe Intervention

ELA Student Work Sample Upload

If the student is struggling after all Tier 1 interventions please either upload a student sample or explain the data used in the intervention box.
Select a file to upload:

STEP THREE: REFER to TIER 2 if TIER 1 interventions are unsuccessful

In the event that TIER 1 interventions are unsuccessful, and all TIER 1 criteria are met, use the flow chart and the TIER 2 Eduphoria form (page 2) to refer student to TIER 2.

IMPORTANT REMINDER: TEACHER MUST SEND an EMAIL TO THE STUDENT TST TEAM: RTI COORDINATOR, COUNSELOR, AP TO BE CONSIDERED REFERRAL

SECONDARY TIER 2- TEACHER AND SST CONTROLLED INTERVENTIONS

If the student does not excel using only TIER 1 instruction, and the teacher refers the student to TIER 2, Tier 1 instruction and interventions continue with the addition of interventions put into place with the TST (Teacher Support Team- Teacher, RTI Coordinator, Student Counselor and Student Assistant Principal)

Tier 2

- **Population Served:** Students who do not reach proficiency at Tier 1 (should not exceed 20%).
- **Instruction:** Provide intensive *supplemental* instruction to students who were not successful with Tier 1 instruction. Tier II instruction should be highly correlated to Tier 1 instruction.
- **Location:** May be within or outside the regular classroom. This will typically be done before or after school with tutoring or with a pullout program, if available. Tier 1 supports should continue during the regular day.
- **Frequency:** 30-60 minutes per day 3-4 sessions per week, in addition to Tier 1.
- **Size of group:** 3-6 students
- **Duration:** Carried out for at least six weeks with no less than bi-weekly progress monitoring so that there are at least three data point sets reflecting progress. All interventions must be implemented for two to three weeks to provide enough time to determine effectiveness and student growth. If after two weeks, the student is showing adequate progress or mastery, the intervention can be discontinued.
- **Progress Monitoring:** Assessment data collected at least every two weeks over a six week period provides data to inform potential Tier 3 service. Students who show adequate progress may discontinue Tier 2 supports but Tier 1 progress supports and monitoring should continue for six weeks to ensure the student remains successful.
- **Interventionist:** Highly qualified classroom teacher, intervention teacher, or highly qualified paraprofessional.
- **Strategies:** Determined by classroom teacher AND grade level or department team (PLCs). Support in planning interventions can include specialists and other district resource staff.

Tier 2 is designed to provide secondary intervention through early identification and assistance for a smaller percentage (up to 20%) of students who are performing below standards in academics and/or behavior. Interventions for these students are provided as targeted individual interventions in one or more areas through the classroom teacher or through a specialized school program, if applicable, that includes supplemental small group instruction. Tier II interventions are provided in addition to the quality instruction provided in Tier 1. The interventions are designed to prevent or alleviate challenges a student may be facing and should be different from the strategies or interventions used during Tier 1.

The ultimate goal is to assist the student in succeeding within the regular education setting with the standard curriculum and remaining in the regular classroom environment to the greatest extent possible. In spite of a school's best efforts delivering quality Tier 1 instruction and Tier 2 interventions, a few students may not demonstrate a significant response to intervention. In those cases, those students may move to Tier 3.

Tier 2: (recommended at least 6 weeks)

Student receives more intensive, Tier 2, focused intervention in a small group using different strategies than what was implemented in Tier 1.

1. Additional 30-60 minutes of small group instruction around greatest areas of need for 3-4 days per week. This can occur within the classroom or a pullout program, if available (Drive Time or Tiger Time)
2. Monitor and document progress at least every two weeks. All interventions must be implemented for at least 3 days per week to be considered an effective Tier 2 supplemental intervention practice. Frequency=Reliable Data.
3. If after two weeks, the student is showing adequate progress or proficiency, the intervention can be discontinued. If the student continues to struggle, the teacher should continue with the intervention strategy or implement a second strategy to address the area of need.
4. At the end of six weeks, conduct a review of progress monitoring data to determine overall student growth in the area of need. If the student is successful, return to general core instruction and continue to monitor. If the student is not being successful and does not meet standard after a minimum of **two different or unique intervention strategies**, take the Tier 1 and Tier 2 data and student performance concerns to the campus special education team leader to begin Tier 3 intervention consideration.

Forms for Tier 2:

- Tier 2 Teacher Information in "Secondary RTI Form in Eduphoria" (Page 2)
- Tier 2 Support: Individual Intervention Plan completed by RTI Coordinator in Frontline (Academic and/or Behavioral)
- Teacher Support Team Notice of SST Meeting (as needed to document meetings with team)

Once Tier 3 Support is anticipated, the following forms should be completed:

- Rtl Parent Letter
- Rtl Parent Information
- Student Support Team Health Form
- Student Support Team LEP Considerations

PARENT NOTIFICATION OF INTERVENTION PLAN

SB 1153 (as amended during the 85th Texas Legislative Session) requires schools to notify parents of students who receive assistance from the district for learning difficulties, including through the use of intervention strategies. A parent letter should be sent home to notify parents that an intervention plan for their child has been developed beginning at Tier 2. Attached to this parent letter should be either the teacher team Tier 2 plan and Tier 1 interventions being used.

*Best practice is to fill out the letter during the TST meeting utilizing the plan or other data available

SECONDARY TIER 2- FORMS/ DOCUMENTATION

Once the TST team determines it is best for the student to be in Tier 2 and the TST meets, the Tier 2 form in Eduphoria will be completed during the meeting. The RTI Coordinator will also complete the necessary Tier 2 forms in Frontline and send to all members of the TST through the Frontline portal (or paper copies can be distributed).

TIER 2 FORM SAMPLE

	ELA
Select ANY	<input checked="" type="checkbox"/>
Teacher has begun TIER 2 intervention with Student	<input checked="" type="checkbox"/>
Email has been sent to RTI Team (RTI Coordinator(s), Student Counselor and Student AP)	<input checked="" type="checkbox"/>
Parent Contact has been made and documented	<input checked="" type="checkbox"/>

Date TIER 2 Intervention Team MET (Teacher Support Team) *

10/15/2019



Notes from TST Meeting

See upload

TIER 2 Intervention

Describe the TIER 2 Intervention that should run concurrent with ongoing Tier 1 interventions

Student will be pulled for DT 3 days a week to work with Reading Interventionist

Meeting Notes/Intervention Plan

Upload meeting notes or intervention plan if not typed

Select a file to upload:

Upload File Attachment

SECONDARY TIER 3- SST CONTROLLED INTERVENTIONS (Reading and Math only)

If the student continues to struggle after Tier 1, and Tier 2 interventions and support a SST (Student Support Team) will convene to evaluate the student. The SST team at the Secondary Level will consist of: SST team, SISD Special Education Representative, and Subject Specific Specialist (if available) .

Tier 3

SST determines Tier 3 placement.

- **Population Served:** Students who do not reach proficiency at Tier 2 (should not exceed 10% of the student population).
- **Instruction:** Provides for intensive, frequent supplemental instruction for students after at least one round in Tier 2. Use different instructional materials and resources that are aligned to Tier 1 and Tier 2.
- **Location:** Outside regular classroom.
- **Frequency:** Suggested 30-60 minutes per day, in addition to Tier 1.
- **Size of group:** Preferably 1-4 students.

- **Duration:** At least 6 weeks followed by an SST review to determine intervention status.
- **Progress Monitoring:** Weekly or more frequently as needed.
- **Interventionist:** Highly qualified intervention teacher/educational specialist; the interventionist may receive support from a paraprofessional.

Tier 3: (recommended at least 6 weeks)

1. Student receives more intensive, Tier 3 interventions with specialists involved with process.
2. Additional 30 minutes (60 minutes total above Core instruction time) of small group or one-on-one instruction OR
3. Student is recommended for additional testing or placement
 - Special education, or
 - Dyslexia, or
 - 504, if appropriate
4. Weekly Progress Monitoring with documentation shall occur.
5. Specialist or other highly qualified teacher provides instruction.
6. Student progress continues to be monitored, documented, and reviewed. The student is then placed in appropriate instructional setting.

HOW DOES OUR TEAM DETERMINE IF A RECOMMENDATION TO SPECIAL EDUCATION IS APPROPRIATE, JUSTIFIED, AND DEFENDABLE?

If the school has provided specialized intervention targeted to student needs and the student is not responding at an appropriate rate, the campus intervention team may convene to determine the appropriateness of a recommendation to pursue Special Education testing. To ensure the request is appropriate, justifiable and in the best interest of the student, it is important for Campus Intervention teams to make sure they have monitored the fidelity of interventions provided and has ensured the student has had adequate time in the intervention, whereby the ongoing progress monitoring of data on targeted outcomes shows a lack of progress.

SECONDARY TIER 3- FORMS/ DOCUMENTATION

Forms and Documentation of Tier 3 students will be completed by the campus RTI Coordinator. Forms will be housed in both Eduphoria and Frontline (E-Sped) along with any testing accommodations. It is the responsibility of the RTI Coordinator to ensure testing accommodations for RTI students are confirmed and relayed to each campus testing coordinator, and that E-Sped and PEIMS remain up to date each calendar school year.

RTI AND STUDENTS RECEIVING SPECIAL EDUCATION SERVICES OR SECTION 504

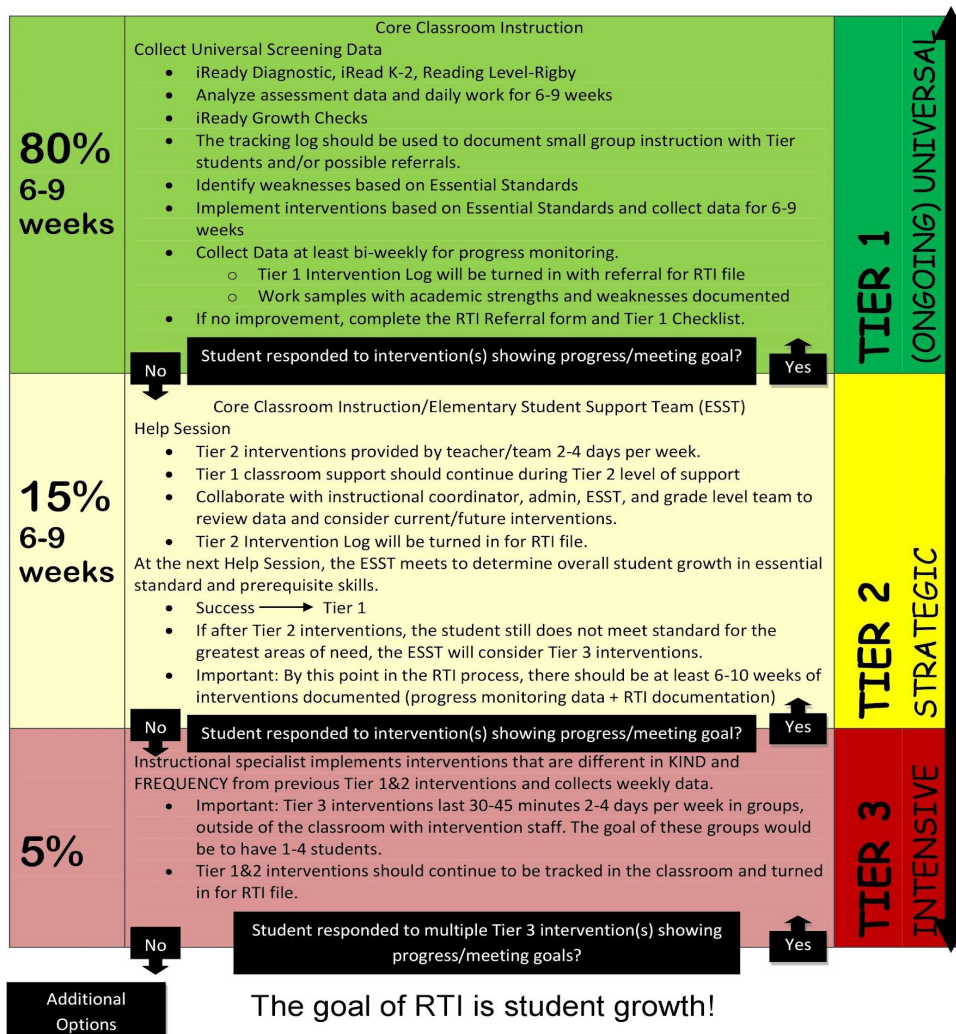
For students receiving Special Education or Section 504 services, their ARD or 504 committees will be the decision making bodies in determining what services, supports, and accommodations are appropriate for each individual student. Services, supports, and accommodations will be documented in the students' IEP or 504 plans.

SISD ELEMENTARY RTI

Sealy ISD has two elementary campuses, Maggie B. Selman Elementary School and Sealy Elementary School, that service grades PK-5. In an effort to streamline practices for teachers and students both campuses will follow the same structure, use the same forms and flowcharts, and align all RTI practices for grades K-5. Elementary Student Support Team (ESST) is composed of the core curriculum teacher(s), interventionists, administrator, behavior specialist (as needed), and the counselor (as needed).

SISD ELEMENTARY RTI FLOWCHART

Sealy ISD Elementary Academic RTI *Flow Chart*



If there is a significant concern at any time, the student can be recommended for additional testing: special education, dyslexia, or 504 as appropriate.

ELEMENTARY TIER 1- TEACHER CONTROLLED INTERVENTION

Tier 1

Population Served:

- All students.

Instruction:

- Considered the “core instruction” provided to all students in SISD. High quality scientifically, research-based instructional strategies including differentiation of curriculum and flexible small grouping.

Location:

- General education classroom with general education teacher and support staff.

Frequency:

- All interventions must be implemented for 2-4 days per week.
- Frequency = Reliable Data

Size of group:

- Small group of 4-5 students or less depending on class needs.

Duration:

- Carried out for at least 6-9 weeks with weekly documentation recorded on Tier 1 Intervention log.
- Interventions should be implemented for two to three weeks to provide enough time to determine effectiveness and student growth. If after two weeks, the student is showing adequate progress or mastery, the intervention can be discontinued.

Progress Monitoring:

- Monthly iReady Growth Monitoring for reading and math.
- Assessment data collected on essential standards through daily work, unit assessments, CFA's, and small group anecdotal notes.

Interventionist:

- Highly qualified classroom teacher with support staff as appropriate, such as an inclusion teacher or instructional paraprofessional.

Strategies:

- Determined by classroom teacher (with support from instructional coaches, grade or content team, or other resources). Should be tied to “greatest area of need” for the student. No more than two areas of need should be addressed at any one time with a student.

Scientifically-Based Interventions and Instruction v. Accommodations

Strategy Tool	Tier	Definition
Scientifically-Based Interventions and Instruction	Tier 1	An intervention is a specific skill-building strategy implemented and monitored to improve a targeted skill (i.e. what is actually known) and achieve adequate progress in a specific area (academic or behavioral). This often involves changing instruction or providing additional instruction to a student in the area of learning or behavior difficulty.
	Tier 2	A scientifically-based intervention refers to specific curriculum and educational interventions that have been proven to be effective for most students and the research has been reported.
Accommodations	Tier 3	An accommodation eliminates obstacles that would interfere with a student's ability to perform or produce at the same standard of performance expected of general education students.

ELEMENTARY TIER 1- FORMS/DOCUMENTATION

STEP ONE: TIER 1 INTERVENTION LOG

Tier 1 interventions should be carried out for at least 6-9 weeks with weekly documentation recorded on Tier 1 Intervention log.

- Each Tier 1 interventions should be implemented for at least two to three weeks to provide enough time to determine effectiveness and student growth. If after two weeks, the student is showing adequate progress or mastery, the intervention can be discontinued.
- If an intervention is not effective, the teacher should consult with their PLC group to determine other possible interventions. Multiple interventions should be attempted before referring a student to Tier 2.



Sealy Independent School District Elementary Tier 1 Intervention Log

Campus: _____ Date: _____

Student: _____ ID # _____ DOB: ___/___/___ Age: (___)

Grade: _____ Referred By: _____

Date	Intervention/Skill Focus	Outcome of Intervention

STEP 2: ADD RTI FORM TO STUDENT

- If a student is not making progress with multiple documented interventions the teacher will assign and complete an RTI referral and Tier 1 checklist within Eduphoria.
- One week prior to help sessions the teacher will have the referral and Tier 1 Checklist completed and provide the Elementary Student Support Team with the Tier 1 Intervention Log, along with annotated work samples.
- IMPORTANT REMINDER: TEACHER MUST SEND AN EMAIL TO THE APPROPRIATE INTERVENTIONIST TO BE CONSIDERED A REFERRAL

How to Assign an RTI Referral and Tier 1 Intervention Checklist in Eduphoria

To begin a new referral for Academic RTI please follow the steps below.

1. Login to Eduphoria
2. Choose the Aware Application
3. On the left hand side select the tab labeled "Students"
 - a. These are the tabs that are written sideways:)
4. Type the student's last name (a partial input will work) in the box titled "Search Student" and hit the Enter key on your keyboard.
5. The student should appear in a list under the search box.
 - a. Select the correct student.
 - b. A new screen will appear to the right.
6. Choose the tab titled "Forms" under the student's information.
7. Click on the small tab titled "Add Form" (there is a green plus sign)
 - a. Choose "School Forms" from the dropdown menu.
8. Select the form titled "Tier 1 Intervention checklist 2019-20".
 - a. Once the form is selected click "add" at the bottom of the dropdown menu.
 - b. This form can be edited for both Reading and Math on the same form. Any teacher of service can see the form after it has been assigned, even if you didn't assign it.
9. Next choose "Add Form" again
 - a. Choose "School Forms" from the dropdown menu.
 - b. Next, select form titled "RTI Reading Referral Form 2019-20" or "RTI Math Referral Form 2019-20."
 - c. Once the form is selected, click "add" at the bottom of the dropdown menu.

STEP 3: ESST (Elementary Student Support Team) HELP SESSION

- Teachers will be prepared to discuss academic strengths and weaknesses regarding students that they would like to move into Tier 2.
- The ESST will discuss individual student data and determine whether Tier 2 placement is the best placement for the child.

ELEMENTARY TIER 2- TEACHER CONTROLLED INTERVENTIONS

If the student does not accel using only TIER 1 instruction, and the teacher refers the student to TIER 2, Tier 1 instruction and interventions continue with the addition of Tier 2 interventions.

Tier 2

Population Served:

- Students who do not reach proficiency at Tier 1 (should not exceed 20% of the classroom population).

Instruction:

- Provide intensive **supplemental** instruction to students who were not successful with Tier 1 instruction. Tier II instruction should be highly correlated to Tier 1 instruction.

Location:

- Core classroom with Core teacher and support staff.

Frequency:

- 30-45 minutes per day 2-4 sessions per week, in addition to Tier 1. (6-9 weeks in duration)

Size of group:

- Small group of 4-5 students or less depending on class needs.

Duration:

- Carried out for at least 6-9 weeks with weekly documentation recorded on Tier 2 Intervention log.
- Interventions should be implemented for two to three weeks to provide enough time to determine effectiveness and student growth. If after two weeks, the student is showing adequate progress or mastery, the intervention can be discontinued.

Progress Monitoring:

- Monthly iReady Growth Monitoring for reading and math.
- Assessment data collected on essential standards through daily work, unit assessments, CFA's, and small group anecdotal notes.

Interventionist:

- Highly qualified classroom teacher.

Strategies:

- Determined by classroom teacher (with support from instructional coordinators, grade or content team, or other resources). Should be tied to "greatest area of need" for the student. No more than two areas of need should be addressed at any one time with a student.

Tier 2 is designed to provide secondary intervention through early identification and assistance for a smaller percentage (up to 20%) of students who are performing below standards in academics and/or behavior. Targeted individual interventions are provided through the classroom teacher, including supplemental small group instruction. Tier II interventions are provided **in addition to** the quality instruction provided in Tier 1. The interventions are designed to prevent or alleviate challenges a student may be facing and should be different from the strategies or interventions used during Tier 1.

The ultimate goal is to assist the student in succeeding with the standard curriculum in the grade level classroom. In spite of a school's best efforts delivering quality Tier 1 instruction and Tier 2 interventions, a few students may not demonstrate a significant response to intervention. In those cases, those students may move to Tier 3.

ELEMENTARY TIER 2- FORMS/DOCUMENTATION

Teacher Forms for Tier 2:

- Tier 1 Checklist in Eduphoria needs to be updated per current nine weeks.
- Tier 2 Intervention log with weekly documentation of skills and needs.
- Annotated work samples
- Tier 2 Checklist and Parent Communication Form will be completed during RTI Help Sessions and sent home every nine weeks for parent signature

Parent Forms for Tier 2:

- Parent Invitation to RTI Meeting
- RTI Notification Letter
- Parent Communication Form will be sent home every nine weeks for parent signature

PARENT NOTIFICATION OF INTERVENTION PLAN:

SB 1153 (as amended during the 85th Texas Legislative Session) requires schools to notify parents of students who receive assistance from the district for learning difficulties, including through the use of intervention strategies. A parent letter should be sent home to notify parents that an intervention plan for their child has been developed beginning at Tier 2. Attached to this parent letter should be either the teacher team Tier 2 plan and Tier 1 interventions being used.

*The elementary school interventionist fill out and send home the Parent Notification Letter upon initial placement into RTI, and at the beginning of each subsequent school year that the student is in RTI.

STEP 1: TIER 2 INTERVENTION LOG



Sealy Independent School District Elementary Tier 2 Intervention Log

Date: _____ Campus: _____

Student: _____ ID # _____ DOB: ___/___/___ Age: (___)

Grade: _____ Referred By: _____

Date	Intervention/Skill Focus	Outcome of Intervention

STEP 2: ESST HELP SESSION

- Teachers will be prepared to discuss academic strengths and weaknesses regarding students that they would like to move into Tier 3.
- If the student continues to struggle after Tier 1 and Tier 2 interventions and support the ESST will determine the need for further intervention strategies or placement into Tier 3 services.

ELEMENTARY TIER 3- ESST CONTROLLED INTERVENTIONS

Tier 3

Population Served:

- Students who do not reach proficiency at Tier 2 (should not exceed 5% of the student population).

Instruction:

- Interventionists implement interventions that are different in KIND and FREQUENCY from previous Tier 1 & 2 interventions and collects weekly data.

Location:

- Outside core classroom.

Frequency:

- Suggested 30-45 minutes 2-4 days per week, in addition to Tier 1 & 2.

Size of group:

- Preferably 1-5 students.

Duration:

- At least 6-9 weeks followed by an ESST to review and determine intervention status.

Progress Monitoring:

- Weekly or more frequently as needed. Student progress will be continually monitored and adjustments may be made to Tier 3 programming. Students who show adequate progress may continue in Tier 3 or exit to Tier 2. If there is a significant concern at any time, the student can be recommended for additional testing.

Interventionist:

- Highly qualified intervention teacher/educational specialist; the interventionist may receive support from a paraprofessional.

ELEMENTARY TIER 3- FORMS/DOCUMENTATION

Teacher Forms for Tier 2:

- Tier 2 Intervention log with weekly documentation of skills and needs.
- Annotated work samples
- Tier 2/3 Checklist and Parent Communication Form will be completed during RTI Help Sessions and sent home every nine weeks for parent signature

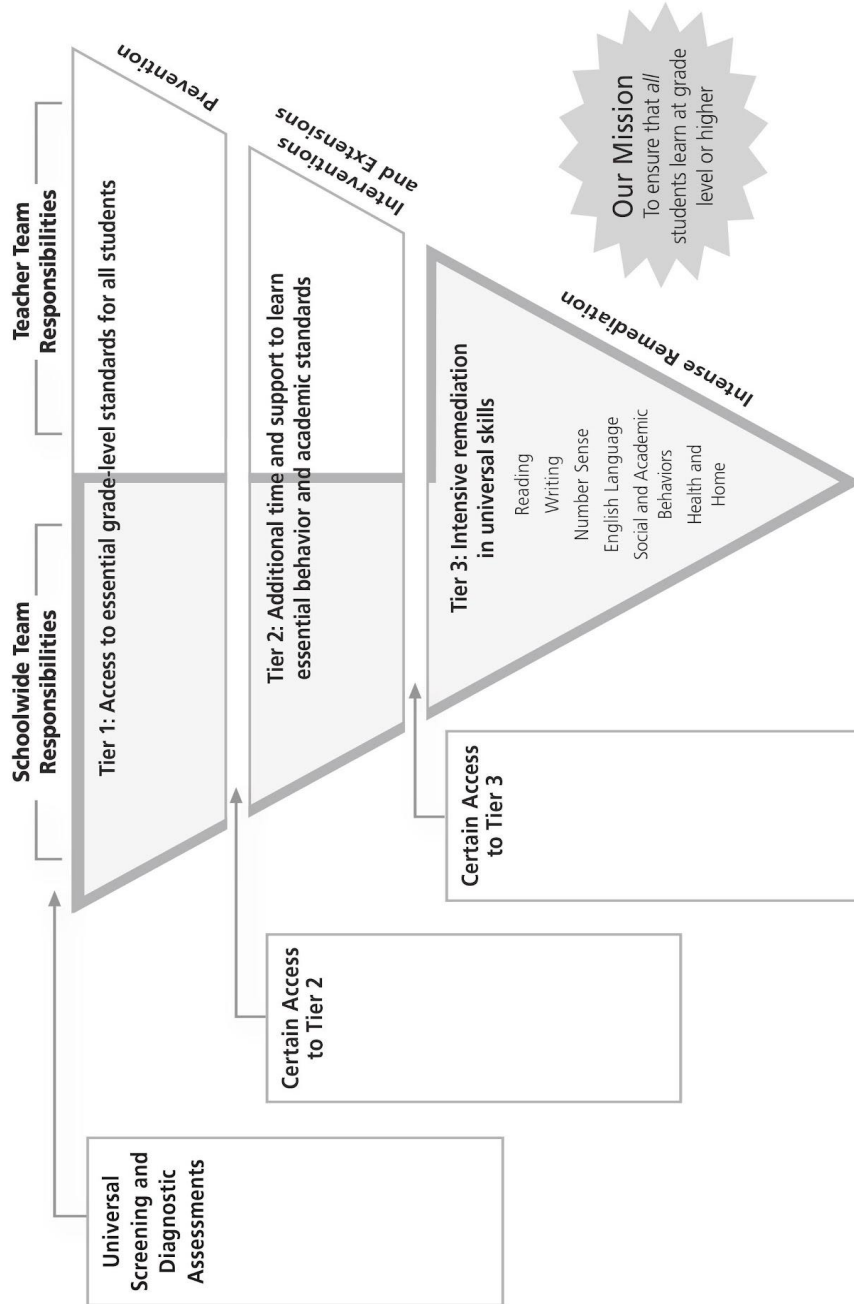
Parent Forms for Tier 2:

- Core teacher will communicate Tier change with the parent via personal conference or phone call.
- Parent Communication Form will be sent home every nine weeks for parent signature

APPENDIX

Inverted RTI Pyramid

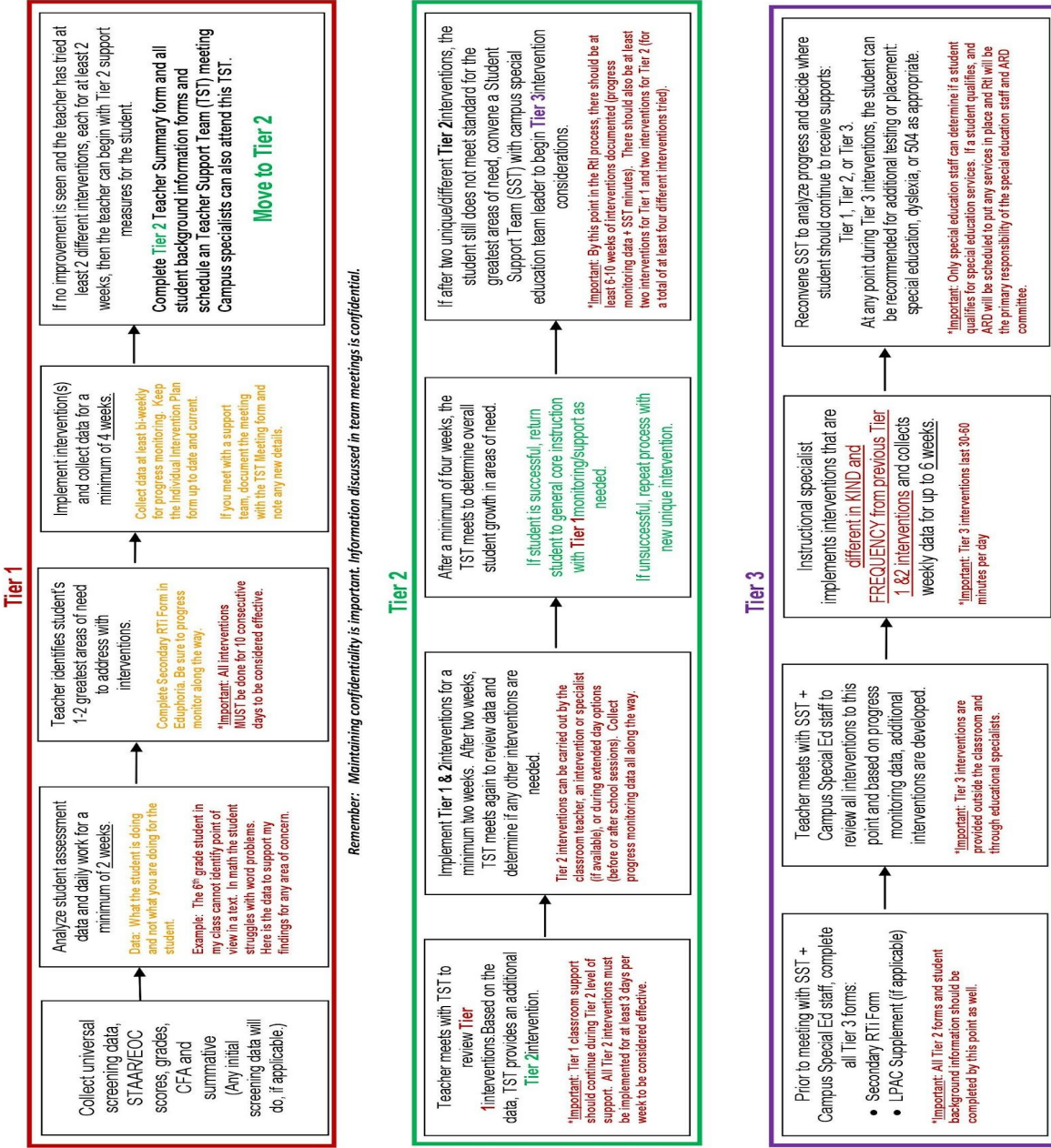
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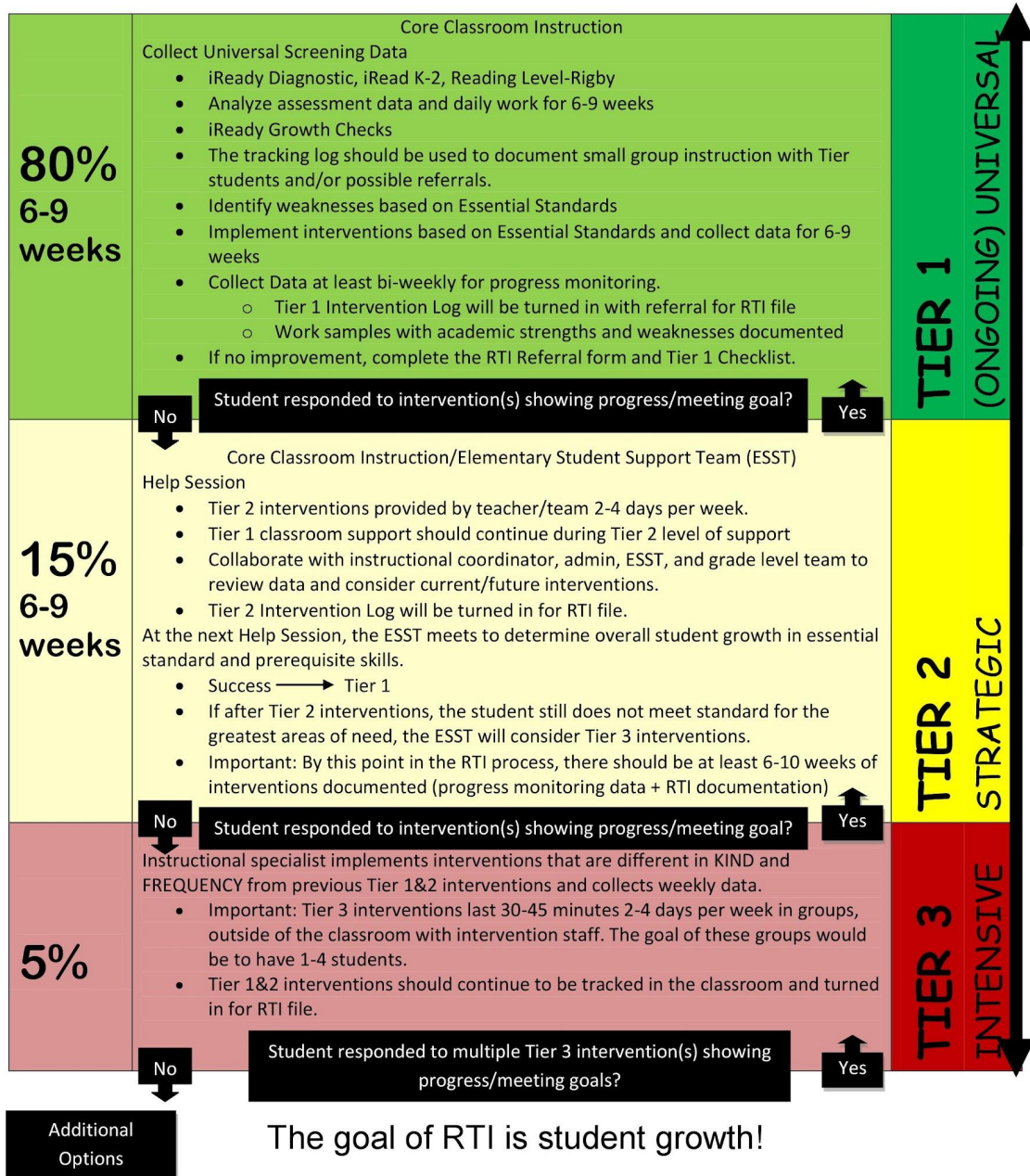
Secondary RTI Process Flowchart

Response to Intervention Tiers – Flow Chart



Elementary RTI Process Flowchart

Sealy ISD Elementary Academic RTI *Flow Chart*



If there is a significant concern at any time, the student can be recommended for additional testing: special education, dyslexia, or 504 as appropriate.

Problem-solving Intervention Plan Protocol

The Problem-Solving Intervention Plan Protocol

Adapted from the RTI at Work Pro-Solve Intervention Protocol
(*Uniting Academic and Behavior Interventions* by Buffman, Mattos, Weber, and Hierck, p. 44-46)

These questions should be used in conjunction with the Pro-Solve Progress Monitoring Tool as responses can be recorded within the tool.

1. What is the concern? (5 mins)	<p>a. Differentiate between skill and will concerns.</p> <p>b. What baseline data do we have to support the need for intervention? (Both skill and will)</p> <p>c. Brainstorm data to collect to determine the student's current performance level if baseline data has not been collected.</p>
2. What is/are the cause(s) of the concern? (5 mins)	<p>a. Why is there a concern? (For both will and skill)</p> <p>b. How do we eliminate the cause of the concern? (For both will and skill)</p>
3. What is/are the desired outcome(s)? (10 mins)	<p><i>Think with the end in mind...</i></p> <p>a. Using the baseline data, develop a goal for the level of performance the student should be performing at after intervention.</p> <p>b. What short term S.M.A.R.T. goals should be established to ensure progress is made by the student?</p> <p>c. Determine appropriate academic behaviors that the student must learn to successfully participate in whole group learning opportunities.</p>
4. What steps should be taken to achieve the desired outcome? (10 mins)	<p>a. What will the team do to get the student to reach the desired outcome?</p> <p>b. How will you progress monitor? (Brainstorm ideas on ways to progress monitor.)</p> <p>c. How often will data be collected?</p> <p>d. How often will the team meet to discuss progress monitoring data?</p>
5. Who is going to take lead responsibility to ensure that each intervention is implemented? (5 mins)	<p>a. Who on campus has the most knowledge/expertise in addressing the areas of concern?</p> <p>b. Teacher Responsibilities?</p> <p>c. Administrative Team Responsibilities?</p> <p>d. Campus intervention Team Responsibilities?</p>

Glossary of Commonly Used Terms

Acceleration – Interventions that are implemented to increase the speed at which students acquire skills.

Accommodation – Changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/test setting. Accommodations are designed to provide equity, not an advantage, for children with disabilities. Accommodations include assistive technology as well as alterations to presentation, response, scheduling, or settings. When used appropriately, they reduce or even eliminate the effects of a child's disability but do not reduce or lower the standards or expectations for content. Accommodations that are appropriate for assessments do not invalidate assessment results.

Alternate Assessment – An assessment aligned with alternate achievement standards for children with the most significant cognitive disabilities designed by the state and required in lieu of regular statewide assessments, when determined necessary by the child's IEP team.

Assessment – Assessment is a broad term used to describe the collection of information about student performance in a particular area. Assessments can be formative or summative.

At Risk – A term applied to students who have not been adequately served by social service or educational systems and who are at risk of educational failure due to lack of services, negative life events, or physical or mental challenges, among others. (NCREL 2004)

Behavior Intervention Plan- A plan developed for children who are exhibiting behavioral difficulties that include targeted behaviors, intervention strategies, reinforcers and consequences, and a plan for collecting and monitoring data. Behavior Intervention Plans should include positive behavioral support.

Benchmark – A detailed description of a specific level of student performance expected of students at particular ages, grades, or developmental levels. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as "checkpoints" to monitor progress toward meeting performance goals within and across grade levels, (i.e., benchmarks for expected mathematics capabilities at grades three, seven, ten, and graduation.)

Baseline – An initial observation or measurement that serves as a comparison upon which to determine student progress.

Benchmark Assessments – Student assessments used throughout a unit or course to monitor progress toward

learning goals and to guide instruction. Effective benchmark assessments check understanding and Response to Intervention application of knowledge and skills rather than recall; consequently, effective benchmark assessments include performance tasks. Benchmark assessments may involve pre- and post-assessments.

Benchmarks for Progress Monitoring – Measures that are used to determine student progress and to guide instruction. These measures may assess a specific skill such as correct words read per minute (reading fluency).

Comprehensive Evaluation – In-depth evaluation provided when there is a suspected disability. It is conducted to determine if a student has a disability and to determine the educational needs of the student.

Content Descriptions – Content Descriptions describe how the standards set forth in the state's curriculum are assessed on the state-mandated assessments. Developed primarily for educators, each content specific document provides information about the content assessed and is based on the work of Georgia teachers. The documents are organized by each content domain (groupings of similar content standards) that is reported for

an assessment. Associated curricular standards are listed as well as associated concepts, skills, and abilities (e.g., the things students are expected to know and be able to do relative to each grade and domain). There is no hierarchy in the listing; each is of equal importance. Each state-mandated assessment is designed to assess how well students know and are able to perform each of the various concepts, skills, and abilities for a specific content area at their grade level or at the end of a course. The Content Descriptions are in no way intended to substitute for or supplant the curriculum. They supplement the curriculum by providing more descriptive information about how content will be assessed. Furthermore, the Content Descriptions do not suggest when concepts and skills should be introduced in the instructional sequence; rather, their purpose is to communicate when and how concepts and skills will be assessed via the state-mandated assessments.

Content Standards – Content standards are broad statements of what students should know and be able to do in a specific content area. They state the purpose and direction of the content and are generally followed by elements.

Curriculum-based Assessment – An informal assessment in which the procedures directly assess student performance in targeted content or basic skills in order to make decisions about how to better address a student's instructional needs. Response to Intervention:

Data-based Instruction – An instructional approach in which student performance data is used to assess the effectiveness of the instruction and to make changes in instruction based on the data.

Differentiation – Differentiation is a broad term referring to the need of educators to tailor the curriculum, teaching environments, and practices to create appropriately different learning experiences for students. To differentiate instruction is to recognize students' varying interests, readiness levels, and learning profiles and to react responsively. There are four elements of the curriculum that can be differentiated: content, process, product and learning environment.

Eligibility Team – A group of qualified professionals and the parent of the child; members determine whether the child is a child with a disability and they determine the educational needs of the child.

English Language Learner (ELL) – Refers to students whose first language is other than English and whose command of English is limited. The term is used interchangeably with limited English proficient.

Evaluation – The process of making judgments about the level of student understanding or performance.

Feedback – Descriptive comments provided to or by a student that provides very specific information about what a student is/is not doing in terms of performance needed to meet identified standards/learning goals.

Fidelity – Fidelity refers to the provision or delivery of instruction in the manner in which it was designed or prescribed. Other related terms to fidelity are intervention integrity or treatment integrity which often refers to the same principle.

Flexible Grouping – A type of differentiation in which students are organized into groups based on interests and/or needs. Groups are not static and teachers use data to establish and modify the composition of the student groups.

Fluency – The ability to read a text accurately, quickly, and with proper expression and comprehension. The ability to automatically recognize conceptual connections, perform basic calculations, and apply appropriate problem solving strategies.

Formative Assessment – A formative assessment is an evaluation tool used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and progress toward mastery. Formative assessments diagnose skill and knowledge gaps, measure progress, and evaluate instruction. Teachers use formative assessments to

determine what concepts require more teaching and what teaching techniques require modification. Educators use the results of these assessments to improve student performance. Formative assessments would not necessarily be used for grading purposes. Examples include (but are not limited to): pre/post tests, curriculum based measures (CBM), portfolios, benchmark assessments, quizzes, teacher observations, teacher/student conferencing, and teacher commentary and feedback.

Frameworks – Frameworks are intended to be models for articulating desired results, assessment processes, and teaching-learning activities that can maximize student achievement relative to the TEKS They may provide enduring understandings, essential questions, tasks/activities, culminating tasks, rubrics, and resources for the units.

Functional Behavior Assessment – A problem-solving process for addressing student behavior that uses techniques to identify what triggers a given behavior(s) and to identify interventions that directly address them.

Gifted Student – A gifted student is a student who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

Guidance – Information provided to the student about what to do next, including steps or strategies to try in order to improve and progress toward identified standards/ learning goals.

Individualized Education Program (IEP) – A written document that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability. A written statement for a child with a disability that is developed, reviewed, and revised in accordance with IDEA 2004.

Individualized Education Program Team (IEP Team) – Individuals who are responsible for developing, reviewing, or revising an IEP for a child with a disability.

Interventions – Targeted instruction that is based on student needs. Interventions supplement the general education curriculum. Interventions are a systematic compilation of well researched or evidence-based specific instructional strategies and techniques

Modifications – Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

Organizing Framework – An organizing framework guides teachers as they plan for instruction ensuring that all standards are addressed and achieved by the end of the year.

Performance Levels – A range of scores that define a specific level of performance as articulated in the Performance Level Descriptors. Each student receives a scale score and a performance level designation (e.g., does not meet standard, meets standard, or exceeds standard) when assessed on a state-mandated assessment. The Performance Level and Performance Level Descriptors provide more meaning to the scale score.

Performance Standards – Performance standards provide clear expectations for assessment, instruction, and student work. They define the level of work that demonstrate achievement of the standards, enabling a teacher to know –how good is good enough. Performance standards incorporate content standards, but expand upon them by providing suggested tasks, sample student work, and teacher commentary.

Problem Solving Team – A team of people, which may include school staff and parents, who use a problem solving approach to address a problem or area of need for a student.

Professional Learning Community – A group of individuals who seek and participate in professional learning on an identified topic.

Progress Monitoring – Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Response to Intervention – Response to Intervention (RTI) is a practice of academic and behavioral interventions designed to provide early, effective assistance to underperforming students. Research-based interventions are implemented and frequent progress monitoring is conducted to assess student response and progress. When students do not make progress, increasingly more intense interventions are introduced.

Research Based Intervention - The methods, content, materials, etc. were developed in guidance from the collective research and scientific community. (Harn, 2007)

Rubrics – Based on a continuum of performance quality and a scale of different possible score points, a rubric identifies the key traits or dimensions to be examined and assessed and provides key features of performance for each level of scoring.

Scaffolding – Scaffolding is the instructional technique of using teacher support to help a student practice a skill at a higher level than he or she would be capable of independently. The opportunity to practice the Response to Intervention skills at this level helps students advance to the point where they no longer need the support and can operate at this high level on their own.

Scientific-based research (SBR) – Research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to core academic development, instruction, and difficulties; and includes research that: (a) employs systematic, empirical methods that draw on observation or experiment; (b) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (c) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and (d) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. [Section 9101(37) of ESEA; 34 C.F.R. § 300.35]

School-wide Positive Behavior Support - –A broad range of systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students(Sugai et al., 2005) Positive Behavior Support (PBS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007).

Scoring Rubric – A scoring guide that enables teachers to make reliable judgments about student work and enables students to self-assess their work. A rubric is based on a continuum of performance quality and is built upon a scale of different possible score points to be assigned. A rubric identifies the key traits or dimensions to be examined and assessed and provides key features of performance for each level of scoring (descriptors) which signify the degree to which the criteria have been met.

Standard – A standard is something set up and established by authority as a rule for the measure of quantity, weight, extent, value or quality. A standard defines the broad expectations for an area of knowledge in a given domain and may include an expectation of the degree to which a student expresses his or her understanding of that knowledge

Strategy – A loosely defined collective term that is often used interchangeably with the word –interventionll; however strategies are generally considered effective instructional/behavioral practices rather than a set of prescribed instructional procedures, systematically implemented.

Student Support Team – The Student Support Team (SST) is a multi-disciplinary team which utilizes a problem-solving process to investigate the educational needs of students who are experiencing academic and/or social/behavioral difficulties. SST uses a data-driven process to plan individualized supports and interventions and the method of assessing their effectiveness.

Student with a Disability – Refers to a child evaluated as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as emotional disturbance), an orthopedic impairment, autism, traumatic brain injury, other health impairment, or a specific learning disability who needs special education and related services.

Student Work – Student work may or may not demonstrate that the student is meeting the standard. Student work should be used by the teacher to show the student what meeting the standard means.

Summative Assessment – A summative assessment is an evaluation tool generally used at the end of an assignment, unit, project, or course. In an educational setting, summative assessments tend to be more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, and state assessments) and are typically used to assign students a course grade or to certify student mastery of intended learning outcomes.

History of RTI

In 1974, Congress enacted the Education for All Handicapped Children Act (Public Law 94- 142), to support states and localities in protecting the rights, meeting the needs, and improving the results for infants, toddlers, children, and youth with disabilities. This landmark law has been updated about every five years, most recently in 2004. IDEA 2004 permits the use of federal program dollars for students who are not specifically identified as having a learning disability. Of the money a school district receives under Part B of IDEA, a maximum of 15 percent may be used for “early intervention services” for unidentified students. The law says these intervening services can include “professional development (which may be provided by entities other than LEAs) for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction” (IDEA, 2004). RTI was recognized in the 2004 reauthorization of the federal Individuals with Disabilities Education Act (IDEA) as one option that school districts can use to identify students with learning disabilities.

The federal law states:

“When determining whether a child has a specific learning disability as defined in § 602 (29), a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning. In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research based intervention as part of the evaluation procedures. . . (P. L. 108-446 § 614(b)(6). Through the 2004 reauthorization, IDEA now allows schools to develop an alternate system of identification, Response to Intervention (RTI), *as long as it is documented.*”

RTI is a problem-solving approach to managing student learning. Utilizing progress monitoring of student performance and curriculum based measurements, student learning problems are framed around the specific area of learning breakdown. Designed to scaffold efforts to support learning, all students are expected to receive instruction in a broad array of instructional strategies within the general educational setting. Those students needing additional support are then identified as requiring a “second tier” of instruction, including more focused and intentional strategies to meet the needs of a smaller and more targeted audience. Should breakdowns continue to occur, students are eligible for even more intensive strategies and interventions.

RTI is sometimes referred to as Response to *Instruction* as decisions are constantly made about the unique individual responses to instructional delivery. This approach works to the benefit of all students within the classroom, because teachers are actively engaged in discovering the source of learning breakdowns. In the past, special education was seen as the only way students could receive help. If they do not meet special education requirements, those students still fail in the classroom. RTI empowers teachers to troubleshoot problems that students are encountering, many times eliminating the need for special education referrals.

Features of the RTI approach have been around for more than 20 years. What has changed now is that the force of current federal law is creating a fundamental shift in instructional delivery, so as to provide a sound foundation for quality instruction for all students while also creating a systematic, data-driven process to determine students’ specific learning needs. State law also requires intervention prior to referral (19 TAX 89.1011), that all districts provide a “general education referral or screening system. Students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial, remedial, compensatory and other services.”

It is essential for general education to take the lead in providing evidence-based instruction, interventions, and accommodations to all students. Successful RTI implementation requires all educators to move beyond rhetorical slogans such as “all children can learn,” to actual processes that can effectively identify learning breakdowns and provide tools for overcoming those barriers.

SB1153

The State Senate came out with Senate Bill 1153 in regards to education and support for struggling learners. The following is a summary of what the bill entails:

Each school year the district must notify a parent of each child, other than a child enrolled in a special education program who are receiving assistance from the district through the use of intervention strategies. Intervention Strategy is defined as “a strategy in a multi-tiered system of supports that are above the level of

intervention generally used in that system with all children. The term includes response to intervention and other early intervening strategies.” (SB 1153). The notification must:

- Be provided when the child begins to receive the assistance for that school year
- Be written in English or, the extent practicable, the parent’s native language
- Include:
 - A reasonable description of the assistance that may be provided to the child, including any intervention strategies that may be used
 - Info collected regarding any intervention in the base tier of a multi-tiered system of supports that have been previously used with the child
 - An estimate of the duration for which the assistance, including the use of intervention strategies used, will be provided.
 - A copy of the explanation provided under subsection (c).

Every school year the school district must also provide “a written explanation of the options and requirements for providing assistance to students who have learning difficulties or who need or may need special education.”(SB1153) Essentially, it provides the following info:

- A parent is entitled at any time to request an evaluation of the parent’s child for special education services or for aids, accommodations, or services under Section 504

In addition, the total number of students who used intervention strategies at any time during the year must be reported annually through PEIMS. (<https://capitol.texas.gov/tlodocs/85R/billtext/html/SB01153l.htm>)

Student Support Team (SST) Committee Membership

CORE TEAM:

The core team consists of four to five members who attend all meetings and serve as the foundation of the SST.

The core team should consist of the following:

- Principal or Designated Administrator (SST chair is designated by principal)
- Counselor
- Intervention teachers

ELEMENTARY

- A Primary Grade Teacher (Grades PK-2)
- An Intermediate Grade Teacher (grade 3-5)

SECONDARY

- Teacher
- Teacher

A majority of SST referrals deal with academic problems, especially reading. For this reason, if a campus has a reading specialist or a curriculum specialist, this person should serve on the core team. During the data gathering phase, a case manager can be assigned from the core team to ensure effective data collection occurs on a particular student. The classroom teacher and/or grade level team should have primary responsibility of collecting data.

AD HOC TEAM:

In addition to the core team, certain members are added based on the needs of the student being referred. These people serve only when the SST meets on a student that would require their input. These team members may include, but are not limited to:

- o Other specialists like dyslexia, etc.
- o School Nurse
- o Speech Therapist
- o Basically any staff member who can help create a “full picture” of the student’s needs

STUDENT TRANSFERS

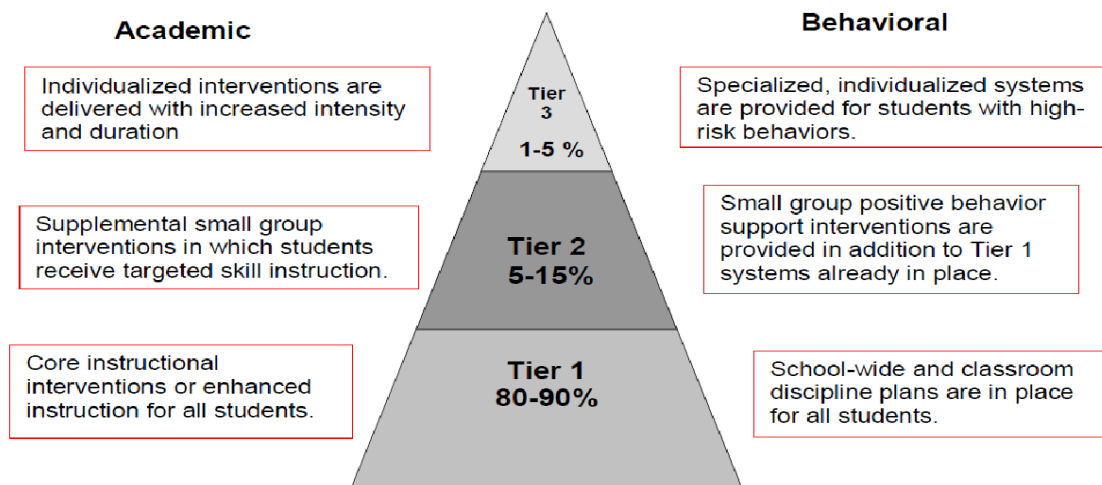
It is the responsibility of the campus SST Chair to ensure that a student’s SST file is sent to the receiving campus if a student moves from one campus to another within the district.

STUDENT DOCUMENTATION

It is the responsibility of the campus SST chair to ensure that the student’s SST file and documentation of any Tier III meetings are sent to Sarah Magee at the Special Education Office.

Sealy ISD Response to Intervention (RTI) Protocol Graphic Overview

3 Tiered Intervention Model



Tier 1 Guiding Information

Tier I

- **Population Served:** All students.
- **Instruction:** Considered the “core instruction” provided to all students in WOISD. High quality scientifically research-based instructional strategies including differentiation of curriculum and flexible small grouping.
- **Location:** General education classroom with general education teacher.
- **Frequency:** All interventions must be implemented for at least ten consecutive days (Penicillin Principle) to be considered an effective intervention practice. Frequency=Reliable Data.
- **Size of group:** As appropriate for regular classroom (whole class, small group, individual). Typically, small groups should be no larger than six total students.
- **Duration:** Carried out for at least six weeks with no less than bi-weekly progress monitoring so that there are at least three data point sets reflecting progress. All interventions must be implemented for two to three weeks to provide enough time to determine effectiveness and student growth. If after two weeks, the student is showing adequate progress or mastery, the intervention can be discontinued.
- **Progress Monitoring:** Assessment data collected at least every two weeks over a six week period provides data to inform potential Tier II service.
- **Interventionist:** Highly qualified classroom teacher with support staff as appropriate, such as an inclusion teacher or instructional paraprofessional.
- **Strategies:** Determined by classroom teacher (with support from instructional coaches, grade or content team, or other resources). Should be tied to “greatest area of need” for the student. No more than two areas of need should be addressed at any one time with a student.

Tier I provides primary intervention in the form of general screening and quality classroom instruction to all students. The majority (80–85%) of school-aged students will respond successfully to quality instruction in the regular education classroom at this level. A teacher may recognize that a student is either struggling to learn the standard curriculum, working beyond the standard curriculum, or having difficulty maintaining appropriate behavior in the regular education classroom. At that point, the teacher tries classroom-based interventions. In some cases, a student will demonstrate little or no positive response to the teacher’s intervention supports and additional interventions or support will be needed. At that point, the teacher takes all assessment and progress data to the grade level or department team to develop additional interventions or supports for the student. This can be carried out within Tier 2. (Note: Tier 2 interventions can be implemented through the classroom teacher and/or additional support or teaching staff, as available. It is not assumed to be “pull out”.)

When to Intervene?

When a student is not successful in the general education classroom after a variety of classroom-based strategies have been implemented and documented, then interventions may be warranted. A need to intervene is indicated when:

- Frustration and anxiety are interfering with learning and assimilation of ideas.
- A student is unable to demonstrate his complete knowledge because of the format or modality of the assignment.
- A student's basic math, reading, writing, and spelling skills are not automatic enough to be smoothly integrated with higher order thinking and organizational skills.
- The readability level of the material exceeds the reading level of the student although he can readily understand the concepts.

Examples of areas that may be addressed with interventions:

- Attitudes
- Activities
- Daily Assignments
- Environment
- Expectations
- Format
- Interactions
- Materials
- Methodology
- Presentation
- Quantity
- Tests

RTI Process Detail

Tier 1: (recommended for at least 6 weeks)

Student remains in classroom as teacher uses differentiated strategies and/or materials.

1. Implement Scientifically Research Based (SRB) Core Curriculum and address the following:
 - ✓ Environment
 - ✓ Instruction
 - ✓ Assessment
2. Conduct formative assessments to measure on-going learning and mastery of skills for all students. If student is being successful and meets/exceeds standard, continue to implement Core Curriculum.
3. If any student does not meet standard or appears to be struggling based upon daily classwork, informal assessments, or formal assessments then the teacher provides targeted differentiated instruction in a small group setting *within the classroom*. This intervention is carried out for at least six weeks with no less than bi-weekly progress monitoring so that there are at least three data points reflecting progress. All interventions must be implemented for

two to three weeks to provide enough time to determine effectiveness and student growth. For articulation (Speech) concerns, request SLP consult to identify targets

4. Monitor and document progress at least every two weeks. All interventions must be implemented for at least ten consecutive days (Penicillin Principle) to be considered an effective intervention practice. Frequency=Reliable Data.
5. If after two weeks, the student is showing adequate progress or mastery, the intervention can be discontinued. If the student continues to struggle, the teacher should continue with the intervention strategy or implement a second strategy to address the area of need.
6. At the end of six weeks, conduct a review of progress monitoring data to determine overall student growth in the area of need. If the student is successful, return to general core instruction and continue to monitor. If the student is not being successful and does not meet standard after a minimum of **two different or unique intervention strategies**, take the Tier 1 data and student performance concerns to the grade level or department team for Tier 2 intervention steps.

Tier 2 Guiding Information

Tier 2

- **Population Served:** Students who do not reach proficiency at Tier 1 (should not exceed 20%).
- **Instruction:** Provide intensive *supplemental* instruction to students who were not successful with Tier 1 instruction. Tier II instruction should be highly correlated to Tier 1 instruction.
- **Location:** May be within or outside the regular classroom. This will typically be done before or after school with tutoring or with a pullout program, if available. Tier 1 supports should continue during the regular day.
- **Frequency:** 30-60 minutes per day 3-4 sessions per week, in addition to Tier 1.
- **Size of group:** 3-6 students
- **Duration:** Carried out for at least six weeks with no less than bi-weekly progress monitoring so that there are at least three data point sets reflecting progress. All interventions must be implemented for two to three weeks to provide enough time to determine effectiveness and student growth. If after two weeks, the student is showing adequate progress or mastery, the intervention can be discontinued.
- **Progress Monitoring:** Assessment data collected at least every two weeks over a six week period provides data to inform potential Tier 3 service. Students who show adequate progress may discontinue Tier 2 supports but Tier 1 progress supports and monitoring should continue for six weeks to ensure the student remains successful.
- **Interventionist:** Highly qualified classroom teacher, intervention teacher, or highly qualified paraprofessional.

- **Strategies:** Determined by classroom teacher AND grade level or department team (PLCs). Support in planning interventions can include specialists and other district resource staff.

Tier 2 is designed to provide secondary intervention through early identification and assistance for a smaller percentage (up to 20%) of students who are performing below standards in academics and/or behavior. Interventions for these students are provided as targeted individual interventions in one or more areas through the classroom teacher or through a specialized school program, if applicable, that includes supplemental small group instruction. Tier II interventions are provided in addition to the quality instruction provided in Tier 1. The interventions are designed to prevent or alleviate challenges a student may be facing and should be different from the strategies or interventions used during Tier 1.

The ultimate goal is to assist the student in succeeding within the regular education setting with the standard curriculum and remaining in the regular classroom environment to the greatest extent possible. In spite of a school's best efforts delivering quality Tier 1 instruction and Tier 2 interventions, a few students may not demonstrate a significant response to intervention. In those cases, those students may move to Tier 3.

RTI Process Detail

Tier 2: (recommended for at least 6 weeks)

Student receives more intensive, Tier 2, focused intervention in a small group using different strategies than what was implemented in Tier 1.

1. Additional 30-60 minutes of small group instruction around greatest areas of need for 3-4 days per week. This can occur within the classroom or a pullout program, if available.
2. Monitor and document progress at least every two weeks. All interventions must be implemented for at least 3 days per week to be considered an effective Tier 2 supplemental intervention practice. Frequency=Reliable Data.
3. If after two weeks, the student is showing adequate progress or proficiency, the intervention can be discontinued. If the student continues to struggle, the teacher should continue with the intervention strategy or implement a second strategy to address the area of need.
4. At the end of six weeks, conduct a review of progress monitoring data to determine overall student growth in the area of need. If the student is successful, return to general core instruction and continue to monitor. If the student is not being successful and does not meet standard after a minimum of **two different or unique intervention strategies**, take the Tier 1 and Tier 2 data and student performance concerns to the campus special education team leader to begin Tier 3 intervention consideration

Tier 3 Guiding Information

Tier 3

- **Population Served:** Students who do not reach proficiency at Tier 2 (should not exceed 10% of student population). The expectation is that the number of students who are not successful at Tier 3 and subsequently referred to Special Education will be reduced.
- **Instruction:** Provides for intensive, frequent supplemental instruction for students after at least one round in Tier 2. Use different instructional materials and resources that are aligned to Tier 1 and Tier 2.
- **Location:** Outside regular classroom.
- **Frequency:** Suggested 30-60 minutes per day, in addition to Tier 1.
- **Size of group:** Preferably 1-4 students.
- **Duration:** At least 6 weeks followed by an SST review to determine intervention status.
- **Progress Monitoring:** Weekly or more frequently as needed. Students who do not show appropriate progress after one round of Tier 3 can either continue/modify Tier 3, or be considered for referral to Special Education. Students who show adequate progress may continue in Tier 3 or be exited to Tier 2.
- **Interventionist:** Highly qualified intervention teacher/educational specialist; the interventionist may receive support from a paraprofessional.

Response to Intervention Process Detail

Tier 3: (recommended for at least 6 weeks)

1. Student receives more intensive, Tier 3, intervention with specialists involved with process.
2. Additional 30 minutes (60 minutes total above Core instruction time) of small group or one-to-one instruction OR
3. Student is recommended for additional testing or placement
 - Special education, or
 - Dyslexia, or
 - 504, if appropriate
4. Weekly Progress Monitoring with documentation shall occur.
5. Specialist or other highly qualified teacher provides instruction.
6. Student progress continues to be monitored, documented, and reviewed. The student is then placed in appropriate instructional setting.

Administrative monitoring of the RTI process shall occur on all three tiers on a regular basis.

RtI Instructional Resources

The following pages provide campuses with additional intervention tools for Literacy and Math supports in all three tiers of RtI programming.

ELAR Instructional Guides:

[Effective Fluency Instruction and Progress Monitoring](#)

[Effective Phonological Awareness Instruction and Progress Monitoring](#)

[Effective Word Analysis Instruction and Progress Monitoring](#)

Math Instructional Guides

[Primary Numeracy Assessment](#)

[Intermediate Numeracy Assessment](#)

[Effective Fluency Instruction and Progression for Addition and Subtraction](#)

[Effective Fluency Instruction and Progression for Multiplication and Division](#)

[TEMI for progress monitoring](#)

Additional Resources can be found at:

<http://buildingrti.utexas.org/>

<http://www.meadowscenter.org/library>

<http://www.interventioncentral.org/teaching-resources/downloads>

<http://www.rtinetwork.org/k-5>

<http://www.rti4success.org/resources>