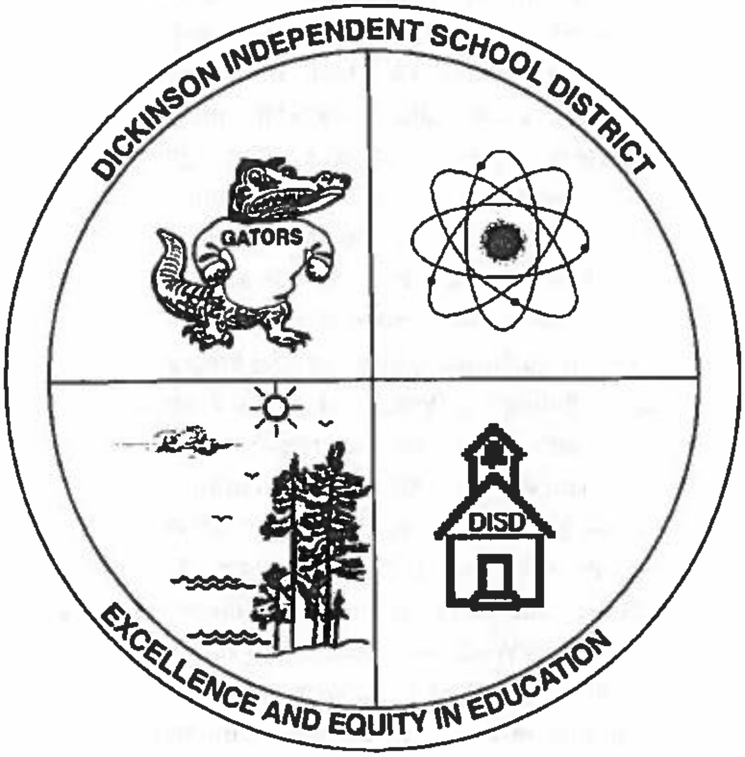
Dickinson ISD


DICKINSON INDEPENDENT SCHOOL DISTRICT
GATORS
DISD
EXCELLENCE AND EQUITY IN EDUCATION

Response to Intervention Guidelines and Procedures

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Response to Intervention (RtI)

Response to Intervention is "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions." (National Association of State Directors of Special Education, 2006). This definition stresses three critical components: 1) quality differentiated instruction, 2) frequent monitoring of student progress, and 3) adjusting what is done with students based on data from monitoring.

The instructional approaches used within the general education setting should result in academic and/or behavioral progress for the majority of the students. Struggling students are identified using data-based student progress monitoring and provided intensive instruction. The use of scientifically validated curricula and teaching methods expected in an RtI model leads to data-based school improvement.

Required Components of RtI

The RTI process consists of key components, including universal screening, high-quality core instruction, progress monitoring, tiered interventions, collaborative data-based decision making, parent involvement, and administrative support.

Component	Description
Universal Screening • **STAR Reading** • **STAR Math**	• All children assessed at beginning, middle, and end of school year on skills identified as highly predictive of future success or failure • Assesses the overall success of the core instruction (Tier I)
High-Quality, TEKS-Aligned Instruction • **Good 1st Teaching**	• Core instruction delivered to all students using a research-based, empirically supported program that is closely aligned to state standards
Progress Monitoring • **STAR Reading/Math** • **Unit Assessments** • **Antidotal Records** • **Classroom Observations** • **Work Samples** • **Daily Work (class/homework)**	• Conducted on an ongoing basis over time for students who are in need of tiered supports beyond Tier 1 • Assessment frequency is more periodic than universal screening, usually at least once per week • Data are sensitive to student improvement over time; sufficient data to establish a reliable trend must be collected
Tiered Interventions • **See pages 3-6 and 9-11**	• Supplemental, research-based instructional interventions to core instruction derived from a problem-solving process and focused on student needs • Usually delivered in small groups; Tier III groups are very small or individual student
Collaborative, Data-Based Decision Making • **PLC's**	• Teams of school professionals examine multiple data sources to discuss the appropriate intervention to impact the child (PLC, SIT, RT) • The team structure is defined by the campus (i.e., subject-level versus grade-level data teams)

Parental Involvement • **At all Tier's**	• Engagement of parents in the process of understanding and supporting the efforts to provide instructional support • Maintain close and frequent communication with parents about student progress
Administrative Support • **ESC, Principals/Asst. Principals, Academic Coaches, Team Leaders**	• Leadership at central, campus, and teacher levels provide key supports to the process • Administrative support for infrastructure, schedule, materials, ongoing professional development, and building consensus

Benefits of RtI

RtI provides structure; it holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities are identified, supported and served early and effectively. An essential assumption of RtI is that all students can learn, and will, given the right opportunities. Driven and documented by reliable data, effective implementation of RtI can result in:

- ✓ More effective instruction;
- ✓ Increased student achievement;
- ✓ More appropriate LD identification;
- ✓ Increased professional collaboration; and
- ✓ Overall school improvement.

Nine Principles of a Successful RtI Program

Principle 1: Research-based instruction for all students in all tiers

Principle 2: Differentiated instruction at all tiers, with personalized goal setting that allows intervention to be delivered immediately (instead of "waiting to fail")

Principle 3: Sufficient academic engaged time, increasing with the level of intervention

Principle 4: Time for practice of key skills, personalized and with feedback to student and teacher

Principle 5: Frequent assessment at all three levels: screening, progress monitoring and diagnostic

Principle 6: Use of data to make decisions for instruction and interventions

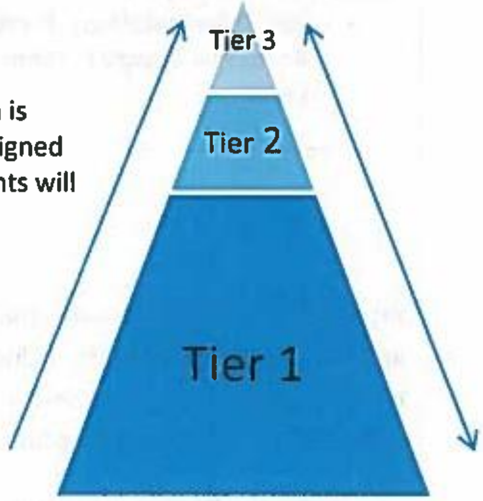
Principle 7: Use of technology for efficient assessment, data access, and documentation

Principle 8: Parental involvement

Principle 9: Professional development

Tiered Delivery Model

The Tiered Delivery Model is central to RtI. It is a model of support designed to improve the delivery of instruction to all students. It is more than a campus intervention team ... it is a problem-solving system which empowers educators to identify and provide intervention and support to students who are experiencing educational difficulties. Each level represents a grouping of students whose differing needs are met with more intensive (sometimes different) instructional approaches.



Tier 1, the base or largest level, represents the majority of students, largely served by the core instructional program (general education classroom), which is monitored for effectiveness. Teachers use high-quality core class instruction aligned with the Texas Essential Knowledge and Skills (TEKS). Ideally, 80-90% of students will experience success with instruction provided at Tier 1. Within the core, instruction should be differentiated and personalized as much as possible to produce the best results for higher and lower achieving students.

*Students are referred to the **Student Intervention Team (SIT)** if academic concerns persist and the student does not demonstrate progress in the classroom. The SIT should include (but not limited to):*

- *Parent*
- *Teacher*
- *Administrator*
- *Academic Coach*
- *Counselor*
- *Behavior Coach*
- *Any other person who provides services to the student.*

Tier 2 represents a smaller grouping of students who may require additional help—*interventions*—in addition to (though not replacing) core instruction, to achieve the learning rate necessary to meet grade level expectations. This tier should represent no more than 10–15% of students. Tier 2 interventions are commonly called *strategic*, *targeted*, or *supplemental*. They may or may not be different from the core, but they are always *more*. Generally, students in Tier 2 receive *standard protocol* interventions—selected evidence-based programs delivered in small groups. For example, if the core program provides for 30 minutes per day working math problems aligned to standards, students in Tier 2 might receive 45 minutes with additional coaching available.

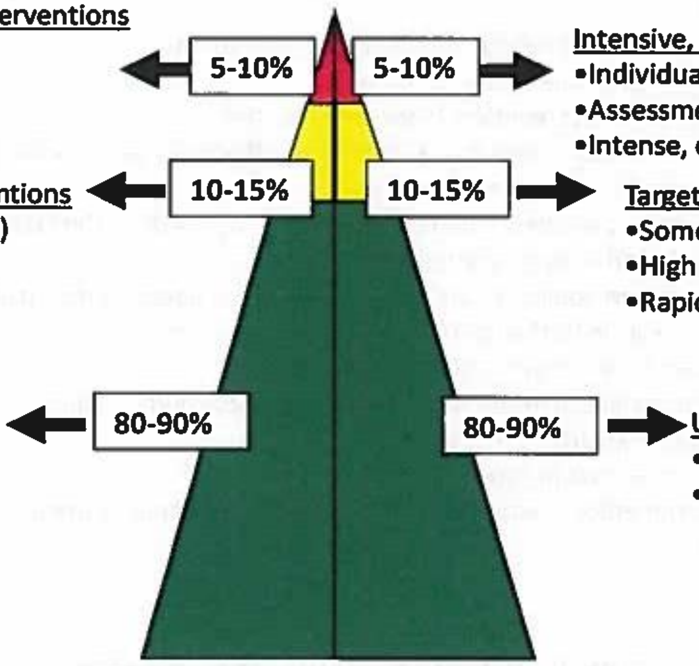
Tier 3 represents a still smaller group who need even more assistance—*intensive* interventions—to achieve the same goals. This tier is meant to include perhaps 5–10% of students. Tier 3 interventions are generally individualized, though whether they are totally different from the core program or further extensions of it depends on the outcome of the problem-solving process. Tier 3 instruction includes scientific research-based programs, strategies, and procedures designed to remediate identified deficits.

The concept of tiers is a very important piece of what makes RtI unique, and it is important to remember that the tiers represent actions, not classifications. The tiers, and groups of students who will receive common interventions, are *achievement groupings*, not the "ability" groupings of years gone by. There is no such thing as a Tier 2 student; there are students who are, at a given time and in a given subject, receiving Tier 2 interventions. The same applies to Tier 1 and Tier 3. None of these tiers, not even Tier 3 is "special education." Students move between the tiers during the course of the year, in both directions, as indicated by assessment data. The goal of the whole structure is to end the year with the vast majority of students—80% or more—performing to grade level standards and expectations within the core instructional program.

RtI School-Wide Systems for Student Success

Academic Systems

Behavioral Systems



Academic Systems

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All students
- Preventive, proactive

Behavioral Systems

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All settings, all students
- Preventive, proactive

Guidelines for Response to Intervention

	Tier 1 General Education Classroom – Core Curriculum	Tier 2 Small Group Instruction	Tier 3 Intensive Intervention
Focus	All students	Identified students who have not made progress in Tier I	Identified students who have not made progress in Tier I and Tier 2
Program	Scientific research-based curriculum and instruction	Specialized scientific-research based intervention	Individualized
Grouping	As needed	Homogeneous (prescriptive) small group instruction (1:5-10)	Homogeneous (prescriptive) small group (1:3-5) or individual instruction
Time	45-90 minutes per day	20-30 minutes per day in small group in addition to core instruction	20-50 minutes per day for a minimum of 100 minutes weekly in addition to core instruction
Assessment	Universal Screening at beginning, middle and end of academic year	Bi-weekly progress monitoring on target skill(s) to ensure adequate progress	Weekly progress monitoring on target skill(s) to ensure adequate progress
Interventionist	General Ed. teacher	Determined by SIT	Determined by SIT
Setting	General Ed. classroom	Appropriate setting in the classroom or outside the classroom as determined by SIT	Appropriate setting outside the classroom as determined by SIT

Tier I: Universal Interventions

Universal Screening and Instruction in Core Curriculum and Code of Conduct

- ➢ Give the universal screening to determine needs of the student.
- ➢ Implementation of campus-wide behavior support.
- ➢ Hold the initial RtI Student Intervention Team (SIT) meeting.
- ➢ General Education instruction is set up in a manner to effectively address the needs of the struggling student both academically and/or behaviorally.
- ➢ The SIT must rule out any problems with curriculum and instruction. The class is looked at as a whole first before planning for an individual student.
- ➢ The SIT team uses problem-solving strategies to address the needs of the struggling student and formulates a plan in relation to the instruction in the classroom.
- ➢ Set measureable goals for each data collection period.
- ➢ Interventions are implemented in the classroom by the classroom teacher.
- ➢ Data probes are taken regularly to monitor progress.
- ➢ The SIT team meets to discuss progress.
- ➢ The team evaluates the efficacy and fidelity of the implementation of the interventions in relation to the progress made.

Tier II: Targeted Group Interventions

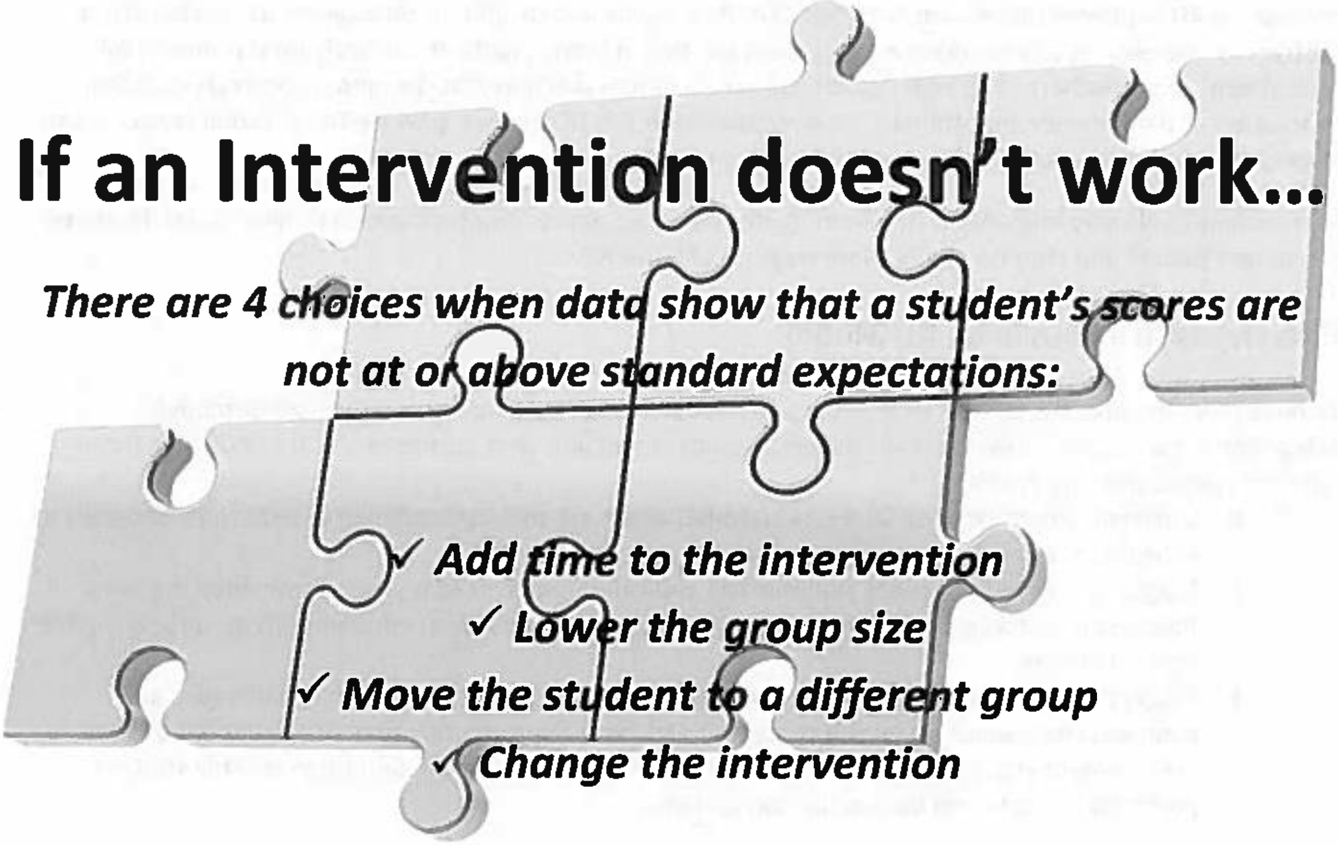
At this level the SIT meets to:

- Focus on targeted skills based on data collection
  - ➢ These students have not met performance expectations on standards.
  - ➢ Performance levels are significantly lower.
  - ➢ Students exhibit significant deviation from grade level peers in academic and behavior.
  - ➢ Students learn at a much lower rate and fall further behind.
- Determine area(s) of difficulty (target skills) based on results of formative and summative assessments
- Generate an hypothesis and possible intervention strategies
- Design an intervention plan to meet the student's specific needs. This should include frequency of sessions, progress monitoring (bi-weekly), group size, and duration (6-12 weeks)
- Implement the intervention plan
- Analyze/evaluate the data and review/revise plan as needed
- Data based on how the student is progressing
  - ➢ Make sure interventions are appropriate.
  - ➢ Change the interventions if documentation does not support the intervention.
  - ➢ Instruction is provided to same ability groups.
  - ➢ Prescribed supplemental instruction with assigned timelines.
  - ➢ If student is making progress, continue with Tier I and Tier II interventions until the student is progressing with the class.
  - ➢ If behavior is a concern, complete the classroom observation form.
- Notify the parent/guardian of the student that an intervention will be used to remediate the student's academic deficiencies. Progress Monitoring must be provided to the parent/guardian at a minimum of once every 4.5 weeks. (Document evidence of parent notification and progress monitoring provided to parent.)

Tier III: Intensive Interventions

At this level, the SIT meets and records the following:

- Analysis and evaluation of intervention results provided in Tiers 1 and 2
- Confirmation of the area(s) of difficulty (target skills); additional testing may be warranted (example – Dyslexia assessment)
- Develop a new targeted intervention plan that either increases frequency of the intervention, decreases the group size, moves the student to a different group, or changes the intervention.
- Intervention instruction provided at a minimum of 100 minutes per week in addition to the core academic instruction (example – 25 minutes/4 days)
- Conduct progress monitoring on a weekly basis
- Teacher and Academic Coach collaboration
- Establish follow-up meeting after 10-12 weeks of intervention
- Maintain and document communication with parent during Tier III regarding progress monitoring.



If an Intervention doesn't work…

There are 4 choices when data show that a student's scores are not at or above standard expectations:

- ✓ ***Add time to the intervention***
- ✓ ***Lower the group size***
- ✓ ***Move the student to a different group***
- ✓ ***Change the intervention***

Who is responsible for RtI?

Since RtI is a whole-school instructional framework intended to improve instruction and learning for all students, all faculty and staff members share responsibility for RtI.

The **Principal** is the instructional leader of the school and must be the leader in developing and implementing an RtI model.

Counselors play an important role in designing the RtI model to be used that may include making scheduling decisions, identifying student needs and monitoring progress, and helping to make decisions on appropriate interventions. **Diagnosticians/assessment staff** become part of the RtI process after Tier III interventions have been implemented and monitored or if a severe academic or behavioral issue is apparent.

Teachers are the most important component of an RtI team and need to understand all aspects RtI. Since teachers provide the bulk of the instruction and have the most opportunity to observe student progress, their support of RtI is crucial to success. Teachers should be included in every stage of developing an RtI model. The activities that comprise RtI typically occur in the general education setting as schools use a variety of strategies to assist struggling students. General and special education staff coordinate and collaborate to develop a process for RtI implementation, and such collaboration may lead to a shift in roles played by teachers from both areas. General education teachers may need training in many practices currently used primarily by special education teachers. The expertise of special education teachers can strengthen general education instruction as they provide that training, help to customize Tier III services, provide Tier II and III services, and, in general, team more closely with general education faculty.

Paraprofessionals may implement small-group interventions, assess progress, and maintain crucial databases. *All campus faculty and staff members share responsibility for RtI.*

Effective Instruction in an RtI Model

To determine the effectiveness of an intervention, student progress is monitored through formative assessments that are sensitive to small changes in student behavior and performance. The following three types of assessments are typical of RtI:

1. Universal screening of all students identifies those not making academic or behavioral progress at expected rates.
2. Diagnostics determine what students can and cannot do in academic and behavioral domains.
3. Progress monitoring determines whether academic or behavioral interventions are producing the desired effects.
4. Progress monitoring helps teachers choose efficient, targeted instructional techniques and establish goals which enable all students to advance appropriately toward attainment of state achievement standards. RtI decision-making processes are dependent upon reliable student performance data and data-collection systems.

Benefits of Progress Monitoring

- ✓ Accelerated learning due to appropriate instruction
- ✓ Informed instructional decisions
- ✓ Effective communication with families and other professionals about students' progress
- ✓ High expectations for students by teachers
- ✓ Appropriate special education referrals
- ✓ Documentation of student progress for accountability purposes

Interventions

Interventions involve modification and/or accommodations to the core curriculum and interventions which are in addition to regular instructional practices already in place. Interventions must be systematic, research-based, matched to student needs and respond to progress monitoring.

Interventions must be categorized by skill deficit or targeted skill.

Reading Skills	Math Skills	K-8 TEKS
Phonemic Awareness • **Letter knowledge** • **Reading words in isolation**	**Basic Concepts** o Numeration o Algebra o Geometry o Measurement o Data Analysis o Probability	**Reporting Category** ➢ RC 1 ➢ RC 2 ➢ RC 3 ➢ RC 4 ➢ RC 5 ➢ RC 5
Phonics	**Operations** o Mental Computation and Estimation o Addition and Subtraction o Multiplication o Division	**Reporting Category** ➢ RC 1 ➢ RC 1 ➢ RC1 ➢ RC 1
Fluency • **Rate** • **Accuracy**	**Applications** o Foundations for problem solving o Applied problem solving	Process Standards Process Standards
Vocabulary		
Comprehension		

Instructional Practice

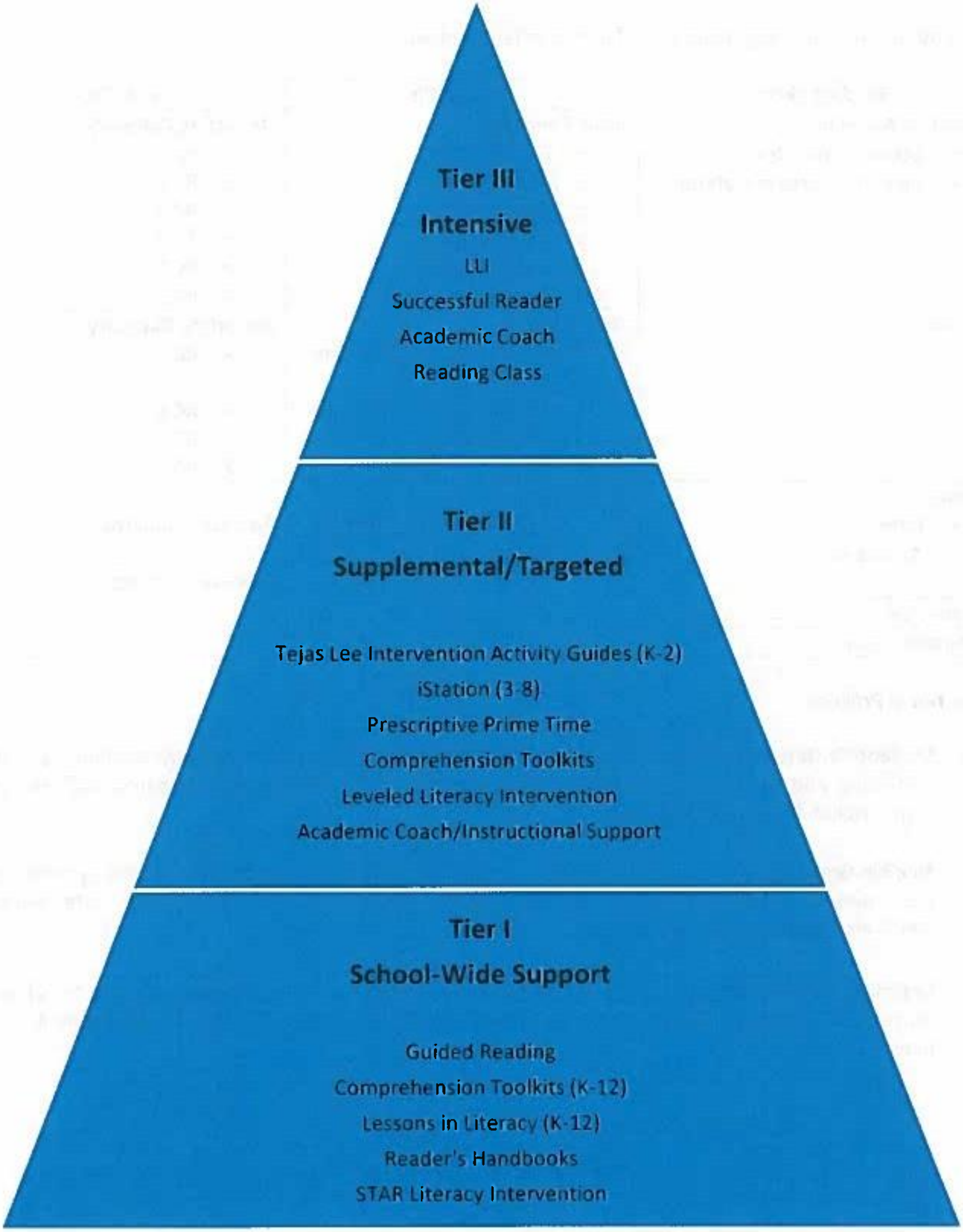
- **Student-Centered Activities:** lead to a high level of engagement whereby students are more motivated and involved in the instructional activities; they are active participants and take more responsibility for their learning

- **Flexible Grouping:** facilitates more explicit teaching; ensures that acceleration as well as remediation are achieved, enabling teachers to provide targeted lessons; can be homogeneous, heterogeneous, whole group, small group/individual

- **Learning Centers/Stations:** provide optimal use of materials and resources in support of sound instruction, including, but not limited to technology which is a valuable and critical element to best practice

RtI Content Tier Interventions

K-12 ELA



Tier III

Intensive

LLI

Successful Reader

Academic Coach

Reading Class

Tier II

Supplemental/Targeted

Tejas Lee Intervention Activity Guides (K-2)

iStation (3-8)

Prescriptive Prime Time

Comprehension Toolkits

Leveled Literacy Intervention

Academic Coach/Instructional Support

Tier I

School-Wide Support

Guided Reading

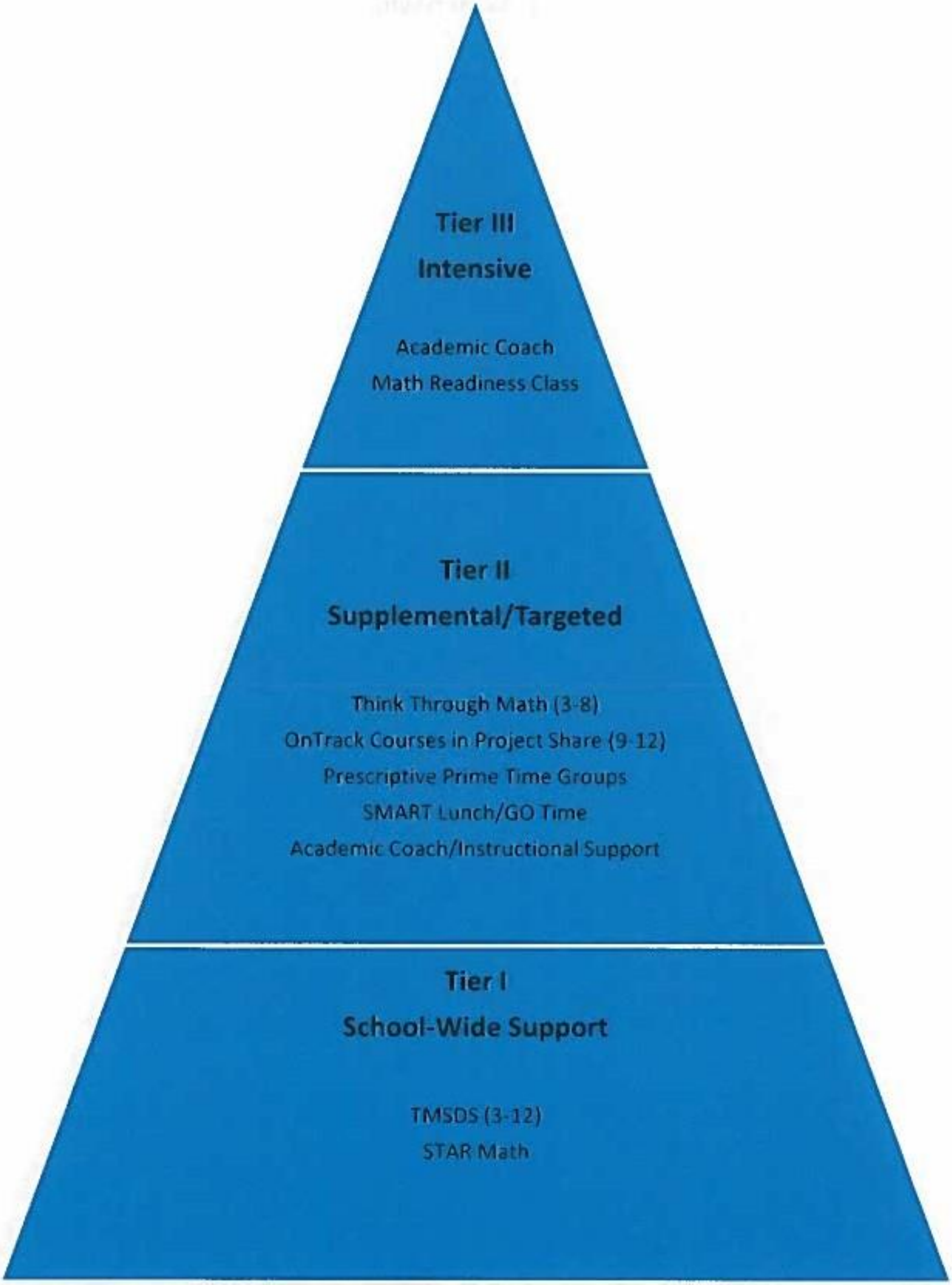
Comprehension Toolkits (K-12)

Lessons in Literacy (K-12)

Reader's Handbooks

STAR Literacy Intervention

Rtl Content Tier Interventions
K-12 Math



Tier III

Intensive

Academic Coach

Math Readiness Class

Tier II

Supplemental/Targeted

Think Through Math (3-8)

OnTrack Courses in Project Share (9-12)

Prescriptive Prime Time Groups

SMART Lunch/GO Time

Academic Coach/Instructional Support

Tier I

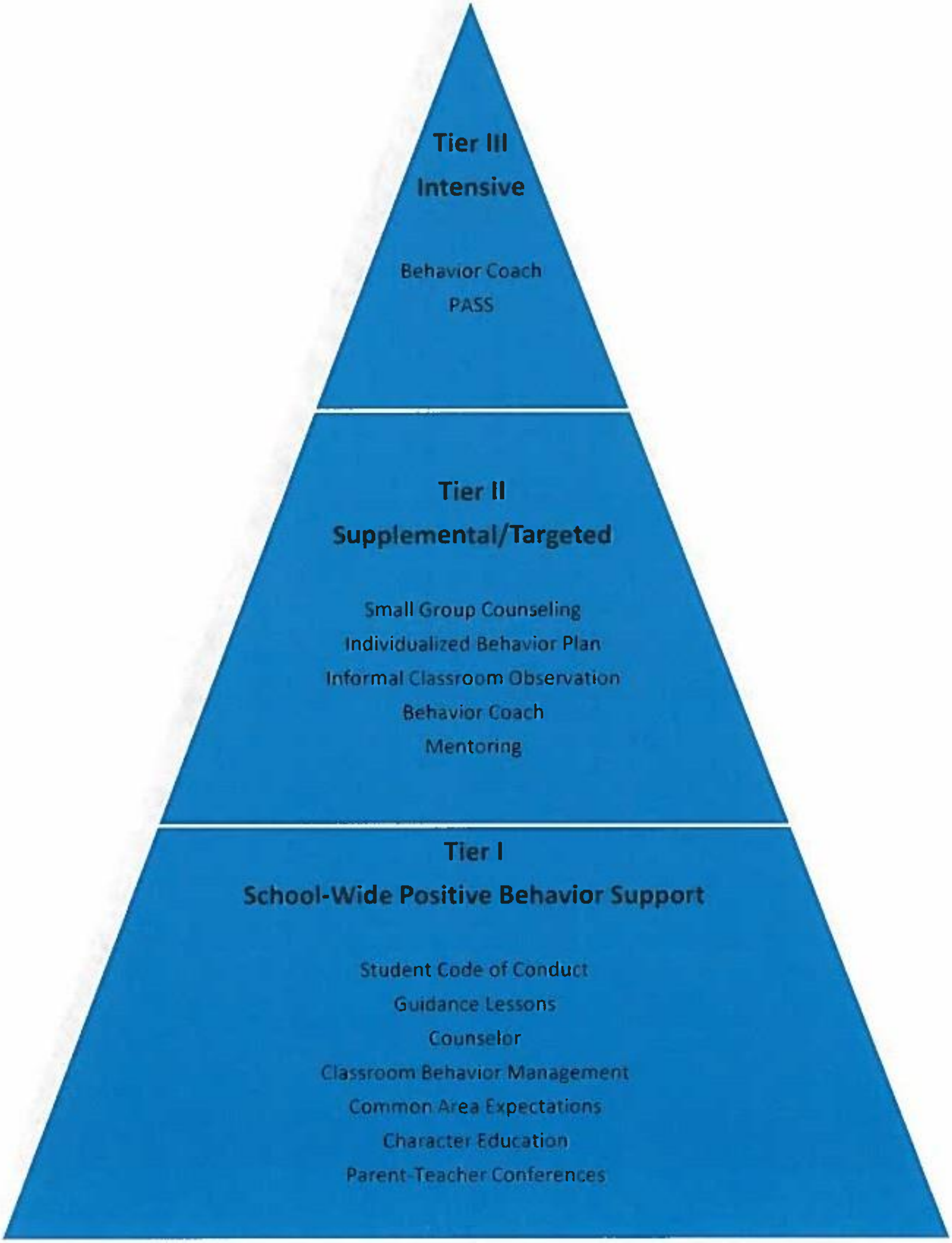
School-Wide Support

TMSDS (3-12)

STAR Math

RtI Content Tier Interventions

K-12 Behavior



Tier III

Intensive

Behavior Coach
PASS

Tier II

Supplemental/Targeted

Small Group Counseling
Individualized Behavior Plan
Informal Classroom Observation
Behavior Coach
Mentoring

Tier I

School-Wide Positive Behavior Support

Student Code of Conduct
Guidance Lessons
Counselor
Classroom Behavior Management
Common Area Expectations
Character Education
Parent-Teacher Conferences

RtI Team Roles and Responsibilities

District Team

- Develop RtI policies and procedures
- Provide technical assistance and develop RtI professional development paln
- Determine the logistics of carrying out RtI implementation in the district
- Identify assessments for universal screening and progress monitoring
- Evaluate the implementation of RtI, curriculum, instruction and student progress

Campus Team

- Improve the quality of teaching and learning at the campus level
- Ensure that fidelity of implementation occurs at the campus level
- Oversee the implementation of universal screening
- Identify students who need interventions
- Analyze and interpret data
- Identify potential responsiveness to interventions
- Identify students that should be referred for special education
- Maintain thorough documentation of all RtI components

Grade Level Team

- Collect and review data on students who are receiving scientifically-research based, skill specific interventions
- Regularly evaluate and monitor student performance by grade level
- Consult with other grade level teachers and curriculum specialists on changes to interventions and instruction
- Regularly communicate with parents
- Maintain thorough documentation of interventions and progress

Parent Involvement

Involving parents at all phases is a key aspect of a successful RtI program. As members of the problem solving team, parents can provide a critical perspective on students, thus increasing the likelihood that RtI interventions will be effective. For this reason, campuses must make a concerted effort to involve parents as early as possible, beginning with the monitoring of individual student performance within the core curriculum.

Tier	Events	How to Involve Parents
	Prior to school	• Include clear description of RtI process in school handbook (parent/student).
	Start of school year for all students	• Send parent notice home to all parents reviewing processes initiated within the RtI model to address needs of all students. • May include conferences, website, newsletters, and/or open houses to facilitate parents' understanding of the process and its benefit to their student(s).
Tier I	Universal screenings	• Data reflecting student progress within the core curriculum will be available for all parents at their request. • Data will be shared with parents at conferences and/or with 1st nine weeks report card.
	When individual student issues are identified	• Conduct parent/teacher conference, at which time student data (graphic representation) will be shared; strategies and materials for home instruction will be offered.
Tier 2	Student Intervention Team meets to address problems of identified students, progress monitoring	• Obtaining parent input is critical. Invite parents to attend these meetings.
	Documentation of progress	• Continue to send home reports and continuous progress monitoring data reviewed by team. • Involve parent in the intervention process (Note: If we are teaching a targeted skill, the parent should know about his and be guided in helping the student at home to the extent the parent is willing and able.)
Tier 3	SIT meeting to review progress and make instructional decisions	• Invite parents to participate in meetings and/or ensure they receive any of the data that is used by the team. Include a written summary of the meeting and follow up with a telephone call and/or parent/teacher conference.
	Decisions that result in student spending more time in intensive instruction than typical peers	• Send written notification to parents. • Conduct follow-up call to address parent questions and obtain input. • If individual evaluation is determined necessary, obtain consent from parents.

SUMMARY

Although there are many different applications and representations of the Response to Intervention process, it is most commonly depicted as a 3-Tiered model with levels of student support increasing as a student moves through the tiers. Response to Intervention is designed to be an early intervention to prevent long-term failure. Early intervention does not necessarily refer to the age or grade level of the student, but instead to the detection of areas of concern as early as possible regardless of the age or grade level of a student.

In examining the Response to Intervention process, it is important to remember:

- RtI is primarily a general education initiative designed to meet the needs of struggling learners as soon as a concern is noted.
- The DISD RtI process is an integrated problem-solving model that uses standard protocol interventions in a problem-solving decision-making process to make informed intervention decisions for students.
- RtI interventions are research-based, systematic, and explicit.
- The RtI process depends upon accurate and valid progress monitoring and data collection.
- Decisions regarding student placement, intervention plan development, and monitoring within the tiers is made by the Student Intervention Team.

Interventions are implemented at all levels within the model. The integrity and consistency of the implementation impacts student outcome and is carefully considered when making instructional decisions.

It is important to note that there will arise cases of extenuating circumstances that warrant placement or intervention outside of the Tiered interventions. Some of these special program referrals may include, but are not limited to:

- Dyslexia services
- ESL/bilingual programs
- Special Education
- 504 Services

Referral for consideration for these or other special programs provided by or through the district should follow the program specific referral procedures and practices. Information gathered through the data collection process for the Student Intervention Team should be used to support the referral and any subsequent consideration for identification or services to be provided.

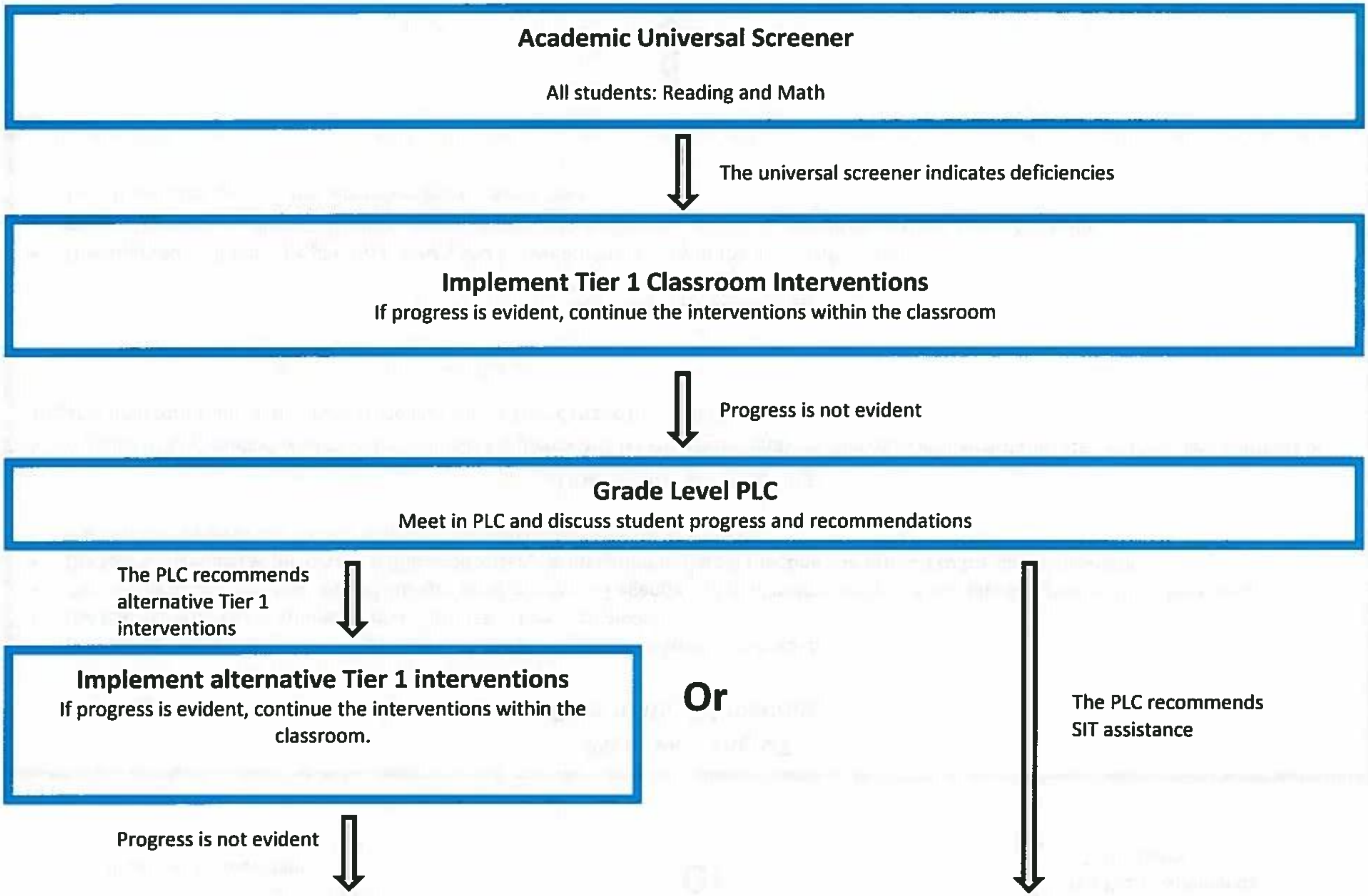
Students identified for placement into special programs need to be progress monitored according to program specifications and progress toward grade level or course standards, and goals need to be set and tracked. If a student does not exhibit adequate, measureable progress toward goals, then the Student Intervention Team will re-convene to examine data and available information to make additional instructional recommendations.

Appendix One

Response to Intervention Flow Chart

Response to Intervention

Flow Chart



Academic Universal Screener

All students: Reading and Math

The universal screener indicates deficiencies

Implement Tier 1 Classroom Interventions

If progress is evident, continue the interventions within the classroom

Progress is not evident

Grade Level PLC

Meet in PLC and discuss student progress and recommendations

The PLC recommends alternative Tier 1 interventions

Implement alternative Tier 1 interventions

If progress is evident, continue the interventions within the classroom.

Progress is not evident

Or

The PLC recommends SIT assistance

Progress is not evident

Or

The PLC recommends SIT assistance

Meet with the SIT

Prior to the SIT meeting:

- The teacher completes the Tier 1 form prior to the SIT meeting and submits it in eSPED
- The teacher notifies the counselor about the Tier 1 form submission
- The counselor adds the teacher and student's name to the SIT agenda and notifies the teacher of the date and time of the SIT meeting
- The teacher completes the parent notification letter and invitation to the SIT meeting and sends it to the parent/guardian
- The teacher brings to the SIT any other documentation and assessment results

During the SIT meeting:

A Tier 2 plan of intervention is written and includes frequency and length of interventions, who is to implement the interventions, and methods of progress monitoring and assessment (timelines can be found in the RtI manual)

After the SIT meeting:

- The counselor will send the parent, teacher, and interventionist a copy of the intervention plan
- The interventionist will implement the plan created by the SIT and document progress and assessment results in eRtI
- The SIT will reconvene at the recommended date and time

Implement Tier 2 Interventions

Progress Meeting with the SIT

- The interventionist brings progress monitoring and assessment results to the SIT meeting
- If progress is evident, continue with interventions and future SIT progress monitoring meetings are scheduled
- If progress is not evident, the SIT will make recommendations and write a plan for alternative Tier 2 interventions, or Tier 3 interventions

After the SIT meeting:

- The counselor will send the parent, teacher, and interventionist a copy of the intervention plan
- The interventionist will implement the plan created by the SIT and document progress and assessment results in eRtI
- The SIT will reconvene at the recommended date and time

The SIT recommends alternative Tier 2 interventions

Or

The SIT recommends more intensive interventions

The SIT recommends alternative Tier 2 interventions

Implement alternative Tier 2 interventions

- The interventionist will implement the plan created by the SIT and document progress and assessment results in eRtI
- The SIT will reconvene at the recommended date and time

Progress Meeting with the SIT

- The interventionist brings progress monitoring and assessment results to the SIT meeting
- If progress is evident, continue with interventions and future SIT progress monitoring meetings are scheduled
- If progress is not evident, the SIT will make recommendations and write a plan for Tier 3 interventions

After the SIT meeting:

- The counselor will send the parent, teacher, and interventionist a copy of the intervention plan
- The interventionist will implement the plan created by the SIT and document progress and assessment results
- The SIT will reconvene at the recommended date and time

The SIT recommends more intensive interventions

Implement Tier 3 interventions

- The interventionist will implement the plan created by the SIT and document progress and assessment results in eRtI
- The SIT will reconvene at the recommended date and time

Progress Meeting with the SIT

- The interventionist brings progress monitoring and assessment results to the SIT meeting
- If progress is evident, continue with interventions and future SIT progress monitoring meetings are scheduled
- If progress is not evident, the SIT will make recommendations and write a plan for alternative Tier 3 interventions or referral to the RT

After the SIT meeting:

- The counselor will send the parent, teacher, and interventionist a copy of the intervention plan
- The interventionist will implement the plan created by the SIT and document progress and assessment results
- The SIT will reconvene at the recommended date and time

Tier 3

RT

Implement Tier 3 interventions

- The interventionist will implement the plan created by the SIT and document progress and assessment results in eRtI
- The SIT will reconvene at the recommended date and time

Progress Meeting with the SIT

- The interventionist brings progress monitoring and assessment results to the SIT meeting
- If progress is evident, continue with interventions and future SIT progress monitoring meetings are scheduled
- If progress is not evident, the SIT will make recommendations and write a plan for alternative Tier 3 interventions or referral to the RT

Implement Alternative Tier 3 interventions

- The interventionist will implement the plan created by the SIT and document progress and assessment results in eRtI
- The SIT will reconvene at the recommended date and time

Progress Meeting with the SIT

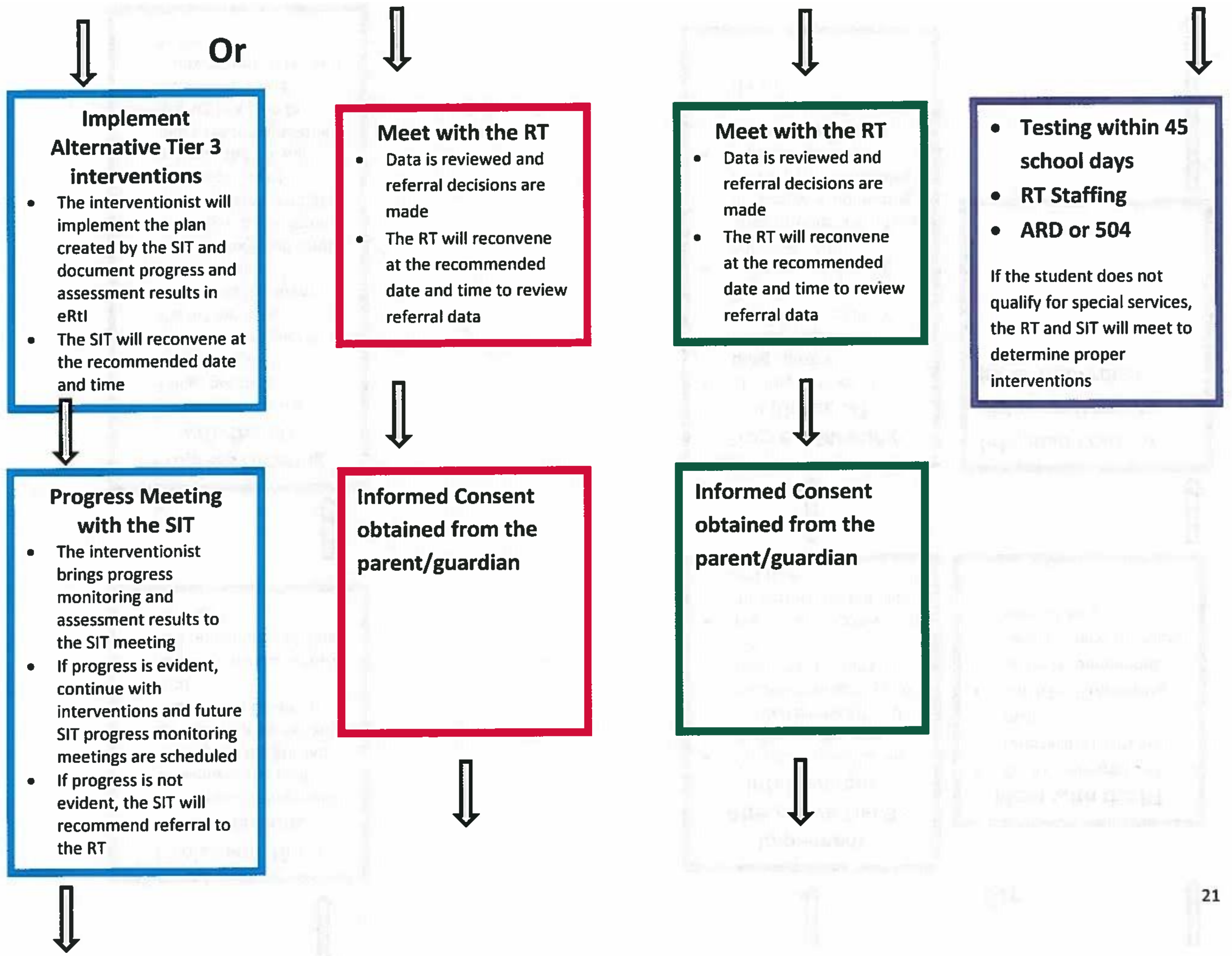
- The interventionist brings progress monitoring and assessment results to the SIT meeting
- If progress is evident, continue with interventions and future SIT progress monitoring meetings are scheduled
- If progress is not evident, the SIT will recommend referral to the RT

Or

Meet with the RT

- Data is reviewed and referral decisions are made
- The RT will reconvene at the recommended date and time to review referral data

Informed Consent obtained from the parent/guardian



Or

Implement Alternative Tier 3 interventions

- The interventionist will implement the plan created by the SIT and document progress and assessment results in eRtI
- The SIT will reconvene at the recommended date and time

Progress Meeting with the SIT

- The interventionist brings progress monitoring and assessment results to the SIT meeting
- If progress is evident, continue with interventions and future SIT progress monitoring meetings are scheduled
- If progress is not evident, the SIT will recommend referral to the RT

Meet with the RT

- Data is reviewed and referral decisions are made
- The RT will reconvene at the recommended date and time to review referral data

Informed Consent obtained from the parent/guardian

Meet with the RT

- Data is reviewed and referral decisions are made
- The RT will reconvene at the recommended date and time to review referral data

Informed Consent obtained from the parent/guardian

- **Testing within 45 school days**
- **RT Staffing**
- **ARD or 504**

If the student does not qualify for special services, the RT and SIT will meet to determine proper interventions

Meet with the RT

- Data is reviewed and referral decisions are made
- The RT will reconvene at the recommended date and time to review referral data

Informed Consent obtained from the parent/guardian

- **Testing within 45 school days**
- **RT Staffing**
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If the student does not qualify for special services, the RT and SIT will meet to determine proper interventions

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- **Testing within 45 school days**
- **RT Staffing**
- **ARD or 504**

If the student does not qualify for special services, the RT and SIT will meet to determine proper interventions

Appendix Two

Response to Intervention Documents Checklist

Committee Meeting Summary

Response to Intervention Documents Checklist

Complete	Required/ As needed	SIT Team Meeting – Tier I Intervention/Documentation	Resources	Location
	R	Attendance	Attendance Clerk	Campus
	R	Discipline	Assistant Principal	Campus
	R	Classroom Teacher Screening Form	Teacher	Eduphoria
	R	Grades	Teacher/Counselor	Skyward
	R	Home Language Survey	LPAC Chair	Campus
	R	Parent Notification Letter	Principal	Campus
	R	State Assessment Data	Counselor	AWARE
	R	Student Intervention Team Meeting Form	SIT Team	Eduphoria
Complete	**Required/ As needed**	**SIT Team Meeting – Tier II Intervention/Documentation**	**Resources**	**Location**
	R	Health Information	Nurse	Eduphoria
	R	Student Intervention Team Meeting Form	SIT Team	Eduphoria
	R	Tier II Academic Intervention Plan	SIT Team	Eduphoria
	R	Tier II Progress Monitoring		
	R	Updated attendance, discipline, grades	Attendance clerk, AP, Counselor	Skyward
	AN	Classroom Observation Form	Administrator/ Academic Coach	
	AN	Dyslexia Qualification Criteria	Academic Coach	
	AN	Parent Information Form	Administrator	
	AN	Tier II Functional Behavior Assessment		
	AN	Tier II Behavior Intervention Plan	SIT Team	
	AN	Tier II Behavior Progress Monitoring		
Complete	**Required/ As needed**	**SIT Team Meeting – Tier III Intervention/Documentation**	**Resources**	**Location**
	R	Student Intervention Team Meeting Form	SIT Team	
	R	Tier III Intervention Plan	SIT Team	
	R	Tier III Progress Monitoring		
	AN	DAEP RtI Transition	SIT Team	
	AN	LSSP Referral	LSSP	
	AN	Referral for Special Education	Principal/ Diagnostician	Aware

Committee Meeting Summary

Committees	Eligible Students	Purpose of Meeting	Required Team Members	Frequency of Meetings	Forms/Data Collection
SIT Student Intervention Team	Students with academic or behavioral concerns	Moving from Tier I to Tier II, Tier II to Tier III and back to I	May include: Teacher Counselor Administrator Team Leader Diagnostician LSSP Speech Therapist Parent	As needed based on progress monitoring or CBA/benchmark data	* RtI forms * Progress monitoring * Meeting deliberations * Parent Communication records
PST Problem Solving Team	Students with academic or behavioral concerns not making adequate progress in Tier III or students previously identified at-risk	Consideration of SE referral or Dyslexia recommendation To establish classroom/STAAR accommodations	Team of knowledgeable members Administrator Counselor Teacher Academic Coach Diagnostician LSSP Speech Therapist Parent	As needed based on progress monitoring or CBA/benchmark data	PST forms (Rainbow packet)
Dyslexia Committee	Students with a school diagnosis of dyslexia	Program placement To establish classroom/STAAR accommodations	Team of knowledgeable members Administrator Counselor Teacher Academic Coach Diagnostician Speech Therapist Parent	As needed Annual review	Dyslexia forms
504 Team	Students with a disability that substantially limits a major life activity	Placement Evaluation review To establish classroom/STAAR accommodations	Team of knowledgeable members Administrator Counselor Teacher Academic Coach Diagnostician Speech Therapist Parent	As needed Annual review	504 forms

Appendix Three

Assessment Description Chart

Assessment Descriptions

	Screening	Progress Monitoring	Diagnostic Test
Population	School-wide	Class Small group Individual student	Individual student
Uses	Broad index – performance evaluation	Specific academic skill or behavioral target	Specific academic domains of knowledge, skills and abilities
Frequency	Yearly/3 x year/monthly	Weekly or bi-weekly	Yearly
Purpose	Identify students at-risk	Determine effectiveness of instruction Regroup students	Identify specific student deficits
Focus	School focus	Student focus Class focus	Student focus
Instruction	Class/school instruction and curriculum decisions	Curriculum and instruction within the intervention	Selecting/revising curriculum and instructional methods
Implications	As first step for intervention planning	Continue or revise placement	Planning or specifying intervention

Mellard and Johnson. *RtI: A Practitioner's Guide to Implementing Response to Intervention*, 2008, Corwin Press, p. 45

Web-Based Resources and Interventions

Center on Instruction	www.centeroninstruction.org
Intervention Central	www.interventioncentral.org
RtI Wire	www.jimwrightonline.com
National Center on Progress Monitoring	www.studentprogress.org
National Center on Response to Intervention	www.rti4success.org
National High School Center	www.betterhighschools.org
Research Institute on Progress Monitoring	www.progressmonitoring.net
Scientific Research-Based Instruction	www.ctserc.org
The Access Center-Improving Outcomes for All Students	www.k8accesscenter.org
What Works Clearinghouse	www.ies.ed.gov/ncee/wwc/

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http://nichcy.org/

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Renaissance Learning (2010), Getting the Most Out of Star Reading.

Renaissance Learning (2011), Making RtI Work.

Renaissance Learning (2012), New Thinking in Response to Intervention.

RTI Action Network http://www.rtinetwork.org

Texas Education Agency, RtI Questions and Answers

Fernley, S., LaRue, D., and Norlin, J.W. Esq. (2007). *What Do I Do When – The Answer Book on RTI.* Pennsylvania: LRP Publications.

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