



Lago Vista

Independent School District

**Response to
Intervention**

RtI Handbook

What is Response to Intervention (RtI)?

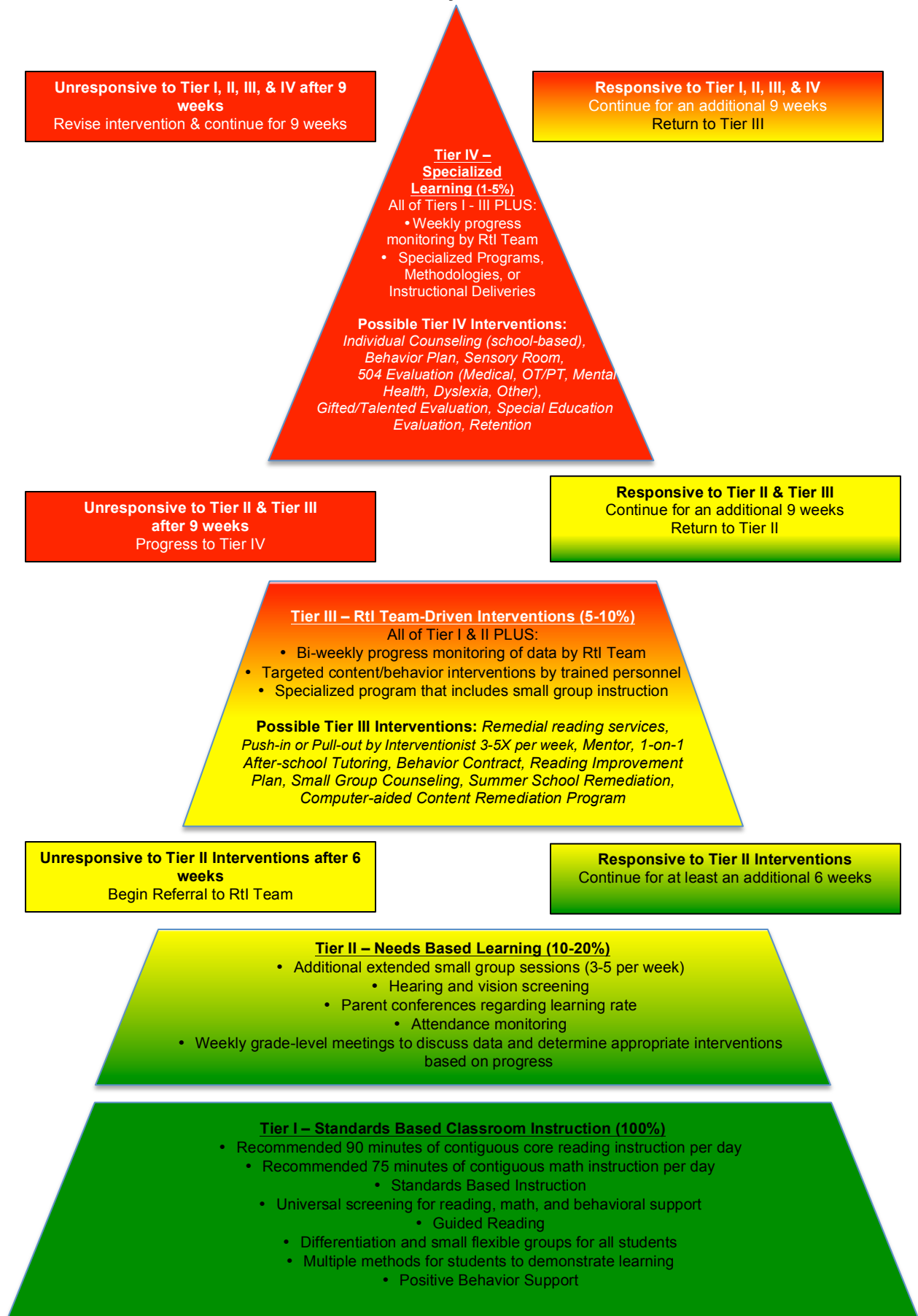
The State defines RtI as the practice of meeting the academic and behavioral needs of all students through a variety of services containing the following key elements:

- High-quality instruction and scientific research-based tiered interventions aligned with individual student need;
- Frequent monitoring of student progress to make results-based academic and/or behavioral decisions;
- Application of student response data to important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies). 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.

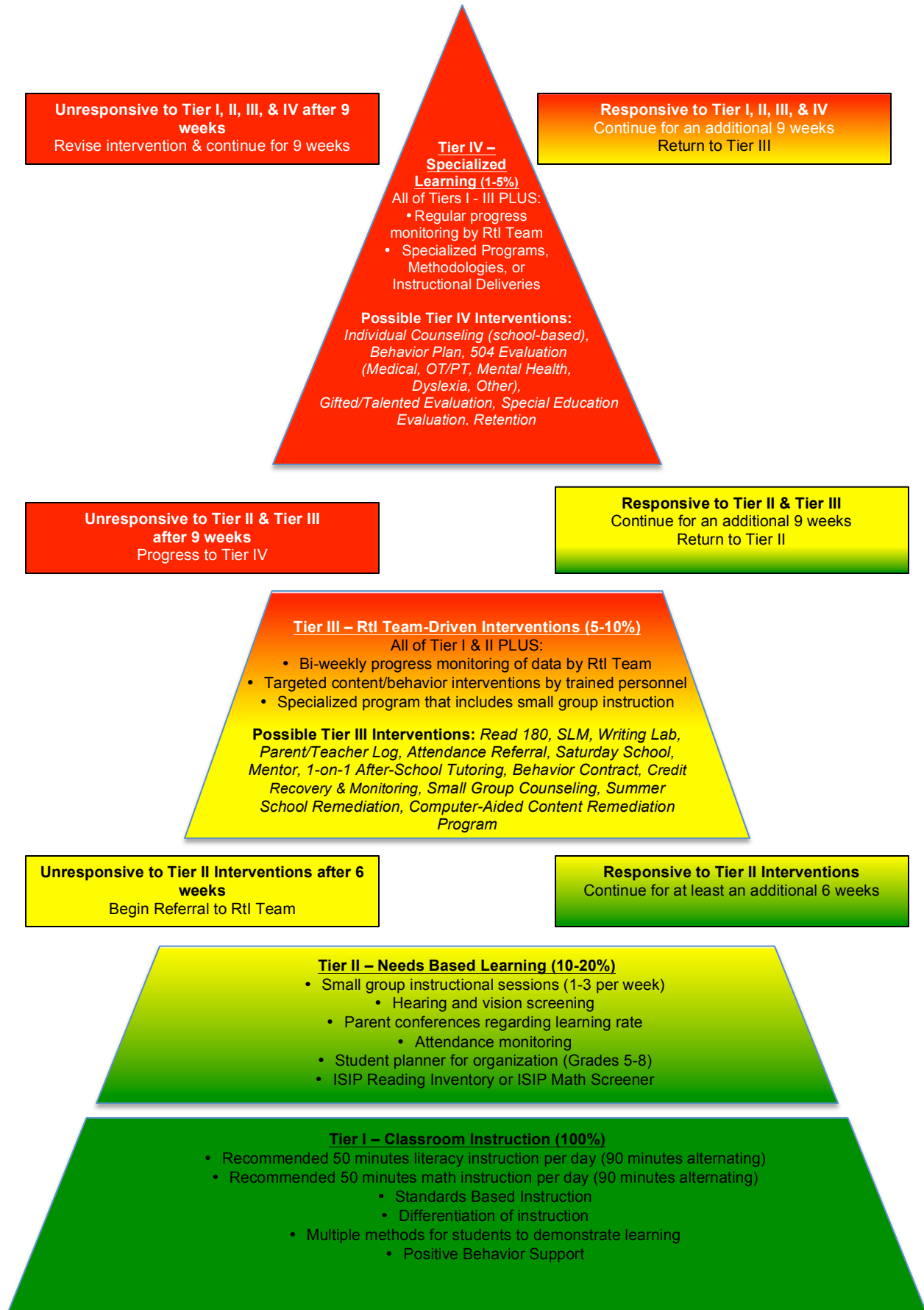
In Lago Vista ISD, RtI follows a four-tiered model to determine and deliver services to address both academics and behavior. These tiers are:

- **Tier I – Standards-Based Classroom Instruction** (All students participate in general education learning)
 - Academic engagement of ALL students
 - Standards-based instruction based on the Texas Essential Knowledge & Skills (TEKS)
 - Universal screening for reading, math, and behavioral support
 - Differentiation to include flexible grouping, multiple means of learning, and multiple mediums to demonstrate learning
- **Tier II – Needs-Based Instruction** (80% of students should be successful using only Tier II instruction and interventions)
 - Provided by the classroom teacher
 - Standard intervention protocol process for identifying and providing research based interventions based on need and resources.
 - On-going progress monitoring to measure student response to intervention and guide decision-making.
- **Tier III – RtI Team-Driven Interventions** (10-15% of students may require additional Tier III support)
 - Instruction and/or intervention that goes beyond quality Tier 2 instruction
 - Provided in small group or one-to-one
 - Systematic and integrated instruction
 - Provided by trained personnel
 - Frequent and intense
 - Progress monitoring occurs frequently
 - Targeted with thorough assessment to narrow focus on specific skills deficiencies
 - Based on student response to intensity of intervention, determination may be made about referral to other special programs
- **Tier IV – Specialized Learning** (5-10% of students may require additional Tier IV support)
 - Specialized programs, methodologies, or instructional deliveries

Lago Vista ISD Elementary RtI Process



Lago Vista ISD Secondary Rtl Process



What are the key elements to effective Rtl?

Effective Rtl requires:

- A systematic, differentiated, research-based approach to instruction
- Collaboration across classrooms and between regular and special education
- Explicit goals and expectations
- Formative assessments
- Progress monitoring

Who is Responsible for Rtl?

All faculty and staff members share the responsibility of the district Rtl process as the intent is to improve instruction and learning for all students. Each campus will develop a core Rtl team consisting of the following members:

- Campus Administrator
- Counselor
- Referring Teacher(s)
- Rtl Intervention Teacher(s)

An Rtl Committee Chair should be designated as the main point of contact for district communication, facilitating meetings, and meeting schedules. Other members may exist on an as needed basis depending on student need. Flexible members may include but are not limited to: Dyslexia teachers, speech therapist, paraprofessionals, behavioral specialist, content specialist, ESL personnel, the student, and parents.

How Often Should the Team Meet?

The Rtl Team should meet regularly to analyze and discuss student performance, progress and level of support required for success. When conducting an Rtl meeting, the committee should set and schedule review dates prior to the completion of the meeting.

What if I still have questions?

If you have questions that are not answered in the guide, please contact your campus principal or the Assistant Superintendent of Academics & Student Services, Dr. Suzy Lofton at suzy_lofton@lagovista.txed.net.

Procedures for RtI for the Elementary Classroom Teacher

Tier I Procedures – Classroom Instruction

1. Standards-based curricula and strategies are in place for all students in whole-group and differentiated small flexible group settings.
2. Universal screening or benchmarking of students. All new students will receive a universal screening.
3. Progress monitoring of all students through multiple formative assessments.

Tier II Procedures – Needs-Based Learning

1. Flexible small groups are used for all students with more time given to the lower 20% of students during extended learning sessions.
2. Differentiation and interventions are documented by general education teachers, as well as data for Tier II students. Teachers will complete a Tier II Action Plan with goals.
3. Interventions must occur 3-5 times a week for at least a 6-week period before an RtI Team is convened and referral can be made.
4. Hearing and vision screenings will be conducted before RtI Team is convened.
5. Classroom teacher notifies the parent that additional small group instruction may be needed for a student and that the student will be referred to the RtI team.
6. Referral to Tier III is completed with supporting documentation and provided to the RtI Team chairperson.
7. Classroom teacher is notified of Tier III meeting. Classroom teacher informs the parent(s) and invites them to participate as equal members of the RtI meeting. A time and place for the meeting is shared at this time.

Questions the classroom teacher should reflect upon at Tier II before referring a student to the RtI Team for Tier III:

- *Are more than 20% of my students failing to demonstrate mastery on assessments?*
- *If more than 20% are not demonstrating mastery, there is either a problem with the assessment (not aligned with curriculum), the curriculum (not aligned with assessment), the strategy(ies) used to teach the curriculum or the way in which the curriculum is taught by the classroom teacher (not with fidelity or unable to —make the connectionll with the student).*
- *What is the normal or average peer benchmark expectations for my students on assessments?*
- *Have I done small flexible group instruction and other Tier II interventions with integrity/fidelity?*
- *Have I contacted the parent or guardian about the student's learning rate?*
- *Have I asked for help from the principal, specialists, other classroom teachers, or Assistant Superintendent of Academics & Student Services?*
- *Is this student so low when compared with their peers that they may need to be evaluated for Tier IV services now (fast-tracked)?*
- *Has a hearing and vision screening been conducted?*
- *Have I reviewed information from the former teacher and permanent file?*

Procedures for the Elementary Rtl Team

What are the responsibilities of the Rtl Team?

The Rtl Team makes informed decisions based on data for the instructional needs of students. A collaborative problem-solving approach should be used to determine targeted area(s) of focus, establish measurable goals, determine instructional strategies, establish progress monitoring dates, analyze data for progress and validity as well as determine the placement of students within the four-tier model.

Procedural Guidelines for the Rtl Team

1. The parent must be notified before being referred to the Rtl Team for Tier III interventions. You may invite the parent or guardian to participate or contribute, and treat them as equal members of the team.
2. A campus administrator will serve as the Rtl Chairperson. He or she receives referrals to the Rtl Team and convenes Rtl meetings. After a decision is made, this person is also responsible for seeing that the decision is implemented, proper documentation and data collection is maintained, and that timely follow-up is done.
3. Establish a close-ended time period for interventions to be implemented and monitored. Allow enough time between implementation and review for the intervention to take effect. This will vary from 6-12 weeks.
4. Document everything! Data depicting progress or lack of progress during the designated intervention period must be present to move through the Rtl process.

Questions the Rtl Team should ask **BEFORE** moving a student to Tier III:

- *Have we looked at classroom data to see that 80% of the students in the classroom have demonstrated mastery? If not, why?*
- *Does the class have an unusual amount of students who are identified as special needs?*
- *Have an unusual amount of students transferred into the class recently?*
- *Are there an unusual number of behavior referrals coming from this classroom? This needs to be addressed outside of Rtl if the teacher needs help establishing procedures and routines. If this is the case, the teacher needs support in strategies from the principal, specialists, other teachers, or the Assistant Superintendent of Academics & Student Services.*
- *Were Tier II interventions carried out and documented with integrity/fidelity?*
- *Have the parents/guardians been contacted about the possible need for Tier III interventions?*

Tier III Procedures

1. The Rtl team meets to determine if Tier III interventions are appropriate. If so, classroom teacher is notified of a Tier III meeting. Classroom teacher invites parent(s) and notifies them of the date and time of the meeting. The Rtl Team should have the parent complete a parent input form prior to the Tier III meeting.
2. Tier III meeting is held to problem-solve and assign interventions as needed. The team will use the problem-solving approach established by the district to brainstorm and recommend research-based strategies and interventions for the general education teacher, as well as possible out-of-classroom interventions.

3. Members of the Rtl team may identify no more than 2 specific interventions to utilize with student, a timeline detailing how long the intervention will be implemented, and dates for progress monitoring. The Rtl Team should complete a Tier III action plan.
4. Frequent progress monitoring should occur at least 1 to 2 times per week. Interventionist will work with student 4-5 times per week.
5. If this student is making progress using Tier III interventions, the interventions are continued for a minimum of 9 weeks. At that point, if the student's rate of learning is acceptable, then the intervention may be continued or the student may be moved back to Tier 2 instruction.
6. If after 3-4 progress monitoring checks data indicates regression or no progress, the Rtl team should reconvene to determine if more intensity in delivery time or instruction is required. The Rtl team will assign another intervention with a time-limit of at least 6 weeks and with progress monitoring every 2 weeks.
7. If the student's rate of learning is not improving, then student will be considered for Tier 4 instruction.

Questions the Rtl team and classroom teacher should ask at Tier III:

- *What specific interventions were used in Tier III? How long were they used? How frequently were they used?*
- *What was the rate of learning?*
- *Were the interventions taught with integrity/fidelity?*
- *Are there any other factors that inhibited the intervention outcome (i.e. death in student's family, divorce, mental health, etc.)?*
- *What were the outcomes of the visual and hearing screenings?*
- *Is there any other additional data needed (i.e. informal or formal assessments)?*
- *Have the parents/guardians been contacted about need for Tier III interventions?*
- *After Tier III interventions have occurred, does this student need Tier IV referrals? Special education? 504? Gifted? Dyslexia?*

Tier IV Procedures

1. Referral for assessment to determine the need for specialized programs is determined using data from lower tiers.
2. Baseline and progress monitoring data from Tier III are analyzed to create specific goals.
3. Additional assessment data is used to determine targeted interventions and to create specific goals. Assignment to specialized programs occurs, as appropriate.
4. Frequent and ongoing monitoring of student response to instruction, interventions, and specialized program-related instruction is used to tailor and adjust Tier IV interventions.

Procedures for Rtl for the Secondary Classroom Teacher

Tier I Procedures – Classroom Instruction

1. Standards-based curricula and strategies are in place for all students in whole-group and differentiated small flexible group settings.
2. Progress monitoring of all students through multiple formative assessments.

Tier II Procedures – Needs-Based Learning

1. Flexible small groups are used for all students with more time given to the lower 20% of students during extended learning sessions.
2. Differentiation and interventions are documented by teachers for Tier II students. Teachers will complete a Tier II Action Plan.
3. Interventions must occur regularly for at least a 6-week period before a referral can be made to the Rtl Team.
4. Classroom teacher notifies the parent that additional interventions may be needed for a student and that the student will be referred to the Rtl team.
5. Referral to Tier III is completed with supporting documentation from the Tier II Action Plan and provided to the Rtl Team chairperson.
6. Classroom teacher is notified of Tier III meeting.

Questions the classroom teacher should reflect upon at Tier II before referring a student to the Rtl Team for Tier III:

- *Are more than 20% of my students failing to demonstrate mastery on assessments?*
- *If more than 20% are not demonstrating mastery, there is either a problem with the assessment (not aligned with curriculum), the curriculum (not aligned with assessment), the strategy(ies) used to teach the curriculum or the way in which the curriculum is taught by the classroom teacher (not with fidelity or unable to —make the connection with the student).*
- *What is the normal or average peer benchmark expectations for my students on assessments?*
- *Have I done small flexible group instruction and other Tier II interventions with integrity/fidelity?*
- *Have I contacted the parent or guardian about the student's learning rate?*
- *Have I asked for help from the principal, specialists, other classroom teachers, or Assistant Superintendent of Academics & Student Services?*
- *Is this student so low when compared with their peers that they may need to be evaluated for Tier IV services now (fast-tracked)?*
- *Has a hearing and vision screening been conducted?*
- *Have I reviewed information from the former teacher and permanent file?*

Procedures for the Secondary Rtl Team

What are the responsibilities of the Rtl Team?

The Rtl Team makes informed decisions based on data for the instructional needs of students. A collaborative problem-solving approach should be used to determine targeted area(s) of focus, establish measurable goals, determine instructional strategies, establish progress monitoring dates, analyze data for progress and validity as well as determine the placement of students within the four-tier model.

Procedural Guidelines for the Rtl Team

1. A campus administrator will serve as the Rtl Chairperson. He or she receives referrals to the Rtl Team and convenes Rtl meetings. After a decision is made, this person is also responsible for seeing that the decision is implemented, proper documentation and data collection is maintained, and that timely follow-up is done.
2. In addition to students referred to the Rtl Team by teachers, the team will meet to review campus grade reports, attendance, and discipline referrals. This data will be used to identify at-risk students needing Tier III interventions, including:
 - Any Student Who Fails 2 or More Classes for a 9 Week Grading Period
 - Any Student Who Has 3 or More Unexcused Absences in a 4 Week Period
 - Any Student Who has <90% Attendance in 2 or More Classes
 - Any Student Who Has 3 or More Discipline Referrals in a 4 Week Period
3. The Rtl Team sends Teacher Feedback Form for Secondary Students to teachers of students identified by the Rtl Team and who have not yet been referred.
4. The parent must be notified that a student has been referred to the Rtl Team for Tier III interventions. The Rtl Team should have the parent complete a parent input form prior to the Tier III meeting. The Rtl Chairperson may invite the parent or guardian to participate or contribute, and treat them as equal members of the team. The student may also be invited to the Tier III meeting.
5. Establish a close-ended time period for interventions to be implemented and monitored. Allow enough time between implementation and review for the intervention to take effect. This will vary from 6-12 weeks. The Rtl Team should complete a Tier III action plan.
6. Document everything! Data depicting progress or lack of progress during the designated intervention period must be present to move through the Rtl process.

Questions the Rtl Team should ask BEFORE moving a student to Tier III:

- *Have we looked at classroom data to see that 80% of the students in the classroom have demonstrated mastery? If not, why?*
- *Does the class have an unusual amount of students who are identified as special needs?*
- *Have an unusual amount of students transferred into the class recently?*
- *Are there an unusual number of behavior referrals coming from this classroom? This needs to be addressed outside of Rtl if the teacher needs help establishing procedures and routines. If this is the case, the teacher needs support in strategies from the principal, specialists, other teachers, or the Assistant Superintendent of Academics & Student Services.*
- *Were Tier II interventions carried out and documented with integrity/fidelity?*
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1. The Rtl team meets to determine if Tier III interventions are appropriate. If so, classroom teacher is notified of a Tier III meeting. Classroom teacher invites parent(s) and notifies them of the date and time of the meeting.
2. Tier III meeting is held to problem-solve and assign interventions as needed. The team will use the problem-solving approach established by the district to brainstorm and recommend research-based strategies and interventions for the general education teacher, as well as possible out-of-classroom interventions.
3. Members of the Rtl team may assist to identify no more than 2 specific interventions to utilize with student, a timeline detailing how long the intervention will be implemented, and dates for progress monitoring.
4. Frequent progress monitoring should occur at least 1 to 2 times per week. Interventionist will work with student 4-5 times per week.
5. If this student is making progress using Tier 3 interventions, the interventions are continued for a minimum of 9 weeks. At that point, if the student's rate of learning is acceptable, then the intervention may be continued or the student may be moved back to Tier 2 instruction.
6. If after 3-4 progress monitoring checks data indicates regression or no progress, the Rtl team should reconvene to determine if more intensity in delivery time or instruction is required. The Rtl team will assign another intervention with a time-limit of at least 6 weeks and with progress monitoring every 2 weeks.
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- *What specific interventions were used in Tier III? How long were they used? How frequently were they used?*
- *What was the rate of learning?*
- *Were the interventions taught with integrity/fidelity?*
- *Are there any other factors that inhibited the intervention outcome (i.e. death in student's family, divorce, pregnancy of student, drug abuse, mental health, etc.)?*
- *What were the outcomes of the visual and hearing screenings?*
- *Is there any other additional data needed (i.e. informal or formal assessments)?*
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6. Baseline and progress monitoring data from Tier III are analyzed to create specific goals.
7. Additional assessment data is used to determine targeted interventions and to create specific goals. Assignment to specialized programs occurs, as appropriate.
8. Frequent and ongoing monitoring of student response to instruction, interventions, and specialized program-related instruction is used to tailor and adjust Tier IV interventions.

Definitions

Response to Intervention – a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners.

Rtl Team – a collaborative and multi-disciplinary team whose major function is the planning and development of an Rtl process in their respective building or district for the purposes of (1) evaluating data, (2) planning interventions, and (3) monitoring student response to intervention.

Universal Screening – an assessment process used with all students within a given grade, school building, or district for the purposes of identifying or predicting students who may be at risk academically. Measures used within this process are brief and typically administered at a minimum of three times per year (fall, winter, and spring).

Benchmark – a specified level of student performance that is expected of students at a particular grade level. A student's performance is measured against an established benchmark to determine how they are performing relative to same age or grade level peers.

Standards-Based Instruction – Standards-based instruction is a process for delivering, monitoring and improving education in which all educational planning and implementation begins with the Texas Essential Knowledge and Skills. This is accomplished through whole group instruction and flexible small groups with frequent progress monitoring.

Research-Based Instruction – involves educational practices, instructional strategies, and interventions that have been validated as effective through well-designed and independent empirical research studies.

Progress Monitoring – an assessment process that entails the collection and analysis of student data to evaluate their academic performance on specific skills or general outcomes. Typically curriculum based measures are used to quantify level of performance relative to peers and rate of progress.

Data-Based Decision Making – the process of using student data to determine the efficacy of instruction and/or intervention.

Rate of Progress – student performance across time determined by analyzing multiple points (minimum of three) of data that are graphed.

Curriculum-Based Measurement – an assessment approach used for the purposes of screening students and monitoring their progress across core subject areas: reading, mathematics, writing, and spelling. CBM makes use of short, standardized probes that help school personnel determine a student's risk status and their response to intervention.

Differentiated Instruction – involves adjusting the curriculum, teaching/learning environment, and/or instruction to provide appropriate learning opportunities for all students to meet their needs. When teachers differentiate instruction they typically make adjustments to content, process, product and/or the learning environment.

Tiered Instruction – an instructional delivery model which outlines intensity of instruction within a multi-tiered prevention/intervention system

Tier I Instruction – Effective, standards-based instruction that occurs in the general education classroom and is delivered by the classroom teacher. At this level, the classroom teacher makes use of scientifically-based instruction or strategies and differentiates instruction to meet the needs of all students and ensure positive outcomes for all.

Tier II Instruction - Needs-based learning & interventions that occur in the general education classroom and are delivered by the classroom teacher. The classroom teacher uses standard intervention protocol to identify and provide research-based interventions based on need and resources. Ongoing progress monitoring is used to gauge student response to interventions and to guide decision-making.

Tier III Instruction – Supplemental, small group instruction designed specifically for those students who are not making adequate progress in Tiers 1 & 2. Tier 3 interventions do not supplant Tier 1 & 2 instruction, but are provided in addition to what the student is receiving. Tier 2 interventions continue during Tier 3. Tier 3 interventions are designed to match the needs of students identified as at-risk through screening and progress monitoring measures and are provided by trained, knowledgeable, and skilled school personnel.

Tier IV Instruction – Supplemental, individualized and customized intervention provided to students in a smaller group format and delivered with even greater frequency and duration, often through specialized programs. Students in Tier 4 continue to receive core instruction at Tier 1, as well as the interventions provided in Tiers 2 and 3. Interventions at Tier 4 are tailored to the student's needs and are provided by a highly trained, knowledgeable, and skilled educator.

Interventions – An academic and behavioral intervention characterized by increase length, frequency, and duration of implementation and administered to students below grade level. Instructional strategies and curricular components used to enhance student learning.

Accommodations – The actual teaching supports and services that the student may require being successful. They do not change expectations to the curriculum grade levels. It is a change in the student's classroom learning environment. Examples: extended time, oral testing, assistive technology, preferred seating.

Strategies – Strategies used to address a student's weaknesses/deficits that allow the student to access the general curriculum and participate in the regular classroom. These are skills or techniques used to assist learning. Example: highlighting, color coding, visual cues, rehearsal, number lines, etc.

Modifications – It is change made to the curriculum expectations in order to meet the needs of the student. Example: withdrawal for specific skills, second language exemptions, include student in same activity but individualize the expectations and materials.

Problem-Solving Approach – This approach has been used for years as a pre-referral strategy by special education as well as the business industry. It follows a series of steps—assess, identify problems, intervene, and assess.

Fidelity of Implementation – refers to how accurately and consistently a prescribed intervention, instruction, assessment, or model is delivered/administered/implemented in the way it was intended.

Interventionist – Any staff member who can provide one-on-one, two-on-one, or small-group targeted instruction. The intervention/strategy recommended by Rtl Team will determine the qualifications needed in the interventionist. Interventionists can be utilized in regular classroom and out-of-classroom settings.

Core Reading Program – any reading program(s), commercial or school-developed, used in the general education classroom for all students, for the purpose of providing foundational and developmental reading instruction.