Midlothian ISD Response to Intervention Elementary Handbook
2018

Table of Contents

Midlothian ISD Response to Intervention

Elementary Reading and Math, K-5

Definition and Purpose

Midlothian ISD uses a Response to Intervention (RtI) framework in reading and math. RtI represents "a systematic method for evaluating the needs of all students and for fostering positive student outcomes through carefully selected and implemented interventions". (FCRR, 2006) RtI is meant to prevent students from falling behind. It is not meant as a gateway to Special Education. **Our goal is intervene with students proactively, get them back at grade level, and exit them from the RtI process.**

The emphasis in our district is on prevention and early intervention. We know that if students are provided with effective reading and/or math instruction across general reading and/or math classrooms and reading and/or math interventions, we can substantially reduce the number of students with reading and/or math difficulties and disabilities. Each elementary campus is charged with establishing and implementing an RtI framework that follows the program and process guidelines outlined herein.

Tier 1:
- General classroom instruction that ALL students receive with the general classroom teacher. Students receive research-based, data-driven instruction. Teachers differentiate instruction to meet the individual needs of each student, including whole group, small group, partner, and one-on-one practices.
- Students are assessed three times a year, beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY) with a universal screener to identify which students are at risk and to inform classroom-wide instruction.
- Students first needs are met during this instruction with frequent formative assessment to ensure all students are making adequate progress.
- Students who are struggling in Tier 1 instruction can be brought to a "Grade-level SAT Meeting" to discuss ways to intervene with the student during Tier 1. These students can receive strategies which are ***not*** implemented as part of the general curriculum for all students, but are differentiated to meet their individual needs.
- Student progress is often monitored at this level through assessment and benchmarks. Progress can also be determined through running records, iStation data, Imagine Math data, observations, and work samples.
- If the student does not make progress during this intervention, the teacher may refer student to "Campus SAT Meeting" for an intervention plan.

Tier 2*:*
- When a student is seen as not making progress during Tier 1 instruction and the teacher has provided Tier 1 differentiation and scaffolding with documentation, the teacher can refer the student to the "Campus SAT Meeting".

- *Tier 2 or 3 is NOT for assistance in passing STAAR, but to build foundational skills needed to be successful in Tier 1.*
- New students to the district should be given at least 9 weeks before any referral to intervention instruction, unless prior records indicate the need immediately.
- These students are brought to the "Campus SAT Meeting" to discuss best practices to intervene (AFTER intervention has been implemented during Tier 1, and the student has not made progress).
- Students continue being served in Tier 1 instruction with Tier 2 being an ADDITIONAL time. Ideally, this is an ADDITIONAL small group of instruction so the students receive a Tier 1 Guided Reading/Skills-Based small group lesson AND a targeted, small group lesson during intervention time four days a week. This should not be another Guided Reading lesson or reteach time, but more targeted on students' needed skills.
    - Either a general classroom teacher or a Title teacher will implement instruction on the student's level based upon diagnostic assessment data during Tier 2.
        - Tier 2 intervention is implemented with small groups of 4 - 6 students for 4-5 days a week. (Please refer to Chart 6.) Time each day is dependent on student's needs and schedules. **15 minutes every day is better than 1 hour for 2 days a week.**
        - Students are closely monitored, every 1 - 2 weeks, with progress documented.
        - This intervention instruction lasts for approximately 30 - 45 sessions (no longer than 9 weeks before a SAT meeting to discuss progress and next steps).
            - At that time, progress is checked, and decisions for next steps are made.
                - If the student is now on grade level, it is time to exit the student from RtI with classroom teacher continuing to monitor student. Remember to use multiple data points to make decisions, not just Guided Reading level or Math benchmark data.
                - If the student is making progress, but still not near grade level expectations, continue Tier 2 interventions.
                - If student is not making progress, discussion at the Campus SAT Meeting with possible referral to Tier 3.
                - No student should remain in Tier 2 instruction for more than 20 weeks without progress. If at that time no progress has made, the student should be referred to Tier 3.

Tier 3:
- Intensive instruction may be needed for students that are not making adequate progress in Tier 1 and Tier 2 instruction, which is Tier 3. These students should be OVERALL more than a year behind. This determination will be made at the "Campus SAT Meeting" after going through specific Tier 2 intervention time, as seen below.

- Students will continue to be served in Tier 1 instruction while receiving Tier 3. Tier 2 instruction will discontinue at this time for that content area.
    - An interventionist or Title teacher will implement Tier 3 instruction based upon the targeted needs of the student.
    - Tier 3 intervention is implemented with a small group of 2-4 students for approximately 1-4 hours per week. (Please refer to Chart 6.)
    - Students are closely monitored, every 1 - 2 weeks, with progress documented.
    - This intensive instruction lasts for approximately 20 - 24 sessions (no longer than 6 weeks before a SAT meeting to discuss progress and next steps).
    - At that time, progress is checked, and decisions for next steps are made.
        - If the student is now on grade level, it is time to exit the student from RtI with classroom teacher continuing to monitor student.
        - If the student is making progress, but still not near grade level expectations, continue Tier 3 interventions. Remember to use multiple data points to make decisions, not just Guided Reading level or Math benchmark data.
        - If student is not making progress, determine a new plan of action. Be sure to include your interventionist in making decisions for next steps with students that are not progressing in Tier 3.
        - No student should remain in Tier 3 for more than 27 weeks, exhausting all plans, and then at that time with no progress, the student should be referred to Special Education. Tier 3 instruction should continue until the student is officially referred. This referral should not happen without input from the interventionist.
        - If the student does not qualify for Special Education, refer to the district RtI coordinator for further recommendations.

If there are large number of students qualifying for Tier 2, re-examine what is happening in Tier 1. If there are large amounts of students qualifying for Tier 3, re-examine what is happening in Tier 1 and 2.

Remember, the goal of RtI is to accelerate a student's instruction to get back on grade level as soon as possible and exit out of RtI.

The Program
In this section, we provide the "what" and "who" of the district's RTI framework.

Reading Curricula
Our curricula across core classrooms (Tier 1), secondary interventions (Tier 2), and tertiary interventions (Tier 3) provide daily instruction in phonological awareness, phonics/ decoding/word study, vocabulary, fluency, comprehension, and writing. List of additional reading resource links.

Chart 1. Some SUGGESTED Reading Programs for Tiers 1, 2, and 3

Grade	Tier 1	Tier 2	Tier 3
Kindergarten - 2nd Grade	*Texas Journeys* *RazKidsPlus* *Balanced Literacy* *Phoneme/Grapheme Mapping Lessons* *MTS/Soundations* *Education Galaxy*	*CLI Engage Activities (PreK/K)* *Istation Online/Teacher Resource Lessons (1st & 2nd gr.)* *Phoneme/ Grapheme Mapping Lessons* *RazKidsPlus* *Soundations* *MTS/Soundations* *Florida Center for Reading Research* *Building RTI Capacity Resources* *Education Galaxy* *"First Grade Reading Intervention" (at-risk qualification)*	*IDEA Detective (Gr. 2 only)* *Istation Teacher Resource Lessons* *Florida Center for Reading Research* *Building RTI Capacity Resources* *RazKidsPlus*
3rd Grade - 5th Grade	*Texas Journeys* *Balanced Literacy* *Education Galaxy*	*Istation Online/Teacher Resource Lessons* *Education Galaxy* *Florida Center for Reading Research* *Building RTI Capacity Resources*	*IDEA Detective* *Istation Teacher Resource Lessons* *Florida Center for Reading Research* *Building RTI Capacity Resources*

Teachers are also allowed to use:
Literacy libraries
Authentic texts
Newspapers/magazines

Math Curricula

Our curricula across core classrooms (Tier 1), secondary interventions (Tier 2), and tertiary interventions (Tier 3) provide daily instruction in number sense, fact fluency, and problem solving.

List of additional math resource links.

Chart 2: Some SUGGESTED Math Programs for Tier 1, 2, and 3

Grade	Tier 1	Tier 2	Tier 3
Kindergarten - 2nd Grade	*Number Corner Number Talks Fosnot Investigations Dreambox*	**First steps in Math Investigations Fosnot Education Galaxy Dreambox Building RTI Capacity Resources*	**First steps in Math Investigations Fosnot Building RTI Capacity Resources*
Grade	**Tier 1**	**Tier 2**	**Tier 3**
3rd Grade - 5th Grade	*Number Corner Investigations Fosnot Dreambox*	**First steps in Math Investigations Fosnot Education Galaxy Dreambox Building RTI Capacity Resources*	**First steps in Math Investigations Fosnot Building RTI Capacity Resources*

Reading and Math Instructional Delivery

Within their general instruction and interventions, teachers are expected to incorporate the features of effective instruction. These features include:

- Explicit instruction with modeling
- Systematic instruction with scaffolding
- Multiple opportunities to practice and respond
- Immediate and corrective feedback
- Appropriate pacing
- Use of multiple grouping formats
- Differentiated instruction

The purpose of these features is to provide instruction that meets the needs of all students in every classroom and intervention, K-5.

Chart 3. The Features of Effective Instruction for ALL Tier Instruction

Feature	Explanation	Non-example	Example
Explicit instruction with modeling	Does not make assumptions about skills and knowledge that students will acquire on their own Shows students what we want them to do and how they might go about doing it successfully	The teacher tells students to write the main ideas from a text.	The teacher defines "main idea" for students. She then describes a process for figuring out a text's main idea. She then models how to go through the process with a short piece of text. She then has students work in partners to practice finding the main idea in another short piece of text. Similarly, in a math lesson, the teacher models a real world situation with 3D manipulatives; then takes it to an actual math equation with pictorial representation; and eventually the teacher models the process in a high-level math word problem. Each step of the way the teacher is providing the I Do, We Do, You Do process.
Systematic instruction with scaffolding	Teaches knowledge and skills in a carefully designed sequence and breaks down complex tasks into more manageable tasks Provides temporary supports for students who need them and gradually removes these supports as students demonstrate success	The teacher asks a student to read a multisyllabic word. When the student can't read the word, the teacher tells it to her.	The teacher points to a multisyllabic word for a student to read. When the student says she can't read the word, the teacher helps her break it into chunks to read the word. As they sound out the word together, the teacher points out information about syllable types (e.g., "The 'm' at the end of this syllable makes it closed, so the 'a' is going to say its short sound /a/."). The teacher swoops under the syllables as the student reads each syllable. The teacher swoops under the whole word as the student blends the syllables together to read the whole word. The same process could happen with solving a multi-step math problem, where the teacher assists in taking it step-by-step until the problem is solved. Then giving students a similar problem to solve with guided practice while the teacher provides prompts to assist students in solving it.
Multiple opportunities to practice and respond	Provides students with an adequate number of chances to practice a skill, respond to a question, etc. to demonstrate mastery of skills or knowledge	In a teacher-led small group, the teacher calls on individual students to read one sentence each while the other students listen and follow along.	In a teacher-led small group, the teacher has each student reading a text aloud into whisper phone. She has one student put his whisper phone down to read a paragraph aloud to her. When he finishes, he picks his whisper phone back up and continues to read aloud into it. The teacher then has the next student put her whisper phone down and read a paragraph aloud. The teacher continues this procedure

			until all students have read one paragraph aloud to her. The same process could happen in a teacher-led small group where students are solving a math problem independently, and the teacher asks one-by-one to explain verbally how to solve the problem.
Immediate and corrective feedback	Immediately communicates with a student about mastery of a skill or concept Corrects students when an error is made to build mastery of a skill or concept	When students finish their spelling test, they turn it in to be graded by the teacher. The teacher returns their tests to them the following Monday.	Students take a short (6-word) spelling assessment in which they write graphemes in phoneme boxes. When they finish the assessment, the teacher goes over the answers with the students and helps them correct the mistakes they made by circling their mistakes, erasing them, and writing in the correct graphemes. The teacher collects the assessment to give each student a grade based on their error circles. Similarly, in a math lesson, the teacher provides a short assessment in solving a word problem. The teacher has each student show each step of how they solved it. Each student then has the opportunity to verbally explain to a partner how they solved the problem while the teacher listens in to partners and gives specific feedback on correct steps and incorrect steps, prompting students on how to get the correct answer.
Appropriate pacing	Keeps a sense of urgency about instruction and spends an appropriate amount of time on each lesson or activity Uses time efficiently	During a "vocabulary" lesson, the teacher gives students 45 minutes to copy definitions and sentences for 8 vocabulary words.	During a vocabulary lesson, the teacher spends 15 minutes previewing 6 words that the students will come across in their reading. This preview includes the teacher and students saying the word, the teacher giving a student-friendly definition, the teacher and students discussing examples/ nonexamples with visuals, and the teacher having students turn to a partner to use each word in a sentence. The same process could happen in a math vocabulary lesson.
Use of multiple grouping formats	Provides instruction and practice in whole group, teacher-led small groups, mixed-ability small groups, partners, and individually to build on students' strengths and meet	The teacher provides all instruction in whole group and all practice as independent activities.	The teacher provides instruction in whole group, but then uses teacher-led small groups to target specific lessons to specific students' needs. For example, she uses whole group to introduce a new concept to all students, but then she uses teacher-led small groups to reteach previously-taught concepts to students needing such reteaching or to extend the concept for students who need such extensions. Before having students practice a skill/concept

| Differentiated instruction | Uses knowledge about individual students to target specific lessons, activities, instructional features, etc. to meet the needs of those students | The teacher uses teacher-led small groups to teach the same lesson to five different groups of students. | The teacher uses teacher-led small groups to provide five different lessons to five different groups of students. One group receives a phonological awareness and phonics lesson or numeracy lesson. A second group receives instruction in phonics and fluency or computation. A third group gets a focused lesson on oral language and vocabulary development or math vocabulary. A fourth group receives an on-grade-level comprehension lesson or math lesson, while the fifth group gets a lesson on above-grade-level comprehension skills/concepts or math skills/concepts. |

(The row above this, cut off at top of page: "students' specific needs" | | "independently, the teacher ensures that students can demonstrate mastery of the skill/concept in partners, in mixed-ability small groups, or in a teacher-led small group.")

Rosenshine (2012): https://www.aft.org//sites/default/files/periodicals/Rosenshine.pdf

Assessments

For the purposes of implementing an RTI framework, we have identified screening, diagnostic, progress-monitoring, and outcome measures for every grade level K-5. (See Chart 4 for a list of these assessments.) Each of these kinds of assessments is required to implement an RTI framework effectively. Within our framework we use these data for multiple purposes, including targeting instruction, monitoring student progress, evaluating the effectiveness of our programs, and making adjustments in our instructional programs as needed.

Chart 4A. RTI Elementary Reading Assessments

Grade Level	Screening	Diagnostic	Progress Monitoring	Outcome
Kindergarten	*TX - KEA*	*TX - KEA*	*Running Records/ DIBELS*	*TX - KEA*
1st Grade - 2nd Grade	*ISIP*	*DRA/ISIP*	*ISIP/Running Records/ DIBELS*	*DRA ISIP*
3rd Grade - 5th Grade	*ISIP*	*DRA/ISIP*	*ISIP/Running Records/ DIBELS*	*DRA ISIP STAAR*

Chart 4B. RTI Elementary Math Assessments

Grade Level	Screening	Diagnostic	Progress Monitoring	Outcome
Kindergarten	TX-KEA	TX-KEA	Dreambox/ Campus Assess.	TX-KEA
1st Grade	*Envisions Benchmarks*	*First Steps in Math/ Envisions*	Ongoing Assessment in *Investigations* or *First Steps in Math/ Dreambox/ DIBELS*	*Envisions Benchmarks*
2nd Grade	*Envisions Benchmarks*	*First Steps in Math/ Envisions*	Ongoing Assessment in *Investigations* or *First Steps in Math/ Dreambox/ DIBELS*	*Envisions Benchmarks*
3rd Grade - 5th Grade	*Envisions Benchmarks*	*First Steps in Math/ Envisions*	Ongoing Assessment in *Investigations* or *First Steps in Math/ Dreambox/ DIBELS*	*Envisions Benchmarks*

Personnel - SAT Meeting

Each campus should designate a Student Assessment Team (SAT) whose members are responsible for implementing and monitoring their campus's RTI framework. Membership on such a team will vary from campus to campus and will depend on the personnel available at each campus. At a minimum, the SAT should include an administrator, the counselor, and an interventionist and/or general education teacher. Other possible members include lead general education teachers, other reading interventionists, LPAC member for ESL students, and special education or dyslexia teachers.

Chart 5. RTI: Key Personnel's Roles & Responsibilities

Job Title	RtI Role	General RtI Responsibilities
Campus Administrator and/or Counselor	RtI Leader	• Lead the campus RtI program and process, including Campus SAT meetings • Designate other leaders to facilitate implementation and monitoring of the RtI framework

		- Conduct regular data analysis meetings - Observe core and intervention instruction for fidelity of implementation - Support teachers through professional development (PD) - Schedule and participate in ongoing PD - Assist with training of staff and provide ongoing support for teachers - Communicate and organize data - Update intervention programs and research based strategies - Update RtI forms and materials - Maintain student records on Google Docs and Pre-SAT Checklist - Review initial Tier data to assess student needs and participate in placement decision within the Tier system - Prepare progress monitoring schedule and participate in goal setting - Conduct all EOY meetings to review all students and ensure folders ready for next grade level ==Keep notes on Frontline RtI data management system== ==Create and confirm notifications to parents are sent, at beginning of RtI process, progress monitoring, and end of the year or RtI process==
Any Staff Member (teacher/ administrator)	Case manager	- Take the lead role in meeting with classroom teacher on students of concern - Assist teacher in devising a plan for Tier 1 intervention - Ensure appropriate need and all paperwork is filled out by classroom teacher before referring to Campus SAT Meeting - As assigned on responsibilities above by administrator
Classroom Teacher(s)	Core instruction expert/interventionist	- Provide effective instruction to students in Tier 1 and Tier 2 - Provide differentiated instruction in Tier 1 before referral to Campus SAT Meeting - Participate in Grade-level SAT Meeting - Track student progress - Assess students - Print data reports and review data - Participate in ongoing PD - Communicate with parent about student's progress or need - Complete and maintain all RtI paperwork for own students - Participate in Campus SAT Meeting for own students

Job Title	RtI Role	General RtI Responsibilities
Title 1 Teacher *(Irvin, Vitovsky, Baxter ONLY)*	Interventionist	• Provide effective Tier ⅔ (based on campus specificity) instruction to identified students • Track student progress • Participate in SAT meetings for serviced students • Provide assistance in planning of Tier 2 intervention with General Education Teachers (as applicable)
Interventionist	Interventionist	• Provide effective Tier 3 instruction to identified students (JAV Interventionist does all Tier 2 and 3 for bilingual students.) • Track student progress • Participate in SAT meetings for serviced students and students not making progress in Tier 2 • Provide assistance in planning of Tier 2 intervention with General Education Teachers

Scheduling

      Every content teacher must have their general instructional time (Tier 1) in their schedule. Minimum amounts of time for content instruction has been designated for each grade level.

      Interventions (Tiers 2 and 3) should be scheduled outside of the general instructional time (Tier 1). Designating an intervention time (e.g., thirty minutes of "Intervention and Enrichment") for each grade level is recommended.

      Interventions can last anywhere from 15-30 minutes a day depending on student need, grade level, level of intervention intensity, and personnel resources.

Chart 6. Daily Instructional Time-frames

Grade Level	Tier 1 *Per MISD 2018-2019 Elementary Academic Time Requirements* *This includes whole group and small group instruction for ALL students.*	Tier 2 *Dependent on student need* *This is an additional small group time for students that meet the criteria. Students should meet in Tier 1 and 2 time.*	Tier 3 *Dependent on student need* *This is an additional small group time for students that meet the criteria. Students do not have to meet in Tier 2 and 3, but do need to meet in Tier 1 and 3.*
Kindergarten	ELAR 140 minutes Math 90 minutes Science 40 minutes Social Studies 30 minutes	10-15 minutes a day 3-4 days a week	15-30 minutes 4-5 days a week
1st Grade	ELAR 140 minutes Math 90 minutes Science 40 minutes Social Studies 30 minutes	Minimum 15 minutes a day 4-5 days a week	20-45 minutes 4-5 days a week

2nd Grade	ELAR 140 minutes Math 90 minutes Science 40 minutes Social Studies 30 minutes	**Minimum 15 minutes a day** **4-5 days a week**	20-45 minutes 4-5 days a week
3rd Grade	ELAR 120 minutes Math 90 minutes Science 60 minutes Social Studies 30 minutes	**Minimum 15 minutesa day** **4-5 days a week**	20-45 minutes 4-5 days a week
4th Grade	ELAR 120 minutes Math 90 minutes Science 60 minutes Social Studies 30 minutes	**Minimum 15 minutes a day** **3-5 days a week**	20-45 minutes 4-5 days a week
5th Grade	ELAR 100 minutes Math 75 minutes Science 70 minutes Social Studies 30 minutes	**Minimum 15 minutes a day** **3-5 days a week**	20-45 minutes 4-5 days a week

Group Size

The following guidelines for group sizes across Tiers 2 and 3 should be followed as much as resources and personnel will allow:

- Tier 2: 4-6 students
- Tier 3: 1-4 students

The Process

In this section, we provide the "how" of the district's RtI framework. These guidelines provide a general overview of the elements that must be in place to create an effective RtI process; the specific method for implementing and monitoring this process will depend on campus personnel expertise and resources. Thus, some variation in these processes is expected from campus to campus.

Assessment Scheduling

The district will create a master calendar with dates for when teachers should administer screening, diagnostic, and outcome assessments with their students and ensure the data are available in each system to analyze.

Each campus creates its own schedule for progress-monitoring assessments. Progress-monitoring assessments should be administered to any student who does not meet grade-level expectations on the screening assessment at beginning of year, middle of year, or end of year. Students should be progress-monitored **at least every two weeks** which includes the specific subtests on which they do not meet grade-level expectations.

Chart 7. District Testing Calendar: Screening & Outcome Assessments.

Grade Level	Screening (*ISIP, DRA, Imagine Learning Math*) Time Points	Outcome Measure Time Point(s)
K	BOY (Oct.), MOY (Jan.), EOY (April/May)	EOY (April/May)
1st	BOY (Sept.), MOY (Jan.), EOY (April/May)	EOY (April/May)
2nd	BOY (Aug./Sept.), MOY (Jan.), EOY (April/May)	EOY (April/May)
3rd	BOY (Aug./Sept.), MOY (Jan.), EOY (April/May)	EOY (May)
4th	BOY (Aug./Sept.), MOY (Jan.), EOY (April/May)	EOY (May)
5th	BOY (Aug./Sept.), MOY (Jan.), EOY (April/May)	EOY (April, May, June)

BOY= Beginning of Year; MOY= Middle of Year; EOY= End of Year
See District Assessment Calendar for specific assessment windows

Data Analysis

Data analysis is an integral part of any RTI framework. Teachers should examine data on a regular basis (daily, weekly, monthly, etc.) to target specific students' needs, regroup students, and evaluate the effectiveness of their core/intervention instruction.

Administrators should examine data regularly (weekly, monthly, etc.) to evaluate the effectiveness of core/intervention instruction, make professional development decisions, and move students from one intervention to the next based on their needs.

Specifically, the SAT should conduct Structured Data Meetings with each grade level K-5 after each screening assessment to examine data, evaluate instructional effectiveness, and move students into and out of interventions. These Structured Data Meetings should take place at the following time points:

- In September/October after the BOY assessments
- In January/February after the MOY assessments
- In May after the EOY assessments

At each of these time points and with each grade level, the SAT will conduct a **Structured Grade-level SAT Meeting focused on Tier 1 instruction** and **Structured Campus SAT Meeting focused on Tiers 2 and 3**.

Additionally, both SAT type meetings should meet at least monthly, and if possible weekly, to examine screening, diagnostic, and progress-monitoring data for every grade level and for students on a rotating basis (every 6-9 weeks per student). Such ongoing data analyses allow administrators and teachers to identify gaps in instruction immediately rather than waiting until the end of a semester or a year to check student progress. Once a gap or need has been identified, the campus administration can then provide immediate, targeted professional development to support teachers and students.

Decision Making

Directly tied to the data analysis process is the decision-making process. Within this process, the Grade-level SAT will have to answer questions such as:

- What is working within Tier 1 instruction and what is not?
- What kind of professional development is needed to fill in the gaps we see in our data?

- How can I differentiate within Tier 1 for struggling students?

Campus SAT will have to answer questions such as:
- How many students can we serve in Tier 2? How about in Tier 3?
- Which students should be moved to Tier 2? How about to Tier 3?
- What do we do if we have too many students who meet our criteria for needing intervention?
- Who will provide Tier 2 to students? Who will provide Tier 3 to students?
- How much progress should a student make to be exited from Tier 2 or Tier 3?

This document provides information to guide a campus's answers to these questions, but ultimately, **it is the campus's SAT who has to make decisions that meet their students' specific needs.**

Tier 1 Instruction

Administrators and teachers should continuously use assessment data and observation data to evaluate the effectiveness of general instruction. (Appendix B and C could be used for grade level data decisions.) Most students (80%) should reach grade-level expectations with effective Tier 1 instruction alone.
- If less than 80% of students are meeting expectations, then teachers need support related either the instructional content (i.e., the five components, Number Corners, Number Talks) or instructional delivery (i.e., the features of effective instruction).
- Conducting observations specific to instructional content or delivery can provide further evidence for the type of support teachers need.
- Tier 1 instruction has the power to move almost all students to grade level or above if these teachers have the right knowledge and tools and differentiate the instruction to meet the students' needs.
- Analyzing Tier 1 data gives the SAT evidence for support that teachers need in developing these knowledge and tools. During data meeting discussions focused on Tier 1 instruction, decisions should be made about:
  - professional development,
  - instructional materials, and
  - additional support each teacher needs to improve Tier 1 instruction. Such support includes:
    - Training related to instructional content and/or delivery
    - The teacher being observed with a focus on specific instructional practices and provided feedback related to those practices
    - The teacher watching a lesson demonstration provided by a specialist or another teacher
    - The teacher visiting another general or intervention classroom to observe specific instructional practices

Tier Movement

Decisions about which students to move into or out of Tiers 2 and 3 should take place during the Campus SAT Meetings at the beginning of year (BOY; August/September), middle of year (MOY; January), and end of year (EOY; May). Once students have begun participating in a Tier 2 or Tier 3 intervention, they need to remain in that intervention for an extended period of time (usually defined as about 4-10 weeks of instruction). At the end of this period, the Campus SAT can meet to evaluate student progress and determine whether each student should remain in an intervention, move into an intervention, or move out of an intervention.

As the Campus SAT makes these decisions, they should think flexibly about ways to increase a student's intervention level of intensity. Intervention intensity can be increased by doing one or a combination of several things:

- Increasing the amount of time that a student receives an intervention (e.g., moving from providing an intervention for 20 minutes to providing it for 30 minutes)
- Increasing the number of days that a student receives an intervention (e.g., moving from 3 days a week to 4 days a week)
- Decreasing the number of students in a group (e.g., moving from 6 students in a group to 4 students in a group)
- Increasing the duration of an intervention (e.g., moving from providing an intervention for 10 weeks to providing it for 15 weeks)
- Changing the intervention program to a more intensive one (e.g., moving from using *Istation Teacher Resource Lessons* to *MTS.*)

Intervention Criteria

Determining which students will receive different types of interventions is a campus-based decision, but some guidelines for making such decisions can help campuses to be consistent in how they identify students. Teachers' observations and inputs should always be considered, as well as student's independent work. NO ONE ASSESSMENT or CRITERIA SHOULD AUTOMATICALLY PLACE A STUDENT INTO INTERVENTIONS. Multiple data pieces should be reviewed to make the decision. Before moving a student to Tier 3, consult with an interventionist, and before referring a student to Special Education, please consult with the interventionist.

Chart 8A. Reading Intervention SUGGESTED ENTRANCE Criteria Guidelines.
**ISIP is Overall Reading Level Score, based upon Percentile Ranks

	BOY Tier 2	BOY Tier 3	MOY Tier 2	MOY Tier 3	EOY Tier 2**	EOY Tier 3**
Kindergar-ten	N/A	N/A	Lack Phonological Awareness Skills per TX-KEA	N/A	Lack Phonological Awareness Skills and Phonics Skills per TX-KEA	N/A

1st Grade	ISIP Overall Reading Score Below 190 OR Reading Level: Below 6/D	ISIP Overall Reading Score Below 185 OR DRA Level: B/2 or Below AND NO progress in Tier 2	ISIP Overall Reading Score Below 195 OR Reading Level: Below G/12	ISIP Overall Reading Score Below 192 OR Reading Level: C/3 or Below AND NO progress in Tier 2	ISIP Overall Reading Score Below 202 OR DRA Level: Below I	ISIP Overall Reading Score Below 198 OR DRA Level: D or Below AND NO progress in Tier 2
2nd Grade	ISIP Overall Reading Score Below 208 OR DRA Level: Below J/18	ISIP Overall Reading Score Below 203 OR DRA Level: D/6 or Below AND NO progress in Tier 2	ISIP Overall Reading Score Below 214 OR Reading Level: Below L/24	ISIP Overall Reading Score Below 204 OR Reading Level: G/12 or Below AND NO progress in Tier 2	ISIP Overall Reading Score Below 219 OR DRA Level: Below M/28	ISIP Overall Reading Score Below 210 OR DRA Level: I or Below AND NO progress in Tier 2
3rd Grade	ISIP Overall Reading Score Below 222 OR Below DRA Level: M/28	ISIP Overall Reading Score Below 216 OR DRA Level: J/18 or Below AND NO progress in Tier 2	ISIP Overall Reading Score Below 228 OR Reading Level: Below O/34	ISIP Overall Reading Score Below 219 OR Reading Level: L/24 or Below AND NO progress in Tier 2	ISIP Overall Reading Score Below 232 OR DRA Level: Below P/38	ISIP Overall Reading Score Below 223 OR DRA Level: M/28 or Below AND NO progress in Tier 2
4th Grade	ISIP Advanced Rdg Ability Score Below 1676 OR DRA Level: Below P/38 OR Level 1 STAAR	ISIP Advanced Rdg Ability Score Below 1622 OR DRA Level: M/28 or Below AND NO progress in Tier 2	ISIP Advanced Rdg Ability Score Below 1743 OR Reading Level: Below Q/40	ISIP Advanced Rdg Ability Score Below 1667 OR Reading Level: O/34 or Below AND NO progress in Tier 2	ISIP Advanced Rdg Ability Score Below 1772 OR DRA Level: Below S/50 OR Level 1 STAAR	ISIP Advanced Rdg Ability Score Below 1696 OR DRA Level: P/38 or Below OR Level 1 STAAR AND NO progress in Tier 2

	BOY Tier 2	BOY Tier 3	MOY Tier 2	MOY Tier 3	EOY Tier 2**	EOY Tier 3**
5th Grade	ISIP Advanced Rdg Ability Score Below 1787 OR DRA Level: Below S/50 OR Level 1 STAAR	ISIP Advanced Rdg Ability Score Below 1715 OR DRA Level: P/38 or Below AND NO progress in Tier 2	ISIP Advanced Rdg Ability Score Below 1817 OR Reading Level: Below U/60	ISIP Advanced Rdg Ability Score Below 1738 OR Reading Level: Q/40 or Below AND NO progress in Tier 2	ISIP Advanced Rdg Ability Score Below 1835 OR DRA Level: Below U/60 OR Level 1 STAAR	ISIP Advanced Rdg Ability Score Below 1756 OR DRA Level: T/50 or Below OR Level 1 STAAR AND NO Progress in Tier 2

Chart 8A. Math Intervention <mark>SUGGESTED</mark> ENTRANCE Criteria Guidelines.
Scores are based on

	BOY Tier 2	BOY Tier 3	MOY Tier 2	MOY Tier 3	EOY Tier 2**	EOY Tier 3**
Kindergarten						
1st Grade						
2nd Grade						

	BOY Tier 2	BOY Tier 3	MOY Tier 2	MOY Tier 3	EOY Tier 2**	EOY Tier 3**
3rd Grade	Level 1 STAAR	Level 1 STAAR AND NO progress in Tier 2		NO progress in Tier 2	Level 1 STAAR	Level 1 STAAR AND NO progress in Tier 2
4th Grade	Level 1 STAAR	Level 1 STAAR AND NO progress in Tier 2		NO progress in Tier 2	Level 1 STAAR	Level 1 STAAR AND NO progress in Tier 2
5th Grade	Level 1 STAAR	Level 1 STAAR AND NO progress in Tier 2		NO progress in Tier 2	Level 1 STAAR	Level 1 STAAR AND NO progress in Tier 2

**EOY data can be used for summer school intervention decisions and the following year to make BOY intervention decisions before BOY assessments have been administered.

RtI Legalities

Although Texas does not have a law about RtI in Education Code, it is in Senate Bill 1153, as well as in the 2018 Special Education Strategic Plan that was submitted to the Federal Government. What is in SB 1153?

Parent Notifications:
- Notice must be include: (must be in writing and in parent's native language--district letter)
  - Description of assistance with intervention strategies - extra things being done beyond what is happening for all students in T1
  - What data is used to determine if T2 or T3, give baseline of data and show progress monitoring on how you are checking if intervention is working
  - How long intervention will take - estimate
  - How often you are going to send parents progress monitoring data - campus might decide to do this with regular progress reports every 3-4 weeks
  - TEA notice to parents that they can request an eval at any time (do not have to go through RtI) for services under IDEA or Section 504
- RtI services must continue until a child qualifies for Special Education

SB 1153: The Big 3
- Data --- MULTIPLE SOURCES for all decision making!
  - Universal Screening 3x/year - brief assessment to identify students at-risk
  - Diagnostic data - longer assessment to determine target skills
  - Progress monitoring in Tier 1 on grade level skills
  - Progress monitoring in Tier 2 and 3 - which must be communicated to parents and used for decision making with tier placement and student growth
- Intervention
  - Tier 1 identified students: instructional learning strategies and tutorials to build grade level knowledge based upon the TEKS - If you are working on grade level skills, you are working in T1.
  - Tier 2 & 3 identified students: foundational skill building, targeted to student needs - If you are working on skills below grade level, then it becomes T2 or T3 instruction.
- Plan
  - Goals that are specific and measurable for each student
  - Baseline data - required by law

- - Expected rate of improvement (ROI) - have norms to figure this out, such as Hasbrouck fluency rates
  - Defined assessment tool for progress monitoring
  - Defined interval and frequency for collection of progress monitoring data

RtI's Relationship with Other Programs

RtI and Tutoring

A response to intervention (RtI) framework differs from tutoring in some very significant ways. Here are just a few of those differences:

- RtI is a well-defined system of interventions and assessments. Tutoring is campus-based instruction that varies from campus to campus.
- RtI requires the use of research-based, targeted interventions. Tutoring does not require this.
- RtI targets specific student needs based on learning gaps and may require instruction that focuses on below-grade-level knowledge and skills to fill these gaps. Tutoring usually focuses on grade-level student expectations within the TEKS.
- Within an RtI framework, students should receive certain amounts of intervention before exiting. Tutoring has no set amounts of time that a student should receive instruction. Students might get tutoring one week and then miss the following week. This is not an acceptable practice within RtI.
- Tutoring is a strategy used in Tier 1.

In other words, RtI is a much more systematic way of analyzing data, implementing targeted interventions, and making instructional decisions for students within those interventions.

A student may participate in either RtI interventions or tutoring or both, but tutoring is not considered a Tier 2 or Tier 3 intervention. Instead, tutoring is viewed as an extension of Tier 1 (general) instruction.

RtI and Special Education

One purpose for implementing an RtI framework is to identify more reliably students who have a learning disability and those who do not. Student response to research-based instruction across time as measured by reliable, valid measures provides much more accurate data for identifying students in need of more "specialized" instruction than data collected from one-shot testing, which, in the past, has been the method for special education identification. Providing early interventions, targeting specific student needs, and monitoring student progress should prevent most students (95% of students or more) from needing specialized services.

However, some students' lack of response to these research-based interventions will provide administrators and teachers with data that indicate the student may have a learning disability. In these cases, the RtI Leadership Team should communicate their concern to the Special Education Department and provide that department with the following data for the student:

1. All screening and progress-monitoring data (including a line graph/tracking with the student's progress-monitoring data);
    ● Istation reports
    ● DIBELS tracking
    ● Dreambox reports
    ● Any progress monitoring tracking

2. Information about the Tier 1 instruction, Tier 2 interventions, and Tier 3 interventions that have been provided to the student;
    ● List Tier Intervention (if a program was used)
    ● List Goals/Strategies
    ● Provide the outcome of the intervention using progress monitoring data or BOY, MOY, EOY data

3. Proof that these various levels of instruction have been appropriately monitored:
    ● How many sessions offered
    ● How many sessions student attended

4. Other information and documentation required by the Special Education Department.

RtI and Parent Communication/Training

Each campus should have a method for communicating to parents in general about the campus's RtI framework. Additionally, each campus should have more specific forms of communication when a student is being moved into a tiered intervention. General information related to interventions and other aspects of the RtI framework can be communicated through parent meetings, campus newsletters, or other forms of outreach to parents. When the decision is made to move a student to a Tier 2 or Tier 3 intervention, a letter describing the intervention and how the intervention will impact student success should be sent home or the parent should be invited to the SAT meeting.

References

Fuchs, L. S., Fuchs, D., Hamlett, C. L., Walz, L., & Germann, G. (1993). Formative evaluation of academic progress: How much growth should we expect? *School Psychology Review, 22*, 27-48.

Hasbrouck, J., & Denton, C. (2005). *The reading coach: A how-to manual for success*. Boston, MA: Sopris West.

Joyce, B. & Showers, B. (1981). The coaching of teaching. *Educational Leadership, 4*(1), 4-10.

Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. *American Educator, 36*(1), 12-19, 39.

Showers, B & Joyce, B. (1996). Staff development as a comprehensive service organization. *Journal of Staff Development 17*(1), 2-6.

Ognosky, Andrea (2018) *Texas RtI Requirements: Re-energizing a Sustainable Problem-Solving Process to Promote Student Growth* training at Region 10.

Appendices

***All words in blue are links. <u>Please open and make a COPY (listed under File) of the document before using.</u>*

TIER 1 Checklist (Grade-level SAT)

Monitoring Progress, Setting Goals, and Planning Instruction

❑ **STEP 1: Team reviews current performance of students at grade and teacher levels (Tier 1).**
- ❖ Refer to class data spreadsheets to identify current performance of grade level.
- ❖ Review any other data that the team feels is pertinent to analyzing Tier 1.
- ❖ Determine any student any need of intervention during Tier 1.

❑ **STEP 2: Team reviews goals set at the end of the previous year and sets measurable goals to achieve by the next benchmark assessment.**
- ❖ Determine and document class goals in terms of percentage or number of students progressing toward the identified benchmark (e.g., "We will go from 50% 'at risk' at BOY to 25% 'at risk' at MOY.").
- ❖ Determine and document any individual student goal(s) as needed.

❑ **STEP 3: Team identifies instructional practices to support goals.**
- ❖ Review previous Tier 1 Instructional Plan (if available) and build on action steps.
- ❖ Complete item analysis to identify skills that large numbers of students missed; select instructional practices to implement.
- ❖ Determine intervention plan for individual students as needed.

❑ **STEP 4: Team analyzes instructional practices.**
- ❖ Consider the following questions:
  - ➢ Is the practice research based?
  - ➢ What supports are provided and needed for specific students?
  - ➢ Are curricular materials available, or can they be easily created for implementation?
  - ➢ Of these practices, which are the most practical to implement?

❑ **STEP 5: Team selects practices and agrees to implement during next benchmark period (e.g., next semester).**
- ❖ IF AT BOY OR MOY: Record which practices have been selected for implementation on **"Tier 1 Instructional Plan (BOY & MOY)," Part A**.
- ❖ IF AT EOY: Identify program challenges and areas of needed improvement in Tier 1 and record a plan for making these improvements in the coming year on **"Instructional Improvement Plan (EOY)," Part B**.
- ❖ Develop intervention plan for individual students as needed and start SIP for students identified: MISD SIP (Student Intervention Plan--*make a COPY before using*)

❑ **STEP 6: Team plans logistics of implementing practices, including:**
 ❖ Assisting all teachers in learning the practices.
 ❖ Requesting any assistance needed by central office.
 ❖ Locating and/or creating instructional materials.
 ❖ Planning to self-monitor the use of practices (fidelity protocols).
 ❖ Adhering to implementation of the action plan (who is responsible for what by when).
 ❖ IF AT BOY OR MOY: Recording decisions on the "**Tier 1 Instructional Plan," Part B**.

❑ **STEP 7: Team identifies next meeting date to check progress**

Appendix B Tier 1 Instructional Plan *(make a COPY before using)*

Grade-level SAT: TIER 1 Instructional Plan (BOY & MOY)

Date: _____   Grade: _____

PART A: Selected Instructional Practices

Below, record the instructional practices your team selects in Step 5 of the Data Meeting Checklist.

Targeted Skills	Supporting Instructional Practices	Notes

PART B: Implementing Practices

Below, record the decisions your team makes in Step 6 of the Data Meeting Checklist.

Instructional Practice	To Do	Person Responsible

This process was adapted from: Pennsylvania Training and Technical Assistance Network. (2008). *Data analysis team script.* Harrisburg, PA: Pennsylvania Department of Education. Project Elite. (2013) *Structured Data Meetings.* Austin, TX: Meadows Center for Prevention of Educational Risk.

Appendix C

Instructional Improvement Plan (EOY)

Date: _____ Grade: _____

I. Use "Tier 1 Checklist" Step 2 and "Tiers 2 & 3 Checklist" Step 3 to set Tier 1, 2, and 3 goals for next year. Record goals in Part A.

Part A

II. Use "Tier 1 Checklist" Steps 3 and 4 to identify program challenges and areas of needed improvement in Tier 1. Record a plan to improve Tier 1 in the coming year.

Part B: Tier 1 Plan for Improvement		
Program Challenge(s) and/or Area(s) of Needed Improvement	**Plan for Improvement (e.g, program changes, additional instructional practice to use)**	**To Do (Follow up)**

III. Use "Tiers 2 & 3 Checklist" Steps 1-4 to identify program challenges and areas of needed improvement in Tiers 2 and 3. Record a plan to improve Tiers 2 and 3 in the coming year.

Appendix D

Campus SAT Meeting Checklist

Before scheduling a campus level SAT with your RtI case manager, please ensure you have the completed the following checklist (as a cover sheet) and include the appropriate current documentation. Your RtI case manager will review it and then a SAT will be scheduled if all documentation is in order. It is best to keep all of the below in an RtI binder for your students.

❏ MISD Student Intervention Plan (on Google doc to copy: MISD SIP *(make a COPY before using)*)

❏ Growth Graph for Targeted Skill

❏ Progress Monitoring Notes from each intervention lesson (SAMPLES: Tier 1 Math Intervention Tracking, RTI Math Progress Monitoring, Tier 2 Math Tracking, Reading Progress Monitoring, Reading RTI Progress Monitoring *(make a COPY before using)*)

❏ Pre-Test/ Post Test Data for Targeted Skill

❏ Parent Communication *(Each campus can create a Google doc to share to keep ongoing documentation.)*

❏ Work Samples

❏ Interventionist Initials

Other:

❏ _____

❏ _____

Appendix E

Initial Campus SAT Meeting Guide

Step 1: Determine case manager for each identified student

Step 2: Assess teacher concerns

- Review information from referral form.
- Review all data and documentation from Tier 1.
- Compare to RtI district criteria.
- Allow teacher to discuss major concerns.

Step 3: Inventory student strengths and talents

- Discuss and record student's strengths, as well as strategies that motivate the student.

Step 4: Select targeted concerns

- Define the most crucial 1 or 2 areas of concern based upon teacher input and data.
- Recognize root causes or underlying foundational academic skills that are may cause concern.

Step 5: Set goals

- Based upon the most recent data, set ambitious but realistic goals to move the student to grade-level performance.
- Determine length of time to attain goals.

Step 6: Design the intervention plan

- Determine who will conduct intervention instruction.
- Where and when it will take place.
- Determine how progress will be monitored and documented.
- Ensure that all stakeholders are in agreement (e.g., teacher, interventionist, administrator, case manager).
- Ensure communication with parent (if not in attendance).

Appendix F

Campus SAT Meeting Guide

Step 1: Review previous goals and compare to current performance.
- Refer to all collected data to identify current performance.
- Review instructional strategies that have been implemented.
- Rate the results of intervention(s) attempted.
  - High level improvement
  - Moderate level improvement
  - Slight improvement
  - No change

Step 2: Discuss reasons for improvement or no change.

Step 3: Determine next placement.
- Discontinue intervention and return to Tier 1 only with continued progress monitoring (Exit student from RtI process.)
- Continue with Tier 2 or Tier 3 intervention with no change.
- Continue with Tier 2 or Tier 3 intervention with changes. Document changes.
  - Group
  - Strategies
  - Time of intervention
  - Material
- Refer for further diagnostic assessing (by interventionist/nurse/etc.).
- Refer to Tier 3 intervention. (Follow *Initial Campus SAT Meeting Guide* to make a new intervention plan.)
- Determine initiate referral to:
  - Section 504
  - Dyslexia Services
  - Special Education

Appendix G Intervention Observation Tool *(make a COPY before using)*

Intervention Observation Tool

Grade ____ Homeroom Teacher: _____ Interventionist: _____

Number of Students _____ Type of Intervention: Tier 2 / Tier 3 Date _____

Component	Time			Activity/Objective	Instruction		
	Start Time	End Time	Total Minutes		Mostly instructing	Often managing	Mostly managing

NOTE: The components taught should reflect students' needs.

Intervention Instruction The interventionist …	3 Most of the time	2 Some of the time	1 Rarely	0 Not at all
1. Introduces the concepts and skills in **small steps**				
2. Explains concepts and skills in **clear and direct language**				
3. **Models** and demonstrates procedures with the use of **lots of examples**				
4. Checks initial practice items for correctness and provides immediate **feedback**				
5. Provides **many opportunities for practice** after initial presentation of task/skill				
6. Gives **individual and/or group opportunities to respond**				
7. Monitors students during an activity to be sure that they are performing correctly				
8. Provides **scaffolding** to assist students in their learning and practice				
9. Uses **correction procedures** and provides feedback				
10. **Paces instruction adequately** by transitioning quickly between tasks and allowing extra time when needed				
11. Redirects off-task behavior when it occurs				
12. Is the intervention **lesson carefully and purposefully designed** by sequencing the task from easy to difficult?	YES		NO	
Vaughn Gross Center for Reading and Language Arts (2005). Intervention observation tool. Austin, TX: University of Texas System/Texas Education Agency.				

Appendix H   Example of Parent RtI Letter *(make a COPY before using)*

[Example Parent Letter for RtI Notification](#)

(You may add School Letterhead)

(Date)

Re: (child's name)

Dear (parent's name)

Midlothian Independent School District uses Response to Intervention (RTI) to help students be successful. We assess all students several times a year to be sure they are working on grade level. The assessment helps us know who needs help. Teachers plan interventions to close students' learning gaps. We offer two tiers of intervention, Tier 2 and Tier 3. Teachers monitor students' progress in the interventions. When students close their learning gaps, they no longer need intervention. We keep parents informed at every step.

We assess all students in grade _____ with the _____. Your child has shown some gaps in _____. Based on this screening data and teacher input, we have decided to provide supplemental reading/math instruction to your child.

Your child will receive interventions as checked below:
- _____approximately _____ sessions for approximately _____ minutes per session within the classroom with his/her classroom teacher or _____. This is considered a Tier 2 intervention.
- _____approximately _____ sessions of pull-out, small group instruction for approximately _____ minutes per session with _____ as his/her teacher. This is considered a Tier 3 intervention.

During the instruction, we will work on the following:

Math	**Reading**	**Writing**
❏ Quantity	❏ Sight Words	❏ Fine motor or handwriting
❏ Number Recognition	❏ Fluency	❏ Conventions
❏ Number Concepts	❏ Vocabulary	❏ Language (sentence structure, grammar, vocabulary)
❏ Calculation Accuracy	❏ Comprehension	
❏ Math Reasoning	❏ Pre-literacy Skills	❏ Construction of story (prose, action, sequence, theme)
❏ Measurement	❏ Inferencing	
❏ Geometry	❏ Context Clues	❏ Fluency
❏ Math Vocabulary	❏ Phonemic Awareness	❏ Spelling
❏ Algebraic Reasoning	❏ Chunking	❏ Organization
❏ One-to-one correspondence	❏ Decoding	❏ Other _____
❏ Other _____	❏ Other _____	

We will monitor the student's progress every other week and will share this information with his/her classroom teacher on a regular basis. At the end of this time period, we will conduct

another screening assessment to measure your child's progress. Our team will then meet to decide whether to move your child out of this instruction or to continue providing it for an additional time.

_____ will send you a progress report every six weeks. You can ask to schedule to meet with _____.

Sometimes students do not close their gaps in learning quickly enough. When this happens, our teachers meet to review the student's progress. They suggest additional intervention strategies to try. If the student still does not make expected progress, the student may have a disability. If a disability is suspected, the student is referred for an evaluation for special services. You will be notified.

If you think your child's learning problems are due to a disability, you have the right to request an evaluation for special education at any time. To do this, give a written request for the evaluation to the school. Your rights will be explained. The school must respond to your request in 15 school days:

      1. If the school agrees that a disability is suspected, it will begin the evaluation process. You will receive information about your rights. You will give written consent. Your child can continue to receive intervention.
      2. If the school does not agree, it will not evaluate your child. You will get a written explanation about why a disability is not suspected. Your child can continue to receive intervention.

If at any time you would like to discuss your child's needs or progress, or if you have any questions about this instruction, please contact me at _____.

Sincerely,

Teacher, _____

Principal, _____

(Fecha)

Ref.: (nombre del niño)

Estimado (nombre de los padres)

El Distrito Escolar Independiente de Midlothian usa Respuesta a la Intervención (RTI) para ayudar a todo el estudiantado a tener éxito. Evaluamos todos los niños varias veces al año para asegurarnos de que los estudiantes están rindiendo al nivel adecuado para su grado escolar. La evaluación nos ayuda a saber quién necesita ayuda. Los maestros planean intervenciones para que los estudiantes alcancen el nivel académico adecuado. Ofrecemos dos niveles de intervención, Nivel 2 y Nivel 3. Los docentes monitorearán el progreso de los estudiantes en las intervenciones. Cuando los estudiantes alcanzan el nivel adecuado para su grado escolar, ya no necesitan intervención. Informamos a los padres en cada paso.

Evaluamos a todos los estudiantes en el grado _____ con el _____. Su hijo(a) no está al nivel adecuado en _____. Basado en estos resultados y en el aporte del maestro, hemos decidido proporcionar instrucción adicional de lectura/matemáticas a su hijo(a).

Su hijo(a) recibirá las siguientes intervenciones:
- _____ aproximadamente _____ sesiones para aproximadamente _____ minutos por sesión en el salón de clase con su docente o _____. Esto es considerado Nivel 2 de intervención.
- _____ aproximadamente _____ sesiones afuera de la clase normal con instrucción en grupo pequeño para aproximadamente _____ minutos por sesión con _____ como su docente. Esto es considerado Nivel 3 de intervención.

Durante la instrucción, trabajaremos en lo siguiente:

Matemáticas	**Lectura**	**Escritura**
● Cantidad ● Reconocimiento de Números ● Conceptos de Números ● Exactitud de Cálculo ● Razonamiento de Matemáticas ● Medida ● Geometría ● Vocabulario de Matemáticas ● Razonamiento Algebraico ● Correspondencia de uno a uno ● Otro _____	● Palabras de Uso Frecuente ● Fluidez ● Vocabulario ● Comprensión ● Habilidades de Pre alfabetismo ● Haciendo inferencias ● Pistas de Contexto ● Conciencia Fonológica ● Fragmentación ● Descodificación ● Otro _____	● Motricidad fina o escritura ● Convenciones ● Lenguaje (estructura de la oración, la gramática, vocabulario) ● Construcción de la historia (prosa, acción, secuencia, tema) ● Fluidez ● Ortografía ● Organización ● Otro _____

Monitorearemos el progreso del estudiante cada dos semanas y compartiremos regularmente esta información con el docente del niño. Al final de este período de tiempo, conduciremos otra evaluación para medir el progreso de su hijo(a). Nuestro equipo se juntará para decidir si

hay que mover a su hijo(a) de esta instrucción o seguir proporcionándosela por un tiempo adicional.

_____ le mandará un aviso sobre el progreso de su hijo(a) cada seis semanas. Usted puede pedir una junta con _____.

A veces los estudiantes no alcanzan el nivel de aprendizaje apropiado en un tiempo adecuado. Cuando esto pasa, nuestros docentes se reúnen para revisar el progreso del estudiante. Ellos sugieren estrategias de intervención adicionales para resolver el problema. Si el rendimiento del estudiante no mejora, el estudiante puede tener una discapacidad. Si una discapacidad es sospechada, el estudiante será referido para una evaluación de servicios de educación especial. Usted será notificado.

Si usted cree que los problemas de aprendizaje de su hijo(a) son debidos a una discapacidad, usted tiene el derecho de pedir una evaluación para educación especial en cualquier momento. Para hacer esto, entregue una solicitud por escrito a la escuela para la evaluación. Sus derechos serán explicados. La escuela debe responder a su solicitud en 15 días lectivos:
1. Si la escuela está de acuerdo que una discapacidad es sospechada, comenzará el proceso de evaluación. Usted recibirá la información sobre sus derechos. Usted dará el consentimiento escrito. Su hijo(a) puede continuar recibiendo la intervención.

2. Si la escuela no está de acuerdo, no evaluará a su hijo(a). Usted recibirá una explicación por escrito con las razones por las cuales la escuela no considera que su hijo(a) tenga una discapacidad de aprendizaje. Su hijo(a) puede continuar recibiendo la intervención.

Si en cualquier momento le gustara hablar sobre las necesidades de su hijo(a) o su progreso, o si usted tiene alguna pregunta sobre esta instrucción, por favor póngase en contacto conmigo al _____.

Sinceramente,

MISD Rti Flowchart

Midlothian ISD Response to Intervention Process

Initial Screening Followed by a **Grade Level Data Meeting** (Initial SAT, going through ALL students' data)

Determine which students meet criteria for Tier 2 Who will service? And When?

Determine which students meet criteria for Tier 3 (IF have already been in Tier 2) Who will service? And When? *Lowest 4 students*

Tier 2 with Continued Tier 1 Who can be grouped and serviced together? What are the needs? Set specific goal for each student's intervention or each group based upon their need

Tier 3 with Continued Tier 1 Who can be grouped and serviced together? What are the needs? Set specific goal for each student's intervention or each group based upon

Move to Tier 3 with continued Tier 1

NO progress

Progress Monitor on specific goal and meet periodically with SAT Making progress?

Yes, but not on grade level

Continue Tier 2 with continued Tier 1 Set new goal as needed

Progress Monitor on specific goal and meet periodically with SAT Making progress?

Yes, and is on grade level

NO or little progress

Continue Tier 3 with continued Tier 1 Set new goal as needed

Move to only Tier 1

Tier 1 – ALL STUDENTS Continue ELAR/Guided Reading Lessons and Math lessons, including small group instruction with ALL students

Yes, and is on grade level

Move to only Tier 1

Tier 1 – ALL Students should receive regular classroom instruction, including whole group and small group, differentiation, and assessments 3x/year

Tier 2 - Lowest 25%, in addition to Tier 1, meet in small group daily during Tier 1 AND Tier 2

Tier 3 – Lowest students, in addition to Tier 1, meet in small group daily during Tier 1 AND Tier 3

*** Students in T2 or T3 interventions need to be intervened with EVERY day by someone, PLUS receive their small group instruction during T1 with their classroom teacher.**

MISD RtI Handbook Link

BKrsnak 082917