



Response to Intervention (RTI) Overview and District Procedures

District RTI Committee

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General Overview of RTI

What is RTI?

The 2004 reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA 2004) and No Child Left Behind (NCLB 2001) emphasize interventions and instruction based on scientifically-based research and effective academic and behavior programs to improve student performance. Implementing scientifically-based research practices is intended to reduce the number of students requiring special education services and increase the number of students who are making academic progress towards Texas state standards, the Texas Essential Knowledge and Skills (TEKS). Changes in the provision of IDEA 2004 allow flexibility for school districts to use scientific, research-based interventions as an alternative method for identifying students with specific learning disabilities (SLD). This process is referred to as Response to Intervention (RTI). RTI emphasizes this shift of focus and practice for special education of SLD through a new process which requires schools to document a student's persistent failure to progress even after receiving intense and sound scientific-research based interventions in the general education curriculum.

(Response to Intervention ESC-20)

Response to intervention (RTI) is not really a new process. Districts have been implementing parts of this system for the past several years. However, in RTI there is a major shift in responsibility for struggling learners – from special education to the general classroom. You need to view RTI as a seamless problem-solving process that enhances the learning of all children by using both general educators and specialist. With RTI, high-quality instruction is matched to student needs by using frequent data collection to guide all decisions regarding student progress.

This process should look very familiar to teachers because they already use this approach informally on a regular basis. RTI simply formalizes this problem-solving method. When educators shift their mind-set and come to view all professionals on campus – general and special education alike – as available for consultation and support for all children, great things can happen.

(Ogonosky – The Response to Intervention Handbook)

A Three – Tier Approach

Response to Intervention (RTI) focuses on delivering high-quality instruction and interventions based on data that document learning rates and levels of performance. These data guide the RTI Teacher Support Team in making important decisions about the intensity and duration of interventions for individual students. The core components of RTI are universal screening, research based interventions, progress monitoring, and intervention efficacy and fidelity.

In RTI, district resources are arranged to provide a unified system of education that incorporates early intervention. To accomplish this process, general education and special education systems must be unified.

The starting place is to recognize several important characteristics of RTI. First, RTI is not a special education initiative, although most district personnel have been interpreting it that way. Additionally, under RTI, a child does not need an eligibility condition, or “label” to receive individualized support.

RTI emphasizes assessment as the foundation for making decisions and for monitoring instructional effectiveness. This assessment provides the data for structured problem solving. Within that decision-making process, team members must be flexible as they identify which resources are already available and which additional resources are needed to support learning.

The chart in the next page is a three-tier RTI model; it indicates increasingly intense levels of intervention, applied to decreasing numbers of students.

All students receive TIER I interventions, regardless of any other tiers of intervention that may be occurring for individual students. Likewise, students who move from TIER 2 to TIER 3 will receive intensified TIER interventions.

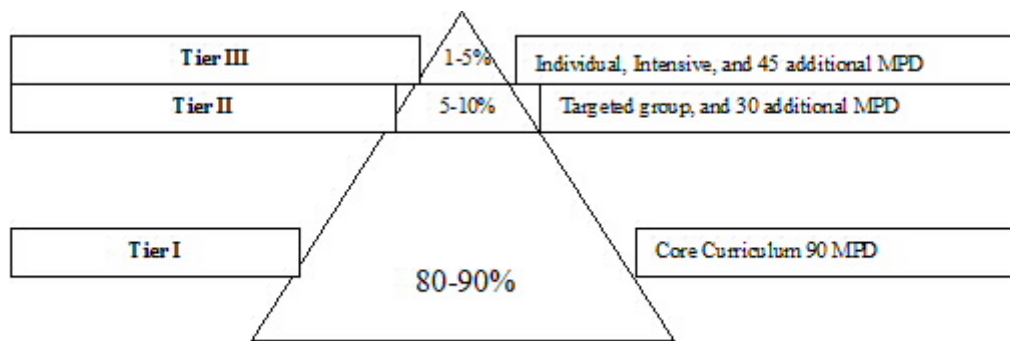
(Ogonosky – The Response to Intervention Handbook)

Procedures --- RTI Steps (Academic / Behavior)

I. Universal Screeners must be administered at the Beginning, Middle and End of the school year.

- a. Academic: Tejas Lee & TPRI, Benchmarks
- b. Behavior: Behavioral Universal Screener (BUS)

II. Universal Screeners data generates a base for tier placement.



III. RTI Referral Process

The referring teacher (or other staff member) must make the initial RTI referral. Referring teacher must completely fill out the **RTI Referral Packet** and turn in to the RTI Campus Coordinator (one packet per student).

Tier II

- RTI-1A Referral Form
 - All previous interventions must be documented
- RTI-1B Student Progress Report
- RTI-1C Screening for Language Dominance
- RTI-1D Student Health Information
 - If student is being screened with eye glasses or hearing aids, make sure the nurse documents it.

IV. Meeting Documentation

The RTI Teacher Support Team will schedule an initial meeting to review all concern(s) and all available data. At this time, the RTI Teacher Support Team may recommend specific interventions, if appropriate. All interventions must be documented in Section 2 of the RTI packet which includes:

- RTI-2A Intervention Plan
 - Must be signed by **all RTI Teacher Support Team Members**
- RTI-2B Minutes of meeting
 - Recorder must document detailed minutes of meeting
- RTI-2C Acknowledgement Form.
 - All individuals providing interventions must sign and date Acknowledgement Form.

Intervention Process for Tier II (6 to 9 weeks)

1. During the initial RTI Teacher Support Team meeting, the **RTI-2A Intervention Plan** will be developed to address the student's area(s) of need.
2. Intervention must be implemented with consistency and fidelity for the assigned dates (period of time). Duration and Frequency of the intervention must be documented.
3. Classroom teacher must progress monitor intervention every 2 to 3 weeks or as recommend by RTI Teacher Support Team.
4. Classroom teacher must evaluate student's success with observable and measurable criteria.
5. If the intervention was successful, teacher may opt to have an RTI meeting to return student to Tier I or teacher may wish to continue the intervention for an additional two to three weeks. If student continues to respond successfully to the intervention, the student may be placed in Tier I or student may continue in Tier II with intervention. If student remains in Tier II, teacher may progress monitor every six weeks or at the end of the semester.
6. If the student did not respond to the intervention, teacher can request a new RTI Teacher Support Team meeting to address the student's concern or classroom teacher may submit a new **RTI-2A** (documenting a new intervention) to the RTI Campus Coordinator. The RTI Campus Coordinator and classroom teacher must sign and date new RTI-2A form.
7. If the new intervention was not successful, then the RTI Teacher Support Team will meet to make recommendations for possible Tier III interventions.

All progress monitoring data must accompany every RTI-2A (Ex. Fluency report, TPRI, weekly assessment for the objective for which the intervention is intended).

VI. Intervention Process for Tier III (3 to 6 weeks)

1. If interventions in Tier II were not successful, a new RTI Teacher Support Team meeting must be held.
2. A new **RTI-2A Intervention Plan** will be developed to address the individual student area(s) of need.
3. Intervention must be implemented with consistency and fidelity for the assigned dates (period of time). Duration and frequency of the intervention must be documented.
4. Classroom teacher must progress monitor intervention every 2 to 3 weeks or as recommended by the RTI Teacher Support Team.
5. Classroom teacher must evaluate student's success with observable and measurable criteria.
6. If the intervention was successful, the classroom teacher may opt to have an RTI meeting to place student back in Tier II or Tier I or the teacher may opt to continue the Tier III intervention for an additional two or three weeks. If student continues to respond successfully to the intervention, the student may be placed in Tier II or Tier I or the student may continue in Tier III with intervention. If student remains in Tier III, teacher may progress monitor every six weeks or at the end of the semester.
7. If the student did not respond to the intervention, teacher can request a new RTI Teacher Support Team meeting to address the student's concern or to make recommendations for possible referrals.

All progress monitoring data must accompany every RTI-2A (Ex. Fluency report, TPRI, weekly assessment for the objective for which the intervention is intended).