

# 2019-2020 Response to Intervention Guide



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# What is Response to Intervention (RTI)?

The National Center on Response to Intervention offers a definition of RTI that reflects what is currently known from research and evidence-based practice.

"Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools use data to determine students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities and other disabilities."

Rigorous implementation of RTI includes a combination of high quality responsive instruction; assessment; evidence- based interventions and progress monitoring. RTI has been developed and implemented across the U.S. because of problems with previous methods of assisting struggling students. RTI is based on the scientific method. In its simplest terms, RTI applies the scientific method to individuals or groups of students. Just as in a science experiment, a problem is defined, based on data.

Screening

Data-Based Decision Making

Data-Based Decision Making

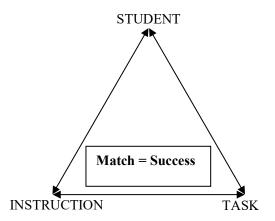
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Hypotheses are generated, as well as plans to test those

hypotheses. The plans, called interventions, are implemented and the outcomes measured. Depending on the results, the interventions are modified, continued, or replaced with other interventions. An overriding principle is that all of the actions in RTI are data-driven decisions.

In CISD, we refer to the process as Response to Instruction and Intervention, because at many steps along the way, we are looking at how a student is responding to instruction. Instructional practices, curriculum content and resources, and the instructional environment must be assessed for their contribution to the problem. How is the student responding to those instructional components?

Research has clearly shown that the "match" between a student and the instruction, the "match" between the student and the task, and the "match' between the instruction and the task are each critical to successful learning. Those critical relationships are represented in the figure below:



--Gravois, 2006

If we remove any one of the legs of the triangle, it collapses. Similarly, if one of the matches among the three points of the instructional triangle is removed, learning collapses. Traditionally, our problem solving about struggling students has focused only on the student point of the triangle. We have looked for problems within the learner first. If we do not find a problem within the learner, then we often blame the teacher ("bad" instruction).

When RTI is done well, we look at the <u>matches</u> between the points of the instructional triangle, looking for interventions that will modify the match until we achieve successful learning, testing them out, and making changes to our interventions based on data.

The essential components of an RTI framework are screening, progress, monitoring, multi-tier prevention system, and data-based decision-making. A core belief in the RTI system is that high-quality core instruction is provided to all students.

#### **Screening**

Universal screening allows school staff to quickly, efficiently, and timely identify students that may need academic interventions.

For students who score below the cut point on the universal screener, a second stage of screening is then conducted to more accurately predict which students are truly at risk. Universal screening may not always identify the cause of a student's learning challenges, but it often helps teachers identify the student's strengths and weaknesses. The second stage involves additional, more in-depth testing or short-term progress monitoring to confirm a student's at-risk status. Screening tools must be valid, reliable, and demonstrate diagnostic accuracy for prediction outcomes for a student's learning or behavior difficulties.

If after the universal, screener is administered or after reviewing the end of year assessments from the previous year, the campus should identify students who exhibit a need for below grade level interventions, and these students should be those in those interventions as soon as the school year begins. Time and intensity are of the essence in ensuring these students meet more than adequate yearly growth so their learning gap will decrease.

After initial identification of students in need of additional time and support through the universal screener, the school must determine the specific needs of each student and match these needs to deliver appropriate instruction and interventions. Diagnostic screeners may be used as another source to verify learning difficulties or gaps in learning. Data may be derived from standardized measures, error analysis of progress monitoring data, student work samples, and behavior rating forms, among other tools. Information from these assessments plays an important role in the work of the collaborative teacher team or PLC in determining how to best provide additional time and support to struggling students.

Additionally, no intervention program can compensate for ineffective core instructional practices. A school that has significantly less than 75% of its students at or above grade-level proficiency has a core problem not an intervention problem.

The national Center on Response to Intervention recommends that screening data is used with at least two other data sources (e.g., classroom performance, performance on state assessments, diagnostic assessment data, short-term progress monitoring) to verify decisions about whether a student is or is not at-risk.

#### **Clint ISD Universal Screeners**

#### Pre-Kindergarten (Reading and Math)

Researchers at the Children's Learning Institute (CLI) developed the CIRCLE assessment system. This is not a diagnostic or norm referenced measure. It is a standardized, criterion-referenced measure to screen and monitor preschool children's learning. The CIRCLE system of screening measures allow teachers to efficiently identify struggling learners and plan small group instruction for student with similar learning needs. The entire system contains eight subtests.

#### Elementary School (Reading and Math)

IStation provides nationally normed Indicators of Progress (ISIP) measure (K-8) student growth with web-based reporting that provide formatives insight to guide instructional decision-making and intervention strategies for reading and math. It creates personalized data files and through the Priority Report, it directs teachers to specific skills-based, small-group lessons for targeted reading interventions.

	Reading and Math Universal Screeners							Other Reading Data Sources				
	ISIP	ISIP Espanol (EL)	CIRCLE (Eng/ Span	Reading	Benchmark Assessment System (BAS)		DRA	Running Records	Online Resources	STAAR/ EOC	44/ Read	District Assessments
PK			Χ									
Kindergarten	X	Χ			Χ	Χ	Χ	Χ				Х
1st Grade	X	Х			Х	Χ	Χ	Х				Х
2nd Grade	X	Х			Х	Χ	Χ	Х	Х		Х	Х
3rd Grade	X	Х				Χ	Χ	Х	Х	Х	Х	Х
4th Grade				Х		Χ	Χ	Х	Х	Х	Х	Х
5th Grade				Х		Χ	Χ	Х	Х	Х	Х	Х
6th Grade				Х					Х	Х	Х	Х
7th Grade				Х					Х	Χ	Х	Х
8th Grade									Х	Χ	Х	Х
High School									Х	Χ		Х

#### **Cut Scores**

A cut score is a score on the scale of a screening tool or a progress-monitoring tool. For universal screeners, educators use the cut point to determine whether to provide additional intervention. For progress monitoring tools, educators use the cut point to determine whether:

- The student has demonstrated adequate response
- To make an instructional change, and
- To move the student to more or less intensive services

# **Reading Level Correlation Chart**

This correlation chart is provided as a reference tool to help teachers identify a "starting level" for guided reading. Additional assessments should be utilized to determine the accuracy and appropriateness of the reading level (frustrational, instructional, or independent).

Clint ISD used the BAS (F&P) for K-2<sup>nd</sup> grades and the DRA2 for 3-5<sup>th</sup> in English. The EDL measures the reading level for Spanish readers. The Lexile level is reported on the STAAR/EOC Reports.

Instructional Grade- Level Equivalence Chart

Grade	F&P	DRA2	Lexile
Kindergarten	Α	A,1,2	BR
Kindergarten	В	A,1,2	BR
Kindergarten	С	3	BR
Kindergarten	D	4	BR
1st grade	Е	6-8	BR
1st grade	F	10	BR
1st grade	G	12	BR
1st grade	Н	14	200-249
1st grade	I	16	250-299
1st grade	J	18	300-349
2 <sup>nd</sup> grade	K	20	350-399
2 <sup>nd</sup> grade	L	24	400-449
2 <sup>nd</sup> grade	M	28	450-499
3 <sup>rd</sup> grade	N	30	500-549
3rd grade	0	38	550-599
3 <sup>rd</sup> grade	Р		600-799
4 <sup>th</sup> grade	Q		7
4th grade	R	40	7
4th grade	S	40	700-849
5 <sup>th</sup> grade	Т		7
5 <sup>th</sup> grade	U	50	800-899
5th grade	V		7
6 <sup>th</sup> grade	W		7
6th grade	X	60	900-949
6th grade	Υ		7
Grades 7-12	Z	70,80	1000-1300

# **Instructional Tier Goals for ISIP Early Reading (English and Spanish):**

The objective of ISIP is to identify students potentially at risk of reading failure. Estimated ability level indices are used from each subtest to determine a student's overall estimated reading ability index. The student's overall reading ability index is used to determine students potentially at risk of presenting reading difficulties

- Tier 1: Focused Instruction for students performing at grade level
- Tier 2: Targeted Intervention for students performing moderately below grade level
- Tier 3: Intensive Intervention for students performing seriously below grade level

		Pre-K		1	Kindergarte	n		1st Grade			2nd Grade			3rd Grade	
Assessment Month	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August	< 151	151-158	> 158	< 169	169-177	> 177	< 190	190-199	> 199	< 209	209-218	> 218	< 223	223-232	> 232
September	< 154	154-161	> 161	< 171	171-180	> 180	< 192	192-201	> 201	< 210	210-219	> 219	< 224	224-234	> 234
October	< 157	157-164	> 164	< 174	174-183	> 183	< 194	194-203	> 203	< 211	211-221	> 221	< 225	225-235	> 235
November	< 160	160-167	> 167	< 177	177-187	> 187	< 196	196-206	> 206	< 212	212-223	> 223	< 226	226-237	> 237
December	< 163	163-170	> 170	< 181	181-190	> 190	< 198	198-208	> 208	< 213	213-225	> 225	< 227	227-238	> 238
January	< 165	165-173	> 173	< 184	184-193	> 193	< 200	200-210	> 210	< 214	214-226	> 226	< 228	228-239	> 239
February	< 167	167-175	> 175	< 186	186-195	> 195	< 202	202-212	> 212	< 216	216-228	> 228	< 229	229-240	> 240
March	< 169	169-177	> 177	< 188	188-197	> 197	< 204	204-214	> 214	< 217	217-229	> 229	< 230	230-241	> 241
April	< 171	171-179	> 179	< 190	190-199	> 199	< 206	206-216	> 216	< 219	219-230	> 230	< 231	231-242	> 242
May	< 173	173-181	> 181	< 192	192-201	> 201	< 207	207-218	> 218	< 220	220-231	> 231	< 232	232-243	> 243
June	< 173	173-181	> 181	< 192	192-201	> 201	< 207	207-218	> 218	< 220	220-231	> 231	< 232	232-243	> 243
July	< 173	173-181	> 181	< 192	192-201	> 201	< 207	207-218	> 218	< 220	220-231	> 231	< 232	232-243	> 243

# **Instructional Tier Goals for ISIP Lectura Temprana:**

		Pre-K		ı	Kindergarte	n		1st Grade			2nd Grade			3rd Grade	
Assessment Month	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August	< 597	597-610	> 610	< 645	645-660	> 660	< 732	732-760	> 760	< 822	822-860	> 860	< 883	883-917	> 917
September	< 600	600-611	> 611	< 655	655-666	> 666	< 745	745-774	> 774	< 828	828-860	> 860	< 883	883-917	> 917
October	< 600	600-611	> 611	< 662	662-672	> 672	< 745	745-774	> 774	< 828	828-862	> 862	< 888	888-925	> 925
November	< 600	600-611	> 611	< 665	665-677	> 677	< 749	749-787	> 787	< 828	828-871	> 871	< 888	888-930	> 930
December	< 614	614-626	> 626	< 669	669-682	> 682	< 760	760-796	> 796	< 833	833-883	> 883	< 896	896-943	> 943
January	< 616	616-627	> 627	< 671	671-686	> 686	< 769	769-806	> 806	< 848	848-895	> 895	< 907	907-954	> 954
February	< 618	618-629	> 629	< 675	675-691	> 691	< 778	778-814	> 814	< 849	849-899	> 899	< 910	910-958	> 958
March	< 620	620-630	> 630	< 679	679-698	> 698	< 785	785-822	> 822	< 854	854-907	> 907	< 915	915-966	> 966
April	< 622	622-633	> 633	< 683	683-705	> 705	< 792	792-829	> 829	< 863	863-915	> 915	< 919	919-972	> 972
May	< 623	623-634	> 634	< 689	689-713	> 713	< 797	797-834	> 834	< 870	870-924	> 924	< 926	926-974	> 974
June	< 623	623-634	> 634	< 689	689-713	> 713	< 797	797-834	> 834	< 870	870-924	> 924	< 926	926-974	> 974
July	< 623	623-634	> 634	< 689	689-713	> 713	< 797	797-834	> 834	< 870	870-924	> 924	< 926	926-974	> 974

### **Progress Monitoring**

Progress monitoring is used to assess students' performance over time, to quantify student rates of improvement or responsiveness to instruction, to evaluate instructional effectiveness, and, for students who are least responsive to effective instruction, to formulate effective individualized programs. Progress monitoring tools must accurately represent students' academic development and must be useful for instructional planning and assessing student learning. Educators use progress monitoring to compare a student's expected and actual rates of learning. If a student is not achieving the expected rate of learning, the educator experiments with instructional components in an attempt to improve the rate of learning.

Progress monitoring data are used to determine when a student has or has not responded to instruction at any level of the prevention system. Increasing the intensity of an intervention can be accomplished in a number of ways such as lengthening instructional time, increasing the frequency of instructional sessions, reducing the size of the instructional group, or adjusting the level of instruction.

Progress monitoring and other data collected over the course of the provided intervention should be examined during the evaluation process, along with data from appropriately selected measures.

# Clint ISD Models of Multi-Tiered Support

To ensure that appropriate instruction directly addresses student's academic and behavioral difficulties in the general education setting, a multi-tiered delivery model is used. Included are layers of increasingly intense intervention responding to student specific needs.

Within each of these levels of instructional support, there can be more than one intervention. Regardless of the number of interventions a school or district implements, each should be classified under one of the three levels of support. This will allow a common understanding across schools. For example, a school may have three interventions of approximately the same intensity in the Tier 2 level, while another school may have one intervention at that level. While there are differences in the number of instructional supports, schools will have a common understanding of the nature and focus of the Tier 2 level. At all levels, attention is on fidelity of implementation with consideration for cultural and linguistic responsiveness and recognition of student strengths.

# Elementary K-2 Response to Intervention Tier Descriptors

Tier 3

Attendance is below 90%

**Grades** Failing more thant 1 core class or passing with extensive teacher support

**Behavior** Office referrals or suspensions

Severely Below Grade Level with Minimal Progress (Tier 3 Istation, DRA, EDL, BAS)

Tier 2

Attendance is between 90% and 92%

**Grades** failing 1 core course or passing with moderate teacher support

**Behavior** Some behavior issues, minimal referrals

Just Below Grade Level (Tier 2 Istation, DRA, EDL, BAS)

Tier 1

Attendance is between 93% and 100%

**Grades** Passing all courses or borderline grades

**Behavior** No behavior issues or referrals

On Reading Level or Above (Tier 1 Istation, DRA, EDL, BAS)

Number of Students Requiring Supports Decreases



Attendance is below 90%

Grades Failing more thant 1 core class

STAAR Performance Failed 1 or more assessments (not projected to pass)

Behavior Multiple Level 1, 2, and 3 referrals

Severely Below Grade Level with Minimal Progress (Tier 3 Istation, DRA, EDL, BAS)

# Tier 2

Continuum of Time, Intensity, and Data Requirements Increases

Attendance is between 90% and 95%

Grades failing 1 core class.

STAAR Performance Did not meet progress, approaches, or borderline results

Behavior Some behavior issues, minimal referrals (4 or more level 1 or 1 level 2 w/out mitigating factors)

Just Below Grade Level (Tier 2 Istation, DRA, EDL, BAS)

#### Tier 1

Attendance is between 96% and 100%

**Grades** Passing all courses or borderline grades

STAAR Performance Passed all assessments

**Behavior** No behavior issues or referrals

On Reading Level or Above (Tier 1 Istation, DRA, EDL, BAS)

Attendance is below 90% (Loss of Credit)

**Grades** Consistantly failing more than 1 core class every 9 weeks. Missing 5 or more credits

STAAR/EOC Performance

Failed 1 or more assessments (not projected to pass)

**Behavior** Multiple Level 1, 2, and 3 referrals

Tier 2

Continuum of Time, Intensity, and Data Requirements Increases

Attendance is between 90% and 95%

Grades failing 1 core class. Missing 1-4 credits

**STAAR/EOC Performance** Did not meet progress, approaches, or borderline results

**Behavior** Some behavior issues, minimal referrals (4 or more level 1 or one level 2 w/out mitigating factors)

Tier 1

Attendance is between 96% and 100%

**Grades** Passing all courses or borderline grades

STAAR/EOC Performance Passed all assessments

**Behavior** Less than 3 level 1 referrals or one level 2 with mitigating factors

	Multi-Tiered Syste	em of Support	
	Tier 1 Core Curriculum	Tier 2 Targeted Instruction Core and More	Tier 3 Intensive Instruction Core and More and More
Universal Screening	BOY/MOY/EOY	BOY/MOY/EOY	BOY/MOY/EOY
Instructional Group Size	Whole class grouping	Small group instruction (5-8 students)	Individualized or small group instruction (1-5 students)
Curriculum	Grade-level standards	Grade-level and slightly below grade-level standards and learning targets	Below grade-level standards and learning targets/ foundational pre- requisite skills
Type of Access	Universal	Certain	Certain
Decision-making Team	Teacher/PLC	PLC	Student Support Team
Provider of Instruction/ Intervetion	Teacher/PLC	Teacher and/or Support Staff	Teacher and/or Highly Trained Suppport Staff
Frequency of Progress Monitoring	Screening measures three times per year	Varies, but no less than every two weeks	Varies, but more continuous and no less than once a week
Frequency of Intervetnion Provided	Per school schedule	Varies, but no less than three times per week for a minimum of 20-30 minutes per session	Varies, but more frequently than Tier 2 for a minimum of 30 minutes per session
Tool for Documentation	Lesson Plans, grade books, and group plannning documents, Frontline	Frontline	Frontline, SST Documents
Recommended Duration	School year	9-30 weeks	15-20 weeks

#### TOOLBOX OF INTERVENTIONS – TIER 1 ACADEMIC

#### **Elementary Initiatives**

- Standards Based Instruction
- TEKS Resource System (YAG, VAD, IFD...)
- o Lead4Ward
- o Balanced literacy Framework
- Small Group Instruction/Guided Reading
- Read Alouds
- Shared Reading
- o Book of the Month
- Istation Reading and Math
- Writers Workshop
- o Empowering Writers
- o Kagan Structure/Collaborative Strategies
- EnVision Math
- o STEMScopes
- o Implementation of the ELPS
- o Interactive Notetaking Strategies
- Dictado
- Mentoring Minds
- 7 Steps to a Language-Rich, Interactive Classroom/ 7 Pasos
- O System 44

#### **Secondary Initiatives**

- o Standards Based Instruction
- TEKS Resource System (YAG, VAD, IFD...)
- o Lead4Ward
- Small Group Instruction
- Kagan Structure/Collaborative Strategies
- o SIOP
- o 7 Steps to a Language-Rich, Interactive Classroom/ 7 Pasos
- Interactive Notetaking Strategies
- o Implementation of the ELPS
- Collaborative Teaching Models
- o Istation Reading and Math
- o System 44
- o English 3D
- o Cornell Note-Taking
- o WICOR
- o AVID

#### TOOLBOX OF INTERVENTIONS –TIER 1 BEHAVIORAL

#### **School-Wide Expectations and Rules**

- o Stated in observable, measurable, and positive terms
- o Positive Behavior Intervention Support (PBIS)

#### **Social Skills**

- o Model and teach acceptable ways to obtain attention and how to ask for assistance
- o Teach communication skills and manners
- Model respect and good manners

#### **Classroom Management Techniques**

- o Classroom behavior plan
- o Greet students by name at the door
- Provide frequent positive attention
- o Ignore inappropriate behavior while reinforcing a peer who is practicing expected behavior
- o Build "wiggle" breaks into schedule
- O Alternate teaching strategies to maintain attention span
- Develop clear procedures for classroom tasks
- o Provide engaging and challenging instruction that targets multiple learning styles

#### TOOLBOX OF INTERVENTIONS – TEIR 2 ACADEMIC

Tier 2 strategies must be more targeted as identified by increased diagnosis of need. Interventions must have goals, progress monitoring should occur bi-weekly or weekly to determine student response to intervention. Tier 2 interventions are in addition to Tier 1, not a replacement.

#### **Elementary Initiatives**

- o Data based target interventions
- o Istation reading and math interventions
- o Florida Center Reading Research
- o Dibels
- STEMScopes
- Khan Academy
- o Lead4Ward
- o Intervention Central

#### **Secondary Initiatives**

- Khan Academy
- o Lead4Ward
- o Intervention Central
- Data based target interventions
- o Istation reading and math interventions
- 0

#### **Targeted**

- o Reading fluency interventions specifically target to small groups
- o Extended Learning during intervention block, after school, and/or Saturdays, remediation classes

#### **Technology Assisted Instruction**

- o Apps
- o IStation

#### **Progress Monitoring**

- District Content Assessments
- Reading and Math Assessments/Screeners (BOY, MOY, EOY) DRA, EDL, BAS, Istation...
- District Benchmarks
- o TEKS Resource System Performance Assessments

### TOOLBOX OF INTERVENTIONS – TIER 2 BEHAVIORAL

#### **Small Group Counseling**

o Provided by counselors

#### **Small Group Behavior Intervention Plan**

- Positive Behavior Intervention Support (targeted interventions)
- o Teach social skills through games and role play
- Model respect and good manners

## **Classroom Management**

- o Individual daily note/communication home
- Alternate routine (special tasks, shorter work periods, furniture, adaptive materials...)
- o Specialized goal chart or written schedule

#### Other

Mentor

#### TOOLBOX OF INTERVENTIONS – TEIR 3 ACADEMIC

Tier 3 strategies must be more targeted as identified by increased diagnosis of need. Interventions must have goals, progress monitoring should occur bi-weekly or weekly to determine student response to intervention. Tier 2 interventions are in addition to Tier 1, not a replacement.

#### **Specific Intensive Interventions**

- o Refer to Tier 2 interventions
- o Increased frequency, duration, and monitoring of intervention
- O Tutoring by trained person in addition to targeted instruction form the teacher- tutoring must be explicit, from approved materials/programs, and strategy must be research based
- o Read 180
- o System 44
- Extended use of math manipulatives explicitly aligned to the targeted area of need
- O Differentiated instruction/curriculum e.g. using a lower text for core-instruction, based upon a reading level and a placement test
- o Scaffolded instruction using Lead4ward or TEKS Resource System
- Targeted
- o Extended learning (e.g. after school, Saturday, during intervention block...) with specific targeted intervention

#### **Progress Monitoring**

- Maintain data on progress monitoring in Skyward
- o Maintain progress monitoring targeting goals and according to timelines in Skyward

#### **Individualized Diagnostic Assessment (if not done in Tier 2)**

- o Istation reading and math
- o DRA, EDL, BAS, DIBELS
- o System 44
- o Read 180

#### TOOLBOX OF INTERVENTIONS – TIER 3 BEHAVIORAL

#### **Behavior Intervention Plan**

#### **Individual Counseling**

- Provided by counselors
- o Regularly scheduled, targeted counseling

#### **Individual Interventions**

- O Student earns time to visit a preferred adult on campus
- Check in/Check out system (increased intensity)
- Share control by offering choices (e.g., "would you be a better listener sitting here or here?")
- o Daily assignment sheet

#### Other

o Mentor – assurance that mentor contacts a minimum of twice per week and that this is an effective intervention

#### **ONLINE RESOURCES**

- CK-12 https://www.ck12.org/student/
  - Free interactive learning activities and practice that adapts to individual student performance
- UO DIBELS: <a href="https://dibels.uoregon.edu/resources/">https://dibels.uoregon.edu/resources/</a>
- Easy CBM: <a href="https://easycbm.com/">https://easycbm.com/</a>
  - Free Registration
  - Create and print probes
  - Track students online
- Florida Center for Reading Research: <a href="http://www.fcrr.org/">http://www.fcrr.org/</a>
- Intervention Central: https://www.interventioncentral.org/
  - Academic Interventions
  - Behavioral Interventions
  - Videos Training
  - Curriculum Based Measurement Probes
  - Fluency Generators (letter naming, reading, math...)
  - Behavior Report Cards
- Free Books: <a href="https://www.microsoft.com/en-us/p/free-books-23-469-classics-to-go/9wzdncrfjcmm?activetab=pivot:overviewtab">https://www.microsoft.com/en-us/p/free-books-23-469-classics-to-go/9wzdncrfjcmm?activetab=pivot:overviewtab</a>
  - App for 23,000+ free books
- Fuchs Research Group at Vanderbilt University: <a href="https://vkc.mc.vanderbilt.edu/frg/">https://vkc.mc.vanderbilt.edu/frg/</a>
  - Peer Assisted Learning Strategies (PALS)
  - Interventions
  - Assessments
- Internet 4 Classrooms: https://www.internet4classrooms.com/
  - Educational Resources PK-12 that are free
- Khan Academy: https://www.khanacademy.org/
- Learning Styles: http://www.learningstyles.net/
- Nearpod: https://nearpod.com/
  - Enables teachers to manage content on student devices. It combines presentation, collaboration, and real-time assessment tools into one integrated solution
- Newsela: https://newsela.com/
  - Online resource providing authentic literature for current events at different lexile levels and quizzes to monitor comprehension
- Promethean Planet: <a href="https://resourced.prometheanworld.com/promethean-planet/">https://resourced.prometheanworld.com/promethean-planet/</a>
- Promising Practices Network: <a href="http://www.promisingpractices.net/programs.asp">http://www.promisingpractices.net/programs.asp</a>
- ReadWriteThink: http://www.readwritethink.org/
  - Website dedicated to providing educators and parents with access to quality practices in reading and language arts instruction with the best in free materials
- ReadWorks: https://www.readworks.org/
  - Provides free, research based lessons for teaching reading K-12
- SAIL On: https://sites.google.com/site/sailonedu/
  - Subject area interactive lessons online a collaborative effort from Houston area school districts with links that correlate to the TEKS
- Top Marks Free Interactive Whiteboard Resources: <a href="https://www.topmarks.co.uk/interactive.aspx">https://www.topmarks.co.uk/interactive.aspx</a>
- Vaughn Gross Center for Reading & Language Arts (Meadows Center): <a href="https://www.meadowscenter.org/vgc/">https://www.meadowscenter.org/vgc/</a>
- What Works Clearinghouse https://ies.ed.gov/ncee/wwc/

#### BEHAVIORAL RESOURCES

- Intervention Central Behavior Interventions: <a href="https://www.interventioncentral.org/behavioral-intervention-modification">https://www.interventioncentral.org/behavioral-intervention-modification</a>
- Character Counts! <a href="https://charactercounts.org/">https://charactercounts.org/</a>
- Character Education Resources: <a href="http://www2.cortland.edu/centers/character/resources/">http://www2.cortland.edu/centers/character/resources/</a>
- Positive Behavior Intervention and Supports: <a href="https://www.pbis.org/">https://www.pbis.org/</a>
- Project Achieve: <a href="http://www.projectachieve.info/">http://www.projectachieve.info/</a>
- Project Resilience: <a href="http://projectresilience.com/index.htm">http://projectresilience.com/index.htm</a>
- National Center for Pyramid Model Innovations: Teaching Tools for Young Children with Challenging Behavior: <a href="http://challengingbehavior.cbcs.usf.edu/Pyramid/pbs/TTYC/index.html">http://challengingbehavior.cbcs.usf.edu/Pyramid/pbs/TTYC/index.html</a>
- University of Louisville College of Education and Human Development: Academic and Behavioral RTI: <a href="http://louisville.edu/education/abri/resources">http://louisville.edu/education/abri/resources</a>
- University of Louisville RTI Resource Links: <a href="http://louisville.edu/education/abri/resources/additional-links.html">http://louisville.edu/education/abri/resources/additional-links.html</a>

#### **Glossary**

#### Accommodation

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

#### Aim line

#### See Goal Line

#### Students At-Risk for Poor Learning Outcomes

At-risk students are students whose initial performance level or characteristics predict poor learning outcomes unless intervention occurs to accelerate knowledge, skill, or ability development.

#### Core Curriculum

The core curriculum is the course of study deemed critical and usually made mandatory for all students of a s c h o o l or school system. Core curricula are often instituted at the elementary and secondary levels by local school boards, Departments of Education, or other administrative agencies charged with overseeing education

#### Criterion-Referenced Assessment

Criterion-referenced assessment measures what a student understands, knows, or can accomplish in relation to a specific performance objective. It is typically used to identify a student's specific strengths and weaknesses in relation to an age or grade level standard. It does not compare students to other students.

#### Curriculum-Based Assessment (CBA)

CBA is a broader term than Curriculum-Based Measurement (CBM), as defined by Tucker (1987). CBM meets the three CBA requirements: (1) measurement materials are aligned with the school's curriculum; (2) measurement occurs frequently; and (3) assessment information is used to formulate instructional decisions. Tucker, J. (1987). Curriculum-based assessment is not a fad. The Collaborative Educator, 1, 4, 10.

#### Curriculum-Based Measurement (CBM)

CBM is an approach to measurement that is used to screen students or to monitor student progress in mathematics, reading, writing, and spelling. With CBM, teachers and schools can assess individual responsiveness to instruction. When a student proves unresponsive to the instructional program, CBM signals the teacher/school to revise that program. CBM is a distinctive form of CBA because of two

additional properties: (1) Each CBM test is an alternate form of equivalent difficulty; and (2) CBM is standardized, with its reliability and validity well documented. Data Point

A data point is one score on a graph or chart, which represents a student's performance at one point in time.

#### Differentiated Instruction

Differentiated instruction refers to educators tailoring the curriculum, teaching environments, and practices to create appropriately different learning experiences for students in order to meet each student's needs. To differentiate instruction is to recognize students' varying interests, readiness levels, and levels of responsiveness to the standard core curriculum and to plan responsively to address these individual differences. There are four elements of the curriculum that can be differentiated: content, process, products, and learning environment.

#### **Disproportionality**

Disproportionality is the over- or under-representation of racially, culturally, ethnically or linguistically diverse groups of students in special education, restrictive learning environments, or school disciplinary actions (e.g., suspensions and expulsions) in comparison to other students.

#### Early Intervening Services

Coordinated Early Intervening Services (CEIS) are the preventative components of the Individuals with Disabilities Education Act (IDEA) of 2004. Early intervening services are implemented to benefit students who manifest risk for poor learning outcomes but have not been identified as needing special education or related services.

#### Evidence-Based Practice

Evidence-based practices are educational practices and instructional strategies that are supported by scientific research studies.

#### Fidelity of Implementation

Fidelity refers to the accurate and consistent provision or delivery of instruction in the manner in which it was designed or prescribed according to research findings and/or developers' specifications. Five common aspects of fidelity include adherence, exposure, program differentiation, student responsiveness, and quality of delivery.

#### Formative Assessment

Formative assessment is a form of evaluation used to plan instruction in a recursive way. With formative assessment, student progress is systematically assessed to provide continuous feedback to both the student and the teacher concerning learning successes and failures. With formative assessment, teachers diagnose skill, ability, and knowledge gaps, measure progress, and evaluate instruction. Formative assessments are not necessarily used for grading purposes. Examples include (but are not limited to): CBM, CBA, pre/post-tests, portfolios, benchmark assessments, quizzes, teacher observations, and teacher/student conferencing.

#### Goal Line (sometimes referred to as an aim line)

The goal line on a graph connects the intersection of the student's initial performance level and date of that initial performance level to the intersection of the student's year-end goal and the date of that year-end goal. It represents the expected rate of student progress over time.

#### **IDEA**

IDEA stands for Individuals with Disabilities Education Improvement Act of 2004, also referred to as IDEA 2004. It was originally passed in 1975 with the latest reauthorization in 2004. It is a federal statute related to providing a free, appropriate, public education and early intervening services to students with disabilities age's birth through 21.

#### Inclusion

Inclusion is a service delivery model where students with identified disabilities are educated with general education age/grade-level peers.

#### Intensive Intervention

Intensive academic and/or behavioral interventions are characterized by their increased focus for students who fail to respond to less intensive forms of instruction. Intensity can be increased through many dimensions including length, frequency, and duration of implementation. Within RTI, intensive is sometimes referred to as interventions at Tier 3.

#### **Modifications**

Modifications are alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level.

#### Norm-Referenced Assessment

Norm-referenced assessment compares a student's performance to that of an appropriate peer group.

#### Primary Level of Intervention

Primary intervention is the universal Tier 1 program that all students receive, including high quality, differentiated academic instruction, Sanford Harmony social-emotional learning, and positive behavioral interventions & supports (PBIS).

#### Problem-Solving Approach within RTI

Within RTI, a problem-solving approach is used to individually tailor an intervention. It typically has four stages: problem identification, problem analysis, plan implementation, and plan evaluation.

#### **Progress Monitoring**

Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

#### Response to Intervention (RTI)

Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

#### Scaffolding

Scaffolding is an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without assistance.

#### Screening

#### See Universal Screening.

#### Secondary Level of Intervention

Secondary (Tier 2) intervention supplements primary intervention (i.e., the universal Tier 1 program) such that students receive additional research-based preventative treatment. Tier 2 interventions are often short-term, implemented in small group settings, implemented by the classroom teachers and may be individualized.

#### Standard Protocol Intervention

Standard protocol intervention relies on the same, empirically validated intervention for all students with similar academic or behavioral needs. Standard protocol interventions are implemented with groups of students and facilitate quality control.

#### Summative Assessment

Summative assessment is a form of evaluation used to describe the effectiveness of an instruction program or intervention, that is, whether the intervention had the desired effect. With summative assessment, student learning is typically assessed at the end of a course of study or annually (at the end of a grade).

#### Tertiary Level of Intervention

Tertiary (Tier 3) intervention supplements primary and secondary interventions to intensify instruction (see intensive intervention). Tier 3 intervention involves increased duration or frequency of the Tier 2 intervention and may be implemented by a classroom teacher or a specialist. Tier 3 intervention involves systematic progress monitoring with student progress data being used to determine when a student may return to secondary or primary prevention. Tier 3 intervention is usually implemented individually or in very small groups.

#### Tiered Instruction

Tiered instruction describes levels of instructional intensity within a multi-tiered prevention system.

#### Trend Line

A trend line is a line on a graph that represents a line of best fit through a student's data points. The trend line can be compared against the aim line to help inform responsiveness to intervention and to tailor a student's instructional program.

#### Universal Screening

Universal screening is conducted, usually as a first stage within a screening process, to identify or predict students who may be at risk for poor learning outcomes. Universal screening tests are typically brief; conducted with all students at a grade level; and followed by additional testing or short-term progress monitoring to corroborate students' risk status.

#### **Clint ISD**

14521 Horizon Blvd. El Paso, TX 79928 915-926-4000

#### Notice of Response to Intervention Services

#### 06/26/2019

Dear Parent/Legal Guardian of Margie 1FAKE,

During this school year, your child has been provided with high-quality instruction in the general education classroom. The Texas Education Agency requires that parents/legal guardians be notified of any intervention services or assistance, including instructional strategies, provided to students through Response to Intervention (RtI). Response to Intervention (RtI) is an approach that schools use to help all students, including struggling learners. The RtI approach gives Texas students opportunities to learn and work at their grade level. The idea is to help all students be successful.

The district offers a variety of academic and support services to meet the needs of our students. Based on your child's needs, she or he will be receiving additional support through the Response to Intervention (RtI) process, which provides targeted interventions in your child's areas of need. The goal is to use our available resources to support your child in his or her efforts to be successful in meeting the Texas Essential Knowledge and Skills (TEKS) and graduation requirements.

Enclosed with this letter is a summary of Response to Intervention services, which are customized to give instructional and/or other types of assistance to support your child. We have made a thorough review of your child's daily classroom performance, standardized and/or diagnostic testing results (including State testing) and report card information as we developed your child's intervention services. We will update you on your child's growth and progress periodically throughout the school year as outlined on your child's intervention plan.

We will try to meet the needs of all learners in our school with the least amount of interruption to their routine.

If you believe that your child may have a disability, you may refer your child for an initial evaluation for special programs and services. Parents are entitled at any time to request an evaluation of your child for special education services under Section 29.004 or for aids, accommodations, or services under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794). Please refer to the district Student Handbook for further information. The relevant section of the Student Handbook is enclosed.

Please feel free to contact your child's teacher if you have any questions.

Sincerely,

Rtl Team

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Sample Parent Notification Letter

# (School)

# Notificación a la respuesta a los servicios de intervención (RTI)

06/25/2019
Estimados Padre o tutor,
Durante este curso escolar, su hijo/hija ha recibido instrucción de alto nivel en el aula de educación general. La Agencia de Educación de Texas exige la notificación a los padres o tutores de cualquier ayuda o servicios de intervención, incluidas estrategias instructivas ofrecidas a los alumnos a través del enfoque de la Repuesta a la Intervención (RTI). RTI es un enfoque que utilizan las escuelas para ayudar a todos los alumnos, incluyendo a los estudiantes que están teniendo dificultades académicas o de comportamiento. El enfoque RTI ofrece a los alumnos de Texas oportunidades para poder aprender y trabajar a su nivel académico. El concepto es de ayudar a que todos los alumnos logren sus metas académicas.
El distrito ofrece una serie de servicios de apoyo académicos para cubrir las necesidades de nuestros alumnos. En base a las necesidades de su hijo/a, el/ella recibirá ayuda adicional a través del enfoque de RTI, que ofrece intervenciones especificas en múltiples áreas académicas. La meta es utilizar nuestros recursos disponibles para apoyar a su hijo/hija para ser eficaz a la hora de poder demostrar sus aptitudes con los Conocimientos y Aptitudes Esenciales de Texas (TEKS) que es el currículo académico que todos los estudiantes del estado siguen según su grado escolar.
Con esta carta recibirá un resumen de los servicios de RTI que se han elaborado para ofrecer ayuda instructiva u otros tipos de ayuda para asistir a su hijo/hija. Realizaremos un exhaustivo examen del rendimiento académico de su hijo/hija, de los resultados de exámenes diagnósticos o estandarizados (incluyendo los exámenes estatales) y las calificaciones en la boleta. Con estos datos elaboraremos los servicios de intervención que necesita su hijo/hija. Le informaremos sobre el progreso y desarrollo de su hijo/hija de forma periódica a lo largo del curso escolar, tal y como esta descrito en el plan de intervención.
Nos esforzamos en cubrir las necesidades de todos los alumnos de nuestra escuela con la mínima cantidad de interrupciones a su rutina académica.
Si usted cree que su hijo/hija puede tener una discapacidad, podrían solicitar una evaluación inicial de servicios y programas especiales. De acuerdo a los resultados su hijo/hija podría recibir los servicios mencionados en caso de calificar. Los padres pueden en cualquier momento solicitar una evaluación para su hijo/hija de servicios de educación especial, según la Sección 29.004 o para ayudas, adaptaciones o servicios según la Sección 504 del Acto de la Rehabilitación del 1973 (29 Código de los Estados Unidos, sección 794). Por favor consulte el manual del alumno del distrito para obtener más información. Se adjunta en esta carta la sección correspondiente del manual.
Por favor, no dude en contactar el/la maestro(a) de su hijo/hija en caso de tener cualquier duda.
Atentamente,

**Sample Parent Notification Letter (Spanish)** 

#### Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

#### **Special Education Referrals**

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost. Additional information regarding special education is available from the district or charter school in a companion document titled Parent's Guide to the Admission. Review, and Dismissal Process.

#### Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person: Josie Angerstein-Guzman

Phone Number: 915-926-8500

#### Section 504 Referrals

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

#### Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person: Margarita Saenz-Flores

Phone Number: 915-926-4200

Additional Information:

#### The following websites provide information and resources for students with disabilities and their families

- · Legal Framework for the Child-Centered Special Education Process
- · Partners Resource Network
- · Special Education Information Center
- Texas Project First

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#### Sample Student Handbook Page

# Cómo ayudar a aquellos estudiantes que tienen dificultades de aprendizaje o <u>requieran servicios de</u> <u>educación especial o de la Sección 504</u>

Para aquellos estudiantes que tienen dificultades en el salón de clase general, todos los distritos escolares y las escuelas autónomas de inscripción abierta deben contemplar servicios de tutoría y servicios compensatorios además de otros servicios de apoyo académico o de conducta que estén disponibles para todos los estudiantes, incluyendo un enfoque basado en la Respuesta a la Intervención (RTI). La implementación de RTI tiene el potencial de impactar positivamente en la capacidad de los distritos y escuelas autónomas de satisfacer las necesidades de todos los estudiantes con problemas.

Si un estudiante está teniendo dificultades de aprendizaje, sus padres pueden comunicarse con la(s) persona(s) mencionada(s) al final de este documento para obtener información sobre el sistema general de solicitud y exámenes para apoyo. Dicho sistema vincula a los estudiantes con una variedad de opciones de apoyo, entre las cuales se encuentran la solicitud para que se realice una evaluación para educación especial o una evaluación de la Sección 504 con el fin de determinar si el estudiante necesita asistencia, adaptaciones o servicios específicos. Los padres pueden solicitar una evaluación para los servicios de educación especial o de la Sección 504 en cualquier momento.

#### Solicitudes para educación especial

Si los padres solicitan, por escrito, al director de educación especial o a un empleado administrativo del distrito escolar o de la escuela autónoma de inscripción abierta que se realice una evaluación inicial para recibir servicios de educación especial el distrito o la escuela autónoma de inscripción abierta deben responder dentro de los 10 días escolares después de haber recibido la solicitud. En ese momento, el distrito o escuela autónoma de inscripción abierta deben entregar a los padres notificación previa por escrito respecto de si están de acuerdo o no en evaluar al estudiante, además de enviarles una copia de la Notificación de salvaguardas procesales. Si el distrito o escuela autónoma de inscripción abierta están de acuerdo en evaluar al estudiante, también deben darles a los padres la oportunidad de dar su consentimiento por escrito para la evaluación.

Si el distrito o la escuela autónoma de inscripción abierta deciden evaluar al estudiante, deben de terminar la evaluación inicial y el informe de la evaluación dentro de los 45 días escolares posteriores al día en que se reciba el consentimiento por escrito de los padres para evaluar al estudiante. Sin embargo, si el estudiante no asiste a la escuela por tres días escolares o as durante el periodo evaluación, dicho periodo se extenderá la misma cantidad de días escolares que el estudiante haya faltado.

Existe una excepción al plazo de 45 días escolares. Si un distrito o escuela autónoma de inscripción abierta reciben consentimiento de los padres para la evaluación inicial entre 35 y 45 días escolares previos al último día de clases, deben terminar el informe escrito y proporcionales una copia del mismo a los padres a más tardar el 30 de junio de dicho año. No obstante, si el estudiante no asiste a la escuela tres días o más durante el periodo de evaluación, no se aplica la fecha límite del 30 de junio, sino que se aplica el plazo general de 45 días escolares más prorrogas por inasistencia de tres días o más.

Al terminar la evaluación, el distrito o escuela autónoma de inscripción abierta deben proporcionar a los padres una copia del informe de evaluación en forma gratuita. Hay disponible información adicional sobre educación especial o del distrito o la escuela autónoma de inscripción abierta el documento complementario titulado Guía para padres sobre el proceso de admisión, revisión y retiro.

#### Persona designada para contactar sobre solicitudes de educación especial

La persona designada para contactar en relación con las opciones para estudiantes que estén teniendo dificultades de aprendizaje o en relación con una solicitud de evaluación para recibir servicios de educación especial es:

Favor de contactar a: Josie Angerstein-Guzman

Número de teléfono: 915-926-8500

#### Solicitudes de la Sección 504

Cada distrito o escuela autónoma de inscripción abierta debe tener estándares y procedimientos en vigor para la evaluación y colocación de estudiantes en el programa de la Sección 504. Además, los distritos y las escuelas autónomas de inscripción abierta deben implementar un sistema de salvaguardas procesales que incluya una notificación, una oportunidad para que los padres o tutores examinen los registros relevantes, una audiencia imparcial en la que puedan participar los padres o tutores y en la que haya representación por parte de un abogado, y un procedimiento de revisión.

#### Persona designada para contactar sobre solicitudes de la Sección 504

La persona designada para contactar en relación con las opciones para estudiantes que estén teniendo dificultades de aprendizaje o en relación con una solicitud de evaluación para recibir servicios de la Sección 504 es:

Favor de contactar a: Margarita Sáenz-Flores

Número de teléfono: 915-926-4043

# Los siguientes sitios de web ofrecen información y recursos para los estudiantes con <u>discapacidades y</u> sus familias

- Marco legal del proceso de educación especial centrado en el niño
- Red de colaboradores y recursos
- Centro de información de educación especial
- Texas First Project

#### Intervention Plan Summary for

#### INTERVENTION PLAN - Tier 2

Target Area of Concern:				
Entry Date				
Schedule	minutes	times per week for	weeks	
Intervention				
Intervention Goal Statement				
Goal/Desired Outcome/Level				
Progress Reporting Frequency				

#### Intervention Plan Summary for

#### INTERVENTION PLAN - Tier 3

INTERVENTION FLAN - Hel 3				
Target Area of Concern:				
Entry Date				
Schedule	min	times per week for	weeks	
Intervention				
Intervention Goal Statement				
Goal/Desired Outcome/Level				
Progress Reporting Frequency				

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# Sample Intervention Summary (For both English and Spanish)

# Sample RTI Calendar

	Campus Leadership	Tier 1 Planning	Tier 2/3 RTI	Balanced Literacy
Summer	Review EOY Reading/STAAR Data. Set up Screener Schedules	Determine Priority for each individual and class	Identify students in need of additional supports using Istation, BAS, DRA, EDL, and STAAR Data	Balanced Literacy Training. Planning and preparation for Phonics instructions
1 <sup>st</sup> Week	Provide teachers with EOY Tier 2 and 3 iStation data	Plan Fundamental 5 into instruction.	iStation Data and DIBELS Screener	Running Records (All)
2 <sup>nd</sup> Week	Monitor iStation, BAS, DRA, and EDL assessments	Focus on planning, instruction, and assessment. Unpacking standards and Lead4ward	Begin intervention instruction with progress monitoring at the end of the week	Running Records (Tier 3)
3 <sup>rd</sup> Week	Leadership Team meets w/PLCs to review students receiving or in need of additional supports		Review students receiving or in need of additional supports. –Academic and/or Behavioral	Running Records (Tier 2 and 3)
4 <sup>th</sup> Week	Monitor Intervention Classes. Arrange training for anyone needing intervention PD			Running Records (Tier 3)
5 <sup>th</sup> Week				Running Records (All)
6 <sup>th</sup> Week	Istation Data Reviews w/PLCs	Istation Data Reviews. Adjust interventions based on needs	Review progress data and adjust as needed	Running Records (Tier 3)
7 <sup>th</sup> Week				Running Records (Tier 2 and 3)
8 <sup>th</sup> Week				
9 <sup>th</sup> Week	District Assessment Data Review w/vertical teams and PLCs	Desegregate District Assessment Data to determine individual, class, and grade level needs	Align assessment data to intervention strategies for student needs. Evaluate priorities and vertical needs	

# Professional Learning Communities (PLCs) Role

PLCs are teams comprised of educators who share curricula, evaluate data, and take responsibility for student learning. Generally, these teachers teach the same grade level, subject, and/or course. Each teacher in the PLC has the following responsibilities in the RTI process:

- Define essential student learning outcomes
- Provide highly effective Tier 1 instruction
- Assess student learning and the effectiveness of the instruction
- Identify students in need of Tier 2 supports and provide them with the additional time and support
- Take responsibility for Tier 2 supplemental interventions for students who have failed to master the essential standards and document their interventions and progress in Frontline.
- Meet at least every two weeks to review progress of individual students identified as Tier 2 and 3
- Refer students not making progress to the Student Support Team (SST)
- Assure that essential question #3 is addressed (

## **Student Support Team (RTI Team)**

The school leadership team takes a broad view of the school's efforts to ensure high levels of learning for every child. The role of the Student Support Team (SST) is to focus on the specific needs of students in need of Tier 3 intensive support. Students at this level often struggle with academic difficulties, excess absenteeism, behavioral concerns, or a combination of these factors.

The primary purpose of the Student Support Team (SST) is to focus on the individual needs of the most atrisk students at the school:

- Diagnose the cause(s) of the student's ongoing struggles
- Determine the specific learning needs of each student
- Coordinate the efforts to meet the needs of the student
- Determine the appropriate intervention to meet the need
- Frequently monitor the student's progress to measure desired outcomes
- Revise interventions when not achieving desired outcomes
- Implement district procedures to identify students with educational need
- Foster early intervention
- Be objective, consider all factors to determine the root cause of problems

The Student Support Team (SST) is composed of administrators, teachers, counselors, and support staff to work as team to analyze data and select alternative strategies to assist students.

Parents are essential to the success of the SST. Their participation with the SST helps to create a collaborative partnership between the professional staff and parent to lead to successful results for the student. The parents input ensures the team has a more complete and balanced profile of the student.

The campus personnel have a responsibility to utilize all available resources and to follow through with any plans that are put into place. Interventions do not replace good instruction. High quality instruction is paramount to the success of student learning.

When a student makes sufficient progress and/or accommodations are no longer needed, the SST may dismiss the student from the RTI process or move to a Tier 1 support. Records of the process are kept in Frontline. If the team has sufficient evidence that the student may have a disability, they should determine whether a referral to 504 or Special Education is necessary. When a student has an obvious severe disability a delay in referring the student to special education or other supplemental or support service would be a detriment to the student, the SST may bypass the RTI process. The reason for bypassing this process must be clearly documented in the SST recommendations in Frontline.

The Texas Commissioner's SBOE Rule 89.1011 states:

Referral of students for a full individual and initial evaluation for possible special education services must be a part of the district's overall, general education referral or screening system. Prior to referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial; remedial; compensatory; response to evidence-based intervention; and other academic or behavior support services. If the student continues to experience difficulty in the general classroom after the provision of interventions, district personnel must refer the student for a full individual and initial evaluation. This referral for a full individual and initial evaluation may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student.

While the law states the district should have a pre-referral or screening stem for students experiencing difficulty in the general education setting, specifically in reading, math, and behavior. SST is NOT intended to be the pathway or the gate for special education services.

# **Membership of the Student Support Team**

The team comprised of staff who are knowledgeable about the student and educational/behavioral intervention strategies available to help the student. Membership of the team may vary depending on the specific need of the student. The administrator and referring teacher(s) should always be a part of the SST meeting. Parents should be invited to participate in the meeting. The campus administrator acts as the chair for all proceedings.

- 1. Before a referral is made of students not identified though a universal screener process, Tier 2 interventions must be attempted with fidelity and adequate progress monitoring data
- 2. The SST should include the following:
  - a. Campus Administrator
  - b. Referring teacher, and at least two of the following participants
    - General education teacher

- Counselor
- Lead teacher
- Department chair
- Subject specialist
- Academic coach
- Central office personnel
- Interventionist
- ESL/Bilingual teacher
- Special education teacher
- Diagnostician/Speech Therapists
- Other appropriate personnel
- c. Parents/guardians should be invited to participate in all SST meetings regarding their child. Senate Bill 1153 requires school districts to notify parents when their child is receiving assistance, which may include intervention strategies, due to learning difficulties. Intervention strategies are those strategies in a multi-tiered system of supports which includes RTI. (Refer to the Senate Bill 1153 Notification to Parents).
- d. Each school shall include the following steps in the SST process:
  - Identification of learning and/or behavior problems
  - Evaluation of data
  - Development of strategies and/or targeted interventions
  - Communication of strategies and/or targeted interventions to the appropriate personnel
  - Continuous monitoring and evaluation
  - Entry of all documentation into Frontline

# **SST Leader Roles and Responsibilities**

It is the responsibility of the campus administrator to ensure the fidelity to the SST process and ensure that all staff member understand the process and provide appropriate training.

#### SST Leader:

- Maintain accurate documentation and records using Frontline
- Notify parents and SST members of meetings
- Develop procedures to distribute appropriate SST information to the appropriate team at the beginning of the year or after a meeting
- Request relevant medical information or evaluations

#### Referring Teacher:

Make parent contact prior to referral

- Collect student work samples and data
- Develop student profile data
- Complete referral in Frontline
- Provide documentation of previous Tier 1 and 2 interventions
- Implement interventions
- Monitor student progress and maintain accurate data

#### Support Team Members

- Collaborate with team members
- Share and discuss teaching strategies to help struggling students
- Provide additional student information or data
- Implement interventions and track student progress as determined by the SST

# **Questions to Guide SST Interventions**

Purpose: The team should ask clarifying questions in order to analyze the data and develop a hypothesis to guide future intervention planning (e.g., skill deficit, function of behavior). The following questions may be used to help prompt discussion with your team.

#### **Consider the secondary intervention**

- Did the student receive a secondary intervention?
  - o Was the secondary intervention evidence-based?
  - Was the secondary intervention an appropriate fit for the student, given skill deficits and/or function of behavior?
  - Was the intervention delivered with fidelity? (Did any factors prevent the student from receiving the intervention as intended?)
  - o How frequently and by whom was it delivered.

#### Consider student needs and background information

- Does the student have an IEP or S504 Plan? Is the student an English language learner?
  - o If so, be sure the team is aware of the student's accommodations and present levels of performance.
- Has the teacher communicated with the student's previous teachers and parents to get a better sense of his/her performance?
- What previous interventions or supports has the student received? How has he/she responded to these interventions or supports?
- Does the data warrant a referral to special education, given the district's policies?

#### Consider contributing behavioral factors

- What does the team believe the student is trying to accomplish with the behavior? (What is the function of the behavior?)
  - o Avoid or escape something (e.g., difficult task or social interaction)
  - o Gain or obtain something (e.g., attention or stimuli)
- Consider the ABC's
  - o Antecedent
  - o Behavior
  - o Consequence
- Is the student motivated or engaged in the current intervention?
- What motivates or engages the student?

#### Consider contributing academic factors

- What specific skill deficits may be contributing to problem?
- Are the academic tasks on the right level for the student?
- Are progress monitoring data being collected at the appropriate level, or is the assessment too difficult?

#### **Consider other contributing factors**

- What other factors may be contributing to the problem? (Home life, health, vision, hearing, absences, behavior, etc.)
- Are behavioral and academic struggles related?
- What conditions affect the problem? For instance, does the problem occur in a particular setting or at a certain time of day?

# Response to Intervention Implementation Checklist

# Planning

	Determine members of Campus Leadership Team (CLT)
	Determine members of Student Support Team (SST)
	Determine members of PBIS Team
	Assign a member of the CLT or SST to each PLC that will meet during the RTI/PLC time
	Develop campus dates/schedules for BOY, MOY, EOY screeners (iStation, BAS, DRA, EDL)
	Set administrative data review dates for iStation and guided reading binders
	Set administrative review dates for district assessments
	Interventions is schedules into master schedule each day and monitoring schedule established
	Schedule RTI PLCs
	Schedule dates for vertical PLCs/meetings
	Schedule consistent dates for SST Progress/New Referral reviews
	Schedule PBIS Team meeting dates
	Add campus resources to the RTI Pyramid of Supports
	Develop a process to add new students enrolled to the campus that do not have EOY data to identify needs prior to start of school year.
Assess	sment
	Complete screening (BOY, MOY, EOY)
	Informal diagnostic screeners in between universal screening dates (iStation, BAS, DRA, EDL, Dibels)
	Progress monitoring is completed on all intervention students on a scheduled basis depending on the
	tier (running records, Dibels, Istation)
	Documented progress monitoring data maintained to show student's rate of improvement
	Campus routines of how and when to collect data
	Documentation is systematic and maintained in Frontline for students receiving interventions for RTI
	Administration regularly reviews updated data and reports regularly to staff
Data .	Analysis
	Teachers use universal screeners and cut scores to identify students in need of intervention
	Teachers analyze data points (iStation, DRA, BAS, EDL, running records, Dibels, district
	assessments, STAAR, Lead4ward Quintile reports, observations) to look for patterns and trends to
	determine intervention placement and instructional decisions
	Data is analyzed after each progress monitoring or assessment cycle
	Administrators regularly review data with teachers and in weekly PLCs
	Develop AIP for students not meeting the standard on grades 3-8 STAAR (SSI for 5 <sup>th</sup> and 8 <sup>th</sup> required)

# Grouping

	Teachers place students in skill groups to address deficits evidenced by data
	Each student and group has a focused instructional goals to address the specific needs
	Students are grouped by reading level to build reading skills at the appropriate pace and skill level
	Teachers review data regularly to adjust intervention groups, strategies, and monitoring.
Interv	rention Instruction
	Appropriate materials or programs are selected that support the teacher in providing targeted
	instruction
	Instruction is explicit and systematic
	Effective modeling is evident with the gradual release model (I do, we do, you do)
	Intervention goals, strategies, roles, and progress monitoring are documented
	Frequent progress monitoring occurs and is documented
	Process for identifying students that have not met standard on STAAR is in place for AIP.
	Interventions are matched to the student's needs and vary in frequency and intensity
	Student progress is reviewed to adjust duration and intensity of interventions as needed.
	Students needing accommodations must have documentation and sufficient data in Frontline
	Checklist for SST Meeting/RTI
	PLC Meeting/framework (How, What, Who, When)
	Pre-Referral Form

# **Pre-Referral Meeting Background Form**

**Directions:** The referring teacher should complete this form and submit it to the facilitator at least one week before the initial meeting.

Team Information					
Teacher completing form:	Teacher completing form: Date:				
Service providers (list names and r	oles):				
	Student Information	on			
Student name:	Parent/guardian:		Parent/guardian contact info:		
			~ .		
Teacher:	Is the student part of NC	II's	Grade:	DOB:	
	tracking sample?				
IEP or 504 plan?	If the student has an IEP	or 504	Is the student	Has the student	
	plan, has the case manag	er been	an English	had a recent	
If the student has an IEP or 504	invited to the meeting? _		language	hearing and	
plan, who is the case manager?			learner?	vision	
	-			screening?	
Has there been consistent commun	ication with the	If the refe	rring tooghar is n	Results?	
parent/guardian?			ferring teacher is not the general ; has there been consistent		
parenoguardian.			cation with the cla		
Will they attend the meeting?			eneral educator?		
		Will they	attend the meetin	g?	
	Current Support	S			
Content area	Describe current supports a		ntervention/suppo	ort (if applicable).	
(check all that apply)					
☐ Reading					
☐ Mathematics					
☐ Behavior/social skills					
□ Other					

(Complete this section for each in		ntervention Program		en nreviously attempted )
Description of intervention progra		primary area of con-		ion provider:
Minutes per session:	Sessions p	per week:	Group size:	Setting:
Intervention implementation conschallenges or barriers prevented tabsences)?			en delivered as	
Progress-monitoring tool or meas unit or type of score, such as word frequency tallies of behavior):		Frequency of pro monitoring:	gress	Goal (must be quantifiable):
Is the student on track to meet the	e goal?	Progress monitor (Attach graphed		le.)
How is the student performing re	lative to others i	n the intervention g	group? Describ	e.
(Describe student performance		erformance Summa tent areas only, inclu	•	and areas of concern.)
Content area (check all that apply)		Description of str	engths and cha	llenges:
□ Reading □ Mathematics □ Behavior/social skills □ Other				
Describe motivators/preferences:				
	Studen	nt Data Summary		
Hypothesized skill deficit or funct		<u> </u>	provide releva	nt documents):

Current Intervention Program				
(Complete this section for each in	tervention in the pr	imary ared	g of concern that has been p	previously attempted.)
State or district standardized assessment scores:	Behavior data from district data system office disciplinary referrals [ODRs] current year or hoDR data):	em (e.g., y from	Attendance for current year (and historical data when applicable):	Current grades:
Work samples that illustrate area (diagnostic or formative assessme (List the attached documents.)		Screening each are	g data (including student a):	score and norm in

# **RTI Meeting Checklist for Administrators**

	Schedule of meeting
	Sign-in Sheet
	Student Success Team in Attendance
	List of students that will be seen
	Frontline RTI program ready for
	documentation
	Interventions/materials ready
	Parents of students being addressed
	notified of the
	meeting
	Coverage for teachers that are going to
	be seen.
RTI	Meeting Checklist for Teachers
	Student data ready to present (BOY, MOY, EOY, STAAR/EOC, TELPAS, Reading Levels
	(DRA/EDL/BAS) ect.
	List of interventions and strategies used and documentation of whether or not they worked complete
	with date
	Dissipling referreds attended as reports on other degree that will half accommittee and described the
	Discipline referrals, attendance reports or other documents that will help committee understand the
	student (if applicable)
	Devent les of actifications of out to feet account
	Parent log of notifications about student concerns
_	
	CISD RTI Letter sent home to notify parent about student being placed/considered for RTI
_	
	Progress Monitoring documentation

# **Process of RTI Meetings**



# RTI during PLC's

- As teachers have concerns of students who are falling behind, teachers should address these students during PLC to gather ideas and interventions that others are using to put in place for their students.
- One of the PLC's during the month should be dedicated to RTI. Make sure you are addressing Essential Question #3. What do we do when the students don't learn the material.
- Minutes of students being addressed and strategies of interventions that were put in place should be documented.
- These PLC's should be the first line of defense when suspecting that there are students who are not reaching grade level proficiency. During this time teachers should be able to talk about social/emotional issues, language barriers or other concerns that their students are experiencing to assure that these are not the reason for failing or reaching proficiency.

### **RTI Meeting during PLC**

- 1. As a grade level, teachers bring data of students who they feel are not achieving grade level proficiency. Teacher discusses concerns and possible solutions based on what other teachers are using to address these issues.
- 2. Grade level rep or scribe take minutes to document potential Tier 2 students during PLC discussions.
- 3. Teacher gets a copy of the minutes to present to SST if required to initiate Tier 2 support.
- 4. Question #3 may be discussed at any time during PLC meetings.
- 5. Students may be discussed at any time the grade level is together.

# **Transition from PLC to RTI Meetings**

- Once it has been determined that classroom strategies and interventions given by teacher or during PLC are not obtaining desired results, teacher then need to start the process to meet with the SST to explore further help in addressing the students who are not at grade level proficiency.
- Teacher need to start documentation process in Frontline by going to RTI Module TIER 2 and begin by adding the student. In this area teacher will be asked to document student's strengths and weaknesses, effective teaching strategies that have been used and implemented and learning preferences

#### **Setting up your RTI Meetings**

- **Schedule-** Make sure to have your RTI Meeting scheduled in your calendar. These meetings are as important as ARD's, 504 and LPAC. (Please send me a schedule of meetings so that I have the opportunity to attend).
- Set-Up

Sign-in Sheets

Student Success Team in Attendance

List of students that will be seen

Frontline RTI program ready for documentation

Interventions/materials ready

PLC RTI Minutes

Parents of students being addressed notified of the meeting

Coverage for teachers that are going to be seen.

# **Running the 1st Meeting**

1. Teacher comes in and brings all data pertaining to the students that will be discussed who are TIER 2 or are in danger of falling to TIER 2

Data can include the following:

EOY Data (BAS, DRA/EDL, iStation, System 44, ect.)

STAAR Scores/EOC

**TELPAS Scores** 

Attendance

Discipline Referrals

Other data deemed important that can or has impacted the

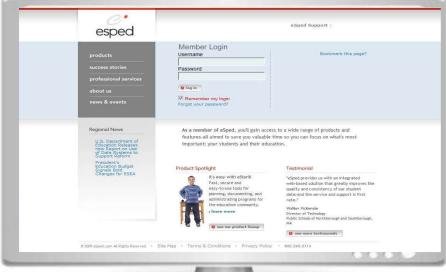
student's academics/behavior (death in family, legal issues ect.)

- \* Most important data is teacher knowing his/her kids
- 2. Teacher goes over data and interventions already in place with SST and together determine what the next step will be.
- 3. As a team, a plan is formulated on how the area of need is going to be addressed for the students.
- 4. SST collaboratively with teacher look and find strategies that will help address the area of need.
- 5. Plan and information will be documented in Frontline (RTI)
- 6. Team establishes a timeline of when progress monitoring for the interventions given will occur and set it on the calendar.
- 7. Teacher goes back and implements strategies/interventions and documents results of improvement or lack of improvement.
- 8. Teacher prepares for follow-up meetings by bringing all documentation of implementation of strategies/interventions and results.

# **Follow-Up Meetings**

- 1. Once students have been identified as Tier 2 students, teacher and SST will continue to meet every (3, 6, 9 Weeks) to check for progress monitoring. Once it is determined that students are on track, they will be dismissed from RTI.
- 2. If students continue to fall behind, student will then be moved to Tier 3 and the process of documentation starts over again.
- 3. If Tier 3 interventions/strategies do not help the student, then a Referral for 504 or Special Ed Testing will be initiated.







# TEXAS RTI Applications

# **Table of Contents**

- Login and Navigation
- Tier Applications
- Records Review
- Special Ed and Service (with 504) Referral
- Reports and Archive Manager

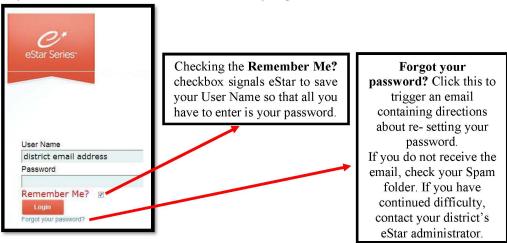
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# Login and Navigation esped

- 1. Go to tx.esped.com
- 2. Select Member Login



3. ENTER your email address in the User name box; ENTER your password.



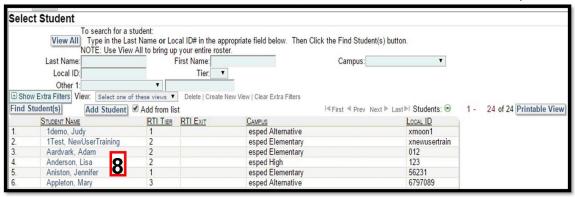
4. This brings you to the Post-Login screen, with a list of applications in the gray bar at left. CLICK on the application name to enter that application and open a new window.



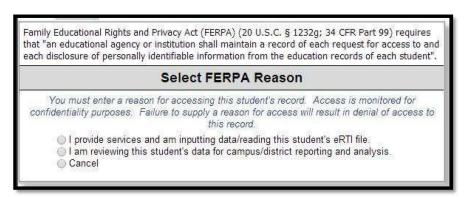
# **Login and Navigation**



- 5. Follow district procedures to ADD student to Tier 1. This is usually done by adding from the list that contains all students in the district and is synced with the district's Student Information System. This will add the student and biographic/demographic data. For instructions on how to ADD students, see the New User Training Document.
- **6.** The first screen allows you to SELECT the student by choosing from the list below, or using the filters to search for a name. Note the data that is available from this screen, which includes the RTI Tier level and exit day.



- 7. CLICK on a name to enter a student's electronic record.
- 8. On the next screen, SELECT the appropriate FERPA Reason. This shows right of access and starts the Audittrail.

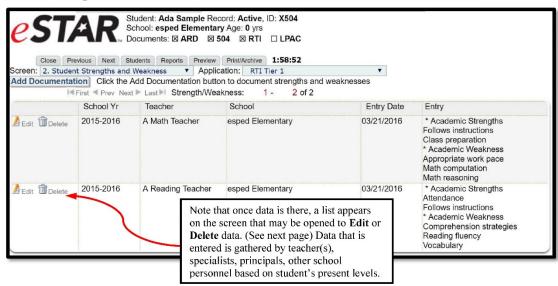


9. Once in Tier 1, User will find screens to ENTER data for Strengths and Weaknesses, Effective Teaching Strategies, and Learning Preferences; as well as document Parent/Guardian Contact.

# Tier 1 esped

#### TIER 1

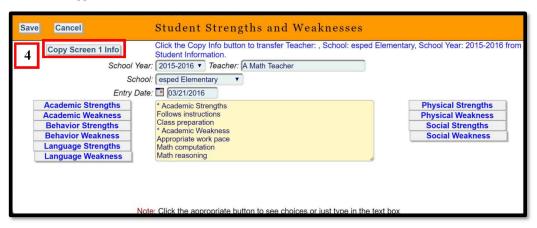
- 1. The Status of RTI is in two parts:
  - a. **Tier** number; this should be CHANGED each time a student has a change in Tier level of services. If you try to navigate away from this screen when the Tier is blank, you will get this message to remind you to ENTER a Tier Level number.
  - ENTER a Tier Level number. student is only considered in the b. RTI Status can be specific to the kind of interventions being provided. TI program if one of the RTI Tier This RTI Status has a table in Admin RTI, for district customization. evels is chosen. o you want to choose a Tier leve Save Close Previous Next Students Reports Preview Print/Archive 1:58:02 Screen: 1. Student Information ▼ Application: RTI Tier 1 Tier: 2 • RTI Status: Academic b a If you are creating a Tier 1 entry for this student, make sure to complete the following: "Tier 1 Current Start Date and "Teacher/Staff Member. Completing these \* fields allows you to copy them to other screens without the need to retype. The Initial Start Date is the date the student was originally placed into Tier 1, the Current Start Date is the date of your current Tier 1 entry, and the Exit Date is the date the student was removed from the RTI process, if applicable. Tier 1 Initial Start Date: \*Tier 1 Current Start Date: III RTI Exit Date: Exit Reason: \* Teacher/Staff Member: This area can be COPIED ▼ ID#: 1111111 ▼ School of Enrollment: esped Elementary to screens throughout the School Year: 2015-2016 ▼ Tier applications
- \*\*There is information at the bottom of this screen that is pulled from your **Student Information System.**
- 2. Screen 2 Strengths and Weaknesses: CLICK Add Documentation button to add data to the file.



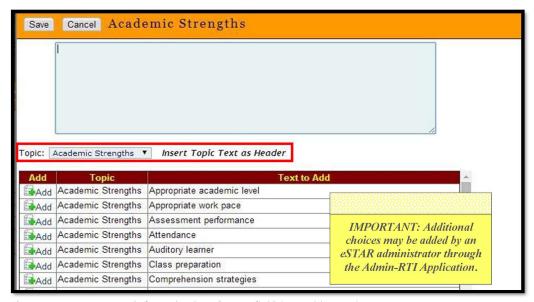
# Tier 1



3. This screen appears to document information about the student.



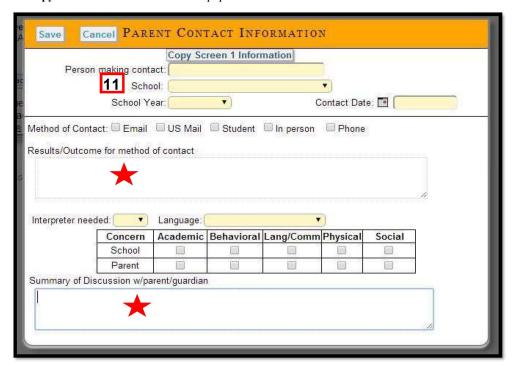
- 4. CLICK Copy Screen 1 Info which will auto-populate this area.
- 5. SELECT one of the areas of **Strengths** or **Weakness** and CLICK to open the next screen.



- **6.** There are 2 ways to enter information into the text field (Large blue area)
  - a. CLICK in the Text field and TYPE data;
  - b. SELECT data from list and CLICK **Add** to the left of desire data. To add a section header, CLICK on **Insert Topic Text as Header**.
- 7. CLICK Save in the upper left corner to return to the Strengths and Weaknesses screen
- 8. Repeat until all Strengths and Weaknesses are documented.
- 9. Use the same *navigational techniques* to complete Screens 3. Effective Teaching Strategies and 4. Learning Preferences.

# Tier 1 esped

- **10.** COMPLETE Screen 5. Summary of Parent/Guardian Contact. CLICK Add Documentation to open the box below. ENTER documentation of parent/guardian communications.
- 11. CLICK Copy Screen 1 Info which will auto-populate this area

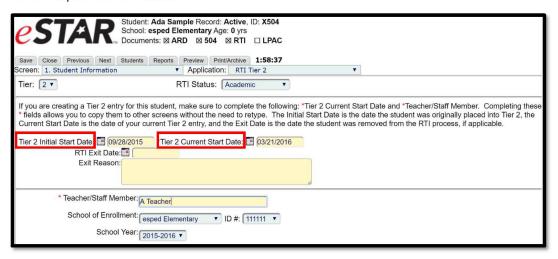


- 12. ENTER information regarding the contact. CLICK in the 2 text fields to provide details of the communication.
- 13. CLICK **Save** when finished to return to the screen. The **Parent Contact** screen is duplicated in Tier 2 and Tier 3 and their respective Follow-up applications.

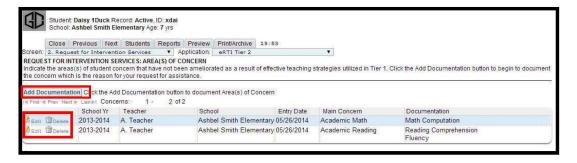


#### TIER 2

In the Student Information screen, follow the same navigational techniques used in RTI Tier 1 to enter data.
 ENTER the pertinent Tier 2 dates.

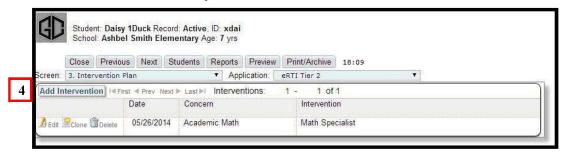


COMPLETE Screen 2—Request for Intervention Services by following the same navigational techniques
used in RTI Tier 1 screens. CLICK Add Documentation to open the sub-screen and ENTER information
regarding the student.

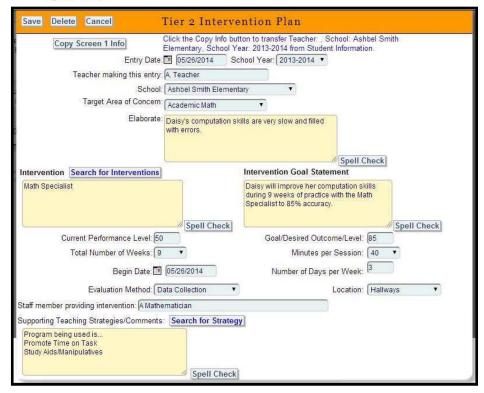




- Screen 3. Intervention Plan This screen will list any current or past intervention plans. The list of
  plans is cumulative and can be accessed across applications.
  - CLICK Edit to modify an existing plan.
  - CLICK Delete to remove a plan.

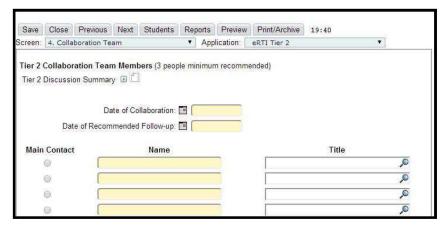


- 4. CLICK Add Intervention to open the sub-screen and develop an Intervention Plan.
  - Multiple plans can be created to address multiple concerns.
  - Use the text fields and drop-downs to create the plan. In order to use the progress monitoring graph tool in the **Tier 2 Follow-up** application, the Intervention Goal and corresponding fields must be precise and measureable.
  - Many of the fields on this screen can be customized by each district, including the Intervention List, in Admin-RTI.





Screen 4. Collaboration Team – ENTER discussion notes in the text field by clicking on the icon and typing.
Use the Calendar icon to enter the dates and the text fields to document names/titles of Team Members.



6. Screen 5. Summary of Parent/Guardian Contact- follow the same navigation techniques as in RTI Tier 1.

Reporting can be done for each Tier – Information about creating and archiving reports is at the end of this document.

#### TIER 2 FOLLOW-UP—THERE ARE FIVE SCREENS IN THIS SECTION.

- 1. Screen 1. Student Information same as in previous areas.
- 2. Screen 2. Intervention Progress- this screen is used for progress monitoring and documenting any areas of intervention that have been implemented.
  - a. CLICK Delete to delete the plan. Caution: this will delete the plan from all Tiers.
  - b. CLICK Edit to enter the Intervention to document progress. This will open a subscreen.



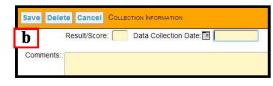


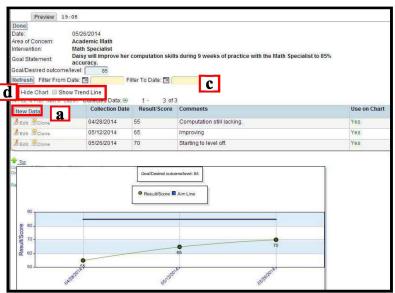
- 3. ENTER data in the fields to document progress.
  - a. CLICK New Data to enter progress data to be included on the line graph. CLICK Clone on existing data as short cut for data entry.

b. A sub-screen will open. ENTER score and date.

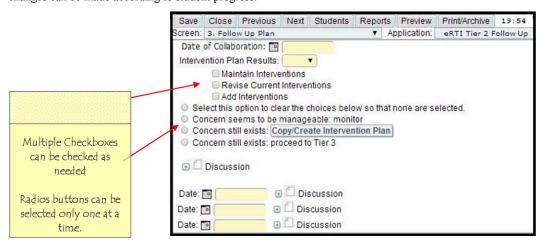
Comments are optional. Repeat until all data are entered.

- Filter from Date and Filter to Date fields are to control what data point will be included on chart.
- d. Check Show Trend Line if that is desired and CLICK Show Chart (which will change to Hide Chart) to make chart open in bottom of screen.





**4. Screen 3. Follow-up Plan** – This screen is used to document the next step in the plan. This same screen is used for up to 4 different follow-up plan meetings. The Copy/Create Intervention Plan button takes you to the plans so that changes can be made according to student progress.



- 5. Screen 4. Collaboration Team (duplicate of previous Tiers) ENTER appropriate data.
- 6. Screen 5. Summary of Parent/Guardian Contact, (duplicate of previous Tiers) enter appropriate data. The Team Discussion Summaries will help with this documentation.

# Tier 3 and Tier 3 Follow-Up

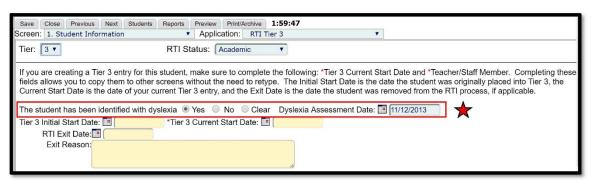


#### **Tier 3-** repeat of Tier 2 screens

4 screens- Student Information, Intervention Plan, Committee Members and Summary of Parent/Guardian Contact. All 4 are similar to Tier 2 screens. Data should be ENTERED on each of those screens as required.

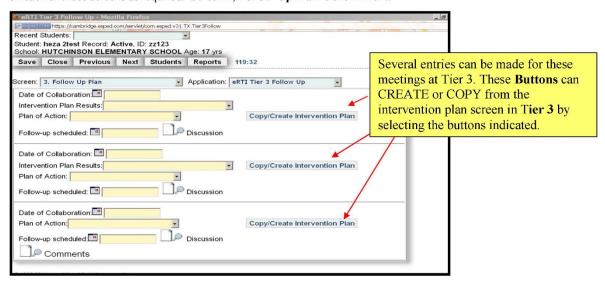


The only difference in Tier 3 applications is the inclusion of a line to track dyslexia identification and date.



#### Tier 3 Follow-Up - it has 5 screens.

Those screens are: 1. Student Information, 2. Intervention Progress, 3. Follow-Up Plan, 4. Collaboration Team, and 5. Summary of Parent/Guardian Contact. Screens 1, 2, 4, 5 are similar to previous Tiers. Data should be ENTERED on each of those screens as required. Screen 3, Follow-Up Plan is shown next:



#### **RTI Records Review**



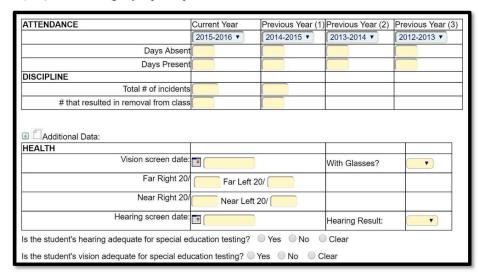
#### **RTI Records Review**

This application provides a structure to gather data about a student's personal and educational background. It provides a base of information on the student's current level and may provide insight to the source of the educational struggles. This is for gathering information both at the beginning of the intervention process, and when a Special Education referral is indicated. Districts can choose to limit access for read-only, or only certain screens for service providers like Nurses.

There are six screens: Student Information; Attendance, Health and Discipline; Culture and Education; State Assessment (2 Screens); and Contact Information.

Student Information screen – same as in the individual Tier applications

Attendance/Heath/Discipline – data on the student's attendance and discipline history over a 4-year time period can be documented and analyzed to look for patterns or trends. There is an area to DOCUMENT visual and hearing screen results. Any of this data may be populated directly from the district's Student Information System (SIS) with the Nightly Update process.

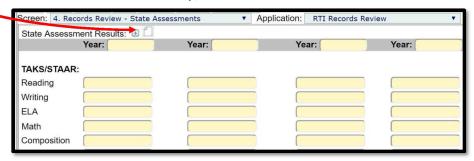


**Culture and Education-** This data can be entered by a staff member, or may be populated directly from the district's Student Information System (SIS) with the Nightly Update process.

#### **RTI Records Review**



**State Assessment (2 Screens)-** these can contain data over a 4-year time period on STAAR, TELPAS, as well as for fluency. If the STAAR grid is not filled, a snipped image of the assessment history can be ADDED to the text field at the top of the first State Assessment screen. For instructions on how to Add Images in rich text fields, see the NEW USER Training Document. On the second Assessment screen, there is also a chart area that can be populated with data from other assessments. There are 2 text boxes that can be used to include a narrative or list of more data. Lastly, there is a section for data on ELL students.



The **Contact** screen data is tied to the Nightly Import process from the district's Student Information System (SIS). If there are any errors, do not change in eStar; see the person assigned to enter data in the SIS. There are up to 6 contacts available.

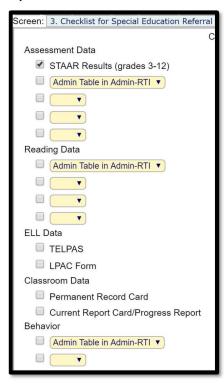


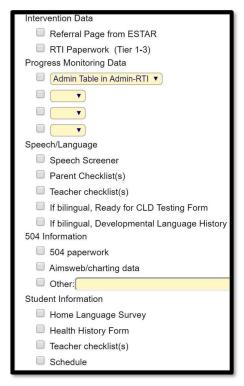
# **Special Ed and Service (with 504) Referral**



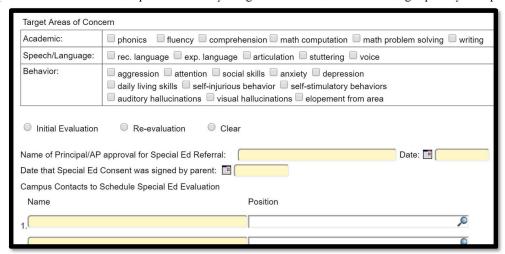
#### **Special Education Referral**

After the initial Student Information screen, the second screen has a checklist for gathering the appropriate data when a referral to Special Ed is indicated.





The bottom half covers areas of concerns, including Notes box, and fields to pass on to the Special Ed Staff. Once completed it can be shared with Special Ed staff by using Document Share or the emailing capability in Reports.



# **Reports and Archive Manager**



#### Reports

A report of the RTI documentation can be CREATED for each individual Tier or a summary report that will include all Tiers. Records Review, Special Education Referral, or Service Referral can also be CREATED separately or multi-selected to print with one or all Tier reports. Those created reports can then be PRINTED or ARCHIVED, which means filed, in the Archive Manager application.

See the eStar **New User Guide** for directions on how to use the Reports or Print/Archive report sub-application to create, print, and archive documents.

#### **Archive Manager**

This application is the electronic file that serves as the digital RTI folder. It is a *cloud-based document storage* option that can hold all reports created within the RTI applications, as well as any other electronic or scanned document, such as an Assessment History, work sample or parent letter. It is simple to UPLOAD outside documents, images, and audio or video files so that they are all accessible, organized, and secure.

See the eStar **New User Guide** for directions on how to use the Archive Manager to file documents, as well as to Upload outside files.

# Update Notice

# eSTAR RTI

To: eSTAR Administrators From: Frontline Education Subject: RTI Updates Release Date: 8/15/18

#### \*PLEASE DO NOT REPLY TO THIS EMAIL\*

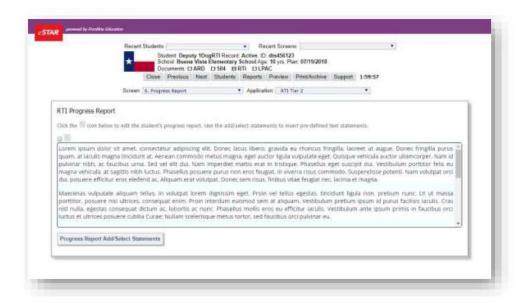
For questions, contact Support: 888-284-4205 or seiestarsupport@frontlineed.com.

#### **UPDATE SUMMARY**

- 1. RTI Progress Report Screen
- 2. Progress Report Editor
- 3. Progress Report Add/Select Statements

#### **UPDATE DETAILS**

#### **RTI Progress Reports**





To create send progress reports for students receiving interventions, you can access the shared Progress Report screen across the RTI applications. This will allow your staff to collaboratively create progress reports to inform parents of students' progress toward intervention goals.

#### RTI Progress Report Editor

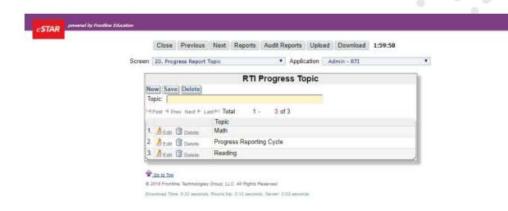
To edit a student's progress report, click the icon. This will open the RTI Progress Report Editor. This Editor supports rich text formatting.



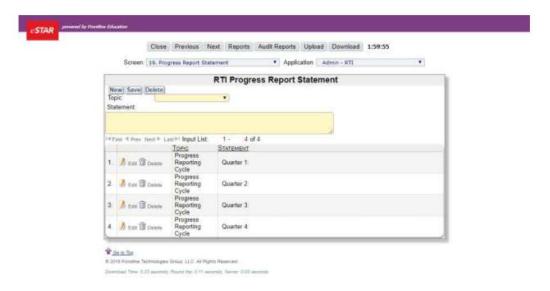
#### Progress Report Add/Select Statements

We have included the ability to use Progress Report Add/Select Statements to save time as users complete their progress reports. To create and update the available Add/Select Statements, users with access to Admin – RTI can edit Progress Report Topics and Statements.





The Admin – RTI > Progress Report Topic screen allows users to create the "Topic" or category of statements used in the Add/Select statements.

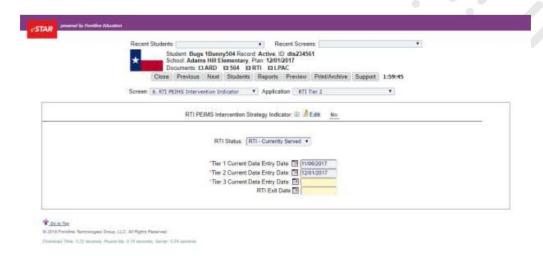


The Admin – RTI > Progress Report Statement screen allows users to create "Statements" for use in the Add/Select statements. The Topics are defined in the Admin – RTI > Progress Report Topic screen.

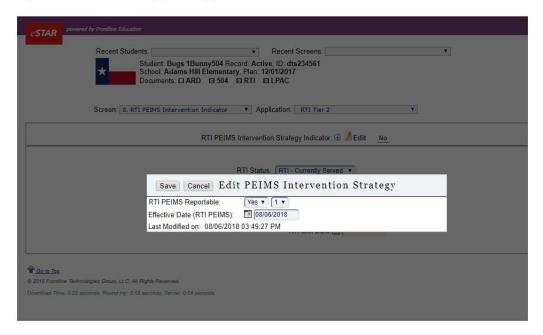
#### RTI PEIMS Intervention Indicator

To manage the new RTI PEIMS Intervention Indicator (E1602), a screen has been added to all tiers. This screen consolidates key information for a student's RTI Status, Tier Entry Dates, and RTI Exit date. This information can help to inform if and when to set the PEIMS Intervention Indicator.

9



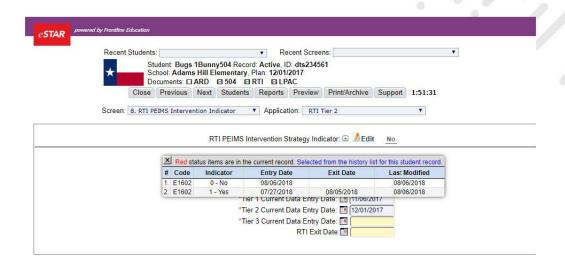
To set the PEIMS Intervention Strategy Indicator, select "Edit" at the top of the screen. Set the RTI PEIMS Reportable element as "Yes" (1) or "No" (0). Set an effective date for the element and save.



To view a history of the element, select the + icon.



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# **Update Notice**

### eSTAR RTI

To: eSTAR Administrators From: Frontline Education Subject: Upcoming Changes Release Date: March 26, 2019

#### \*PLEASE DO NOT REPLY TO THIS EMAIL\*

For questions, contact Support: seiestarsupport@frontlineed.com.

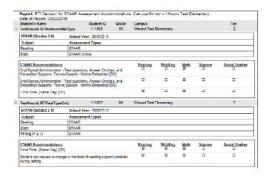
UPDATE DETAILS: STAAR Accommodations Report

**STAAR Accommodations Export** 

#### Admin - RTI Reports: RTI STAAR Accommodations Report

As you prepare for state testing, there is a new Admin - RTI Report entitled RTI STAAR Accommodations.

This report will allow you view test selections and RTI accommodations for students.



#### To generate the report:

- Go to the Admin RTI Reports application
- Select the RTI STAAR Accommodations report
- Choose the school from the "Campus/School" filter below the reports list (use other filters as needed)
- Select the "Create Report" tab to generate the report
- "Refresh" until the report status is "Done"
- Click the "View" tab



#### **STAAR Accommodations Export**

To help support the coordination of STAAR assessments and accommodations, we have added the "RTI STAAR ASSESSMENTS & ACCOMMODATIONS" export.

106.	Select	RTI PEIMS Export	System
107.	Select	RTI STAAR ASSESSMENTS & ACCOMMODATIONS	UserDef

#### To generate the export:

- Go to the PEIMS/CSV Export application
- Click "Select" next to the export name
- Click the Create " RTI STAAR ASSESSMENTS & ACCOMMODATIONS " Export tab (top left)
- Refresh until the status is "Done"
- View, and filter as needed

