West Oso ISD
2021-2022

Response To Intervention Handbook

Procedures and resources for serving all students

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Response to Intervention Introduction

Introduction

The purpose of the Response to Intervention Handbook is to provide guidance and resources for providing timely identification of and assistance to students who have difficulty meeting the standards of the core curriculum. This handbook is designed for campus and district staff, ARD Committees, and Section 504 Committees.

This handbook provides a framework for ensuring that ALL students' needs are addressed through:

- o Scientific Research-based Curriculum
- o Documented assessment
- o Progress monitoring
- o Appropriate instruction
- o Additional services as indicated

Response to Intervention is not a program and more than checklist to be completed. It is truly a means for ensuring that student success occurs on a daily basis.

"**Response to intervention** integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to 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." National Center on Response to Intervention, www.RTI4success.org.

History of RTI

In 1974, Congress enacted the Education for All Handicapped Children Act (Public Law 94-142), to support states and localities in protecting the rights, meeting the needs, and improving the results for infants, toddlers, children, and youth with disabilities. This landmark law has been updated about every five years, most recently in 2004.

IDEA 2004 permits the use of federal program dollars for students who are not specifically identified as having a learning disability. Of the money a school district receives under Part B of IDEA, a maximum of 15 percent may be used for "early intervention services" for

unidentified students. The law says these intervening services can include "professional development (which may be provided by entities other than LEAs) for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction" (IDEA, 2004). RTI was recognized in the 2004 reauthorization of the federal Individuals with Disabilities Education Act (IDEA) as one option that school districts can use to identify students with learning disabilities. The federal law states:

. . . When determining whether a child has a specific learning disability as defined in § 602 (29), a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning.

In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research- based intervention as part of the evaluation procedures. . . (P. L. 108-446 § 614(b)(6).

Through the 2004 reauthorization, IDEA now allows schools to develop an alternate system of identification, Response to Intervention (RTI), *as long as it is documented.*

RTI is a problem-solving approach to managing student learning. Utilizing progress monitoring of student performance and curriculum based measurements, student learning problems are framed around the specific area of learning breakdown. Designed to scaffold efforts to support learning, all students are expected to receive instruction in a broad array of instructional strategies within the general educational setting. Those students needing additional support are then identified as requiring a "second tier" of instruction, including more focused and intentional strategies to meet the needs of a smaller and more targeted audience. Should breakdowns continue to occur, students are eligible for even more intensive strategies and interventions.

RTI is sometimes referred to as Response to *Instruction* as decisions are constantly made about the unique individual responses to instructional delivery. This approach works to the benefit of all students within the classroom, because teachers are actively engaged in discovering the source of learning breakdowns. In the past, special education was seen as the only way students could receive help. If they do not meet special education requirements, those students

still fail in the classroom. RTI empowers teachers to troubleshoot problems that students are encountering, many times eliminating the need for special education referrals.

Features of the RTI approach have been around for more than 20 years. What has changed now is that the force of current federal law is creating a fundamental shift in instructional delivery, so as to provide a sound foundation for quality instruction for all students while also creating a systematic, data-driven process to determine students' specific learning needs. State law also requires intervention prior to referral (19 TAX 89.1011), that all districts provide a "general education referral or screening system. Students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial, remedial, compensatory and other services."

It is essential for general education to take the lead in providing evidence-based instruction, interventions, and accommodations to all students. Successful RTI implementation requires all educators to move beyond rhetorical slogans such as "all children can learn," to actual processes that can effectively identify learning breakdowns and provide tools for overcoming those barriers.

Response to Intervention (RTI)
Notice to be placed in campus handbooks:

In order to provide the most effective education for *all* children, the West Oso Independent School District utilizes a three-tier approach with varying levels of support beyond that used as the core curriculum. The process is called Response to Intervention (RTI) and is a school-wide, district-wide, three-tiered model for identifying and providing high quality instruction and early intervention to all students falling behind their grade level peers. As described in the Texas Education Agency 2008-2009 Response to Intervention Guidance document, the three tiers of the RTI process will ensure that appropriate instruction is used to address all students' needs:

Tier 1: Teachers use high-quality core class instruction aligned with the Texas Essential Knowledge and Skills (TEKS) in which about 80% or more of the students are successful. This tier is the crucial foundation of the RtI instructional model.

Tier 2: Students are identified for individual or small group intervention in addition to core class instruction. This level includes scientific research-based programs, strategies, and procedures designed and employed to supplement,
enhance, and support Tier 1 activities. District-established standard protocol matches appropriate intervention strategies to specific student needs. Tier 2 addresses the needs of approximately 10–15% of the students.

Tier 3: Students who have not responded adequately to Tiers 1 and 2 receive specific, custom-designed individual or small group instruction (designed using a problem-solving model) beyond the instruction in Tier 1. This level of intervention
is aimed at those students who have identified difficulties academically. Tier 3 addresses the needs of approximately 5–10% of the students.

Glossary of Commonly Used Terms

Acceleration – Interventions that are implemented to increase the speed at which students acquire skills.

Accommodation – Changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/test setting. Accommodations are designed to provide equity, not advantage, for children with disabilities. Accommodations 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.

Alternate Assessment – An assessment aligned with alternate achievement standards for children with the most significant cognitive disabilities designed by the state and required in lieu of regular statewide assessments, when determined necessary by the child's IEP team.

Assessment – Assessment is a broad term used to describe the collection of information about student performance in a particular area. Assessments can be formative or summative.

At Risk – A term applied to students who have not been adequately served by social service or educational systems and who are at risk of educational failure due to lack of services, negative life events, or physical or mental challenges, among others. (NCREL 2004)

Behavior Intervention Plan- A plan developed for children who are exhibiting behavioral difficulties that include targeted behaviors, intervention strategies, reinforcers and consequences, and a plan for collecting and monitoring data. Behavior Intervention Plans should include positive behavioral support.

Benchmark – A detailed description of a specific level of student performance expected of students at particular ages, grades, or developmental levels. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as "checkpoints" to monitor progress toward meeting performance goals within and across grade levels, (i.e., benchmarks for expected mathematics capabilities at grades three, seven, ten, and graduation.)

Baseline – An initial observation or measurement that serves as a comparison upon which to determine student progress.

Benchmark Assessments – Student assessments used throughout a unit or course to monitor progress toward learning goals and to guide instruction. Effective benchmark assessments check understanding and Response to Intervention application of knowledge and skills rather than recall; consequently, effective benchmark assessments include performance tasks. Benchmark assessments may involve pre- and post-assessments.

Benchmarks for Progress Monitoring – Measures that are used to determine student progress and to guide instruction. These measures may assess a specific skill such as correct words read per minute (reading fluency).

Comprehensive Evaluation – In-depth evaluation provided when there is suspect of a disability. It is conducted to determine if a student has a disability and to determine the educational needs of the student.

Content Descriptions – Content Descriptions describe how the standards set forth in the state's curriculum are assessed on the state-mandated assessments. Developed primarily for educators, each content specific document provides information about the content assessed and is based on the work of Texas teachers. The documents are organized by each content domain (groupings of similar content standards) that is reported for an assessment. Associated curricular standards are listed as well as associated concepts, skills, and abilities (e.g., the things students are expected to know and be able to do relative to each grade and domain). There is no hierarchy in the listing; each is of equal importance. Each state-mandated assessment (i.e., CRCT, GHSGT, EOCT) is designed to assess how well students know and are able to perform each of the various concepts, skills, and abilities for a specific content area at their grade level or at the end of a course. The Content Descriptions are in no way intended to substitute for or supplant the curriculum. They supplement the curriculum by providing more

descriptive information about how content will be assessed. Furthermore, the Content Descriptions do not suggest when concepts and skills should be introduced in the instructional sequence; rather, their purpose is to communicate when and how concepts and skills will be assessed via the state-mandated assessments.

Content Standards – Content standards are broad statements of what students should know and be able to do in a specific content area. They state the purpose and direction the content is to take and are generally followed by elements.

Curriculum-based Assessment – An informal assessment in which the procedures directly assess student performance in targeted content or basic skills in order to make decisions about how to better address a student's instructional needs. Response to Intervention:

Data-based Instruction – An instructional approach in which student performance data is used to assess the effectiveness of the instruction and to make changes in instruction based on the data.
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Differentiation – Differentiation is a broad term referring to the need of educators to tailor the curriculum, teaching environments, and practices to create appropriately different learning experiences for students. To differentiate instruction is to recognize students' varying interest, readiness levels, and learning profiles and to react responsively. There are four elements of the curriculum that can be differentiated: content, process, products and learning environment.

Eligibility Team – A group of qualified professionals and the parent of the child; members determine whether the child is a child with a disability and they determine the educational needs of the child.

English Learner (EL) – Refers to students whose first language is other than English and whose command of English is limited. The term is used interchangeably with limited English proficient.

Evaluation – The process of making judgments about the level of student understanding or performance.

Feedback – Descriptive comments provided to or by a student that provides very specific information about what a student is/is not doing in terms of performance needed to meet identified standards/learning goals.

Fidelity – Fidelity refers to the provision or delivery of instruction in the manner in which it was designed or prescribed. Other related terms to fidelity are intervention integrity or treatment integrity which often refers to the same principle.

Flexible Grouping – A type of differentiation in which students are organized into groups based on interests and/or needs. Groups are not static and teachers use data to establish and modify the composition of the student groups.

Fluency – The ability to read a text accurately, quickly, and with proper expression and comprehension. The ability to automatically recognize conceptual connections, perform basic calculations, and apply appropriate problem- solving strategies.

Formative Assessment – A formative assessment is an evaluation tool used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and progress toward mastery. Formative assessments diagnose skill and knowledge gaps, measure progress, and evaluate instruction. Teachers use formative assessments to determine what concepts require more teaching and what teaching techniques require modification. Educators use results of these assessments to improve student performance. Formative assessments would not necessarily be used for grading purposes. Examples include (but are not limited to): pre/post tests, curriculum based measures (CBM), portfolios, benchmark assessments, quizzes, teacher observations, teacher/student conferencing, and teacher commentary and feedback.

Frameworks – Frameworks are intended to be models for articulating desired results, assessment processes, and teaching-learning activities that can maximize student achievement relative to the TEKS They may provide enduring understandings, essential questions, tasks/activities, culminating tasks, rubrics, and resources for the units.

Functional Behavior Assessment – A problem-solving process for addressing student behavior that uses techniques to identify what triggers a given behavior(s) and to identify interventions that directly address them.

Gifted Student – A gifted student is a student who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

Guidance – Information provided to the student about what to do next, including steps or strategies to try in order to improve and progress toward identified standards/ learning goals.

Individualized Education Program (IEP) – A written document that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability. A written statement for a child with a disability that is developed, reviewed, and revised in accordance with IDEA 2004.

Individualized Education Program Team (IEP Team) – Individuals who are responsible for developing, reviewing, or revising an IEP for a child with a disability.

Interventions – Targeted instruction that is based on student needs. Interventions supplement the general education curriculum. Interventions are a systematic compilation of well

researched or evidence-based specific instructional strategies and techniques

Modifications – 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. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

Organizing Framework – An organizing framework guides teachers as they plan for instruction ensuring that all standards are addressed and achieved by the end of the year.

Performance Levels – A range of scores that define a specific level of performance as articulated in the Performance Level Descriptors. Each student receives a scale score and a performance level designation (e.g., does not meet standard, meets standard, or exceeds standard) when assessed on a state-mandated assessment. The Performance Level and Performance Level Descriptors provide more meaning to the scale score.

Performance Standards – Performance standards provide clear expectations for assessment, instruction, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know —how good is good enough. Performance standards incorporate content standards, but expand upon them by providing suggested tasks, sample student work, and teacher commentary.

Problem Solving Team – A team of people, which may include school staff and parents, who use a problem solving approach to address a problem or area of need for a student.

Professional Learning Community – A group of individuals who seek and participate in professional learning on an identified topic.

Progress Monitoring – Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Response to Intervention – Response to Intervention (RTI) is a practice of academic and behavioral interventions designed to provide early, effective assistance to underperforming students. Research-based interventions are implemented and frequent progress monitoring is conducted to assess student response and progress. When students do not make progress, increasingly more intense interventions are introduced.

Research Based Intervention - The methods, content, materials, etc. were developed in guidance from the collective research and scientific community. (Harn, 2007)

Rubrics – Based on a continuum of performance quality and a scale of different possible score points, a rubric identifies the key traits or dimensions to be examined and assessed and provides key features of performance for each level of scoring.

Scaffolding – Scaffolding is the instructional technique of using teacher support to help a student practice a skill at a higher level than he or she would be capable of independently. The opportunity to practice the Response to Intervention skill at this level helps students advance to the point where they no longer need the support and can operate at this high level on their own.

Scientifically-based research (SBR) – Research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to core academic development, instruction, and difficulties; and includes research that: (a) employs systematic, empirical methods that draw on observation or experiment; (b) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (c) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and (d) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. [Section 9101(37) of ESEA; 34 C.F.R. § 300.35]

Schoolwide Positive Behavior Support - —A broad range of systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students.(Sugai et al., 2005) Positive Behavior Support (PBS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007).

Scoring Rubric – A scoring guide that enables teachers to make reliable judgments about student work and enables students to self-assess their work. A rubric is based on a continuum of performance quality and is built upon a scale of different possible score points to be assigned. A rubric identifies the key traits or dimensions to be examined and assessed and provides key features of performance for each level of scoring (descriptors) which signify the degree to which the criteria have been met.

Standard – A standard is something set up and established by authority as a rule for the measure of quantity, weight, extent, value or quality. A standard defines the broad expectations for an area of knowledge in a given domain and may include an expectation of the degree to which a student expresses his or her understanding of that knowledge

Strategy – A loosely defined collective term that is often used interchangeably with the word ―intervention‖; however strategies are generally considered effective instructional/behavioral practices rather than a set of prescribed instructional procedures, systematically implemented.

Student Support Team – The Student Support Team (SST) is a multi-disciplinary team which utilizes a problem-solving process to investigate the educational needs of students who are experiencing academic and/or social/behavioral difficulties. SST, which is required in every Texas public school uses a data-driven process to plan individualized supports and interventions and the method of assessing their effectiveness.

Student with a Disability – Refers to a child evaluated as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as emotional disturbance), an orthopedic impairment, autism, traumatic brain injury, other health impairment, or a specific learning disability who needs special education and related services.

Student Work – Student work may or may not demonstrate that the student is meeting the standard. Student work should be used by the teacher to show the student what meeting the standard means.

Summative Assessment – A summative assessment is an evaluation tool generally used at the end of an assignment, unit, project, or course. In an educational setting, summative assessments tend to be more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, and state assessments) and are typically used to assign students a course grade or to certify student mastery of intended learning outcomes for the
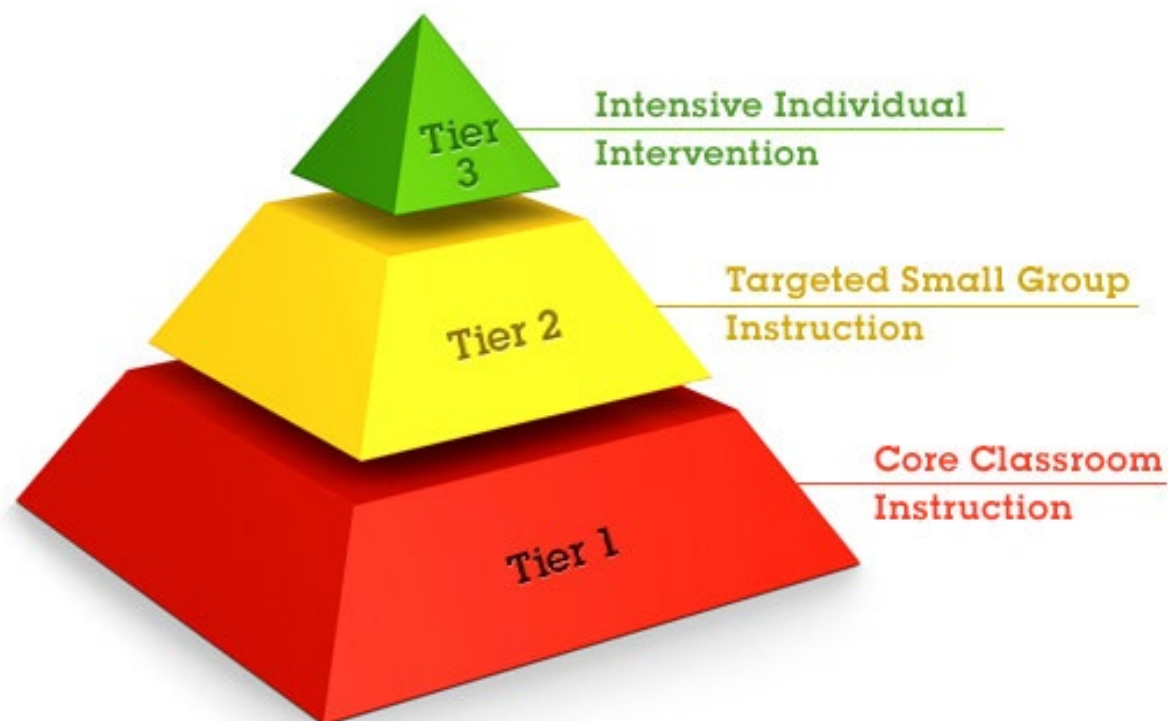
RTI (Response To Intervention)

3 Tiers of Support

Response to Intervention Process Detail

West Oso ISD

2021~2022

Tier 1:

Student remains in classroom as teacher uses different strategies and/or materials.

1. Implement Scientifically Research Based (SRB) Core Curriculum and address the following:

A. Environment

B. Instruction

C. Assessment

2. Conduct, compile, & evaluate Universal Screening 3 times a year (Fall, Winter, Spring)

A. Administrator & teacher evaluate data

B. Administrative Data Review meetings held 3 times a year (Fall, Winter, Spring)

3. If student is being successful and meets standard, continue to implement SRB Core Curriculum

4. If any student does not meet standard on Universal Screening and/or grade level standards, provide targeted, differentiated instruction in a small group setting *within the classroom*

A. For articulation (Speech) concerns, request SLP consult to identify targets

5. Monitor and document progress at least every two - three weeks

6. Conduct informal review of monitoring data with collaborative teams of 2 to 4 professionals

A. Grade level, subject area, or campus-determined team

B. Review every 3 – 9 weeks

7. If student is successful, return to general core instruction and continue to monitor

8. If student is not being successful and does not meet standard after a minimum of **two periods of intervention**, refer to RTI Team.

RTI Team evaluates progress monitoring data and recommends:

• Return to Tier 1 small group interventions (adjust instruction) OR

• Move to Tier 2

Tier 2:

Student receives more intensive, Tier 2, focused intervention in a small group

1. Additional 30 minutes of small group instruction (30 minutes total above Core instruction time)

2. Highly qualified teacher

3. In class or pull-out

4. Weekly Progress Monitoring with documentation

5. Additional 5 – 6 weeks of intervention, followed by RTI Team review

For Tier 2:

RTI Team evaluates progress monitoring data and recommends:

• Student returns to Tier 1 OR

• Continues in Tier 2 (with adjustments to instruction) OR

• Moves to Tier 3

Tier 3:

1. Student receives more intensive, Tier 3, interventions

2. Additional 30 minutes (60 minutes total above Core instruction time) of small group or one-to-one
instruction OR

3. Student is recommended for additional testing or placement
A. Special education, or
B. Dyslexia, or
C. 504, if appropriate

4. Weekly Progress Monitoring with documentation shall occur

5. Specialist or other highly qualified teacher provides instruction

6. Student progress continues to be monitored, documented, and reviewed. The student is then placed in appropriate instructional setting.

 Administrative monitoring of the RTI process shall occur on all three tiers on regular basis.

Special Program Considerations

Students Receiving Special Education Services, Section 504 Accommodations, or Dyslexia Accommodations

The Response to Intervention process is not designed for those students who are already receiving services through Special Education or Section 504. Those students shall be monitored through the appropriate ARD Committee or Section 504 Committee. In West Oso I.S.D., the RTI process is the starting point to consider whether or not a student needs to be evaluated for Special Education, Section 504, or Dyslexia interventions. Therefore, a student needing consideration for placement or accommodations through these special programs should be referred to the school's RTI Team after appropriate periods of Tier 1 & 2 interventions.

RTI's role in determining Special Education Referrals

Response to Intervention (RTI) is intended to have a positive impact on the ability of Local Education Agencies (LEAs) to meet the needs of all struggling students. The strategies offered by RTI can be used by educators to increase appropriate referrals and decrease inappropriate referrals to special education. The information provided by the RTI process is useful in determining school improvement activities, including activities prior to or in lieu of a special education referral. (*RTI Guidance*, TEA, 2008).

RTI's role in determining Section 504 Referrals

Responsibility for considering and developing a Section 504 Accommodation Plan lies with a core group of individuals that includes the principal or administrator, the referring and/or classroom teacher, the school counselor, the Instructional Facilitator (if applicable), and the parent—virtually the same as the core members of the RTI Team. In fact, the school's RTI Team may also serve as the Section 504 team, as necessary.

RTI's role in determining Dyslexia Referrals

In West Oso ISD, RTI is the starting point in the identification process for students with dyslexic characteristics. When considering whether or not a student needs to be evaluated for dyslexia (and a Section 504 Plan), a student should be referred to the school's RTI Team after appropriate periods of Tier 1
and Tier 2 interventions.

Other Considerations

Immediate referral to the RTI Team shall occur if a student…

• experiences an extraordinary or sudden change that would substantially limit a major life activity OR

• moves into the district or campus and the prior district or campus has already begun the evaluation process for 504, Special Education, or dyslexia services OR

• moves into the district or campus and has critical needs that should be addressed immediately obvious physical or cognitive impairment

The RTI Team will make the appropriate recommendations for additional accommodations, evaluations, and/or services. Referral to the RTI Team will not automatically result in immediate evaluation or assessment.

Tier I
Response to Intervention Process Detail
West Oso ISD
2021-2022

Tier 1:

Student remains in classroom as teacher uses different strategies and/or materials.

1. Implement Scientifically Research Based (SRB) Core Curriculum and address the following:

A. Environment

B. Instruction

C. Assessment

2. Conduct, compile, & evaluate Universal Screening 3 times a year (Fall, Winter, Spring)

A. Administrator & teacher evaluate data

B. Administrative Data Review meetings held 3 times a year (Fall, Winter, Spring)

3. If student is being successful and meets standard, continue to implement SRB Core Curriculum

4. If any student does not meet standard on Universal Screening and/or grade level standards, provide

targeted, differentiated instruction in a small group setting *within the classroom*

A. For articulation (Speech) concerns, request SLP consult to identify targets

5. Monitor and document progress at least every two - three weeks

6. Conduct informal review of monitoring data with collaborative teams of 2 to 4 professionals

A. Grade level, subject area, or campus-determined team

B. Review every 3 – 9 weeks

7. If student is successful, return to general core instruction and continue to monitor

8. If student is not being successful and does not meet standard after a minimum of **two periods of intervention**, refer to RTI Team.

RTI Team evaluates progress monitoring data and recommends:

• Return to Tier 1 small group interventions (adjust instruction) OR

• Move to Tier 2

Other Possible Methods of Identifying Students Not Meeting Grade Level Standards

Report Cards

Teacher Observation

• Speech (articulation)

Parent Request to Special Programs

In the event that a parent requests assessment or referral to a special program, notify the following persons of the parent request:

RJ Alvarado (Executive Director) at (361) 806-5911

An RTI Team meeting will occur to address the parent request. The student will continue to receive appropriate (documented) interventions until the RTI Team makes recommendations.