Response to Intervention

Tier 1
- 80-90% of students will experience success in Tier 1
- Classroom instruction
- Use a variety of supports as soon as student begins to struggle such as small groups, re-teaching, differentiated instruction, and/or additional practice
- Assessment includes classroom grades, district wide screenings, and progress monitoring
- Teacher uses Classroom Intervention Guide and/or collaborates with grade level or campus support personnel for classroom intervention ideas
- Classroom teacher contacts parents to inform and solicit ideas or suggestions
- Classroom based interventions are tried and documented using DMAC. (WFISD data system)

Tier 2
- 5-15% of students will need Tier 2 interventions
- Small group instruction (3-5 students)
  - Research based instructional programs must be implemented with fidelity
  - Multiple school personnel may provide the interventions including classroom teacher, intervention specialists, paraprofessionals, and other staff
- Purpose is to remediate specific skills or concept deficits or to enrich the education of struggling students
- Special education students will be considered for Tier 2 using the same criteria as all other students
- Students who demonstrate progress in Tier 2 may remain in this setting as part of their educational program
- Assessments will be given prior to entry and then on a weekly basis this will help guide instruction
- If a student flat-lines or makes minimal progress in Tier 2, instructional changes may be made or they may move to Tier 3
- The classroom teacher is responsible for communicating with the parents concerning the Intervention Plan
- Any changes or modifications to the Intervention Plan must be made through the Grade Level Meeting
Tier 3

- 1-5% of students will need Tier 3 interventions
- Small group instruction (1-3 students)
- Research based instructional programs must be implemented with fidelity
- Intervention teacher or a teacher specialized in that subject area will provide instruction

Continued:

- Purpose is to provide interventions for students who have not responded to Tier 2 instruction
- Assessments will be given prior to entry and then on a weekly basis which will help guide instruction
- If a student is not successful in Tier 3, he/she will be considered for special education testing
- The classroom teacher is responsible for communicating with the parents concerning the Intervention Plan
- Any changes or modifications to the Intervention Plan must be made through the Grade Level Meeting
Crockett Teacher Responsibilities

1. Measurement Strategies
   - Grades 4th-6th: Rank students in your grade level according to TAKS scores by
   - Grades 1st-3rd: Compose a list of at risk students based on the previous year’s TPRI scores by September 2
   - Pre K & Kinder: Complete a skills checklist prior to first grade level meeting
   - Administer & record results of Tier 1 progress monitoring monthly on DMAC.

2. Instructional Responsibilities
   - Use a variety of supports as soon as student begins to struggle such as small groups, re-teaching, differentiated instruction, and/or additional practice
   - Monitor progress and adjust instruction as needed
   - 3 days a week must be focused on Reading or Math Intervention, but the other 2 days are at teacher’s discretion: activities may include number sense, geography bee, spelling bee, UIL events, etc.
   - No new materials should be introduced during intervention time
   - Notify parent of Intervention Plan
   - Notify Intervention Specialist prior to Grade Level Meeting when considering Intervention Plan change

3. Analyze Data
   - Share progress at monthly grade PLC meetings.
   - All forms/documentation must be completed.
   - Students will remain in Tier 1 as long as they continue to progress
   - If a student flat-lines or makes minimal progress in Tier 1, instructional changes may be made or they may move to Tier 2.

4. Intervention Times
   - 8:15-9:15 Grades 1-4 (Reading/Math)
   - 2:15-3:15 Grades 5th-6th (Reading/Math)

5. Paperwork:
   - Tier 1
     - Universal Screenings
     - MClass
     - STAAR
     - Skills checklist (K)
- Class Assessment Data
- TPRI/Benchmarks
- Record of Tier 1 Interventions and data supporting success or lack of success and dates for Interventions

**Tier 2**
- Start Red Intervention folder on students
- Begin Monitoring in DMAC
- Update information on DMAC before and after meeting **Student Support Team** the last Thursday of every month.
- Tier 2 SST Paperwork

**Tier 3**
- Continue with above
- Tier 3 SST Paperwork

**Other paperwork might be needed such as, but not excluding…**
- Speech Checklist
- BASC Checklist
- Social Worker Referrals
- Behavior Specialist Referrals
- Vision and Hearing or other forms from nurse
- Home Language Forms
Tier 2 and Tier 3 Teacher Responsibilities

1. **Measurement Strategies:**
   - Campus screening conducted by Intervention Team at beginning of the year to determine placement
   - Weekly Reading Probes ---Dibels fluency
   - Weekly Math Probes ---grade level computation
   - MCLASS

2. **Data Collection/Graphing by Intervention Teachers:**
   - Beginning of Year
   - Set Goal
   - Weekly Probes (Fridays)
   - All information graphed

3. **Analyze Data:**
   - Share progress at monthly PLC and SST meetings.
   - Determine if instructional changes are needed by comparing goal line to progress line.
   - Students will remain in Tier 2 as long as they continue to progress.
   - If a student flat lines or makes minimal progress in Tier 2, instructional changes may be made or they may move to Tier 3.
   - If a student is not successful in Tier 3, he/she will be considered for special education testing.

4. **Intervention Times:**
   - 8:15-9:00 Grades 1-4th (Reading/Math)
   - Kinder-throughout the day (Reading/Math)
   - 2:15-3:15 Grades 5th-6th (Reading/Math)

5. **Classroom Teachers Responsibilities:**
   - The classroom teacher is responsible for communicating with the parents concerning the Intervention Plan.
   - Any changes or modifications to the Intervention Plan must be made through PLC Meetings.
## Intervention Programs for Tiers 2 & 3

### Reading Tier 2

<table>
<thead>
<tr>
<th>Grade</th>
<th>Universal Screening</th>
<th>Program</th>
<th>Progress Monitoring</th>
<th>Progress Monitoring</th>
<th>District Screenings</th>
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<tbody>
<tr>
<td>K</td>
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### Reading Tier 3

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<td>Dibels Fluency</td>
<td>Aimsweb Maze Fluency</td>
<td>District tests and TAKS</td>
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<td></td>
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<td>HSP Math Intervention Workbook</td>
<td>Concepts and Applications</td>
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### Math Tier 3

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<td>Hands-On Standards with Math Versa Tiles</td>
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**Intervention Flow Chart**

Teacher provides high quality instruction and interventions as needed within classroom (Tier 1)

Information gathering to determine necessary Tier 1 (Universal) and/Tier 2 (small group) Interventions – Beginning of **Grade Level Meetings**

**Teacher**
- DMAC
- SST form
- Student Special Programs form
- Consult with Intervention Specialist prior to meetings

**Principal**
- In charge of paperwork
- Reviews Perm Record

**Intervention Specialist**
- Consult with referring teacher prior to meeting
- Provide data of current performance in tiers
- Student Performance Records
- Tiered SST paperwork

**Additional Support Personnel**
- Assistant Principal
- Diagnostician
- Speech
- Behavior Specialist
- Sp. Ed. Counselor
- RTI Coordinator
- Social Worker

**Grade Level Meeting**
- Review summary of student history

**Follow-Up Meetings**
- Review current interventions progress monitoring data
- Review current classroom performance
- Continue with interventions or consider additional support

**Success in Program**
- Move up a tier
- Continue current intervention

**No Success in Program**
- Modify or add intervention Tier 2 or Tier 3
- Return to problem solving
- Schedule meeting with Grade Level Team
Assessment, Identification, and Instruction for Students with Educational Needs

Observe student’s educational need and review academic, medical, and parent information

Complete data on DMAC Conference with Intervention Specialist

Grade Level Meeting Options

Tier 1
Student shows a need for additional intervention in the regular classroom

Tier 2
Student shows a need for small group instruction with Research Based Intervention Programs

Tier 3
Student shows a need for small group instruction. Research Based Intervention Program is changed

Consider additional evaluation
Dyslexia
504 Special Ed.
Speech
GT
ESL
Psych

Other Services
Social Worker
Behavior Spec.
Nurse
Counselor
LSSP

Take action related to vision, hearing, data collection, etc

Intensify reading/math small group instruction in regular classroom

Take action based on recommendation of Support Personnel

Recommend Campus Program Intervention Plan such as...
- Differentiated Instruction
- Literacy Groups
- Tutorials
- Scatter Time
- Voyager
- IStation
- HSP Math Intervention
- Hands-On Standards for Math with VersaTiles
- Basic Skills

Determine the appropriate instructional setting(s) in general education

Determine the appropriate setting in general or special education

Tier 3
Student shows a need for smaller group instruction

Other Services
Social Worker
Behavior Spec.
Nurse
Counselor
LSSP
Math Student Performance Record

Student ___________________________ Teacher ___________________________ Intervention Specialist ___________________________

Student Level of Performance:
At the beginning of the plan (baseline) ___________________ At end of the plan ___________________

Goal

Formative Data:

<table>
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<th>Tier</th>
<th>Score</th>
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<td>Consider need for other services</td>
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Date

Decision Following Instruction: Student will receive the following level of Instruction:

Tier I: __/___ Tier II: __/___ Tier III: __/___ Consider need for other services __/___
Reading Student Performance Record page 1

Student __________________________  Teacher __________________
Intervention Specialist ________________

Student Level of Performance:
   At the beginning of the plan (baseline) ________________  At end of the
   plan ________________

Goal

Decision Following Instruction:  Student will receive the following level of
Instruction:

Tier I: __/___  Tier II: __/___  Tier III: __/___  Consider
   need for other services __/___
Reading Student Performance Record page 2

**Formative Data:**

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</table>
Special Programs Participation Form

Student Name: ______________________________  ID: ________

Has this student been retained? _____YES _____NO  If yes, when? ___

Student has participated in one or more of the following programs. Please refer to PERM/PEP for relevant student data/records.

- SST ______
- LEP/ESL ______
- SPEECH ______
- GT ______
- Dyslexia ______
- Summer School____
- TIER 1 ______
- TIER 2 ______
- TIER 3 ______
- Special Education Eval. Date _____
- At Risk Code ____

A Few Research-based Strategies Useful in Tier 1
- Concept Mapping (a.k.a. thinking maps)
- Cooperative learning
- Differentiated instruction
- Direct vocabulary instruction
- Flexible grouping
- Graphic organizers
- Mnemonics
- Modeling
- Project-based learning
- Scaffolding
- Identifying similarities and differences
- Summarizing and note-taking
- Reinforcing Effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cues, Questions and Advance Organizers

Frequently Asked Questions About RTI
1. How long must a student remain in each tier of instruction before he/she is moved to the next tier?
   - There is no absolute time frame as individual students’ needs must be considered. However, students should be given adequate time in each tier. Generally, students need from six to ten weeks for instruction and strategies before moving to a more intense level of intervention.

2. Can a student move between Tiers?
   - Students can move forward (from Tier 2 to Tier 3 for example) or back (from Tier 2 to Tier 1, etc.) The goal is to provide intervention and instruction necessary to help the student to be successful. If a student is making progress in a tier, he or she does not need to be moved to a more intensive level of intervention. The student may continue at the present tier of intervention or move back to a less intensive tier of intervention.

3. What is the difference in reteaching, tutoring, intervention and homework help? Can these terms be used interchangeably?
   - Reteaching occurs when a student doesn’t understand a particular concept or fails a major assignment or test. It usually involves a limited number of concepts and could only occur one time. For example, if a student fails a math test that covered two-digit addition, the teacher might pull the student aside, show him or her where the errors occurred, write two problems for the student to work while offering guidance, if necessary, then give the student another test or two-digit addition worksheet to complete independently. Reteaching occurs in Tier 1.
   - Tutoring occurs when a student lacks particular skills necessary to be successful. Tutoring involves determining student weaknesses, then working with students in small groups or individually to correct weaknesses. Tutoring can occur in the classroom or in sessions that extend beyond the school day. A variety of materials and strategies can be used. Tutoring also occurs in Tier 1. For example, if a student is experiencing difficulty with addition, a tutor may work with him or her several days a week using manipulatives and flash cards.
   - Homework help occurs on an as-needed basis. Many teachers are available after school to help students with questions about assignments. Unlike tutoring, homework help is unstructured, voluntary and periodic. For example, if a student doesn’t understand the directions for completing his or her science project, he might stop by the teacher’s classroom after school for clarification.
   - Intervention occurs in a very structured setting. It involves using materials, strategies and progress monitoring that is tailored to individual deficits. Intervention can be a tier 2 or tier 3 activity. Intervention is recommended for students when they have been unsuccessful in tier 1 instruction and require intensive, targeted, structured instruction. For
example, if a student is struggling with math concepts after research-based Tier 1 instruction (which may include tutoring in a variety of settings), the student support team may recommend that he/she be placed in Tier 2. At that time, the interventionist will administer a placement instrument to determine specific deficits, then place the student in the district’s Tier 2 math intervention program. These terms should not be used interchangeably.

4. **Can every campus determine which intervention programs to use in Tiers 2 and 3?**
   - No. The district-provided intervention programs must be used at each campus to ensure consistency and fidelity. The list of district-provided intervention programs is available at every campus and is subject to change. Teachers may always supplement the district program, but may not substitute another program without district approval.

**Glossary of Terms for RTI/Assessment**
**General Terms**

- Curriculum-based Assessment (CBA): the observation and recording of student performance in a local curriculum in order to gather information to make instructional decisions. (Synonymous with Universal Screenings)

- Curriculum-based Measurement (CBM): a progress monitoring system in which student performance is measured repeatedly (e.g., once or twice per week) with test materials that represent an entire curricular domain rather than sub-components of the domain. (Synonymous with Progress Monitoring, Campus Screenings, & Probes)

**District/Campus Specific Terms**

- Universal Screening: District mandated assessments which are given to all district students in the same grade level. Includes: STAAR, TPRl, Benchmarks (Pre post math tests, etc.) MClass

- Probes: Screening assessments which are quick and efficient measures of overall ability and critical skills known to be strong indicators that predict student performance. Specific probes to be used include Reading-Dibels and Math-Grade level probes generated from Math Worksheet Generator. When Aimsweb becomes available, we will use the probes generated by this program.

- Campus Screenings: Reading and Math Probes given at the beginning of the year to all students at grade level. These will act as an initial baseline and to determine Tier placement. Students will be ranked within each grade level.

- Progress Monitoring: Probes which are given frequently (weekly or bi-weekly) to determine whether students are
making adequate progress. These serve the following purposes:
1. Determine rate of student's progress,
2. Provide information on the effectiveness of instruction and to modify the intervention if necessary,
3. Identify need for changes in Tier placement.
4. Analyze and interpret gaps between benchmarks and achievement.

- Other Assessments: The following will also be considered when assessing a specific student's needs especially those in Tier I instruction: classroom grades, teacher generated benchmarks or skills check lists, and common assessments.

- Fidelity: Refers to the accuracy, loyalty and attentiveness with which a scientifically-based program is implemented. In other words: Is the program being used the way it was designed to be used including the following points:
  1. Is it being taught sequentially as intended?
  2. Is it being used as often as intended?
  3. Has it been used long enough to show progress?
  4. Are appropriate assessment procedures in place?