

Response to Intervention (RTI)

Frequently Asked Questions

1) What are the components of Tyler ISD's elementary (K–8) RTI model?

- a) Screening and benchmarking of reading, math, and writing skills, with curriculum-based measures (TAKS and Core Assessments).
- b) Three-tiered model of interventions using progress monitoring to make instructional decisions.
- c) Target interventions when screening data indicates the whole class is below the expected academic level.
- d) Rescreen and provide motivators for those students falling below an expected level to determine whether they have a “skill” problem or a “will” problem.
- e) Scientifically-based research in the interventions and instruction for all tiers.
- f) Process to assess the integrity of the implementation of instruction and progress monitoring at each tier.
- g) Team problem-solving approach including a review of existing data that contains convergent and divergent data.

2) Must all of these components be included?

All of the components must be included before using the identification of students with specific learning disabilities may occur (except for medical diagnosis, which will still be looked at case-by-case). The Intervention process needs to be followed and documented with the RtI Team.

3) If this is a general education initiative, why is special education involved?

Response to intervention begins in general education. Special education is involved because IDEA '04 now allows students with learning disabilities to be identified for special education services through the RTI process. The process can include all students in a school.

4) How will this correlate with what is being required with Reading Recovery and Balanced Literacy?

The Early Reading Intervention Program with Reading Recovery and Balanced Literacy will consist of:

Primary: Tier 1

- **Core Reading Program: Balanced Literacy**

Balanced Literacy [Comprehensive Literacy Framework: Read Aloud, Shared Reading, Guided Reading & Independent Reading] 90 minute block

- **Progress Monitoring:**

Kindergarten: Letter Identification, Running Records for Fall, Mid-year & Spring

First Grade: Benchmark, Running Record, Benchmark

Second Grade: Benchmark, Running Record, Benchmark

- **Ongoing Professional Development:**

Bi-monthly training sessions for grades K-2 teachers at the campus level provided by Literacy Facilitators

Secondary: Tier 2

- Kindergarten: 12 children scoring below 13 on the Record of Oral Language Assessment. Meet daily 45 minutes taught by Reading Recovery Teachers
- First Grade: Small groups of 3- 5 students scoring below Level C text reading level in kindergarten at the end of the school year taught by Reading Recovery teachers
- Second Grade: Small groups of 3-5 students reading at levels G and below taught by Literacy Facilitators

Tertiary: Tier 3

- Kindergarten: 3- 4 children from Tier 2 with sustained lack of adequate progress supported by Reading Recovery Teachers
- First Grade:
 - A. 3-4 students from small group intervention identified with marked difficulties and have not responded to Tier I or Tier II interventions taught by Reading Recovery Teachers & Sp.Ed Teachers –in-Training
 - B. Reading Recovery for lowest 20% of first grade students
 - C. Reading Recovery Intervention for second round students from small group intervention
- Second Grade: 3-4 students from small group intervention identified with marked difficulties and have not responded to Tier I or Tier II interventions. Interventionists: Literacy Facilitators

5) What kind of reading probe will be used for RTI benchmarking?

For kindergarten interventions, Tyler ISD will use the record of oral language (fall and spring), write name assessment (fall, mid-year, and spring), letter identification (mid-year and spring), and guided reading text levels (spring). Running records and rubric for fluency evaluation will be used in first and second grade.

The TPRI/Tejas-Lee Assessment may be used as an RtI Benchmark. Each reading intervention teacher will give a diagnostic test/evaluation.

6) What kinds of probes are used for math and reading?

Math and reading probes are given as a whole class and take only two or three minutes of student time. Both are fluency probes. In addition, Intervention Teachers will give a diagnostic test in reading and mathematics to assess student skills. These probes are currently being utilized in the intervention programs as a way to monitor progress.

7) Where do parents fit in this process?

We recommend that parents be involved at all levels of the response to intervention process. Parents need to be informed that their child will be screened in reading, math, and writing in the benchmarking process. Classroom teachers may use this data in conferences to show parents their child's progress. If their child is falling below an expected level, parents need to be informed if a motivational assessment is used. If their child still appears to be resisting the intervention, parents need to be a part of the team that is making decisions. The response to intervention process helps parents understand that the school is doing something for their child and that their child is not being left behind.

8) What if a parent requests a referral to special education?

The district will take the request into consideration. When possible, all students will be placed in targeted interventions through the RtI process. If the team suspects a disability and an evaluation for special education are deemed necessary, the district has 60 days from consent for the evaluation. Schools with RTI in place find if they involve parents from the start, there are fewer requests of this kind.

9) What is the RtI process? (see flowchart)

The RtI referral process must be initiated by the core teacher unless a student has been identified by the campus as needing support with an AIP (intervention plan-TAKS failure) or by other means. Once the core teacher has completed the paperwork in the eRtI system, the referral has been made to the campus RtI team. The RtI team will follow-up and schedule a core team meeting. The Intervention teachers will complete all Tier II and III paperwork. All students in Tier II or III qualify and must be coded into TEAMS under AMI/ARI.

10) How will we know if the process is working?

The indicators of success are improved instruction, improved benchmark and state assessment scores, fewer students being moved into tiers two and three, and fewer students identified for special education services. The way to see where problems occur is to track the number of students moving through the tiers. If more than 25 percent of the students are being moved into tier two, teams should look at changing the instruction or checking the integrity of the implementation in tier one. Classroom teachers should be responsible for early interventions first.

11) Do campuses have to use this process?

No. The response to intervention process is a choice, not a mandate. However, Tyler ISD has provided guidelines to allow all campuses to implement an RtI process.

12) How will campuses document this process? Who makes up the RtI Team?

For the fall of 2008, campuses will continue to use the AMI/ARI folder system. In the spring of 2009, all documentation must be made online through the eRtI (Esped system). Training will occur for all campuses in the fall of 2008 (pending the completion of the software program). Each Intervention/Resource teacher will document their interventions in individualized student folders that are kept in the Intervention Teacher's classroom. SST Teams will now be called RtI Teams across the district. RtI team members should be included from a variety of disciplines.

13) Where does SSI and GPC fall into RtI?

Form 17 (AIP Plan) must be copied and send to the Intervention/Resource Teacher to help with the implementation and fidelity of plan. All other SSI and GPC paperwork is to be completed by a campus administrator.

14) Will this RTI process work in secondary schools?

This elementary process can be effective through grade eight. The district RTI team is in the process of creating a secondary model for response to intervention. At this time, we are

piloting Algebra I blocks in mathematics. All AIP forms from 5th and 8th grade must be sent to the feeder middle and high school campuses.

15) Will resource teachers be able to work with regular education students?

As long as a special education student is involved, a resource teacher may work with a regular student at the same time. Because of funding issues, special education teachers must be looked at on an individual basis before working alone with regular education students.

16) How will 504 and Dyslexia fit into the RtI process?

After a student has gone through tier one of the RtI intervention process and shown some characteristics of dyslexia, or if a family history of dyslexia is confirmed, either Esperanza or MTA may be used as a twelve week Tier Two Intervention. To be eligible for either of these interventions, the student must be assessed by the campus Dyslexia Designee and be found to qualify by TISD Policy. If the qualified student progresses in the multisensory dyslexia setting, the student may then be placed in Tier Three Intervention to complete either the entire MTA or Esperanza Program.

By law the parent or guardian of each student who is to be assessed for dyslexia must be given a 504 Rights packet and must sign a "504 Rights Received Form." This legal requirement is presented to the parent/guardian with a cover letter that states that "*a few but not all dyslexics may later qualify for 504.*" (This requirement does cause some difficulties, but it is the law.) In actuality, very few dyslexic students in the Tyler ISD will require 504 accommodations. That is true because the state now allows many accommodations for dyslexic students in the classroom and in testing situations if they are simply:

- identified as dyslexic
- regularly receive accommodations in the classroom.

If you have further questions regarding dyslexia and its relation to RtI or 504, please contact Diane Jager, district Dyslexia Facilitator, at 903-262-2265.

17) What can our school do if we need support with the RtI process?

Each campus has a district RtI team member to go to for support. In addition, campuses may contact the district RtI Coordinator, Julie Delello at 903-262-1044 or Linda Grigsby for special education questions at 903-262-1029. Each campus has a copy of the PRIM Manual for Academics and Behavior. Please refer to these two references if you need strategies.