



Every Student, Every Day

**Response to Intervention (RtI):
Model Handbook**

(Revised 10/29/2020)

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INTRODUCTION: Response to Intervention (RtI) Manual

The purpose of this manual is to provide practitioners with a model for using the RtI process to make decisions on interventions for students with academic learning problems and/or social-behavioral concerns. For some students, the intervention may include consideration of special education services.

This document is intended to provide guidance, provoke discussion and further our current efforts at implementing effective interventions for students with learning needs. It addresses recent changes in federal regulations regarding the identification of students having a specific learning disability. IDEA 2004 included significant changes in the methodology for determining eligibility, and for the first time included the option to use Response to Intervention (RtI) as an alternative to the commonly used, but widely discredited, severe discrepancy model. Adopting the RtI model changes the focus from a ‘wait and fail’ process, that often resulted in delaying the provision of general and special education services, to one where services can be provided as district, classroom or individual data indicates a need.

The manual contains sections for implementing a three-tier model of instruction (see explanations below) in reading, math, writing and behavior. After the academic sections and within the behavioral section are suggested guidelines to consider when deciding on increasing or decreasing the intensity of services. A list of available academic and behavioral resources is also provided.

The core principles of RtI are:

- We can effectively teach all children
- Intervene early by identifying at-risk students through universal screening
- A multi-tier model of service delivery provides a systematic approach to support student learning
- Use a problem-solving model to make decisions within a multi-tier model
- Use scientific, research-based validated interventions/instruction
- Monitor student progress to inform instruction
- Use data to make decisions
- Use assessment for three different purposes: screening, progress monitoring and diagnostic placement determinations

The three tiers of instruction:

Tier 1 – The use of scientific, research-based programs or instructional strategies with all students to teach academic and social behavior skills in the general education setting. Differentiated instruction is also provided to students with diverse needs. In academic areas, benchmark (or screening) tests are given three times/year to assess student progress and identify students in need of different or more intense instruction. Academic data may be collected more frequently from at-risk students receiving differentiated instruction. Behavioral data is also collected throughout the year to identify students with behavioral concerns.

Tier 2 – The use of targeted, short term, scientific, research-based interventions, in addition to Tier 1 instruction, to small groups of students who are not reaching grade level academic and/or behavioral goals with Tier 1 differentiated instruction. Data is collected weekly to monthly to evaluate intervention effectiveness and to determine if intervention adjustments are needed.

Tier 3 – The use of intense, scientific, research-based interventions, in addition to Tier 1 (and possibly tier 2) instruction, with individuals or small groups of students who are well below the academic and/or behavioral goals for their grade. Data is collected weekly to evaluate intervention effectiveness and to determine if intervention adjustments are needed.

If scientific, research-based core instruction or interventions are not available in a content area, the use of best practice instructional programs/strategies is acceptable.

Tiered Model of School Supports & the Problem-Solving Process

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized, Interventions.

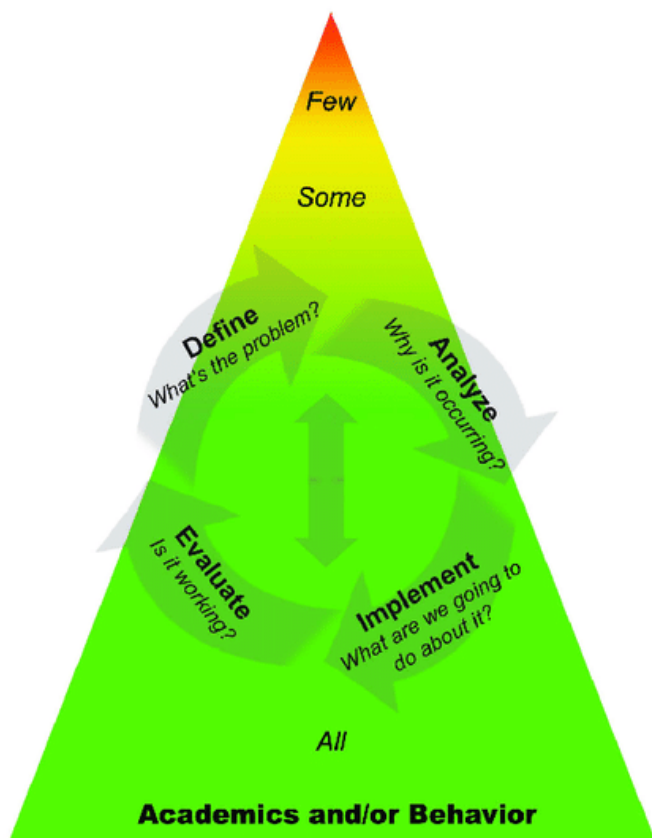
Individual or small group intervention.

Tier 2: Targeted, Strategic Interventions & Supports.

More targeted interventions and supplemental support in addition to the core curriculum and school-wide positive behavior program.

Tier 1: Core, Universal Instruction & Supports.

General instruction and support provided to all students in all settings.



Identification of Students Requiring RtI

Universal Screening

Universal screening allows school staff to quickly and efficiently identify students that may need serious academic intervention. For students who score below the cut point on the universal screener, a second stage of screening is then conducted, pulling in additional sources of academic data, to more accurately predict which students are truly at risk for poor learning outcomes. Universal screening may not always identify the cause of a student’s learning challenges, but it often helps teachers know where to start probing for more information. This leads to diagnosis. 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 reliable, valid, and demonstrate diagnostic accuracy for predicting which students will develop learning or behavioral 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 that obviously exhibit a need for off-grade level interventions, and these students should be 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 that 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 child and match these needs to deliver appropriate instruction and intervention. Diagnostic screeners may be used as another source to verify risk of learning difficulties. These 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 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.

Grade Level	Reading Universal Screeners			Other Reading Data Sources to Verify Risk				
	CIRCLE (Eng/Span)	ISIP (Eng/Span)	TMSFA	Academic Performance	Level-Up Chart	STAAR/EOC	District Assessments	Edgenuity
PK	X			X				
Kinder		X		X				
1st		X		X				
2nd		X		X				
3rd		X		X	X	X	X	
4th				X	X	X	X	
5th				X	X	X	X	
6th				X	X	X	X	
7th			X	X	X	X	X	
8th				X	X	X	X	
High School				X	X	X	X	X

Figure 1: Universal Screeners and Data Sources for Reading Intervention

Grade Level	Math Universal Screeners		Other Math Data Sources to Verify Risk				
	Circle (Eng/Span)	ISIP (Eng/Span)	Academic Performance	Level-Up Charts	STAAR/EOC	District Assessments	Edgenuity
PK	X		X				
Kinder		X	X				
1 st		X	X				
2 nd		X	X				
3 rd		X	X	X	X	X	
4 th			X	X	X	X	
5 th			X	X	X	X	
6 th			X	X	X	X	
7 th			X	X	X	X	
8 th Grade			X	X	X	X	
High School			X	X	X	X	X

Figure 2: Universal Screeners and Data Sources for Math Intervention

Cut Points

A cut point is a score on the scale of the screening tool. For universal screeners, educators use the cut point to determine whether to provide initial consideration (other data sources) regarding a student’s academic need for Tier II or Tier III intervention. Cut scores are reviewed and updated annually in this document. Cut points for the universal screener will be a minimum criterion of:

- Students who score in the lowest 25th percentile will be considered for Tier II interventions
- Students who score in the lowest 5th percentile will be considered for Tier III interventions

Teacher or Parent Referral

Teachers or parent/guardians may also submit a referral for a student to be evaluated for RtI. Teachers will follow the referral process noted in the Sweetwater ISD RTI Flowchart. Teachers may submit an initial referral starting at the end of the first grading cycle. RtI referrals to be considered for the current academic year must be placed no later than end of the 4th grading cycle. Parent/Guardians may submit a request in writing to the campus principal requesting the student be evaluated for RtI services. Once the request is submitted, the campus administrator(s) will have a maximum of 45 days to review student data and schedule the initial RtI meeting.

RtI Committee Composition

The campus RtI committee will include, but is not limited to, campus administrators, RtI teacher, either the reading or math teacher of the student being considered/progress monitored. Parents/guardians will be notified of meetings for their student at Tier II and Tier III levels and are encouraged to attend the meeting as a valuable stakeholder with critical information and perspective regarding the students’ academic and behavioral progress. However, if a parent cannot attend in person or by phone, the RtI committee will decide the appropriate level of intervention for the student and that decision will be binding per the terms of the Sweetwater ISD RtI flowchart model.

RtI Process

All students receive quality Tier I differentiated instruction in the classroom. Teachers of Sweetwater ISD have been provided with a list of potential Tier I interventions that are research-based

and are best practices of instructional delivery. If a student is not successful based upon universal screeners or is referred for RtI, data will be collected for the student in question. The campus RtI committee will review all available data and an initial meeting will be scheduled. If the student is placed into RtI they will begin at Tier II. An RtI meeting will be called to which parents/guardians will be invited to attend. During this meeting the committee will review student academic progress, listen to any parent concerns related to the student's academic or behavioral progress, and review these findings to decide how to best serve the student academically and/or behaviorally.

At the end of the first grading cycle and through the 4th grading cycle a referral may be submitted for students to be considered for Tier II or III interventions. Prior to considering placing a student on Tier II RtI, the committee will request hearing and vision screening information from the campus nurse or consider outside documentation provided by the parent. Students with a hearing or vision impairment may only need basic classroom considerations such as proximity to the front of the room or the teacher. Or they may simply need hearing or vision correction. In which case the parent must be notified of the findings of the school hearing and vision screening and encouraged to secure the appropriate hearing devices or corrective lenses as needed, prior to placing the student in Tier II or III RtI. The RtI committee will meet within 45 days of receiving the referral to review documentation of interventions previously tried by the classroom teacher(s), student performance on screeners, and other academic data sources to determine the best placement. If the student is placed in Tier II intervention, their placement will be reviewed for appropriate progress by the RtI committee within 12-18 weeks.

If the student does not make appropriate progress in Tier II intervention, or it was determined during Tier I instruction the student lacked basic foundational skills, they will be referred to a Tier III intervention placement. If the student is placed in Tier III intervention, their placement will be reviewed within 4-6 weeks. Students who make appropriate progress may continue for an additional monitoring cycle in Tier III, be exited to Tier I or II if appropriate. Students who are not making progress at an appropriate rate in Tier III will be referred to Special Education Services for additional testing with the consent of parents/guardians.

Sweetwater ISD RtI Flowchart

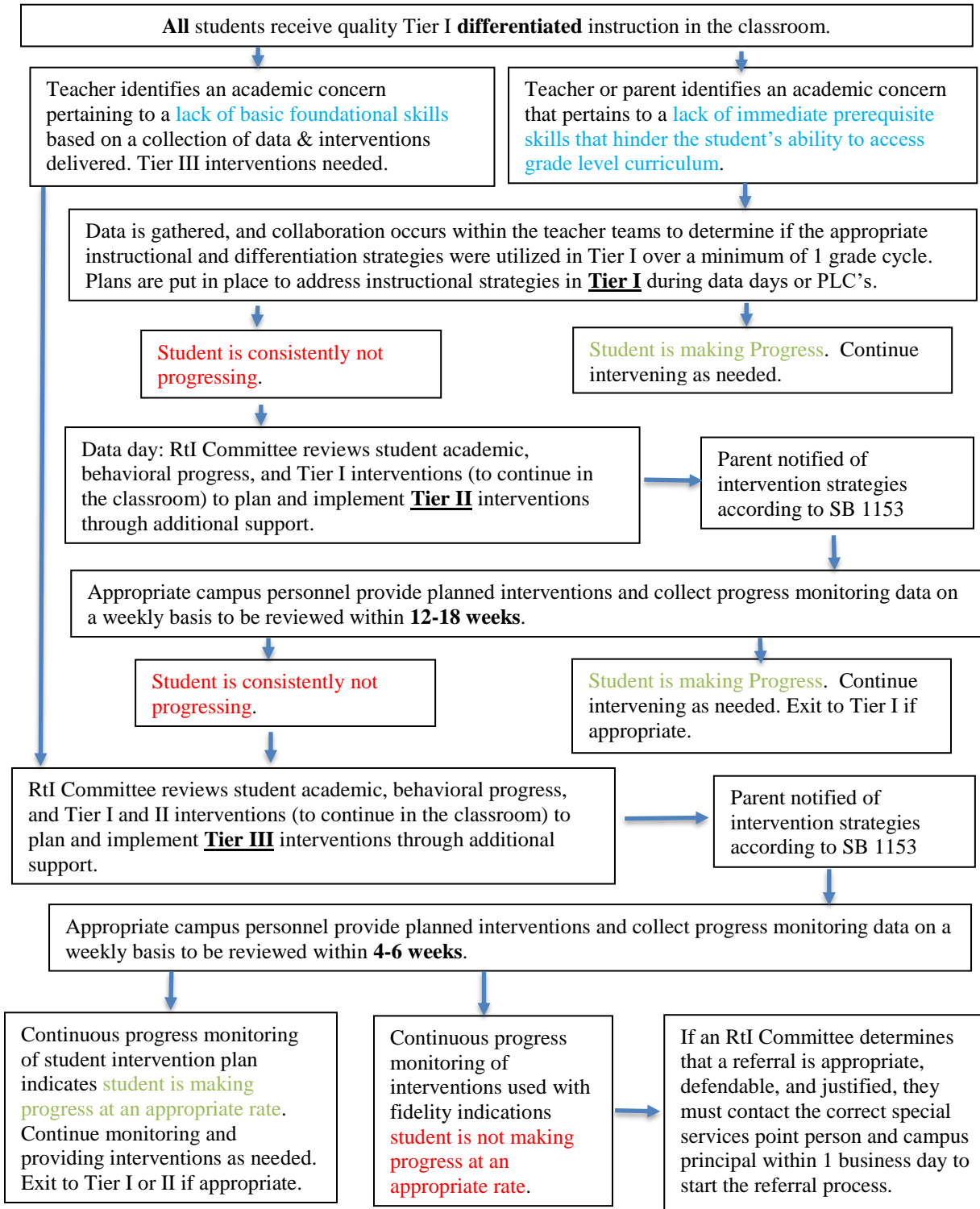


Figure 3: Sweetwater ISD Flowchart

**Reading and Math
Instruction / Interventions**

Three-Tier Process for Reading

The following pages describe a three-tier process used for teaching reading. This process is used to determine the intensity level of reading instruction needed by every student in school. The examples given refer to reading at the elementary level, since this is the area that has received the most research regarding the effectiveness of this process. Within each tier, the focus population, examples of effective programs, group size, time requirements, assessment procedures, parent notification requirements and decision considerations are addressed.

Tier I - Core Instruction

Focus: All students in the class

Instructional Program/Goal: Scientific, research-based core curriculum as adopted by Sweetwater ISD. The instructional goal is to have 80% of the student population performing on grade level only using the core reading curriculum with differentiated instruction.

Grouping: Large group and flexible small groups.

Assessment: Benchmark (schoolwide) assessments that are brief, focused on TEKS-based standards, and test ‘big idea’ skills that accurately predict overall reading achievement. Assessments used were noted in Figure 1.

Intervention – Differentiated instruction in the general classroom.

Focus: Students who have scored low on schoolwide screening assessments. The intervention should target weak areas shown on these assessments.

Examples:

Kindergarten – Phonemic awareness, letter sounds, listening comprehension, vocabulary.

First Grade – Phonemic awareness, alphabetic principle (blending, reading words, phrases, and connected text), oral reading, fluency (words and connected text), vocabulary, comprehension.

Second Grade – Phonemic awareness, alphabetic principle (reading words, phrases, and connected text,) oral reading fluency, story retell, vocabulary, comprehension.

Third – Twelfth Grade – Alphabetic principle (reading words, phrases, and connected text), oral reading fluency, vocabulary and reading comprehension.

Tier I intervention examples. The examples noted in appendix A and websites are not a finite list. Rather, they serve as a list of ideas and a starting point. If a classroom teacher has or discovers an intervention that is successful for an individual student, it should be noted on their level-up chart.

- A list of Tier I classroom interventions are located in Appendix A of this handbook.
- Differentiated instruction using research-based strategies and procedures in small groups of students (e.g., <https://fcrr.org/>)
- Lexile Levels (e.g., <https://lexile.com/>, <https://newsela.com/>)
- Partners in Reading (<http://www.promisingpractices.net/program.asp?programid=137#programinfo>)

Interventionist: General education classroom teacher.

Setting: When students are scheduled in a 60-90-minute reading block, differentiated instruction is usually taught by the general education teacher within the reading block time. When students have a shorter reading block (e.g. 45 - 60 minutes), schools should consider doing differentiated instruction by adding additional reading time for at-risk readers. Station rotation or learning stations, where students are grouped according to skills to work on, is the SISD recommended model for differentiation at the Tier I level. This intervention is implemented and **documented on the student's level-up chart** prior to Tier II interventions.

Frequency: 3-5 days a week.

Assessment: It is recommended that progress be monitored weekly to monthly on targeted skill.

Parent notification for Tier I intervention: As best practice, the parent should be informed of universal screening results and Tier 1 differentiated instruction. Schools can also consider using a form letter to all parents providing the information given for a Tier III notification. Although not required, the school may also want to contact the parent to suggest at-home reading activities which support reading comprehension and fluency.

Tier II - Instruction and Strategic Intervention

Focus: Students who have not made appropriate consistent progress in Tier I instruction and interventions, or students with universal screening scores in the lowest 25th percentile, who require a more intensive program immediately.

Instructional Program/Goal: Scientific, research-based programs or instructional strategies designed to supplement, enhance and support the Tier I core curriculum while targeting student need. The instructional goal is to have 95% of the student population at a benchmark level using the core curriculum, including differentiated instruction, and Tier 2 interventions.

Examples of Tier II programs:

Istation Reading	Leveled reading passages
Project Read	
Saxon Phonics and Spelling	
EdMark Reading	
Heggerty Phonics Supplement	
Sing Spell Read Write	
SPIRE	
Using supplemental materials from scientific research-based basal programs	

Group size for intervention: Homogeneous, small group (10 or less) instruction. It is important that the group members be at the same instructional level.

Recommended Frequency: Approximately 60-90 minutes per week (Elementary) or 2 days per week in a class period (Secondary) in small groups, in addition to the core instruction. Secondary campuses may designate a class period for RtI, in which case students receiving Tier II intervention may be pulled from an elective class two days per week (e.g., Tuesdays and Thursdays) to receive intervention. Tier I interventions will continue in the general classroom.

Setting: Designated by the school, may be within or outside of the classroom.

Assessment: Progress monitoring every two weeks on the target skill(s).

Interventionist: Personnel determined by the school (e.g., classroom teacher, reading teacher, Title I, paraprofessional, etc.). The RtI interventionist will provide specific and successful interventions to the general classroom teachers to implement.

Parent notification: Parent should be notified of the school's intent to deliver Tier II services and be presented the student's current reading data during the course of the RtI meeting. Consider suggesting at-home reading activities.

Parental Consent for Tier II: None required, but since this intervention requires a schedule change at the secondary level, it is good practice to make the parent part of this decision-making process. It must be documented at the end of the RtI meeting if the parent was or was not in attendance.

Tier III - Instruction and Intensive Intervention

Focus: Students who have not made progress at an appropriate rate to Tier I and Tier II instruction and interventions, or students, with extremely low universal screening scores (lowest 5th Percentile), who require a more intensive program immediately.

Instructional Programs/Goal: Same choices as Tier II. The immediate, short term instructional goal is to increase the student's reading skills so that he/she will learn at an adequate rate with only Tier I and Tier II instruction.

Program Requirements:

1. Continue program implemented in Tier II intervention with greater frequency (note below).
2. Implement a different scientific research-based intervention.
3. Continue Tier II intervention and add another complementary scientific research-based intervention.
4. Continue Tier I interventions in the general classroom. Specific interventions will be provided to general classroom teachers by the RtI interventionist.

Group size for intervention: Tutoring or small group instruction (5 or less). It is important that the group members are at the same instructional level.

Recommended Frequency: Elementary 90-120 minutes per week, Secondary 3 days per week in one class period (e.g., Monday, Wednesday, Friday) for a minimum of 4-6 weeks, in addition to the core instruction.

Setting: Same as Tier II.

Assessment: Progress monitoring weekly on the target skill(s).

Interventionist: May be the same interventionist noted in the above section for Tier II instruction.

Parent notification: The student's teacher (or other person designated by campus team) shall notify the parent/guardian by letter, phone call, email or in-person contact and document the contact with the purpose of inviting the parent to the student's RtI meeting. The parent should be notified about (a) the state's policies regarding the amount and nature of student performance data that will be collected and the general education services that will be provided, (b) strategies for increasing the student's rate of learning, (c) the parent's right to request a special education evaluation at any time in the RTI process, (d) the student's recent academic data, and (e) the type of intervention proposed and the rationale for the intervention.

Parental Consent for Tier III: Consent is not needed if intervention is part of the student's general education program. It must be documented at the end of the RtI meeting if the parent was or was not in attendance.

Three-Tier Process for Mathematics

The following pages describe a three-tier process used for teaching math. This process is used to determine the intensity level of math instruction needed by every student in school. The examples given refer to math at the elementary level, since this is the area that has received the most research regarding the effectiveness of this process. Within each tier, the focus population, examples of effective programs, group size, time requirements, assessment procedures, parent notification requirements and decision considerations are addressed.

Tier I - Core Instruction

Focus: All students in the class

Instructional Program/Goal: Scientific, research-based core curriculum as adopted by Sweetwater ISD. The instructional goal is to have 80% of the student population performing on grade level only using the core math curriculum with differentiated instruction.

Effective instructional practices (as recommended by the National Math Panel)

1. Conceptual understanding, computational and procedural fluency and problem-solving skills are equally important.
2. Students should develop immediate recall of arithmetic facts to free the ‘working memory’ for solving more complex problems.
3. Teachers should make regular use of formative assessments to improve student achievement.
4. Published math texts should be shorter, more focused and mathematically accurate. The excessive length of some U.S. textbooks is not necessary for high achievement.

Grade	National Math Panel Recommended Benchmarks:
3	Proficiency with addition and subtraction of whole numbers.
4	Ability to identify and represent fractions and decimals, and compare them on a number line or with other common representations of fractions and decimals
5	Proficiency with multiplication and division of whole numbers. Proficiency with comparing fractions and decimals and common percents, and with the addition and subtraction of fractions and decimals. Ability to solve problems involving perimeter and area of triangles and all quadrilaterals having at least one pair of parallel sides (i.e., trapezoids).
6	Proficiency with multiplication and division of fractions and decimals. Proficiency with all operations involving positive and negative integers. Ability to analyze the properties of two-dimensional shapes and solve problems involving perimeter and area and analyze the properties of three-dimensional shapes and solve problems involving surface area and volume.
7	Proficiency with all operations involving positive and negative fractions. Ability to solve problems involving percent, ratio, and rate and extend this work to proportionality. Familiarity with the relationship between similar triangles and the concept of the slope of a line

Grouping: Large group and flexible small groups.

Assessment: Benchmark (school-wide) assessments that are brief, focused on TEKS- based standards, and test ‘big idea’ skills that accurately predict overall math achievement. Assessments used were noted in Figure 2.

Intervention – Differentiated Instruction in the general classroom.

Focus: Students who have scored low on school-wide screening assessments. The intervention should target weak areas shown on these assessments.

Tier I intervention examples. The examples noted in appendix A and websites are not a finite list. Rather, they serve as a list of ideas and a starting point. If a classroom teacher has or discovers an intervention that is successful for an individual student, it should be noted on their level-up chart.

- A list of Tier I classroom interventions are located in Appendix A of this handbook.
- Make instruction more explicit in how to use specific skills and multi-step strategies.
- Teach and provide students with multiple opportunities to apply graphic representations to specific problems.
- Encourage students to verbalize their thinking and talk about the steps they use in solving a problem.
- Use once frequent formative assessments that sample an array of topics covered throughout the school year.
- Provide peer-assisted learning opportunities with mixed-ability pairs of students.
- Provide the students with feedback, possibly using graphs of their performance.
- Provide the students with more practice to develop fluency with basic facts and computation procedures.
- Provide the students with more practice on solving similar conceptual or word problems
- Consider the following accommodations:
 - Have the math text read to students with low reading skills.
 - When working on application problems, allow students with poor computation skills to use calculators.
- Consider increasing the student’s motivation to succeed in math. (e.g., contracting for work completion/accuracy, chart or graph progress, etc.)
- Differentiated instruction using research-based strategies and procedures in small groups of students (e.g., <https://www.quantiles.com/>)
- Math Vocabulary (e.g., http://teacher.scholastic.com/products/authors/pdfs/Narrowing_the_Gap.pdf)
- Promising Practices (e.g., <https://www.rand.org/well-being/social-and-behavioral-policy/projects/promising-practices.html#programinfo>)

Interventionist: General education classroom teacher.

Setting: When students are scheduled in a 60-90-minute reading block, differentiated instruction is usually taught by the general education teacher within the reading block time. When students have a shorter reading block (e.g. 45 - 60 minutes), schools should consider doing differentiated instruction by adding additional reading time for at-risk readers. Station rotation or learning stations, where students are grouped according to skills to work on, is the SISD recommended model for differentiation at the

Tier I level. This intervention is implemented and **documented on the student's level-up chart** prior to Tier II interventions.

Frequency: 3-5 days a week.

Assessment: It is recommended that progress be monitored weekly to monthly on targeted skill.

Parent notification for Tier I intervention: As best practice, the parent should be informed of universal screening results and Tier 1 differentiated instruction. Although not required, the school may also want to contact the parent to suggest at-home math support activities that support targeted student learning gaps in mathematics. See the following brochure: Counting on Excellence: How Parents Can Help Their Children Learn Mathematics - Recommendations From the National Mathematics Advisory Panel: https://www2.ed.gov/about/bdscomm/list/mathpanel/parent_brochure.pdf

Tier II - Instruction and Strategic Intervention

Focus: Students who have not made appropriate consistent progress in Tier I instruction and interventions, or students, with universal screening scores in the lowest 25th percentile, who require a more intensive program immediately.

Instructional Program/Goal: Scientific, research-based programs or instructional strategies designed to supplement, enhance and support the Tier I core curriculum while targeting student need. The instructional goal is to have 95% of the student population at a benchmark level using the core curriculum, including differentiated instruction, and Tier II interventions.

Tier 2 programs should incorporate the following principles (from: <http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=2547080>)

1. Instructional explicitness – the teacher directly shares the information the child needs to learn.
2. Instructional design minimizes the learning challenge – allows for only the correct interpretation through the use of precise explanations and the use of carefully sequenced examples.
3. Instruction provides a strong conceptual basis for the procedures that are taught.
4. Drill and practice are used for daily review.
5. Use of cumulative review.
6. Incorporate motivators to help students regulate their attention and behavior and to work hard.
7. On-going progress monitoring is used to determine whether a validated intervention is effective for a given student.

Examples of Tier II programs:

Reflex Math	
Go Math	
Pearson Math Intervention	

Group size for intervention: Homogeneous, small group (10 or less) instruction. It is important that the group members be at the same instructional level.

Recommended Frequency: Approximately 60-90 minutes per week (Elementary) or 2 days per week in one class period (Secondary) in small groups, in addition to the core instruction. Secondary campuses may designate a class period for RtI, in which case students receiving Tier II intervention may be pulled from an elective class two days per week (e.g., Tuesdays and Thursdays) to receive intervention. Tier I interventions will continue in the general classroom.

Setting: Designated by the school, may be within or outside of the classroom.

Assessment: Progress monitoring every two weeks on the target skill(s).

Interventionist: Personnel determined by the school (e.g., classroom teacher, math teacher, Title I, paraprofessional, etc.). The RtI interventionist will provide specific and successful interventions to the general classroom teachers to implement.

Parent notification: Parent should be notified of the school’s intent to deliver Tier II services and be presented the student’s current math data during the course of the RtI meeting. Consider suggesting at-home math activities.

Parental Consent for Tier II: None required, but since this intervention requires a schedule change at the secondary level, it is good practice to make the parent part of this decision-making process. It must be documented at the end of the RtI meeting if the parent was or was not in attendance.

Tier III - Instruction and Intensive Intervention

Focus: Students who have not made progress at an appropriate rate to Tier I and Tier II instruction and interventions, or students, with extremely low universal screening scores (lowest 5th Percentile), who require a more intensive program immediately.

Instructional Programs/Goal: Same choices as Tier II. The immediate, short term instructional goal is to increase the student’s reading skills so that he/she will learn at an adequate rate with only Tier I and Tier II instruction.

Program Requirements:

1. Continue program implemented in Tier II intervention with greater frequency (note below).
2. Implement a different scientific research-based intervention.
3. Continue Tier II intervention and add another complementary scientific research-based intervention.
4. Continue Tier I interventions in the general classroom. Specific interventions will be provided to general classroom teachers by the RtI interventionist.

Group size for intervention: Tutoring or small group instruction (5 or less). It is important that the group members are at the same instructional level.

Recommended Frequency: Elementary 90-120 minutes per week, Secondary 3 days per week in one class period (e.g., Monday, Wednesday, Friday) for a minimum of 4-6 weeks, in addition to the core instruction.

Setting: Same as Tier II.

Assessment: Progress monitoring weekly on the target skill(s).

Interventionist: May be the same interventionist noted in the above section for Tier II instruction.

Parent notification: The student's teacher (or other person designated by campus team) shall notify the parent/guardian by letter, phone call, email or in-person contact and document the contact with the purpose of inviting the parent to the student's RtI meeting. The parent should be notified about (a) the state's policies regarding the amount and nature of student performance data that will be collected and the general education services that will be provided, (b) strategies for increasing the student's rate of learning, (c) the parent's right to request a special education evaluation at any time in the RTI process, (d) the student's recent academic data, and (e) the type of intervention proposed and the rationale for the intervention.

Parental Consent for Tier III: Consent is not needed if intervention is part of the student's general education program. It must be documented at the end of the RtI meeting if the parent was or was not in attendance.

Decision Considerations for Increasing or Decreasing Intensity of Academic Interventions

Decision considerations (made at data day meetings) before placing a student in a Tier II intervention:

1. The school should ensure that a Tier I intervention was implemented with fidelity for at least 6 – 8 weeks, 2 - 5 times a week.
2. The student problem is clearly defined.
3. Progress monitoring has been completed weekly for the last 3-4 weeks.
4. Progress monitoring data shows that student is still at an ‘at-risk’ level, below a district specified percentile rank, and/or not making progress at an appropriate rate.
5. Student’s performance is low in other reading, math and/or writing activities in the classroom.
6. Motivation, behavior and attendance issues were ruled out as significant causative factors for low classroom performance with students who have average academic skills. For students who have below average academic skills, these issues should be addressed at the same time as the Tier II intervention.
7. General education can verify through administrative staff observations, and/or other documentation that scientific, research-based (or best practice) core instruction and interventions were implemented with fidelity.
8. General education can provide a timeline with documentation of the interventions, adjustments made to the interventions (e.g., instructional, behavioral, motivational), and progress monitoring data.

Exceptions:

1. If a student tests at an ‘at-risk’ level on a school-wide assessment, the school may want to start a Tier II intervention immediately in addition to the Tier I intervention. (See Figure 3)
2. If the student is well below average (i.e., at an at-risk level on school-wide assessment, reading, math and/or writing scores below the 5th percentile on a nationally normed test, and among the lowest reading or math students in his/her grade) the school may want to start a Tier III intervention immediately in addition to the Tier I intervention. (See Figure 3)

Decision considerations (made at data day meetings) when assessing Tier II intervention:

**** Hearing and Vision Screening**

Prior to considering placing a student on Tier II RtI, the committee will request hearing and vision screening information from the campus nurse or consider outside documentation provided by the parent. Students with a hearing or vision impairment may only need basic classroom considerations such as proximity to the front of the room or the teacher. Or they may simply need hearing or vision correction. In which case the parent must be notified of the findings of the school hearing and vision screening and encouraged to secure the appropriate hearing devices or corrective lenses as needed, prior to placing the student in Tier II or III RtI.

1. Consider discontinuing Tier II intervention when the following conditions exist:
 - a. The student has met the end of year grade level benchmark score on the last 3 progress monitoring assessments and classroom performance has improved, or
 - b. The student’s progress monitoring scores are at or above grade level norms for last 3 assessments, the scores are all above the 25th percentile using the next benchmark test

period norms, (but below the end-of-year benchmark level), classroom performance has improved, and capacity makes it difficult to continue intervention. Move to Tier I intervention.

2. Consider continuing Tier II intervention (with Tier I intervention) when the following conditions exist:
 - a. The student's progress monitoring scores are increasing but below the 25th percentile, or
 - b. The student's progress monitoring scores are increasing, are above the 25th percentile but below end-of-year benchmark goal and capacity exists to continue intervention, or
 - c. The student's classroom performance is still low despite increasing progress monitoring scores on grade level assessments. Consider behavior, motivation, or targeting generalization skills.
3. Consider Tier III intervention (with Tier I intervention) when the following conditions exist:
 - a. Progress monitoring scores remain below 5th percentile, with a flat or declining trend line.
 - b. Student's performance is significantly below grade level expectations on academic activities in the classroom.
 - c. Tier II intervention was implemented for 12 – 18 weeks. (Consider another Tier II intervention for 8 – 12 weeks before moving to Tier III if the student's performance can be improved with a different intervention that does not require an increase in instructional time.)
 - d. Adjustments were made to intervention after every 3 - 4 consecutive weeks of flat or declining progress monitoring scores.
 - e. Motivation, behavior and attendance issues were ruled out as significant causative factors for low classroom performance with students who have average academic skills. For students who have below average academic skills, these issues should be addressed at the same time as the Tier III intervention.
 - f. General education can verify through administrator staff observations, and/or other documentation that scientific research-based (or best practice) core instruction and interventions were implemented with fidelity.
 - g. General education can provide a timeline with documentation of the interventions, adjustments made to the interventions (e.g., instructional, behavioral, motivational), and progress monitoring data.

Decision considerations (made at school assistance team meeting) when assessing Tier III intervention:

1. Consider discontinuing Tier III intervention when the following conditions exist:
 - a. The student has met the end of year grade level benchmark score on the last 3 progress monitoring assessments and classroom performance has improved. (Consider continuing Tier I or II intervention), or
 - b. The student's progress monitoring scores are at or above the grade level norm for last 3 assessments, the scores are all above the 25th percentile using the next benchmark test period norms, (but below the end-of-year benchmark level), classroom performance has improved, and capacity makes it difficult to continue intervention. Should continue Tier I intervention, and if capacity exists, provide Tier II intervention.
2. Consider discontinuing Tier III intervention but continuing Tier I and II interventions when the student's progress monitoring scores are between 10th and 25th percentile

- using the next benchmark test period norms and trend line shows progress.
3. Consider continuing Tier III intervention in general education when the student's progress monitoring scores remain below 5th percentile, trend line shows progress, and capacity exists to continue.
 4. When the RTI option is used for the SLD determination process, consider Special Education referral when the following conditions exist:
 - a. Progress monitoring scores remain below the 5th percentile on grade level measures and flat /declining trend line on below grade level measures.
 - b. Tier III program was implemented for 4-6 weeks.
 - c. Adjustments were made after every 2 consecutive weeks of flat or declining progress monitoring scores.
 - d. Student's performance is significantly below grade level expectations on academic activities in the classroom.
 - e. Motivation, behavior, and attendance issues were ruled out as the primary determinant of low achievement.
 - f. General education can verify through principal or itinerant staff observations, and/or other documentation that core instruction and scientific research-based (or best practice) interventions were implemented with fidelity.
 - g. General education can provide a timeline with documentation of the interventions, adjustments made to the interventions (e.g., instructional, behavioral, motivational), and progress monitoring data.
 - h. Student's test results on district common assessments or state assessments (e.g., STAAR) were significantly below grade level expectations.
 - i. The intensity of the intervention required cannot be sustained over time in general education.

NOTE: These considerations are not intended to prevent a referral for special education as required by IDEA, i.e., whenever the district suspects a disability. IDEA also protects the right of the parent to request a special education evaluation at any time, irrespective of where the district may be in an RTI process.

Definitions of Academic RTI Terms

Term:	Definition:
Accommodation	A change in the student’s educational program that may include allowing greater or easier access to instruction (e.g., preferential seating, tests/assignments read to student), different ways for the student to respond (e.g., oral testing, individual/small group testing), use of a calculator. These are not considered instructional interventions since they do not address instructional programming (e.g. increasing instructional time, changing instructional methods, using scientific research-based programs).
Benchmark	A short term or long term assessment goal that indicates that the student is on grade level.
Best Practice Instruction	Instruction that has some evidence of effectiveness but has not been scientifically proven to be effective in a variety of settings with the targeted population.
Continuum of Services	A range of services that vary by the type of instructional intervention (e.g., differentiated instruction, supplemental programs), time (e.g., within the core period, additional half hour of instruction, 3 times a week; additional hour of instruction, 5 times a week), and/or location (e.g., within the general education classroom, Title 1 room, resource room, self-contained room).
Core Instruction	All of the daily instruction taught to all of the students in the classroom in a given core subject. This instruction may include the use of a scientific research-based basal program, differentiated instruction and various ways of grouping students (e.g., whole group, flexible small groups).
Differentiated instruction	Classroom instruction targeting specific academic skills based on assessment data. The skills may be at, above or below expected levels.
Exclusionary factors	Factors that may cause low achievement and would exclude the student from being certified as Learning Disabled. Examples of exclusionary factors include lack of appropriate instruction in reading or math, limited English proficiency; visual, hearing, motor or other physical problems, mental retardation, emotional disturbance, cultural factors, and environment or economic disadvantages.
Fidelity/Integrity of Intervention	The degree to which an intervention is implemented as intended.

Intervention	A change in the student’s instructional program (e.g., increasing time, changing instructional methods, changing, modifying, or adding scientific research-based instructional program) with the goal of improving the student’s academic skills. Accommodations are not considered academic interventions.
Percentile rank / score	A score that compares how a student performed on a test with other students of the same grade or age. The percentile rank or score tells the percentage of students who scored below the student’s score.
Progress monitoring	Brief, repeated testing of a particular academic skill used to assess student performance and evaluate the effectiveness of instruction. The tests assess the same skill each time and are similar in their format but are not identical in content.
Research-based intervention	An intervention based on previously proven strategies used in other interventions. However, the particular intervention may not have evidence supporting its own effectiveness.
Response to Intervention (RTI)	A research-based approach to providing students with the type and amount of instruction needed to reach grade-level goals. RTI involves (1) early identification of students not achieving at benchmark, (2) scientific, research-based (or best practice) instruction and interventions matched to student need and delivered as soon as possible, (3) frequent monitoring of student progress to measure the rate of actual performance change after an intervention has been implemented, and (4) use of student data to make educational decisions regarding the student’s curriculum, instruction and placement.
Scientific, research-based intervention	A research-based intervention that has been proven to be successful when implemented with fidelity. Also called an ‘evidence-based intervention.’
Screening	A brief test(s) usually given at one sitting to determine the approximate skill level of a student. Screening test results cannot be used for determining special education eligibility.

Severe discrepancy	A difference between two scores or skills that is both statistically significant (not likely due to chance) and educationally significant (meaningful in the classroom).
Supplemental Programs	Instructional programs used to supplement, but not replace, the core instructional program.
Three-tier intervention process	A three-step process for providing general education interventions. The first step (or tier) consists of intervening (via differentiated instruction) within the student's general education classroom during the scheduled core instructional period. The second tier, which is done in addition to the first-tier intervention, consists of a targeted, supplemental intervention implemented outside the scheduled instructional period. A second-tier intervention is usually implemented 2 days per week or for 60-90 minutes per week. The third tier, which is also done in addition to the first-tier intervention, consists of a targeted, but more intensive intervention also implemented outside the scheduled instructional period. A third-tier intervention is implemented 3 days per week or for 90-120 minutes.
Universal Screening	The administration of brief screening assessments of academic skills to all students in a grade, or school, to determine if students are meeting the grade-level benchmark goal or if not, the level of intervention needed to help them meet the goal.

Appendix A

General Tier I Interventions

The majority (80-90%) of school-aged students respond successfully to quality core instruction in the general education classroom. Universal screenings are used to identify students who are struggling to learn the core curriculum and need intervention. Universal interventions are delivered by the classroom teacher in small, flexible groups for these identified students. During Tier I intervention in the classroom the use of multiple strategies must be documented on the student's level-up chart for the student to be considered for Tier II intervention. This list is not considered comprehensive; therefore, you may discover a specific intervention is successful for a student. In this case, the new intervention must be documented on the student's level-up chart.

1. Utilize mnemonic cues (e.g., songs, cartoons, rhymes, stories, images) for teaching math facts, vocabulary, or steps in a process.
2. Build frequent opportunities for movement during instruction to address needs of students who are kinesthetic learners.
3. Circulate among students. Observe and question as they are working.
4. Make eye contact with students before giving directions and have students repeat the directions (e.g., turn to a partner, individually).
5. Provide clearly written directions and instructions in a step-by-step manner with illustrations and use as few words as possible.
6. Write instructions on the board as well as say them aloud.
7. Differentiate instruction by using all levels of Bloom's Taxonomy to ask questions and plan learning activities.
8. Use reading partners and skilled peer or adult mentors to provide academic support.
9. Provide varied texts or supplementary materials at different levels of reading difficulty.
10. Use multiple and flexible grouping opportunities for students (e.g., teams, partners, whole group, independent, by interest, by learning style, teacher-assigned, self-selected).
11. Divide instruction into shortened segments and provide feedback to students before moving to the next segment.
12. Break assignments into smaller chunks to give students opportunities to respond frequently.
13. Adjust and extend time as needed.
14. Integrate cooperative experiences into instruction.
15. Use direct, systematic instruction for students who show areas of concern.
16. Use technological tools or computer software to allow students to access content in multiple ways.
17. Use multisensory techniques to present information.
18. Use visuals, charts, and models for concept reinforcement.
19. Use graphic organizers to focus attention on key elements, concepts, or ideas.
20. Provide practice opportunities using multiple modalities.
21. Provide opportunities for students to respond in a variety of ways (e.g., questions, dry-erase boards, thumbs-up, partner share, graphic organizers).
22. Offer materials, tasks, and learning options at varied levels of difficulty.
23. Use frequent monitoring to assess the progress and non-progress made by students so instruction can be adjusted in a timely manner.

24. Explain clearly each academic task and the specific criteria needed to successfully complete the task.
25. Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately.
26. Reinforce memorization of steps using repetition in a variety of contexts where memory is required (e.g., oral, written, act it out)
27. Work collaboratively on tasks with a student and gradually withdraw the support.
28. Anchor new knowledge to previously learned knowledge.
29. Provide a master set of notes, when note-taking is required, to improve student's notes.
30. Integrate learning into a game-show format.
31. Create and provide students an easy-to-follow visual that specifies problem-solving steps in a clear manner that students may reference as needed.
32. Display poster-size versions of problem-solving steps in the classroom, refer to the posters often, and encourage students to follow the steps.
33. Design a signal for a student to use when help is needed on independent practice. The student displays the help signal on the desk (e.g., brightly colored index card folded like a tent).
34. Present new concepts using a logical instructional sequence that maximizes the likelihood a skill will be learned (e.g., model, guided practice, independent practice).
35. Integrate real-life experiences into instruction.
36. Use storytelling, theatrics, and props to capture and focus the attention of students as a new concept is introduced.
37. Activate prior student knowledge by promoting a discussion that enables a student to make connections to learned information/experiences prior to the introduction of a lesson.
38. Employ auditory signals to attract and maintain focus of students (e.g., play chimes, ring a bell, use a clap pattern, play music).
39. Use visual signals to attract and maintain focus of students (e.g., illustrations, raised hand, overhead timer).
40. Use a laser pointer, stick pointer, highlighter tape, or colored pens to focus on key information in the text.
41. Frame projected information (e.g., use of hands, a drawn box, highlighter, pointer) when using an overhead or LCD projector.
42. Avoid instructional lag time by preparing materials in advance.
43. Allow students to readjust seating if they are not positioned where they can see the board or media screen.
44. Present instruction at a lively pace using humor.
45. Use an egg timer or an hourglass timer as a guide to complete tasks.
46. Have students record notes or make illustrations of key points during instruction.
47. Use illustrations, diagrams, demonstrations, charts, and manipulatives to present instruction.
48. Illustrate key points, no matter the level of artistic ability, to focus attention and help with retention of information.
49. Use organizers to focus attention and increase comprehension of concepts to be learned.

50. Incorporate names of students when telling stories or presenting problems to capture student attention.
51. Make use of color in gaining attention of students (e.g., colored dry-erase pens on dry-erase boards, colored highlighting tape, colored Post-it notes).
52. Have earphones/earplugs available for students who have auditory distractibility.
53. Seat reluctant students close to students who remain focused throughout instruction.
54. Stop often to summarize key elements in a lesson.
55. Invite students to use their own words to summarize key points in a lesson to a partner.
56. Allow students opportunities to move about the room during instruction when appropriate.
57. Alternate between passive and active instructional activities.
58. Pause during instruction to ask questions and check students' levels of understanding or any misunderstandings of content.
59. Use Think-Pair-Share to give each student an opportunity to think prior to forming a response and to allow each student an opportunity to share ideas.

Tier I Reading Intervention Examples

Phonological Awareness Activities (K):
- Identify and make oral rhymes
- Segment spoken sentences into words
- Segment spoken sentences into syllables
- Identify and practice onset and rhyme sounds
- Identify spoken words w/same initial sounds
- Identify spoken words w/same end sounds
- Blend orally presented phonemes into words
- Segment orally presented words into phonemes
Phonics Activities (K-2)
- Match letters/sounds (initial and final letters)
- Blend sounds to read real and nonsense words
- Read aloud charts, stories, CVC, CVEe, blends, word families, diphthongs, etc.
- Dictate words w/featured letter/sound pair
- Pair students for practice reading aloud
- Recognize print patterns-chunks, endings, etc.
Fluency
- Model fluent reading
- Repeated reading of same text (3-4 times)
- Choral reading
- Echo reading
- Shared reading
- Lexile leveled texts to match independent reading level (Newsela or lexile.com)
Vocabulary (K-1)
- Sort words into basic categories
- Describe common objects
- Classify categories of words
Vocabulary (2-3)
- Teach common synonyms and antonyms
- Use known word in compound words
- Teach homophones/homographs
- Use dictionary to locate word meanings
Vocabulary (4-12)
- Use dictionary to locate word meanings
- Identify/apply knowledge of word origins, derivations, synonyms, etc. to derive meaning
- Use a thesaurus to identify related words
Reading Comprehension (All Grades)
- Teach to self-monitor comprehension
- Teach use of graphic/semantic organizer
- Teach use of questions to guide reading
- Teach ways to generate questions
- Teach story structure
- Teach summarization
- Teach elaboration (prediction and prior knowledge)

Tier 1 Math Intervention Examples

Overall Skills are lower than grade level
--

- Assess for level of instruction (use vertical alignment documents)
- Provide small group instruction on needed skills (Station rotation with you as a station)
Difficulty remembering math facts
- Separate facts into sets of fact families
- Provide extra opportunities
- Provide references to assist in fact calculation
- Use manipulative objects
- Practice flashcards with a peer
- Use folding in technique for flashcard practice
- Student self-check/correct practice sheets
Difficulty attending to important details
- Highlight operational signs/key words
- Use vertical lines/graph paper for organization
- Reduce the number of problems per page (or enlarge the print of the problem)
- Use a window overlay (or a ruler) to isolate problems
- Have student repeat directions to teacher
Inability to read text for word problems
- Align material with students reading level (lexile.com)
- Highlight key words in math problem
Slow rate of completion
- Reduce number of items to complete (Daily work)
- Provide manipulatives
Problems sequencing steps for computation
- Consistent review of steps
- Reference sheet posted (or kept at students' desk or in their notebook)
- Use acronyms to remember steps
- Color coding of steps
- Use of manipulative objects
- Use of calculator (Consider if student would be eligible to use on STAAR)
Failure to visualize concepts
- Use simple, consistent language
- Provide visual examples
- Assess and explicitly teach concept terminology (Vocabulary)
Difficulty solving word problems
- Use concrete examples
- Highlight key operational words
- Have students restate the problem
- Use of calculator/manipulatives (Consider if student would be eligible to use on STAAR)
Other
- Small group instruction
- Individual assistance from teacher, aide, or volunteer

Tier 1 Menu of Strategies

Academic	English Language	Engagement
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(General / Reading / Math)	Acquisition	(Behavioral / Attendance)
<i>Strategies</i>	<i>Strategies</i>	<i>Strategies</i>
Scaffolding instruction & connection to prior content	Use the TELPAS Proficiency Level Descriptors to identify language proficiency in each domain: listening, speaking, reading, and writing.	Establish / Practice routines and procedures
Research and Tutoring		Consistent classroom management system
Small group instruction: - For pre-support - For targeted recovery	Word walls: academic, content, and high frequency	Posted expectations stated in objective terms
Differentiated instruction & Differentiated response	Graphic Organizers	Reteach / Reinforce model behavior
Academic conversations with sentence stems & vocabulary support	Non-linguistic representation	Teacher-Student private discussions for feedback
Structured learner-leader dialogue	Total Physical Response (TPR)	School-Home notes with feedback (pos. & neg.)
Cooperative learning groups, learner-learner interaction	Cooperative learning (for learner-learner dialogue)	Parent-Student conference with focus on student goal setting
Learning Stations / Centers	Peer Interaction with:	Visual Supports
Anchor Charts	- Structured dialogue - Verbal rehearsal - Sentence frames/stems	Non-verbal cueing; Non-disruptive redirection
Graphic organizers	Scaffolding Umbrella: - Anchor charts - Sentence Stems (written) - Sheltered Instruction methods	Basic positive reinforcement
Note-taking strategies		Minimize down time and transition time (Teach bell-to-bell)
Meta-Cognitive strategies	Reading practice at appropriate proficiency level	Strategic seating assignment & use of proximity control
Thinking-to-learn strategies	3-read (for modeling, practice, and comprehension)	(PBIS) Positive Behavior Intervention Strategies
Test corrections & recovery-of-learning opportunities	Structured writing support: - Sentence frame/stems - Targeted vocabulary list - Desired outcome model	
Parent-Student conference		

Appendix B
RtI Forms

HEALTH INFORMATION

(To be completed by school nurse or health assistant)

Student _____ Grade _____ Referring Teacher _____

Person Conducting Screening _____ Position _____

VISION:

Date of most recent screening: _____ Type of screening: _____

Results: R 20/ _____ L 20/ _____ Without Correction With Correction

As a result of the screening, is there any indication of a need for further assessment, adjustment, or follow-up treatments? If YES, explain: _____

HEARING:

Date of most recent screening: _____ Type of screening: _____

Passed hearing screening. Unaided Aided
YES NO

As a result of the screening, is there any indication of a need for further assessment, adjustment, or follow-up treatments? If YES, explain: _____

HEALTH:

Does this student exhibit any signs of health or medical conditions? If YES, cite diagnosis and/or observations.
YES NO

Is this student receiving any medication at school? If YES, specify: _____
YES NO

Do this student's parent report any health or medical conditions or express concerns about a possible medical condition? If YES, specify: _____
YES NO

Does this student require adaptive equipment or modifications to the school environment? If YES, specify: _____
YES NO

What other health-related information do you think would be helpful to the other members of the evaluation team?
None _____

SIGNATURE OF PERSON COMPLETING THIS SECTION

DATE

SWEETWATER INDEPENDENT SCHOOL DISTRICT
RESPONSE TO INTERVENTION
TIER II OR III MEETING CHECKLIST
(Meeting outline/checklist of topics to address)

- Required members of committee present?
- Review of student performance based on:
 - Data
 - Teacher Observation
 - Parental Observation/input
- Any changes to student's:
 - Hearing/Vision
 - Medical History
 - Current medications
- Review/Modification of student supports (make sure all supports would be permissible on STAAR and provide a benefit to the student)
 - Classroom accommodations
 - Testing accommodations
- ** If Rtl accommodations are not effective, consider 504/SPED testing based upon knowledge of student needs. If parent consents obtain consent on appropriate form.
- Collect Signatures of all Rtl committee members and Parent/Guardians

Post-Meeting:

- Upload appropriate forms and documentation into SuccessEd.
- Disseminate copy of new/revised accommodations to relevant teachers
- Disseminate copy of medical changes or changes in medication to the campus nurse

****If the student is being recommended for:**

- 504 Testing:
 - Provide copy of all Rtl documentation to the appropriate campus 504 coordinator
 - Provide consent for testing signed by the parent
- SPED Testing:
 - Provide copy of all Rtl documentation to the appropriate Diagnostician
 - Provide consent for testing signed by the parent

SWEETWATER INDEPENDENT SCHOOL DISTRICT
RESPONSE TO INTERVENTION
TIER II (2) INTERVENTION PLAN AND MONITORING SHEET
(To be completed by RtI Interventionist and discussed during Data Day/RtI Meeting)

Student:	Teacher:	Grade:	Date:
Target Goal:			
Baseline data test:	Baseline score:	Current score:	
Proposed Tier 2 intervention:		Start date:	
Schedule for intervention (circle): 2 times/week or 60-90 min.	Group size:		
Interventionist:	Where:	When:	
Continued Tier 1 intervention:			

Progress monitoring

Assessment Tool: _____
 Schedule (circle): Twice a week Once a week Once every two weeks
 Rate of Improvement Goal Per Week: _____

Data Check 1 (After 3 - 4 weeks) – Current Progress Monitoring Score: _____ Date: _____

- Above targeted rate Intervention no longer needed
 At targeted rate Continue intervention
 Below targeted rate Modify intervention (Explain _____)

Data Check 2 (After 6 - 8 weeks) – Current Progress Monitoring Score: _____ Date: _____

- Above targeted rate Intervention no longer needed
 At targeted rate Continue intervention
 Below targeted rate Modify intervention (Explain _____)

Data Check 3 (After 9 - 12 weeks) – Current Progress Monitoring Score: _____ Date: _____

- Above targeted rate Intervention no longer needed
 At targeted rate Continue intervention
 Below targeted rate Modify intervention (Explain _____)

Data Check 4 (After 12 - 18 weeks) – Current Progress Monitoring Score: _____ Date: _____

- Above targeted rate Intervention no longer needed
 At targeted rate Continue intervention
 Below targeted rate Modify intervention (Explain _____)
 Start new intervention
 (Explain _____)
 Refer for Tier 3 Intervention

SWEETWATER INDEPDENDENT SCHOOL DISTRICT
RESPONSE TO INTERVENTION
TIER II (2) INTERVENTION PLAN AND MONITORING SHEET
(To be completed by RtI Interventionist and discussed during Data Day/RtI Meeting)

Verification of Tier 2 Intervention (e.g., Observation, Student Work, Student Chart/Graph of Progress):

Date: _____ Method: _____

Check days intervention was done. Write in Monday's date by each week number.

Week	M	T	W	T	F		Week	M	T	W	T	F		Week	M	T	W	T	F
1							5							9					
2							6							10					
3							7							11					
4							8							12					
13							14							16					
17							18												

Committee Members:

_____ (Administrator); and
 _____ (RtI Interventionist); and
 _____ (Math Teacher); or
 _____ (Reading Teacher)
 _____ (Parent/Guardian 1)
 _____ (Parent/Guardian 2)

Meeting:

_____ (Date)
 _____ (Time)
 _____ (Location)

SWEETWATER INDEPDENDENT SCHOOL DISTRICT
RESPONSE TO INTERVENTION
TIER III (3) INTERVENTION PLAN AND MONITORING SHEET
(To be completed by RtI Interventionist and discussed during Data Day/RtI Meeting)

Student:	Teacher:	Grade:	Date:
Target Goal:			
Baseline data test:	Baseline score:	Current score:	
Proposed Tier 2/3 intervention(s):		Start date:	
Schedule for intervention (circle): 3 times/week or 90-120 min	Group size:		
Interventionist:	Where:	When:	
Continued Tier 1 intervention:			

Progress monitoring

Assessment Tool: _____
 Schedule (circle): Twice a week Once a week Once every two weeks
 Rate of Improvement Goal Per Week: _____

Data Check 1 (After 1 - 2 weeks) – Current Progress Monitoring Score: _____ Date: _____

- Above targeted rate Intervention no longer needed
 At targeted rate Continue intervention
 Below targeted rate Modify intervention (Explain _____)

Data Check 2 (After 3 - 4 weeks) – Current Progress Monitoring Score: _____ Date: _____

- Above targeted rate Intervention no longer needed
 At targeted rate Continue intervention
 Below targeted rate Modify intervention (Explain _____)

Data Check 3 (After 5 – 6 weeks) – Current Progress Monitoring Score: _____ Date: _____

- Above targeted rate Intervention no longer needed
 At targeted rate Continue intervention
 Below targeted rate Modify intervention (Explain _____)
 Start new intervention
 (Explain _____)
 Refer for Special Education Evaluation

**SWEETWATER INDEPENDENT SCHOOL DISTRICT
 RESPONSE TO INTERVENTION
 TIER III (3) INTERVENTION PLAN AND MONITORING SHEET**
(To be completed by RtI Interventionist and discussed during Data Day/RtI Meeting)

Verification of Tier 3 Intervention (e.g., Observation, Student Work, Student Chart/Graph of Progress):

Date: _____ Method: _____

Check days intervention was done. Write in Monday's date by each week number.

Week	M	T	W	T	F		Week	M	T	W	T	F
1							5					
2							6					
3												
4												

Committee Members:

_____ (Administrator); and
 _____ (RtI Interventionist); and
 _____ (Math Teacher); or
 _____ (Reading Teacher)
 _____ (Parent/Guardian 1)
 _____ (Parent/Guardian 2)

Meeting:

_____ (Date)
 _____ (Time)
 _____ (Location)

Appendix C
Checklists and Resources

Academic Skills Checklists

READING CONCERNS:

Phonemic Awareness: Does the student have...

- Awareness of words?
- The ability to rhyme?
- The ability to blend?
- The ability to segment into words and syllables?
- The ability to identify beginning sounds (onsets)?
- The ability to segment words into phonemes?
- The ability to substitute and manipulate beginning phonemes?
- The ability to substitute middle and ending phonemes?

Phonics

- Identifies ___/___ upper-case letters
- Identifies ___/___ lower-case letters
- Consonant sounds?
- Short vowels?
- Long vowels?
- Consonant blends?
- Consonant digraphs?
- R-controlled vowels?
- Vowel digraphs/diphthongs?
- Prefixes and suffixes?
- # of Fry words (____) on the __00 list

Word, Sentence, Paragraph Reading: Does the student...

- Read grade level regular words?
- Read grade level irregular sight words?
- Read grade level multi-syllabic words?
- Read sounds in words from left to right?
- Read words in sentences from left to right?
- Read sentences in paragraphs without skipping lines?

Fluency: Does the student have...

- Accuracy?
- Automaticity?
- Prosody (the appropriate use of phrasing and expression to convey meaning)?
- What is the wpm? _____
- What percentile is the wpm? _____
- What measure was used? _____
- List types of errors: (e.g., omissions, substitutions, additions) (Attach running record of oral reading [DRA]) _____

Vocabulary: Does the student...

- Understand the grade-appropriate word wall words? (Listening vocabulary concerns)
- Use the grade-appropriate word wall words while speaking? (Speaking vocabulary concerns)
- Read the grade-appropriate word wall words accurately? (Reading vocabulary concerns)
Provide scores from the vocabulary section of the weekly basal unit reading test:

- Use the grade-appropriate word wall words in his/her writing? (Writing vocabulary concerns)

Comprehension: Does the student...

- Self-monitor?
 - Self-correct?
 - Recognize story structure?
 - Identify the main idea?
 - Pull out the most important details?
 - Decode well enough?
 - Pace self?
 - Use prior knowledge?
 - Make predictions?
 - Make inferences?
 - Understand cause-and-effect?
 - Use questioning?
 - Re-read?
 - Cross-check?
 - Look for details?
 - Sequence events?
 - Summarize?
 - Scan?
 - Have greater listening comprehension than reading comprehension?
 - Provide scores of the comprehension questions from the weekly basal reading tests:
-

MATH CONCERNS

Number Sense/Pre-skills

- Number identification
- Count numbers
- Count objects
- Write numbers
- Comparing numbers
- Sequencing numbers
- Matching numbers to objects
- Understand number patterns
- Place value
- Understands 4 basic operations

Facts

- Addition
- Subtraction
- Multiplication
- Division

Operations

- Whole numbers
- Regrouping
- Fractions
- Decimals

Geometry:

- Identify, describe and draw geometric objects (e.g., shapes, solids, points, lines)
- Create 2-D and 3-D shapes from other shapes
- Describe the relative position of shapes (e.g. above, below, on, over)
- Identify, complete, and create geometric patterns
- Identify transformations of shapes (i.e., slides, flips, turns)

Applications:

- Story Problems
- Measurement
- Time
- Money
- Data and Graphs
- Probability

Involving Parents in the RTI Process

Goals:

1. Improve student outcomes.
2. Gain and maintain parents' support.

Major activities:

1. Include parents in problem-solving efforts as soon as there is an indication of student difficulty.
2. Clarify for parents how the RTI process works.
3. Engage parents in school/district data-collection and progress monitoring practices.
4. Discuss your shared vision and responsibilities for their child to encourage problem-solving and discourage blaming team participants.

Points to discuss with parents:

Delivering interventions:

- What is the proposed intervention?
- Who will be responsible for implementing the proposed interventions?
- Where and when will the intervention take place?
- Why do you think this particular intervention will work?

Collecting data:

- What academic/behavior skill will be monitored?
- Who will gather the information?

Gauge progress:

- How will you determine if an intervention is working?
- How much progress will be enough to deem an intervention a success?

Keep in touch:

- What can the parent do at home to support their child's progress?
- How frequently will you communicate with parents about their child's progress and their role in that growth? (The more frequent the student's progress is monitored, the more frequent the parents should be contacted.)
- Who will contact the parent? Will this be done in person, by phone or by email?

Ideas from Amy L Reschly, assistant professor, University of Georgia,
In "The Special Educator," January 30, 2009