



Ganado Independent School District

RESPONSE TO INTERVENTION

Operating Guidelines

Handbook

2018-2019

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Ganado ISD RTI Instructional Design- Elementary

	Tier 1	Classroom Tier 2	RTI Class Tier 2 Pull Out	Tier 3
Focus:	<ul style="list-style-type: none"> All students 	<ul style="list-style-type: none"> Students with marked difficulties who have not responded to Tier 1 efforts (10-15% of students) 		<ul style="list-style-type: none"> Students with marked difficulties who have not responded to Tier 1 or Tier 2 efforts (1-5%)
Time:	<ul style="list-style-type: none"> At least 60 minutes per day, depending on grade level and content area. 	<ul style="list-style-type: none"> 20-30 minutes per day, 2-5 days per week in addition to core instruction using district curriculum and Tier 1 interventions. 		<ul style="list-style-type: none"> No less than 30 minutes, 3-5 days per week, in addition to core instruction and Tier 1 strategies Number of days served should not decrease in Tier 3
Duration	<ul style="list-style-type: none"> Ongoing, prior to and concurrently with all tier 2 and Tier 3 Interventions. 4 weeks before Tier 2 can be recommended. Campus RTI team should review progress regularly 	<ul style="list-style-type: none"> Two rounds of 6 weeks recommended, making documented adjustments to instruction for more accurately targeting student's instructional needs. Campus RTI team should review progress every 6-8 weeks minimum Durable and long-term. May be faded back to Tier 1 as student reaches short-term goals. 		<ul style="list-style-type: none"> Durable and long term. May be faded back to Tier 2 as student reaches short-term goals. Campus RTI teach should review progress every 6 weeks minimum
Grouping	<ul style="list-style-type: none"> As needed based on skill deficiency 	<ul style="list-style-type: none"> 1-4 students recommended, depending on setting Homogenous small group instruction 	<ul style="list-style-type: none"> 1-10 students recommended Homogenous small group instruction 	<ul style="list-style-type: none"> 1-3 students recommended Homogenous small group or individual instruction
Instruction:	<ul style="list-style-type: none"> General education teacher from classroom Research-based Curriculum Differentiated instruction, Scaffold 	<ul style="list-style-type: none"> Guided reading and guided math groups in K-5 with classroom teacher in centers/stations setting Targeted instruction to improve skills 	<ul style="list-style-type: none"> Guided reading and guided math groups with classroom teacher in centers/stations setting Intervention delivered by Title staff Targeted instruction to improve specific skills 	<ul style="list-style-type: none"> Intervention delivered by RT Intervention staff/classroom teacher Intensive intervention Target instruction to improve specific skills

	Instruction based on learning style	<ul style="list-style-type: none"> ● Instruction based on assessment data 	<ul style="list-style-type: none"> ● Instruction based on assessment data 	<ul style="list-style-type: none"> ● Instruction based on assessment data
Assessment:	<ul style="list-style-type: none"> ● Universal Screening (BOY, MOY, EOY) ● Additional district, campus, classroom assessments ● Progress monitoring at least once every 6 weeks. 	<ul style="list-style-type: none"> ● Progress monitoring at least once every 6 weeks ● Additional district, campus, classroom assessments ● See attached resource list that may be implemented 		<ul style="list-style-type: none"> ● Progress monitoring at least once per 6 weeks ● Additional district, campus, classroom assessments ● See attached resource list
Monitoring and Documentation:	<ul style="list-style-type: none"> ● Tier 1 strategies/times listed on RTI form ● Classroom visits and walkthroughs ● Progress monitored through RTI Team and data sheets 	<ul style="list-style-type: none"> ● Intervention noted in lesson plans during RTI time for students being served in the classroom ● All intervention strategies documented on RTI form by the teachers serving the child for intervention (whether it is classroom teacher or Title Intervention staff) ● Classroom visits and walkthroughs 		

Ganado ISD RTI Instructional Design- Ganado Secondary

Tier 1		Classroom Tier 2	Tier 3
Focus:	<ul style="list-style-type: none"> All Students 	<ul style="list-style-type: none"> Students who have struggled with Level 1 efforts (10%-15% of students) 	<ul style="list-style-type: none"> Students who have struggled with Level 1 and Level 2 efforts (1%- 5%)
Time:	<ul style="list-style-type: none"> 45-70 minutes per day, depending on grade level, content area, and student schedule 	<ul style="list-style-type: none"> 30 minutes per day of small group instruction 2-3 days per week including core instruction and RtI strategies. 	<ul style="list-style-type: none"> May be during advisory period 2-3 times per week
Duration	<ul style="list-style-type: none"> Ongoing, prior to and concurrently with all Tier 2 and Tier 3 interventions. 	<ul style="list-style-type: none"> After the RTI meeting, students are monitored. If the student is successful, continue with documentation. If the student is NOT showing progress, the RTI committee will meet again to determine next steps. 	<ul style="list-style-type: none"> Durable and long-term. Campus RTI will determine who is eligible to be released from services
Grouping	<ul style="list-style-type: none"> As needed in each content area 	<ul style="list-style-type: none"> Small group instruction 	<ul style="list-style-type: none"> Small group instruction
Instruction:	<ul style="list-style-type: none"> General education teacher in classroom Research-based Curriculum (TEKS Resource System) Differentiated Instruction, Scaffold Instruction 	<ul style="list-style-type: none"> Targeted instruction to improve specific skills Instruction based on assessment data Highly Qualified Teacher 	<ul style="list-style-type: none"> Intensive intervention Instruction based assessment data and classroom performance

Assessment:	<ul style="list-style-type: none"> ● District, campus, classroom, & state assessments 	<ul style="list-style-type: none"> ● Progress monitoring every 6 weeks ● Content Area/Unit Assessments/Class assignments/formative assessments 	<ul style="list-style-type: none"> ● Progress monitoring every 6 weeks ● Content Area/Unit Assessments/ Class assignment/ formative assessments
Monitoring and Documentation:	<ul style="list-style-type: none"> ● Classroom visits and walkthroughs ● Progress monitored through progress reports, RTI Form 	<ul style="list-style-type: none"> ● All intervention strategies documented on the RtI form ● Monitored progress documented on the RtI form ● Classroom visits and walkthroughs 	

Fidelity of Implementation

Current research indicates that the most common cause of failed intervention is the lack of fidelity of implementation. Fidelity is “the degree to which an intervention, program, or curriculum is implemented, according to research findings and/or its developers’ specifications” (Buffum, Mattos, & Weber, 2009, p. 208). In order to assure accuracy it is important to deliver “instruction in the way it was designed to be delivered” (Gresham, MacMillian, Beebe-Frankenberger, & Bocian, 2000). RTI is a scientific process in which the group is introduced to a treatment, or intervention. If an intervention is applied systematically, progress monitored effectively, and decision-making regarding the student progress is adjusted to ensure student success then fidelity will occur. The National Center on Learning Disabilities (2006) reports, “for an RTI component to be successful in addressing current challenges, the component must be implemented with high integrity”. Further, they assert, “implementing instruction with fidelity satisfies one of IDEA’s legal requirements for appropriate instruction; high fidelity will yield high student success.

The major difference between Tier 2 and Tier 3 intervention may not be changing the resources being used. It may mean that you need to use the resource as a guide prescribes. Oftentimes in Tier 3, the child needs a smaller group or more time. A smaller group will allow the teacher more instructional time to work with the student. More instructional time and independent practice usually translates into better content retention for the student.

Ganado Elementary Menu of Recommended Academic Resources: Reading and Math

GRADE LEVEL	BASE CURRICULUM	UNIVERSAL SCREENER	INTERVENTION	PROGRESS MONITORING
Pre K	Texas Pre-K Guidelines, DLM	CLI Engage	Zoo Phonics, DLM Early Childhood Express, Handwriting Without Tears	CIRCLE Progress Monitoring
Kindergarten	TEKS Resource System Journeys Reading Texas GoMath	TPRI (BOY, MOY, EOY) TEMI	TEKS Resource System, Saxon Phonics, Wilson Reading Program, GoMath, IXL	TPRI (BOY, MOY, EOY) TEMI, Local Benchmarks
First Grade	TEKS Resource System Journeys Reading Texas GoMath	STAR Reading TPRI (BOY, MOY, EOY) TEMI	TEKS Resource System, Zoo Phonics, Journeys Reading Curriculum, Wilson Reading Program, GoMath, Reflex Math, IXL	TPRI (BOY, MOY, EOY) TEMI, Local Benchmarks
Second Grade	TEKS Resource System Journeys Reading Texas GoMath	STAR Reading TPRI (BOY, MOY, EOY) TEMI	TEKS Resource System, Journeys Reading Curriculum, Wilson Reading Program, GoMath, Reflex Math, IXL	TPRI (BOY, MOY, EOY) TEMI, Local Benchmarks, STAR Reading Diagnostic
Third Grade	TEKS Resource System Journeys Reading Texas GoMath	STAR Reading STAAR Benchmarks ESTAR	TEKS Resource System, Journeys Reading Curriculum, Wilson Reading Program, GoMath, Reflex Math, IXL	STAR Reading Diagnostic, ESTAR, Local Benchmarks
Fourth Grade	TEKS Resource System Journeys Reading Texas GoMath	STAR Reading STAAR Benchmarks ESTAR	TEKS Resource System, Journeys Reading Curriculum, Wilson Reading Program, GoMath, Reflex Math, IXL	STAR Reading Diagnostic, ESTAR, Local Benchmarks

Fifth Grade	TEKS Resource System Journeys Reading Texas GoMath	STAR Reading STAAR Benchmarks MSTAR	TEKS Resource System, Journeys Reading Curriculum, Wilson Reading Program, GoMath, Reflex Math, IXL	STAR Reading Diagnostic, ESTAR, Local Benchmarks
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Universal Screening Grades 6-12

Universal screening is a process of reviewing student performance through formal and/or informal assessment measures to determine progress in relation to student benchmarks and learning standards. It is the practice of assessing all students in a school with valid measures in the major curricular areas, so that no student at risk “falls through the cracks.”

Academic Universal Screening:

Ganado ISD uses the following universal screeners to be administered to students at each grade level during each screening period determined by the assessment calendar. For students not previously identified as being at-risk of failure who do not meet the standard on those assessments, an immediate Tier 1 differentiation plan will be developed for them. Progress monitoring is conducted each grading period to confirm risk or rule out false positive screening results. The campus RtI team will use this data to determine the most appropriate intervention plan for the student.

Grade 6-8: **Reading:** State Assessments/TMSFA (Grade7)/STAR Reading
Math: State Assessments/MSTAR

Grade 9-12: **Reading:** State Assessments/Report Cards
Math: State Assessments/Report Cards

Progress Monitoring for Academic Interventions Grades 6-12

Tier	Area of Concern	Grade Level	Instructor	Progress Monitoring Tool	Frequency of Progress Monitoring	Documentation Method
Tier 1 Class	Reading & Math	6-8	Classroom Teacher	State Assessment, report card, TMFSA-Reading, MSTAR-Math	Every 4 weeks	Team Documentation
Tier 2 Class	Reading & Math	6-8	Classroom Teacher	State Assessment, report card, TMFSA-Reading, MSTAR-Math	Every 4 weeks	Team Documentation
Tier 3 Enrichment Class	Reading & Math	6-8	Classroom Teacher	State Assessment, report card, TMFSA-Reading, MSTAR-Math	Every 4 weeks by teacher and 6-8 weeks by the RTI Team	RTI Documentation
Level 1-3 Advisory Period	Reading & Math	9-12	Classroom Teacher	State assessment, report card, unit assessment, class assignments, formative assessments	Every 4 weeks	RTI Documentation, Report Card

TMFSA-Texas Middle School Fluency Assessment

MSTAR-Middle School Students in Texas Algebra Ready

Elementary Decision-Making along the Continuum of Tiered Intervention

TIER I

Step 1: Academic gap identification based on Universal screener.

Step 2: If student receives a score at or above benchmark range, then no Rtl is necessary. If the student receives a score in the intervention or on watch range, then Tier I intervention with the classroom teacher is necessary. If the student receives a score in the urgent intervention range, then Tier II intervention is necessary. Students in the urgent intervention category will move directly to step 6. Students in the intervention range need to be monitored closely. They can easily move to urgent intervention. For grade levels using TPRI, if the student scores in the at-risk category, they should be proceed to step 3.

Step 3: The teacher will use an appropriate intervention that addresses the gap.

Step 4: Progress monitor using assessment to determine the success of the intervention.

Step 5: Successful Intervention – continue to use until gap is closed.

Unsuccessful intervention – Repeat steps 1-3 until interventions have been exhausted; Campus Rtl team should meet at the teachers/parents request to revise the student plan or decide to move the student to TIER II.

Once the gap is closed, step process ends.

TIER II

Step 6: Meet with Campus Rtl coordinator and determine TIER II interventions (Typically Pull out or Tutorials).

Step 7: Use an appropriate intervention which addresses the gap.

Step 8: Progress monitor using assessment to determine the success of the intervention.

Step 9: Successful Intervention – Continue to use until gap is closed. Unsuccessful intervention – Repeat steps 6-8 until interventions have been exhausted; Campus Rtl team should meet to revise the student plan. Once the gap is closed, step process ends. The student may return to Tier I once the goals in Tier II are met.

TIER III

Step 10: Hold a campus Rtl meeting to determine TIER III interventions

Step 11: Use an appropriate intervention which addresses the gap.

Step 12: Progress monitor using assessment to determine the success of the intervention.

Step 13: Successful intervention – continue to use until gap is closed. Unsuccessful intervention – Repeat steps 10-12 until interventions have been exhausted (move to step 14) Once the gap is closed, step process ends. The student may return to Tier II once the goals in Tier III are met.

Step 14: Hold a campus Rtl meeting to determine more TIER III interventions or move to entitlement for special education or dyslexia students.

Step 15: When a campus is ready to move to entitlement*, the campus may be asked to present the student information to the district RTI team. Teachers, administrators, or a person knowledgeable of the student should present to the district team. The team will review ALL of the following data:

- Teacher Rtl Documentation Form (Should provide evidence of interventions taken to close the achievement gap.)
- Campus Rtl Documentation Form (Should provide evidence of meetings held and discussions to change interventions in order to help the student close the achievement gap.)
- Universal Screener information
- Progress Monitoring information

- Intervention Work Samples
- Report card information
- Attendance information
- Discipline data
- Health/Sociological screening information
- Information from other special programs such as but not limited to: ELL, GT, Section 504, Dyslexia, and At-Risk
- LPAC information
- Parent information such as GPC meeting notes (If meeting in the spring)
- Assessment conducted outside of GISD (when applicable)
- Other information deemed important by the campus

***Entitlement to Special Education or 504 is not a guarantee at this time. The district RtI committee will look at the referral to assist the campus with intervention decisions and help you ensure you have everything you need to move to entitlement. Please refer to the district and state procedures to ensure all components of the valid referral process are followed. Last, please refer the student to the diagnostician (sped) or the counselor (504) for further guidance on the next steps in the process.**

RtI & Dyslexia

A student of any age who struggles in reading is given targeted classroom interventions by the homeroom or academic subject teacher. If those interventions fail to help the student, the campus RtI Committee may choose to place the child in a Tier 2 reading intervention. If assistance is needed beyond Tier 2 and characteristics of dyslexia appear to be present, the campus RtI Committee should refer the student to the district RtI committee.

Note: the normal three-tier process may be circumvented if the student comes to our district with

- A verifiable family history of dyslexia**
- A diagnosis of dyslexia from another school district (*conditional placement in program)**
- A diagnosis of dyslexia from an outside agency (*conditional placement in program)**

A single individual does not make a decision on a diagnosis of dyslexia. The campus may make a recommendation based on the assessment, but the decision must be made by the campus 504 or ARD committee of which the parent or guardian is a member.

Parent Request for Testing

1. If a parent contacts any school staff member and requests dyslexia testing for their child that staff member should notify the campus principals.

RtI & English Language Learners (ELL)

English Language Learners (ELL) students will follow the same process for RtI as outlined in the Operating Guidelines in this Handbook. These students will need to follow the same Tier system, assessment system, and progress monitoring schedule, and intervention time frame as all other students.

A few signs to look for when identifying who may need additional RtI assistance are as follows:

- If a teacher has to modify most or all assignments, in order for the student to pass a course and language does NOT appear to be the issue.**
- If an ELL or monitored student fails a course, an LPAC meeting is called to discuss why a student failed a course, and what needs to be done to prevent future academic difficulties.**

RtI & Special Education Identification

Response to Intervention is not designed to be a pre-referral process. It is not a model in which students must “fail” before interventions begin. Instead, it is a proactive, positive approach for supporting all learners, particularly those who are struggling. RtI meets learners where they are within the curriculum and accelerates their learning rates. Research has shown that when students are engaged in the curriculum on their instructional level, approximately 95 percent of them will respond positively without the need for intensive, specialized instruction.

Commissioner’s Rules, §89.1011: Prior to referral, students experiencing difficulty shall be considered for all support services available to all students—tutorial; remedial; compensatory; response to scientific, research-based intervention; and other academic or behavior support services. If the student continues to experience difficulties in the general classroom after the provision of interventions, district personnel must refer the student for a full and individual evaluation.

Within the federal requirements of special education eligibility “exclusionary” factors are also provided. A student will not be judged eligible for special education if one of these factors is identified as the primary reason for lack of progress:

1. Lack of appropriate instruction in reading or mathematics [Commissioner’s Rules, §89.1040: Prior to and as part of the evaluation described in subparagraph (B) of this paragraph and 34 CFR, §§300.307-300.311, and in order to ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics, the following must be considered:

(i) data that demonstrates the child was provided appropriate instruction in reading (as described in 20 USC, §6368(3)), and/or mathematics within general education settings delivered by qualified personnel; and

(ii) data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal evaluation of student progress during instruction.]

2. Limited English proficiency

3. Cultural or economic disadvantage

Glossary

Continuum of Services- An array of services to meet an individual student's needs

Cut Score- A score on a test by which students are identified for supplementary services

Data-driven Decisions -A continuous process of regularly collecting, summarizing, and analyzing information to guide development, implementation, and evaluation of an action; most importantly, this process is used to answer educational or socially important questions

Fidelity -The degree of accuracy with which an intervention, program, or curriculum is implemented according to research findings and/or its developers' specifications

Progress Monitoring -A scientifically based practice to assess students' academic performance and evaluate the effectiveness of instruction that can be used with individual students, small group, or an entire class. The process used to monitor implementation of specific interventions.

Problem-Solving Method- Assumes no given intervention will be effective for all students and is sensitive to individual student differences; generally has four stages (problem identification, problem analysis, plan implementation, and plan evaluation).

RTI Model -Conception of the process known as Response to Intervention for delivering scientifically based instruction and interventions to facilitate student learning (Ogonosky). The practice of providing high-quality instruction and interventions matched to student's needs, monitoring progress frequently to make changes in instruction or goals, and applying student response data to important educational decisions.

RTI Campus Team- A group of education professionals and other stakeholders who collaboratively consider student-specific data, strategies and interventions, and develop a plan of action to address an academic or behavioral student specific need.

Tiers- A level in a pyramid of interventions of an RTI system that includes interventions and supports for a clearly defined group.

Tiered Model- An educational model that delineates three or more levels of instructional interventions based on gaps in student skills.

Universal Screener- A process of reviewing student performance through formal and/or informal assessment measures to determine progress in relation to student benchmarks and learning standards; also, the practice of assessing all students in a school with valid measures in the major curricular areas, so that no student at risk “falls through the cracks.”

Response to Intervention 3-Tier Model



