Woodsboro ISD
Response to Intervention
Board Adopted
01/15/18

Handbook 2017-2018

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Woodsboro ISD Elementary RTI Instructional Design - Elementary

	Tier 1	Tier 2 Tier 2	
Focus:	● All students	● Students with marked difficulties who have not responded to Tier 1 efforts (10%-15% of students) ●	● S ha 2
Time:	● 45-60 minutes per day, depending on grade level and content area	● 20-30 minutes per day, 2-5 days per week in addition to core instruction and Tier1 interventions	● ●
Duration	● Ongoing, prior to and concurrently with all Tier 2 and Tier 3 interventions. ● Classroom teachers will progress monitor on a continual basis.	● Two rounds of 8-12 weeks are recommended, making documented adjustments to instruction 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	● ● ●
Grouping	● Flexible in class based on skill deficiency	● 1-4 students recommended, depending on setting ● Homogeneous small group instruction	● 1-
Instruction:	● General education teacher in classroom ● Research-based Curriculum ● Differentiated Instruction, Scaffold Instruction based on learning style	● Guided reading and guided math groups in K- 5 with classroom teacher in centers/stations setting ● Targeted instruction to improve specific skills ● Instruction based on assessment data	● H i ● I t ● **I** ● T s
Assessment:	● Universal Screening (BOY, MOY,EOY) ● Additional district, campus, classroom assessments ● Progress monitoring at least once every three weeks for 6-8 weeks ● Tier 1 strategies on DMAC form	● Progress monitoring at least once every three weeks for 6-8 weeks ● Additional district, campus, classroom assessments ● See attached resource list for interventions that may be implemented p.7-8 ● Intervention noted in lesson plans during RTI time for students being served in the classroom	● I c
Monitoring and Documentation:	● Classroom visits and walk-throughs ● Progress monitored through DMAC, other appropriate data management system, and other data sources	● Additional district, campus, classroom assessments ● See attached resource list for interventions that may be implemented p.7-8 ● All intervention strategies documented in DMAC for Tiers 1-3 by the teachers serving the child for intervention ● Monitored progress documented DMAC by each teacher serving the student ● Classroom visits and walk-throughs ●	● P e

Woodsboro ISD Secondary RTI Instructional Design - Junior High

	Tier 1	Tier 2	

Focus:	● Students identified academically at-risk (app 20% of students)	● Students with marked difficulties who have not responded to Tier 1 efforts (10%-15% of students)	● S I T
Time:	● 45-60 minutes per day, depending on grade level and content area	● 35-45 minutes per day, every other day per week in addition to core instruction and Tier 1 strategies	● 6 c
Duration	● Ongoing, prior to and concurrently with all Tier 2 and Tier 3 interventions. ● The grade level team should review progress every 4 weeks.	● 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	● D ● C p
Grouping	● As needed based on skill deficiency	● 1-20 students, depending on setting	● 1
Instruction:	● General education teacher in classroom ● Research-based Curriculum ● Differentiated Instruction, Scaffold Instruction	● Targeted instruction to improve specific skills ● Instruction based on assessment data ● Intervention delivered by Academy teacher	● I t ● I ● I c
Assessment:	● Universal Screening (BOY, MOY, EOY) – see list attached on pg.14 ● Additional district, campus, classroom assessments ● See attached resource list for interventions that may be implemented	● Reading / Math Unit Assessments & teacher made assessments ● See attached resource list for interventions that may be implemented	● F & ● S i i
Monitoring and Documentation:	● RTI Documentation in DMAC ● Progress Monitoring Documentation ● Classroom visits and walk-throughs	● RTI Documentation in DMAC ● Classroom visits and walk-throughs ● Progress Monitoring Documentation	● ●

Woodsboro ISD Secondary RTI Instructional Design - High School

	Level 1	Level 2
Focus:	● All Students	● Students who have struggled with Level 1 efforts (10%-15% of students)
Time:	● 45- minutes per day, depending on grade level, content area, and student schedule	● 30 minutes per day, 2-3 days per week including core instruction and RTI strategies. 30 minutes of small group instruction
Duration	● Ongoing, prior to and concurrently with all Tier 2 and Tier 3 interventions.	● Until student meets target for goal or is moved to Tier 3 ● 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
Grouping	● As needed in each content area	● Small group instruction
Instruction:	● General education teacher in classroom ● Research-based Curriculum (TEKS Resource System) ● Differentiated Instruction, Scaffold Instruction	● Targeted instruction to improve specific skills ● Instruction based on assessment data ● Highly Qualified Teacher
Assess-ment:	● District, campus, classroom,& state assessments	● Progress monitoring every 3 weeks ● Content Area/Unit Assessments/Class assignments/formative assessments
Monitoring and Documentation:	● Classroom visits and walk-throughs ● Progress monitored through DMAC and TEAMS, progress reports	● All intervention strategies documented in on the RTI form ● Monitored progress documented on the RTI form ● Classroom visits and walk-throughs

Fidelity of Implementation

Current research indicates that the most common cause of failed intervention is a lack of fidelity of implementation. Fidelity is "the degree of accuracy with 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 is 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". Positive student outcomes are directly correlated with the degree of fidelity implemented in the instruction; high fidelity will yield high student success.

The major difference between Tier II intervention and Tier III intervention may not be changing the resources being used. It may mean that you need to use the resource as the guide prescribes. Often times in Tier III, 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.

Woodsboro ISD Response to Intervention

Elementary Menu of Recommended Academic Resources: Reading and Math

Grade Level	Base Curriculum	Universal Screener (BOY, MOY, EOY)	Intervention	Progress Monitoring
Prekindergarten	● Texas Prekindergarten Guidelines ● Frog Street Press Curriculum	● Frog Street Press Assessment ● ISIP	● Language for Learning (Reading) ● DRI (Reading) ● CIRCLE Activities (Reading and Math) ● I Station	● Frog Street Press Assessment C.I.R.C.L.E. Manual - ● Letter Recognition Fluency ● Letter Sound Fluency ● Early Writing Checklist ● Numeral Recognition Fluency
Kindergarten		● STAR Early Literacy ● ISIP ● Tejas LEE	● STAR Early Literacy Activities (Reading and Math) ● Tejas LEE Intervention Guide (Reading) ● Florida Center Reading Research FCRR (Reading) ● I Station	● TPRI ● Tejas LEE
First Grade		● STAR Early Literacy ● ISIP ● Tejas LEE ● STAR Reading ● STAR Math	● STAR Early Literacy Activities (Reading and Math) ● TPRI Intervention Guide ● STAR Reading and Math Activities ● I Station	● TPRI ● STAR Reading (English or Spanish) ● STAR Math ● Tejas LEE
Second Grade	● HMH ● Go Math ● Science Fusion ● Journeys ● Social Studies Weekly	● ISIP ● Tejas LEE ● STAR Reading ● STAR Math	● Accelerated Reading / Math Activities ● Florida Center Reading Research FCRR (Reading) ● I Station	● TPRI ● STAR Reading (English or Spanish) ● STAR Math

Third Grade	● HMH ● Go Math ● Science Fusion ● Journeys ● Social Studies Weekly	● ISIP ● Tejas LEE ● STAR Reading ● STAR Math ● Education Galaxy ● Curriculum Based Assessments	● Accelerated Reading / Math Activities ● Florida Center Reading Research FCRR (Reading) ● I Station ● Lift Off	● STAR Reading (English or Spanish) ● STAR Math ● Education Galaxy
Fourth Grade	● HMH ● Go Math ● Science Fusion ● Journeys ● Social Studies Weekly	● ISIP ● Tejas LEE ● STAR Reading ● STAR Math ● Education Galaxy ● Curriculum Based Assessments	● Accelerated Reading / Math Activities ● Florida Center Reading Research FCRR (Reading) ● I Station ● Lift Off	● STAR Reading (English or Spanish) ● STAR Math ● Education Galaxy
Fifth Grade	● HMH ● Go Math ● Science Fusion ● Journeys ● Social Studies Weekly	● ISIP ● Tejas LEE ● STAR Reading ● STAR Math ● Education Galaxy ● Curriculum Based Assessments	● Accelerated Reading / Math Activities ● Florida Center Reading Research FCRR (Reading) ● I Station ● Lift Off	● STAR Reading (English or Spanish) ● STAR Math ● Education Galaxy
Sixth Grade	● HMH ● Go Math ● Science Fusion ● Journeys ● Social Studies Weekly	● ISIP ● Tejas LEE ● STAR Reading ● STAR Math ● Education Galaxy ● Curriculum Based Assessments	● Accelerated Reading / Math Activities ● Florida Center Reading Research FCRR (Reading) ● I Station ● Lift Off	● STAR Reading (English or Spanish) ● STAR Math ● Education Galaxy

Universal Screening Grades 7-12

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:

The Woodsboro ISD At-Risk Indicator table defines the 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.

Universal Screeners

Grade 7-8:	**Reading:**	State Assessments/TMSFA
	Math:	State Assessments/MSTAR/STAR Math
Grade 9-12:	**Reading:**	State Assessments/Report Cards
	Math:	State Assessments/Report Cards

Woodsboro ISD Response to Intervention

WMS & WHS Menu of Recommended Academic Resources by Tier and Content

Area Grades 6-12

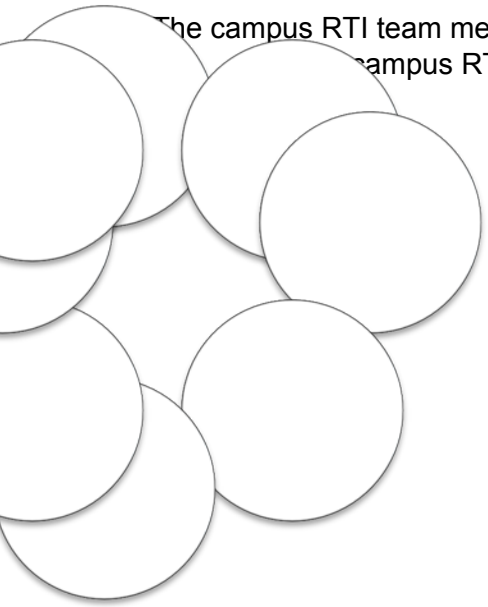
Progress Monitoring for Academic Interventions Grade 7-12

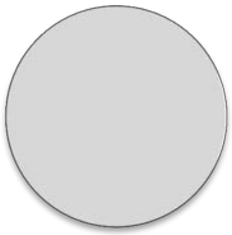
	Area of Concern	Grade Level	Instructor	Person Responsible	Progress Monitoring Tool	Frequency of Progress Monitoring	Documentation Method
	Reading & Math	7-12	Classroom Teacher	Classroom Teacher	● State assessment, report card, unit assessment, class assignments, formative assessments	Every 4 Weeks	RTI Documenta Form DMAC
	Reading & Math	7-12	Classroom Teacher	Classroom Teacher	● State assessment, report card, unit assessment, class assignments, formative assessments	Every 4 Weeks	RTI Documenta Form DMAC
	Reading & Math	7-12	RTI Teacher	RTI Teacher	● State assessment, report card, unit assessment, class assignments, formative assessments	Every 4 Weeks by teacher and 6- 8 weeks by the Campus RTI Team	RTI Documenta Form DMAC

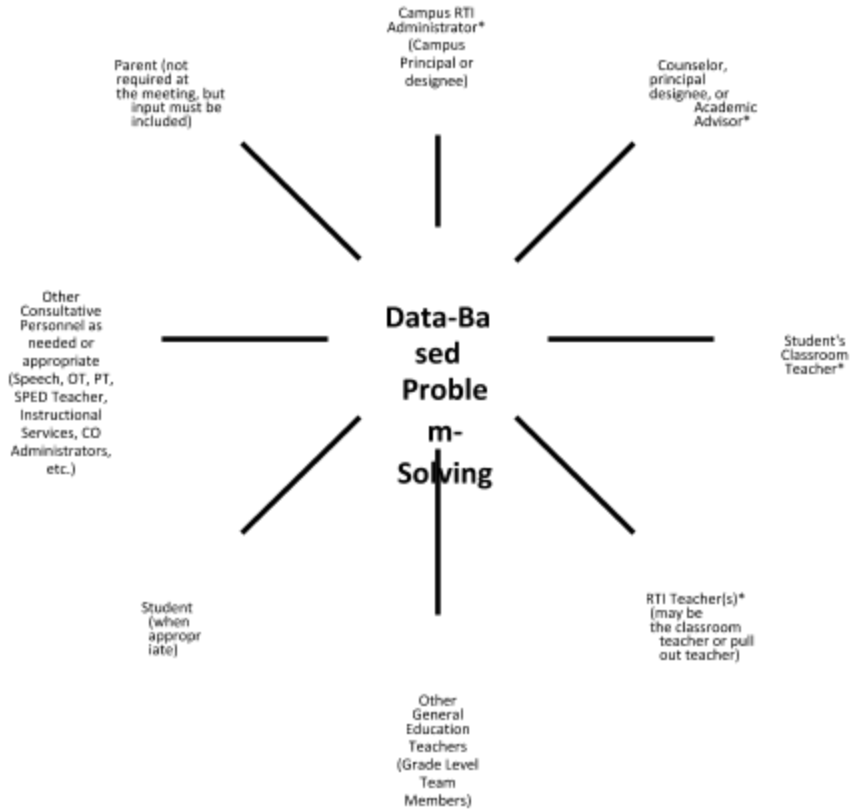
RTI Team Meetings

The campus RTI team membership may vary but below is a sample of an effective campus RTI Team. ampus RTI team should consist of members knowledgeable of the student.

*Required members







Schools may organize and reorganize teams during the implementation of the RTI process because this is a dynamic process in which procedural changes, especially in teams, are made to meet the ongoing changes in need and resources of a school. The key to teaming in the RTI process is leadership, collaboration across educators, and the use of the problem-solving process to drive decisions.

Student data should be reviewed and recommendations about the continuation or adjustment of interventions should be made at least once every six weeks.

Meetings will be documented at the campus level and the documentation may be reviewed by Instructional Services staff when necessary.

RTI Team Member Responsibilities

Roles of the **Curriculum Director:**

- Schedule a beginning of the year faculty meeting for an RTI program presentation.
- Support the classroom teachers and interventionist with the Tier 1-3 intervention process by providing resources and strategies for differentiated instruction. Some examples of ways in which intervention strategies may be addressed are PLCs, grade level meetings, individual teacher conferencing, etc.
- Oversee the implementation of all benchmark assessments and the universal screening for RTI. Utilize at-risk coding criteria for the cut score on the screener to be used by each grade level or classroom to identify the Tier 1 - 3 students.

Roles of the **Coordinator of RTI:**

- Provide the process and framework for all schools implementing RTI in Woodsboro ISD.
- Coordinate, collaborate, and act as liaison with the instructional coaches, principals, diagnostician, special education consultants, and counselors in the development and implementation of the RTI plan for the Woodsboro ISD.
- Work with TEA for implementation of the plan in the Woodsboro ISD.
- Organize / provide training for all RTI stakeholders.
- Work with each campus to collect, organize, and evaluate RTI data per school.

Roles of the **ARD Facilitator/Principal Designee:**

- Collaborate with the Coordinator of RTI and the Director of Special Populations for Woodsboro ISD.
- Provide screenings for students making limited progress as requested by the Intervention Team.
- Conduct Review of Existing Evaluation Data (REED) to confirm accurate referrals prior to all initial special education evaluations.
- Provide notices and consents as the REED process warrants.
- Refer all parents whom are requesting special education testing to their campus administrator, so that the parent can make their request in writing.

Roles of the **School Counselors/Principal Designee:**

- Collaborate with the campus staff for scheduling of Student Intervention Team meetings to ensure all can be present. Schedule in Google Calendar and invite all members.
- Take notes of the Student Intervention Team meetings and log into DMAC.
- Maintain student files for all RTI areas.
- Collect all components required within the referral process.
- Invite diagnosticians, or speech therapists, to review completed referral packets.
- Refer all parents whom are requesting special education testing to their campus administrator, so that the parent can make their request in writing.
- Request the assistance of and collaborate with the appropriate staff regarding the RTI program when necessary.
- Chair all student intervention team meetings or appoint a designee to do so when necessary.
- Disseminate student RTI files from the previous year to classroom teachers for students currently involved in the RTI process and maintain files of students continuing in RTI.

- Collaborate with the classroom teacher to identify the Tier 1 -3 students.
- Provide all forms to classroom teachers as needed for documentation of Tiers.
- Collaborate with classroom teachers toward the final weeks of Tier 1 to predict which, if any, students may need to be identified for Tier 2.
- Collaborate with interventionist teachers toward the final weeks of Tier 2 to predict which, if any, students may need to be identified for Tier 3 or further testing.
- Monitor the documentation of the Tiers by classroom teachers and interventionist.
- Maintain a calendar and monitor appropriate intervals of time and documentation regarding all Tier 1, 2, and 3 students.
- Collaborate with the school counselor for scheduling RTI campus meetings for students entering Tiers 2 or 3.
- Administer additional campus screenings as deemed appropriate.
- Invite Instructional Services staff to review campus RTI team processes and documents.
- Invite Instructional Services staff to make recommendations for student interventions.
- Refer all parents whom are requesting special education testing to their campus administrator, so that the parent can make their request in writing.

Roles of the **Classroom Teachers:**

- Carry out interventions with RTI students according to the number of days and minutes determined during the campus RTI meeting.
- Attend Student Intervention Team meetings when his/her students are involved.
- Maintain student RTI documentation in DMAC RTI.
- Progress monitor students as determined in the RTI meeting.
- Notify parents of progress.
- Refer all parents whom are requesting special education testing to their campus administrator, so that the parent can make their request in writing.

Roles of the **Special Education teachers:**

- Serve as liaison between team and diagnostician when a Special Education referral is made by the campus RTI team.
- Participate in RTI student meetings as requested and help with determining appropriate interventions, data analysis**.**
- Refer all parents whom are requesting special education testing to their campus administrator, so that the parent can make their request in writing

Roles of the **Interventionist (may be a classroom teacher):**

- Carry out Tier 2 -3 interventions with RTI students.
- Attend School Intervention Team meetings.
- Maintain student RTI Tier 2 & 3 documentation in DMAC.
- Progress monitor students every other week on the same day.
- Communication with parents is crucial. The content area teacher should be the person to make contact with parents. The pullout teacher will communicate with the content area teacher about each child's progress.
- Refer all parents whom are requesting special education testing to their campus administrator, so that the parent can make their request in writing.

Roles of the **Administrative Assistant:**

- Ensure all documentation is entered into DMAC RTI before a student is withdrawn from the campus to transfer another WISD campus or to leave the district.

- Refer all parents whom are requesting special education testing to their campus administrator, so that the parent can make their request in writing.

Roles of the **Parent:**

Parent communication and involvement is critical to the academic and social success of the student. When a student fails to make adequate progress, the classroom teacher should be the first person to make contact with the parent regarding the progress of the student.

When a student moves from Tier to Tier, parents must be informed as a part of the RTI Team. Parents should be advised:

- when a student is not making expected academic progress
- what services will be provided
- what options are available
- what strategies will be used to increase the student's progress
- how often school will monitor progress
- how and when school will inform parent of progress

Involving parents at all phases is a key aspect of a successful RTI process. Parent support of their child's education increases the likelihood of success. Benefits for students include higher achievement, higher rate of homework completion, positive attitudes about school, and observation of similarities between home and school. Benefits for parents include receiving ideas from school on how to help their children, learning more about educational programs and how the school works, becoming more confident about ways to help their child learn, and gaining a more positive view of teachers and the school.

Schools must make a concerted effort to involve parents as early as possible, beginning with instruction in the core curriculum. Parent awareness of the RTI process at your school empowers them to understand and celebrate with their child as the school notifies parents of student progress on a regular basis.

Schools should provide parents with written information about its RTI program and be prepared to answer questions about RTI processes. The more parents are informed and involved, the greater the opportunity for successful RTI outcomes.

Because RTI is a method of delivering the general education curriculum for all students, written consent is not required before administering universal screenings or targeted diagnostic assessments within a multi-tiered RTI system when these tools are used to determine instructional need. However, when a student fails to respond to increasingly intensive Tier 2 and Tier 3 interventions and the decision is made to evaluate a student for special education eligibility, written consent must be obtained in accordance with special education procedures.

Per Senate Bill 816, 2013, parents are to direct their requests for special education testing to their campus administrators or district administrators, in writing. The District has no more than 15 school days to respond in writing by obtaining a written consent to test, or by providing a written notice of refusal to test. See the "WISD SPED Referral Process" on page 23 of this manual.

Elementary Decision-Making along the Continuum of Tiered Intervention

TIER I

Step 1: Academic gap identification based on Universal screener (FSP Pre-K; TPRI or STAR Reading/Math Grades 1-5)

Step 1 Bilingual: Academic gap identification based on Universal screener (FSP Spanish Pre-K; Tejas LEE Grades K-2 or STAR Spanish Reading STAR Math Grades 1-5)

Step 2: If student receives a score at or above benchmark range, then no RTI 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 with the RTI interventionist 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 ISIP, if the student scores in the at-risk category, they should be proceed to step 3.

Step 2 Bilingual: If student qualifies as at-risk during the BOY, MOY or EOY Tejas LEE administration, the student shall be placed in RTI to receive services. If student receives a score at or above benchmark range, then no RTI is necessary. If the student receives a score in the intervention 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.

Step 3: The teacher will use an appropriate intervention that addresses the gap (Use intervention sheet on pages 7-8)

Step 4: Progress monitor using assessment to determine the success of the intervention 4 Data Points (4
- 8 Weeks). Use the progress monitoring tools listed on pages 7-8. THIS MUST BE DOCUMENTED IN DMAC.

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

Unsuccessful intervention – Repeat steps 1-3 until interventions have been exhausted; Campus RTI team should meet at the teachers/parents request to revise the student plan or decide to move the student to TIER II (Move to Step 6)

Once the gap is closed, step process ends

For ELL students, look at the TELPAS results and Imagine Learning English data if present. Then administer an OLPT (Oral Language Proficiency Test) to rule out language acquisition concerns

TIER II

Step 6: Hold a Campus RTI meeting to determine *TIER II* interventions with a designated teacher/ RTI interventionist as necessary (Typically Pull out or Tutorials)

Step 7: Use an appropriate intervention which addresses the gap located on pages 7-8.

Step 8: Progress monitor using assessment to determine the success of the intervention 3-4 Data Points (6-8 Weeks). Use the progress monitoring tools listed on pages 7-8. THIS MUST BE DOCUMENTED IN DMAC.

Step 9: Successful Intervention – Continue to use until gap is closed. Unsuccessful intervention – Repeat steps 6-8 until interventions have been exhausted; Campus RTI team should meet to revise the student plan (Move to Step 10) *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 RTI meeting to determine TIER III interventions

Step 11: Use an appropriate intervention which addresses the gap located on pages 7-8.

Step 12: Progress monitor using assessment to determine the success of the intervention 3-4 Data Points (6-8 weeks) Use the progress monitoring tools listed on pages 7-8. THIS MUST BE DOCUMENTED IN DMAC.

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 RTI 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 RTI Documentation Form in DMAC (Should provide evidence of interventions taken to close the achievement gap.)
- Universal Screener information (STAR Early Literacy, STAR Reading/Math or Tejas LEE)
- Progress Monitoring information (STAR Early Literacy or STAR Reading/Math)
- 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
- Details on the implementation of the Intensive Program of Instruction (required for and applicable to any student that has failed a state assessment)
- Parent information such as GPC meeting notes (If meeting in the spring)
- Assessment conducted outside of WISD (when applicable)
- Other information deemed important by the campus

Note: If a student ended the previous year in Tier II or Tier III, the student will begin in that tier at the beginning of the school year.

***Entitlement to Sped 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 if that is what is best for the student. Please refer to the district and state procedures to ensure all components of the valid referral process are followed (see page 23 of this manual). 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 counselor. The counselor will arrange a discussion with the Coordinator of Dyslexia and the campus staff whom are knowledgeable of the child's progress in class work and interventions. See page 22 for details (*Education Sped Referral Procedures – Parent Request*).

   For more information, please contact your campus Principal.

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. However, if a campus is in need of assistance for determining if the lack of progress is due to language acquisition or academic concerns, please contact your campus Principal.

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.

Please contact Mindy and she will set up a team to come into the classroom to observe the student. At the completion of the observation, Mindy and the observer may conduct screeners to help your campus determine whether the issue is language acquisition or an academic concern. These screeners may include the use of an Oral Language Proficiency Test to rule out language acquisition concerns. They may also include academic screeners that will give the campus more information about specific content area weaknesses. Additionally, recommendations may be made about which extra interventions would benefit the student. These steps are added to help ensure that students are being served either for academic concerns or language acquisition concerns. This will help all of us when the time comes to make decisions about entitlement.

Parent Request for Sped ELL Testing

See page 19 for details (*Education Sped Referral Procedures – Parent Request*).

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

Education Sped Referral Procedures – Parent Request

19 TAC §89.1011. Referral for Full and Individual Initial Evaluation
Referral of students for a full and individual initial evaluation for possible special education services shall be a part of the district's overall, general education referral or screening system. Prior to referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. If the student continues to experience difficulty in the general classroom after the provision of interventions, district personnel must refer the student for a full and individual initial evaluation. This referral for a full and individual initial evaluation may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student.

- Parent requests for special education testing must be in writing and given by the parent to a campus or district administrator, including the district's special education director. Administrators whom receive such a request shall date its receipt. Teachers and other non-administrators should direct parents with such written requests directly to their campus administration.

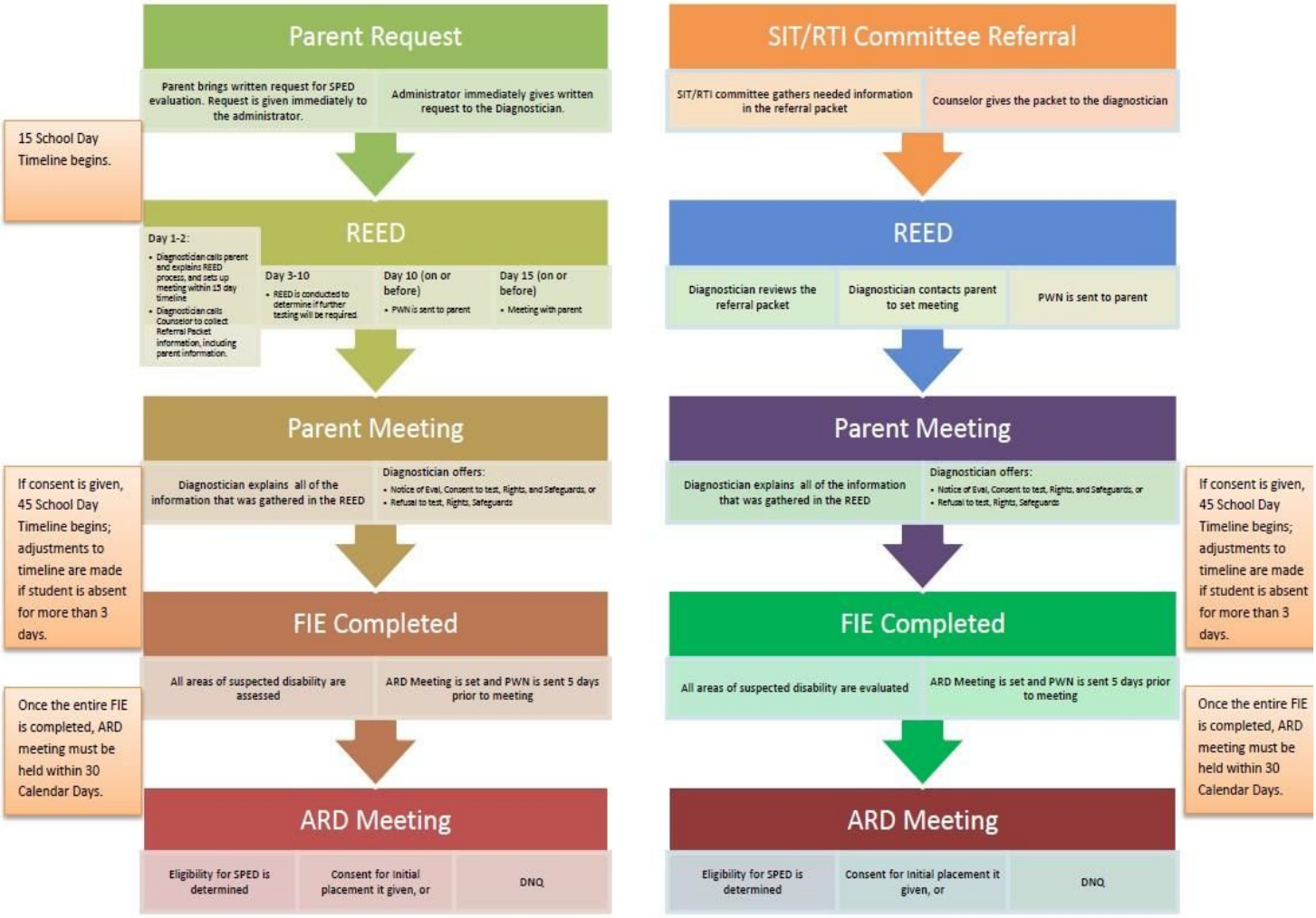
- The district has no later than the 15th school day after the date the district received the request to respond with one of these two options:

Option A. Based upon the current available information, including documentation of classroom performance and targeted interventions, **the district also suspects a disability and will agree to provide the testing** as the parent has requested. The district's suspicion of the disability would be influenced by the progress monitoring data which the district has collected concerning the student's performance. If there is a decline in progress, then the district might also suspect a disability, and thus, agree with the parent's request. Or, in the case where there is an absence of successful interventions or progress monitoring data, the district cannot refute the parent's request and will proceed with the request. Then, all referral documents must be collected by the counselor and presented to the diagnostician for review. A REED will be completed by the diagnostician. No later than the 15th day from the receipt of the parent's written request, a notice and detailed consent will be presented to the parent in pursuit of the initial evaluation. The parent will also receive a copy of the procedural safeguards.

Option B. Based upon the current available information and no later than the 15th school day from the receipt of the parent's written request, **the district will formally disagree with the parent's request for special education testing and will provide a detailed Notice of Refusal** documenting the committee's reasons for not moving forward with evaluation. Concurrent with the provision of the Notice of Refusal **the district will provide the parent the Procedural Safeguards Document.** The district's stance on refusing to test will be based upon the demonstration that the student has a growth in their progress. The child's positive response to the interventions will support the district's assertion that the student does not have a disability and is not entitled to special education evaluation.

For more information, please contact your campus Principal or Counselor.

WISD SPED Referral Process



	Reading	Math
Tier 1	All district curriculum and instruction resources available to grade level and content area	
Tier 2 (In Classroom, with Classroom Teacher)	● *Effective Instruction for Middle School Students with Reading Difficulties: The Reading Teacher's Sourcebook* (TMS) ● *Meeting the Needs of Struggling Readers: A Resource for Secondary English Language Arts Teachers*(TMS)	● APEX Learning

Tier 2 (Outside of Classroom, with RTI Teacher)	● *Effective Instruction for Middle School Students with Reading Difficulties: The Reading Teacher's Sourcebook* (TMS) ● *Meeting the Needs of Struggling Readers: A Resource for Secondary English Language Arts Teachers* (TMS)	● APEX Learning
Tier 3	● *Effective Instruction for Middle School Students with Reading Difficulties: The Reading Teacher's Sourcebook* (TMS) ● *Meeting the Needs of Struggling Readers: A Resource for Secondary English Language Arts Teachers* (TMS)	● APEX Learning

Glossary

BOY, MOY, EOY
Beginning, Middle and End of year

Behavior Intervention Plan (BIP)
A concrete plan of action for managing a student's behavior

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

Interventionist
An instructor who implements high-quality instruction to meet the specific individualized needs of students utilizing progress monitoring and data to make decisions regarding placement, intervention, curriculum, instructional goals and methodologies

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.