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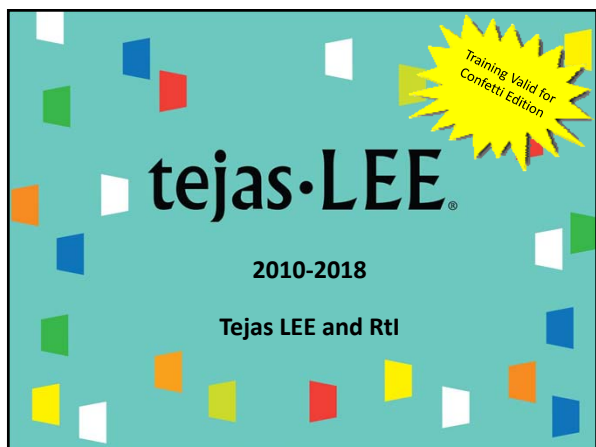
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### Is RtI...?

- Is it a new source of stress for already overworked teachers?
- The latest educational buzz word that will be replaced by the next school year?

OR...

- Is it something useful for meeting the needs of each student in our classrooms?

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### Training Goals

- Develop a common understanding of RtI
  - What is RtI?
  - What is the purpose for RtI?
- Help alleviate common concerns which surround RtI implementation
- Learn to use Tejas LEE data to identify which students should receive intervention

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### What is RtI?

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<http://www.rti4success.org>

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### What is Response to Intervention (RtI)?

- RtI is a school-wide, multi-level instructional system which includes both prevention and intervention to reduce the number of students with reading difficulties
- RtI uses data to make instructional decisions including the identification of students with Learning Disabilities

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### RtI relies on assessments to inform instruction:

- benchmark assessments that helps teachers match students to instruction
- progress monitoring tools that assess how students responds to evidence-based intervention

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# Rti and Students with Learning Disabilities

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“IDEA 2004 allows states to use a process based on a student’s response to scientific, research-based interventions to determine if the child has a specific learning disability (SLD).”

“In an RTI framework, a students’ response to or success with instruction and interventions received across the levels of RTI would be considered as part of the comprehensive evaluation for SLD eligibility.”

National Center on Response to Intervention, 2010, p. 12.

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# What’s Different about Rti?

10

- Rti is a preventative model—we don’t wait for students to fail
- A key in identifying students for Special Education services is whether the type and amount of instruction provided results in progress
- Teachers providing classroom and intervention instruction collaborate to provide coordinated instruction
- Helping struggling students is the responsibility of the whole school and parents, not just special ed teachers

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# What is Response to Intervention (Rti)?

11

**What is Rti?**  
A multi-level prevention approach where assessment informs instruction so that teachers may respond quickly and effectively to students who are at risk for learning difficulties.

**What is the purpose of Rti?**  
To provide support and intervention to reduce the number of students with learning difficulties and to assist with the identification of students with learning disabilities.

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## 14

1

[illegible]

# Levels of Prevention

15

1

A. Primary

B. All students in the class are served

C. Whole group and small group

D. High quality classroom instruction using a research-based curriculum

E. 90 mins / day

F. Classroom teacher

G. Valid and reliable universal screening, benchmark assessments 3 times/year

A. Level of Prevention

B. Which Students are Served

C. Instructional Grouping

D. Description of Instruction

E. Duration of Instruction

F. Provider of Instruction

G. Assessment(s) Used

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# Levels of Prevention

16

2

Secondary

- Students identified as at-risk are served
- Groups of 2- 6 students
- Similar instructional needs
- Evidence-based intervention(s) are of moderate intensity
- Additional 20-30 minutes, 3-5 / week
- Provided by the classroom teacher, an interventionist or specialist
- Progress monitoring occurs every 2 weeks

A. Level of Prevention

B. Which Students are Served

C. Instructional Grouping

D. Description of Instruction

E. Duration of Instruction

F. Provider of Instruction

G. Assessment(s) Used

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# Levels of Prevention

17

2

Secondary

B. Students identified as at-risk for reading difficulties

C. Homogenous small group

D. Evidence-based intervention(s)

E. 20-30 minutes, 3-5 times / week

F. Classroom teacher, interventionist, specialist

G. Progress monitoring approximately every 2 weeks

A. Level of Prevention

B. Which Students are Served

C. Instructional Grouping

D. Description of Instruction

E. Duration of Instruction

F. Provider of Instruction

G. Assessment(s) Used

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## Intervention Should Adapt to Student Needs

18

“Progress monitoring data are used to determine when a student has or has not responded to instruction... Increasing the intensity of an intervention can be accomplished in a number of ways:

- Lengthening instructional time
- Increasing the frequency of instructional settings
- Reducing the size of the instructional group
- Adjusting the level (and focus)of instruction
- Providing support from a teacher with more experience and skill”

National Center on Response to Intervention, 2010, p. 7

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## Revisit your Instructional and Academic Strategies

19

- Another consideration is the effectiveness of the actual reading instruction.
- Lack of student progress should lead educators to reconsider the instructional strategies and modalities being used with students

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## Levels of Prevention

20

Tertiary

- Students who don't respond to Tier 2
- More intensive
- One-on-one instruction or group of 2
- Instruction targeted to specific needs
- Intervention instruction is 30-45 minutes daily
- Classroom teacher, an interventionist or specialist
- Weekly progress monitoring

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# Levels of Prevention

21

3

A. Tertiary

B. Students not responding to secondary intervention

C. Individual

D. Individualized intervention

E. 30-45 minutes daily

F. Classroom teacher, interventionist, specialist

G. Weekly progress monitoring

A. Level of Prevention

B. Which Students are Served

C. Instructional Grouping

D. Description of Instruction

E. Duration of Instruction

F. Provider of Instruction

G. Assessment(s) Used

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# Levels of Intensity

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Tertiary

Secondary

Primary

Individualized instruction for students with intensive needs ~ 5% of students

Small group instruction for students at-risk who are not adequately responding to Primary Level ~ 15% of students

Classroom instruction for all students, includes differentiated instruction ~ 80% of students will benefit with this level of effective instruction alone

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# Activity

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Discuss with a neighbor what you have learned about RtI.

- What is RtI
- What are the three levels of Intensity
- What do the three levels look like
- The concept of shared responsibility

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## Using Tejas LEE Results with RtI

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## Performance Levels

Nivel de logro:

	Principio	Mitad	Final
D	3-4	3-4	3-4
NE	0-2	0-2	
NI			0-2

Desarrollado (D) = The student has mastered the skill.

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## Performance Levels

Nivel de logro:

	Principio	Mitad	Final
D	3-4	3-4	3-4
NE	0-2	0-2	
NI			0-2

Nivel esperado (NE) = Indicates the student is performing at a level expected for that grade and time point. The student is expected to further develop this skill during the remainder of the school year. A score of NE is acceptable and should not be considered problematic.

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# Performance Levels

27

Nivel de logro:

	Principio	Mitad	Final
D	3-4	3-4	3-4
NE	0-2	0-2	
			0-2

Nivel de intervención (NI) = The student is performing well below the expected level for the grade level and time point; intervention is strongly recommended.

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# Use the Numerical Score

28

- Instructional needs of students can vary greatly, even within the NI performance level.
- Always look at numerical scores, not just NI, NE or D

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# Who Should Receive Intervention?

29

The ultimate decision for placement in intervention is a district/campus decision based on the needs of students in the district/campus, and the resources available to provide intervention.

Considerations:

- What are the instructional strengths of the district/campus?
- What are the instructional weaknesses of the district/campus?
- Have any changes occurred that might affect these patterns?
- What are the instructional goals/priorities for the district/campus?
- What resources are available for intervention?

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## Suggested Tejas LEE Tier 2 Criteria 30

(Secondary Level of Prevention)

**Tejas LEE**

**SUGGESTED CRITERIA FOR TIER 2 SELECTION**  
2020-2021

Below are the suggested criteria for using the Tejas LEE to identify students who may need additional interventions. These suggestions are intended to help districts identify students who may need additional interventions. Districts may choose to use these suggestions as a starting point for developing their own criteria.

**ANY ONE OF THE FOLLOWING**

**BOY**

ANY ONE OF THE FOLLOWING

- "NI" on section 1
- "NI" on section 2
- "NI" on section 3

**MOY**

ANY ONE OF THE FOLLOWING

- "NI" on section 1
- "NI" on section 2
- "NI" on section 3

**EOY**

ANY ONE OF THE FOLLOWING

- "NI" on section 1
- "NI" on section 2
- "NI" on section 3

**Tejas LEE**

**SUGGESTED CRITERIA FOR TIER 2 SELECTION**  
2020-2021

Below are the suggested criteria for using the Tejas LEE to identify students who may need additional interventions. These suggestions are intended to help districts identify students who may need additional interventions. Districts may choose to use these suggestions as a starting point for developing their own criteria.

**ANY ONE OF THE FOLLOWING**

**BOY**

ANY ONE OF THE FOLLOWING

- "NI" on section 1
- "NI" on section 2
- "NI" on section 3

**MOY**

ANY ONE OF THE FOLLOWING

- "NI" on section 1
- "NI" on section 2
- "NI" on section 3

**EOY**

ANY ONE OF THE FOLLOWING

- "NI" on section 1
- "NI" on section 2
- "NI" on section 3

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## Adjusting Tier 2 Criteria 31

- In some cases, your Tier 2 Criteria may identify more students than you can possibly serve or identify very few students for intervention
- In these cases, you will want to adjust your criteria upwards or downwards

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## Tejas LEE Suggested Criteria 32

### Grade 2

**SECOND GRADE**

**BOY, MOY and EOY**

**ANY ONE OF THE FOLLOWING**

- "NI" on section 1
- "NI" on section 2: Exactitud de lectura and/or Comprensión de lectura
- "NI" on sections 3

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## 33

A cartoon illustration of a brown door with a yellow handle and a sign that reads "Mr. Zapata". The door has a large rectangular window with a blue border and a smaller rectangular panel at the bottom. The background is a solid blue color.

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## 35

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### Example #1 Summary

- Suggested criteria **over-identified** students for intervention
- Need to prioritize students in order to effectively serve them in intervention
- Look at raw scores to determine students' with greatest needs

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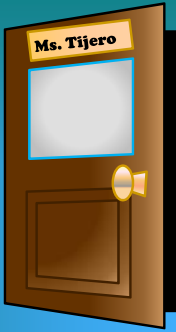
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### Example #2

Welcome to  
Ms. Tijero's  
Second Grade  
Class



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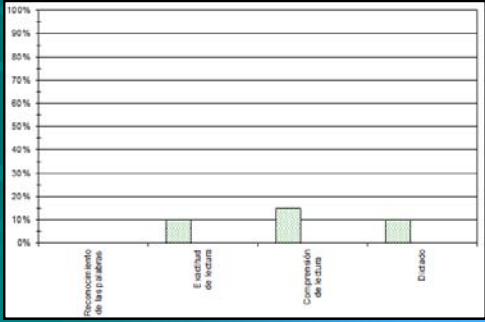
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### Example-Class 2 Ms. Tijero



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## 40

- Suggested criteria **under-identified** students for intervention
- There are available resources to serve more students than those identified by the criteria
- Look at additional skills to determine which students would benefit from preventative intervention that would help thwart future difficulties

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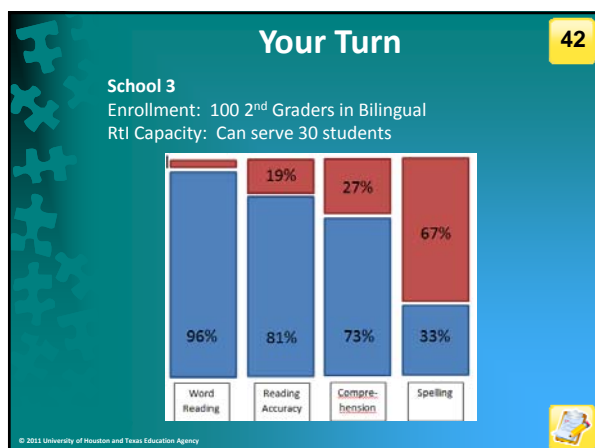
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## Considerations for Identifying Students for Intervention

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When classifying students using any criteria, four results are possible:

	Students At-Risk	Students <b>NOT</b> At-Risk
Criteria Identifies At-Risk	At-risk students receive intervention	Students not at-risk receive intervention
Criteria Misses Some At-Risk	At-risk students <b>DON'T</b> receive intervention	Students not at-risk don't receive intervention

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## Reflection Activity

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What are the key ideas you wish to keep in mind when setting criteria for placement in Tier 2?

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## Review of RtI

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- A multi-level approach to instruction for the purpose of reducing the number of students with learning difficulties
- There are 3 levels which reflect the intensity of the service provided to students
- We can use our Tejas LEE data to help us set criteria for deciding which students will receive intervention
- When setting our criteria, we need to consider many factors and create criteria that work for our district/campus
- We also use our Tejas LEE data to help us know who to teach what – in other words, how to target our instruction to meet the needs of all learners in our classrooms

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## A Successful RtI Program...

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- Is a collaborative effort between administrators, classroom teachers and others providing assistance
- Identifies students for intervention based on criteria
- Serves an appropriate number of students as school resources will allow
- Is flexible and is updated as students demonstrate mastery of skills through progress monitoring

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## Where is your school?

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