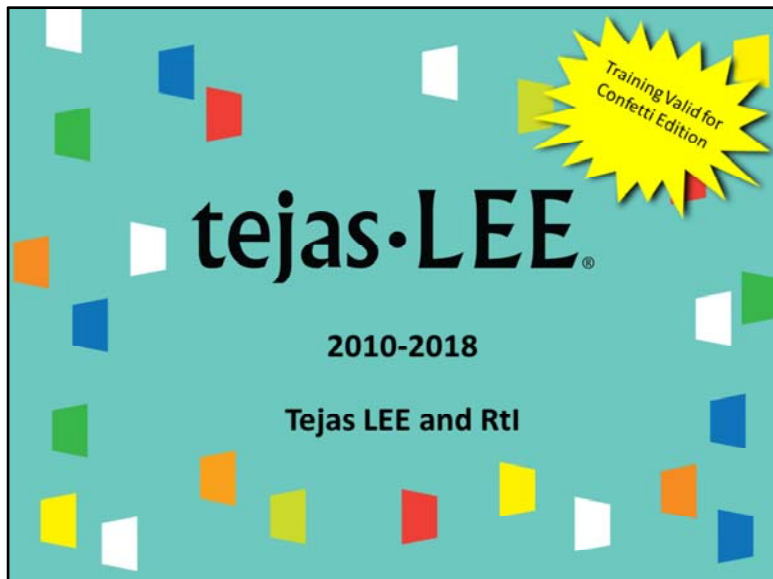




## Key Points



## Notes



## Key Points



## Notes

## Copyright Notification

2

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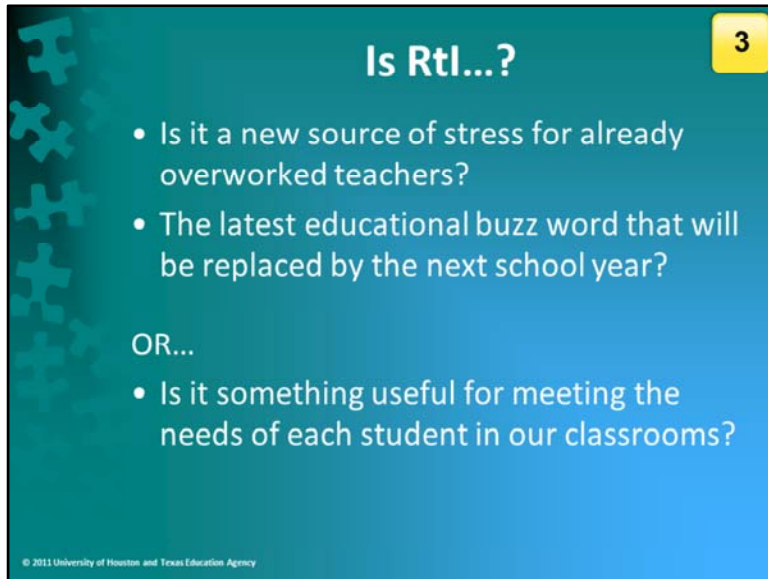
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## Key Points



## Notes



### Is Rtl...?

- 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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**DO:**

Read slide.

**SAY:**

*Teachers already have a lot on their plates. There are lesson plans, grades, curricula, scope and sequence TEKs, new textbook adoptions, PDAS, testing, budgetary issues and much more, all impacting their classroom and instruction.*

*Rtl is probably another source of apprehension. This training is designed to alleviate some of that stress and show that not only is Rtl, not an additional “thing to do” and source of stress, but is an effective tool for meeting the diverse needs of all the students in our classrooms.*




## Key Points

- Rtl is an effective tool for meeting the diverse needs of all the students in your classroom.



## Notes



## Training Goals

4

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

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### SAY:

*First, this training will help alleviate common concerns which surround an Rtl implementation. Whether you are a teacher, principal, district leader, or other instructional leader, you are likely aware of some anxiety surrounding Rtl implementation.*

*Some of this anxiety stems from a lack of understanding or agreement about Rtl. In some districts and schools, a clear definition of Rtl has not yet been agreed upon or clearly shared with all stakeholders in the district or school. To facilitate discussion throughout our presentation, we will take the first 30 minutes of this module to develop a common understanding of Rtl. We'll clarify what Rtl is, and what the purpose of Rtl is. Your district or school might further develop and clarify a definition and approach to Rtl.*

*The remaining portion of this module, will be allocated to thinking about Tejas LEE data and how it can be used to help identify students for intervention within an Rtl framework. As many of you are aware, the Tejas LEE team provides suggested criteria for placement in Tier II. We provide this information because we know it helps schools to plan criteria they may want to use. However, we provide suggested criteria with a reminder for schools that our criteria is simply that, a suggestion. Each school district or school may modify our suggested criteria to reflect available resources and needs of the population served.*



## Key Points

- The key goals of this module are:
  - To develop a better understanding of Rtl
  - To lessen concerns regarding Rtl implementation
  - To learn to use Tejas LEE data and criteria to identify which students should receive intervention



## Notes



**SAY:**

*Let's begin our discussion by clearly defining what RtI is.*



**Key Points**



**Notes**



**SAY:**

*Most of the information we will share with you about Rtl, comes from this document produced by the National Center on Response to Intervention though funding from the U.S. Department of Education.*

*RTI is a system for working with students across the curriculum. However, in this training we'll consider Rtl just within the context of reading instruction.*




## Key Points

- Most of the information from today's training comes from the document "Essential Components of RTI- A Closer Look at Response to Intervention".
- Rtl can be implemented across the entire curriculum.



## Notes



## What is Response to Intervention (RtI)?

7

- 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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**SAY:**

*Response to intervention is a school-wide approach that integrates assessment and intervention within a multilevel prevention system to maximize student achievement in reading.*

*RtI is considered a preventative approach because it provides early identification of potential reading difficulties so that immediate support can be offered to students who are at-risk.*

*Providing intervention before students fail reduces the number of students with later learning difficulties.*

**DO:**

Read second bullet.

**SAY:**

*Another key component to RtI is data-based decision making. Data is used to make instructional decisions including who needs intervention, movement between levels of prevention, and when a referral for a special education evaluation may be warranted.*





## Key Points

- RTI is a school-wide, multi-level approach to instruction
- RTI is a preventative approach
- Assessment is a key component to an RTI approach
- RTI relies on data for decision making




## Notes





**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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**SAY:**

*A key component to RtI is assessment. In order to prevent reading difficulties, we must quickly and efficiently identify those students at risk of reading difficulties.*

*A benchmark assessment identifies the particular skills with which students struggle. Armed with this information, the classroom teacher can better match students to instruction.*

*Progress Monitoring tools allow teachers to evaluate how well interventions are working with students.*

**DO:**



Give participants a few moments to complete the fill in the blank activity in their participant packet.




## Key Points

- Assessment is a key component of RtI.
- Information from benchmark assessments help teachers identify the students at risk for reading difficulty and help match their instruction to meet their needs.
- Progress monitoring allows teachers to see if their interventions are yielding the desired results.



## Notes



## RtI and Students with Learning Disabilities

9

“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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### DO:

Read slide.

### SAY:

*When teachers implement effective early intervention, the instruction provided is targeted to the specific needs of the student. If a student does not respond appropriately to the intervention program, then further evaluation for a learning disability may be required.*

*In other words, within an RTI approach, teachers can be sure that students have received quality instruction targeting their needs, and that the instruction itself is not the cause of any lack of progress.*

*It’s important to note that RTI is not a Special Education program. Rather, it is a program in which classroom teachers, special education teachers, school administrators and other instructional staff collaborate to ensure the needs of all students are met.*

*Within RTI, school staff work together to make decisions about the intensity and type of intervention at-risk students receive.*



## Key Points

- RTI helps to ensure that instruction is not the cause for a student’s lack of progress
- RTI is not a Special Education program



## Notes

## 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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### SAY:

*Often in the past, students were referred for Special Education testing only after they fell far behind in the classroom. This is a wait to fail model. After a referral was made, it often took months to complete the process that determined students qualified for additional and specialized support. In the meantime students received only normal classroom instruction that wasn't effective for them. As a result, they fell further and further behind as time passed.*

*Once students were qualified for Special Education services, too often they were viewed as the responsibility of Special Education teachers, and too often these students received appropriate and meaningful support only outside their main classroom.*

*RTI provides a different model. Instead of waiting for students to fail, benchmark assessments and classroom monitoring lead to the early identification of students who may need intervention before they fall significantly behind.*

*When Special Education services are needed, a key factor in determining this need is students' response to effective instruction.*

*Finally, in an RTI model, students who struggle are the collective responsibility of the entire school, working in collaboration with the home. Emphasis is placed on the coordination and collaboration between classroom, intervention and Special Education teachers to ensure continuity and quality of the instructional program. Parents should sought out to be active participants in this process.*



## Key Points

- In RTI, we don't wait for students to fail before providing additional support
- One goal of RtI is to identify students at risk early and to provide intervention so problems do not become chronic
- Classroom, intervention and special ed. teachers collaborate and coordinate instruction
- Struggling students are everyone's responsibility



## Notes

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

**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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*This slide has 4 ✓☆ CLICKS of animation*

**SAY:**

*This graphic represents a progression of support within a multi-level approach.*

✓☆ **CLICK**

*Think about what you have just heard. What is RTI?*

**DO:**

Ask for volunteers to respond to the question on the slide.  
Then,

✓☆ **CLICK** to bring up the answer.

✓☆ **CLICK** to bring up the second question.

Read the question to your audience: *What is the purpose of RtI?*

Allow participants a few moments to discuss this question at their tables. Ask for a few volunteers to provide answers. Then,

✓☆ **CLICK** to bring up the answer.

Validate participants' responses and explain any points not mentioned as necessary.



## Key Points

- RtI is a multi-level approach
- RtI uses assessment to inform instruction and emphasizes early intervention
- The purpose of RtI is 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.



## Notes

## RtI: Prevention and Intervention 12

There are 3 levels of prevention which reflect the intensity of the services provided to students

3

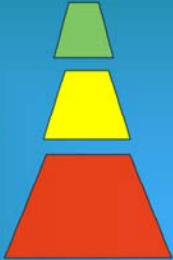
2

1

Tertiary

Secondary

Primary



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### SAY:

*The National Center on Response to Intervention refers to intensity of the service provided as levels of prevention.*

*There are 3 levels of prevention: Primary, Secondary and Tertiary.*

- *Primary is the regular classroom core instruction and curriculum.*
- *Secondary is in addition to primary and provides intervention targeted to students' needs.*
- *Tertiary is also supplemental to primary, but is more intense than secondary and is for students who did not adequately progress in secondary.*

*Historically, educators in Texas have typically used the word "tiers" to refer to these three levels.*

*Throughout this presentation, we will use the term level and tier interchangeably as we discuss RtI.*



## Key Points

- There are three levels of prevention in an RTI framework
- In Texas, educators have typically used the words tier and level interchangeably



## Notes

## An RTI Approach is a Whole-School Commitment

13

- A multi-level approach to prevention and intervention is complex
- A well-planned model must be in place if RTI is to be successful
- Considerations:
  - RTI leadership team (decision-making, planning, monitoring student progress ...)
  - Assessments (type, when/how often, data analysis ...)
  - Resources (staff, materials, location ...)
  - Daily/Weekly schedules (time for meeting, planning and instruction ...)
  - Highly skilled teacher-interventionists (professional development, specialist support ...)

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## Key Points

- RTI is complex
- A whole-school commitment and planning is needed
- Important considerations include leadership, assessment, resources, schedules and skilled interventionists

### SAY:

*An RTI approach is a complex whole-school commitment. For a successful RTI program, you need a well-planned model.*

*When planning implementation, there are many things to consider. A number of these considerations are not within the control of an individual classroom teacher. For a successful RTI Implementation, stakeholders should work together to make decisions.*

*Considerations include creating an RTI leadership team where team members help make decisions, plan, and monitor student progress. The team must also make decisions about assessments. Which assessments will be used in the school, when are they given, how often, and what are the expectations about data analysis and how data is used?*

*Available resources often contribute to decisions about the school's RTI framework. For example, providing intervention is dependent upon the number of trained staff available to provide instruction, the materials available to support intervention, as well as the physical location of where intervention will be offered.*

*Scheduling is a huge part of implementing an effective RTI approach. A teacher usually does not have extra time in the day to teach a small group for an additional 20-30 minutes. This additional small group time must be scheduled and time for planning must also be considered.*


*Another important consideration is ensuring that highly skilled teacher-interventionists are in place. This requires support and often additional professional development.*

*Fortunately, there are resources in place to help schools make these decisions. RTI4Success has many tools in place to help districts and schools effectively implement RTI.*



## Notes





## Levels of Prevention

14

1

### Primary

- All students
- Whole and small group instruction
- High-quality research-based reading curriculum  
90 minute block of reading instruction
- Benchmark assessments 3 times/year
- Data is used to plan whole group and small group instruction

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**SAY:**

*The first level of prevention is the primary level. In this level, all students in the class are served. Students receive whole group instruction as well as small group differentiated instruction.*

*A high-quality, research-based core reading curriculum is selected for instruction. The instruction, when effectively implemented, meets the needs of the majority of the students in the class.*

*Typically, a 90 minute block of uninterrupted reading instruction is scheduled. Instruction during this 90 minute block, is provided by the regular classroom teacher.*

*There are 2 types of assessment that support instruction at the primary level.*

- A valid and reliable screening is used to indentify students who are likely at risk for reading difficulty.*
- Also, a benchmark assessment is used 3 times/year. The data gleaned from this assessment is used to plan whole group and small group targeted instruction.*

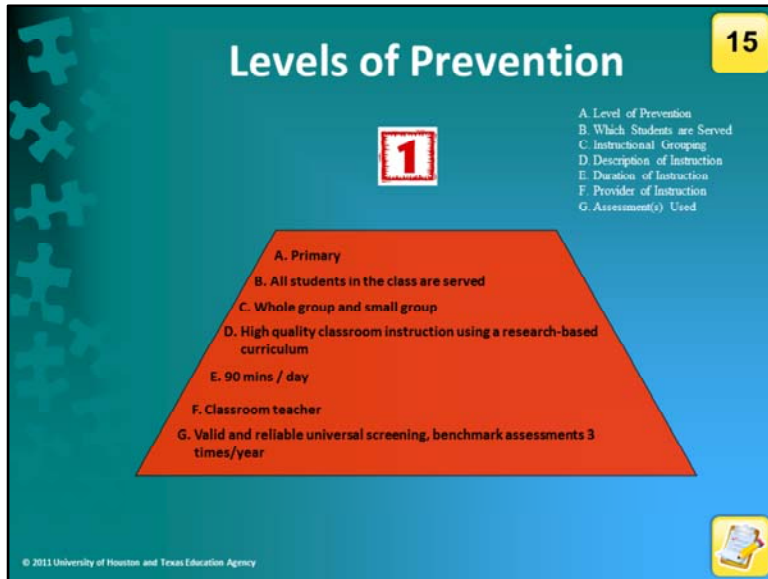


## Key Points

- Primary level is whole class 90 minute reading instruction using the core program
- Instruction in whole and small groups
- Research based, high-quality curriculum is used
- Screening helps to identify students at risk
- Benchmark testing helps to ensure students progress



## Notes



*This slide has 7 ✓☆ CLICKS of animation*

**SAY:**

*Let's reflect on what you've just heard. We will continue to use your RTI handout to help us reflect on our learning.*

*We'll do this first reflection together. As I model for you, you can fill in your graphic to match the graphic on the screen.*

*On the top right hand corner of your handout, there are labels that match the descriptors for each level of prevention. I'll use these labels, to fill in the bottom portion of the RTI graphic.*

**DO:**



*Click to reveal one descriptor at a time. Model with descriptor A. Then read the question for descriptors B through G and call on participants to answer.*

- Level of Prevention. I will record Primary at the top of this portion of my pyramid.
- Which students in the class are served in the primary level of prevention?
- How are students grouped for instruction during the primary level of prevention?
- How might we describe the instruction or curriculum that is used?
- What is the duration of the instruction? How much time, and how often?
- Who typically provides the instruction at this level?
- What types of assessments are used at the primary level of prevention?



## Key Points

- Use your handout to reflect on the primary level of prevention.



## Notes



16

## Levels of Prevention

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

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### SAY:

*The secondary level of prevention serves students who have been identified as at-risk for reading difficulties. These students have been identified through the use of a valid and reliable screening or benchmark assessment.*

*Relying on data to make instructional decisions, students served at the secondary level are grouped with 2-6 other students who have similar instructional needs.*

*This small group of students receives targeted instruction which relies on an evidence-based intervention curriculum.*

*Identified students receive instruction at the secondary level of prevention 20 – 30 minutes 3-5 times each week in addition to the 90 minutes of instruction they receive at the primary level.*

*This instruction may be provided by the classroom teacher, interventionist or other specialist in the school.*

*Progress monitoring is essential and should occur approximately every 2 weeks. So that appropriate instructional decisions are made, the teacher should ask the following questions:*

- Are students meeting performance goals?*
- Are they making progress at an acceptable rate?*
- Does instruction need to be adjusted or changed?*



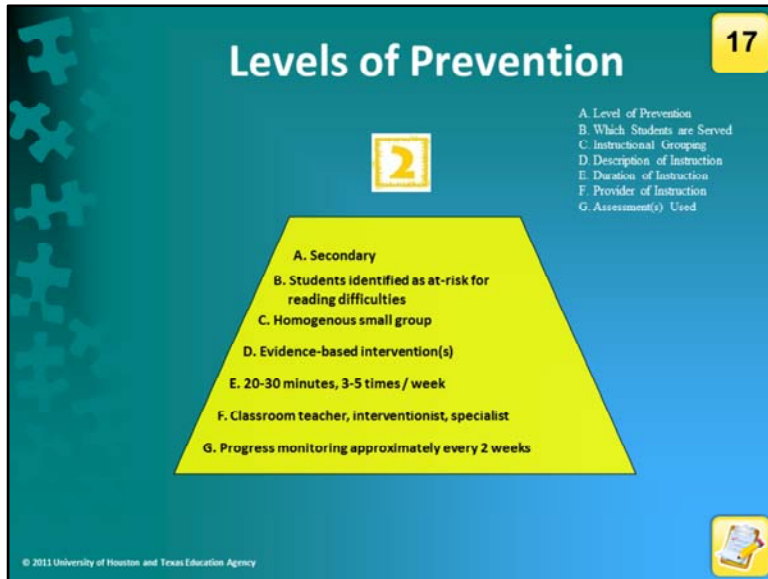
## Key Points

Secondary level :

- Serves students identified as at-risk for reading difficulty
- Small group intervention where students of similar ability are served
- 20-30 minutes, 3-5 times per week additional instruction
- Progress monitoring helps to ensure effective instruction



## Notes



This slide has 7 ✓☆☆ CLICKS of animation

**SAY:**

*Let's reflect on what you've just heard about the secondary level of prevention . We will continue to use the RTI handout to help us reflect on our learning.*

*Remember, on the top right hand corner of your handout, you will notice labels that indicate descriptors for each level of prevention. Referring to these labels, let's fill in the middle portion of the RTI graphic together.*

**DO:**



Read the question for each descriptor and call on participants to answer. Then *click* to reveal one descriptor at a time.

- Level of Prevention. What will you record at the top of this part of the graphic?
- Which students in the class are served in the secondary level of prevention ?
- How are students grouped for instruction during the secondary level of prevention ?
- How might we describe the instruction or curriculum that is used?
- What is the duration of the instruction? How much time, and how often?
- Who typically provides the instruction at this level?
- What types of assessments are used at the secondary level of prevention?



## Key Points

- Use your handout to reflect on the secondary level of prevention.



## Notes

**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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**DO:**  
Read slide.




## Key Points

When necessary, the intensity of the intervention may be increased in a number of ways:

- Length
- Frequency
- Group size
- Level and focus of instruction
- Experience/skill of teacher



## Notes



## 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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**DO:**

Paraphrase slide.

**SAY:**

*When progress monitoring indicates that students are not make the necessary progress, teachers should look at how instruction is being delivered to students.*

*Ineffective strategies and modalities need to be modified or replaced with other proven methodologies. Collaboration between the intervention provider, the classroom teacher and other campus specialists (reading coach, instructional coordinators, special ed teachers and administrators) is key in making sound changes to the intervention program.*



## Key Points

- If progress monitoring shows that the student is not making any or sufficient progress, then their instruction needs to be altered
- Ineffective strategies should be replaced with other research-based approaches
- Classroom teacher should collaborate with other campus specialists in making the necessary changes



## Notes

20

## Levels of Prevention

3 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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### SAY:

*When we increase the intensity of the intervention, we call this the tertiary level of prevention. This level of prevention is reserved for students who are not responding to the secondary level of prevention.*

*Struggling students who do not experience rapid improvement in reading will fall behind if we do not change our instruction. This is where the RTI leadership team supports problem-solving.*

*In a true whole-school RTI model, all staff on campus are responsible for all student learning, and therefore must help to make decisions about how best to meet the needs of all students.*

*Only a small number of students require instruction at the tertiary level of prevention so instruction is typically one-on-one, or possibly will include two students if they have very similar needs.*

*Instruction at the tertiary level is individualized and targeted to the specific needs of the student. It is also daily and may be up to 45 minutes long. Helping these students to progress is a challenge, so having a knowledgeable reading teacher is essential.*

*At this level, progress monitoring frequently is important to help ensure that instruction is rapidly moving the student toward grade level goals.*



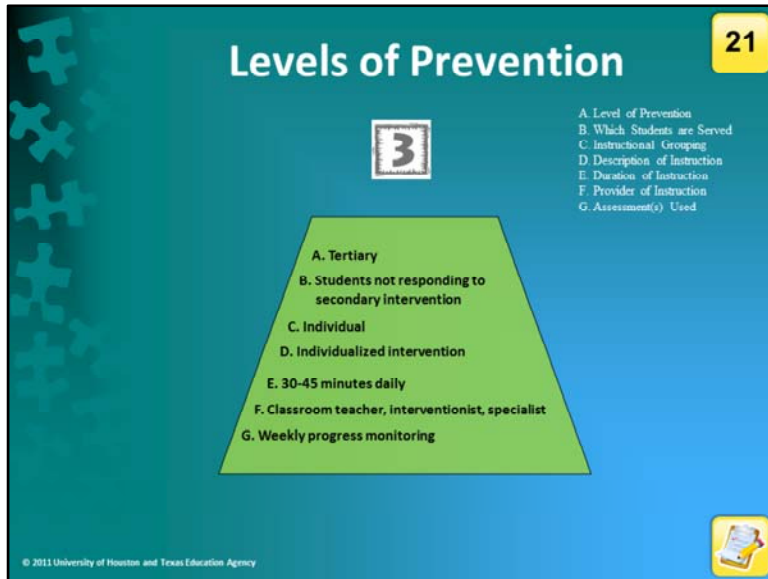
## Key Points

Tertiary level of prevention:

- for students not making adequate progress at the secondary level
- 1-on-1 or 1-on-2 instruction
- Intensive, individualized instruction
- 30-45 mins. per day
- Frequent progress monitoring



## Notes



*This slide has 7 ✓☆ CLICKS of animation*

**SAY:**

*Let's reflect on what you've just heard about the Tertiary Level of Prevention using the RTI handout.*

*Remember to use the descriptors on the top right hand corner of your handout. With a partner, fill in the top portion of the RTI graphic together.*

**DO:**

Provide time for partners to complete, then review what participants have recorded on their graphics.



As you are ready, *click* for animation to review each descriptor.



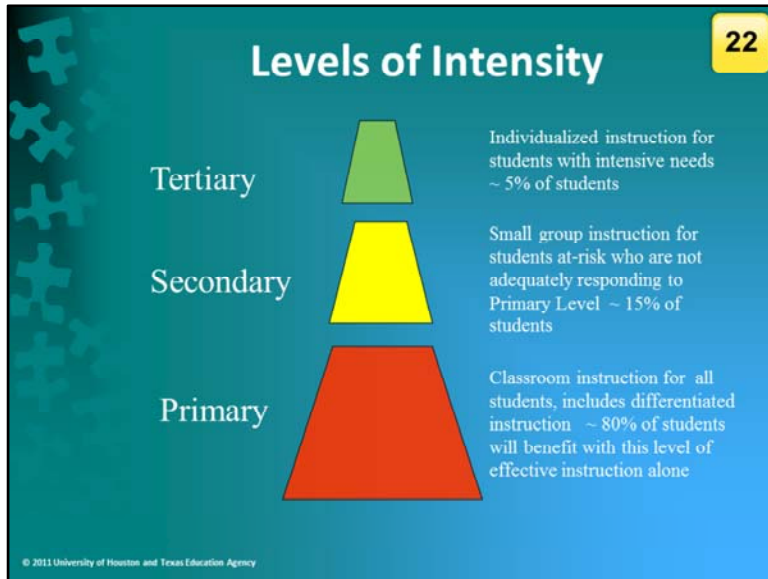
## Key Points

- Use your handout to reflect on the tertiary level of prevention.



## Notes





#### SAY:

*How many students should we expect to serve in each level? While there is variability between classrooms of course, Rtl research provides some target levels for effective classrooms in effective schools.*

*In these classrooms, we expect most students in the class, about 80%, to benefit from the primary level of instruction alone.*

*Approximately 15% of students in these effective classrooms will benefit from the primary level of instruction, but also will require additional small group targeted intervention in order to be successful.*

*Approximately 5% of students struggle significantly. These students have not made adequate gains in reading in the primary or secondary level of prevention and we expect that this small number of students will not meet grade level expectations unless we provide very intensive targeted instruction.*



#### NOTES FOR PRESENTER:

This graphic can help decision makers reflect on the effectiveness the instruction provided at each level . If more than 15% of students require instruction at the secondary level, then consider focusing on improving core instruction and curriculum. Likewise at the tertiary level, if more than 5% of students require this level of intensity, then the problem that has led to high numbers requiring tertiary support has not been addressed.



## Key Points

In general, in effective schools:

- About 15% of students require instruction at the primary and secondary level of prevention
- About 5% of students require instruction at the primary and tertiary level of prevention



## Notes

# Activity

23

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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## Key Points

### DO:

Allow participants to discuss what they have learned thus far about RtI. If necessary, help guide the discussions by suggesting veins of conversation. You might refer participants to the bullets on the slide or suggest they discuss who is served at each level, the length and type of instruction at each level, who might conduct the intervention and the assessments at each level.

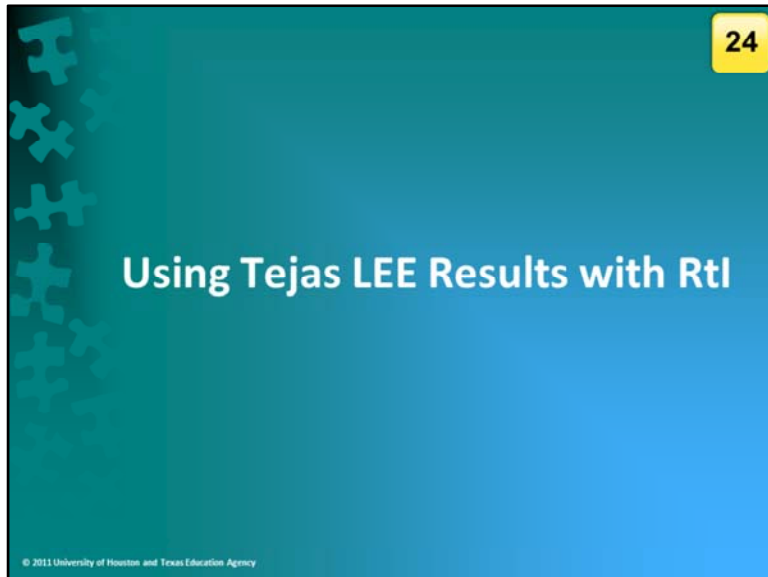


If time allows, let participants share some of their learning and answer any questions about doubts they still have.



## Notes





**SAY:**

*There are several things to consider when making decisions about who will receive intensive support over and above the primary level of prevention. For example, we talked earlier about resources which include staffing, and materials.*

*Right now however, we are going to look only at student needs and how our data might help us to make decisions about who requires intervention.*

*The Tejas LEE provides teachers with hundreds of scores for a class of students over the year. You will need to prioritize which pieces of this data are most crucial based on the specific needs of each classroom. It's important to be thoughtful about this data when creating criteria for deciding who might receive intervention. First, let's think generally about the assessment.*

*The Tejas LEE is administered at each grade level 3 times per year. There are also three performance levels for Tejas LEE to consider when determining whether a student requires intervention. Let's look at each of these performance levels.*



## Key Points

- Using data will help educators make decisions about who requires intervention
- At times it will be necessary to prioritize and decide which pieces of the data are most crucial for deciding intervention



## Notes

## Performance Levels

25

**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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**SAY:**

*On the Tejas LEE, "Performance Level" appears at the bottom of each task page in a box titled "Nivel de logro". There are 3 different performance levels on the Tejas LEE. The first is "Desarrollado" (Developed). Students who score Developed have mastered the skill assessed on the Tejas LEE.*



## Key Points

- There are 3 performance levels on the Tejas LEE.
- Desarrollado (D) means a student has mastered the skill.
- The cutpoints for the D level will remain constant throughout the entire year.



## Notes

26

## Performance Levels

**Nivel de logro:**

	Principio	Mitad	Final
D	3-4	3-4	3-4
→	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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### SAY:

*The second performance level is “Nivel esperado” (NE), or Expected Level. Not all tasks on the Tejas LEE have NE scores. When a task has an NE score, it will only appear during Beginning of Year and/or Middle of the Year administrations.*

*Nivel esperado indicates that the skill being assessed on the Tejas LEE is one that is may be taught on an on-going basis. As such, it would not be reasonable to assume that a student would have mastered this skill at the beginning or middle of the school year.*

*However, NE scores always turn into NI (Nivel de intervención” scores by the End of Year. While the score should not be considered problematic, teachers should be providing on-going instruction and practice in these skills so that their students master them.*



## Key Points

- Nivel Esperado (NE) indicates that the student is performing at an expected level for that grade and time point.
- Not all tasks will have an NE level.
- There is no NE level at EOY as all students are expected to be Developed by the end of year.
- Teachers should still provide on-going instruction for students scoring NE, so that their students can master the skill (s).



## Notes

27

## Performance Levels

**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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### SAY:

*Note that the color of the NI box is different from D or NE. This is to draw teacher's attention to scores in this range and to emphasize that the Nivel de intervención level requires teacher intervention with these students.*

*Note that a score of NI on the Tejas LEE differs from a score of SD on the TPRI. The SD scores are always EOY expectations on TPRI (with the exception of Comprehension). By contrast, the Tejas LEE NI scores apply to each time point, thus, a score of NI indicates a student requires intervention, regardless of the time of year.*



### ADDITIONAL INFORMATION FOR PRESENTER:

Since NI scores indicate a need for intervention at each time point, in some cases, there is no NI score at the beginning or middle of the year. These are skills that students are expected to develop during the school year, but there is no expectation that they will have mastered them at certain time points. The example on this slide shows that for this particular skill, students are not expected to show mastery at BOY or MOY.



## Key Points

- Nivel de intervención (NI) indicates that the student is performing below the expected level for that grade and time point and intervention is strongly recommended.
- Not all tasks will have an NI level at each time point.



## Notes

28

## Use the Numerical Score

- 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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### **SAY:**

*When looking at Tejas LEE results, it is important to note that within NI scores, there may still be a wide variety of student ability.*

*For example, in Kindergarten, on the letter name and letter sound tasks, the needs of a student who has a score of 3 will be very different from a student who has a score of 18 at MOY, even though both scores would be NI.*

*In second grade spelling, a student scoring 1 on this task will have very different instructional needs than one who has a score of 8, even though, again, both students will be NI on this task.*

*For this reason, when recording student results on the class summary sheet or printing student Tejas LEE results that you ensure that you are looking at the numerical results.*

*Use item level results to determine where your instructional focus should be. For example, in Kindergarten, look at which letters and sounds a student does know. De-emphasize these and focus efforts on those letters and sounds the students have not yet mastered.*

*In addition, teachers should monitor those students scoring NE on a task. Keep in mind that a score of NE becomes a score of NI at a later administration. NE students have yet to master these skills.*



## **Key Points**

- It is important to look at the numerical score in addition to the performance level
- Even within the NI performance level, there can be wide range in student ability
- Use item level analysis to pinpoint where your instruction focus should be
- Teachers should also keep an eye on students who scored NE, to help prevent future NI scores.



## **Notes**

## 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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**DO:**  
Read slide.



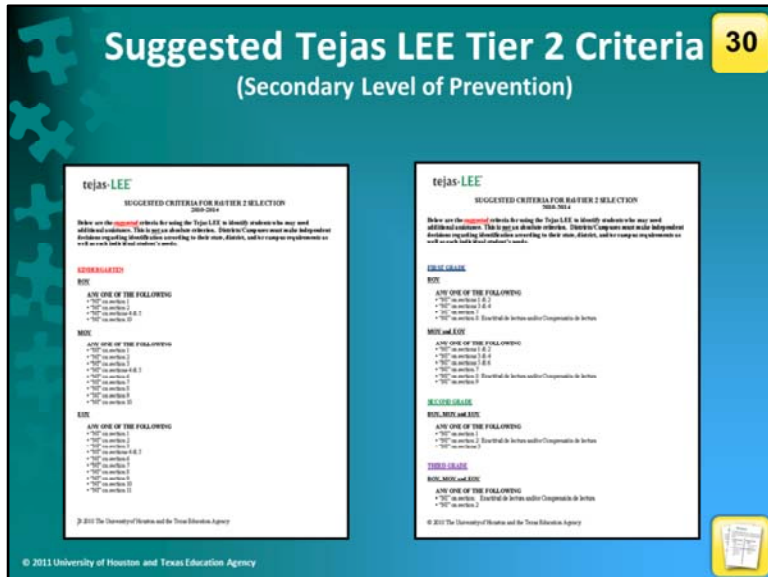
## Key Points

Intervention placement decisions consider:

- Instructional strengths and weaknesses of school(s)
- Instructional goals/priorities for school(s)
- Resources available for intervention



## Notes



### SAY:

*Look at pages 11-12 in your Participant Packet. These pages have the Suggested Tejas LEE Criteria for Placement in Tier 2 for all four grades (Kinder through 3<sup>rd</sup>).*

*The “Suggested Tejas LEE Criteria for Placement in Tier 2” may be used as the sole identifier of students needing additional instruction. They also may be modified, and may be used in conjunction with other district criteria.*

*The ultimate decision for Tier designation is a district decision based on the needs of students in the district, and the resources available to provide intervention.*



## Key Points

- The suggested criteria provided by Tejas LEE serve as a reference when making intervention placement decisions
- Suggested criteria may be modified
- Final tier designations are made by districts and schools



## Notes



## 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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### SAY:

*The suggested Tejas LEE Tier 2 criteria or district criteria will not always identify 20% of a class as requiring intervention. Each classroom is unique as are the particular sets of skills, strengths and weaknesses that students bring.*

*If a teacher is working with a class that has weaker skills, it is quite possible that Tier 2 criteria will identify more students than can possibly be served in RtI. In this case, you will want to adjust your criteria to reduce the number of students identified to a more manageable number.*

*If a teacher has the fortune to work with a class with strong skills, it is possible that very few students will be identified for intervention. In this ideal situation, the teacher should bump up the criteria to work on higher level skills.*

*The amount of adjustment you will make will depend on the resources available in your building for intervention. The more resources, the more students you can serve.*



## Key Points

- The suggested Tier 2 criteria might not always identify 20% of students as needed intervention
- Sample criteria may have to be adjusted to reduce or increase the number of students receiving intervention
- The amount of adjustment needed will depend on the personnel and resources available on your campus



## Notes



**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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**SAY:**

*This slide shows the Suggested Tier 2 criteria for second grade. Let’s look at some sample results.*

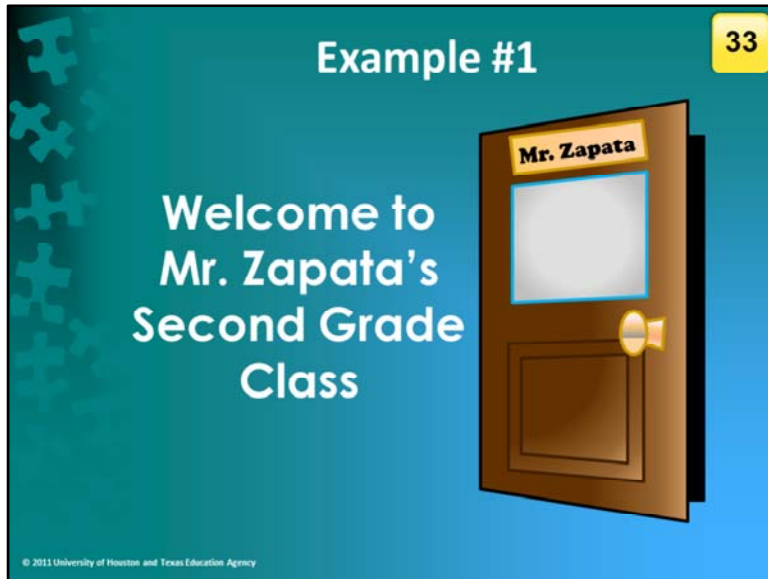


## Key Points

- This screenshot shows the suggested criteria for second grade



## Notes



**SAY:**

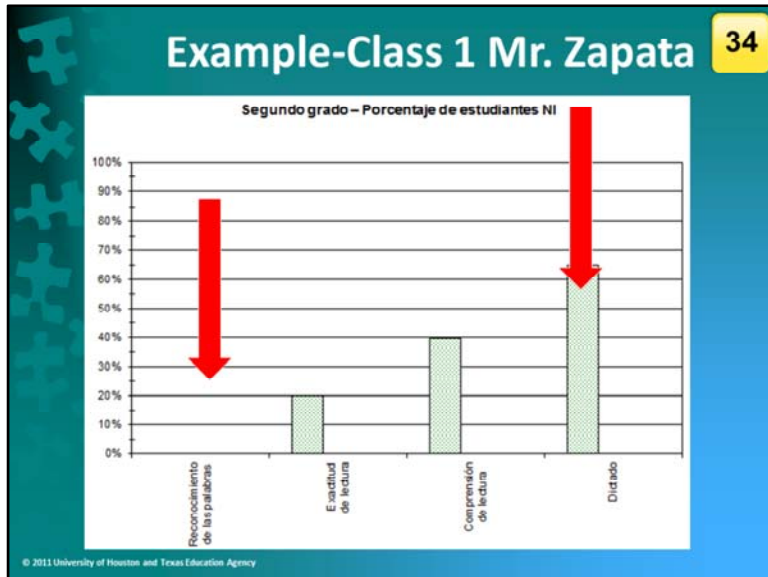
*Let's take a look at an example where it might be necessary to adjust criteria.*



**Key Points**



**Notes**



**SAY:**

*This slide shows the BOY results for Mr. Zapata's second grade class. When identifying students for intervention, Mr. Zapata found that for Section 1, Word Reading, no one needed intervention, but for Spelling, 65% of the class required intervention. Clearly, Mr. Zapata would not be able to serve 13 if his 20 students in Tier 2. The Tejas LEE suggested criteria has over-identified the number of students that can effectively be served in an Rtl program. He will have to prioritize the students who have the greatest need.*

*He also noted that 20% of his class was struggling with reading accuracy and 40% with comprehension. So, in order to determine how to prioritize his Rtl intervention, Mr. Zapata realized he needed to look at the numerical scores.*



## Key Points

- 65% of Mr. Zapata's class was NI in spelling
- 40% were NI in comprehension
- 20% were NI in accuracy
- Students need to be prioritized to determine the ones with greatest need



## Notes

[illegible]

## Key Points

- Looking at the numerical score on a task will help prioritize the students with greatest needs
- Collaborate with other colleagues and campus specialists for ideas and suggestions

**DO:**

Have participants look at page 13 in their participant packet, which has Mr. Zapata's Class Summary Sheet.

**SAY:**


*The numerical scores gave Mr. Zapata additional insights into his students' performance on the BOY Tejas LEE. He found that all four students who had accuracy problems (Estela, Javier, Luis and Simon) also had very low spelling results and word reading scores that were lower, on average than their classmates. He decided that these should be the students he prioritized for RtI. He feels that by focusing on these students' decoding skills, he will be able to improve their word reading, accuracy and spelling.*

*At Mr. Zapata's school, there is a interventionist who works with his class. Mr. Zapata chose to have the interventionist work with Carlos, David, Gabriela and Osvaldo, all of whom had NI scores in comprehension.*

*The spelling needed to be addressed in a whole group setting, but with new and different academic/instructional strategies. In order to get fresh ideas, he consulted with the campus RtI team (reading coach, special-ed teacher and more experienced colleagues) and solicited suggestions.*



## Notes



## Example #1 Summary

36

- 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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**DO:**  
Paraphrase slide.



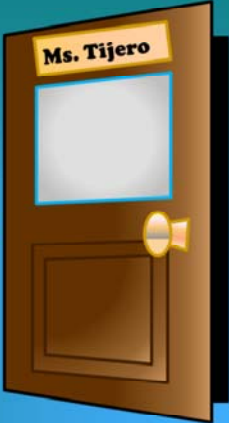
## Key Points



## Notes

**Example #2** 37

**Welcome to  
Ms. Tijero's  
Second Grade  
Class**



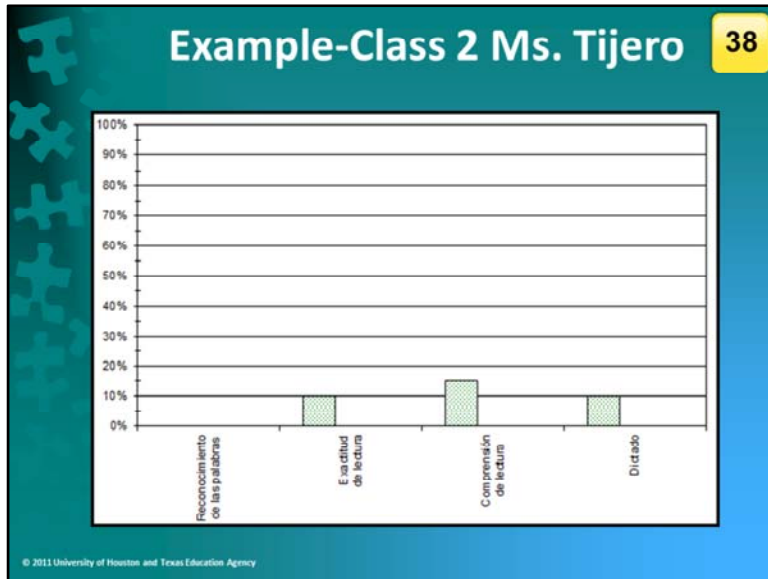
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## Key Points



## Notes



#### SAY:

*Ms. Tijero's results are quite good for BOY. In this case, the suggested criteria have under-identified students who could benefit from Rtl. Ms. Tijero realized that the available resources to serve more students than those identified by the criteria. She decided to dig deeper into her Tejas LEE data.*



## Key Points

- In this example, the criteria has under-identified students needing intervention.
- Resources are available for additional students, so Ms. Tijero must dig deeper into her data to determine which students would benefit most from this extra help



## Notes

# Example-Class 2 Ms. Tijero

39

Ejes LEE - Segundo grado - Principio del año

Maestro(a) Ms. Tijero  
 Escuela Washington  
 Fecha agosto

Número del estudiante

1  
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100

Conocimiento de las gramáticas		Comprensión de lectura										Conocimiento de las gramáticas	
Sección 1		Sección 2				Sección 3				Sección 4			
Conocimiento de las palabras		Exposición de lectura		Fluidez de lectura		Comprensión de lectura		Fluidez de lectura		Comprensión de lectura		Fluidez de lectura	
D-10-18 M-14-12 M-14-2		D-10-18 M-14-12 M-14-2		D-10-18 M-14-12 M-14-2		D-10-18 M-14-12 M-14-2		D-10-18 M-14-12 M-14-2		D-10-18 M-14-12 M-14-2		D-10-18 M-14-12 M-14-2	
		Cuanto 1 RD-RS-FRU	Cuanto 2 RD-RS-FRU	Nivel de logro general SENE	Cuanto 1 PL-OPS	Cuanto 2 PL-OPS	Promedio	Cuanto 1	Cuanto 2	Nivel de logro general SENE	Promedio	SENE	SENE
1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2
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98	98	98	98	98	98	98	98	98	98	98	98	98	98
99	99	99	99	99	99	99	99	99	99	99	99	99	99
100	100	100	100	100	100	100	100	100	100	100	100	100	100

Número de estudiantes 10

Porcentaje de estudiantes 10

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## Key Points

- Looking at NE scores is helpful in determining which student could benefit from intervention
- When under-identification occurs, it is beneficial to be proactive and target skills that are at risk of becoming problematic in the future

### DO:

Have participants look at page 14 in their participant packet, which





## Example #2 Summary

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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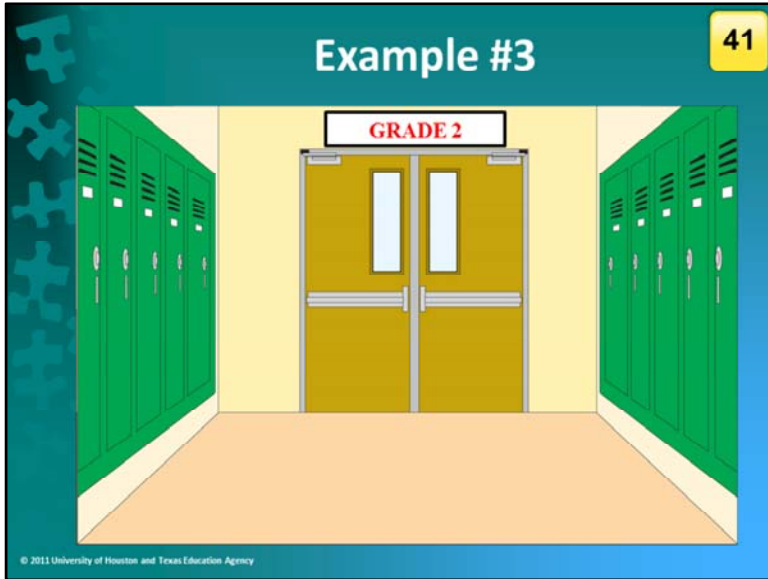
**DO:**  
Paraphrase slide.



## Key Points



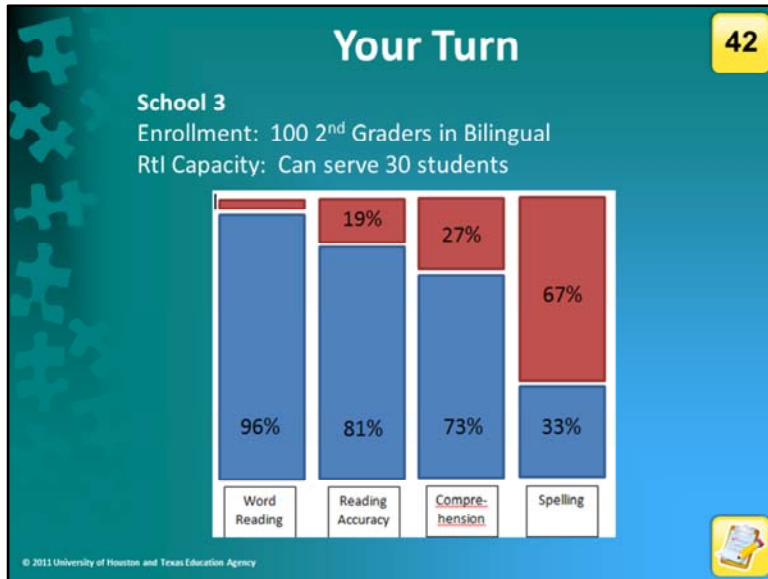
## Notes



## Key Points



## Notes



**SAY:**

*Now it's your turn to take a look at some sample data and to decide how you might use the results to determine your RtI groups. In this case, let's look at results from a school-wide perspective rather than a single classroom. The BLUE represents students who were NE or D in the particular skill. RED represents students who scored NI.*

**DO:**



Have the participants work in groups to decide how this sample school might adjust their RtI criteria to best serve the students needs. They can jot down their thoughts in the Participant Packet. Let them know that one participant from each group will share an idea they had. Then, have groups share their ideas.

If the following are not mentioned, point these out as ways to deal with the high need in spelling.

1. Since 2/3 of the grade level requires intervention, this could be done through whole class in each classroom
2. The school could use the Tejas LEE Spelling tools available on our website to identify specifically which spelling skills need to be addressed for the entire grade and which could be taught during intervention/small group instruction.
3. The school could look at the individual numerical scores of students to see who needs the most assistance in spelling and to see how well these students map on to those needing intervention for word reading, reading accuracy and comprehension. Those struggling with spelling will probably have weaknesses with other foundation skills.
4. Teachers may require Professional Development in teaching spelling in Spanish



## Key Points

- Blue represents students who were D or NE on a particular skill
- Red represents the number of NI students on a particular skill
- Does the criteria need adjusting in this scenario?



## Notes

## Considerations for Identifying Students for Intervention 43

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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**DO:**

Review slide.

**SAY:**

*In a perfect world, all decisions would fall into either green category above. However, accepting that some errors in classification will occur, the errors described in the yellow category are preferable to the errors described in the red category.*

*When students who are not at risk are incorrectly classified as being at-risk, the result is that they receive extra support (yellow).*

*However, when students who are at-risk are incorrectly classified as being not at-risk, it means we may fail to provide them the assistance they require in order to be successful (red).*

*As schools finalize their criteria, remember that the goal is to set criteria that will make it less likely that any student will “fall through the cracks” and miss important early reading instruction.*



## Key Points


- Four classification results are possible
- Failing to identify students who should be identified is the most dangerous identification error



## Notes

**Reflection Activity** 44

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



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**SAY:**

*Remember, the ultimate decision for Tier designation is a district decision based on the needs of students in the district, and the resources available to provide intervention.*

*Set criteria so that you identify the number and type of students your intervention plans and programs are designed to target.*

**DO:**

Read slide. Provide time for discussion.




## Key Points

- Tier decisions are made at the district or school level
- Set criteria that identify the number and type of students your intervention programs are designed to target



## Notes



## Review of RtI

45

- 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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**DO:**

Ask 5 different participants to read one bullet out loud.



## Key Points

- RtI is a multi-level approach intended to reduce the number of students with learning difficulties
- Use benchmark data to help set criteria for determining which students need intervention
- District/campus criteria will differ based on data results, resources and materials available.



## Notes

## A Successful RtI Program...

- 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

46

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**SAY:**

*There are several important points to re-emphasize about RtI.*

*FIRST, teachers cannot implement RtI completely on their own. The process needs to be collaborative. Administrators should work with classroom teachers to coordinate the efforts of interventionists, reading coaches, teacher aides, special-ed teachers and others who will provide support to students receiving intervention. The administrator and the teacher should establish the priority skills to be worked on and may need to provide training and materials to those assisting in the effort.*

*SECOND, the criteria used must identify those students at risk of reading failure (Your Texas LEE data are an excellent source) to avoid having students who are at risk overlooked by the selection criteria.*

*THIRD, the number of students in intervention must not exceed the capacity of the structures and resources in place. Quality instruction is much more important than the quantity served. If large numbers of students require remediation on a particular skill, consider providing that support during regular reading instruction (whole or small group) rather than in RtI time.*

*FOURTH, RtI programs need to be flexible. Once students have mastered skills, they can be exited from RtI to make room for others. On-going progress-monitoring using the MPLP and MPLE can assist teachers and administrators with these critical decisions.*



## Key Points

- Implementing RtI should be a collaborative effort
- RtI identifies students needing intervention based on pre-determined criteria
- Number of students served is based on school resources, personnel, and materials
- RtI is flexible



## Notes





**SAY:**

*Reflect on what you have learned about RtI today and where your school is in the RtI process. Are you right on target and hitting the bulls-eye? Are your intervention arrows close to the center? Or do you have more work to do?*

*Take out your participant packet and go to the last page. Work through the check list and define a set of next steps to take at your campus/district.*



## Key Points

- Where is your school in regards to RtI implementation?
- Use checklist in participant packet as a starting point for determining next steps



## Notes