

Gainesville ISD Response to Intervention District Guide

Vision Statement

GISD, as an integral part of the local community and global economy, provides a first-class education for all students,

- Empowering stakeholders
- Embracing diversity and
- Expecting excellence with integrity.

Mission Statement

The mission of the Gainesville Independent School District is to provide opportunities to develop the knowledge, skills and attitudes necessary for immediate and future success for all students, PK-12, through a cooperative effort of school, home and community.



Table of Contents

Defining “Response to Intervention”3
Laws Supporting Response to Intervention (Rtl).....3
Key Components in Rtl.....3
Tier Model.....4
The Three Tiers of Rtl.....4-7
The RTI Team.....7
Rtl and Special Education.....7
Problem Solving Method in Rtl.....8
Common Rtl Abbreviations and Terms.....8-10

Defining “Response to Intervention”

Response to Intervention, or RtI, is the practice of meeting the academic and behavioral needs of all students through a problem-solving process with three key elements:

- High-quality instruction and research-based, student centered tiered interventions
- Frequent monitoring of student progress
- Use of data in making educational decisions regarding student success.

Laws Supporting Response to Intervention (RtI)

The Every Student Succeeds Act (ESSA 2015) and the Individuals with Disabilities Education Improvement Act (IDEA 2004) focus on the quality of instruction that students receive in the general education setting.

ESSA and IDEA require:

- The use of research-based instruction and interventions
- Effective reading and mathematics instruction
- Essential components for reading and math
 - Reading: phonemic awareness, vocabulary development, reading comprehension, phonics instruction, and fluency
 - Mathematics: mathematics calculation and problem solving

Response to Intervention is not designed to be a pre-referral process. It is not a model in which a student must “fail” before interventions begin. It is a proactive, positive approach for supporting all learners, particularly those who are struggling.

Key Components in RtI

Universal Screening-An assessment given to all students at the beginning of the school year and other significant instructional points. The purpose of screening is to identify students who may require additional instructional support.

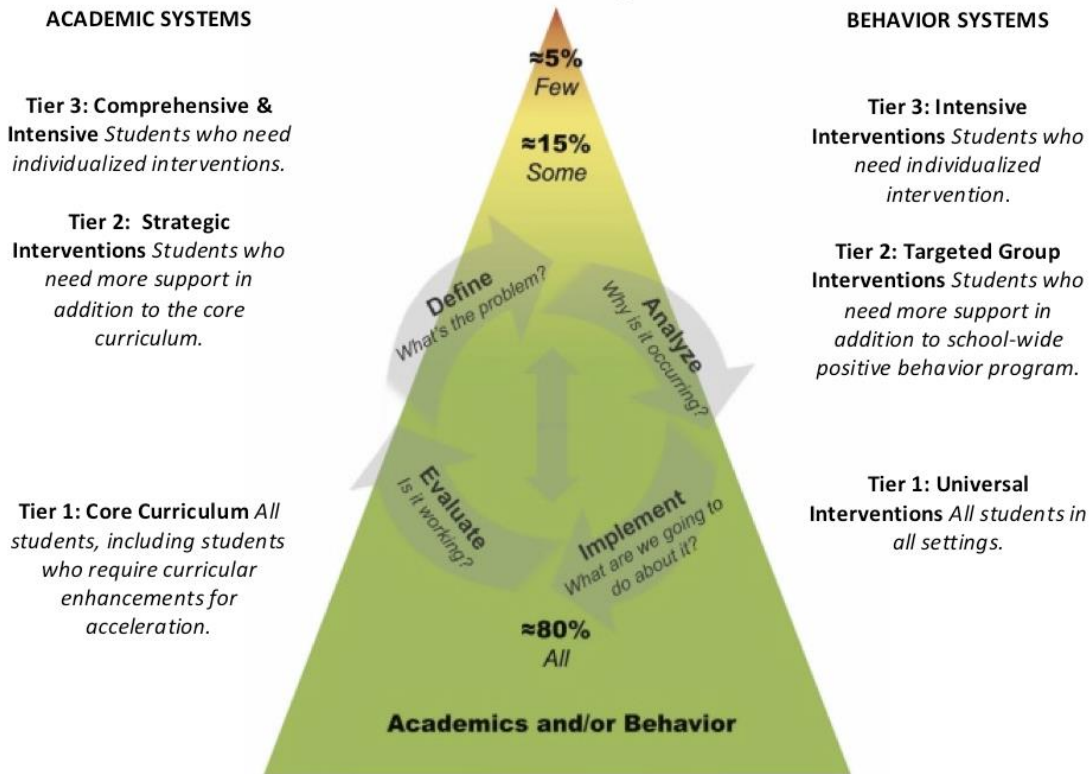
Tiered Instruction- Within the RTI framework are several tiers, or levels of instruction. General Education is referred to as Tier 1. Additional tiers use increasingly intense levels of instruction.

Progress Monitoring- Assessment intended to track a student’s rate of improvement on critical indicators of progress in the identified academic area targeted during intervention.

Data Based Decision Making- Using data from established assessments, observations, and interviews for instructional decisions.

Tier Model

Three-Tiered Model of School Supports & the Problem-Solving Process



The Three Tiers of RtI

Tier 1

Tier 1 is the foundation of the RtI instructional model. In this tier, all students receive high-quality, differentiated, research-based instruction in the general education setting that is aligned with state standards and in which 80% or more of the students are successful. The problem-solving at this tier is focused on analyzing the trends of the universal screening data to determine tier one issues and solutions as well as identifying and supporting individual struggling learners with classroom-based interventions.

Campus RtI Responsibility at Tier 1

- Conduct Universal Screeners within the district allotted window.
- Analyze data and determine trends.
- Determine students who need to be monitored

Teacher Responsibilities at Tier 1

- Provide high quality core curriculum through whole group and small group differentiated instruction

- Maintain record of instructional strategies
- Provide evidence that supports a need for intervention (refer to program options in the Protocol for Rtl resource)
- Complete the Tier 1 checklist (provided in resources section)

Tier 2

After receiving Tier 1 interventions, some students will continue to struggle academically. Their learning rate falls below the preset cutoff score on multiple sources of data i.e universal benchmark data and data generated by the teacher. The problem-solving at this tier becomes more focused on individual student data and interventions become student-centered and are individually tailored to meet the struggling student’s needs. This may be 10-15% of all students.

Students are identified for individualized small-group instruction delivered by teachers, in addition to core class instruction. This intensified level of intervention includes research-based programs, strategies, and procedures designed to supplement and enhance Tier 1 activities. Tier 2 instruction/interventions are delivered inside the classroom during the school day to students who are not achieving state and grade-level standards through core instruction and district-approved Tier 1 interventions. Students with similar instructional needs are grouped together, limiting the size of the group according to the intensity of instruction needed.

Campus administrators monitor the fidelity and integrity of classroom instruction and interventions. Progress monitoring data is collected by the teacher and interpreted by the team. The campus Rtl team monitors the student’s progress data.

Campus Rtl Team Responsibilities at Tier 2:

- Use the problem-solving model to identify areas of need, create a measurable goal, and develop a plan that includes progress monitoring
- Provide consultation and support to the classroom teacher as needed
- Analyze student progress at Rtl team meetings and adjust intervention plan as needed
- Maintain campus level documentation of Rtl meeting minutes

Teacher Responsibilities at Tier 2:

- Maintaining the fidelity of the intervention by
 - Following the intervention plan as designed
 - Recording the student’s intervention attendance
 - Progress monitoring at the appropriate interval using the designated tool in order to determine the effectiveness of the intervention
- Maintaining progress monitoring data specific to the goal (tracking tools are available on the resource page)

Students who are performing at Tier 2 levels will receive strategic instruction as follows:

Grades	Tier 2 intervention delivery	Group Size
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K-6	Minimum of 30 minutes, 3 times a week, for up to two 9-week periods (Decision-point meetings will occur at the end of each 6-week period.) Progress monitoring takes place bi-weekly.	1:5
7 and 8	Homogeneous grouping of students for 100 minutes weekly, for a minimum of 6-weeks	1:12
9 - 12	Homogeneous grouping of students for 100 minutes weekly, for two 6-week periods	1:12

Tier 3

Tier 3 in the Rtl process is designed for students who have significant difficulties making progress, despite receiving Tier 1 and Tier 2 interventions. The main difference is that Tier 3 interventions are more frequent and of longer duration, and either the group size is reduced or the student receives the intervention individually. Progress monitoring at Tier 3 continues as designed in Tier 2 using the same tool with increased frequency. Students remain in the general education classroom for instruction with a differentiated approach (Tier 1), and the student receives the Tier 3 interventions at a designated time during the day.

It is important to note that shifting into Tier 3 does not automatically generate a referral for Section 504 support or for special education evaluation

Campus Rtl Team Responsibilities at Tier 3:

- Use the problem-solving model to identify areas of need, create a measurable goal, and develop a plan that includes progress monitoring
- Provide consultation and support to the classroom teacher as needed
- Analyze student progress at Rtl team meetings and adjust intervention plan as needed
- Maintain campus level documentation of Rtl meeting minutes
- Determine the next steps if student is not making adequate growth

Teacher and/or Interventionist Responsibilities at Tier 3:

- Maintaining the fidelity of the intervention by
 - Following the intervention plan as designed
 - Recording the student’s intervention attendance
 - Progress monitoring at the appropriate interval using the designated tool in order to determine the effectiveness of the intervention
- Maintaining progress monitoring data specific to the goal (tracking tools are available on the resource page)

Students who are performing at Tier 3 levels will receive intensive instruction as follows:

Grades	Tier 3 intervention delivery	Group Size
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K-6	Minimum of 30 minutes, 4 times a week, for 6 weeks. Progress monitoring takes place weekly.	1:3
7 and 8	45 minutes daily for 6 weeks	1:4
9-12	45 minutes daily for 6 weeks	1:4

The Rtl Team

Each campus will have a core team (4 or 5 members) that will meet regularly to evaluate data, set goals, develop individual plans that support student growth and success, and monitor the fidelity of the plan.

Member of the campus Rtl team	
Core Members	Invited Members (As needed)
<ul style="list-style-type: none"> ● Campus principal (preferred) or a designee who has decision-making authority regarding curriculum, supports, and budget ● General Education Teacher ● Intervention/Academic specialist(s) ● Counselor (preferred) 	<ul style="list-style-type: none"> ● District math and/or literacy coordinators ● Campus counselor ● School psychologist ● School nurse ● Special education teacher ● Referring teacher ● Parent ● Dyslexia teacher ● Others as identified by the core team

Rtl and Special Education

Rtl is not a component of special education. If attempts to help a student through Rtl are unsuccessful, evaluating for special education may be an appropriate next step. The goal of Rtl, however, is to ensure that students receive the best possible opportunities in general education before that step is taken. Federal and state laws require that schools exhaust all appropriate interventions before looking toward placement in special education. If a referral for evaluation for special education becomes necessary, the data from Rtl becomes part of the information used to determine eligibility.

The Problem-Solving Method of RtI



Common RtI Abbreviations and Terms

CBA- curriculum-based assessment

CBM-curriculum-based measurement

IDEA-Individuals with Disabilities Education Improvement Act of 2004

IEP-individualized education plan

LD-learning disability

NCLB-No Child Left Behind Act of 2001

PBS-positive behavior support

RtI-Response to Intervention

SST- Student Support Team

academic engagement time The amount of time a student is actively participating in instruction (excluding transition times).

aimline A visual representation (line) on a progress-monitoring graph that connects the baseline data point to the outcome goal.

baseline data point An initial score that indicates a student's skill level before intervention; the starting point in curriculum-based measurement of the student's response to the intervention.

benchmark An assessment of group performance against a standard at defined points in time to measure progress toward meeting the standard.

case facilitator An RtI committee member assigned to consult with staff regarding a student's needs and interventions

common assessments Assessments created by a team of educators for identifying students who need additional time and support and for designing instructional strategies to promote skill acquisition

core curriculum Instructional content that specifies skills aligned with grade-level state standards that must be addressed.

curriculum-based measurement (CBM) Any set of assessment procedures that uses direct observation and recording of a student's performance in a local curriculum to gather information for making instructional decisions.

cut score Within RtI, a preset score against which assessment results can be compared to help RtI teams identify struggling learners.

data-based decision making The process of analyzing assessment data to determine why a student's academic or behavioral problem exists and then deciding on a research-based strategy to address the specific problem.

differentiation of instruction An approach to teaching and learning in which students have multiple options for taking in information, making sense of ideas, and demonstrating their understanding; requires teachers to be flexible in adjusting their methods and the curriculum to suit students, rather than expecting students to modify themselves for the curriculum.

fidelity The degree to which something is carried out as designed, intended, and planned.

fluency An acceptable level of mastery of a skill.

formative assessment A dynamic aspect of the instructional process that provides information for making timely adjustments to enhance learning; considered integral to developing the delivery of instruction by evaluating the delivery and relevance of the curriculum.

instructional level A level of the curriculum that is challenging to a student, but not so challenging that the student is frustrated.

intervention Any process that is intended to increase learning or modify a student's behavior.

lack of progress A student's failure to demonstrate expected learning rates relative to the baseline data point after an RtI intervention plan has been implemented with fidelity.

learning rate The pace of a student's skill acquisition; one of the elements used for making decisions in RtI

norm-referenced assessment A measure of performance in terms of an individual's standing in some known group, such as all of a district's students at a particular grade level (For example STAAR assessments, SAT/ACT, etc.)

outcome goal The targeted goal of an intervention plan.

probes In terms of progress monitoring and curriculum-based measurement, refers to brief repeated assessments of an academic skill.

progress monitoring Frequent measurement of student progress in a brief, repeatable, reliable, and scientifically valid way; usually performed at predetermined intervals to allow for timely modification of instructional design to suit the student's needs.

research-based strategies Instructional designs and recommendations that have been demonstrated through formal scientific research to improve learning.

Rtl model A conception of the process known as Response to Intervention for delivering research-based instruction and interventions to facilitate student learning.

Rtl standard protocol A method of problem solving that provides structure for choosing appropriate standard interventions to address the most common student weaknesses.

summative assessment An assessment that is used to give a grade to a student; a measure of cumulative student learning, such as an end-of-semester exam or a state-mandated test.

three-data-point decision rule A decision-making rule within the Rtl problem-solving process that analyzes three consecutive progress-monitoring data points against the expected goal (must have a minimum of nine data points).

universal screening A type of assessment administered to all students to determine, as early as possible, which students are likely to experience difficulty learning, due to a lack of foundational skills. Universal screenings are used as predictors of success within a grade level and are administered three times per year in order to meet early-intervention needs of all students. (GISD currently uses STAR by Renaissance Learning)