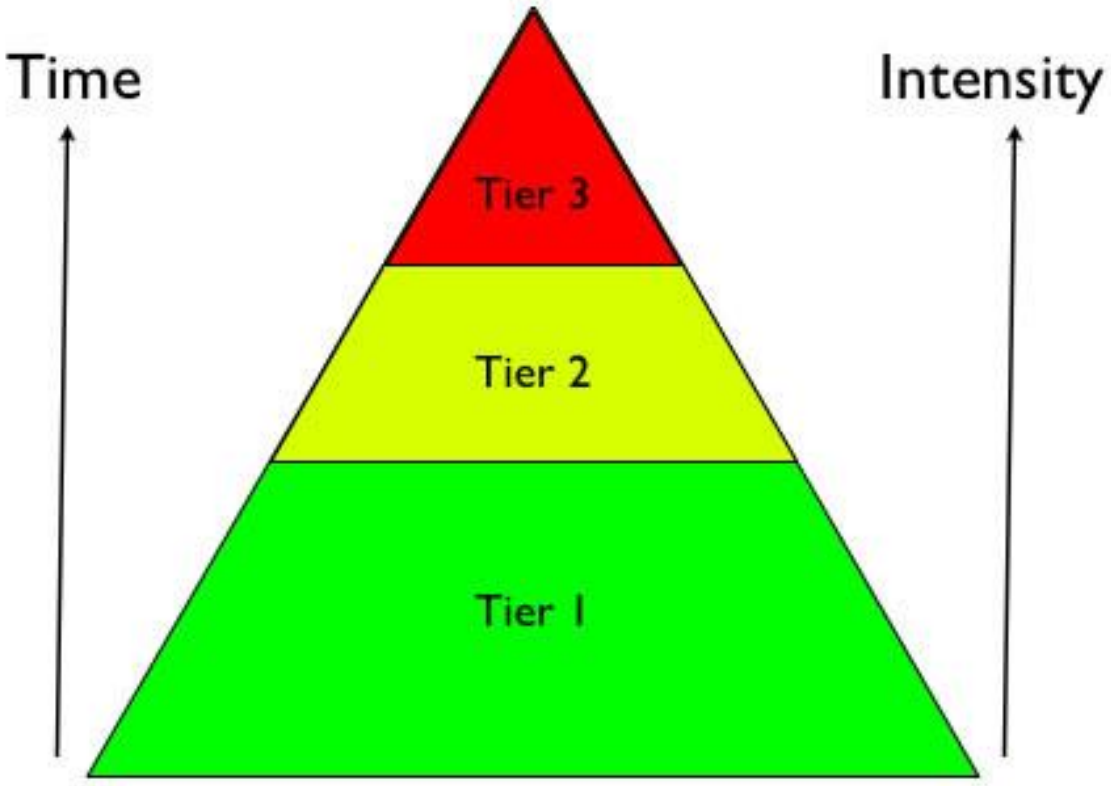
ALAMO HEIGHTS ISD



Elementary
RtI PROCESS

Table of Contents

As defined by NCRTI (National Council for Response to Intervention): 4
- **Key Features of Response to Intervention 4**
- **RtI is a "Value-added" practice that improves the overall instructional process by: 4**

What is Response to Intervention in AHISD? 5
- **RtI integrates student assessment and instructional intervention 5**
- **RtI employs a multi-level prevention system 5**
- **RtI can be used to ensure appropriate identification of students with disabilities 5**

How is RtI implemented? 6
- **Identify students at risk for poor learning outcomes or challenging behavior 6**
- **Provide research-based curricula and evidence –based interventions 6**
- **Monitor student progress 7**
- **Adjust the intensity and nature of interventions depending on a student's responsiveness 7**
- **Identify students with learning disabilities or other disabilities 7**
- **Use data to inform decisions at the school, grade, or classroom levels 7**

AHISD Elementary Response to Intervention Tiers 8

Grade Level 1b Structure Options 9
- **How to structure 1b on a grade level 9**

AHISD Core Instructional Program in Reading and Math 10

Elementary Mathematics Program 10
- **Tier 1a 10**
- **Tier 1b 11**
- **Tier 2 11**
- **Tier 3 11**

Expectations for Alamo Heights Tier 2 and Tier 3 Math Interventions 12

Elementary Reading Program 13
- **Tier 1a 13**
- **Tier 1b 14**
- **Tier 2 14**
- **Tier 3 14**

Expectations for Alamo Heights Tier 2 and Tier 3 Reading Interventions 15

RtI Roles and Responsibilities 16

RtI Meetings 18
- **Tier 1B RtI Meetings: 18**
- **RtI Support Meetings: 19**
- **Referral Parent Communication Meeting 19**

RtI Math Tools 20

RtI Reading Tools 21

RtI Intervention Time Requirements 22

RtI in Kindergarten 23

RtI for Second Language Learners 24

Universal Screening and Language Learners **25**
Dual Language and Spanish Immersion RtI Service Matrix **1**
Reading Level Correlation Chart **2**
Tier 1b Intervention Documentation Example **3**
Support Meeting Protocol-Example **4**
INTERVENTION ACTION PLAN **5**
Monthly Student Growth Expectations **6**
Grade Level Benchmark Expectations **7**
Kindergarten and 1st Grade Test of Early Numeracy Expectations **8**
Referral to Special Education **9**
Dyslexia and RtI **11**
Definition of Dyslexia **11**
Alamo Heights Identification of Students with Dyslexia **12**
Additional Factors: **12**
Flow Chart for Dyslexia Identification and Services **13**
Factors Associated with Dyslexia Checklist **14**
Factores de riesgo comunes asociados con la dislexia **16**
Letter to Parents **18**
Behavioral RtI **19**
Student and Parent Rights **21**

Response to Intervention: An Overview

AHISD has built the RtI process upon the Response to Intervention model. Some of the key components of the RtI model include the following:

- **A school-wide multi-level instructional and behavioral system for preventing school failure**
- **Screening**
- **Progress Monitoring**
- **Data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance with state law)**

RtI is a process that includes the provision of systematic, research-based instruction and interventions for struggling learners. Appropriate interventions are matched to student needs and monitored frequently through progress monitoring.

Response to Intervention (RtI) is an approach that schools use to help all students, including struggling learners. The RtI approach gives Texas students opportunities to learn and work at their grade level. The idea is to help all students be successful.

Students who may have a disability should be referred for a full and individual evaluation for special education services. States and LEAs have an obligation and requirement under federal law (34 CFR § 300.111 Child Find) to see that evaluations of children suspected of having a disability are not delayed or denied because of schools using an RtI strategy.

As defined by NCRTI (National Council for Response to Intervention):

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RtI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.

Key Features of Response to Intervention

- **RtI is primarily a general education initiative designed to address the needs of struggling learners in their educational experience.**
- **Rti is based on a problem-solving model that uses data to inform decision-making**
- **RtI interventions are systematically applied and derived from evidenced-based practices.**
- **RtI is highly dependent on progress monitoring and data collection.**
- **RtI intervention plans are designed, implemented, and monitored by a multi-disciplinary team of professionals called the RtI team that includes the classroom teachers, administrators and interventionists**
- **RtI is a critical component in the collection of data for referrals for learning disabilities.**

RtI is a "Value-added" practice that improves the overall instructional process by:

1. **Increasing the success rate of students receiving instruction in the general education setting.**

2. **Providing research and evidence-based instruction as an early intervention to students.**
3. **Providing critical data needed to design, implement, and monitor instructional interventions.**
4. **Reducing the time that additional instructional supports are delivered to students.**
5. **Reducing the number of referrals to special education.**

What is Response to Intervention in AHISD?

RtI integrates student assessment and instructional intervention

RtI is a framework for providing comprehensive support to students and is not an instructional practice. RtI is a prevention-oriented approach to linking assessment and instruction that can inform educators' decisions about how to teach their students. A goal of RtI is to minimize the risk for long-term negative learning outcome by responding quickly and effectively to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

RtI employs a multi-level prevention system

A rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. At all levels, attention is on fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

- **Tier 1a: Primary Instruction:** high quality core instruction that meets the needs of most students
- **Tier 1b: Strategic Instruction:** grade level small group intervention on specific skill deficit groups
- **Tier 2: Targeted Intervention:** evidence–based intervention(s) of increased intensity that addresses the learning or behavioral challenges of most at-risk students
- **Tier 3: Intensive Intervention:** individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention

RtI can be used to ensure appropriate identification of students with disabilities

By encouraging practitioners to implement early intervention, RtI implementation should improve academic performance and behavior, simultaneously reducing the likelihood that students are wrongly identified as having a disability.

How is RtI implemented?

Identify students at risk for poor learning outcomes or challenging behavior

Struggling students are identified by implementing a 2-stage screening process. The first stage, universal screening, is a brief assessment for all students conducted at the beginning of the school year, middle of the year and towards the end of the year. For students who score below the cut point on the universal screener, a second stage of screening is then conducted to more accurately predict which students are truly at risk for poor learning outcomes.

What is a cut point?

A cut point is a score on the scale of a screening tool or a progress-monitoring tool. For universal screeners, teachers will use the cut point to determine whether to provide additional intervention. For progress monitoring tools, educators use the cut point to determine whether the student has demonstrated adequate response, whether to make an instructional change, and whether to move the student to more or less intensive services.

Provide research-based curricula and evidence –based interventions

When a student is identified via screening as requiring intervention, evidence-based interventions of moderate intensity are provided. These interventions, which are in addition to the core primary instruction, typically involve small group instruction to address the specific identified problems. These evidence-based interventions are well defined in terms of duration, frequency, and length of sessions, and the intervention is conducted as it was in the research studies. Students who respond adequately to targeted instruction return to primary prevention (the core curriculum) with ongoing progress monitoring. Students who show minimal response to targeted instruction move to targeted intervention or intensive intervention, where more concentrated and individualized supports are provided.

What is the difference between evidence-based interventions and research-based curricula?

We refer to an evidence–based intervention in this document as an intervention for which data from scientific, rigorous research designs have demonstrated (or empirically validated) the efficacy of the intervention. That is, within the context for a group or single-subject experiment or a quasi-experimental study, the intervention is shown to improve the results for students who receive the intervention. Research-based curricula, on the other hand, may incorporate design features that have been researched generally; however, the curriculum or program as a whole has not been studied using a rigorous design, as defined by the Elementary and Secondary Education Act.

Monitor student progress

Progress monitoring is used to assess students' performance over time, to quantify student rates of improvement or responsiveness to instruction, and to evaluate instructional effectiveness. For students who are least responsive to effective instruction, progress monitoring is used to formulate effective individualized programs. Progress monitoring is used to identify students with a dual discrepancy. That is they have a discrepancy with both their **performance level and slope of progress** when compared with their peers. Progress monitoring tools must accurately represent students' academic development and must be useful for instructional planning and assessing student learning.

Adjust the intensity and nature of interventions depending on a student's responsiveness

Progress monitoring data points are used to determine when a student has or has not responded to instruction at level of the prevention system. Increasing the intensity of an intervention can be accomplished in a number of ways such as lengthening the instructional time, increasing the frequency of instructional sessions, reducing the size of the instructional group, or adjusting the level of instruction. Also, intensity can be increased by providing intervention support from a teacher with more experience and skill in teaching students with learning or behavioral difficulties (e.g., a reading or behavior specialist).

Identify students with learning disabilities or other disabilities

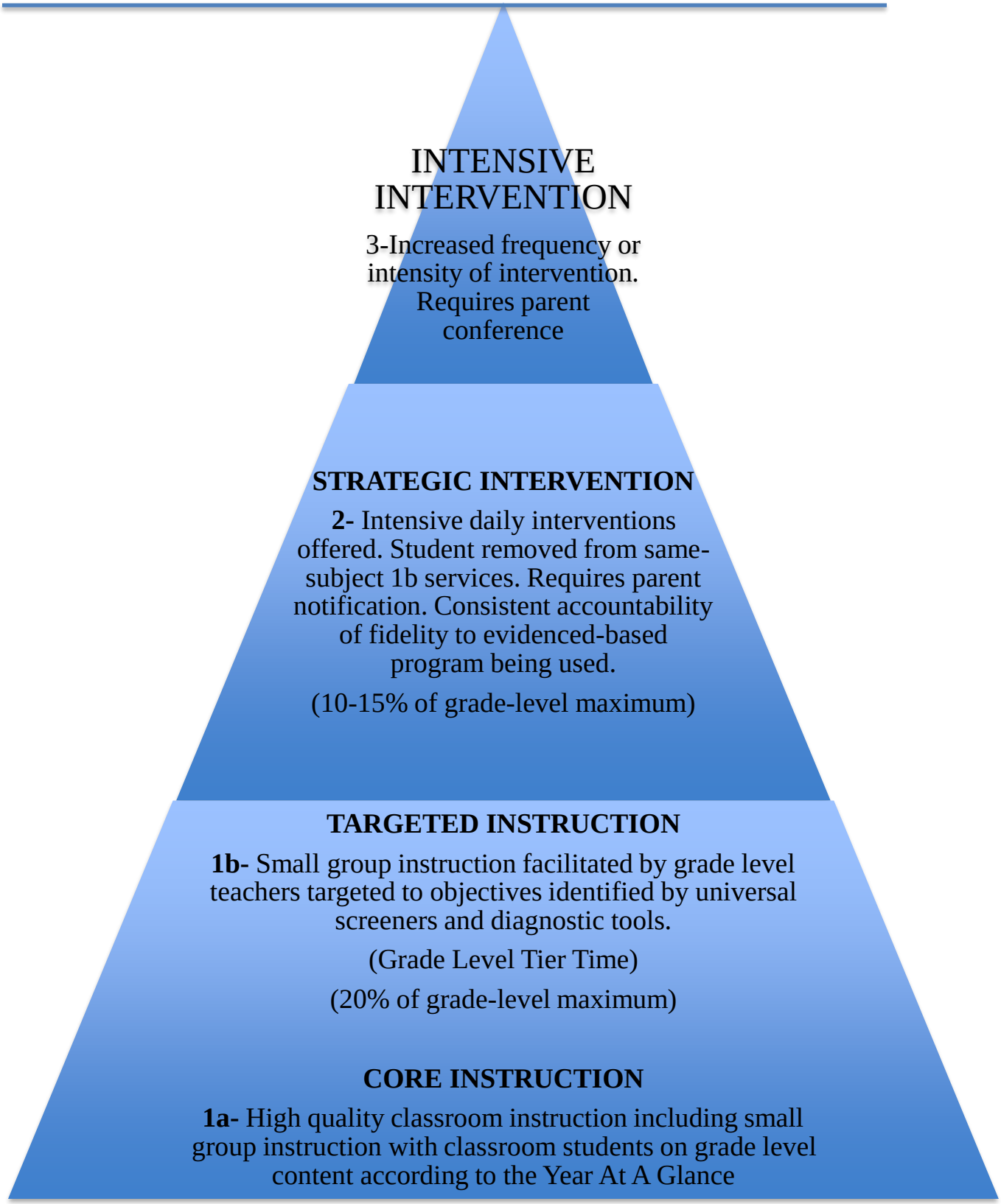
If a student fails to respond to intervention, the student may have a learning disability or other disability that requires further evaluation. *Progress monitoring and other data collected over the course of the provided tier interventions should be examined during the evaluation process, along with data from appropriately selected measures* (e.g., tests of cognition, language, perception, and social skills).

In this way, effectively implemented RtI frameworks contribute to the process of disability identification by reducing inappropriate identification of students who might appear to have a disability because of inappropriate or insufficient instruction.

Use data to inform decisions at the school, grade, or classroom levels

Screening and progress monitoring data can be aggregated and used to compare and contrast the adequacy of the core curriculum as well as the effectiveness of different instructional and behavioral strategies for various groups of students within a school. For example, if 60% of the students in a particular grade score below the cut point on a screening test at the beginning of the year, school personnel might consider the appropriateness of the core curriculum or whether differentiated learning activities need to be added to better meet the needs of the students in that grade.

AHISD Elementary Response to Intervention Tiers



Grade Level 1b Structure Options

Tier 1b represents strategic instruction for grade level students. Students will receive 20-40 minutes of small group instruction 2-5 times a week.

Small group instruction is taught by grade-level teachers. Interventionist do not facilitate 1b groups because they are working with Tier 2 during grade level 1b times.

Curriculum: Teachers are expected to use research-based practices and materials such as textbook intervention (see RtI Tool Charts for specific options).

Progress Monitoring: For math, Aims Web progress monitoring tool will be used after each eight intervention sessions. For reading, TPRI or IStation progress monitoring will be scheduled **after every eight sessions or a minimum of 240 intervention contact minutes.**

How to structure 1b on a grade level

- **Co-teacher** – Pair up with one other teacher. Each teacher takes a small group of students from the 2 classes during a set time 4-5 times a week. One teacher could take a math group and another could have a reading group. Students not in Tier 1B remain in their classes and work independently.

- **Mixed small groups-** Each classroom teacher takes a different small group of mixed grade level students during a set time 4-5 times a week . Other students not in Tier 1b remain in their classes and work independently.

- **Walk-to-Learn-** The grade level assigns a few teachers to small 1B groups. Other teachers take larger groups. Students are combined across classes. Students rotate through large groups while small 1B groups remain the same for the set time period.

AHISD Core Instructional Program in Reading and Math

The most important component of the AHISD Elementary RtI framework is the quality of primary prevention level (the core curriculum) where all students receive high-quality instruction that is differentiated according to individual students' needs and is aligned with the curriculum standards (Texas Essential Knowledge and Skills-TEKS).

When our primary prevention tier sufficiently meets student needs, about 80% of our students will experience success in their learning.

Elementary Mathematics Program

Elementary mathematics is a vital part of our instructional program. Each year, students are expected to master the mathematics curriculum as outlined through the standards of the Texas Essential Knowledge and Skills. Teachers are expected to monitor progress, differentiate instruction and provide interventions to assist students making progress each year.To help monitor the progress in our mathematics program, we use a tier system designed to support student learning and accommodate the individual needs of all learners.

Tier 1a

Tier 1 is general education curriculum. All students receive instruction based on the curriculum. The components are:

- Year at a Glance documents by nine weeks for each grade level
- Assurance words for math and science
- TEKS RESOURCE SYSTEM IFD and VAD documents
- Correlated CBA assessments each quarter

At Tier 1, teachers are expected to deliver instruction following the sequence identified in the YAG documents. Teachers may determine the instructional resources they utilize.

Instruction should be a blend of whole group and small group instruction. The expectation is that teachers use flexible small groups to meet the needs of individual students. As students struggle with a topic, teachers utilize small groups for re-teaching. When students are unable to maintain the same pace, additional time in tutoring is appropriate.

Teachers will rely on universal screening information to identify student progress and deficits for the purposes of Tier 1a and 1b interventions. Additional information will be provided to teachers by way of the nine-week CBAs. This information should guide small group instruction in the classroom as well as plan Tier 1b groups for grade level intervention.

Tier 1b

When a student is not able to be successful with the required mathematics content at Tier 1a, then Tier 1b placement is considered. Tier 1b , otherwise referred to as "Tier Time" is time set aside each day, for both math and reading, for grade level teams to work together to provide intervention for struggling students.

At Tier 1b, students receive at least an additional 20-40 minutes of instruction 2-5 times/ week. This equates to 80-150 minutes a week.

Elementary mathematics instruction is based on the teaching of number concepts: place value, computation, and fractions. In order for students to be successful in mathematics, they need to have a good foundation in these core components. Since our time with Tier 1b students is limited, the focus of the interventions will be these number concepts. Teachers will use the evidence from Aims Web and classwork to determine the order in which the number concepts will be addressed for each Tier 1b student. Once all number concepts have been addressed, topics from the other strands may become the target for the interventions. Progress Monitoring will take place using Aims Web. We recognize that students need time to make progress. Progress monitoring should take place no more frequently than every two weeks. **The student must have received at least 8 sessions of Tier 1b intervention before progress monitoring takes place or a minimum of 240 intervention contact minutes.**

Tier 2

At Tier 2 students receive at least an additional 30-45 minutes of instruction 2-5 times/ week. This equates to 90-150 minutes per week.

- 10-15% of students on a grade level maximum
- Evidence-based program implemented with fidelity
- Requires parent notification
- Replaces same-subject instruction at Tier 1b

Tier 3

At Tier 3 students receive at least an additional 45-60 minutes of instruction 2-5 times/ week. This equates to 120-300 minutes per week.

- 5% of students on a grade level maximum
- Evidence-based program implemented with fidelity
- Requires parent conference
- Replaces same subject instruction at Tier 2

Expectations for Alamo Heights Tier 2 and Tier 3 Math Interventions

Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4-5.

Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback and frequent cumulative review.

Interventions should include instruction on solving word problems that is based on underlying structures.

Intervention materials should include opportunities to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.

Interventions at all grade levels should devote time in each session to building fluent retrieval of basic arithmetic facts.

Monitor the progress of students receiving interventions at frequent and consistent intervals.

Include motivational strategies in Tier 2 and Tier 3 interventions.

(From What Works Clearinghouse RtI Research Meta-analysis)

Elementary Reading Program

Tier 1 is the English Language Arts curriculum delivered through a balanced literacy approach. The component parts include time dedicated each day to four focus areas: Sharing Reading, Word Study, Independent Reading, and Writing. All students receive instruction based on this curriculum. Each year, students are expected to master the ELAR curriculum as outlined through the standards of the Texas Essential Knowledge and Skills. Teachers are expected to monitor progress, differentiate instruction and provide interventions to assist students making progress each year. To help monitor the progress in our reading program, we use a tier system designed to support student learning and accommodate the individual needs of all learners.

Tier 1a

At Tier 1, Tier 1a is general education curriculum. All students receive instruction based on the curriculum. The components are:

- Year at a Glance for each grade level with four focus areas (Shared Reading, Word Work, Writing and Independent Reading)
- TEKS RESOURCE SYSTEM Resource Documents:
    - Instructional Focus Documents
    - Vertical Alignment Documents

Teachers are expected to deliver instruction following the Year at a Glance document. Teachers may choose from the materials listed as resources and may include other lessons as appropriate keeping with the sequence of topics listed in the YAG documents. Small group, guided reading instruction is a critical component of the delivery of explicit reading instruction in grades K-5. Teacher will meet daily with guided reading groups (in grades 3-5 this expectation for daily groups is for the below grade level readers.) When students are unable to maintain the same pace, additional time in tutoring is appropriate. Strategies such as pre-teaching topics, re-teaching assignments, or presenting the topic in a variety of ways are all appropriate.

Teachers will rely on universal screening information to identify student progress and deficits for the purposes of Tier 1a and 1b interventions. When a teacher has difficulty determining why a student is not being successful, the following assessments may be administered as formative assessments:

- PM Benchmark
- DRA/EDL
- Words Their Way Screeners

Tier 1b

When screening results indicate that a student is in the bottom 20% of the grade level, then Tier 1b placement must be considered. In Tier 1b, Students are provided 20-30 minutes of instruction 4-5 times/ week. This can take place in small group targeted instruction, Istation placement, or Read Naturally groups.

Screener information is used to assess the following five components of literacy: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Tier 1B interventions are focused specifically around these five components.

We recognize that students need time to make progress. Progress monitoring should take place no more frequently than every two weeks. The student must have received at least 8 sessions of Tier 1b intervention before progress monitoring takes place **or a minimum of 240 intervention contact minutes.**

At Tier 1b, students receive at least an additional 20-40 minutes of instruction 2-5 times/ week. This equates to 80-150 minutes a week.

Tier 2

At Tier 2 students receive at least an additional 30-45 minutes of instruction 2-5 times/ week. This equates to 90-150 minutes per week.

- 10-15% of students on a grade level maximum
- Evidence-based program implemented with fidelity daily
- Requires parent notification
- Replaces same subject instruction at Tier 1b

Tier 3

At Tier 3 students receive at least an additional 45-60 minutes of instruction 2-5 times/ week. This equates to 120-300 minutes per week.

- 5% of students on a grade level maximum
- Evidence-based program implemented with fidelity daily
- Requires parent conference
- Replaces same subject instruction at Tier 2
- The top of Tier 3 includes students diagnosed with learning disabilities (dyslexia or special education services)

Expectations for Alamo Heights Tier 2 and Tier 3 Reading Interventions

Tier 1 Instruction will include time for differentiated reading instruction for all students based on assessment of students' current reading level.

Tier 2 Intervention will provide intensive systematic instruction on up to three foundational reading skills in small groups to students who have not made progress at Tier 1b as documented in progress monitoring data. The specific skills targeted are determined by diagnostic data.

Instruction should be systematic, highly explicit, and highly interactive. Interventions must not focus only on phonemic awareness, decoding, and fluent reading (depending on student proficiency level) but should also include vocabulary and comprehension components. Again, the specific skills targeted are determined by diagnostic data.

Tier 3 reading instruction must be even more intensive than Tier 2 by altering group size, frequency or specific intervention. Although student reading programs should be individualized, they should be viewed as more than one-on-one instruction. In particular, with listening and reading comprehension and vocabulary development, small group instruction is appropriate.

Monitor the progress of students receiving interventions at frequent and consistent intervals.

Include motivational strategies in Tier 2 and Tier 3 interventions.

(From What Works Clearinghouse RtI Research Meta-analysis)

RtI Roles and Responsibilities

District RtI Steering Committee

1. Develop RtI program goals and objectives, planning procedures and activities, evaluation procedures and results.

2. Coordinate the acquisition of support materials and equipment.

3. Monitor the evaluation activities at Tier 1, Tier 2, and Tier 3.

4. Coordinate staff development activities for RtI for school-based and district personnel, including annual Boot Camp training and monthly PLC sessions.

5. Offer technical assistance and support as needed

6. Prepare local, regional, state, and federal reports.

7. Monitor process to ensure compliance and adherence to federal regulations and state guidelines.

8. Coordinate school district procedures and campus activities regarding Response to Intervention/Positive Behavior Intervention Support.

9. Implement and monitor budgets and reports within the assigned areas.

RtI Campus Coordinator

1. Maintain and coordinate all schedules for Tier 2/3 intervention groups

2. Supervise progress monitoring data to ensure program fidelity at Tier 1b, Tier 2 and Tier 3

3. Support interventionists in preparing data reports for Tier 1b meetings

4. Coordinates the acquisition of intervention materials and equipment.

5. Maintain RtI data record database

6. Schedule and facilitate RtI Tier Transition Meetings

7. Schedule and facilitate RtI Support Meetings

8. Organize campus universal screening and diagnostic data collection

9. Instruct Tier 2 and Tier 3 student groups

10. Train interventionists on RtI general expectations, program components and data collection

RtI Interventionists

1. Instruct Tier 2 and Tier 3 student groups with program fidelity

2. Maintain progress monitoring data for their assigned grade level (Google Docs, Excel, etc.)

3. Attend RtI Support Meetings meetings with RtI team

4. Attend pertinent Tier Transition meetings

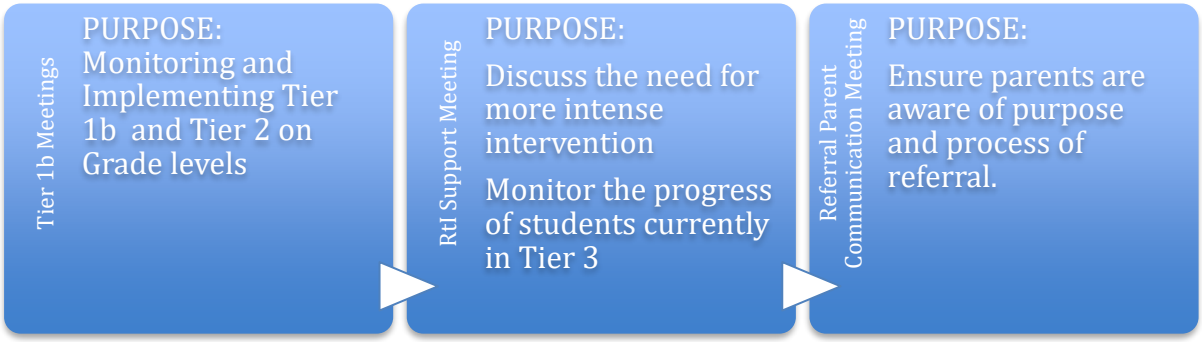
5. Support grade level chair in facilitating assigned grade level 1b meeting each six weeks

6. Support 1b intervention through resources and technical assistance

7. Train teachers on RtI general expectations, intervention program components and data collection

8. Conduct campus universal screenings and diagnostic assessments and enter results into appropriate databases.

RtI Meetings



Tier 1B RtI Meetings:

Each grade level will host an RtI meeting after universal screenings to monitor progress, update student data spreadsheets, plan for Tier 1B intervention and discuss the changing needs for intervention. Students can be placed in Tier 1b and Tier 2 during this time. Students can also be moved out of 1b and Tier 2 in this meeting.

- Grade level chairs or interventionists will facilitate the meeting.
- Each teacher will come prepared with data input on intervention data recording sheets. Interventionists will provide technical and procedural assistance.
- Each teacher will be prepared to offer a succinct update comment (progress/ evidence), which will be recorded in the spreadsheet.
- RtI grade level interventionist will update spreadsheets and plan for follow up meetings based on the discussion.
- Teachers may bring up students for dyslexia consideration in 1b Meetings. The grade level interventionists will forward names for follow up to Dyslexia teachers. Dyslexia teachers will then follow up with individual teachers after the 1b Meeting to gather additional information.

Tier 1b Meetings

- **Frequency: At least 4 times a year**
- **Purpose**: Define 1b Groups ,Progress Monitoring of students in 1b Groups, Transition students in and out of Tier 2
- **Participants**: Grade Level Teachers, Grade Level Interventionist, RtI Administrator

RtI Support Meetings:

RtI Support Meetings are established to discuss students currently in Tier 2 or Tier 3, possible transitions into Tier 3, or possible referrals for testing. Campus administrators, Interventionists, Dyslexia Teachers, Counselors, LSSP and RtI Coordinators should attend. LPAC representatives should be present for all decisions for ELL students. Classroom teachers may be invited to participate for specific discussions, as needed.

The campus administrator and LSSP decide if a referral to special education or dyslexia is appropriate. This decision may be made in the RtI Support Meeting or additional time and data may be needed for the campus principals and LSSP to reach a final decision.

A follow up Referral Parent Communication Meeting is scheduled with the appropriate staff members, including homeroom teachers, and parents to get permission for testing and communicate the process and timeline for evaluation.

RtI Support Meeting

- **Frequency:** Every 2-4 weeks
- **Purpose**: Discuss students in need of more intense intervention (from 2 to 3, and from 3 to special education and candidates for dyslexia testing)
- **Participants**: Campus administrators, Interventionists, Dyslexia Teachers, Counselors, LSSP and RtI Coordinators
- Replaces former SIT meetings

Referral Parent Communication Meeting

Once a child is referred for special education or dyslexia testing, parents are invited to meet with the classroom teacher, the interventionist most familiar with the child, and either the counselor, LSSP or campus administrator. A phone conversation is also allowable when a face to face meeting is not practical. The evaluation timeline and process will be shared to parents, and their rights will be explained. Parent permission for testing will be requested in this meeting.

Referral Parent Communication Meeting

- Frequency: As needed
- Purpose: Explain evaluation purpose and process with parents.
- Participants: Classroom teacher, interventionist, and either the counselor, LSSP or campus administrator.

RtI Math Tools

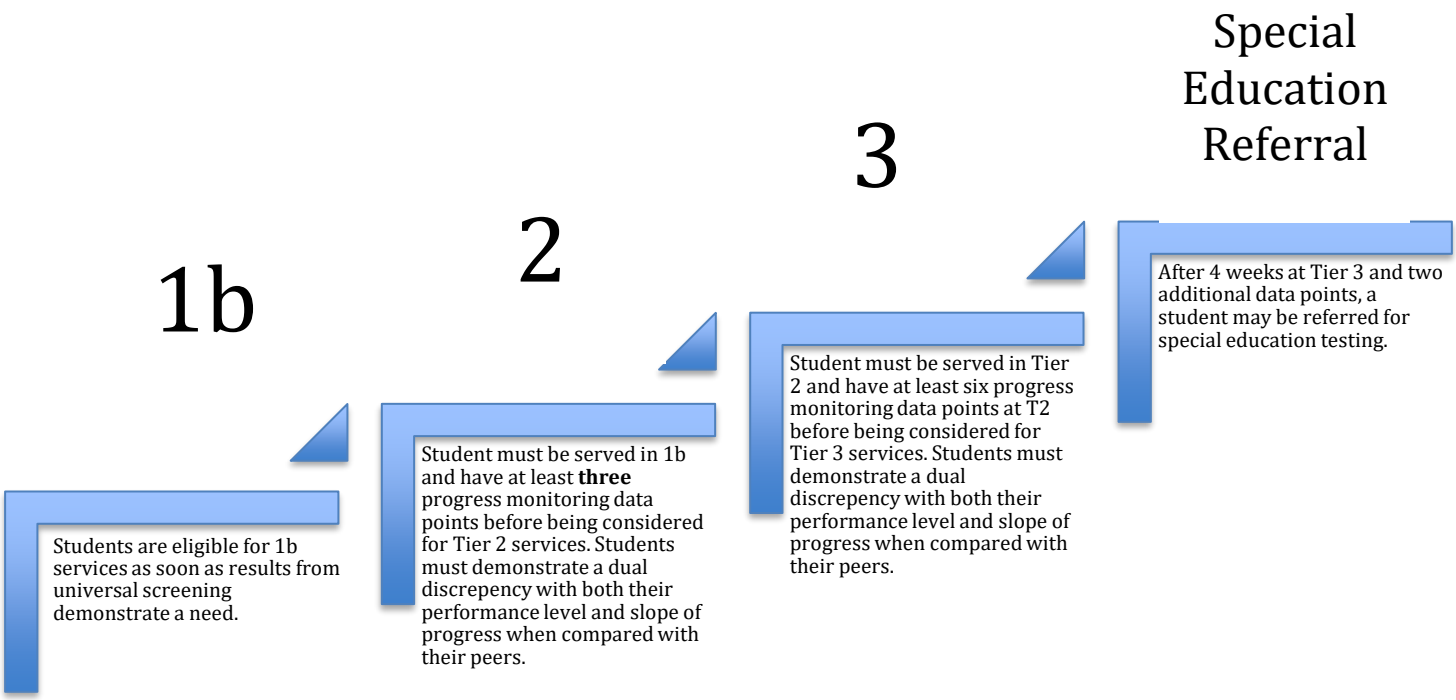
	Screener	Tier 1b Interventions 20-30 mins/ 4-5 times per week	Tier1b Progress Monitoring (1st-2nd grade)	Tier 2 Interventions 30-45 min/4-5 times per week	Tier 2 Progress Monitoring	Tier 3 Intervention 45-60 mins /4-5 times per week	Top of Tier 3
Primary Math	K-1 Aims Web Plus Test of Early Numeracy and Number Fluency	K-2 enVisions Intervention Istation Math	Aims TEN K- Oral Counts and Number Identification 1- Quantity Discrimination and Missing Numbers	K-2 Moving with Math K-2 Numeracy Consultants Activities (30 minutes a week) **SPANISH AND ENGLISH**	K- Oral Counts and Number Identification 1- Quantity Discrimination and Missing Numbers	More intensive small group or individual intervention	Special Education
Intermediate Math	2-5 Aims Web Math Computation & Math Concepts and Applications	3-5 enVisions Intervention Istation Math	Aims Web Progress Monitoring	3-5 ALEKS (30 minutes a week minimum) **SPANISH AND ENGLISH**	Aims Web Progress Monitoring Or ALEKS Progress Monitoring	More intensive small group or individual intervention with ALEKS	Special Education

RtI Reading Tools

	Screener	Diagnostic	Tier 1b Interventions 20-30 mins/ 4-5 times per week	Tier1b Progress Monitoring	Tier 2 Interventions 30-45 min/4-5 times per week	Tier 2 Progress Monitoring	Tier 3 Intervention 45-60 mins/ 4-5 times per week	Top of Tier 3
Primary Reading K-2	Istation Early Reading	K TPRI screener for all incoming students.Full TPRI for students not Developed on screener. 1-2 students not scoring at TIER 1 or 2 in Istation follow up with TPRI/TEJAS LEe DRA/ EDL TPRI as needed	TPRI / Tejas Lee Intervention Lessons F&P Leveled Literacy Intervention System Istation (Minimum of 30 minutes/ week) Journeys/ Sendero Intervention K-2 Estrellita **SPANISH**	IStation Once a month ISIP TPRI Progress Monitoring	F&P Leveled Literacy Intervention System IStation (Minimum of 30 minutes/ week) K-2 Read Well -Phonics (30 mins/wk at K and 1st) 1-5 Read Naturally – Fluency (30/wk) K-3 Esperanza **SPANISH** (30/wk) Pre-Flight and MTS may be used for "at-risk" for dyslexia group in both T2 and T3.	TPRI Progress Monitoring IStation ISIP Early Reading once a month	Intensified Tier 2 Intervention (Recommended 60 min/ week iStation) Pre-Flight and MTS may be used for "at-risk" for dyslexia group in both T2 and T3.	Dyslexia Program Special Education
Intermediate Reading 3-5	3- Early Reading 4-5 IStation ISIP Advanced Reading EDL Spanish grades 4-5	DRA2/EDL2	IStation (Minimum of 30 minutes per week) Journeys/ Senderos Intervention	IStation ISIP Advanced Reading	IStation (Minimum of 30 minutes/ week) 1-5 Read Naturally – Fluency (30/wk) K-3 Read Well –Phonics (30/wk) K-3 Esperanza **SPANISH** (30/wk)	IStation ISIP Advanced Reading once a month 1-5 Read Naturally (Fluency)	Intensified Tier 2 Intervention (Recommended 60 min/ week iStation)	4-5 Dyslexia Program Special Education

RtI Intervention Time Requirements

Students who were served in prior year Tier are eligible for same level of service if universal screeners demonstrate a continued need.



BOY Suggested Timeline

September- Begin Tier groups the 2nd week of school using EOY data. New students can begin 1b at teacher discretion. New students with a history of RtI Services at a previous school continue with the same level of services at AHISD.

September- Universal screeners completed by 3rd week in September

End of September- first week of October- First Tier Transition Meeting. Data from the previous year can be used as data points to transition a student from T1b to T2. A child needs three data points to transition into a different tier. A universal screening score may count as one data point.

RtI in Kindergarten

At Howard Early Childhood Center, the purpose for RtI is to provide the needed supports and services to set young children on a trajectory for success. Our early childhood RtI is based on the holistic development of the child and a belief in the importance of early intervention.

The RtI process and structure at Howard is uniquely designed to meet the needs of young kindergarten learners.

1. The amount of time per intervention session is shortened to 20-30 minutes as to align with developmental needs.

2. Initial reading universal screening will take place after six weeks of school. Because there is no previous year's data to build upon, students can be directly placed into Tier 2 services after the initial screening.

3. The priority of early education RtI is on literacy. Math screening will take place in the beginning and middle of the year, but small group services may be delayed into the spring.

RtI for Second Language Learners

Second Language Learners include native English learners in both the Spanish Immersion and Dual Language programs, as well as ELL in Dual Language and Bilingual classrooms.

There is a foundational expectation for sheltered instruction that lowers the linguistic demand of the lesson without compromising the integrity or rigor of the subject matter at Tier 1 for all Second Language Learners. Teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different language proficiency levels.

Initial intervention in both Tier 1b and 2 is in the **language of instruction**. After progress monitoring, it may be appropriate to change to the student's native language for intervention. This occurs the second semester of third grade. The LPAC committee or the Tier Transition Committee will make recommendations based on data for the intervention.

Universal Screening and Language Learners

Spanish Immersion-Native English Speakers

Grade		BOY	MOY	EOY
1st	Reading	No assessment- Use EOY K data, as needed	Istation- SPANISH	Istation- SPANISH
	Math	No assessment- Use EOY K data, as needed	Aims Web Test of Early Numeracy- SPANISH	Aims Web Test of Early Numeracy- SPANISH
	Language Proficiency			
2nd	Reading	Istation- SPANISH	Istation- SPANISH	Istation- SPANISH
	Math	Aims Web M-Comp and M-CAP- SPANISH	Aims Web M-Comp and M-CAP- SPANISH	Aims Web M-Comp and M-CAP- SPANISH
	Language Proficiency			
3rd	Reading	Istation- SPANISH	Istation- SPANISH Istation- ENGLISH	Istation- SPANISH Istation- ENGLISH
	Math	Aims Web M-Comp and M-CAP- SPANISH	Aims Web M-Comp and M-CAP- SPANISH	Aims Web M-Comp and M-CAP- SPANISH
	Language Proficiency			
4th	Reading	Istation- SPANISH Istation- ENGLISH	Istation- SPANISH Istation- ENGLISH	Istation- SPANISH Istation- ENGLISH
	Math	Aims Web M-Comp and M-CAP- SPANISH	Aims Web M-Comp and M-CAP- SPANISH	Aims Web M-Comp and M-CAP- SPANISH
	Language Proficiency			
5th	Reading	Istation- SPANISH Istation- ENGLISH	Istation- SPANISH Istation- ENGLISH	Istation- SPANISH Istation- ENGLISH
	Math	Aims Web M-Comp and M-CAP- SPANISH	Aims Web M-Comp and M-CAP- SPANISH	Aims Web M-Comp and M-CAP- SPANISH
	Language Proficiency			Avant Spanish Proficiency Assessment

* Intervention services begin second semester in 1st grade
* Intervention services exclusively in Spanish through second semester of 3rd grade

Dual Language-Native English Speakers

Grade		BOY	MOY	EOY
1st	Reading	No assessment- Use EOY K data, as needed	Istation- SPANISH	Istation- SPANISH
	Math	No assessment- Use EOY K data, as needed	Aims Web Test of Early Numeracy- SPANISH	Aims Web Test of Early Numeracy- SPANISH
	Language Proficiency	Woodcock Munoz- Sections 1 and 3		Woodcock Munoz- Sections 1 and 3
2nd	Reading	Istation- SPANISH	Istation- SPANISH	Istation- SPANISH
	Math	Aims Web M-Comp and M-CAP- SPANISH	Aims Web M-Comp and M-CAP- SPANISH	Aims Web M-Comp and M-CAP- SPANISH
	Language Proficiency			Woodcock Munoz- Sections 1 and 3
3rd	Reading	Istation- SPANISH	Istation- SPANISH Istation- ENGLISH	Istation- SPANISH Istation- ENGLISH
	Math	Aims Web M-Comp and M-CAP- SPANISH	Aims Web M-Comp and M-CAP- SPANISH	Aims Web M-Comp and M-CAP- SPANISH
	Language Proficiency			Woodcock Munoz- Sections 1 and 3
4th	Reading	Istation- SPANISH Istation- ENGLISH	Istation- SPANISH Istation- ENGLISH	Istation- SPANISH Istation- ENGLISH
	Math	Aims Web M-Comp and M-CAP- ENGLISH	Aims Web M-Comp and M-CAP- ENGLISH	Aims Web M-Comp and M-CAP- ENGLISH
	Language Proficiency			Woodcock Munoz- Sections 1 and 3
5th	Reading	Istation- SPANISH Istation- ENGLISH	Istation- SPANISH Istation- ENGLISH	Istation- SPANISH Istation- ENGLISH
	Math	Aims Web M-Comp and M-CAP- ENGLISH	Aims Web M-Comp and M-CAP- ENGLISH	Aims Web M-Comp and M-CAP- ENGLISH
	Language Proficiency			Woodcock Munoz- Sections 1 and 3, Avant Spanish Proficiency Assessment

* Intervention services begin second semester in 1st grade
* Intervention services exclusively in Spanish through second semester of 3rd grade

Dual Language-Native Spanish Speakers

Grade		BOY	MOY	EOY
1st	Reading	Istation- SPANISH	Istation- SPANISH	Istation- SPANISH
	Math	Aims Web Test of Early Numeracy- SPANISH	Aims Web Test of Early Numeracy- SPANISH	Aims Web Test of Early Numeracy- SPANISH
	Language Proficiency	Woodcock Munoz- Sections 1 and 3 *New students only*		Woodcock Munoz- Sections 1 and 3
2nd	Reading	Istation- SPANISH	Istation- SPANISH	Istation- SPANISH
	Math	Aims Web M-Comp and M-CAP- SPANISH	Aims Web M-Comp and M-CAP- SPANISH	Aims Web M-Comp and M-CAP- SPANISH
	Language Proficiency	Woodcock Munoz- Sections 1 and 3 *New students only*		Woodcock Munoz- Sections 1 and 3 *All EL students*
3rd	Reading	Istation- SPANISH	Istation- SPANISH Istation- ENGLISH	Istation- SPANISH Istation- ENGLISH
	Math	Aims Web M-Comp and M-CAP- SPANISH	Aims Web M-Comp and M-CAP- SPANISH	Aims Web M-Comp and M-CAP- SPANISH
	Language Proficiency	Woodcock Munoz- Sections 1 and 3 *New students only*		Woodcock Munoz- Sections 1 and 3 *All EL students*
4th	Reading	Istation- SPANISH Istation- ENGLISH	Istation- SPANISH Istation- ENGLISH	Istation- SPANISH Istation- ENGLISH
	Math	Aims Web M-Comp and M-CAP- ENGLISH	Aims Web M-Comp and M-CAP- ENGLISH	Aims Web M-Comp and M-CAP- ENGLISH
	Language Proficiency	Woodcock Munoz- Sections 1 and 3 *New students only*		Woodcock Munoz- Sections 1 and 3 *All EL students*
5th	Reading	Istation- SPANISH Istation- ENGLISH	Istation- SPANISH Istation- ENGLISH	Istation- SPANISH Istation- ENGLISH
	Math	Aims Web M-Comp and M-CAP- ENGLISH	Aims Web M-Comp and M-CAP- ENGLISH	Aims Web M-Comp and M-CAP- ENGLISH Woodcock Munoz- Sections 1 and 3 *All EL students*
	Language Proficiency	Woodcock Munoz- Sections 1 and 3 *New students only*		Woodcock Munoz- Sections 1 and 3 Avant Spanish Proficiency

Dual Language and Spanish Immersion RtI Service Matrix

	SLL	ELL
1	No Tier until MOY (use Tier time for small Guided Reading groups)	Tier 1b, Tier 2 Spanish
2	Tier 1b, Tier 2 Spanish	Tier 1b, Tier 2 Spanish *priority over SLLs
3	Tier 1b, Tier 2 Spanish until MOY After MOY screeners – Tier 1b Spanish, Tier 2 English or Spanish as determined by LPAC or Tier Transition Committee	Tier 1b, Tier 2 in Spanish as determined by LPAC or Tier Transition Committee
4	Tier 1b Spanish Tier 2 and Tier 3 English or Spanish as determined by LPAC or Tier Transition Committee	Tier 1b, Tier 2 in Spanish as determined by LPAC or Tier Transition Committee
5	Tier 1b Spanish Tier 2 and Tier 3 English or Spanish as determined by LPAC or Tier Transition Committee	Tier 1b, Tier 2 in Spanish as determined by LPAC or Tier Transition Committee

Reading Level Correlation Chart

Grade Level	ISIP Early Reading	ISIP Advanced Reading	DRA 2	PM Benchmark	Fountas and Pinnell (Guided Reading Levels)
Kinder	184- 202		A-6	1-6	A-D
First	203- 225		8-18	5-16	E- J
Second	227- 240	1543- 1652	20-28	16-22	K-M
Third	239- 251	1653- 1785	30-38	22-25	N-P
Fourth	251- 277	1893- 2011	40	25-28	R-S
Fifth	278- 288	2008- 2071	50	28-30	T-V
Sixth	289+	2071-2102	60	30+	X-Z

Tier 1b Intervention Documentation Example

Student _____

Intervention _____ Start Date_____ End Date _____

Goal _____

Person Responsible _____

Dates	Monday	Tuesday	Wednesday	Thursday	Friday	Progress Monitoring	ROI

Please record time of interventions.
Please record date of each probe administered for progress monitoring.
Attach progress monitoring data.

Support Meeting Protocol-Example

Teachers briefly (2 minutes) share progress of the students they are serving in Tier 1b.
A grade level representative facilitates the conversations and the interventionist documents meeting notes.

Problem Identification
The child's performance at the latest benchmark period indicate:

Strength Area(s):

_____

Need Area(s):

_____

Any other pertinent historical/family information:

_____

***Facilitator check for team understanding**

Problem Analysis/Intervention Selection

We are using _____ to address the skill.
(Intervention)

We use it _____ times per week for _____ minutes per day.

I _____collect additional diagnostic data. (summative or formative assessments)
(Did/Did Not)

***Facilitator check for team understanding**

Evaluation
Our progress monitoring data are indicating the child _____making adequate progress.
(Is/Is Not)
compared to peers in the same intervention groups.
Teacher provide evidence and examples.

***Facilitator check for team understanding**

Customizing the Intervention
Based on my information to date, I am thinking:

1. Maintaining current intervention for _____ more weeks.
2. Changing the intervention by _____
3. Recommending student for Tier Transition

***Facilitator check for team agreement.**

INTERVENTION ACTION PLAN

Student Name **Date of Action Plan**
Homeroom Teacher **Grade Level**

Target Area of Concern ☐ **Math** ☐ **Reading** ☐ **Behavior**
Baseline Data/Universal Screener (TPRI, DRA2, IStation, AimsWeb):

ACTION PLAN

Measurable Goal including method of measuring progress:
Intervention (Evidence-based Program):
Name/Describe Intervention
Frequency/Intensity (i.e. 30 min. a day, 4x/wk. in a small group of 3 assessed at least every 8 sessions):
Additional Instructional Strategies or Supports (Accommodations) Needed:
Interventionist Responsible (Name of person responsible for implementation and data collection):
Comments:

Target Review Date_ **Actual Review Date**

Intervention Status (check one):

- ☐ **Problem resolved; exit Tier 2**
- ☐ **Problem not resolved; redesign or modify intervention(s) at Tier 2**
- ☐ **Problem not resolved but progress is meaningful. Continue with current Tier services.**
- ☐ **Student remains below 10th percentile and growth remains below that of average peers; initiate Tier III interventions**
- ☐ **Problem not resolved after significant Tier 3 services. Initiate referral process**

Attach progress monitoring

Intervention Team Names		

Copy for homeroom teacher and parent

Document saved in campus common drive each year.

Monthly Student Growth Expectations

These monthly growth expectations are based on the 50th percentile from national norms. They should be used as a ***guide*** for setting individual student goals. Individual student strengths and differences should be considered as well as normed standards when setting goals.

Benchmark Period	**READING IStation** Overall Reading	**READING Istation Español** Overall Reading	**MATH Aims Web M-CAP** Total Points Earned	**MATH Aims Web M-COMP** Total Points Earned	**MATH Aims Web TEN** Oral Counting
Kindergarten	2.5	6.5			39
1st	2.5	8		3.5	64
2nd	1.5	9	1.5	2.5	78
3rd	1.5	8	1	3.5	72
4th	14.5		.5	3.5	86
5th	7.5		.5	2	94

When a growth goal includes a decimal (7.5 points) it indicates a midpoint within an expected range. So a goal of 7.5 points improvement mean an actual growth of 7-8 points is expected.

Grade Level Benchmark Expectations

Grade	Period	READING TPRI / Tejas Lee Overall Results on all Tasks	READING DRA2/ EDL2 Independent Level Score	READING Istation Overall Reading	READING Istation Español Overall Reading	MATH Aims Web CA Online	MATH Aims Web M-CAP Paper	MATH Aims Web M-COMP Paper
K	BOY	Developed on both screeners	Pre-A	180-184	666-671	8-11 26- 35		
	MOY	Adequate progress on progress monitoring	1	193-197	686- 693	11-14 41-51		
	EOY	Developed on both screeners	3	201- 205	713- 724	15-18 55- 66		
1st	BOY	Developed on both screeners	3	201- 205	774- 787	8-12 36-48 (total battery)		
	MOY	Instructional on story 3 or 4 and Fluency 40	8	210- 215	806- 822	12-16 50-63		
	EOY	D on both screeners I on story 5 or 6 Fluency 60	16	218- 223	834- 850	15-19 58-68		
2nd	BOY	Developed on both screeners Fluency 60	16	219- 223	860- 874		4-7	10-16
	MOY	Instructional on story 3 or 4 Fluency 75	20	226- 232	894- 915		11-16	23-32
	EOY	D on both screeners.	28	231- 236	923- 947		14-21	32-40
3rd	BOY		28	234- 239	917- 932		4-7	14-22
	MOY		34	239- 244	953- 974		7-11	29-42
	EOY		38	243- 248	973- 995		11-15	40-56
4th	BOY		38	1789-1832	1885-1913		9-12	17-24
	MOY		40	1843-1888	1921-1950		12-16	32-44
	EOY		40	1882-1928	1948-1979		13-18	43-57
5th	BOY		40	1885-1929	1952-1986		6-8	8-14
	MOY		50	1920-1966	1963-1995		8-11	14-23
	EOY		50	1945-1992	1976-2011		7-11	21-32

Kindergarten and 1st Grade Test of Early Numeracy Expectations

Grade		MATH Aims Web TEN Oral Counting up to 100	ROI PER WEEK	MATH Aims Web TEN Number Identification out of 75	ROI PER WEEK	MATH Aims Web TEN Quantity Discrimination	ROI PER WEEK	MATH Aims Web TEN Missing Number	ROI PER WEEK
K	BOY	39	.97 MORE NUMBERS COUNTED	33	.58 MORE NUMBERS RECOGNIZED	11	.33 MORE CORRECT	5	.31 MORE CORRECT
	MOY	64		52		21		12	
	EOY	78		56		28		16	

		MATH Aims Web TEN Oral Counting up to 100	ROI PER WEEK	MATH Aims Web TEN Number Identification out of 75	ROI PER WEEK	MATH Aims Web TEN Quantity Discrimination	ROI PER WEEK	MATH Aims Web TEN Missing Number	ROI PER WEEK
1st	BOY	72	.50 MORE NUMBERS COUNTED	43	.64 MORE NUMBERS RECOGNIZED	22	.36 MORE CORRECT	12	.22 MORE CORRECT
	MOY	86		61		32		18	
	EOY	94		66		36		21	

Referral to Special Education

RtI Support Meetings are established to discuss students currently in Tier 3, possible transitions into Tier 3, or possible referrals for testing. Campus administrators, Interventionists, Dyslexia Teachers, Counselors, LSSP and RtI Coordinators should attend. LPAC representatives should be present for all decisions for ELL students. Classroom teachers may be invited to participate for specific discussions, as needed. The Campus RtI Coordinator will schedule referral discussions.

Each referral is unique. Some referral discussions can be included in the regular RtI Support Meeting. If significant time and discussion is needed to reach consensus, these meetings can be separated from the RtI Support Meetings.

The campus administrator and LSSP decide if a referral to special education or dyslexia is appropriate. This decision may be made in the RtI Support Meeting or additional time and data may be needed for the campus principals and LSSP to reach a final decision.

A follow up meeting is scheduled with the appropriate staff members, including homeroom teachers, and parents to get permission for testing and communicate the process and timeline for evaluation.

LSSP should have all required original documents and copies should have been uploaded to Aware at point of transition to Tier 3. Additional data and documents (i.e. outside testing, dyslexia screener, additional data points) gathered since the transition to Tier 3 can be shared and later uploaded to Aware by the LSSP.

DOCUMENT	BY WHOM	UPLOADED
Hearing and Vision Screening	LSSP	AWARE (Forms)
Home Language Survey/LPAC Report		
School-wide Standardized Test Scores (Achievement and IQ) 5th gr only		
Previous Evaluations or Outside Assessments		
Tier Classroom Teacher Checklist	Classroom Teacher	AWARE (Forms)
Tier Student Interview		
Tier Parent Information Form		
Tier Survey of Language Dominance		
Report Card or Current Progress Report from Teacher Access Center (Including Grades and Attendance)		
Universal Screener Scores		
RTI Progress Monitoring Data	RtI Coordinator	AWARE (Forms)

Tier Committee Recommendation for Special Education Referral

Student's Name : **Date:**
Tier Committee Names:

It is the consensus of this committee to:

Are we in consensus that this child has:	**Our evidence is:**
adequate vision and hearing	
been instructed in the native language	
has had a stable educational background (no multiple moves that would explain lack of progress)	
had adequate ability to learn reading/math	
no sociological factors (home issues) that interfere with learning	
had adequate attendance (including tardies)	
had evidenced based practices at TIER 2 and TIER 3 based on district guidelines for fidelity and have demonstrated limited to no progress	
a suspicion of a disability	

☐ Redesign the Intervention Action Plan (based on information above)

☐ Make a referral for special education assessment with a suspicion of a disability in the area of:

Dyslexia and RtI

Definition of Dyslexia

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and / or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.
Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

-International Dyslexia Association

Both formal and informal assessments are used to determine if a student's difficulties in the areas of reading and spelling reflect a pattern of evidence for the primary characteristics of dyslexia with unexpectedly low performance for the student's age and educational level in some or all of the following areas:

- Reading words in isolation
- Decoding unfamiliar words accurately and automatically
- Reading fluency for connected text (both rate and/or accuracy)
- Spelling (an isolated difficulty in spelling would not be sufficient)

It is important to note that individuals demonstrate differences in degree of impairment.

The reading/spelling characteristics are most often associated with the following:

- Segmenting, blends, and manipulating sounds in words (phonemic awareness)
- Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

Consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

-The Dyslexia Handbook, Revised 2014, p.8-9

Alamo Heights Identification of Students with Dyslexia

In Alamo Heights ISD, the RtI system is the structure to identify students with academic needs and to design specific interventions to meet the needs of those students. Special consideration is given to ensure that the use of a tiered intervention process does not delay or deny an evaluation for dyslexia.

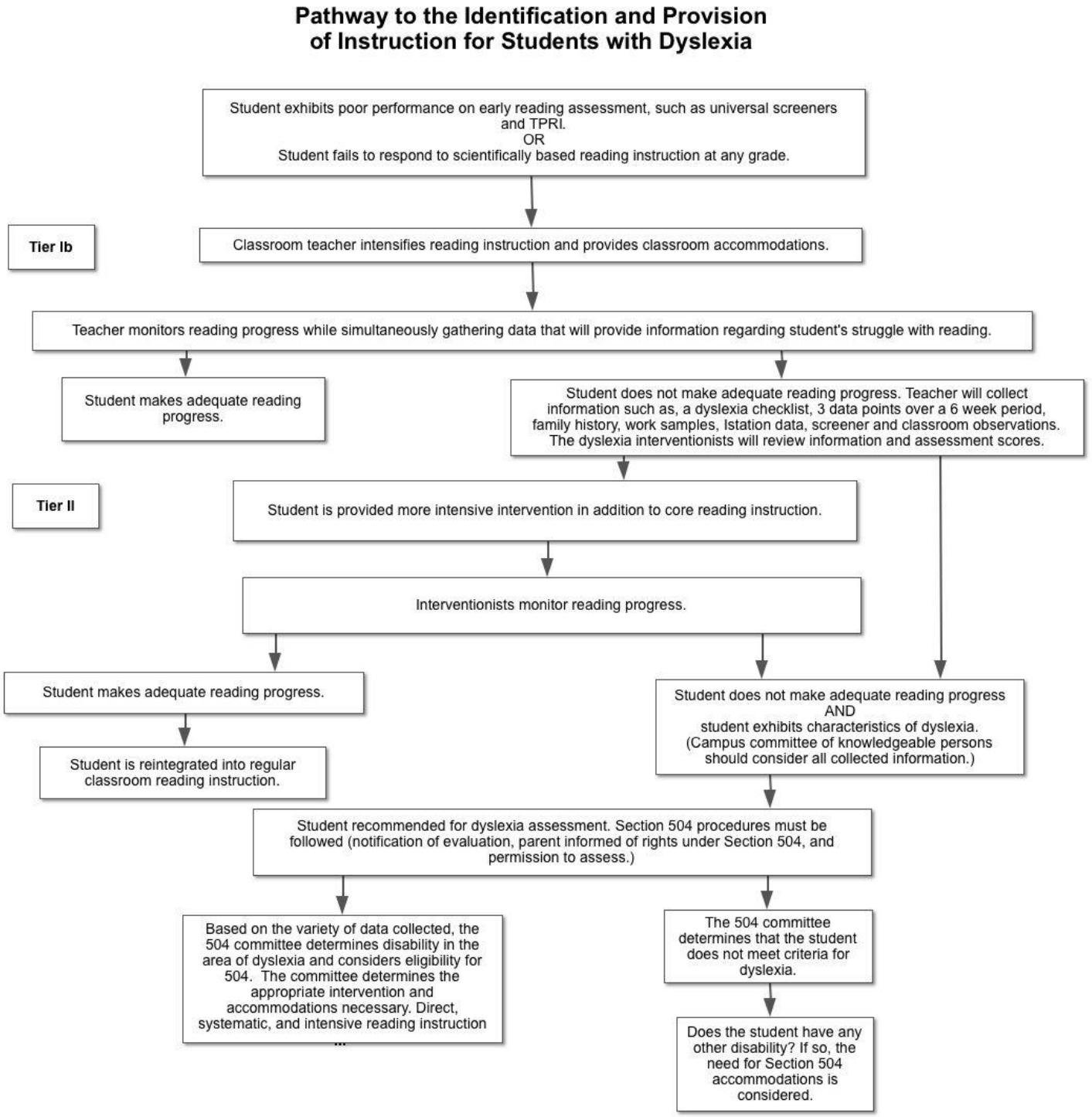
Within the grade level 1b model, specific instruction should be provided to students with characteristics of dyslexia. During 1b meetings, fluency, decoding and phonemic awareness may be considered separately from overall assessment scores. Point of contact (either classroom teacher or interventionist) refers students to dyslexia therapists. Therapists will assist in the gathering of data to include assessments, dyslexia checklists, work samples, screeners, and classroom observations. If data indicates characteristics of dyslexia, the student may be given a full dyslexia evaluation through Section 504 or IDEA. Results from the evaluation will assist in designing the best instructional setting for the individual child as well as possible 504 plan implications.

Additional Factors:

In languages with a transparent written language, decoding may not be as decisive an indicator of dyslexia as reading rate. A transparent written language has close letter/sound correspondence. Students in Dual Language or Spanish Immersion programs who are being taught to read and write in Spanish may be able to decode real and nonwords adequately but demonstrate serious difficulties in reading rate with concurrent deficiencies in phonological awareness and rapid automatized naming (RAN).

If the student exhibits reading and spelling difficulties and currently has appropriate phonological/phonemic processing, it is important to examine the student's history (early assessments such as TPRI) to determine if there is evidence of previous difficulty with phonological/phonemic awareness. It is important to note that because previous effective instruction in phonological/phonemic awareness may remediate phonological awareness skills in isolation, average phonological awareness scores alone do not rule out dyslexia. Ongoing phonological processing deficits can be exhibited in word reading and/or spelling.

Flow Chart for Dyslexia Identification and Services



Factors Associated with Dyslexia Checklist

Student: _____ Teacher completing: _____
Checklist:_____

Please indicate how often the student exhibits the following behaviors.
Note: Students in 4th and 5th grades may continue to find the following behaviors problematic.

Second and Third grade	Often	Frequently	Never	IDK
Difficulty recognizing common sight words (e.g., "to," "said," "been").				
Difficulty decoding single words.				
Difficulty recalling the correct sounds for letters and letter patterns in reading. Transposing the order of letters.				
Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., "after" spelled "eftr").				
Difficulty reading fluently (e.g., slow, inaccurate, and/or without expression).				
Difficulty decoding unfamiliar words in sentences using knowledge of phonics.				
Reliance on picture clues, story theme, or guessing at words.				
Difficulty with written expression. Makes many spelling mistakes, may do well on weekly spelling tests but has spelling mistakes in daily work, has difficulty putting words on paper, and difficulty proofreading**.**				
Fourth and Fifth grade	Often	Frequently	Never	IDK
Difficulty reading aloud (e.g., fear of reading aloud in front of classmates).				
Avoidance of reading (e.g., particularly for pleasure)				
Acquisition of less vocabulary due to reduced independent reading.				
Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., "big" instead of "enormous").				
Reliance on listening rather than reading for comprehension.				
Additional Characteristics	Often	Frequently	Never	IDK
Difficulty naming colors, objects, and letters rapidly, in a sequence.				
Weak memory for lists, directions, or facts				
Needs to see or hear concepts many times to learn them.				
Distracted by visual or auditory stimuli.				

Downward trend in achievement test scores or school performance.				
Inconsistent school wok.				
“If only she would try harder,” or “He’s lazy.”				
Relatives may have similar problems				

Factores de riesgo comunes asociados con la dislexia

Maestro: _____ Estudiante: _____

Por favor indique con qué frecuencia el estudiante exhibe los siguientes comportamientos. <u>Por favor marque el grado escolar del estudiante, así como todos los grados escolares anteriores</u>. Los siguientes comportamientos podrían asociarse con la dislexia si NO tienen relación con la edad, el nivel educativo o habilidades cognitivas de un individuo.

Primero Grade	**Siempre**	**A veces**	**Nunca**	**No sé**
Dificultad para separar las palabras compuestas o que se separan, por ejemplo, la palabra sacapuntas que se puede separar en "saca" y "puntas"				
Dificultad identificando y manipulando sonidos de en sílabas, por ejemplo la palabra saca se puede separar en silabas ("sa" "ca") y en los fonemas: /s/ /a/ /k/				
Dificultad con el aprendizaje de los nombres de las letras y sus sonidos correspondientes (Deben de ser capaces de recitar el alfabeto sin cantarlo. Ellos deben de decir cual letra sigue después de otra sin tener que recitar todo el alfabeto para llegar a esa letra).				
Dificultad para leer palabra comunes o reales por separado (en esta manera no hay texto para descifrar la palabra)				
Dificultad para deletrear palabras de la manera en que suenan				
Segundo y tercer grado	**Siempre**	**A veces**	**Nunca**	**No sé**
Dificultad para reconocer palabras comunes				
Dificultad para descifrar palabras aisladas/sueltas (leer palabras sueltas por separado)				
Dificultad con la memoria fonológica (guardar información de palabras y sonidos en la memoria)				
Dificultad para conectar los sonidos del lenguaje con la letra apropiada o combinaciones de letras y omitir letras en palabras al deletrear				
Falta de fluidez al leer (lectura lenta, imprecise y dificultosa; leen muy despacio, inexacto o sin expresión, palabra por palabra y con muchos errores				
Dificultad para descifrar palabras desconocidas en oraciones usando el conocimiento de la fonética				
Utilización del contexto para reconocer una palabra (depende en pistas de fotos, historias o adivinan las palabras cuando leen)				
Dificultad en aspectos de la expresión escrita (puede afectar el proceso, la letra manuscrita, o la ortografía)				

Cuarto y quinto grado	**Siempre**	**A veces**	**Nunca**	**No sé**
Evita leer en voz alta				
Ocupa un tiempo limitado en actividades de lectura (no le gusta leer; evita leer por entretenimiento o placer)				
Tiene un vocabulario o léxico inadecuado				
Por lo tanto escribe con palabras que puede deletrear o utiliza palabras menos complicadas, más fáciles de escribir				
Dependencia en escuchar más en vez de leer comprender				
Características adicionales de dislexia	**Siempre**	**A veces**	**Nunca**	**No sé**
Dificultad con la velocidad para nombrar objetos familiares, colores o letras del alfabeto				
Dificultad con la memoria de listas, direcciones o hechos				
Necesita ver o escuchar conceptos muchas veces para aprenderlos				

Letter to Parents

Notice of Interventions

Date: _____

Dear _____:

During this school year, your child has been provided with high-quality instruction in the general education classroom. Additionally, your child has received the following instructional supports this school year: _____.

Based on your child's needs, she or he will be receiving additional support in _____ through the Response to Intervention (RtI) process, which provides targeted interventions in your child's areas of need. It is anticipated that the following specific interventions will benefit your child: _____.

The duration of the interventions will be _____.

The time frame in which you will receive a report on your child's progress and the intervention strategies used with your child will be _____.

If you need more specific information, please contact me at _____. If you have questions regarding the RtI program, please contact _____ at _____.

Sincerely,

_____

Behavioral RtI

TIER 3-INTENSIVE INTERVENTION/Individual Support

General Expectation: Students will be provided intensive individualized support through a behavior support plan based on their individual needs. Consistent progress monitoring will take place to determine the need for further evaluation or referral to outside sources.

- Progress monitoring every 2 weeks and based on data collection:
- Referral to outside agencies or community resources (If information from monitoring meeting indicates ***sociological*** difficulties) (do we have guides for the counselors for these resources), OR
- Referral for Emotional/Behavioral Assessment (If information from monitoring meeting indicates ***suspicion of disability***)
- Development of individualized plan to address targeted behaviors created by student's intervention support team

TIER 2- STRATEGIC INTERVENTION/Small Group Support

General Expectation: Students will be provided with strategic interventions using evidenced-based programs for social skill instruction. Progress will be monitored consistently for evidence that generalization is occurring.

- Teacher meets with counselor, administrator, behavior support teacher, and parent to determine transition to Tier III utilizing decision making flow chart
- Based on progress monitoring data collection of targeted skills, observation of student by district behavior support person in multiple settings and 2 week snap shot form to be completed by teacher
- Continue ongoing documentation of behaviors by classroom teacher through the use of Behavior Documentation Log (Google Doc) on targeted students
- Progress monitoring: every 2 weeks based on data collection of targeted skills (include counselor, assistant principal, and teacher)
- Targeted Social Skills instruction based on identified skill deficit 30 minutes twice per week by counselor using evidenced based program (Second Steps)
- Parent conference with teacher and counselor. Obtain Parent Information Forms Part I and II and provide notification of intensive social skills group participation.

TIER Ib-GRADE LEVEL PREVENTION/Grade Level Support

General Expectation: Teachers will teach/reinforce replacement behaviors to students in the same manner that they teach/reinforce academic needs. Grade levels will meet every 6 weeks on student behavior with grade level or Pod, counselor and administrator for specific behavioral strategies to include in action plan.

- Review progress of student after 6 weeks (administrator, teacher, counselor) and make decision about next step according to flow chart
- Share plan with all teachers and parents
- Implement skill groups once a week (divide among grade level)
- Collaborate with grade level team to plan skill groups based on results of the screener—create skill groups of students with *multiple issues in more than one setting*

TIER Ia- PREVENTION/Classroom Support

General Expectation: Teachers will prevent behavioral issues by consistently reinforcing the Eight Character Keys as well as teach school-wide expectations to all students. Teachers will form relationships with their students and use "teachable moments" when behavior occurs.

- Consistent teaching of the Eight Character Keys
- Classroom Guidance Lessons driven by needs identified in the campus needs assessment
- Behavior screening of all students following the first 6 weeks using Skill Streaming materials
- Reinforce school wide expectations and common area expectations

School Wide Support

- Yearly needs assessment for school-wide issues
- Set School-wide expectations and train staff

Student and Parent Rights

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals:

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.

Contact Person for Special Education Referrals:
The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person: Dr. Jimmie Walker, Executive Director of Curriculum & Instruction
Phone Number: (210) 832-5954

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals:
The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person: Dr. Jimmie Walker, Executive Director of Curriculum & Instruction
Phone Number: (210) 832-5954

The following websites provide information and resources for students with disabilities and their families.

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First