

# **Cuero Independent School District**



**Response to Intervention (RtI)**

## **Response to Intervention**

### **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 tiered interventions aligned with student need
- Frequent monitoring of student progress to enable results-based academic and/or behavioral decisions
- Use of student response data in making important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies).

The instructional approaches within the general education setting should result in academic and/or behavioral progress for the majority of students (80%). The primary focus of RtI is early intervention to prevent long-term academic failure. Struggling students are identified using data-based progress monitoring and are provided intensive instruction. The use of scientifically validated curriculum, as well as instructional methods expected in an RtI model, leads to school improvement. Support services require collaboration among campus personnel.

### **What is the Goal of RTI?**

- Intervene early and prevent academic failure
- Implement evidence-based interventions for all students
- Decrease the number of unnecessary referrals to special education
- Take a proactive approach rather than reactive to student difficulties
- Increase parent participation at all tier levels
- Encourage teachers to use data to make informed instructional decisions

### **Major components of RtI**

- Data-based decision making

Critical educational decisions are based on assessment results. Data are carefully analyzed to determine why academic or behavioral problems exist.

- Universal screening

Universal screenings are assessments administered to all students to determine as early as possible which students are at risk of not meeting academic benchmarks. These screenings are administered three times per year in order to meet early intervention needs of all students.

- Tiered model of delivery

The RtI process incorporates a tiered model of delivery of instruction. The tiers reflect increasing intensification of interventions to meet the needs of students.

- Progress monitoring

The monitoring of student progress is a research-based practice that produces data about student growth over time. Progress monitoring is used to determine the effectiveness of instruction and/or interventions.

- Fidelity of implementation

Fidelity of implementation is achieved when the delivery of instruction, assessments and progress monitoring is carried out as it was designed to be.

### **Characteristics of RtI**

- RtI meets the goals of the Every Student Succeeds Act (ESSA) legislation (previously No Child Left Behind Act) by helping with early identification of struggling learners and by providing support using scientifically research-based instruction and teaching methods in order to improve educational outcomes.
- RtI is a prevention approach used to intervene early when students show signs of not meeting grade level standards.
- RtI generates high-quality instruction and interventions matched to student needs.
- RtI can be used to make referral decisions for students who do not respond to intensive intervention (Tier 3) in the general education setting.
- RtI provides data that can be used in the identification of students with specific learning disabilities, as opposed to the traditional discrepancy model used to determine eligibility for special education services.
- RtI meets the educational needs of all students by providing direct, focused instruction to address specific academic and/or behavioral needs.

## 3 Tier Model

### Tier Definitions

- Tier I

Students identified who have been identified through a screening process receive high-quality research-based instruction, sometimes in small groups, sometimes as part of a class wide interventions.

Teachers differentiate instruction in grade-level classes for 6-9 weeks and will monitor the progress of all students through documentation of universal screening and individual student results on state assessments, curriculum-based assessments, benchmark assessments, daily assignments, and teacher-made assessments.

- Tier 2

If the student does not respond to the Tier I interventions, he or she will move to Tier 2, which consists of approximately 15% of the student population.

The length of time in Tier 2 is generally longer than in Tier 1, and the level of the interventions is greater.

Students are identified for small-group instruction delivered by teachers and/or interventionists, 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.

The student's progress is closely monitored for 6 to 9 weeks. Tier 2 is required by the classroom teacher or interventionist for 6 to 9 weeks prior to referral for Tier 3.

- Tier 3

If a student does not respond adequately to the intervention(s) in Tier 2, then he or she will move to Tier 3 to receive more intensive interventions.

Students are identified for individualized small-group instruction delivered by teachers or interventionists to receive intensive tiered instruction, in addition to core class instruction.

If the student does not respond to instruction at this level, then he or she is likely to be referred to a full and individual evaluation through the Special Education Program.

Tier 3 is required for 6 to 9 weeks prior.

### **Cuero ISD RtI Basics**

- The campus administrator is responsible for the implementation of RtI.
- Universal screenings will be administered to students based on a timeline set by campus principal
- Campus RtI meetings to analyze universal screener data, selection process and student progress will be held with documented minutes
- Campus RtI teams will utilize district supported resources to prescribe targeted interventions based on student needs
- Documentation collected and reviewed at RtI meetings to make any necessary additions or changes to intervention plans
- Student intervention plans reviewed according to the timelines established by the campus principal.
- Student privacy is of the highest priority
- The details of the process, including documentation, will be different at the different campus levels:
  - Based on campus and student needs
  - At the direction of the campus principal
  - Campuses will train their staff on their process
- Tiered model used at the elementary campuses; secondary RTI does not use 3-tier model