

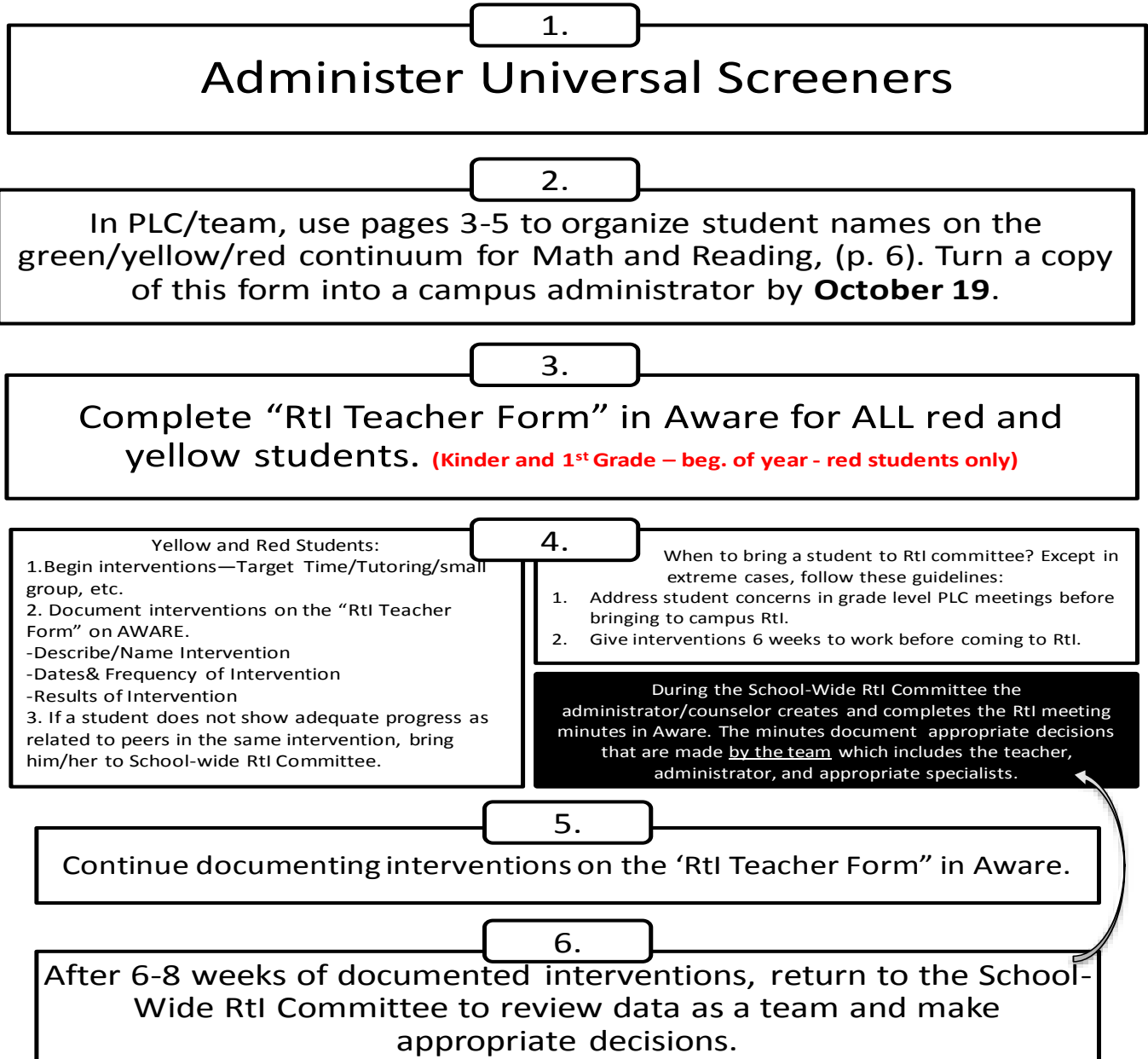
Denton ISD’s Elementary Response to Intervention (Rti) Handbook

Enduring Understanding:

The Response to Intervention process targets success for all students by emphasizing high quality instruction and early intervention. The student’s response to the interventions implemented at each tier of the model is carefully documented, monitored frequently, and adjusted as needed. **Rti is a problem solving process, not a pre-referral process.** Please click on the link below to view the Rti video for teachers explaining the new form - <http://www.screencast.com/t/Szt9ndU8Pu>

Denton ISD Rti Procedures 2012-2013

- While the Rti process may vary at different elementary campuses, it should always be guided by this sequence.
- The “Rti Teacher Form” and “Meeting Minutes” are required to document the process at all elementary campuses.
- White boxes indicate the teacher is responsible for this step. Black boxes indicate the administrator is responsible for this step.



Suggestions for Members of the RtI Team (will vary based on the student's needs):

Administrator, Counselor, Classroom teacher, Reading Recovery Teacher, Reading Specialist/Interventionist, Math, Specialist/Interventionist, Parent, LSSP, Diagnostician, special education staff, any other staff member involved with the student's success.

Universal Screeners:

Reading:

K-2

- Early Literacy Inventory (ELI)- Spanish Early Literacy Inventory (SELI)
- Individualized Reading Assessment, such as DRA (follow DRA guidelines if at-risk)
- Common formative and summative assessment data

3-5

- Administer DRA or an individualized reading assessment for any student below the SRI scores on RtI Continuum
- Prior STAAR results for 4th and 5th grade
- Common formative and summative assessment data

Math:

K-2

- Assessing Math Concepts by Kathy Richardson
- Common formative and summative assessment data

3-5

- End of Year 2nd grade District Benchmark
- Prior STAAR results for 4th and 5th grade
- Common formative and summative assessment data

Pathway to AWARE forms:

- Log into **Eduphoria**
- Click on **AWARE**
- Find the **students** tab on the left side of the screen
- Enter student's name and information
- Click **search** and select the student
- Go to the **forms** tab
- Click on **add forms**
- Select **Elementary RTI forms**
- Select appropriate form
- Click on **view**
- Once you have entered data, always click on **save** before exiting the form!

| Tier 1 | | Continuum – Guidelines | | Tier 2 | | |
|-------------|--|--|--|---|--|--|
| | | GREEN | YELLOW | RED | | |
| | | List Students here who are not currently on the Rtl radar. | List students here who meet the following criteria. These students should be discussed at grade level PLC meetings and begin TIER 1 interventions/monitoring for 6 or more weeks in the classroom. | List students here who meet the following criteria. These students go straight to the Rtl committee to begin TIER 2 interventions. Typically not more than 20% of grade level population. | | |
| Math | <p><u>K-2: Assessing Math Concepts by Kathy Richardson Overall Stage 3</u></p> <ul style="list-style-type: none"> • See KR Assessment Documents for BOY, MOY, or EOY Criteria <p><u>3-5:</u> -Significantly above STAAR state average:</p> <ul style="list-style-type: none"> ○ 3rd grade – 30 ○ 4th grade – 32 ○ 5th grade 34 <p>-District Benchmark: 90% or above</p> | <p><u>K-2: Assessing Math Concepts by Kathy Richardson Overall Stage 2</u></p> <ul style="list-style-type: none"> • See KR Assessment Documents for BOY, MOY, or EOY Criteria <p><u>3-5:</u> - Hovering around STAAR state average:</p> <ul style="list-style-type: none"> ○ 3rd grade – 30 ○ 4th grade – 32 ○ 5th grade 34 <p>- District Benchmark: 51-89%</p> | <p><u>K-2: Assessing Math Concepts by Kathy Richardson Overall Stage 1</u></p> <ul style="list-style-type: none"> • See KR Assessment Documents for BOY, MOY, or EOY • BOY criteria: <ul style="list-style-type: none"> ○ Kinder: Counting Objects-student does not have one-to-one correspondence to 7 ○ First: Number Arrangements-student cannot identify small number an arrangements ○ Second: Combination Trains-student does not know facts to 9 <p><u>3-5:</u> - Significantly below STAAR state average:</p> <ul style="list-style-type: none"> ○ 3rd grade – 30 ○ 4th grade – 32 ○ 5th grade 34 <p>-District Benchmark: 50% or below</p> | | | |

These guidelines should be considered as well as progress on content essentials as determined by a collection of people working for the success of the child.

| Tier 1 | | Tier 2 | |
|----------------|--|--|---|
| | GREEN List Students here who are not currently on the Rtl radar. | YELLOW List students here who meet the following criteria. These students should be discussed at grade level PLC meetings and begin TIER 1 interventions/monitoring for 6 or more weeks in the classroom. | RED List students here who meet the following criteria. These students go straight to the Rtl committee to begin TIER 2 interventions. Typically not more than 20% of grade level population. |
| Reading | <p><u>K-2: ELI-SELI Overall Stage 3</u></p> <ul style="list-style-type: none"> • See ELI-SELI Assessment for BOY, MOY, or EOY <u>Stage 3 Criteria</u> <ul style="list-style-type: none"> ○ DRA or Individualized Reading Assessment: On-Level on the DISD Guided Reading Six Weeks Benchmark Continuum <p><u>3-5:</u> DRA or Individualized Reading Assessment: On-Level on the DISD Guided Reading Six Weeks Benchmark Continuum</p> <p>Significantly above STAAR state average:</p> <ul style="list-style-type: none"> ○ 3rd grade – 26 ○ 4th grade – 29 ○ 5th grade 31 | <p><u>K-2: ELI-SELI Overall Stage 2</u></p> <ul style="list-style-type: none"> • See ELI-SELI Assessment for BOY, MOY, or EOY <u>Stage 2 Criteria</u> <ul style="list-style-type: none"> ○ DRA or Individualized Reading Assessment: 1-2 Levels below DISD Guided Reading Six Weeks Benchmark Continuum <p><u>3-5:</u> DRA or Individualized Reading Assessment: 1-2 Levels below DISD Guided Reading Six Weeks Benchmark Continuum</p> <p>Hovering around STAAR state average:</p> <ul style="list-style-type: none"> ○ 3rd grade – 26 ○ 4th grade – 29 ○ 5th grade 31 | <p><u>K-2: ELI-SELI Overall Stage 1</u></p> <ul style="list-style-type: none"> • See ELI-SELI Assessment for BOY, MOY, or EOY <u>Stage 1 Criteria</u> <ul style="list-style-type: none"> ○ DRA or Individualized Reading Assessment: More than 2 Levels below DISD Guided Reading Six Weeks Benchmark Continuum <p><u>3-5:</u> SRI– BR</p> <p>DRA or Individualized Reading Assessment: 1-2 Levels below DISD Guided Reading Six Weeks Benchmark Continuum</p> <p>Significantly below STAAR state average:</p> <ul style="list-style-type: none"> ○ 3rd grade – 26 ○ 4th grade – 29 ○ 5th grade 31 |

These guidelines should be considered as well as progress on content essentials as determined by a collection of people working for the success of the child.

| | <p style="text-align: center;">GREEN</p> <p style="text-align: center;">List Students here who are not currently on the Rtl radar.</p> | <p style="text-align: center;">YELLOW</p> <p style="text-align: center;">List students here who meet the following criteria. These students should be discussed at grade level PLC meetings and begin TIER 1 interventions/monitoring for 6 or more weeks in the classroom.</p> | <p style="text-align: center;">RED</p> <p style="text-align: center;">List students here who meet the following criteria. These students go straight to the Rtl committee to begin TIER 2 interventions. Typically not more than 20% of graded level population.</p> |
|-----------------|---|---|--|
| Behavior | <p><u>Classroom Behavior Survey</u></p> <ul style="list-style-type: none"> • Indicates the student is not currently experiencing significant emotional and behavioral challenges (They do not appear on the Classroom Behavior Survey). | <p><u>Classroom Behavior Survey</u></p> <ul style="list-style-type: none"> • Students who appear on the Classroom Behavior Survey (rank order 3-5) • Students who occasionally experience behavioral difficulties: <ul style="list-style-type: none"> Adjustment issues (death, illness, new sibling, parent absent from the home, divorce, etc) | <p><u>Classroom Behavior Survey</u></p> <p><u>1st six weeks</u></p> <ul style="list-style-type: none"> ○ Student appears on the Classroom Behavior Survey: Rank Order 1 or 2 <p><u>4th six weeks</u></p> <ul style="list-style-type: none"> ○ Student appears on the Classroom Behavior Survey: Rank Order 1 or 2 |

Tier 1

Tier 2

| | GREEN List Students here who are not currently on the Rtl radar. | YELLOW List students here who meet the following criteria. These students should be discussed at grade level PLC meetings and begin TIER 1 interventions/monitoring for 6 or more weeks in the classroom. | RED List students here who meet the following criteria. These students go straight to the Rtl committee to begin TIER 2 interventions. |
|-----------------|--|---|--|
| Math | | | |
| Reading | | | |
| Behavior | | | |

Tier 1 Suggestions for Interventions

Reading

- Houghton Mifflin Journey's/Senderos Differentiated Kit/Small Group Lessons
- Phonics Lessons
- Vocabulary – pre-teach & above & beyond
- Guided Reading
- Fluency Kit
- Documented differentiated quality instruction
- Campus Intervention Time

Math

- Problem Solver
- Investigations in Number, Data, and Space
- EnVisions Differentiated Materials
- Vocabulary – pre-teach & above & beyond
- Documented D.I. quality instruction *multiple manipulative, approaches, concrete, pictorial, abstract
- Campus Intervention Time

Behavior

- **TBSI/CHAMPS** (School-wide Expectation/Management)
- Positive Behavioral Supports
- Classroom Guidance Lessons (inc. Bully Prevention)
- Campus-wide Behavior Recognition System

Tier 2 Suggestions for Interventions

Reading

- Literacy Groups
- Fountas & Pinnell Leveled Literacy Intervention Kits
- HM Tier 2 Intervention Kit – Journeys/Seneros – Write in Readers
- Guided Reading – supplemental
- TEA lessons for intervention
- Phonics lessons
- Classworks

Math

- Math Diagnostic & Intervention System – EnVision

- Developing # concepts Books 1-3, Kathy Richardson
- Problem Solver
- TIPS
- Classworks
- Mastering Math Skills Levels C, D, E

Behavior

- Teacher's Behavioral Toolbox series
- Sprick Interventions/RtI Committee Form (Behavior Strategies)
- Individual and/or Group Counseling
- Parent and Teacher Conference
- Community Referrals (prn)

Tier 3 Suggestions for Interventions

Reading

- Reading Recovery/DLL
- Dyslexia
- HM Tier 3 Intervention Kit – Journeys/Senderos
- Leveled Literacy Intervention

Math

- Do the Math

Behavior

- More intensive, focused interventions
- Possible Special Education referral

BOY Assessments

| | GREEN List Students here who are not currently on the RtI radar. | YELLOW List students here who meet the criteria on pages 3 and 4 of the RtI handbook. Begin RtI documentation for these students on AWARE describing interventions they are receiving. TIER 1 and some TIER 2 interventions are appropriate for these students. | RED List students here who meet the criteria on pages 3 and 4 of the RtI handbook. Begin RtI documentation for these students on AWARE describing interventions they are receiving. TIER 1, TIER 2, and some TIER 3 interventions are appropriate for these students. |
|-----------------|--|---|---|
| Math | | | |
| Reading | | | |
| Behavior | | | |