

What is Response to Intervention (RtI)?

RtI is the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction and goals, and applying the child's response data to important educational decisions. (NASDE, 2005)

How does Leander I.S.D. apply Response to Intervention (RtI)?

In Leander I.S.D., we use a 4-tier model for addressing student's needs. The 4-tier model uses an increasing level of intervention and support based upon student need. Student need is based upon multiple sources of information including, but not limited to, formal assessment, informal assessment, observation, teacher referral, and/or parent input.

Where did Response to Intervention (RtI) originate?

The U.S. Department of Education first endorsed the RtI model for addressing students with different learning styles. With the passage of No Child Left Behind Act of 2001 and Individuals with Disabilities Education Improvement Act of 2004, the RtI model was identified as a best practice for supporting struggling students.

Where can I go for more information?

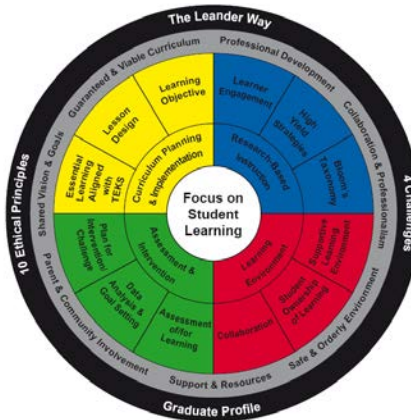
For more information, you may contact your child's campus RtI Coordinator. You may also contact:

Lori Traynham

District RtI Coordinator

(512) 570-0310

Lori.Traynham@leanderisd.org



Leander I.S.D.

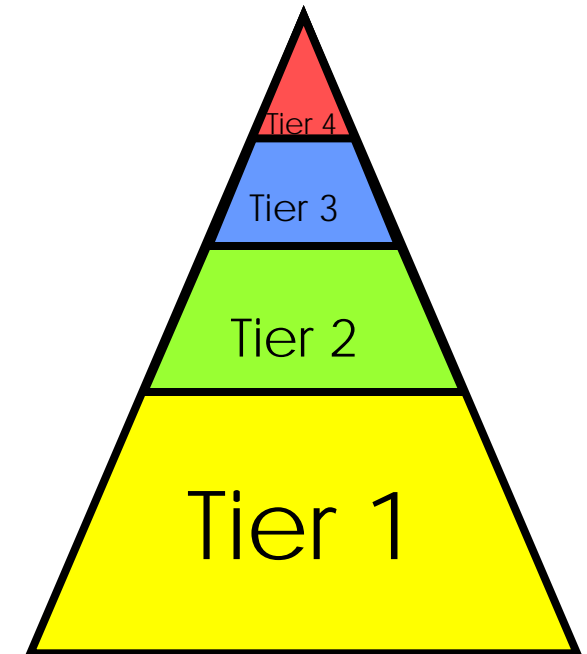
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Leander I.S.D.'s

Response to Intervention (RtI) Model



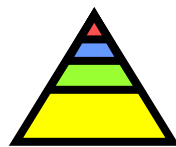
A systematic approach to support struggling students, both academically and behaviorally, in Leander I.S.D.

Tier 4 includes students who have been identified as having significant difficulties despite Tier 1, 2, and 3 interventions. Instruction is intensive and individualized. Data, evaluation, and parent consent are required to place a student in a tier 4 intervention. Tier 4 interventions include special education services and dyslexia services.

Tier 3 includes students who are having difficulties despite tier 1 and 2 interventions. In tier 3, students receive additional intensive, targeted instruction. If a student is not making adequate progress with tier 2 interventions, a campus Rtl committee reviews available data on the student to make recommendations for tier 3 interventions based on a student's needs.

Tier 2 includes students who are having difficulty despite good core instruction in tier 1. Students in tier 2 receive additional targeted, strategic instruction by the classroom teacher. A student is recommended for tier 2 interventions based on collected data, teacher observation, and/or parent input.

Tier 1 includes all students in Leander I.S.D. A classroom teacher provides good core instruction to all students. A student's progress is measured in tier 1 by district and state assessments, observations, and teacher developed assessments.



What is the Process for Rtl?

When a student is identified as being in need of an intervention, the teacher recommends the student to the Rtl committee.

At the Rtl committee meeting, the weakness is identified. Then a goal is written for the student. After the goal is written, an appropriate intervention is decided upon to address the weaknesses along with how progress will be monitored toward the goal. A review date is then set to review the student's progress.

At the Rtl review committee meeting, the student's progress is reviewed. The committee uses student data along with other information to determine if the student is making appropriate progress toward their goal. The student may need to continue the current intervention, increase intensity of intervention, or another appropriate option.

Parents are encouraged to provide ideas, suggestions, or information that can assist the committee in making these educational decisions.

What is a SMART goal?

SMART goal is a goal that is Specific, Measurable, Attainable, Realistic, and Timely. Students who have an intervention plan have an identified weakness that is addressed by a SMART goal. The school then measures progress towards the attainment of that goal. The SMART goal helps to ensure that we are all working toward success for each individual student.

How long does a child stay in the Rtl process?

The Rtl model is designed to be one of fluidity. Each move that a student makes up or down through the tiers is based upon data and student need. Each student does need the opportunity to experience success with the least amount of support in order to produce independent learners. Time spent in each tier varies dependent upon student need.

What can I, as a parent, do?

If you have concerns about your child's academic or behavioral progress, talk with your child's teacher. Ask your child's teacher if an intervention plan is appropriate for your child. You may also contact the campus administration or district Rtl coordinator.