

SAISD Administrative Procedures established Response to Intervention (RtI) as the district's school-wide, tiered model for identifying and providing early intervention to **all** students falling behind their grade-level peers in reading, mathematics, and behavior. RtI is a legal requirement of NCLB and IDEIA 2004 promoting improved achievement by all students through stronger research based instructional practices and early intervention, thereby reducing over identification for special education.

RtI is the practice of 1) providing high-quality instruction and intervention matched to student need; 2) monitoring progress frequently to make decisions about changes in instruction and behavior management, and; 3) applying the child's response data to important educational decisions.

In the SAISD, a three tiered model of instructional intervention and support has been adopted to ensure that students' learning needs are addressed in a focused manner. Curriculum guides have been developed that will enhance learning for all students through implementation of written, aligned, coordinated and articulated curriculum. The new curriculum is intended to provide continuity and cumulative acquisition of skills and knowledge from grade to grade and school to school. On-going targeted professional learning, learning walks, and frequent measurement of student progress to assess students' academic performance will consistently evaluate the effectiveness of instruction and promote success of the RtI model in the San Antonio Independent School District.

For questions , comments, or concerns regarding the RtI process please contact
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[Rtl Interactive Online System](#)