

# TNCore

The Common Core State Standards



## Implementation Guide

August 2013



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Bold print in the “Examples” and forms are not glossary terms.

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## Foreword from Commissioner Huffman

Dear Educators,

Our goal in Tennessee is to become the fastest improving state in the nation in student achievement results by 2015. Changing practices in serving students who struggle academically plays a significant role in making that goal a reality.

It is my fundamental belief that all students are able to reach higher levels of academic achievement and that it is our collective responsibility as educators to advance all students. Within this material, you will have the opportunity to learn about resources available for implementing Response to Instruction and Intervention in your schools and districts and about best practices in closing gaps for students who struggle.

We know that schools and districts operate in widely varying contexts and therefore have very different needs and challenges. We hope the information, templates, and resources provided here will provide a helpful starting point. We at the state level are committed to providing support as you determine how to implement Response to Instruction and Intervention in your own environment. We will continue to ensure our Division of Curriculum and Instruction, Division of Special Populations, and Centers of Regional Excellence (CORE) are all collaborating to provide you with the support you need.

I am excited about the work ahead. Response to Instruction and Intervention provides an opportunity for all of us to work together to better support students who struggle academically. I know that together, we can do better for all students in Tennessee.

Sincerely,

A handwritten signature in black ink, appearing to read 'K. Huffman', written in a cursive style.

Kevin Huffman  
Commissioner

**Intent of this Framework**

Response to Instruction and Intervention is a framework for teaching and learning. Helping students succeed is the fundamental mission of our work and Response to Instruction and Intervention is a significant priority towards that end. This work is about empowering districts to give every student the opportunity to meet high expectations and the support to reach them. The work described in these pages matters to every academic division in the department.

The Tennessee State Board of Education has approved Special Education Guidelines and Standards regarding Evaluations for Specific Learning Disabilities (SLD). This change in current standards from use of a discrepancy model of identification to a response to intervention model becomes effective July 1, 2014. This change will require all districts and schools to use response to intervention to determine eligibility of students to receive Special Education services in the category of Specific Learning Disability.

Response to Instruction and Intervention (RTI<sup>2</sup>) is a path to providing instructional opportunity to any student struggling to succeed and should not be viewed as a path to special education eligibility. The Tennessee Department of Education is committed to offering support to districts throughout the transition to RTI<sup>2</sup>. Professional development for district leaders, school psychologists, and teachers in the RTI<sup>2</sup> model will be available. Our intent is to create a statewide RTI<sup>2</sup> plan that is clear, consistent, and easy to follow along with the necessary supports to create a smooth transition.

Ultimately we believe that this model will have a significant impact on all student learners by building the infrastructure and empowering teachers across the state.

Students in a RTI<sup>2</sup> model will have the opportunity to experience prevention of instructional gaps and early intensive intervention as a best practice, prior to failure, and prior to identification. We believe that all students should have every opportunity to be successful and Response to Intervention and Instruction provides for those circumstances to be realized.



**Kathleen M. Airhart, Ed.D.**  
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Assistant Commissioner of  
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**Emily Barton**  
Assistant Commissioner of  
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## **Introduction**

The role of the public education system is to prepare ALL students for success after high school. The Tennessee Department of Education (TDOE) believes that the framework surrounding positive outcomes for ALL students in Tennessee is the Response to Instruction and Intervention (RTI<sup>2</sup>) model. This framework integrates Common Core State Standards, assessment, early intervention, and accountability for at risk students in the belief that ALL students can learn.

### **What is RTI<sup>2</sup>?**

The RTI<sup>2</sup> framework is aligned with the department's beliefs and allows for an integrated, seamless problem-solving model that addresses individual student need. This framework relies on the premise of high-quality instruction and interventions tailored to student need where core instructional and intervention decisions are guided by student outcome data. In Tennessee, the education system will be built around a tiered intervention model that spans from general education to special education. Tiered interventions in the areas of reading, math, and/or writing occur in general education depending on the needs of the student. If a student fails to respond to intensive interventions and is suspected of having a Specific Learning Disability, then the student may require special education interventions (i.e., the most intensive interventions and services). As always, parents reserve the right to request an evaluation at any time (see Appendix C, OSEP memo 11-07).

Historically, the primary option available to students who were not successful in the general education classroom was a placement in special education. Often, these students did not demonstrate significant discrepancies between their achievement and intellectual ability until the third grade; therefore, use of the discrepancy model has come to be referred to as the "wait to fail" model. In 2004, the Individuals with Disabilities Education Act (IDEA) was reauthorized to reflect an important change in the way schools meet individual student needs. An emphasis was placed on early intervention services for children who are at risk for academic or behavioral problems. Schools can no longer wait for students to fail before providing intervention. Instead, they should employ a problem-solving model to identify and remediate areas of academic concern. It is important to the Tennessee Department of Education that the RTI<sup>2</sup> framework represents a continuum of intervention services in which general education and special populations staff work collaboratively to meet the needs of all students. This includes shared knowledge and commitment to the RTI<sup>2</sup> framework, its function as a process of improving educational outcomes for ALL students, and its importance to the department to meet requirements related to the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA).

### **Timeline:**

Subsequent to the 2004 reauthorization of IDEA, Tennessee amended its criteria for determining the eligibility of a student with a Specific Learning Disability to allow local education agencies to use either a discrepancy method or a method based on Response to Intervention (RTI). At that time, however, a consistent RTI model was not adopted throughout the state. Since that time, the following events have led to the current policy change:

- In the spring of 2012, the Common Core Leadership Council had a discussion surrounding best instructional practice in reading and math. This discussion led to the need for a statewide RTI model to promote consistency and improved instruction. The Common Core Leadership Council developed a K-2 guideline for best instructional practices in reading and math.

- In the fall of 2012, these guidelines were released to districts and presented at Tennessee Educational Leadership Conference (LEAD) in 2012. Feedback was gathered from districts and the conversation around RTI in Tennessee continued throughout the fall of 2012. At this time, the TDOE searched for a partner organization with a strong research background to help with the development of reading and math training relative to Common Core State Standards and tiered, supplemental intervention.
- On Jan. 9, 2013, an RTI task force with members from various leadership roles in Tennessee education was convened to discuss the possibility of a state wide RTI model. The group voted to proceed with a statewide plan and provided recommendations.
- Around this same time, a call for educators to serve on a Reading/RTI Leadership Team went out to districts across the state. After a lengthy application and interview process, the team was selected on Jan. 23, 2013. The Reading/RTI Leadership Team met on Feb. 1, 2013 to start researching and writing the Response to Instruction and Intervention Framework termed RTI<sup>2</sup>.
- In February 2013, a school psychologist RTI<sup>2</sup> task force was assembled to help develop and review content related to interventions and eligibility standards for students suspected of having a Specific Learning Disability.

### **Policy Change**

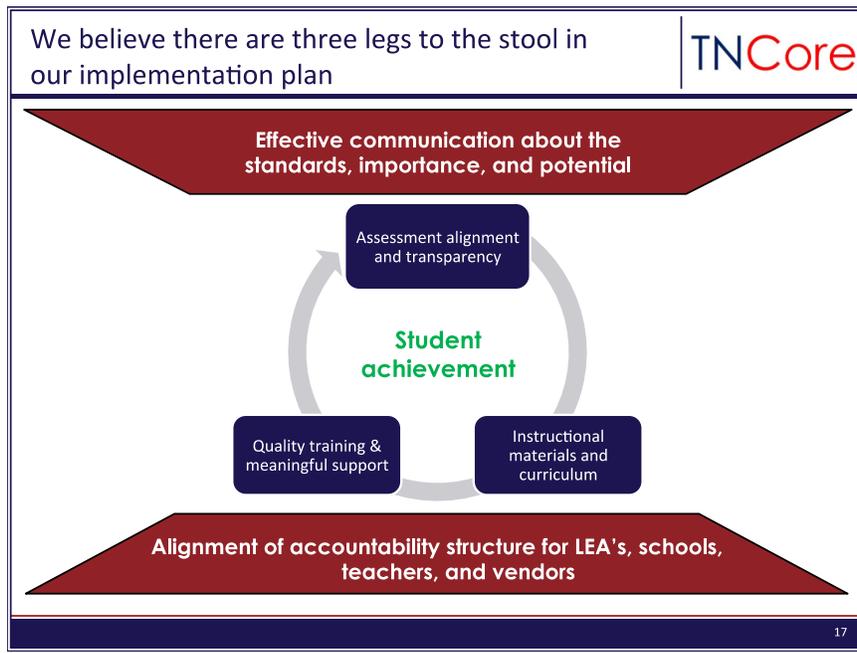
On Jan. 14, 2013, the proposal for identifying students with a Specific Learning Disability using an RTI<sup>2</sup> problem-solving model was presented to and passed by the Students with Disabilities Advisory Council. The proposal was then presented to the State Board of Education (SBE) during a work session on Jan. 31, 2013. A public hearing was held on March 19, 2013. The SBE passed the proposal on first reading on April 19, 2013 and was made final upon second reading on June 21, 2013. As of July 1, 2014, RTI<sup>2</sup> will be the sole criteria by which a student may be identified as having a Specific Learning Disability in the state of Tennessee.

### **Ensuring the Success of ALL Students**

The *Response to Instruction and Intervention Manual* marks a significant point in our state's development, reflecting our state-level, collective intent to engage in large-scale systems change. The purpose of the RTI<sup>2</sup> Implementation Guide is to assist LEAs with school wide problem solving and to equip them with the practical decision-making tools that maintain the integrity of the RTI<sup>2</sup> framework.

As stated in the Tennessee RTI<sup>2</sup> Manual (2013), all schools in Tennessee will utilize evidence-based practices, instructionally relevant assessments, data-based decision making, and effective professional development in order to ensure the success of ALL students.

The Response to Instruction and Intervention (RTI<sup>2</sup>) Framework is a component of TNCore. The TNCore implementation plan has three legs with student achievement at the center:



The following are Guiding Principles for the Response to Instruction and Intervention (RTI<sup>2</sup>) Framework.

*We believe...*

- Leadership at the state, district, and building level is essential for ensuring the success of ALL students throughout the RTI<sup>2</sup> Framework.
- A culture of collaboration that is focused on student achievement, for both struggling and advancing students, should include educators, families and communities.
- RTI<sup>2</sup> is a process focused on **prevention** and **early intervention** that uses assessment data for instruction, intervention and transitions between Tiers.

All three of these guiding principles provide the foundation for the RTI<sup>2</sup> Framework. They are integrated into every piece of the framework.

"It is my fundamental belief that all students are able to reach higher levels of academic achievement and that it is our collective responsibility as educators to advance all students. "  
Kevin Huffman  
Education Commissioner

Component 1:  
General Procedures

## 1.1 General RTI<sup>2</sup> Procedures

The **Individuals with Disabilities Education Act** (IDEA), as reauthorized in 2004, states that a process that determines whether a child responds to scientific, **research-based** interventions may be used to determine if a child has a **specific learning disability**. IDEA also requires that an evaluation include a variety of assessment tools and strategies and cannot rely on any single procedure as the sole criterion for determining eligibility.

A Response to Instruction and Intervention (RTI<sup>2</sup>) method will now be used to determine whether a child has a **specific learning disability (SLD)** in **basic reading skills, reading comprehension, reading fluency, mathematics calculation, mathematics problem solving, or written expression** for students in grades K-12. Other areas of **SLD** including listening comprehension and oral language, in addition to behavioral concerns, may be added in the future.

The RTI<sup>2</sup> Framework is a model that promotes recommended practices for an integrated system connecting general and special education by the use of high-quality, scientifically **research-based** instruction and intervention.

The RTI<sup>2</sup> framework is a three-tier model that provides an ongoing process of instruction and interventions that allow students to make progress at all levels, particularly those students who are struggling or advancing.

The Tennessee RTI<sup>2</sup> Model (on the following page) is a picture of a well-run RTI<sup>2</sup> system. It represents the goal of what an RTI model will look like. When Tier I instruction is functioning well, it should meet the needs of 80-85 percent of the student population. Only 10-15 percent of the student population should need Tier II interventions and only 3-5 percent should need Tier III interventions.

# Tennessee RTI<sup>2</sup> Model

## Guiding Principles

- ▶ Leadership
- ▶ Culture of Collaboration
- ▶ Prevention & Early Intervention

### **TIER I** All **80–85%**

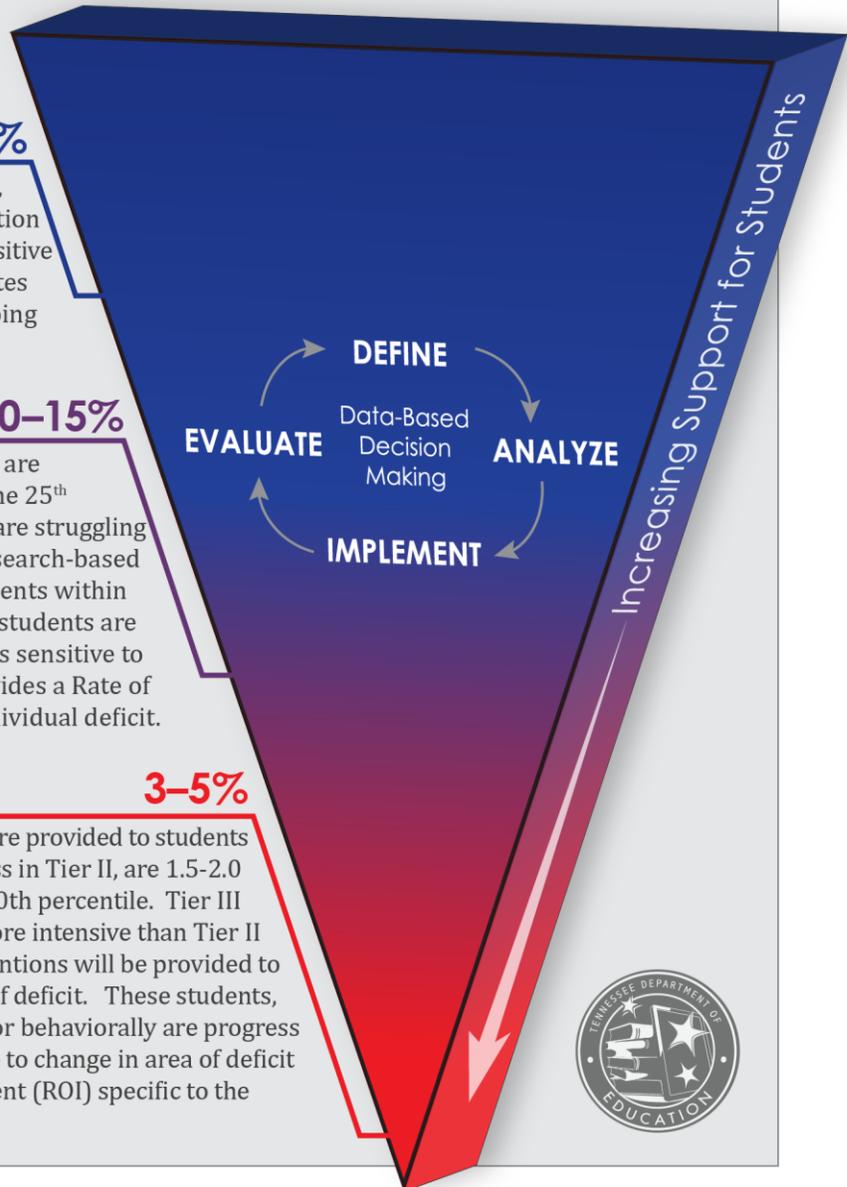
**ALL students** receive research-based, high quality, general education instruction using Common Core Standards in a positive behavior environment that incorporates ongoing universal screening and ongoing assessment to inform instruction.

### **TIER II** Some **10–15%**

**In ADDITION to Tier I**, interventions are provided to students that fall below the 25<sup>th</sup> percentile on universal screening and are struggling academically and/or behaviorally. Research-based interventions will be provided to students within their specific area(s) of deficit. These students are progress monitored using a tool that is sensitive to change in area of deficit and that provides a Rate of Improvement (ROI) specific to the individual deficit.

### **TIER III** Few **3–5%**

**In ADDITION to Tier I**, interventions are provided to students who have not made significant progress in Tier II, are 1.5-2.0 grade levels behind or are below the 10th percentile. Tier III interventions are more explicit and more intensive than Tier II interventions. Research-based interventions will be provided to students within their specific area(s) of deficit. These students, who are struggling academically and/or behaviorally are progress monitored using a tool that is sensitive to change in area of deficit and that provides a Rate of Improvement (ROI) specific to the individual deficit.



Tennessee schools and districts have very different contexts and individual needs that can vary widely. There are many areas of the RTI<sup>2</sup> Framework where LEAs are able to make changes, adjustments and choices to meet those individual needs. There are also certain areas that are required to be implemented with fidelity, which are listed in the table below. The department looks forward to supporting districts and schools in determining how to best integrate these required elements.

Required Elements:

**Universal Screening:** The Universal Screening tool will be skills-based and provide national norms. It will be administered 3 times a year for grades K-8 and is recommended for grades 9-12 (see Component 1.3 of the Implementation Guide).

**Tier I:** Core instruction will be provided to ALL students using grade-level Common Core State Standards in ELA and Mathematics.

**Tier II and Tier III:** Tiered interventions will be provided in addition to the core instruction provided at Tier I. Interventions will be research-based and will address a student's area of deficit. They will be provided within the time frames described in Components 3.2 and 4.2 of the RTI<sup>2</sup> Manual.

**Progress Monitoring:** Progress monitoring will occur in the specific area of deficit at the frequency described in Components 3.3 and 4.3 of the RTI<sup>2</sup> Manual.

**District and School RTI<sup>2</sup> Teams:** District and School RTI<sup>2</sup> Teams will be established per the guidelines outlined in Component 1.2. School teams will meet every 4.5 weeks at a minimum to make data-based decisions that inform instruction/intervention.

**Fidelity of Implementation:** Fidelity monitoring will occur as described in Components 2.6, 3.6 and 4.6 of the RTI<sup>2</sup> Manual and Implementation Guide.

**Parent Contact/Communication:** Parents will be notified of student progress as described in Component 1.6 of the RTI<sup>2</sup> Manual and Implementation Guide.

**Highly trained personnel:** Highly trained personnel will provide interventions. Highly-trained personnel are those who are adequately trained to deliver the selected intervention as intended with fidelity.

## 1.2 District/School Level Teams

As stated in the Guiding Principles, leadership and culture of collaboration are essential to the success of the RTI<sup>2</sup> Framework. A Local Education Agency (LEA) must have a District RTI<sup>2</sup> Leadership Team and school level RTI<sup>2</sup> Support Teams. This component describes each of these.

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## District RTI<sup>2</sup> Leadership Team

**LEAs** will have a description of the members of the District RTI<sup>2</sup> Leadership Team and their roles. This team meets regularly to ensure the fidelity of the RTI<sup>2</sup> process. Typically, this involves looking at district data to ensure that Tier I instruction is meeting the needs of 80-85 percent of students and that Tier II and Tier III interventions are meeting the needs of 15-20 percent of students. This team works to organize **professional development**, set and monitor timelines for implementation, and guide the implementation of RTI<sup>2</sup>.

The primary goal of the District RTI<sup>2</sup> Leadership Team is to ensure the success of all students through high quality instruction and intervention. The main responsibility of this team is to communicate a shared vision and shared responsibility to establish and promote the leadership roles necessary to provide protocols for the efficient implementation of RTI<sup>2</sup> at the district-level. Communication from the District RTI<sup>2</sup> Leadership Team and the School Teams is essential. A process should be in place to communicate between these teams.

The District RTI<sup>2</sup> Leadership Team needs a designated chair or facilitator and will be comprised of a diverse and representative group of people, which may include: administrators, educational staff (including teachers, specialists, **school psychologists**, etc.), and possibly parents. A description of the possible members of the District RTI<sup>2</sup> Leadership Team and their possible roles are below.

### Chair/Facilitator

The RTI<sup>2</sup> chair or facilitator serves to establish assessment protocols and procedures for instruction and intervention practices; monitor the fidelity of instruction and intervention; provide guidelines for assessment and planning; and for delivering appropriate professional development as outlined by the RTI<sup>2</sup> Framework. He/she is responsible for selecting team members, calling and facilitating meetings, and may communicate minutes of the meetings to the local school board and/or director/superintendent of schools.

### Administrators/Supervisors

The RTI<sup>2</sup> administrators/supervisors serve to represent their specific department(s) to assist in establishing procedures for instruction and intervention, monitor the fidelity of instruction and intervention; provide guidelines for assessment and planning; and determine the delivery of appropriate professional development as outlined by the RTI<sup>2</sup> framework. This team leads to identify, evaluate, select, and adopt approved materials; provide appropriate resources; and establish procedures for high quality instruction and intervention for the school district. The District RTI<sup>2</sup> Leadership Team leads in the development of RTI<sup>2</sup> assessment protocols and fidelity monitoring for instruction, assessment, and intervention. This team also assists in the development of determining RTI<sup>2</sup> guidelines for assessment, planning, and delivery of appropriate professional development as outlined in the RTI<sup>2</sup> Framework. The district team may include one or all of the individual representatives below. All identities will be involved as a consultant and/or active participant of the RTI<sup>2</sup> team.

- District level
  - Curriculum and Instruction Supervisor or Designee
  - Title I Supervisor or Designee
  - Special Education Supervisor or Designee

- School level
  - Elementary Administrators
  - Secondary Administrators

### Educational Staff

Educators may include one or all of the individual representatives below. All identities will be involved as a consultant and/or active participant of the RTI<sup>2</sup> team.

- Teachers

Teachers represent their specific specialty areas to assist in critiquing established procedures for delivering high quality instruction and intervention. Teachers also help monitor the guidelines for evaluating the fidelity of instruction and intervention. They provide insight to critique the guidelines for assessment and planning; and the delivery and facilitation of appropriate professional development as outlined by the RTI<sup>2</sup> Framework.

- Classroom Teacher

The classroom teacher representative serves to interpret and critique with fidelity the established procedures for the successful delivery of high quality instruction and/or intervention.

On the elementary level, the focus of English/Language Arts CCSS instruction and intervention includes the foundational skills of reading; speaking and listening; literature; informational texts; writing; and language while developing the erudition of history, social studies, and science.

On the elementary level, the focus of mathematics CCSS instruction and intervention includes following the mathematical practices to ensure student learning of the mathematical domains of counting and cardinality; operations and algebraic thinking; number and operations; measurement and data; and geometry.

On the secondary level, the focus of the English/Language Arts CCSS instruction and intervention includes literature; informational texts; writing; speaking and listening; and language while strengthening the erudition of history, social studies, science, and technical subjects.

On the middle school secondary level, the focus of mathematics CCSS instruction and intervention includes following the mathematical practices to ensure student learning of the mathematical domains of ratios and proportional relationships; the number system; expressions and equations; geometry; statistics and probability.

On the high school secondary level, the focus of mathematics CCSS instruction and intervention includes following the mathematical practices to ensure student learning of

the mathematical domains of number and quantity; algebra; functions; geometry, and statistics.

As a representative teacher leader for the district, the classroom teacher serves as a consultant and facilitator to critique established procedures for delivering high quality instruction and intervention to make appropriate recommendations for successful RTI<sup>2</sup> implementation throughout the district. He/she assists to develop professional development opportunities for instructional consistency and protocols for facilitating the administration and analysis of appropriate assessments with teachers within the district. He/she assists to support teachers with ongoing professional development to assess, plan, facilitate and follow up professional practice in the delivery of high-quality targeted instruction and intervention for the success of all students.

- Instructional Coach

The instructional coach representative serves to critique established procedures for delivering high quality CCSS instruction and intervention and make appropriate recommendations for successful implementation. He/she helps develop coaching and professional development opportunities for instructional consistency and protocols for facilitating the administration and analysis of appropriate assessments with teachers. He/she assists with monitoring the fidelity of instruction and intervention with scheduling recommendations and support teachers within the district with ongoing professional development and coaching sessions to assess, plan, facilitate and follow up professional practice in the delivery of high-quality targeted instruction and intervention.

### Specialists

The educational specialist representative for the district serves as a resource to guide the established standards and protocols necessary for making consideration to determine eligibility to make appropriate special education referrals for special education services. He/she guides the District RTI<sup>2</sup> Leadership Team to recognize the importance of understanding and following the procedures for maintaining the fidelity of instruction and intervention. The specialist serves the district to help critique established procedures for delivering high quality instruction and intervention and make appropriate recommendations for successful implementation. The RTI<sup>2</sup> team may include one or all of the individual representatives below. We believe that all identities will be involved as a consultant and/or active participant of the RTI<sup>2</sup> team.

- School Psychologist

The school psychologist district representative serves as the primary consultant to assist district administrators in reviewing research and literature for best practice RTI implementation. The school psychologist plans and conducts professional development for implementation (e.g., training in evidence-based instructional interventions, evaluating student progress, etc.). The school psychologist consults with school based teams to integrate and interpret multiple sources of assessment data in order to make appropriate data based decisions. The school psychologist collaborates with school based teams to ensure fidelity of research based interventions.

- Special Education

The special education teacher representative for the district serves as a consultant for other special education teachers in the district in following the established standards and protocols necessary following through with eligibility requirement when making appropriate special education referrals for special education services. He/she guides the District RTI<sup>2</sup> Leadership Team to recognize the importance of understanding and following the procedures for maintaining the fidelity of instruction and intervention. The school special education teacher representative leads in professional learning opportunities to lead colleagues in following standards for determining eligibility; re-evaluations; transfers; and data-based decision making procedures.

- Speech/Language Pathologist

The speech/language representative for the district serves as a consultant for other speech/language pathologists in the district in following the established standards and protocols necessary for supporting eligibility decisions when making appropriate special education referrals for special education services. He/she guides the District RTI<sup>2</sup> Leadership Team to recognize the importance of understanding and following the procedures for maintaining the fidelity of instruction and intervention. The speech/language pathologist representative leads in professional learning opportunities to lead colleagues in following standards for determining eligibility; re-evaluations; transfers; and data-based decision making procedures.

- Others

The District RTI<sup>2</sup> Leadership Team may also include a school counselor, interventionist, etc.

### Parents

Parent representatives provide introspective advice for sharing parental concerns and informative feedback to the team. Parent members on this team may include the elementary and secondary representatives to offer parental concerns and informative feedback to the District RTI<sup>2</sup> Leadership Team. The primary purpose of this leadership role is to strengthen effective and appropriate ways to communicate the RTI<sup>2</sup> process and inform parents of student progress. Parent representatives may also assist with parent meetings for the purpose of guiding other parents to understand the purpose of RTI<sup>2</sup> and provide guidance for student assistance in the home.

<b>At a Glance: District RTI<sup>2</sup> Leadership Team Assignment of Roles and Responsibilities</b>		
<b>Name(s)</b>	<b>Roles</b>	<b>Responsibility</b>
	Chair/Facilitator	Establish procedures for instruction and intervention practices; assessment protocols; monitoring and reporting assessment data; fidelity monitoring; and guidelines for assessing, planning, and delivering appropriate professional development.
	Administrators/Supervisors or Designee <ul style="list-style-type: none"> <li>• Curriculum and Instruction</li> <li>• Title I</li> <li>• Special Education</li> </ul>	Assist in identifying, evaluating, selecting, and adopting materials and resources to establish and maintain procedures for high quality instruction and intervention; developing assessment protocols and fidelity monitoring; and determining guidelines for assessing, planning, and delivering appropriate professional development.
	Administrators <ul style="list-style-type: none"> <li>• Elementary</li> <li>• Secondary</li> </ul>	Assist in establishing and maintaining procedures for instruction and intervention practices; assessment protocols; scheduling; fidelity monitoring; and guidelines for assessing, planning, and delivering appropriate professional development.
	Educational Staff <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Instructional Coach</li> <li>• Classroom <ul style="list-style-type: none"> <li>○ Elementary</li> <li>○ English/language arts</li> <li>○ Mathematics</li> <li>○ Other</li> </ul> </li> </ul>	Critique established procedures for delivering high quality instruction and intervention; implementation of administering and analyzing appropriate assessments; delivering instruction and intervention with high levels of fidelity; and participating in assessing, planning, and attending/facilitating in appropriate professional development sessions for the purpose of ensuring success of all students.
	Specialists <ul style="list-style-type: none"> <li>• School Psychologist</li> <li>• Special Education</li> <li>• Speech/Language</li> <li>• Others: School Counselors</li> </ul>	Help critique established procedures for delivering high quality instruction and intervention and make appropriate recommendations for successful implementation.

	Parents	Represent parental concerns and provide informative feedback for communication and support. To help parents understand purpose and strengthen parental involvement in the RTI <sup>2</sup> process. To establish effective reporting of progress to parents.
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## School Level RTI<sup>2</sup> Support Team

**LEAs** will have a description of the members of the School Level RTI<sup>2</sup> Support teams and their roles. These teams meet regularly to ensure the fidelity of the instruction and interventions, as well as make data-based decisions regarding appropriate student placement in interventions. School teams will ensure that interventions are implemented with integrity. When placing students in interventions, it will require reviewing and discussing student data and student attendance in interventions. Interventions must be matched to specific area(s) of deficit for each student.

The primary goal of the School Level RTI<sup>2</sup> Support Team is to ensure the success of all students through high quality instruction and intervention. The main responsibility of this team is to communicate a shared vision and shared responsibility to establish and promote the leadership roles necessary to provide protocols for the efficient implementation of RTI<sup>2</sup> at the school-level. This School Level RTI<sup>2</sup> Support Team meets regularly (once every 4.5-5 weeks at a minimum) to develop a school level plan in accordance to District RTI<sup>2</sup> Leadership Team guidance to examine progress and determine next steps for implementation.

School teams include the principal or his/her designee, classroom teachers, literacy/numeracy coaches, **school psychologists**, guidance counselors, ESL teachers, special education teachers, and other staff as necessary. The culture of collaboration at the school level requires an understanding that multiple staff members must share the responsibility for ensuring that all students are receiving appropriate instruction, intervention, and/or enrichment. A description of the possible members of the School Level RTI<sup>2</sup> Support Team and their roles are below.

### Principal/Designee

As the instructional leader of the school, the school principal is the primary administrator to support and expect the successful RTI<sup>2</sup> implementation within the school. He/she may appoint a school-level RTI<sup>2</sup> chair/facilitator and a team of representatives to serve on the school level.

### Chair/Facilitator

The RTI<sup>2</sup> chair/facilitator serves to establish school-level assessment protocols and procedures for instruction and intervention practices; monitor the fidelity of instruction and intervention; provide guidelines for assessment and planning; and for delivering appropriate professional development as outlined by the RTI<sup>2</sup> Framework. Instruction and intervention is based on the full implementation of Common Core State Standards across the district in English language arts; literacy in history/social studies, science, and technical subjects; and mathematics standards and mathematical practices. He/she is responsible for selecting team members, calling and facilitating meetings every 4.5-5 weeks, reporting to the District RTI<sup>2</sup> Leadership Team and communicating minutes of the meetings to the principal.

### Literacy Coach

The literacy coach serves as a teacher leader for the school to critique established procedures for delivering high quality CCSS instruction and intervention and make appropriate recommendations for successful implementation.

On the elementary level, the literacy coach leads in the successful delivery of high quality ELA CCSS instruction and intervention of the foundational skills of reading; speaking and listening;

literature; informational texts; writing; and language while developing the erudition of history, social studies, and science.

On the secondary level, the literacy coach leads in the successful delivery of high quality ELA CCSS instruction and intervention of literature; informational texts; writing; speaking and listening; and language while strengthening the erudition of history, social studies, science, and technical subjects.

He/she helps develop coaching and professional development opportunities for instructional consistency and protocols for facilitating the administration and analysis of appropriate assessments with teachers. He/she assists with monitoring the fidelity of instruction and intervention, scheduling requirements and support teachers with ongoing professional development and coaching sessions to assess, plan, facilitate and follow up professional practice in the delivery of high-quality targeted instruction and intervention.

#### Numeracy Coach

The numeracy coach serves as a teacher leader for the school to critique established procedures for delivering high quality CCSS instruction and intervention and make appropriate recommendations for successful implementation.

On the elementary level, the numeracy coach leads in the successful delivery of high quality mathematics CCSS instruction and intervention following the mathematical practices for instruction and intervention to ensure student learning of the mathematical domains of counting and cardinality; operations and algebraic thinking; number and operations; measurement and data; and geometry.

On the middle school secondary level, the numeracy coach leads in the successful delivery of high quality mathematics CCSS instruction and intervention following the mathematical practices to ensure student learning for delivering the mathematical domains of ratios and proportional relationships; the number system; expressions and equations; geometry; statistics and probability.

On the high school secondary level, the focus of mathematics CCSS instruction and intervention includes following the mathematical practices to ensure student learning of the mathematical domains of number and quantity; algebra; functions; geometry, and statistics.

He/she helps develop coaching and professional development opportunities for instructional consistency and protocols for facilitating the administration and analysis of appropriate assessments with teachers. They assist with monitoring the fidelity of instruction and intervention, scheduling requirements and support teachers with ongoing professional development and coaching sessions to assess, plan, facilitate and follow up professional practice in the delivery of high-quality targeted instruction and intervention for the success of all students.

#### Classroom Teachers

The classroom teachers represent their specific specialty area, to follow established district RTI<sup>2</sup> procedures for the successful implementation. The classroom teacher serves as a consultant and facilitator to implement with fidelity the established procedures for delivering high quality

instruction and intervention and make appropriate suggestions for the successful RTI<sup>2</sup> implementation in the school.

On the elementary level, the literacy teacher plans and delivers high quality English/language arts CCSS instruction and intervention of the foundational skills of reading; speaking and listening; literature; informational texts; writing; and language while developing the erudition of history, social studies, and science.

On the elementary level, the mathematics teacher plans and delivers high quality mathematics CCSS instruction and intervention following the mathematical practices to ensure student learning of the mathematical domains of counting and cardinality; operations and algebraic thinking; number and operations; measurement and data; and geometry.

On the secondary level, the literacy teacher plans and delivers high quality English/language arts CCSS instruction and intervention of literature; informational texts; writing; speaking and listening; and language while strengthening the erudition of history, social studies, science, and technical subjects.

On the middle school secondary level, the focus of mathematics CCSS instruction and intervention includes following the mathematical practices to ensure student learning of the mathematical domains of ratios and proportional relationships; the number system; expressions and equations; geometry; statistics and probability.

On the high school secondary level, the focus of mathematics CCSS instruction and intervention includes following the mathematical practices to ensure student learning of the mathematical domains of number and quantity; algebra; functions; geometry, and statistics.

He/she assists to identify professional development opportunities for instructional consistency and protocols for facilitating the administration and analysis of appropriate assessments. They participate in ongoing professional development to assess, plan, facilitate and follow up professional practice in the delivery of high-quality targeted instruction and intervention for the success of all students.

### Specialists

The educational specialist representative for the school serves as a resource to guide the established standards and protocols necessary for making considerations to determine eligibility to make appropriate special education referrals for special education services. He/she guides the School Level RTI<sup>2</sup> Support Team to recognize the importance of understanding and following the procedures for maintaining the fidelity of instruction and intervention. The specialist serves the school to help critique established procedures for delivering high quality instruction and intervention and make appropriate recommendations for successful implementation. The School Level RTI<sup>2</sup> Support Team may include one or all of the individual representatives below. We believe that all identities will be involved as a consultant and/or active participant of the RTI<sup>2</sup> team.

- School Psychologist

The school psychologist school level representative serves as the primary consultant to school administration in reviewing research and literature for best practice RTI implementation. The school psychologist plans and conducts professional development for implementation (e.g., training in evidence-based instructional interventions, evaluating student progress, etc.). The school psychologist consults with school based teams to integrate and interpret multiple sources of assessment data in order to make appropriate data based decisions. The school psychologist collaborates with school based teams to ensure fidelity of research based interventions.

- Special Education

The special education teacher representative follows the established standards and protocols necessary for following through with eligibility requirements when making appropriate special education referrals for special education services. He/she guides the School RTI<sup>2</sup> Support Team to recognize the importance of understanding and following the procedures for maintaining the fidelity of instruction and intervention. The school special education teacher leads colleagues in following standards for determining eligibility; re-evaluations; transfers; and data-based decision making procedures.

- Speech/Language Pathologist

The speech/language pathologist follows the established standards and protocols necessary for supporting eligibility decisions when making appropriate special education referrals for special education services. He/she guides the School RTI<sup>2</sup> Support Team to recognize the importance of understanding and following the procedures for maintaining the fidelity of instruction and intervention. The speech/language pathologist leads colleagues in following standards for determining eligibility; re-evaluations; transfers; and data-based decision making procedures.

- Others

The School Level RTI<sup>2</sup> Support Team may also include a school counselor, interventionist, etc.

#### School Counselor

The school counselor provides students with direction for instructional planning in accordance to individual academic ability in CCSS through the analysis of appropriate assessments in English/language arts, mathematics, and writing. The school counselor serves as a consultant to ensure that students receive high quality instruction and when necessary, appropriate interventions to improve student performance. He/she assists to participate in professional development opportunities for understanding instructional consistency and protocols for facilitating the administration and analysis of appropriate assessments. He/she participates in ongoing professional development to assess, plan, facilitate and follow up with professional practice to assure accurate decision making for placing students in appropriate high-quality targeted instruction and intervention for the success of all students.

### Teacher of English Language Learners (ELLs)

The teacher of English Language Learners (ELLs) serve students whose native language is not English and delivers an appropriate program to teach English as a second language. The ELL teacher follows the established procedures to implement with fidelity the established procedures for delivering high quality instruction and intervention. He/she assists to participate in professional development opportunities for instructional consistency and protocols for facilitating the administration and analysis of appropriate assessments. They participate in ongoing professional development to assess, plan, facilitate and follow up with professional practice in the delivery of high-quality targeted instruction and intervention for the success of all ELLs.

### Parents

Parents provide introspective advice for providing parental concerns and informative feedback to the team. Parent members on this team may include the elementary and secondary representatives to provide parental concerns and informative feedback to the School RTI<sup>2</sup> Support Team. The primary purpose of this leadership role is to strengthen effective and appropriate ways to communicate student progress to parents. Parent representatives may also assist with parent meetings for the purpose of guiding other parents to understand the purpose of RTI<sup>2</sup> and provide guidance for student assistance in the home.

<b>At a Glance: School Level RTI<sup>2</sup> Support Team Assignment of Roles and Responsibilities</b>		
<b>Name(s)</b>	<b>Roles</b>	<b>Responsibilities</b>
	Principal/Designee	Establish and maintain school-level procedures and timelines for instruction and intervention; assessment protocols; fidelity monitoring; and guidelines for assessing, planning, and delivering appropriate professional development. He/she appoints or selects a school-level RTI <sup>2</sup> chair/facilitator and a team of representatives from the school level.
	Chair/Facilitator	Establish procedures for instruction and intervention practices; assessment protocols; monitoring and reporting assessment data; fidelity monitoring; and guidelines for assessing, planning, and delivering appropriate professional development.
	Instructional Coach	Critique established procedures for successful delivery of instruction and intervention for reading, English/language arts, writing, and mathematics; provides ongoing professional development and coaching for the successful achievement of all students.
	Classroom Teachers <ul style="list-style-type: none"> <li>• Elementary</li> <li>• English/language arts</li> <li>• Mathematics</li> <li>• Other</li> </ul>	Interpret established school-level procedures to deliver high quality instruction and intervention; follow implementation guidelines for administering and analyzing appropriate assessments; delivering instruction and intervention with high levels of fidelity; and participating in assessing, planning, and attending/facilitating in appropriate professional development sessions for the purpose of ensuring success for all students.
	Specialists <ul style="list-style-type: none"> <li>• School Psychologist</li> <li>• Special Education</li> <li>• Speech/Language</li> <li>• Others</li> </ul>	Help critique established procedures for delivering high quality instruction and intervention and make appropriate recommendations for successful implementation.
	School Counselor	Assist with instructional planning according to academic ability using analysis of appropriate assessments; consults with teacher/students to ensure delivery of high quality instruction/intervention; participates

		in appropriate professional development to ensure instructional consistency; facilitates administration of assessments for accurate decision making to ensure success for all students.
	Teacher of English Learners (ELL)	Serve students whose native language is not English; delivers an appropriate program to teach English; delivers high quality instruction and intervention; participates in appropriate professional development to ensure instructional consistency; facilitates administration of assessments for accurate decision making to ensure success for all students.
	Parents	Represent parental concerns and provide informative feedback for communication and support. To help parents understand purpose and strengthen parental involvement in the RTI <sup>2</sup> process. To establish effective reporting of progress to parents.

**Example 1**

<b>Sample District RTI<sup>2</sup> Leadership Team Monthly Guidelines</b>		
<b>Date Completed</b>	<b>Month</b>	<b>Implementation Guidelines</b>
	June	It is suggested that during the initial implementation that the Superintendent/Director of Schools or his/her designee presents RTI <sup>2</sup> Framework to the Local School Board to inform them of the purpose. Ongoing implementation may include the Superintendent/Director of Schools or his/her designee reporting the effectiveness of implementation to the Local School Board of instructional achievement gains with the RTI <sup>2</sup> Framework.
	July	The District RTI <sup>2</sup> Leadership Team meets to make assessment decisions and determine a professional learning plan for School Level RTI <sup>2</sup> Support Teams. Universal screening assessments acquired. Universal screening benchmark assessment schedules are set for schools in the district. District forms are updated and distributed to schools.
	August	The District RTI <sup>2</sup> Leadership Team supports implementation of universal screening benchmark assessments. School Level RTI <sup>2</sup> Support Teams report initial benchmark findings to District RTI <sup>2</sup> Chair/Facilitator. They determine areas of strength and concerns for School RTI <sup>2</sup> Support Teams for the purpose of strengthening appropriate support of instruction and intervention services.
	September	Support service provided by appropriate District RTI <sup>2</sup> Leadership Team members. For example, if a principal requires support, a District RTI <sup>2</sup> Leadership Team representative administrator will provide appropriate services. An instructional coach will receive support from the District RTI <sup>2</sup> Team representative instructional coach, etc. Support representatives may meet to report findings to District RTI <sup>2</sup> Chair/Facilitator or communicate through email.
	October	The District RTI <sup>2</sup> Leadership Team supports data-based decisions by School Level RTI <sup>2</sup> Support Teams who meet a minimum of every 4.5-5 weeks. They monitor ongoing professional learning and coaching opportunities.
	November	The District RTI <sup>2</sup> Leadership Team supports fidelity monitoring and assessment. School Level RTI <sup>2</sup> Support Teams report fidelity checks to District RTI <sup>2</sup> Chair/Facilitator.
	December	The District RTI <sup>2</sup> Chair/Facilitator and Leadership Team support administration of mid-year universal screening assessments, collects universal screening assessment data and reports findings from mid-year assessments to District RTI <sup>2</sup> Leadership Team and/or Superintendent/Director of Schools to compare growth, celebrate success, and support needs. The goal of the RTI <sup>2</sup> framework is that a minimum of 80-85 percent of students will meet grade level achievement expectations and will not require additional interventions as indicated on the RTI <sup>2</sup> model.

January	Support service continues with mid-year implementation by appropriate District RTI <sup>2</sup> Leadership Team members. For example, if a principal requires support, a District RTI <sup>2</sup> Leadership Team representative administrator will provide appropriate services. An instructional coach will receive support from the District RTI <sup>2</sup> Team representative instructional coach, etc. Support representatives may meet to report findings to District RTI <sup>2</sup> Chair/Facilitator or communicate through email.
February	The District RTI <sup>2</sup> Leadership Team supports mid-year data-based instruction making decisions by School Level RTI <sup>2</sup> Support Teams who meet a minimum of every 4.5-5 weeks. They monitor ongoing professional learning and coaching opportunities.
March	The District RTI <sup>2</sup> Leadership Team supports mid-year fidelity monitoring and assessment. School Level RTI <sup>2</sup> Support Teams report fidelity checks to District RTI <sup>2</sup> Chair/Facilitator.
April	The District RTI <sup>2</sup> Chair/Facilitator supports administration of end-of-year universal screening assessments and collect universal screening assessment data.
May	School Level RTI <sup>2</sup> Support Teams report findings from mid-year assessments to District RTI <sup>2</sup> Leadership Team and/or Superintendent /Director of Schools to compare growth, celebrate success, and support needs. The goal of the RTI <sup>2</sup> framework is that a minimum of 80-85 percent of students will meet grade level achievement expectations and will not require additional interventions as indicated on the RTI <sup>2</sup> model.
June	The District RTI <sup>2</sup> Chair/Facilitator and the District RTI <sup>2</sup> Leadership Team evaluate year-long implementation to determine next steps for upcoming school year.

Example 2

<b>Sample School Level RTI<sup>2</sup> Support Team Suggested Timeline</b>		
<b>Date Completed</b>	<b>Timeline</b>	<b>Responsibility</b> <b>Meet every 4.5-5 weeks</b> <b>Consistent fidelity monitoring suggestions</b>
	Day 1-10	<ul style="list-style-type: none"> <li>○ High-quality Common Core State Standards instruction begins on Day 1 and continues through Day 180</li> <li>○ Administer universal screening</li> <li>○ Report findings to District RTI<sup>2</sup> Chair/Facilitator</li> </ul>
	Day 10-20	<ul style="list-style-type: none"> <li>○ Progress monitoring of students receiving intervention</li> <li>○ Fidelity check of instructional lesson plans</li> </ul>
	Day 20-30	<ul style="list-style-type: none"> <li>○ Progress monitoring of students receiving intervention</li> <li>○ Fidelity check of intervention planning</li> </ul>
	Day 23-33	<p>School Level Support Teams use progress monitoring data to evaluate student progress in interventions and if necessary, make appropriate adjustments.</p> <ul style="list-style-type: none"> <li>○ Fidelity check of instruction</li> </ul>
	Day 30-40	<ul style="list-style-type: none"> <li>○ Progress monitoring of students receiving intervention</li> <li>○ Fidelity check of intervention</li> </ul>
	Day 40-50	<ul style="list-style-type: none"> <li>○ Progress monitoring of students receiving intervention</li> <li>○ Fidelity check of instructional lesson plans</li> </ul>
	Day 45-55	<p>School Level RTI<sup>2</sup> Support Teams use progress monitoring data to monitor student progress in interventions and if necessary, make appropriate adjustments.</p>
	Day 50-60	<ul style="list-style-type: none"> <li>○ Progress monitoring of students receiving intervention</li> <li>○ Fidelity check of intervention planning</li> </ul>
	Day 60-70	<ul style="list-style-type: none"> <li>○ Progress monitoring of students receiving intervention</li> <li>○ Fidelity check of instruction</li> </ul>
	Day 68-78	<p>School Level RTI<sup>2</sup> Support Teams use progress monitoring data to monitor student progress in interventions and if necessary, make appropriate adjustments.</p>
	Day 70-80	<ul style="list-style-type: none"> <li>○ Progress monitoring of students receiving intervention</li> <li>○ Fidelity check of intervention</li> </ul>
	Day 80-90	<ul style="list-style-type: none"> <li>○ Progress monitoring of students receiving intervention</li> <li>○ Fidelity check of instructional lesson plans</li> </ul>
	Day 80-90	<ul style="list-style-type: none"> <li>○ Administer universal screening assessments</li> <li>○ Report findings to District RTI<sup>2</sup> Chair/Facilitator</li> </ul>
	Day 90-100	<ul style="list-style-type: none"> <li>○ Progress monitoring of students receiving intervention</li> <li>○ Fidelity check of intervention planning</li> </ul>

<b>Sample School Level RTI<sup>2</sup> Support Team Suggested Timeline</b>		
<b>Date Completed</b>	<b>Timeline</b>	<b>Responsibility</b>
	Day 90-100	School Level RTI <sup>2</sup> Support Teams use universal screening benchmark assessment and progress monitoring data to evaluate student progress in interventions and if necessary, make appropriate adjustments.
	Day 100-110	<ul style="list-style-type: none"> <li>○ Progress monitoring of students receiving intervention</li> <li>○ Fidelity check of instruction</li> </ul>
	Day 110-120	<ul style="list-style-type: none"> <li>○ Progress monitoring of students receiving intervention</li> <li>○ Fidelity check of intervention</li> </ul>
	Day 113-123	School Level RTI <sup>2</sup> Support Teams use progress monitoring data to monitor student progress in interventions and if necessary, make appropriate adjustments.
	Day 120-130	<ul style="list-style-type: none"> <li>○ Progress monitoring of students receiving intervention</li> <li>○ Fidelity check of instructional lesson plans</li> </ul>
	Day 130-140	<ul style="list-style-type: none"> <li>○ Progress monitoring of students receiving intervention</li> <li>○ Fidelity check of intervention planning</li> </ul>
	Day 135-145	School Level RTI <sup>2</sup> Support Teams use progress monitoring data to monitor student progress in interventions and if necessary, make appropriate adjustments.
	Day 140-150	<ul style="list-style-type: none"> <li>○ Progress monitoring of students receiving intervention</li> <li>○ Fidelity check of instruction</li> </ul>
	Day 150-160	<ul style="list-style-type: none"> <li>○ Progress monitoring of students receiving intervention</li> <li>○ Fidelity check of intervention</li> </ul>
	Day 158-168	School Level RTI <sup>2</sup> Support Teams use progress monitoring data to monitor student progress in interventions and if necessary, make appropriate adjustments.
	Day 160-170	<ul style="list-style-type: none"> <li>○ Progress monitoring of students receiving intervention</li> </ul>
	Day 160-170	<ul style="list-style-type: none"> <li>○ Administer universal screening Assessments</li> <li>○ Report findings to District RTI<sup>2</sup> Chair/Facilitator</li> </ul>
	Day 175-180	School Level RTI <sup>2</sup> Support Teams use universal screening benchmark assessment and progress monitoring data to evaluate end-of-year student progress in interventions and if appropriate decisions for upcoming school year.

**Example 3**

**Sample School Level RTI<sup>2</sup> Support Team Meeting Agenda**

Purpose: School Level RTI<sup>2</sup> Support Teams meet to identify students scoring below 25<sup>th</sup> percentile on universal screening assessments. Progress monitoring data and goals are discussed to determine next steps. Additional diagnostic assessments may be needed. Interventions are assigned to target instructional needs/deficits.

	<b>Action</b>	<b>Notes</b>
1.	Initial meeting to identify students at risk. Use Initial School Level RTI <sup>2</sup> Support Team – List of Students “At Risk” (Example 4) form.	
2.	On-going data team to identify student progress. Use On-Going School Level RTI <sup>2</sup> Support Team– List of Students “At Risk” (Example 5) form.	
3.	Students at risk are assigned to appropriate interventions and assessments. Use Next Steps – Assignment of Interventions for Students “At Risk” (Example 6) form.	
4.	Student intervention and progress monitoring documentation is initiated or continues. Use Student Intervention Documentation Form (Example 7).	
5.	Parent progress reports indicate type of progress. Have parents expressed appreciation or concerns about progress? Interventionist uses a parent progress monitoring letter (See Component 1.6) to send home results every 4.5 weeks.	
6.	Additional Actions:	
7.	Additional Actions:	

**Signatures of team members attending:**

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**Example 4**

**Sample Initial School Level RTI<sup>2</sup> Support Team – List of Students “At Risk”**

Initial universal screening is administered and data collected by the teacher as soon as possible to identify students “at risk.” All students who fall below the 25<sup>th</sup> percentile will receive appropriate interventions and will be monitored using progress monitoring. Teams work to determine and schedule appropriate interventions for each student.

School: \_\_\_\_\_ Date: \_\_\_\_\_  
 Grade/Subject: \_\_\_\_\_  
 Universal Screening: \_\_\_\_\_ Year: \_\_\_\_\_  
 Cut Score: \_\_\_\_\_  
 Select One (X): Fall \_\_\_\_\_ Winter \_\_\_\_\_ Spring \_\_\_\_\_  
 Percent below: 25<sup>th</sup> percentile \_\_\_\_\_ 10<sup>th</sup> percentile: \_\_\_\_\_

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Student	Teacher	Previous Intervention	Universal Screening Score	Other Data	Retained Yes/No	Tier II Tier III

**Signatures of team members attending:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Example 6**

**Sample Next Steps– Assignment of Interventions for Students “At Risk”**

Students “at risk” are assigned to a specific intervention to address the area of deficient. Corresponding progress monitoring (PM) are administered a minimum of every two weeks and data are collected by the interventionist to monitor student progress in the intervention.

Student	Tier II Tier III	Intervention Program Target	Delivered by Name of Interventionist	Name of Progress Monitoring Assessment	Notes

**Signatures of team members attending:**

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Example 7

<b>SAMPLE STUDENT INTERVENTION DOCUMENTATION FORM</b>	School Year	
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<b>Student</b>		<b>School</b>		<b>Grade</b>					
<b>Vision Test Date</b>		<b>Results Pass (P) Fail (F)</b>		<b>Hearing Test Date</b>		<b>Results Pass (P) Fail (F)</b>		<b>EOY Test Scale Score</b>	

Week	Date	Attendance Codes P=Student Present SA=Student Absent TA=Teacher Absent SC=School Closed ED=Early Dismissal					PM Score – Name PM	Current Rate of Improve- ment (ROI)	Data Team Decision C=Continue I=Intensify D=Dismiss	Parent Report of Progress G=Good S=Some L=Limited I=Insufficient
		Monday	Tuesday	Wednesday	Thursday	Friday				
1										
2										
3										
4										
5										
6										
7										
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31										

**Intervention Decisions:**

<b>Tier II or III</b>	<b>Intervention</b>		<b>Interventionist</b>	
	<b>Beginning Date</b>		<b>Ending Date</b>	
<b>Tier II or III</b>	<b>Intervention</b>		<b>Interventionist</b>	
	<b>Beginning Date</b>		<b>Ending Date</b>	
<b>Tier II or III</b>	<b>Intervention</b>		<b>Interventionist</b>	
	<b>Beginning Date</b>		<b>Ending Date</b>	

<b>PM Test</b>	<b>Level</b>	<b>Goal</b>	<b>ROI</b>	<b>PM Test</b>	<b>Goal</b>	<b>ROI</b>	<b>Goal of PM Accuracy</b>

**Additional Intervention Team Notes:**

<b>Date</b>		<b>Comments</b>	
Change PM Grade Level		Change PM Measure	Change Intervention Program
			Change PM Goal
<b>Date</b>		<b>Comments</b>	
Change PM Grade Level		Change PM Measure	Change Intervention Program
			Change PM Goal
<b>Date</b>		<b>Comments</b>	
Change PM Grade Level		Change PM Measure	Change Intervention Program
			Change PM Goal

### RTI<sup>2</sup> Folder Contents

Relevant documentation (listed below) is to be maintained in this folder:

<b>Tier I Documentation</b>		
	Student benchmark assessment data	
	Student referral to RTI <sup>2</sup> team	
	Vision and hearing form	

<b>Tier II Documentation</b>			
	Tier II decision tree		Date of initial RTI <sup>2</sup> Meeting
	Student Intervention Plan		
	Intervention log(s)		
	Fidelity checklist(s)		
	Parent notification letter(s)		
	Progress monitoring data		

<b>Tier II Review documentation</b>			
	Plan successful, continue until benchmark is reached		Date of RTI <sup>2</sup> Meeting
	Progress monitoring data		
	Intervention plan evaluation		
	Modify plan and then review		
	Progress monitoring data		
	Intervention plan evaluation		
	Modified Student Intervention Plan		

<b>Tier II Review documentation</b>			
	Plan successful, continue until benchmark is reached		Date of RTI <sup>2</sup> Meeting
	Progress monitoring data		
	Intervention plan evaluation		
	Modify plan and then review		
	Progress monitoring data		
	Intervention plan evaluation		
	Modified Student Intervention Plan		

## RTI<sup>2</sup> Folder Contents

Relevant documentation (listed below) is to be maintained in this folder:

<b>Tier III Documentation</b>		
	Tier III decision tree	Date of RTI <sup>2</sup> Meeting
	Tier II gap analysis	
	Student Intervention Plan	
	Intervention log(s)	
	Fidelity checklist(s)	
	Parent notification letter(s)	
	Progress monitoring data	

<b>Tier III Review documentation</b>		
	Plan successful, continue until benchmark is reached	Date of RTI <sup>2</sup> Meeting
	Progress monitoring data	
	Intervention plan evaluation	
	Modify plan and then review	
	Progress monitoring data	
	Intervention plan evaluation	
	Modified Student Intervention Plan	

<b>Tier III Review documentation</b>		
	Plan successful, continue until benchmark is reached	Date of RTI <sup>2</sup> Meeting
	Progress monitoring data	
	Intervention plan evaluation	
	Evaluation Requested	
	Referral Decision Tree	
	Tier III gap analysis	
	Student Referral for evaluation form	
	Parent Input	
	Teacher input	

**Student Referral to RTI<sup>2</sup> School Team**

Student Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_ Age: \_\_\_\_\_

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Parents/Guardian: \_\_\_\_\_ Contact info: \_\_\_\_\_

**Student's Current Performance**

Target area	Benchmark score	√ if below 25 <sup>th</sup> percentile
<b>Reading</b>		
Phonological Awareness		
Phonics		
Reading Fluency		
Reading Comprehension		
Vocabulary		
<b>Math</b>		
Math Computation		
Math Problem Solving		
<b>Written Expression</b>		
Writing		

**\*\*For the earliest skill area checked, please attach the corresponding page of differentiation strategies**

Informal/Additional Assessments	Score
Student's <b>Instructional</b> reading level (i.e., DRA, lexile)	
Student's <b>Independent</b> reading level (i.e., DRA, lexile)	
Other (please specify)	
Other (please specify)	

**Special Education/Program Interventions:**

- ESL                                       Counseling                                       Other: \_\_\_\_\_  
 Speech/Language                                       Tutoring/ Reading Club

Source: (2006) Pre-Referral Intervention Manual, 3<sup>rd</sup> Edition.

Classroom Accommodations (if appropriate)

<i>Check those that apply (max 3 at a time)</i>	<i>General classroom Accommodations</i>	<i>Date started</i>	<i>Date(s) reviewed</i>	<i>Notes/Observations (optional)</i>
	Small group reading instruction at ability level			
	Small group math instruction at ability level			
	Preferential seating			
	Directions given in short, clear, steps			
	Directions repeated frequently			
	Verbal/non-verbal prompts, cues			
	Directions repeated by student			
	Pair up with another student for assistance			
	Allow ample response time			
	Frequent review			
	Visual aids			
	Use of manipulatives			
	Assignments and/or tests read aloud			
	Oral assessments			
	Modified/shortened assignments			
	Daily/weekly behavior plan			

**Differentiated Reading Strategies (if appropriate)**

<b><i>Check those that apply (max 3 at a time)</i></b>	<b>Letter Naming Strategies</b>	<b><i>Date started</i></b>	<b><i>Date(s) reviewed</i></b>	<b>Notes/Observations (Optional)</b>
	Match lower case letters			
	Match upper case letters			
	Match upper case to lower case letters			
	Find letters in text			
	Play Memory Game with letter cards			
	Practice sorting letters			
	Practice ordering letters			
	Other:			
	Other:			

**Differentiated Reading Strategies (if appropriate)**

<b><i>Check those that apply (max 3 at a time)</i></b>	<b><i>Letter Sound Strategies</i></b>	<b><i>Date started</i></b>	<b><i>Date(s) reviewed</i></b>	<b><i>Notes/Observations (Optional)</i></b>
	Practice matching letters to their corresponding sound			
	Play Memory game to match letter to sound			
	Sort pictures by their initial phoneme			
	Practice matching final phonemes to their corresponding letter			
	Practice sorting pictures by final phoneme			
	Match medial phoneme to corresponding letter			
	Other:			
	Other:			

**Differentiated Reading Strategies (if appropriate)**

<b><i>Check those that apply (max 3 at a time)</i></b>	<b><i>Phonological Awareness strategies</i></b>	<b><i>Date started</i></b>	<b><i>Date(s) reviewed</i></b>	<b><i>Notes/Observations (Optional)</i></b>
	Practice recognizing words that rhyme			
	Identify/match rhyming pictures			
	Create silly sentences with alliteration			
	Use counters or magnets to sound out words (e.g., Elkonian boxes)			
	Practice clapping syllables			
	Use word families (e.g., -at, -in) to form rimes			
	Play games to identify words that have the same beginning, middle, and ending sounds			
	Other:			
	Other:			

**Differentiated Reading Strategies (if appropriate)**

<b><i>Check those that apply (max 3 at a time)</i></b>	<b><i>Phonics Strategies</i></b>	<b><i>Date started</i></b>	<b><i>Date(s) reviewed</i></b>	<b><i>Notes/Observations (Optional)</i></b>
	Practice matching letters to their sounds			
	Group words by common spelling patterns			
	Use plastic letters to make words by changing beginning letter			
	Sort words by initial or ending consonant sounds			
	Highlight words parts, suffixes, or prefixes			
	Teach syllable patterns. Students divide words into syllables			
	Form words without medial vowel sound (e.g., p_t). Students supply missing letter to form different words			
	Other:			
	Other:			

**Differentiated Reading Strategies (if appropriate)**

<b><i>Check those that apply (max 3 at a time)</i></b>	<b><i>Fluency Strategies</i></b>	<b><i>Date started</i></b>	<b><i>Date(s) reviewed</i></b>	<b><i>Notes/Observations (Optional)</i></b>
	Guided oral reading at student's <b>independent</b> reading level			
	Silent reading at student's <b>independent</b> reading level			
	Have student follow along with book on tape			
	Use of tracker (i.e., index card) to keep place while reading			
	Choral reading. Teacher sets the pace and models aspects of reading fluency			
	Use flashcards to practice sight words and/or commonly misread words			
	Repeated reading passages at student's instructional level			
	Other:			
	Other:			

**Differentiated Reading Strategies (if appropriate)**

<b><i>Check those that apply (max 3 at a time)</i></b>	<b><i>Vocabulary Strategies</i></b>	<b><i>Date started</i></b>	<b><i>Date(s) reviewed</i></b>	<b><i>Notes/Observations (Optional)</i></b>
	Post and interact with high frequency words on a word wall			
	Collect high frequency words in a personal vocabulary journal			
	Use of graphic organizers			
	Create a vocabulary semantic web or map			
	Match vocabulary words with their meanings			
	Sort words into groups using the same root or base			
	Use analogies			
	Other:			
	Other:			

**Differentiated Reading Strategies (if appropriate)**

<b><i>Check those that apply (max 3 at a time)</i></b>	<b><i>Reading Comprehension Strategies</i></b>	<b><i>Date started</i></b>	<b><i>Date(s) reviewed</i></b>	<b><i>Notes/Observations (Optional)</i></b>
	Access prior knowledge by discussing book/passage before reading			
	Match sentence and picture cards			
	Break long passages into shorter reading segments and have students recall information from each segment			
	Compare characters using Venn diagrams			
	Use advance, semantic, and graphic organizers			
	Retell stories using puppets or actors			
	Use time lines to recall events in story.			
	Other:			
	Other:			

**Differentiated Math Strategies (if appropriate)**

<b><i>Check those that apply (max 3 at a time)</i></b>	<b>Math Computation Strategies</b>	<b><i>Date started</i></b>	<b><i>Date(s) reviewed</i></b>	<b>Notes/Observations (Optional)</b>
	Separate basic addition and subtraction facts into “sets”. Require the student to memorize each set in succession			
	Choose a peer to drill the student each day on math facts (e.g., flash cards)			
	Have student complete math facts worksheet and use a calculator to check and correct answers			
	Use manipulatives to represent quantities in math problems			
	Develop math reference sheet for the student to keep at his/her desk (e.g., steps used in doing addition, subtraction, multiplication, division problems)			
	Provide student with a number line on his/her desk to use as reference			
	Require student to go through math assignments and highlight or otherwise mark operation of each problem			
	Other:			
	Other:			

**Differentiated Math Strategies (if appropriate)**

<b><i>Check those that apply (max 3 at a time)</i></b>	<b>Math Problem Solving Strategies</b>	<b><i>Date started</i></b>	<b><i>Date(s) reviewed</i></b>	<b>Notes/Observations (Optional)</b>
	Teach the student clue or key words to look for in word problems that indicate mathematical operations			
	Have the student verbally analyze the steps that are required to solve word problems			
	Have student write a number sentence after reading a math word problem			
	Have student highlight key words that represent mathematical processes (e.g., all together, difference, etc.)			
	Provide student a list of words and phrases that often indicate certain mathematical processes (e.g., between, how many more/less, etc.)			
	Have student solve word problems by manipulating objects			
	Allow student to use calculator when solving math problems			
	Other:			
	Other:			

**Differentiated Writing Strategies (if appropriate)**

<b><i>Check those that apply (max 3 at a time)</i></b>	<b>Written Expression Strategies</b>	<b><i>Date started</i></b>	<b><i>Date(s) reviewed</i></b>	<b>Notes/Observations (Optional)</b>
	Provide student a model of correctly written material			
	Allow student to perform a "practice page" before turning in the actual assignment			
	Assign the student shorter tasks while increasing the quality of expectations			
	Provide exercises for making sentences out of non-sentence groups of words			
	Give the student a group of unrelated words (e.g., author, read, love, etc.) and have him/her make up a paragraph including all the words)			
	Provide the student with 5 or 6 sentences out of sequence. Have student cut them out and paste in proper order			
	Use graphic organizers to help student organize writing activities			
	Other:			
	Other:			

Source: (2006) Pre-Referral Intervention Manual, 3<sup>rd</sup> Edition.

**RTI<sup>2</sup> Team Notes**  
**Student Intervention Plan**

**Student:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **Grade:** \_\_\_\_\_  
**School:** \_\_\_\_\_ **Meeting Date:** \_\_\_\_\_

- Initial Meeting/Intervention Plan                       Follow-Up Meeting/Revised Intervention Plan

**Specific Area of Concern**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Phonological Awareness | <input type="checkbox"/> Phonics            | <input type="checkbox"/> Math Calculation   |
| <input type="checkbox"/> Math Reasoning         | <input type="checkbox"/> High Achievement   | <input type="checkbox"/> Reading Fluency    |
| <input type="checkbox"/> Reading Comprehension  | <input type="checkbox"/> Vocabulary         | <input type="checkbox"/> Attention/Behavior |
| <input type="checkbox"/> Speech/Language        | <input type="checkbox"/> Written Expression |   |

**Data-Based Decision**

- Tier I with on-going assessment in \_\_\_\_\_
- Tier II with required Progress Monitoring in \_\_\_\_\_
- Tier III with required Progress Monitoring in \_\_\_\_\_
- Referral to next level of support with parent/guardian present
- Continue SPED intervention with Progress Monitoring in \_\_\_\_\_

Research Based Intervention to be Used	Skill Area*	Who Does it	How Often	Time/Days
A				
B				
C				

\*Intervention must be linked to skill deficit area

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Team members involved in approving this plan with name and relationship to the student:**

\_\_\_\_\_

\_\_\_\_\_

**RTI<sup>2</sup> Team Notes**  
**Intervention Plan Evaluation (Every 4.5 weeks)**

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Review Date: \_\_\_\_\_

Current Tier (circle one) II      or      III      Intervention used: \_\_\_\_\_  
 Skill Area Addressed: \_\_\_\_\_

<b>Is progress:</b> <ul style="list-style-type: none"> <li>• Good</li> <li>• Questionable</li> <li>• Poor</li> </ul>	<b>G</b> <b>Q</b> <b>P</b>
<b>Is plan being implemented with fidelity?*</b> <ul style="list-style-type: none"> <li>• Fully</li> <li>• Partially</li> <li>• Not Implemented</li> </ul>	<b>F</b> <b>P</b> <b>N</b>
<b>Is documentation sufficient to make data based decision?</b> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<b>Y</b> <b>N</b>
<b>Evaluation Decision</b> <ul style="list-style-type: none"> <li>• Continue</li> <li>• Modify**</li> <li>• Discontinue</li> </ul>	<b>C</b> <b>M</b> <b>D</b>

\* Refer to Intervention Log/fidelity checklists  
 \*\* If decision is made to modify intervention, a new Student Intervention Plan must be completed

Please describe basis for Evaluation Decision: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Team members involved in approving this plan with name and relationship to the student:**  
 \_\_\_\_\_  
 \_\_\_\_\_

### 1.3 Universal Screening Procedures

As stated in the Guiding Principles, RTI<sup>2</sup> is a process focused on **prevention** and **early intervention** that uses assessment data for instruction, intervention, and transitions between tiers. Assessment is a major component of the RTI<sup>2</sup> Framework. Data derived from assessment informs the **data-based decision making** process.

An LEA must administer a nationally normed, skills-based **universal screener**. A **universal screener** is a brief screening assessment of academic skills (i.e., basic reading skills, reading fluency, reading comprehension, math calculation, math problem solving, written expression) administered to ALL students to determine whether students demonstrate the skills necessary to achieve grade-level standards. **Universal screening** reveals which students are performing at or above the level considered necessary for achieving long-term success (general outcome measures). This data can also serve as a **benchmark** for measuring the improvement of a group, class, grade, school, or district. The LEA will ensure that the **universal screener** used is actually the universal screener most appropriate for the function it serves. Furthermore, **universal screening** can be used to identify students in need of further intervention due to identified skill deficits. A more precise assessment may be needed to determine a student's specific area(s) of deficit before beginning an intervention.

In grades K-8, it is recommended that the **universal screener** be administered three times a year: at the beginning, middle, and end of the school year. The same or parallel screeners are used at each administration and those measures are always at the students' grade-placement level. In grades K-8, a record review may also provide important information such as grades, attendance, and behavioral concerns that may provide early warning signs for intervention. **LEAs** will establish criteria for identifying students who are at-risk using such data.

In grades 9-12, there are multiple sources of data, such as: EXPLORE, PLAN and ACT; Tennessee Comprehensive Assessment Program (TCAP) which includes Writing (TCAP-WA), End of Course (EOC), 3-8 Achievement, and, in 2014-15, Partnership for Assessment of Readiness for College and Careers (PARCC); TVAAS and **universal screeners**. In grades 9-12, a record review may also provide important information such as grades, attendance, and behavioral concerns that may provide early warning signs for intervention. **LEAs** will establish criteria for identifying students who are at-risk using such data.

**LEAs** will give consideration to how the **universal screener** will be administered and who will administer it. For example, schools may want to administer the **universal screener** on the same day to all students or stagger the administration. Furthermore, **LEAs** should consider the appropriateness of having the teacher of record administer the universal screening. Fidelity of implementation of the universal screening must be ensured so that student skills are accurately measured. Personnel should be appropriately trained in how to administer the **universal screener** before it is given.

## Criteria for Selecting a Universal Screener

This rubric is designed to help educators evaluate universal screeners for use within the RTI<sup>2</sup> Framework. The criteria for the rubric were established based on research and observation of other sources. No single tool is sufficient for all of the data-based decisions (e.g., universal screening, diagnostic/survey level assessments, progress monitoring, accountability/program evaluation) that schools make. Therefore, it is imperative for LEAs to consider the purpose of the universal screening tool. Universal screeners will use national norms, be administered 3 times a year in grades K-8 and are recommended for grades 9-12.

**Directions:** For each criterion on the rubric, evaluate the screening tool, citing evidence for each criterion. If the criteria are present, give it a score of 1 (one). If the criteria are not present, give it a score of 0 (zero).

Universal Screener Name: \_\_\_\_\_

Publisher: \_\_\_\_\_

Specific Area(s) Measured: \_\_\_\_\_

Criteria	Definition	Evidence in Assessment Tool	Criteria is not present (0)	Criteria is present (1)
<b>Curriculum-Based Measure (CBM) (7 points)</b>	A General Outcome Measure (GOM) that provides a system for on-going monitoring of student progress through a specific curriculum. Through the use of CBM assessments, teachers assess students' academic performance on a regular basis with very brief tests. Results are used to determine whether students are progressing appropriately from the core (Tier I) instructional program, and to build more effective programs for the students who do not benefit adequately from core (Tier I) instruction.	<b>Check box if present.</b> Brief: <input type="checkbox"/>		
		Predictive: <input type="checkbox"/>		
		Sensitive to Change: <input type="checkbox"/>		
		Easy to administer and score: <input type="checkbox"/>		
		Standardized: <input type="checkbox"/>		
		Valid and Reliable: <input type="checkbox"/>		
		Available in multiple, equivalent forms: <input type="checkbox"/>		

<b>Skills Based (1 point)</b>	Explicitly measures the 5 components of Reading (i.e., phonemic awareness, phonics, fluency, vocabulary and comprehension), Math Computation, Math Problem Solving, Written Expression (note: one tool may not measure all areas).	Phonemic Awareness: <input type="checkbox"/> Phonics: <input type="checkbox"/> Fluency: <input type="checkbox"/> Vocabulary: <input type="checkbox"/> Reading Comprehension: <input type="checkbox"/> Early Numeracy: <input type="checkbox"/> Math Calculation: <input type="checkbox"/> Math Problem Solving: <input type="checkbox"/> Writing: <input type="checkbox"/>		
<b>Data management (1 point)</b>	Data can be disaggregated by student, class, grade, and school.			
<b>Generalizability (1 point)</b>	Generalizability refers to the extent to which results generated from one population can be applied to another population. A tool is considered more generalizable if studies have been conducted on larger, more representative samples.			

Scale: 0-3 Does not meet criteria for use  
4-6 Somewhat meets the criteria for use  
7-10 Meets the criteria for use

<b>Total Criteria Present</b>	
-------------------------------	--

### 1.5 Students Entering Mid-term

As stated in the Guiding Principles, the RTI<sup>2</sup> process is focused on **prevention** and **early intervention** and uses assessment data for instruction, intervention and transitions between tiers. When a student enters mid-term, or any time after the universal screening is given, a process must be in place to gather assessment data on the student.

#### Table of Contents

Develop a Plan  
Establish Personnel  
School Records  
Sample RTI Intervention Record for School Records-Example 1

### Develop a Plan or Timeline

When a student enters mid-term or any time after the universal screening, a plan should be in place to gather assessment data. A SAMPLE plan is below:

<b>Steps</b>	<b>School Actions</b>
<b>1</b>	Register student
<b>2</b>	Enter student in “student management” system
<b>3</b>	Obtain school records; contact previous school and/or teacher if needed
<b>4</b>	Read school records for history of intervention or any other pertinent information
<b>5</b>	As soon as possible, complete an assessment for placement in tiers. Assessment might include: <ul style="list-style-type: none"><li>• Give full universal screening</li><li>• Give a probe from universal screening</li><li>• Give a placement test</li><li>• Use a progress monitoring tool</li></ul>
<b>6</b>	Collect “on-going” assessment data during Tier I instruction
<b>7</b>	At next School Team meeting, discuss assessment data and place student in interventions as needed

### Establish Personnel

Personnel should be in place to secure student records, read school records for history of intervention, administer the needed assessments for placement in tiers and notify the RTI<sup>2</sup> School team of any new students and their assessment data. The same person doesn’t need to manage all of this. But schools should assign personnel to manage students who enter during the mid-term so that they are accounted for and interventions, if needed, can begin as soon as possible.

### School Records

Local Education Agencies should have a plan in place to secure school records from a school within the district, within the state and outside of the state. Every effort should be made to quickly obtain educational records from the previous school.

If students transfer schools within a district, a plan should be in place to quickly place students in needed interventions. The District RTI<sup>2</sup> Leadership Team may want to establish this plan so that it can be implemented in each school.

Schools may wish to include some information in the school records regarding interventions. The following page includes a sample.

**Sample RTI Intervention Record for School Records**

School Name: \_\_\_\_\_ School Address/Phone: \_\_\_\_\_

Student Name: \_\_\_\_\_ Student Address/Phone: \_\_\_\_\_

Current Grade: \_\_\_\_\_ Gender: \_\_\_\_\_

Date Entered School: \_\_\_\_\_ Date Exited School: \_\_\_\_\_

Did student receive academic interventions?    YES                          NO   

**Universal Screening Data**

Type (Name) of Universal Screening	Percentile Score	Date Given

**The following interventions were provided to this student:** (attach additional documentation as needed)

Intervention Type	Area of Deficit	Duration	Progress Monitoring Data	Fidelity of Implementation

Signature: \_\_\_\_\_

Title: \_\_\_\_\_

## 1.6 Contact with Parents/Guardians

Communicating with parents/guardians is of utmost importance in gaining the support and understanding of parents. The more parents understand concerning their children's education, the more likely they will be to cooperate and participate in assisting their children at home and encouraging their children to do their best at school, day-to-day.

- A culture of collaboration that is focused on student achievement, for both struggling and advancing students, should include educators, families and communities.
- Communication with parents should occur regularly and in a similar format.
- Letters should be short and easy to understand, using no acronyms that are not fully understood by all parties.
- All parent materials should be provided in the language spoken by the parent.
- Whenever possible, speak personally with the parent concerning the child's placement in or removal from Tier II and/or Tier III.
- Keep all communication with parents positive, doing everything possible to communicate the school's concern for their children.

The parent/guardian letters found within this component are but one of many ways to ensure parents have a full understanding of the solid academic program their school has to offer their child. RTI<sup>2</sup> information can also be included in the school handbook, school website, parent conferences, newsletters, and/or open houses.

It is recommended to replace the words he/she and him/her with the student's name.

You may wish to include a page that parents sign and return, indicating they have seen the RTI<sup>2</sup> letter sharing their child's progress.

The letters included are for your information, as a sample, and may be used as they are or they may be adjusted to meet the individual needs of your school district. The letters may be adapted for district or school use. It is a district decision that should be made by the District RTI<sup>2</sup> Leadership Team, as to whether district letters or individual school letters are created.

### Table of Contents

#### K-5 Reading Letters:

- RTI<sup>2</sup> K-5 Tier I to Tier II Reading
- RTI<sup>2</sup> K-5 Tier II to Tier I Reading
- RTI<sup>2</sup> K-5 Tier II to Tier III Reading
- RTI<sup>2</sup> K-5 Tier III to Tier II Reading
- RTI<sup>2</sup> K-5 Progress Monitoring Letter

#### K-5 Math Letters:

- RTI<sup>2</sup> K-5 Tier I to Tier II Math
- RTI<sup>2</sup> K-5 Tier II to Tier I Math
- RTI<sup>2</sup> K-5 Tier II to Tier III Math

RTI<sup>2</sup> K-5 Tier III to Tier II Math  
RTI<sup>2</sup> K-5 Progress Monitoring Letter

6-12 Reading Letters:

RTI<sup>2</sup> 6-12 Tier I to Tier II Reading  
RTI<sup>2</sup> 6-12 Tier II to Tier I Reading  
RTI<sup>2</sup> 6-12 Tier II to Tier III Reading  
RTI<sup>2</sup> 6-12 Tier III to Tier II Reading  
RTI<sup>2</sup> 6-12 Progress Monitoring Letter

6-12 Math Letters:

RTI<sup>2</sup> 6-12 Tier I to Tier II Math  
RTI<sup>2</sup> 6-12 Tier II to Tier I Math  
RTI<sup>2</sup> 6-12 Tier II to Tier III Math  
RTI<sup>2</sup> 6-12 Tier III to Tier II Math  
RTI<sup>2</sup> 6-12 Progress Monitoring Letter

Miscellaneous Communication:

Parent Log  
Parent Brochure

## K-5 Reading Letters

Insert District or School Name  
Response to Intervention (RTI) Parent Letter  
Tier I to Tier II  
K-5 Reading

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent,

Three times a year, each student at (insert school name) is given a universal screening assessment (insert names of assessment) to determine his or her reading abilities. Your child's scores show that he/she is experiencing some challenges in reading. Along with the universal screening, your child's progress has been monitored every two weeks or more. Although he/she is receiving direct reading instruction daily in Tier I (general classroom instruction), he/she has still not shown the needed growth to maintain grade level progress. Your child will now be receiving an additional (insert number of minutes) minutes of reading interventions each day in Tier II. This Tier II intervention will be done in small groups with trained personnel using research based materials. Your child's progress will continue to be monitored every two weeks or more. Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

Providing daily opportunities for your child to read aloud and discuss what has been read at home, in any subject area, is strongly recommended. Reading is a skill and not a subject. Improvement in any skill area requires regular ongoing practice. If you have questions, or would like more information please contact your child's teacher.

Respectfully,

Insert Signatures

Insert District/School Contact Information

Insert District or School Name  
Response to Intervention (RTI) Parent Letter  
Returning to Tier I  
K-5 Reading

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent,

Three times a year, each student at (insert school name) is given a universal screening assessment (insert name of assessment) to determine his/her reading abilities. Your child's scores show that he/she has made some improvement in reading. Along with the universal screening, your child's progress has been monitored every two weeks or more. Your child has been receiving direct reading instruction daily in Tier I (general classroom instruction), and an additional (insert number of minutes) minutes of small group interventions in Tier II. The RTI program, along with your child's effort, has helped to show improved reading progress. At this time, your child will no longer need the additional Tier II interventions and will receive all reading instruction through his/her regular classroom. Your child's progress will continue to be monitored. Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

Reading aloud at home and discussing what is read will be of great importance to your child's continued growth. Please continue to encourage your child to give his/her best at school and let him/her know you believe in their ability to be successful. If you have questions or would like more information, please contact your child's teacher.

Respectfully,

Insert Signatures

Insert District/School Contact Information

Insert District or School Name  
Response to Intervention (RTI) Parent Letter  
Tier II to Tier III  
K-5 Reading

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent,

Three times a year, each student at (insert school name) is given a universal screening assessment (insert name of assessment) to determine his or her reading abilities. Your child's scores show that he/she continues to struggle with reading. Along with the universal screening, your child's progress has been monitored every two weeks or more. Although your child is receiving direct reading instruction daily in Tier I (general classroom instruction), and an additional (insert number of minutes) minutes of small group interventions in Tier II, he/she has still not shown enough improvement. Your child will now be receiving an additional (insert number of minutes) minutes of Tier III reading interventions each day. This will be a total of (insert number of minutes) additional minutes of reading interventions each day. This Tier III instruction will be done in very small groups with trained personnel using research based materials. Your child's progress will continue to be monitored. Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed. If you would like more information please contact your child's teacher.

Providing daily opportunities for your child to read aloud and discuss what has been read at home, in any subject area, is strongly recommended. Reading is a skill and not subject. Improvement in any skill area requires regular ongoing practice.

Respectfully,

Insert Signature

Insert District/School Contact Information

Insert District or School Name  
Response to Intervention (RTI) Parent Letter  
Returning to Tier II  
K-5 Reading

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent,

Three times a year, each student at (insert school name) is given a universal screening assessment (insert names of assessment) to determine his or her reading abilities. Your child's scores show that he/she has made some improvement in reading. Along with the universal screening, your child's progress has been monitored every two weeks or more. Your child has been receiving direct reading instruction daily in Tier I (general classroom instruction), and an additional (insert number of minutes) minutes of small group interventions in Tier III with trained personnel. The RTI program, along with your child's effort, has helped to show improved reading progress. At this time, your child will no longer need the additional Tier III intervention. In order to maintain your child's progress, they will continue to receive an additional (insert number of minutes) minutes of Tier II small group interventions along with direct reading instruction through his/her regular classroom. Your child's progress will continue to be monitored. Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

Reading aloud at home and discussing what is read will be of great importance to your child's continued growth. Please continue to encourage your child to give his/her best at school and let him/her know you believe in their ability to be successful. If you have questions or would like more information, please contact your child's teacher.

Respectfully,

Insert Signature

Insert District/School Contact Information

Insert District or School Name  
Response to Intervention (RTI)  
Progress Monitoring Letter  
K-5 Reading

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent,

A letter previously notified you that your student is receiving additional reading interventions. During this intervention period, your child has been receiving small group, systematic intervention in reading. Your child has had his/her progress monitored every other week using assessments that are specific to the intervention being used. Attached you will find a copy of your child's progress monitoring. All progress monitoring is reported using a graph so that you can see the progress your child is making.

Based on our progress measurements, we believe your child is:

	Making <b>good progress</b> and we plan to discontinue the additional intervention.
	Making <b>good progress</b> and we plan to decrease the amount of additional intervention time being provided.
	Making <b>some progress</b> and we plan to continue the intervention at this time.
	Making <b>limited progress</b> and we plan to consider changes in the intervention that we are providing.
	Making <b>insufficient progress</b> and we plan to change the intervention plan at this time. Further assessment and/or a parent meeting may be necessary.

As the school staff, we are pleased to have this opportunity to provide your child with this needed assistance. If you have additional questions or concerns, please contact your child's teacher.

Respectfully,

Insert Signature

Insert District/School Contact Information

## K-5 Math Letters

Insert District or School Name  
Response to Intervention (RTI) Parent Letter  
Tier I to Tier II  
K-5 Math

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent,

Three times a year, each student at (insert school name) is given a universal screening assessment (insert names of assessment) to determine his or her math abilities. Your child's scores show that he/she is experiencing some challenges in math. Along with the universal screening, your child's progress has been monitored every two weeks or more. Although he/she is receiving direct math instruction daily in Tier I (general classroom instruction), he/she has still not shown the needed growth to maintain grade level progress. Your child will now be receiving an additional (insert number of minutes) minutes of math interventions each day in Tier II. This Tier II intervention will be done in small groups with trained personnel using research based materials. Your child's progress will continue to be monitored every two weeks or more. Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

We encourage you, as the parent or guardian, to ask your child to share his/her math work with you regularly. Be sure to encourage your child to do his/her best and let them know you believe in his or her ability to improve. If you have questions, or would like more information please contact your child's teacher.

Respectfully,

Insert Signatures

Insert District/School Contact Information

Insert District or School Name  
Response to Intervention (RTI) Parent Letter  
Returning to Tier I  
K-5 Math

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent,

Three times a year, each student at (insert school name) is given a universal screening assessment (insert name of assessment) to determine his/her math abilities. Your child's scores show that he/she has made some improvement in math. Along with the universal screening, your child's progress has been monitored every two weeks or more. Your child has been receiving direct math instruction daily in Tier I (general classroom instruction), and an additional (insert number of minutes) minutes of small group interventions in Tier II. The RTI program, along with your child's effort, has helped to show improved math progress. At this time, your child will no longer need the additional Tier II interventions and will receive all math instruction through his/her regular classroom. Your child's progress will continue to be monitored. Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

We encourage you, as the parent or guardian, to ask your child to share his/her math work with you regularly. Be sure to encourage your child to do his/her best and let them know you believe in his or her ability to improve. If you have questions or would like more information, please contact your child's teacher.

Respectfully,

Insert Signatures

Insert District/School Contact Information

Insert District or School Name  
Response to Intervention (RTI) Parent Letter  
Tier II to Tier III  
K-5 Math

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent,

Three times a year, each student at (insert school name) is given a universal screening assessment (insert name of assessment) to determine his or her math abilities. Your child's scores show that he/she continues to struggle with math. Along with the universal screening, your child's progress has been monitored every two weeks or more. Although your child is receiving direct math instruction daily in Tier I (general classroom instruction), and an additional (insert number of minutes) minutes of small group interventions in Tier II, he/she has still not shown enough improvement. Your child will now be receiving an additional (insert number of minutes) minutes of Tier III math interventions each day. This will be a total of (insert number of minutes) additional minutes of math interventions each day. This Tier III instruction will be done in very small groups with trained personnel using research based materials. Your child's progress will continue to be monitored. Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed. If you would like more information please contact your child's teacher.

We encourage you, as the parent or guardian, to ask your child to share his/her math work with you regularly. Be sure to encourage your child to do his/her best and let them know you believe in his or her ability to improve. If you have questions or would like more information, please contact your child's teacher.

Respectfully,

Insert Signature

Insert District/School Contact Information

Insert District or School Name  
Response to Intervention (RTI) Parent Letter  
Returning to Tier II  
K-5 Math

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent,

Three times a year, each student at (insert school name) is given a universal screening assessment (insert names of assessment) to determine his or her math abilities. Your child's scores show that he/she has made some improvement in math. Along with the universal screening, your child's progress has been monitored every two weeks or more. Your child has been receiving direct math instruction daily in Tier I (general classroom instruction), and an additional (insert number of minutes) minutes of small group interventions in Tier III with trained personnel. The RTI program, along with your child's effort, has helped to show improved math progress. At this time, your child will no longer need the additional Tier III intervention. In order to maintain your child's progress, they will continue to receive an additional (insert number of minutes) minutes of Tier II small group interventions along with direct math instruction through his/her regular classroom. Your child's progress will continue to be monitored. Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

We encourage you, as the parent or guardian, to ask your child to share his/her math work with you regularly. Be sure to encourage your child to do his/her best and let them know you believe in his or her ability to improve. If you have questions or would like more information, please contact your child's teacher.

Respectfully,

Insert Signature

Insert District/School Contact Information

Insert District or School Name  
Response to Intervention (RTI)  
Progress Monitoring Letter  
K-5 Math

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent,

A letter previously notified you that your student is receiving additional math interventions. During this intervention period, your child has been receiving small group, systematic intervention in math. Your child has had his/her progress monitored every other week using assessments that are specific to the intervention being used. Attached you will find a copy of your child's progress monitoring. All progress monitoring is reported using a graph so that you can see the progress your child is making.

Based on our progress measurements, we believe your child is:

	Making <b>good progress</b> and we plan to discontinue the additional intervention.
	Making <b>good progress</b> and we plan to decrease the amount of additional intervention time being provided.
	Making <b>some progress</b> and we plan to continue the intervention at this time.
	Making <b>limited progress</b> and we plan to consider changes in the intervention that we are providing.
	Making <b>insufficient progress</b> and we plan to change the intervention plan at this time. Further assessment and/or a parent meeting may be necessary.

As the school staff, we are pleased to have this opportunity to provide your child with this needed assistance. If you have additional questions or concerns, please contact your child's teacher.

Respectfully,

Insert Signature

Insert District/School Contact Information

## 6-12 Reading Letters

Insert District or School Name  
Reading/Language Arts 6-12  
Response to Intervention (RTI) Parent Letter  
Tier I to Tier II

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent,

Each semester, every student at (insert school name) is given a universal screening assessment to determine his/her reading abilities. Your child's scores show that he/she is struggling in reading. Along with the universal screening, your child's progress has been monitored every two weeks or more. Although he/she is receiving English/Language Arts instruction daily in Tier I (general classroom instruction), he/she has still not shown enough improvement. Your child will now receive an additional (insert number of minutes) minutes of reading interventions each day. This Tier II intervention will be done in small groups with trained personnel using research based materials. Your child's progress will be monitored every other week. Additional assessments maybe completed in order to inform instruction and intervention. You will receive information on your child's progress. It is our goal to provide the best instruction and materials to help your child succeed.

We encourage you, as the parent or guardian, to encourage your child to read regularly at home, reading a variety of materials. Be sure to encourage your child to do his/her best and let them know you believe in his/her ability to improve. If you have questions or would like more information, please contact your child's teacher.

Respectfully,

Insert Signature

Insert District/School Contact Information

Insert District or School Name  
Reading/Language Arts 6-12  
Response to Intervention (RTI) Parent Letter  
Returning to Tier I

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent,

Each semester, every student at (insert school name) is given a universal screening assessment to determine his or her reading abilities. Your child's scores show that he/she has made some improvement in reading. Along with the universal screening, your child's progress has been monitored every two weeks or more. Your child has been receiving a minimum of (insert number of minutes) minutes of reading instruction in Tier I (general classroom instruction) and an additional (insert number of minutes) minutes of small group interventions in Tier II daily. The RTI program, along with your child's effort, has helped to show improved reading progress. At this time, your child will no longer need the additional Tier II interventions and will receive all reading instruction through his/her regular classroom. Your child's progress will continue to be monitored. It is our goal to provide the best instruction and materials to help your child succeed.

We encourage you, as the parent or guardian, to provide time for your child to read at home, reading a variety of materials. Continue to encourage your child to do his/her best and let them know you believe in his/her ability to improve. If you have questions or would like more information, please contact your child's teacher.

Respectfully,

Insert Signature

Insert District or School Contact Information

Insert District or School Name  
Reading/Language Arts 6-12  
Response to Intervention (RTI) Parent Letter  
Tier II to Tier III

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent,

Each semester, every student is given a universal screening assessment to determine his/her reading abilities. Your child's scores show that he/she continues to struggle with reading. Along with the universal screening, your child's progress has been monitored every two weeks or more. Although your child is receiving (insert number of minutes) minutes of reading instruction daily in Tier I (general classroom instruction), and an additional (insert number of minutes) minutes of small group interventions in Tier II, he/she has still not shown enough improvement. Your child will now be receiving an additional (insert number of minutes) minutes of Tier III interventions in reading each day. This will be a total of (insert number of minutes) additional minutes of reading interventions each day. This Tier III intervention will be done in very small groups with trained personnel using research based materials. Your child's progress will continue to be monitored. Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

We encourage you, as the parent or guardian, to provide opportunities for your child to read at home daily. Be sure to encourage your child to do his/her best and let them know you believe in his/her ability to improve. If you have questions or would like more information please contact your child's teacher.

Respectfully,

Insert Signature

Insert District or School Contact Information

Insert District or School Name  
Reading/Language Arts 6-12  
Response to Intervention (RTI) Parent Letter  
Returning to Tier II

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent,

Each semester, every student is given a universal screening assessment to determine his/her reading abilities. Your child's scores show that he/she has made some improvement in reading. Along with the universal screening, your child's progress has been monitored every two weeks or more. Your child has been receiving (insert number of minutes) minutes of reading instruction daily in Tier I (general classroom instruction), and an additional (insert number of minutes) minutes of small group interventions in Tier III with trained personnel. The RTI program, along with your child's effort, has helped to show improved reading progress. At this time, your child will no longer need the additional Tier III interventions. In order to maintain your child's progress, they will still receive an additional (insert number of minutes) minutes in Tier II interventions along with direct reading instruction through his/her regular classroom. Your child's progress will continue to be monitored. Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

We encourage you, as the parent or guardian, to ask your child to share his/her math work with you regularly. Be sure to encourage your child to do his/her best and let them know you believe in his/her ability to improve. If you have questions or would like more information, please contact your child's teacher.

Respectfully,

Insert Signatures

Insert District or School Contact Information

Insert District or School Name  
Reading/Language Arts 6-12  
Response to Intervention (RTI)  
Progress Monitoring Letter

Dear Parent,

A letter previously notified you that your student is receiving additional reading interventions. During this intervention period, your child has been receiving small group, systematic intervention in reading. Your child has had his/her progress monitored every other week using assessments that are specific to the intervention being used. Attached you will find a copy of your child's progress monitoring. All progress monitoring is reported using a graph so that you can see the progress your child is making.

Based on our progress measurements, we believe your child is:

	Making <b>good progress</b> and we plan to discontinue the additional intervention.
	Making <b>good progress</b> and we plan to decrease the amount of additional intervention time being provided.
	Making <b>some progress</b> and we plan to continue the intervention at this time.
	Making <b>limited progress</b> and we plan to consider changes in the intervention that we are providing.
	Making <b>insufficient progress</b> and we plan to change the intervention plan at this time. Further assessment and/or a parent meeting may be necessary.

Middle School/High School students who struggle in any subject area may become discouraged. We will continue to encourage your child to be at school every day, give his/her best effort and ask questions when he/she does not understand. Please continue to do the same at home. Your belief in your child's ability to improve is of great importance to him/her.

As the school staff, we are pleased to have this opportunity to provide your child with this needed assistance. If you have additional questions or concerns, please contact your child's teacher.

Respectfully,

Insert Signature

Insert District or School Contact Information

## 6-12 Math Letters

Insert District or School Name  
Math 6-12  
Response to Intervention (RTI) Parent Letter  
Tier I to Tier II

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent,

Each semester, every student at (insert school name) is given a universal screening assessment to determine his/her math abilities. Your child's scores show that he/she is struggling in math. Along with the universal screening, your child's progress has been monitored every two weeks or more. Although he/she is receiving math instruction daily in Tier I (general classroom instruction), he/she has still not shown enough improvement. Your child will now receive an additional (insert number of minutes) minutes of math interventions each day. This Tier II intervention will be done in small groups with trained personnel using research based materials. Your child's progress will be monitored every other week. Additional assessments maybe completed in order to inform instruction and intervention. You will receive information on your child's progress. It is our goal to provide the best instruction and materials to help your child succeed.

We encourage you, as the parent or guardian, to ask your child to share his/her math work with you regularly. Be sure to encourage your child to do his/her best and let them know you believe in his/her ability to improve. If you have questions or would like more information, please contact your child's teacher.

Respectfully,

Insert Signature

Insert District/School Contact Information

Insert District or School Name  
Math 6-12  
Response to Intervention (RTI) Parent Letter  
Returning to Tier I

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent,

Each semester, every student at (insert school name) is given a universal screening assessment to determine his or her math abilities. Your child's scores show that he/she has made some improvement in math. Along with the universal screening, your child's progress has been monitored every two weeks or more. Your child has been receiving a minimum of (insert number of minutes) minutes of math instruction in Tier I (general classroom instruction), and an additional (insert number of minutes) minutes of small group interventions in Tier II daily. The RTI program, along with your child's effort, has helped to show improved math progress. At this time, your child will no longer need the additional Tier II interventions and will receive all reading instruction through his/her regular classroom. Your child's progress will continue to be monitored. It is our goal to provide the best instruction and materials to help your child succeed.

We encourage you, as the parent or guardian, to ask your child to share his/her math work with you regularly. Be sure to encourage your child to do his/her best and let them know you believe in his/her ability to improve. If you have questions or would like more information, please contact your child's teacher.

Respectfully,

Insert Signature

Insert District or School Contact Information

Insert District or School Name  
Math 6-12  
Response to Intervention (RTI) Parent Letter  
Tier II to Tier III

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent,

Each semester, every student is given a universal screening assessment to determine his/her math abilities. Your child's scores show that he/she continues to struggle with math. Along with the universal screening, your child's progress has been monitored every two weeks or more. Although your child is receiving (insert number of minutes) minutes of math instruction daily in Tier I (general classroom instruction), and an additional (insert number of minutes) minutes of small group interventions in Tier II, he/she has still not shown enough improvement. Your child will now be receiving an additional (insert number of minutes) minutes of Tier III interventions in math each day. This will be a total of (insert number of minutes) additional minutes of math interventions each day. This Tier III intervention will be done in very small groups with trained personnel using research based materials. Your child's progress will continue to be monitored. Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

We encourage you, as the parent or guardian, to ask your child to share his/her math work with you regularly. Be sure to encourage your child to do his/her best and let them know you believe in his/her ability to improve. If you have questions or would like more information please contact your child's teacher.

Respectfully,

Insert Signature

Insert District or School Contact Information

Insert District or School Name  
Math 6-12  
Response to Intervention (RTI) Parent Letter  
Returning to Tier II

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent,

Each semester, every student is given a universal screening assessment to determine his/her math abilities. Your child's scores show that he/she has made some improvement in math. Along with the universal screening, your child's progress has been monitored every two weeks or more. Your child has been receiving (insert number of minutes) minutes of math instruction daily in Tier I (general classroom instruction), and an additional (insert number of minutes) minutes of small group interventions in Tier III with trained personnel. The RTI program, along with your child's effort, has helped to show improved math progress. At this time, your child will no longer need the additional Tier III interventions. In order to maintain your child's progress, they will still receive an additional (insert number of minutes) minutes in Tier II interventions along with direct reading instruction through his/her regular classroom. Your child's progress will continue to be monitored. Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

We encourage you, as the parent or guardian, to ask your child to share his/her math work with you regularly. Be sure to encourage your child to do his/her best and let them know you believe in his/her ability to improve. If you have questions or would like more information, please contact your child's teacher.

Respectfully,

Insert Signatures

Insert District or School Contact Information

Insert District or School Name  
Math 6-12  
Response to Intervention (RTI)  
Progress Monitoring Letter

Dear Parent,

A letter previously notified you that your student is receiving additional math interventions. During this intervention period, your child has been receiving small group, systematic intervention in math. Your child has had his/her progress monitored every other week using assessments that are specific to the intervention being used. Attached you will find a copy of your child's progress monitoring. All progress monitoring is reported using a graph so that you can see the progress your child is making.

Based on our progress measurements, we believe your child is:

	Making <b>good progress</b> and we plan to discontinue the additional intervention.
	Making <b>good progress</b> and we plan to decrease the amount of additional intervention time being provided.
	Making <b>some progress</b> and we plan to continue the intervention at this time.
	Making <b>limited progress</b> and we plan to consider changes in the intervention that we are providing.
	Making <b>insufficient progress</b> and we plan to change the intervention plan at this time. Further assessment and/or a parent meeting may be necessary.

Middle School/High School students who struggle in any subject area may become discouraged. We will continue to encourage your child to be at school every day, give his/her best effort and ask questions when he/she does not understand. Please continue to do the same at home. Your belief in your child's ability to improve is of great importance to him/her.

As the school staff, we are pleased to have this opportunity to provide your child with this needed assistance. If you have additional questions or concerns, please contact your child's teacher.

Respectfully,

Insert Signature

Insert District or School Contact Information

## Miscellaneous Communication

### Parent Contact Log

Type	Date/Time	Parent/Student	Phone/Email
Notes:			

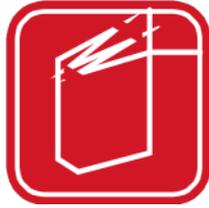
Type	Date/Time	Parent/Student	Phone/Email
Notes:			

Type	Date/Time	Parent/Student	Phone/Email
Notes:			

Type	Date/Time	Parent/Student	Phone/Email
Notes:			

Type	Date/Time	Parent/Student	Phone/Email
Notes:			

**Parent Brochure**  
**Insert School District Name**  
**A Family Guide to Response to Instruction and Intervention**  
**(RTI<sup>2</sup>)**  
**2013-2014**



**Insert Director's Name**  
**Director of Schools**

**Insert Address**  
**Insert Phone**  
**Insert Web Address**

Insert Your School District is committed to helping all children succeed. We have many ways to help children who are struggling to learn and who need additional supports to be successful. Response to Instruction and Intervention (RTI<sup>2</sup>) is one form of support.

**What is RTI<sup>2</sup>?**

A multi-tiered delivery system that uses a data-driven problem-solving model to identify specific student need and match appropriate instructional strategies.

**What does the RTI<sup>2</sup> Framework look like?**

The RTI<sup>2</sup> Framework has three tiers. Each tier provides differing levels of support.

- In Tier I, all students receive research-based, high quality, general education instruction that incorporates ongoing universal screening and ongoing assessment to inform instruction.
- In Tier II, intervention is implemented when assessment indicates that a student is not making adequate gains from Tier I instruction alone. In addition to Tier I instruction, students are provided small group interventions designed to meet their specific needs. These students are progress monitored weekly or every other week using a tool that is sensitive to measuring changes in the student's individual skills.
- In Tier III, more intensive interventions are provided to students who have not made significant progress in Tier II, who are more than 1.5 grade levels behind, or who are below the 10<sup>th</sup> percentile. These students are progress monitored weekly or every other week using a tool that is sensitive to measuring changes in the student's individual skills.

### **What are the key components of the RTI<sup>2</sup> Framework?**

A key component of RTI<sup>2</sup> is that all children receive high quality curriculum and instruction in the general education classroom (Tier I).

Another component of RTI<sup>2</sup> is that the school conducts universal screenings. Universal screenings review the performance and progress of all students through brief assessments. Universal screenings help schools identify students who may need more support or other types of instruction.

As a result of universal screenings, students may be identified as needing targeted intervention (Tier II) in addition to the high quality instruction they are receiving in Tier I. Research based interventions are used to support students in the area(s) in which they are struggling. Research based interventions are teaching strategies or methods that have been proven effective in helping children learn.

Another key component of RTI<sup>2</sup> is progress monitoring. Progress monitoring is a way for teachers to take a snapshot of how children are doing on a specific skill. It shows how well the intervention is working. It includes formal and informal assessments. Progress monitoring helps determine whether an intervention is successful or needs to be changed. This information is shared with parents on a regular basis.

When progress monitoring indicates that the intervention is no longer needed, the child continues to receive support from the general education curriculum (Tier I). When progress monitoring shows that a child is not responding to the intervention, another approach or intervention may be tried. If a higher level of support is needed, students may be given more intense intervention that further focuses on the supporting skills they need to be successful learners (Tier III). Students who do not respond to Tier III interventions may be referred for special education.

### **What if I think my child needs special education?**

If at any time parents become concerned that their child needs special education, they should contact their child's teacher or administrator. Other forms of evaluation, in addition to information gathered through the RTI<sup>2</sup> framework, are needed to determine if a student is eligible for special education services. In order for these evaluations to be conducted, a parent's written consent is required.

### **Here are a few ways parents can support what their child is doing in school:**

- Make reading an everyday habit at home
- Communicate with your child's teacher
- Monitor and assist with homework assignments
- Review progress monitoring data
- Share your child's successes
- Learn more about the curricula and interventions being used in your child's school
- Attend parent/teacher conferences and other school meetings about your child

Talk to your child's teacher or principal for more information about how RTI<sup>2</sup> is being implemented in your child's school.

**For more information, please contact:**

**Insert contact information here**

**Adapted from: A Parent Advocacy Brief written by the National Center for Learning Disabilities (NCLD)**

## 1.7 Procedures for English Language Learners

LEAs will administer universal screeners for **English Language Learners** (ELLs). Thoughtful consideration will be made for how ELLs will participate in tiered interventions. ESL teachers will be part of the school level RTI<sup>2</sup> team if an ELL is being discussed.

**ALL** students need to go through the universal screeners in English. Universal screeners are grade specific. When an ELL student scores below the 25<sup>th</sup> percentile on the universal screener, a survey level assessment should be completed. This will identify the specific area of deficit.

**ALL** ELLs should also be given the English Language Proficiency Assessment. At initial enrollment any student identified as speaking a language other than English will be screened with an ESL screener. Any student who is found to be an emergent language learner (not scoring as fluent) on the English Language Proficiency Assessment will receive ESL services. According to SBE policy 3.207, if a child's parent or guardian selects any answer besides English on the Home Language Survey, that student will be screened with the English Language Proficiency Assessment.

**ALL** students need Tier I instruction for ELA and Mathematics using the **Common Core State Standards**. **Scaffolds** and **differentiation** in Tier I can be provided for ELLs and can be supported with collaboration from ESL teachers. It is an LEA's decision on how best to provide instruction to ELLs.

If students fall below the 25<sup>th</sup> percentile on the universal screener and they have not acquired Intermediate Fluency based on the English Language Proficiency Assessment, then ELLs will receive research-based and rigorous ESL services.

If students fall below the 25<sup>th</sup> percentile on the universal screener and they have acquired Intermediate Fluency based on the English Language Proficiency Assessment, then ELLs will receive RTI<sup>2</sup> interventions in their specific area of need following the guidelines put forth in the RTI<sup>2</sup> manual. Fluent language learners can access the language of academic interventions and can benefit from the intervention. ELLs may take longer to respond to intervention given their limited English Language proficiency.

An ESL teacher will be part of the school level RTI<sup>2</sup> team when an ELL is being placed in or moved out of an intervention. Progress monitoring data should be presented and an ESL teacher should be present when discussing the need for a parent meeting. English Language Proficiency Assessment scores, proficiency in native language, and multiple sources of data regarding their language acquisition and progress should be discussed. School teams would want to compare student data with peers that have similar circumstances.

The following scenarios provide LEAs with samples of the decision making process when considering the best placement for **English Language Learners**.

**Scenario #1:**

An ELL enters school and needs an English Language Proficiency Assessment. The English Language Proficiency Assessment shows that this student is an emergent language learner. This student also takes the universal screener and falls below the 25<sup>th</sup> percentile according to national norms. This student would receive Tier I instruction in ELA and Mathematics in Tier I. Because the student is an emergent language learner, he/she must receive ESL services for 60 minutes daily from an ESL teacher in addition to Tier I instruction. These ESL services would provide the needed intervention for this student. ESL services should be specific to the area of language acquisition deficit. The student should be progress monitored in this area.

**Scenario #2:**

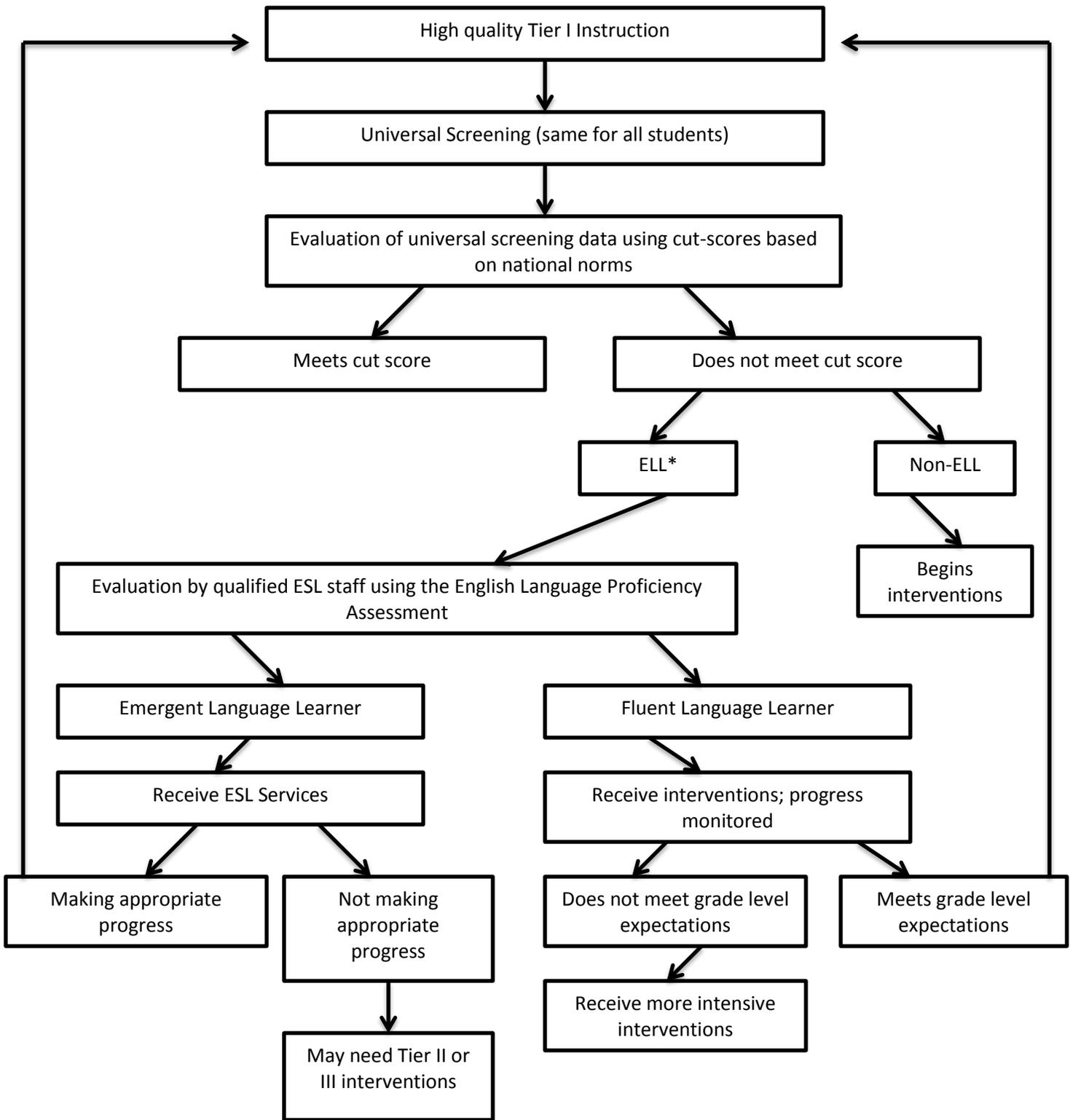
An ELL enters school and needs an English Language Proficiency Assessment. The English Language Proficiency Assessment shows that this student is a proficient language learner. This student also takes the universal screener and falls below the 25<sup>th</sup> percentile according to national norms. This student would receive Tier I instruction in ELA and Mathematics in Tier I. Because the student is a proficient language learner, he/she does not have to receive ESL services. Because the student is below the 25<sup>th</sup> percentile on the universal screening, he/she should begin interventions in the specific area of need.

**Scenario #3:**

An ELL enters school and needs an English Language Proficiency Assessment. The English Language Proficiency Assessment shows that this student is a proficient language learner. This student also takes the universal screener and is above the 25<sup>th</sup> percentile according to national norms. Because the student is a proficient language learner, he/she does not have to receive ESL services. Because the student is above the 25<sup>th</sup> percentile on the universal screening, he/she does not require interventions.

The flow chart on the next page further exemplifies the decision making process.

**Decision Making Process for ELLs Regarding Reading Instruction and Intervention**



\*According to SBE policy 3.207, if a child’s parent or guardian selects any answer besides English on the Home Language Survey, that student will be screened with the English Language Proficiency Assessment.

## Assessing for a Disability: Language Difference or Disability?

To determine whether a student with limited proficiency in English has a disability, differentiating a disability from a cultural or language difference is crucial. In order to conclude that a student with limited English proficiency has a specific disability, the assessor must rule out the effects of different factors that may simulate language disabilities.

No matter how proficient a student is in his or her primary or home language, if cognitively challenging native language instruction has not been continued, a regression in primary or home language abilities is likely to have occurred. According to Rice and Ortiz (1994), students may exhibit a decrease in primary language proficiency through:

- Inability to understand and express academic concepts due to the lack of academic instruction in the primary language,
- Simplification of complex grammatical constructions,
- Replacement of grammatical forms and word meanings in the primary language by those in English, and
- The convergence of separate forms or meanings in the primary language and English.

These language differences may result in a referral to Special Education because they do not fit the standard for either language even though they are not the result of a disability. The assessor also must keep in mind that the loss of primary or home language competency impacts the student's communicative development in English.

The student's competence in his or her primary or home language may be interfering with the correct use of English. Culturally and linguistically diverse students in the process of acquiring English often use word order common to their primary or home language (e.g., noun-adjective instead of adjective-noun). This is a natural occurrence in the process of second language acquisition and not a disability. Furthermore, students may "codeswitch" using words and/or patterns modeled in their homes or communities. While often misinterpreted as evidence of poorly developed language competence, the ability to codeswitch is common among competent, fluent bilingual speakers and may not necessarily indicate the presence of a disability.

Experience shows that students learn a second language in much the same way as they learned their first language. Starting from a silent or receptive stage, if the student is provided with comprehensible input and opportunities to use the new language, s/he will advance to more complex stages of language use. Cummins (1984) suggests that it takes a student, on average, one to two years to acquire basic interpersonal communicative skills (BICS)—the level of language needed for basic face-to-face conversation. This level of language use is not cognitively demanding and is highly context-embedded. On the other hand, cognitive academic language proficiency (CALP), the level of language needed for complex, cognitive tasks, usually takes on average five to seven years or more to acquire. This level of language functioning is needed to be successful in an English classroom where language is context-reduced and cognitively more challenging. If a student appears to be "stuck" in an early language development stage, this may indicate a processing problem and further investigation is warranted. However, one must be careful not to mistake the "silent period" of comprehensible input but limited input as a language disability (Krashen, 1998).

In addition to understanding the second language learning process and the impact that first language competence and proficiency has on the second language, the assessor must be aware of the type of alternative language program that the student is receiving.

Questions should be considered such as:

- Has the effectiveness of the English instruction been documented?
- Was instruction delivered using the second-language teacher or was it received in the general education classroom?
- Is the program meeting the student's language development needs?
- Does the student have an opportunity to practice or use English outside the school setting?

### **Considerations Prior to a Referral to Special Education**

The following questions should be documented when an ELL is struggling in school:

- Is there evidence that the student is currently receiving appropriate ESL services?
- Have English language proficiency tests been administered and what are the results?
- Was the ESL instruction evidence based and how effective was the instruction?
- Is there evidence that the general education curriculum is being appropriately accommodated for ELLs?
- Are appropriate accommodations and modifications within the general education classroom being provided that address the specific cultural/language needs of the ELL?
- Is there evidence that the identified problem has been systematically addressed in the general education classroom?
- Has the student made adequate progress through the interventions and accommodations that have been provided?
- Is there evidence that the student's behavior is significantly different from grade level peers? Are we sure that this is not due to frustration over the target language?
- Has the student been observed in multiple settings to compare his/her behavior to grade level peers.
- Have parents been interviewed in their native language in a comfortable setting to determine behaviors at home? Is the home behavior appropriate in the student's culture? Is the behavior appropriate for a typical classroom?

### Developmental Stages in the Acquisition of a Second Language

Developmental Stage	Characteristics
<u>Silent/Receptive</u>  Basic Interpersonal Communication Skills (BICS)	<ul style="list-style-type: none"> <li>• Hesitant, often confused and unsure</li> <li>• Limited comprehension that is indicated nonverbally through gestures and actions</li> <li>• Student begins to associate sound and meaning in the new language</li> <li>• Student begins to develop listening skills</li> </ul>
<u>Early Production</u>  Basic Interpersonal Communication Skills (BICS)	<ul style="list-style-type: none"> <li>• Yes/no responses</li> <li>• One word verbal responses advancing to groupings of two or three words</li> <li>• Focus is on key words and contextual clues</li> <li>• Improving comprehension skills</li> <li>• Relates words to environment</li> </ul>
<u>Speech Emergence</u>  Basic Interpersonal Communication Skills (BICS)	<ul style="list-style-type: none"> <li>• Transition from short phrases to simple sentences</li> <li>• Errors of omission and in grammar</li> <li>• Continuing mispronunciations</li> </ul>
<u>Intermediate Fluency</u>  Basic Interpersonal Communication Skills (BICS)	<ul style="list-style-type: none"> <li>• Transition to more complex sentences</li> <li>• Students engage in conversation and produce connected vocabulary</li> <li>• Errors more common as student uses language for more purposes</li> <li>• Grammar not firmly acquired</li> <li>• Extensive vocabulary development</li> </ul>
<u>Advanced Fluency</u>  Basic Interpersonal Communication Skills (BICS) transitioning to Cognitive Academic Language Proficiency (CALP)	<ul style="list-style-type: none"> <li>• Student can interact extensively with native speakers</li> <li>• Student has higher levels of comprehension, though not advanced enough for cognitively challenging academic tasks</li> <li>• Few errors in grammar</li> </ul>

(Adapted from Project Talk: A Title VI Academic Excellence Program, Aurora Public Schools, Colorado)

Component 2:  
Tier I Procedures

## 2.4 Data-based Decision Making Procedures

In this component, the process of **data-based decision making** is explored. **Data-based decision making** is the process of using appropriate data collected to inform and drive each instructional decision. Cut scores must be established based on universal screening. These cut scores should be based on national norms, at a minimum, and identify students who are at-risk. As a guideline, students below the 25<sup>th</sup> percentile would be considered “at-risk”. Students who exceed grade level expectations should be considered advanced.

LEAs should explain what decisions will be made for instruction and interventions based on the results of the data. In this component, scenarios are used to explain how this process may look at a typical school. The scenarios in this component will also be revisited in future components to show how the RTI<sup>2</sup> problem solving model develops over time for various students.

An outline of the beginning of the year RTI Support Team meeting is included, as well as a narrative to describe the meeting at various grade levels.

It is important to document the conversations and decisions made at the RTI<sup>2</sup> school level meetings. This ensures that there is consensus on the interpretation of the data and that there is a clear understanding of the actions to be taken following the meeting. Examples of documents to be used for this purpose are also included.

### Table of Contents:

RTI<sup>2</sup> Data-based Decision Making Chart (Tier I)

Outline of School level RTI<sup>2</sup> Support Team meeting-Example 1

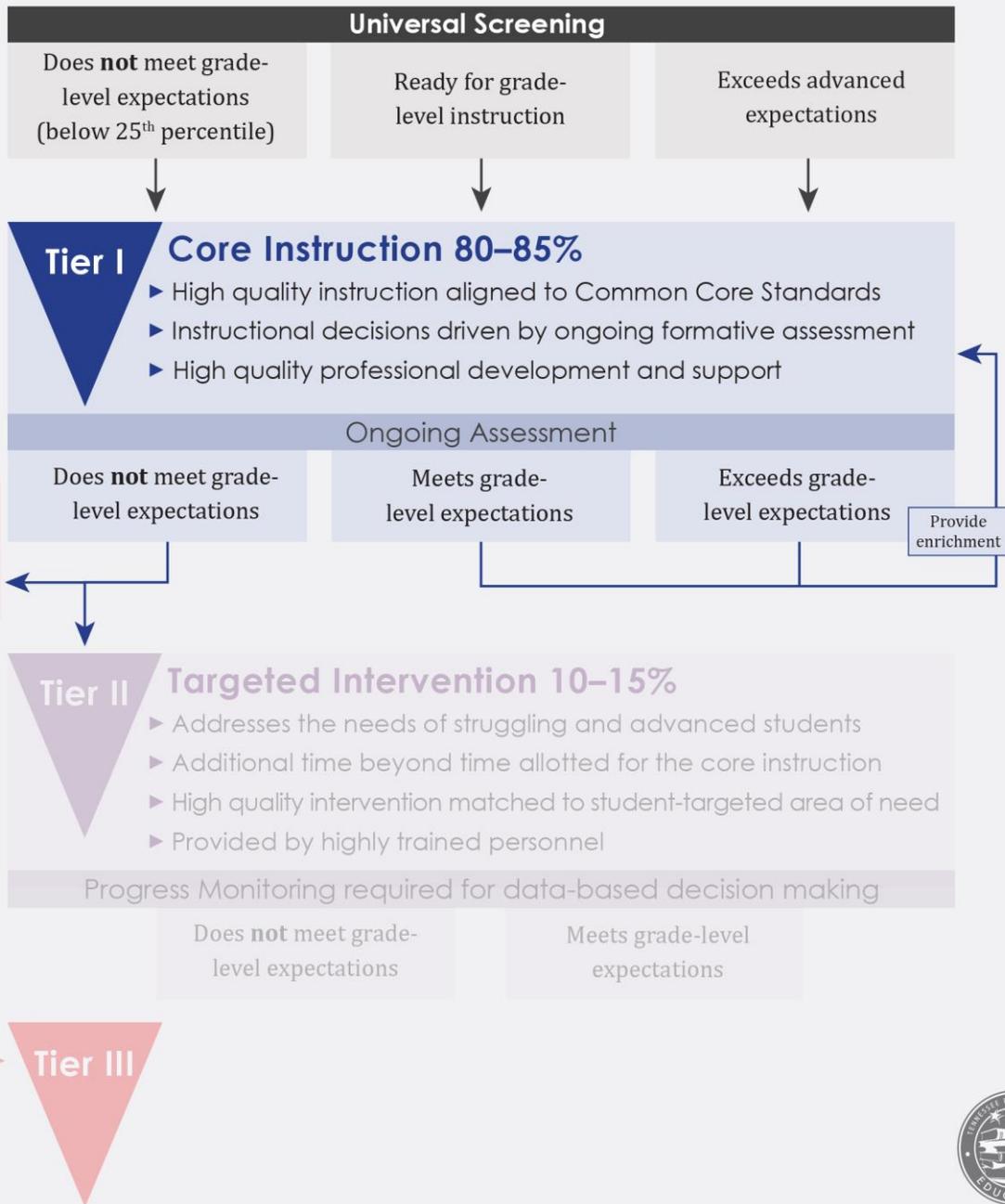
Scenarios

- 2<sup>nd</sup> Grade Reading
- 3<sup>rd</sup> Grader requiring both reading and math intervention
- 3<sup>rd</sup> Grade Math
- 5<sup>th</sup> Grade Reading
- 6<sup>th</sup> Grade Reading (Middle School Example)

RTI<sup>2</sup> Team Notes/Student Intervention Plan-Example 2

Tier II Decision Tree-Example 3

# RTI<sup>2</sup> Decision-Making Process Tier I



### Outline of School Level RTI<sup>2</sup> Team Meeting

- Designated chair facilitates the meeting
- Principal or designee provides overview of universal screening data
  - Identify students who score BELOW the 25<sup>th</sup> percentile (Tier II)
    - School percentage of students
    - Grade level percentage of students
    - Individual teacher – percentage of students
  - Identify students who score BELOW the 10<sup>th</sup> percentile (Tier III)
    - School percentage of students
    - Grade level percentage of students
    - Individual teacher – percentage of students
- Determine which students will receive Tier II and Tier III interventions
- Determine who will provide intervention
  - Who will progress monitor?
  - Who will enter progress monitoring data?
  - Who will set goals for each student, and when will that happen?
- Determine which interventions will be implemented (according to skill deficit)
- Review process for documenting intervention (data, attendance etc.)
- Review procedure for contacting parents of students identified for Tier II or Tier III
- Determine procedure for monitoring fidelity of implementation

#### Reflective questions:

- Which grade levels are meeting the needs of 80-85 percent of students in Tier I?
- Which grade levels have a disproportionate percentage of students scoring below the 25<sup>th</sup> percentile?
  - Consider developing a specific plan to strengthen Tier I in those grade levels.

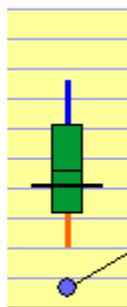
#### Follow-up procedures:

- Instructional coach –meet with grade level teams
  - Determine who will provide intervention
  - Group students according to skill deficit

### 3<sup>rd</sup> grader requiring both Reading and Math Intervention

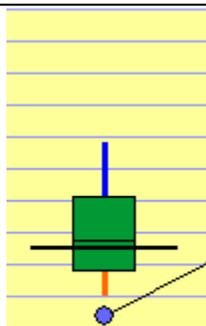
Ms. Myers recently had a student enroll in her class who had previously been homeschooled. Although Rebecca had been receiving instruction through her home school umbrella, the curriculum was not aligned with that of ABC Elementary School and Rebecca was significantly behind that of her peers in all academic areas. Below is a graph showing Rebecca's performance on the fall benchmark assessments:

Reading CBM Data



3F  
R-CBM

Math COMP Data



3F  
M-COM

The team reviewed Rebecca's data and determined that she required intensive intervention in both reading and math. The literacy coach performed a survey level assessment and determined that Rebecca still lacked the foundational phonics skills required for successful reading achievement. The team therefore developed an intervention plan that afforded Rebecca the ability to receive her entire core reading and math instruction plus intensive Tier III reading and math intervention. Until Rebecca was able to read on grade level, the team determined that she would benefit more from reading intervention than Science and Social Studies instruction. Therefore, Rebecca's schedule reflected that she would receive reading intervention three days a week and math intervention two days a week. Thirty minutes of this intervention would fall during the class's intervention block and 30 minutes would overlap with the class's science and social studies block. Ms. Myers will begin progress-monitoring Rebecca in both reading fluency and math computation to make sure that she is responding to the prescribed interventions. Mr. Edwards, the School Psychologist, schedules a time to meet with Ms. Myers to help her set goals for each measure. Finally, Ms. Myers receives intervention logs and parent letters to document her intervention sessions.

## 2<sup>nd</sup> Grade Reading Scenario

Ms. Anderson, a 2<sup>nd</sup> grade general education teacher, and the other 2<sup>nd</sup> grade teachers at ABC Elementary have gathered in the conference room for their first RTI Support Team meeting of the year. Their principal, Dr. Roberts, begins by revisiting the school-wide data from the previous year (Fall, Winter, and Spring universal screening data, district benchmark assessment data, end-of-year/high-stakes test data). She then provides an overview of the school's fall universal screening data by grade level. The team is happy that the data has improved from the previous year, and that 85 percent of the students in the 2<sup>nd</sup> grade are meeting grade-level expectations according to the universal screening data. After the data overview, Mr. Edwards, the School Psychologist, leads the teachers through a discussion of the fall universal screening data. Each teacher has identified the students in his or her classroom who are below the 25<sup>th</sup> percentile. Ms. Anderson has determined that out of the twenty students in her class, five are below the 25<sup>th</sup> percentile on the oral reading fluency measure. Here is a snapshot of their data:

<b>Student</b>	<b>Fall R-CBM</b>	<b>Winter R-CBM</b>	<b>Spring R-CBM</b>
Brittany	54		
Michael	51		
Tamara	50		
Justin	47		
Cole	42		

Next, the team discusses each of the students who fell below the 25<sup>th</sup> percentile on the universal screener. Ms. Anderson shares additional data and information about her five students, including attendance information and current classroom performance data.

The team develops a Student Intervention Plan for each of the students who will be receiving intervention. Ms. Anderson will provide the Tier II intervention using research-based materials available online. Mrs. Adams, the school reading coach, recently provided training to all the teachers who will be using the materials. She will also be conducting periodic fidelity checks to ensure that the teachers are using the materials properly.

Ms. Anderson will also be progress-monitoring the students to make sure that they are responding to the prescribed interventions. Mr. Edwards, the School Psychologist, schedules a time to meet with Ms. Anderson to set goals for each of her five intervention students. Finally, intervention logs and parent contact letters are distributed to each teacher.

### 3<sup>rd</sup> Grade Math Scenario

Mrs. Lopez is a 3<sup>rd</sup> grade general education teacher at ABC Elementary. She and the other 3<sup>rd</sup> grade teachers have assembled in the conference room for their first RTI Support Team meeting. After the team completes the reading portion of the meeting, they begin their discussion about math. The principal, Dr. Roberts, begins by providing an overview of the school and grade level high-stakes test data from the previous year. She then shows them the results of the fall universal screening data. This is the first year they have used a universal screener in math, and the team is very eager to see the results.

After the data overview, the teachers share the names of the students in their class who scored below the 25<sup>th</sup> percentile on the universal screener. Mrs. Lopez has identified four students in her class who meet the criteria for Tier II intervention. Here is a snapshot of their data:

<b>Student</b>	<b>Fall M-Comp</b>	<b>Fall M-Cap</b>	<b>Winter M-Comp</b>	<b>Winter M-Cap</b>	<b>Spring M-Comp</b>	<b>Spring M-Cap</b>
Abby	20	6				
Kimbra	20	6				
Malik	18	4				
John	15	4				

Next, the team discusses each of the students who fell below the 25<sup>th</sup> percentile on the universal screener. Mrs. Lopez shares additional data and information about her five students, including attendance information and current classroom performance data.

The team develops a Student Intervention Plan (see below) for each of the students who will be receiving intervention. Mrs. Lopez will provide the Tier II intervention using resources that come with the school's math program. Ms. Phelps, the school math coach, recently provided training to all the teachers who will be using the materials. She will also be conducting periodic fidelity checks to ensure that the teachers are using the materials properly.

Mrs. Lopez will also be progress-monitoring the students to make sure that they are responding to the prescribed interventions. Mr. Edwards, the School Psychologist, schedules a time to meet with Mrs. Lopez to set goals for each of her four intervention students. Finally, intervention logs and parent contact letters are distributed to each teacher.

## 5<sup>th</sup> Grade Reading Scenario

ABC Elementary, a K-5 school, has spent the summer analyzing their data. The school leadership team looked at the previous year's universal screening, grade level common assessment, and TCAP data. The school realizes that it has a very high number of struggling readers in 5<sup>th</sup> grade. Based on the data, the school leadership team decides they need both a long-term and a short-term plan. They are planning to strengthen the core instruction (Tier I), which the team feels will improve student achievement over time. The grade level teams were also asked to develop a schedule to provide Tier II and Tier III interventions to their students.

At the first School Level RTI Support Team meeting, the 5<sup>th</sup> grade team realizes that roughly half of the 100 students in 5<sup>th</sup> grade struggle in reading. Approximately 20 students are in need of Tier II services (below the 25<sup>th</sup> percentile on the universal screener, basic or below basic on TCAP), and approximately 30 students need Tier III services (below the 10<sup>th</sup> percentile on the universal screener, basic or below basic on TCAP, or had not responded to previous Tier II intervention). There are also several students who scored basic or below basic on TCAP, but did not score below the 25<sup>th</sup> percentile on the universal screener.

The team decides to put their Tier II intervention time (2:00-2:30) right before their social studies time (2:30-3:00). The teachers decide that Mrs. Smith will teach Tier III intervention from 2:00-3:00, along with a special education teacher. These two teachers will use a research-based intervention program that focuses heavily on word attack skills, since the diagnostic data on these students indicates this is their area of need. Instructional aides will also help during the small group time of the intervention instruction in both of these classes. Mrs. Smith's students who do not need Tier III intervention will be divided among the other 5<sup>th</sup> grade teachers (Mr. Heath, Ms. Abbott, and Mrs. Allison). These teachers will provide Tier II instruction from 2:00-2:30, while the other students in the room participate in trade book discussion groups or independent reading. Their interventions will focus on fluency instruction, since this is the area of need for these students. Those teachers will also teach social studies from 2:30-3:00.

Finally, the team decides that students who do not require Tier II or Tier III intervention according to the universal screening data, but are basic or below basic on TCAP will be given universal interventions during Tier I instruction that focus on fluency (if they were between the 25<sup>th</sup> and 50<sup>th</sup> percentile on the universal screener) and comprehension. The teachers will also use an item analysis of the district benchmark tests to determine if students need remediation on specific standards. The chart on the following page is an outline of the plan they organized to support Tier II instruction.

**ABC Elementary School 5<sup>th</sup> Grade Intervention Plan**

Mrs. Smith	2:00-3:00 Combined Tier II and Tier III Intervention	15 students: Will use an intervention program that requires 50-60 minutes of daily intervention. Classroom teacher will provide whole group portion of intervention. Classroom teacher and 2 instructional aides will provide small group portion of intervention.
Special Education Teacher, Mr. Alito	2:00-3:00 Combined Tier II and Tier III Intervention	15 students: Will use an intervention program that requires 50-60 minutes of daily intervention. Special education teacher will provide whole group portion of intervention; special education teacher and 2 instructional aides will provide small group portion of intervention.
Mr. Heath	2:00-2:30 Tier II Intervention 2:30-3:00 Social Studies	6 students in Tier II intervention- focusing on fluency: Will use <a href="http://www.fcrr.org">www.fcrr.org</a> materials for intervention; Non-Tier II students will participate in book clubs or independent reading during intervention time.
Ms. Abbott	2:00-2:30 Tier II Intervention 2:30-3:00 Social Studies	6 students in Tier II intervention- focusing on decoding of multisyllabic words: Will use intervention materials focusing on multisyllabic decoding; Non-Tier II students will participate in book clubs or independent reading during intervention time

Mrs. Allison	2:00-2:30 Tier II Intervention 2:30-3:00 Social Studies	4 students with fluency issues will work with classroom teacher. 4 students with fluency issues will work with instructional aide; Will use <a href="http://www.fcrr.org">www.fcrr.org</a> materials for intervention; Non-Tier II students will participate in book clubs or independent reading during intervention time.
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## 6<sup>th</sup> Grade Reading Scenario (Middle School)

Mr. Alvarez and the other members of the 6<sup>th</sup> grade team at ABC Middle School are meeting in the library for their first RTI Support Team meeting. This is their first year in RTI implementation, and they are not really sure what to expect. The staff at ABC Middle School did receive some training over the summer, but they are not sure what the process will look like. They have heard good things about RTI from the teachers at their feeder school, ABC Elementary, however, and they are anxious to start the process.

The principal, Mrs. Reeder, begins the meeting by reviewing the data from the previous year. The end-of-the-year high stakes testing data indicates that approximately half of the students in 7<sup>th</sup> grade are not meeting grade level expectations. Other data, such as district benchmark tests and grade level common assessments, support that conclusion.

After the data overview, Mr. Edwards, the School Psychologist who also works at ABC Elementary School, leads the teachers through a discussion of the fall universal screening data. Each homeroom teacher has identified the students in his or her class who fell below the 25<sup>th</sup> percentile on the universal screener. Students who fell below the 25<sup>th</sup> percentile on the universal screener, and/or basic or below basic on the end-of-year assessment (TCAP, PARCC) were given placement tests for two new reading intervention programs. Those students who are a good match for one of the programs will be scheduled into reading intervention classes that will take the place of their study hall. Students who are not a good match for one the programs will receive universal interventions within the Tier I Language Arts class, and will also be invited to after school tutoring.

Mr. Alvarez will teach two classes of intervention this year, in addition to a few classes of English/Language Arts. He recently received training in the new research-based reading intervention program the district purchased for ABC Middle School, which is designed to meet the needs of students who have fluency/comprehension problems. Another teacher will be using an intervention program designed to meet the needs of students with decoding problems. Students in the intervention classes will receive daily, intensive intervention designed to address their area of deficit. Their intervention teacher will also progress monitor the students every other week to be sure they are making adequate progress.

**RTI<sup>2</sup> Team Notes**  
**Student Intervention Plan**

**Student:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **Grade:** \_\_\_\_\_  
**School:** \_\_\_\_\_ **Meeting Date:** \_\_\_\_\_

- Initial Meeting/Intervention Plan                       Follow-Up Meeting/Revised Intervention Plan

**Specific Area of Concern**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Phonological Awareness | <input type="checkbox"/> Phonics            | <input type="checkbox"/> Math Calculation   |
| <input type="checkbox"/> Math Reasoning         | <input type="checkbox"/> High Achievement   | <input type="checkbox"/> Reading Fluency    |
| <input type="checkbox"/> Reading Comprehension  | <input type="checkbox"/> Vocabulary         | <input type="checkbox"/> Attention/Behavior |
| <input type="checkbox"/> Speech/Language        | <input type="checkbox"/> Written Expression |   |

**Data-Based Decision**

- Tier I with on-going assessment in \_\_\_\_\_
- Tier II with required Progress Monitoring in \_\_\_\_\_
- Tier III with required Progress Monitoring in \_\_\_\_\_
- Referral to next level of support with parent/guardian present
- Continue SPED intervention with Progress Monitoring in \_\_\_\_\_

Research Based Intervention to be Used	Skill Area*	Who Does it	How Often	Time/Days
A				
B				
C				

\*Intervention must be linked to skill deficit area

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Team members involved in approving this plan with name and relationship to the student:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Tier II Decision Tree**

*(To be completed by student's teacher or RTI<sup>2</sup> Team prior to movement into Tier II)*

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date of Review: \_\_\_\_\_

<b>Core literacy instruction has been implemented with fidelity</b> <input type="checkbox"/> ≥80% of student needs are met by core instruction	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Differentiated instruction has been provided in a small group within core literacy instruction</b> <input type="checkbox"/> Documentation is attached	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Student has been present for the majority of instructional days</b>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Student has passed vision and hearing screening</b>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Data indicates performance below the 25<sup>th</sup> percentile on universal screening of student achievement compared to national norms</b> <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Comprehension <input type="checkbox"/> Math Calculation <input type="checkbox"/> Math Reasoning <input type="checkbox"/> Written Expression	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
Other _____	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>

\*\* If the Intervention team answered "Yes" to all of the above questions, the student should be placed in Tier II intervention. If the Intervention team answered "No" to any of the questions, that area should be addressed prior to the movement into Tier II.

**Team members involved in approving this plan with name and relationship to the student:**

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## 2.6 Fidelity Monitoring (Tier I)

**Fidelity** is the accuracy or extent that Tier I materials and other curricula are used as intended by the author/publisher. **Fidelity monitoring** is the systematic monitoring by a responsible instructional leader to determine the extent to which the delivery of instruction or an intervention adheres to the protocols or program models originally developed.

**Fidelity monitoring** is not a threat to the formal evaluation process. Rather, it is a way to build a culture of collaboration to ensure that Tier I instruction is taking place with a high level of **fidelity**. The samples provided in this component are only examples of the types of **fidelity monitoring** that can be done for Tier I.

LEAs must have a process for monitoring **fidelity**. This process must include a description of who is responsible for **fidelity monitoring**. Personnel who can do Tier I **fidelity monitoring** may include:

- Principals, administrators or other appointed designees
- Instructional coaches, literacy/numeracy coaches
- RTI Coordinators, fidelity monitors, or fidelity teams

In Tier I, **fidelity** should be monitored at least once a marking period. Examples of **fidelity monitoring** in Tier I may include:

- Observations of teachers during the TEAM (or other evaluation rubric) process
- Review of weekly lesson plans, scope and sequence guides, etc. by an administrator
- Review of teacher-submitted daily schedule to administrator
- School Level RTI<sup>2</sup> support team meetings in which data is reviewed and discussed
- Implementation and alignment of **Common Core State Standards**

### Table of Contents

Sample School RTI<sup>2</sup> Support Team Tier I Fidelity Checklist-Example 1

Sample Tier I Principal Fidelity Checklist-Example 2

Sample Tier I Lesson Plan Checklist-Example 3

Sample Tier I Teacher Behavior Checklist-Example 4

**Sample School RTI<sup>2</sup> Support Team Tier I Fidelity Checklist**

School: \_\_\_\_\_ Year: \_\_\_\_\_

Principal: \_\_\_\_\_

Person(s) Responsible for Tier I Fidelity Monitoring: \_\_\_\_\_

<b>First Nine Weeks</b>	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of Other Fidelity Checks (Attach documentation)
1 <sup>st</sup> Check				

<b>Second Nine Weeks</b>	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of Other Fidelity Checks (Attach documentation)
1 <sup>st</sup> Check				

<b>Third Nine Weeks</b>	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of other Fidelity Checks (Attach documentation)
1 <sup>st</sup> Check				

<b>Fourth Nine Weeks</b>	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of Other Fidelity Checks (Attach documentation)
1 <sup>st</sup> Check				

\*Attach School Team meeting agendas



**Sample Tier I Lesson Plan Checklist**

Example 3
-----------

Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

Course/Unit: \_\_\_\_\_

Lesson Title: \_\_\_\_\_

<b>Lesson Plan Area</b>	<b>YES or NO</b>	<b>Description (if needed)</b>
Summary of the task, challenge, investigation, career-related scenario, problem, or community link		
Reference to Common Core State Standard, state standard, ACT College Readiness Standards and/or State Competencies		
Clear, specific, and measurable objective (not activities)		
Objective in student-friendly terms		
Students show evidence of proficiency through a variety of assessments (formative, summative, performance-based, rubric, formal, informal)		
Assessments are aligned with lesson objective		
Materials are aligned with the lesson objective		
Materials are rigorous and relevant		
Use of activating strategy (motivator/hook)		
Use of an essential question		
Step-by-step procedures/sequence in instruction		
Use of various instructional strategies (discover/explain, direct instruction, modeling expectations "I DO", questioning/encouraging higher order thinking, grouping strategies, differentiated instructional strategies)		
Use of guided and independent practice ("WE DO/YOU DO")		
Closure/Reflection/Wrap-up in lesson (Summarizing, reminding, reflecting, restating, connecting)		
Use of cross-curricular connections		

**Sample Tier I Teacher Behavior Checklist**

Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

Course/Unit: \_\_\_\_\_

Lesson Title: \_\_\_\_\_

<b>Teacher Behavior</b>	<b>Most of the time</b>	<b>Some of the time</b>	<b>Rarely/ None of the time</b>	<b>Not observed or applicable</b>
Uses on-going assessment data to make instructional decisions				
Monitors ongoing student performance and adjusts pacing and support				
States objective so students understand what is expected				
Uses modeling to demonstrate what students need to do				
Checks to make sure students are understanding throughout the lesson				
Checks student work to ensure correctness				
Gives students immediate feedback on work				
Redirects off-task behavior				
Communicates expectations for work and/or assessment				
Practice items are appropriate to task/objective				
Creates a positive and supportive learning environment				

## 2.7 Resources for High Achieving Students within an RTI<sup>2</sup> Framework

Tennessee Department of Education, Division of Special Populations, is committed to providing optimal learning conditions that support academic achievement for all students. When implemented with **fidelity**, an RTI<sup>2</sup> framework has the potential for meeting this commitment through the implementation of a multi-tiered system of support based on scientific evidence. The process also emphasizes the importance of using data to guide instruction, appropriate intervention and practice, parent involvement, and other research-based practices. In the world of gifted education, this refers to implementing and sustaining efforts which ensure our students have access to differentiated curriculum, flexible pacing, cluster grouping, acceleration and other universal interventions available to all students in the regular classroom.

**Differentiated instruction** for gifted learners, **formative assessment**, and attention to affective needs are critical attributes for continuous learning. Response to Instruction and Intervention provides support systems for students with exceptional ability or potential. High achieving students require special provisions because of their strengths and above-grade instructional level or potential.

Rather than remediation-based interventions, high achieving students require strength-based interventions and strength-based programming within tiered instruction. The problem-solving process, which uses data as well as strengths and interests of students to implement appropriate, rigorous and relevant curriculum and instruction are strengths of RTI<sup>2</sup>. Long-term planning and monitoring of students' progress will allow students to learn and grow toward accelerated expectation. The pace of acceleration is based upon individual experiences and needs and may include different forms of acceleration. Using **formative assessment** continually contributes new data so that learning is dynamic and adjustments are made for pace, depth and complexity of the evidence-based practices utilized.

Below is a list of organizations and resources that may be useful in meeting the different needs of learners in a given classroom by modifying curriculum delivery, time, content, process, product and the learning environment. These resources should not be regarded as exhaustive, only some that have been found helpful.

## Organizations and Websites

[Center for Gifted Education at the College of William and Mary](#)

Available online: <http://cfge.wm.edu>

Center for Talent Development

Available online: [www.ctd.northwestern.edu](http://www.ctd.northwestern.edu)

Council for Exceptional Children Gifted and Talented Division (CEC) Arlington, VA

Available online: <http://www.cec.sped.org/Search?q=gifted>

The Critical Thinking Community

Available online: [www.criticalthinking.org](http://www.criticalthinking.org)

Davidson Institute for Talent Development

Available online: [www.davidson-institute.org](http://www.davidson-institute.org)

Duke University Talent Identification Program

Available online: <http://www.tip.duke.edu>

Gifted Child Society

Available online: [www.gifted.org](http://www.gifted.org)

Hoagies' Gifted Education Page

Available online: [www.hoagiesgifted.org](http://www.hoagiesgifted.org)

National Association for Gifted Children (NAGC)

Available online: [www.nagc.org](http://www.nagc.org)

Supporting Emotional Needs of the Gifted

Available online: [www.sengifted.org](http://www.sengifted.org)

Tennessee Association for the Gifted (TAG)

Available online: [www.tag-tenn.org](http://www.tag-tenn.org)

Vanderbilt University Programs for Talented Youth (PTY)

Available online: [www.pty.vanderbilt.edu](http://www.pty.vanderbilt.edu)

Component 3:  
Tier II Procedures

### 3.4 Data-based Decision Making Procedures

Teachers must show knowledge and evidence of setting goals for each child. Expected growth can be determined by using measures provided by or created through the progress-monitoring instrument. It should be related to each specific area of need.

For example, if the student has high error rates in **reading fluency**, additional assessment is completed that includes phonics assessments. If the student has phonics skills deficits, the teacher would intervene first in phonics before addressing fluency. If the student is in third grade, he/she may need measures on first grade fluency **probes** or phonics **probes** to determine an accurate **rate of improvement (ROI)**. This would be determined through **survey-level assessments**.

Teachers must show how students are progressing toward these goals using a **rate of improvement (ROI)** to determine adequate progress. Teachers must use the data from **progress monitoring** to make instructional decisions (see the Rate of Improvement Worksheet below).

A student's **rate of improvement (ROI)** on **progress monitoring** is the number of units of measure (e.g., words read correctly [wrc], correct responses, correct digits) a child has made per week since the beginning of the intervention. To discover this rate, teachers should divide the total number of units gained by the number of weeks that have elapsed. The **rate of improvement (ROI)** is compared to the **rate of improvement** of a typical peer and is one of the factors considered in determining whether a student has made adequate progress. The at-risk student's **rate of improvement** must be greater than the **rate of improvement** of a typical student in order to "close the gap" and return to grade level functioning. Many **intervention materials** and/or **progress monitoring** materials/assessments calculate the **rate of improvement**.

School RTI<sup>2</sup> teams will meet to analyze data, measure the effectiveness of interventions and check student progress toward goals. A plan will be in place for when students are and are not making adequate progress within Tier II. If students are not making adequate progress in Tier II, the intervention may need to be changed. Students should have at least four data points during Tier II interventions before a change is considered. Only one or two variables should be changed at a time to measure effectiveness of the change. A change in intervention will be considered within each tier before moving to the next tier of intervention.

Changes may include:

- Increasing **frequency** of intervention sessions;
- Changing interventions;
- Changing intervention provider; and
- Changing time of day intervention is delivered.

A minimum of 8-10 data points (if **progress monitoring** every other week) OR 10-15 data points (if **progress monitoring** weekly) are required in order to make a data-based decision to change to Tier III. School RTI<sup>2</sup> teams will decide the best placement for students in Tier III. Tier III interventions must be more **intense** than Tier II interventions.

In this component, the scenarios introduced in Component 2.4 are revisited. An outline of a follow-up RTI<sup>2</sup> Support Team meeting is included, as well as narratives to describe the meetings where various decisions are made for students.

Table of Contents:

RTI<sup>2</sup> Data-based Decision-Making Process (Tier II)

Outline of School Level RTI<sup>2</sup> Support Team Meeting-Example 1

Scenarios

- 2<sup>nd</sup> Grade Reading- Student responds to intervention
- 3<sup>rd</sup> Grade Math- Student moves to Tier III
- 5<sup>th</sup> Grade Reading- Student moves to Tier III intervention
- 6<sup>th</sup> Grade Reading (Middle School Example)- Student responds to Tier III intervention

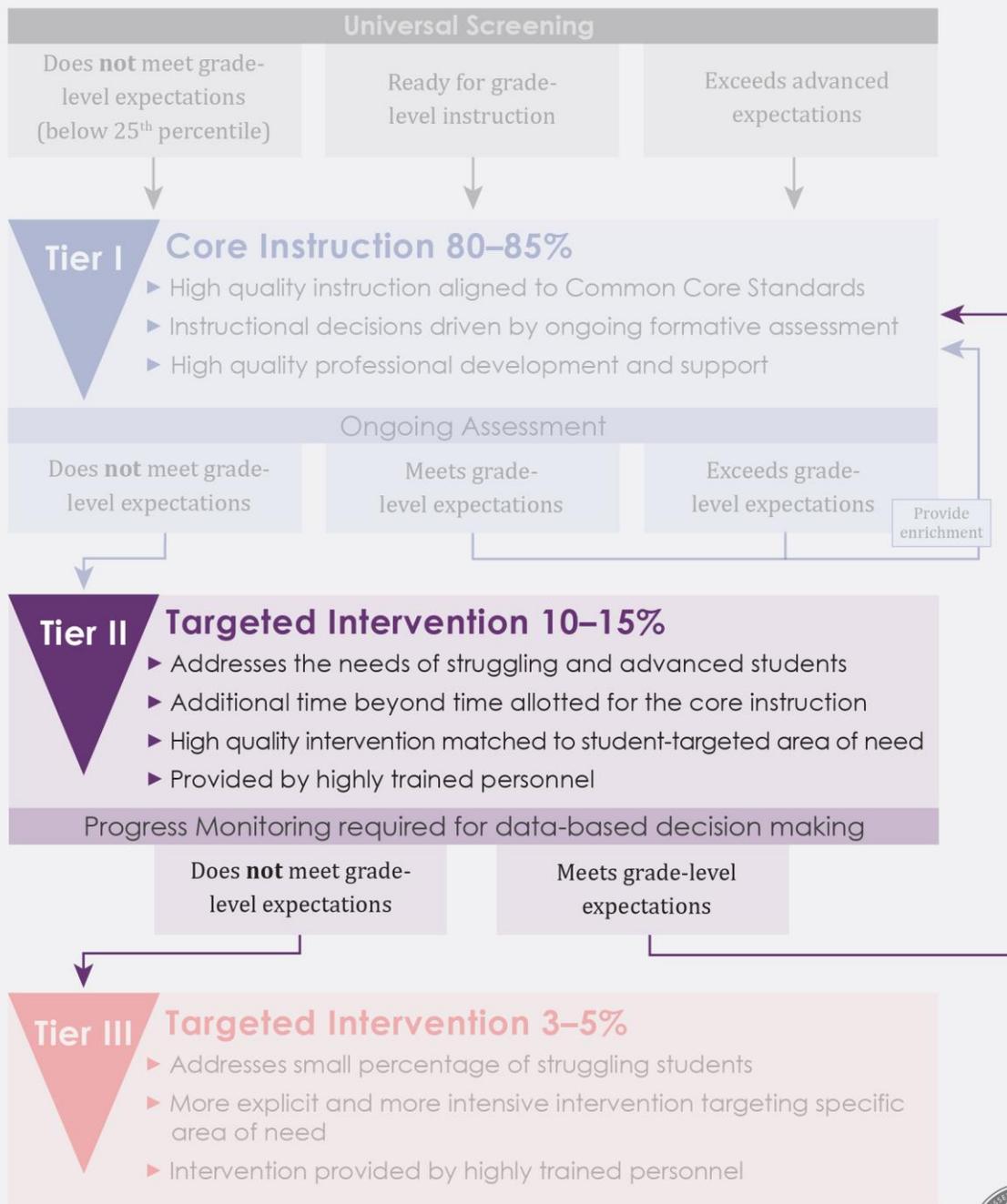
RTI<sup>2</sup> Team Notes/Student Intervention Plan-Example 2

Tier III Decision Tree-Example 3

Rate of Improvement Worksheet-Example 4

Gap Analysis Worksheet-Example 5

# RTI<sup>2</sup> Decision-Making Process Tier II



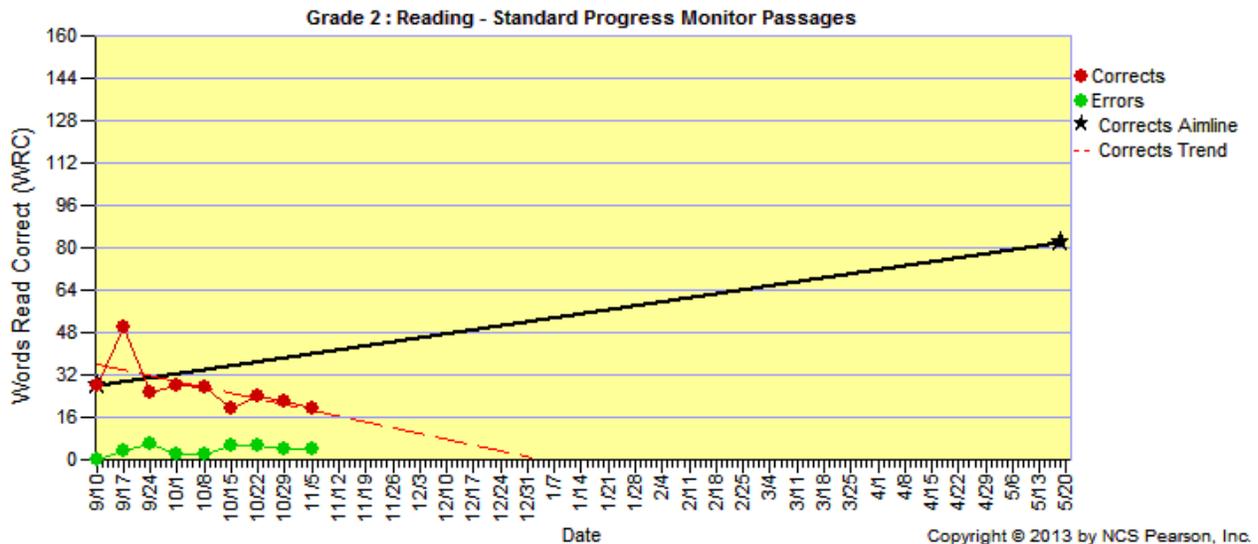
### Outline of School RTI<sup>2</sup> Support Team Meeting

*Note: This meeting should be done 4.5 -5 weeks after interventions have been implemented. Prior to this meeting, fidelity checks should be done. Teachers in attendance should bring intervention logs, work samples, and progress-monitoring data.*

- Review progress monitoring data of Tier II and Tier III students
- Identify students who are not making adequate progress
  - Was implementation done with fidelity?
  - Was attendance a factor?
  - Is there other relevant data that needs to be considered?
- Establish a plan for students who did not meet goals or make adequate progress, and consider the following:
  - Should we change intervention provider?
  - Should we change intervention group?
  - Should we change intervention frequency?
  - Should we change intervention program?
  - Should we do additional diagnostic testing?
  - Should we consider the length of the intervention (has it been done long enough for change to occur)?
  - Are additional data points needed?

## 2<sup>nd</sup> Grade Reading Scenario

Ms. Anderson has been very pleased with the progress of her Tier II intervention students, but she is still concerned about Cole. His progress monitoring data clearly indicates that he is not making the necessary gains in order to meet grade-level expectations by the end of the year. She decides to talk to the reading coach about Cole. The chart below shows Cole's progress monitoring data during the months he received Tier II fluency interventions.



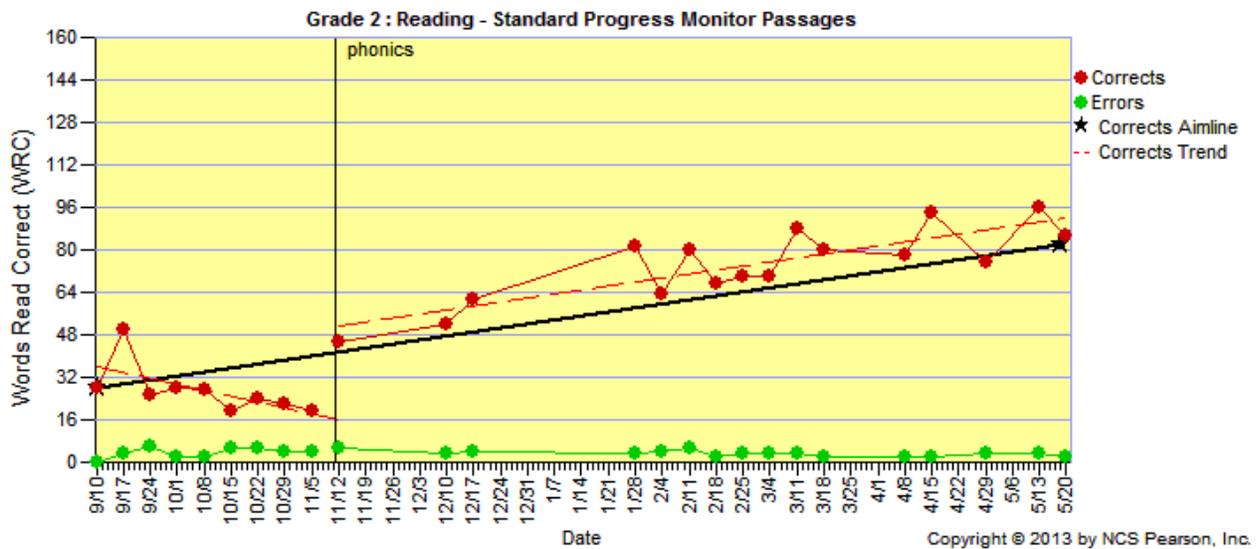
The reading coach, Mrs. Adams, decides to do some diagnostic testing to see if she can pinpoint the problem. After giving him a phonics screener, she sees that he is struggling with many of the common phonics patterns. He has mastery of short vowel patterns, but not long vowels or vowel diagraphs.

At the November RTI<sup>2</sup> Support Team meeting, the team discusses Cole's case. After hearing from his classroom teacher, Ms. Anderson, and the reading coach, Mrs. Adams, the team decides to change Cole's intervention. A new action plan is developed which states that Cole will be moved to a Tier II phonics group in another teacher's classroom.

Cole and the other students in the new Tier II phonics intervention group will receive explicit, systematic phonics intervention using a research-based phonics program. The lessons begin with a phonemic awareness warm-up, and then move to the introduction of the new phonics correspondence. The students blend and segment words with the new correspondence, and then move to reading them in connected text. Weekly assessments are included in the program to ensure that students are mastering the concepts being taught. Cole will also continue to be progress monitored every other week using grade-level probes.

## 2<sup>nd</sup> Grade Reading Scenario, continued

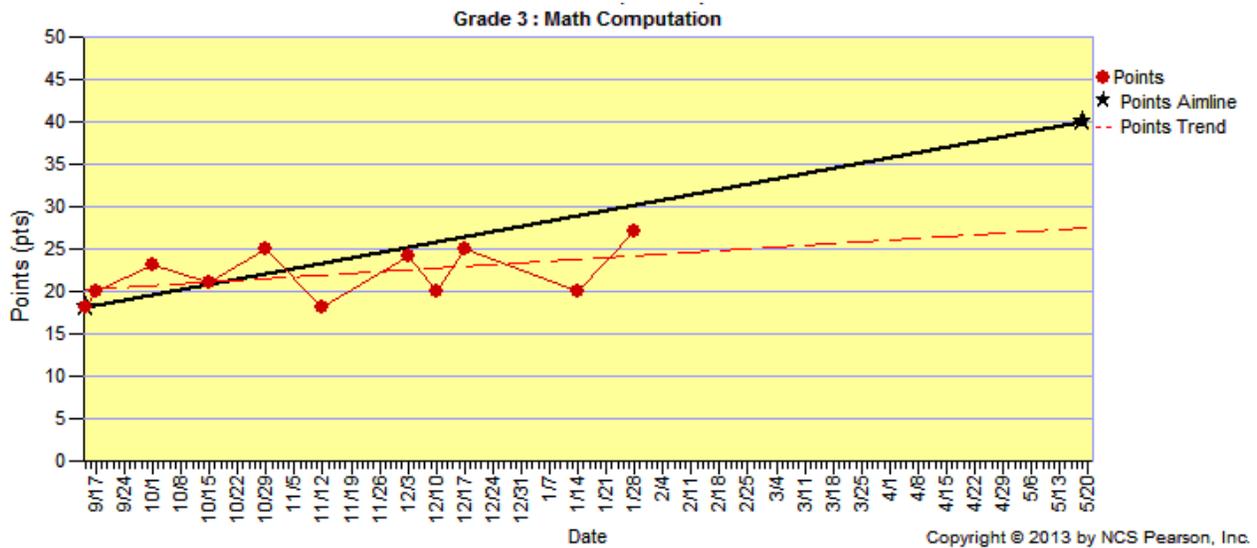
As the year continues, the RTI<sup>2</sup> Support Team continues to conduct fidelity checks and monitor the progress of students. At the final RTI<sup>2</sup> Support Team meeting of the year, the team reviews the data of students who have been in intervention during the school year. When the team reviews the gap analysis and progress monitoring data for Cole, they are excited to see that he met his yearly goal. When the team decided to change Cole's interventions to focus on phonics instead of fluency, they saw immediate results in his data. The chart below shows his progress monitoring data for the year:



The team is pleased to see his steady progress throughout the year, and realizes the value of matching a student's interventions to their area of deficit. They realize the importance of having additional diagnostic data to help pinpoint a student's area of need, and discuss ways to ensure that all intervention students receive the necessary diagnostic testing in the coming school year.

### 3<sup>rd</sup> Grade Math Scenario

Mrs. Lopez is pleased with the progress of all of her students except Malik. His progress monitoring data clearly indicates that he is not making the necessary gains in order to meet grade-level expectations by the end of the year. Mrs. Lopez decides to bring up Malik at the next RTI<sup>2</sup> Support Team meeting.



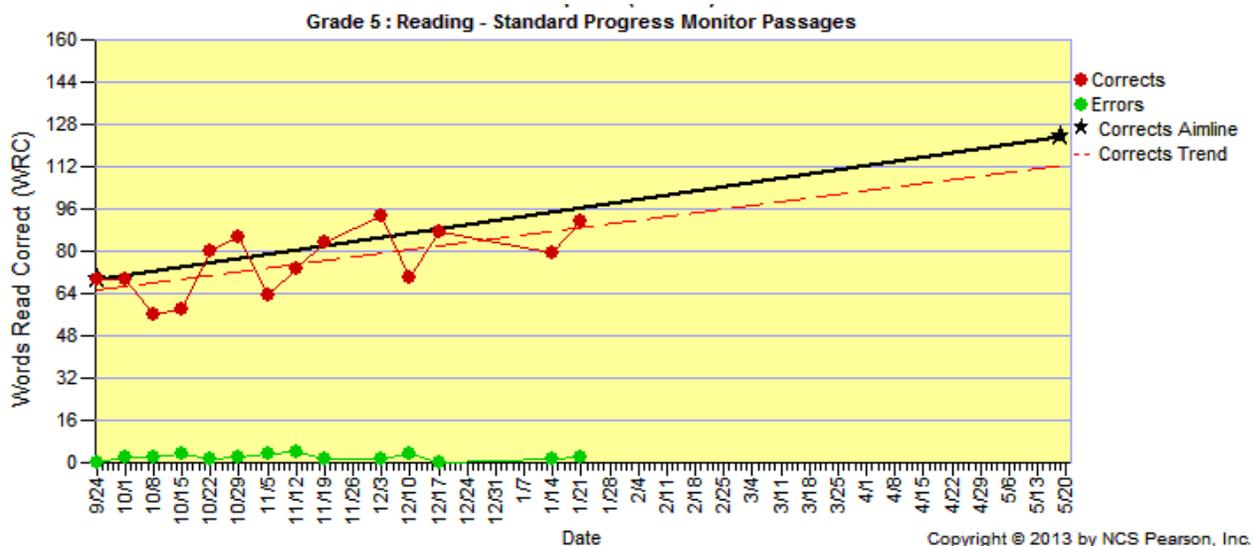
Mrs. Lopez prepares for the February data team meeting by making sure all relevant information on Malik is compiled in her data notebook. She has her intervention log filled out, which documents the dates of the intervention sessions, a brief description of the interventions provided to Malik, and his attendance. She also has copies of his progress monitoring data and weekly classroom assessments.

The School Psychologist has reviewed Malik's data and performed a gap analysis prior to the meeting, which he shares with the team. He then asks Mrs. Lopez to discuss Malik's case. After the discussion, the team determines that a change in intervention is necessary. They decide that Malik will move to Tier III intervention.

The school math coach, Ms. Evans, will provide Malik's Tier III intervention. Ms. Evans will use a research-based math intervention program that utilizes a multi-sensory approach to master basic math skills. The math coach will provide this intervention five days a week for 60 minutes each day. Fidelity checks will be conducted periodically, and the RTI<sup>2</sup> Student Support team will continue to monitor the progress of the students receiving the interventions.

## 5<sup>th</sup> Grade Reading Scenario

Overall, Mr. Heath is pleased with the progress his 5<sup>th</sup> grade students are making in Tier II intervention. In February, all of the students in the group are making significant progress, except Sarah. According to her progress-monitoring data, Sarah is making progress, but not enough to close the achievement gap. While her data points are hovering around the aim line on her data graph, she isn't on track to meet grade level expectations in oral reading fluency. Mr. Heath decides that he will bring up Sarah at the next data team meeting.



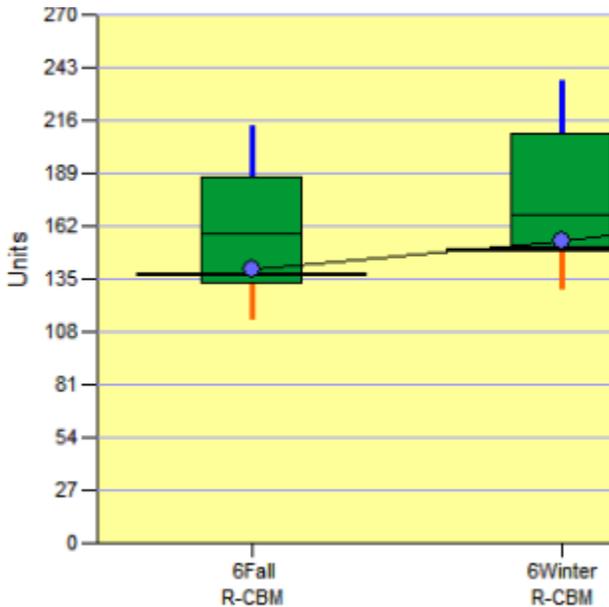
Mr. Heath prepares for the February data team meeting by making sure all relevant information on Sarah is compiled in his data notebook. He has his intervention log filled out, which documents the dates of the intervention sessions, a brief description of the interventions provided to Sarah, and her attendance. He also has copies of her progress monitoring data and weekly classroom assessments.

The school psychologist has reviewed Sarah's data and performed a gap analysis prior to the meeting, which he shares with the team. He then asks Mr. Heath to discuss Sarah's case. The reading coach has observed Sarah during intervention time, and she also shares pertinent information. After the discussion of Sarah's case, the team determines that a change in intervention is necessary. They decide that she will move to Tier III intervention.

The reading coach, Mrs. Adams, has formed a new Tier III intervention group that will specifically focus on fluency. She will be using a research-based program with three students who have not made adequate progress in Tier II. In this program, students will read and reread passages. The teacher will model fluent reading, and give specific feedback to each student. Mrs. Adams will meet with this group five days a week, 60 minutes per day. The RTI<sup>2</sup> Student Support team will continue fidelity checks and monitor the progress of these students at their RTI<sup>2</sup> Student Support team meetings throughout the year.

## 6<sup>th</sup> Grade Reading Scenario (Middle School)

Mr. Alvarez and the rest of the RTI<sup>2</sup> Student Support Team are having their mid-year data meeting to review the progress of the students who have been receiving intervention. As the team reviews the data, they are pleased to see that Jackson, one of Mr. Alvarez's Tier III students, is making adequate progress and is on track to reach his end of the year goal. A gap analysis of his universal screening benchmark data shows that he is on track. This data is shown in the following graph:



His program data shows that he has made progress as well. He began the year at the 21<sup>st</sup> percentile, and progressed to the 33<sup>rd</sup> percentile by December.

Test Date	Lexile®	Grade Level	Performance Standard	Percentile Rank	Stanine Equivalent	NCE
09/13/12	652	Below	Basic	21	3	33
12/04/12	767	Below	Basic	33	4	41

The team will continue to conduct fidelity checks and monitor the progress of the students receiving interventions.

**RTI<sup>2</sup> Team Notes**  
**Student Intervention Plan**

**Student:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **Grade:** \_\_\_\_\_  
**School:** \_\_\_\_\_ **Meeting Date:** \_\_\_\_\_

- Initial Meeting/Intervention Plan                       Follow-Up Meeting/Revised Intervention Plan

**Specific Area of Concern**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Phonological Awareness | <input type="checkbox"/> Phonics            | <input type="checkbox"/> Math Calculation   |
| <input type="checkbox"/> Math Reasoning         | <input type="checkbox"/> High Achievement   | <input type="checkbox"/> Reading Fluency    |
| <input type="checkbox"/> Reading Comprehension  | <input type="checkbox"/> Vocabulary         | <input type="checkbox"/> Attention/Behavior |
| <input type="checkbox"/> Speech/Language        | <input type="checkbox"/> Written Expression |   |

**Data-Based Decision**

- Tier I with on-going assessment in \_\_\_\_\_
- Tier II with required Progress Monitoring in \_\_\_\_\_
- Tier III with required Progress Monitoring in \_\_\_\_\_
- Referral to next level of support with parent/guardian present
- Continue SPED intervention with Progress Monitoring in \_\_\_\_\_

Research Based Intervention to be Used	Skill Area*	Who Does it	How Often	Time/Days
A				
B				
C				

\*Intervention must be linked to skill deficit area

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Team members involved in approving this plan with name and relationship to the student:**

\_\_\_\_\_  
\_\_\_\_\_

**Tier III Decision Tree**

*(To be completed at follow-up RTI<sup>2</sup> Team meeting prior to movement into Tier III)*

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date of Review: \_\_\_\_\_

<b>Tier II intervention(s) have occurred daily for 30 minutes in addition to core instruction</b> <input type="checkbox"/> Intervention logs attached <input type="checkbox"/> (3) Fidelity checks completed and attached	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Implementation integrity has occurred with at least 80% fidelity</b>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Student has been present for the majority of intervention sessions</b>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Tier II intervention(s) adequately addressed the student’s area of need</b>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Tier II intervention was appropriate and research-based</b> Research based interventions are: <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Standardized <input type="checkbox"/> Peer reviewed <input type="checkbox"/> Reliable/valid <input type="checkbox"/> Able to be replicated	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Progress monitoring has occurred with at least 10-15 weekly data points – OR- 8-10 bi-monthly data points</b> <input type="checkbox"/> Progress monitoring graphs attached <input type="checkbox"/> Parent notification letters are attached	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Gap analysis indicates that student’s progress is not sufficient for making adequate growth with current interventions</b>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>

\*\* If the Intervention team answered “Yes” to all of the above questions, the student should be moved to Tier III. If the Intervention team answered “No” to any of the questions, that area should be addressed prior to the movement into Tier III.

**Team members involved in approving this plan with name and relationship to the student:**

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### Rate of Improvement (ROI) Worksheet

Student Name: \_\_\_\_\_  
 Grade: \_\_\_\_\_

Date: \_\_\_\_\_  
 Current Tier: \_\_\_\_\_

Assessment Used:	
Student's score on first probe administered:	
Student's score on last probe administered:	
Fall benchmark expectation:	
Spring benchmark expectation:	

**Step 1: Determine Typical ROI**

	-		/	36	=	
Spring benchmark expectation		Fall benchmark expectation		Number of weeks		Typical ROI (slope)

**Step 2: Determine Student ROI**

	-		/		=	
Score on last probe administered		Score on first probe administered		Number of weeks		Student ROI (slope)



**Step 3: Compare Student ROI to Typical ROI**

<b>Step 3: Compare Student ROI to Typical ROI</b>						<b>Is Student's ROI &lt; Aggressive/Reasonable ROI?</b>	
	x	2	=		<input type="checkbox"/> Yes <input type="checkbox"/> No		
Typical ROI				Aggressive ROI			
<b>OR</b>							
	x	1.5	=				
Typical ROI				Reasonable ROI			

**If the team answers "yes", consider a change in intervention:**

- Increasing frequency of intervention sessions
- Changing intervention
- Changing intervention provider
- Changing time of day intervention is delivered
- Increasing intensity (Tier) of intervention

**Gap Analysis Worksheet**

Student Name: \_\_\_\_\_  
 Grade: \_\_\_\_\_

Date: \_\_\_\_\_  
 Current Tier: \_\_\_\_\_

Assessment Used:	
Student's current benchmark performance:	
Student's current rate of improvement (ROI):	
Current benchmark expectation:	
End of year benchmark expectation:	
Number of weeks left in the school year:	

**Step 1: Determine Gap**

			Is Gap Significant?
_____ /	_____ =	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Current benchmark Expectation	Current performance	Current Gap	

If Gap is significant complete Step 2



**Step 2: Gap Analysis**

	-		=	
End of year benchmark		Current performance		Difference



	/		=		Is this reasonable*?
Difference		Weeks left in the year		Rate of Improvement Needed	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>OR</b>					
	/		=		
Difference		Student's Current ROI		Number of weeks to meet goal	

\*A reasonable ROI is one that is no more than twice (2x) the ROI of typical peers

**Step 3: Conclusion** \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
**School Psychologist Signature**

### 3.6 Fidelity Monitoring (Tier II)

**Fidelity** is the accuracy or extent to which Tier II materials and other curricula are used as intended by the author/publisher. **Fidelity monitoring** is the **systematic** monitoring by a responsible instructional leader (e.g., principal, instructional coach) to determine the extent to which the delivery of an intervention adheres to the protocols or program models as originally developed.

**LEAs** must have a process for monitoring **fidelity**. This process must include a description of who is responsible for **fidelity monitoring** and how often **fidelity** in Tier II intervention will be monitored. In Tier II, **fidelity** will be monitored at least three times a marking period.

Student attendance and documented reasons for absence will be taken during interventions in Tier II.

At least two of the three **fidelity** checks must be a direct observation while interventions are taking place. These direct observations should be unannounced. Tier II **fidelity monitoring** must be focused on individual students to ensure that each student is receiving interventions as prescribed. Interventions must be implemented with **integrity**. If the intervention is not implemented with **integrity** of at least 80 percent or greater, the **interventionist** should be supported with training until **integrity** reaches 80 percent.

Examples of **fidelity monitoring** in Tier II may include:

- Observations or **fidelity** checks while interventions are taking place;
- Review of intervention lesson plans and/or schedules (this can include review of documented attendance and reasons for absence); and
- Review of **progress monitoring** data by an administrator, school psychologist, and leaders as designated by school site.

Examples of personnel who can do **fidelity monitoring**:

- Principals, administrators or other appointed designees;
- Instructional coaches, literacy/numeracy coaches;
- RTI Coordinators, fidelity monitors, or fidelity teams;
- **School psychologists**; and
- Special education teachers.

**Fidelity monitoring** is not a threat to the formal evaluation process. Rather, it is a way to build a culture of collaboration to ensure that Tier II interventions are taking place with a high level of **fidelity**. The samples provided in this component are only examples of the types of **fidelity monitoring** that can be done for Tier II.

#### Table of Contents

- Sample Tier II Intervention Attendance Documentation-Example 1
- Sample Tier II Five-Minute Direct Observation-Example 2
- Sample Tier II Direct Observation Rubric-Example 3
- Sample Generic Tier II Observation Checklist-Example 4
- Sample Intervention Log-Example 5

**Sample Tier II Intervention Attendance Documentation**

Student \_\_\_\_\_ Grade Level \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_

School \_\_\_\_\_ Program \_\_\_\_\_ Skill \_\_\_\_\_

Person Providing Intervention \_\_\_\_\_

Time	M	T	W	T	F	Weekly Totals	M	T	W	T	F	Weekly Totals	M	T	W	T	F	Weekly Totals		
Date																				
Lesson Number																				
Student Attendance																				
Time	M	T	W	T	F	Weekly Totals	M	T	W	T	F	Weekly Totals	M	T	W	T	F	Weekly Totals		
Date																				
Lesson Number																				
Student Attendance																				

Use the Following Key:  
 A= Student Absent  
 P= Student Present  
 TA=Teacher Absent  
 T= Testing  
 R= Reteach  
 O=Other (Please explain under comments)  
 FM=Fidelity Monitored

Skills in Question:  
 L = Language  
 PA=Phonemic Awareness  
 P = Phonics  
 F = Fluency  
 V = Vocabulary  
 C = Comprehension  
 W=Written Expression  
 MC=Math Calculation  
 MP=Math Problem Solving

**Month to Date Lesson Gains**

Number of school days this month \_\_\_\_\_  
 Number of lessons taught \_\_\_\_\_  
 Out of \_\_\_\_\_ days

Comments:


I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80 percent of the time.

\_\_\_\_\_ signature

**Sample Tier II Five-Minute Direct Observation**

Instructor: \_\_\_\_\_ Date/Time \_\_\_\_\_

Observed by: \_\_\_\_\_ Area of Intervention: \_\_\_\_\_

Program/Skill: \_\_\_\_\_ Number of students in group: \_\_\_\_\_

WHAT TO LOOK FOR	NOTES
Active engagement of all students	
Modeling of instructional tasks	
Multiple chance to practice tasks	
Explicit instruction	
Corrective feedback	
Materials organized and readily available	
Engagement of students in independent activities	
Encouragement/direct praise	
Needed intervention provided	
Intervention began and ended on time	

Positive #1	
Positive #2	
Suggested Changes	
Next Steps	

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80 percent of the time.

\_\_\_\_\_ signature

### Sample Tier II Direct Observation Rubric

Observer: \_\_\_\_\_ Interventionist: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_  
 Program: \_\_\_\_\_ Skill(s): \_\_\_\_\_

Focus	Criteria			
	3	2	1	0
Structure and Delivery of Tier II Intervention  <b>SCORE: _____</b>	Adherence to precision to fully implement procedures as prescribed. All components are used to deliver a high intensity intervention. Correct time schedule is followed to provide optimal intervention during the time allocated. Intervention is delivered as designed.	Interventionist and students are engaged. Pace is effective and students are actively involved. Correct materials are used. Intervention time is focused and uninterrupted. Lesson is delivered as designed.	Interventionist and students are in correct places but materials are not at hand. Interventionist appears unprepared. Time delay to effectively begin intervention time. Some interruptions noted. No clear plan for the lesson.	Intervention not occurring at scheduled time and no manual or lesson plans used
Management  <b>SCORE: _____</b>	Enthusiastic delivery by interventionist. Correct and effective management in place. Interventionist and students effectively making use of time. Structure of intervention provides effective pacing and optimal use materials.	Good delivery by interventionist. Management is effective. A few difficulties noted during implementation. Most students engaged in learning. Structure guides intervention time with occasional lapses in time.	Poor delivery by interventionist. The interventionist does not follow set procedures for effective implementation. Several students off task. Structure lacks coherence.	Ineffective delivery by interventionist. Students are not engaged. Interventionist does not guide structure for intervention.

**Sample Tier II Direct Observation Rubric (page 2)**

<p>Progress Monitoring, Documentation, and Communication</p> <p><b>SCORE:</b> _____</p>	<p>Progress monitoring is completed once every other week and clearly documented on all forms. Communication of assessment results with teachers and parents exceeds the minimum requirements. Documentation of interventions and progress is very clear to understand and well organized and systematically communicated.</p>	<p>Progress monitoring is generally accurate. Communication with teacher and parents happens at least twice each nine weeks. Documentation of interventions and student progress is adequately communicated.</p>	<p>Progress monitoring is sporadic. There is not a clear system for communicating results with the teacher or parents. Limited documentation of interventions or progress is noted. Progress is rarely communicated.</p>	<p>Progress monitoring is not occurring. No communication with teachers or parents. No documentation of interventions or progress.</p>
---	--	--	--	--

**Observations:**

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---

**Strengths:**

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**Concerns:**

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<b>Results Checklist</b>	<b>YES</b>	<b>NO</b>
Post observation review of fidelity check		
Review of areas of concern addressed, if any were indicated		
Plans for improvement established in areas identified		

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80 percent of the time.

signature

---

### Sample Generic Tier II Observation Checklist

Observer: \_\_\_\_\_ Interventionist: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_  
 Program: \_\_\_\_\_ Skill(s): \_\_\_\_\_

The Tier II Intervention is:

Description	Yes	No
Provided by or supervised by a highly qualified teacher with training in area of intervention		
Targeting one specific area of need/deficit/skill		
Targeting as a skill that was identified as an area of need by an assessment		
Occurring in addition to Tier I instruction		
Delivered in a small-group format		
Delivered with fidelity		
Delivered with evidence based materials		
Provided the appropriate amount of time daily		
Provided the appropriate amount of time weekly		
Progress monitored at least every other week		

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80 percent of the time.

\_\_\_\_\_  
signature

**Sample Intervention Log**

Name of Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Month of: \_\_\_\_\_

<b>Week</b>	<b>Date/Time</b>	<b>* Intervention Used</b>	<b>Skill area addressed</b>	<b>Observations/Notes (optional)</b>
<b>Week 1</b>				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
<b>Week 2</b>				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
<b>Week 3</b>				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
<b>Week 4</b>				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
<b>Week 5</b>				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

*\* Insert name of intervention program or code from action plan*

**Progress Monitoring scores** *\*\*Please attach progress monitoring graphs before RTI<sup>2</sup> meetings*

Week 1 \_\_\_\_\_ Week 2 \_\_\_\_\_ Week 3 \_\_\_\_\_ Week 4 \_\_\_\_\_ Week 5 \_\_\_\_\_

Intervention Fidelity Statement: I certify that the above noted strategies/interventions were conducted as described.

Teacher Signature: \_\_\_\_\_

Component 4:  
Tier III Procedures

#### 4.4 Data-based Decision Making Procedures

Teachers must show knowledge and evidence of setting goals for each child. Expected growth can be determined by using measures provided by or created through the **progress monitoring** instrument. It should be related to each area of need.

For example, if the student has high error rates in **reading fluency**, additional assessment is completed that includes **phonics** assessments. If the student has **phonics** skills deficits, the teacher would intervene first in **phonics** before addressing fluency. If the student is in third grade, he/she may need measures on first grade fluency **probes** or **phonics probes** to determine an accurate **rate of improvement (ROI)**. This would be determined through **survey-level assessments** (see Component 4.3).

Teachers must show how students are progressing toward these goals using a **rate of improvement (ROI)** to determine adequate progress. Teachers must use the data from **progress monitoring** to make instructional decisions (see the Rate of Improvement Worksheet below).

A student's **rate of improvement (ROI)** on **progress monitoring** is the number of units of measure (e.g., words read correctly [wrc], correct responses, correct digits) a child has made per week since the beginning of the intervention. To discover this rate, teachers should divide the total number of units gained by the number of weeks that have elapsed. The **rate of improvement (ROI)** is compared to the **rate of improvement** of a typical peer and is one of the factors considered in determining whether a student has made adequate progress. The at-risk student's **rate of improvement** must be greater than the **rate of improvement** of a typical student in order to "close the gap" and return to grade level functioning. Many **intervention materials** and/or **progress monitoring** materials/assessments calculate the **rate of improvement**.

School RTI<sup>2</sup> teams will meet to analyze data, measure the effectiveness of interventions and check student progress toward goals. A plan will be in place for when students are and are not making adequate progress within Tier III. If students are not making adequate progress in Tier III, the intervention may need to be changed. Students should have at least four data points during Tier III interventions before a change is considered. Only one or two variables should be changed at a time to measure effectiveness of the change. A change in intervention will be considered within each tier before moving to the next tier of intervention. Changes may include:

- Increasing **frequency** of intervention sessions;
- Changing interventions;
- Changing intervention provider; and
- Changing time of day intervention is delivered.

A minimum of 8-10 data points (if **progress monitoring** every other week) OR 10-15 data points (if **progress monitoring** weekly) are required in order to make a data-based decision to refer for special education consideration.

Students who were immediately placed in Tier III interventions must receive the total number of minutes for intervention as reflected in Component 4.2. Furthermore, students who are immediately placed in Tier III interventions will be given adequate time to respond to prescribed intervention before a referral to special education is made. These students typically demonstrate a higher need and

therefore may require several rounds of Tier III intervention before results yield the desired effects. The purpose of immediately placing a student in Tier III intervention is to increase the **intensity** of the intervention, not to shorten the **duration** of the intervention period. The student will be given the same amount of time to respond to the intervention as a student who first received Tier II interventions.

In this component, the scenarios from the previous components are revisited:

- 3<sup>rd</sup> Grade Math Scenario- Responding to Tier III- more time needed
- 5<sup>th</sup> Grade Reading Scenario- Not responding to Tier III- special education referral
- 6<sup>th</sup> Grade Reading Scenario- Responding to Tier III- moving back to Tier II

#### Table of Contents:

RTI<sup>2</sup> Data-based Decision-Making Process (Tier III)

Scenarios

- 3<sup>rd</sup> Grade Math Scenario- Responding to Tier III- more time needed
- 5<sup>th</sup> Grade Reading Scenario- Not responding to Tier III- special education referral
- 6<sup>th</sup> Grade Reading Scenario- Responding to Tier III- moving back to Tier II

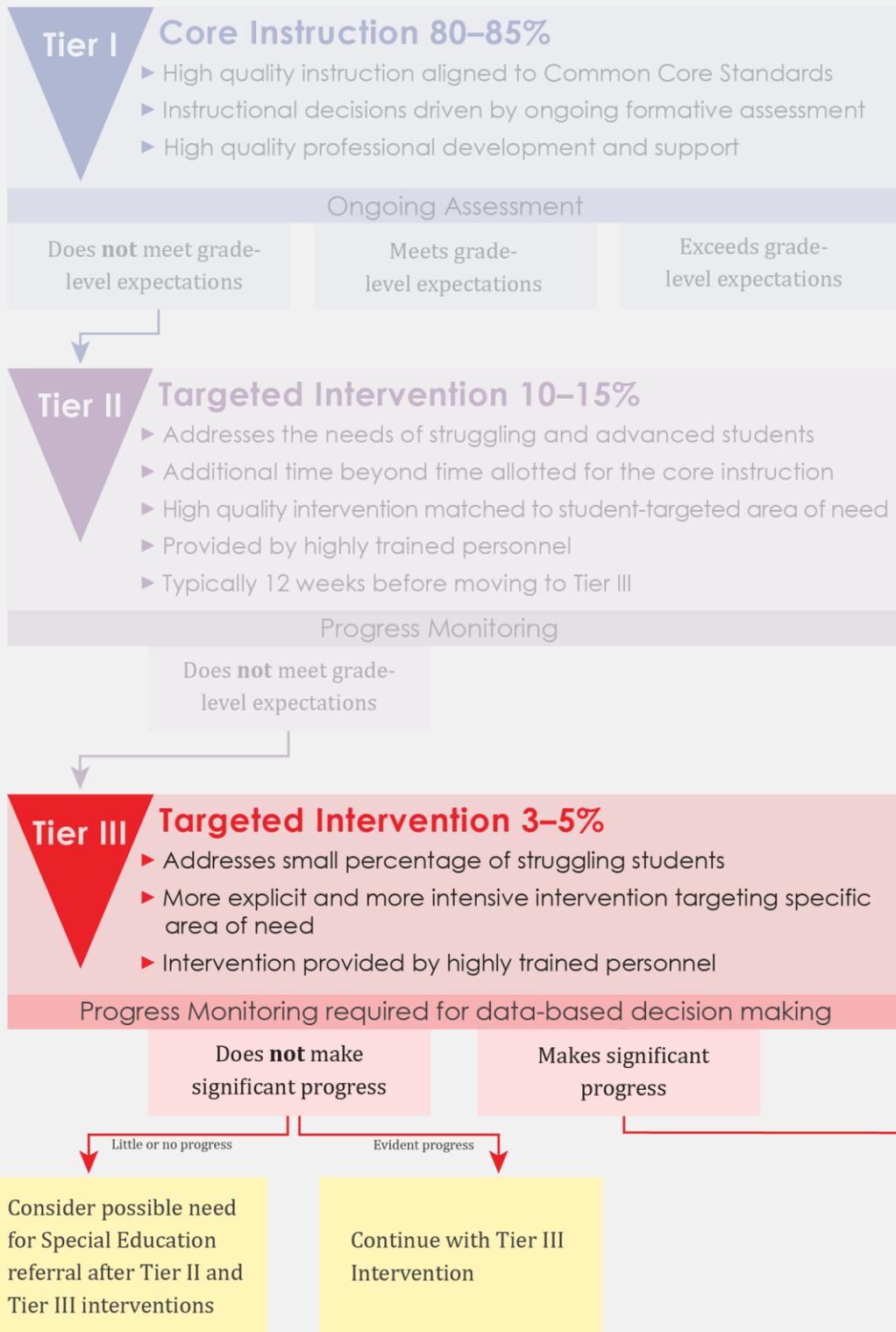
RTI<sup>2</sup> Team Notes/Student Intervention Plan-Example 1

Referral Decision Tree-Example 2

Rate of Improvement Worksheet-Example 3

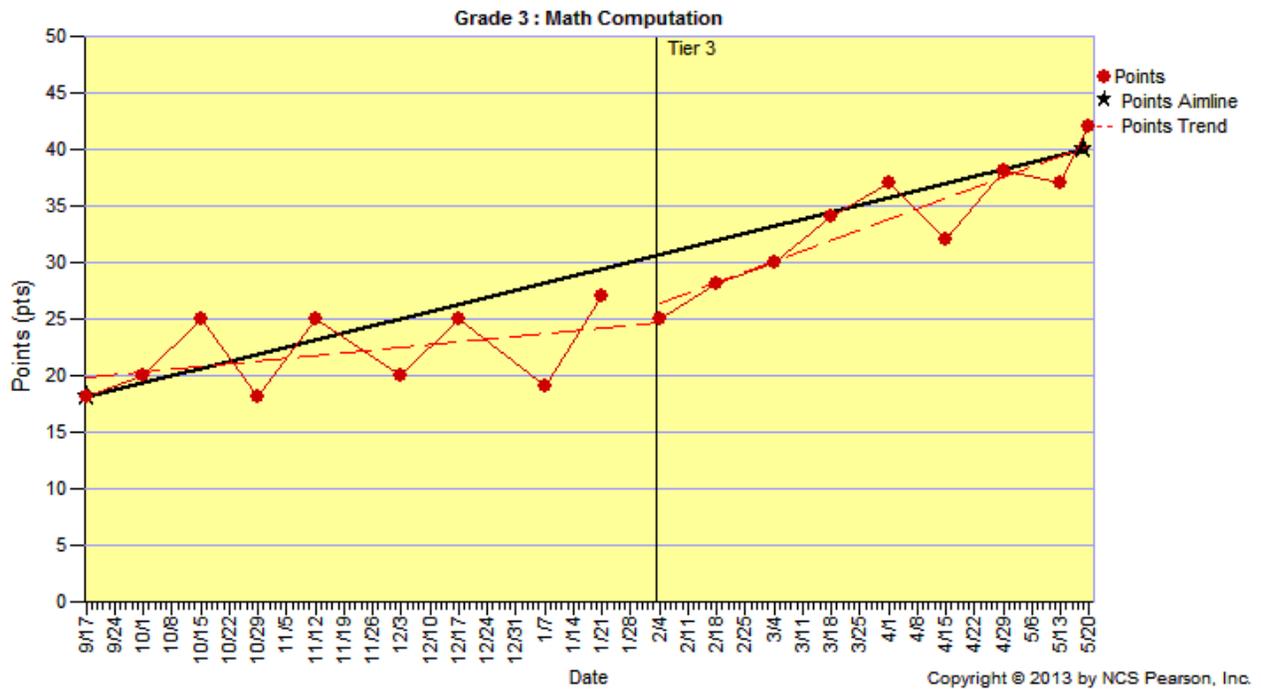
Gap Analysis Worksheet-Example 4

# RTI<sup>2</sup> Decision-Making Process Tier III



### 3<sup>rd</sup> Grade Math Scenario

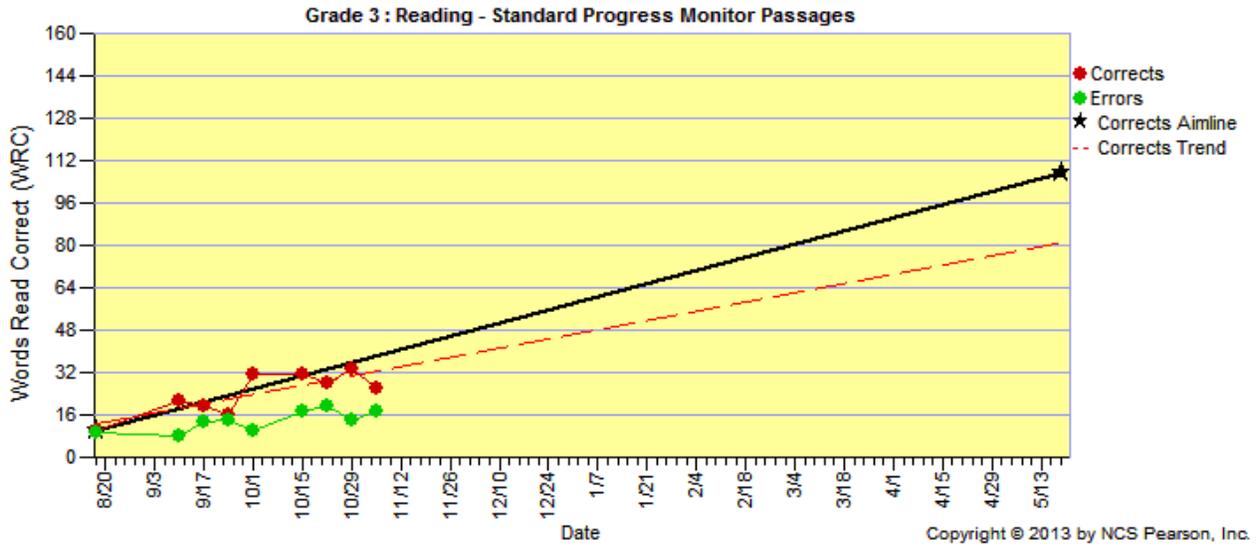
The 3<sup>rd</sup> grade team at ABC Elementary is conducting their final data meeting of the year. Universal screening data is in, and the results are encouraging. The principal, Dr. Roberts, shares the universal screening data for the school and the grade level. The data shows that the 3<sup>rd</sup> grade has reduced the percentage of struggling math students. They district benchmark test data indicates the same trend. Ms. Evans, the math coach, shares that Malik, a student from Mrs. Lopez’s class, has made adequate improvement this year after moving to Tier III intervention. The team reviews his data, and the school psychologist, Mr. Edwards, shares the gap analysis he has done. After the data discussion, the team decides that Malik will begin the next school year in Tier III intervention. He has responded well to the intervention, but needs more time to demonstrate consistent performance. His year-long data is shown in the following chart:



Next year, Tier III interventions will begin the second week of school. The team will continue to monitor his progress, and make the necessary adjustments based on his data.

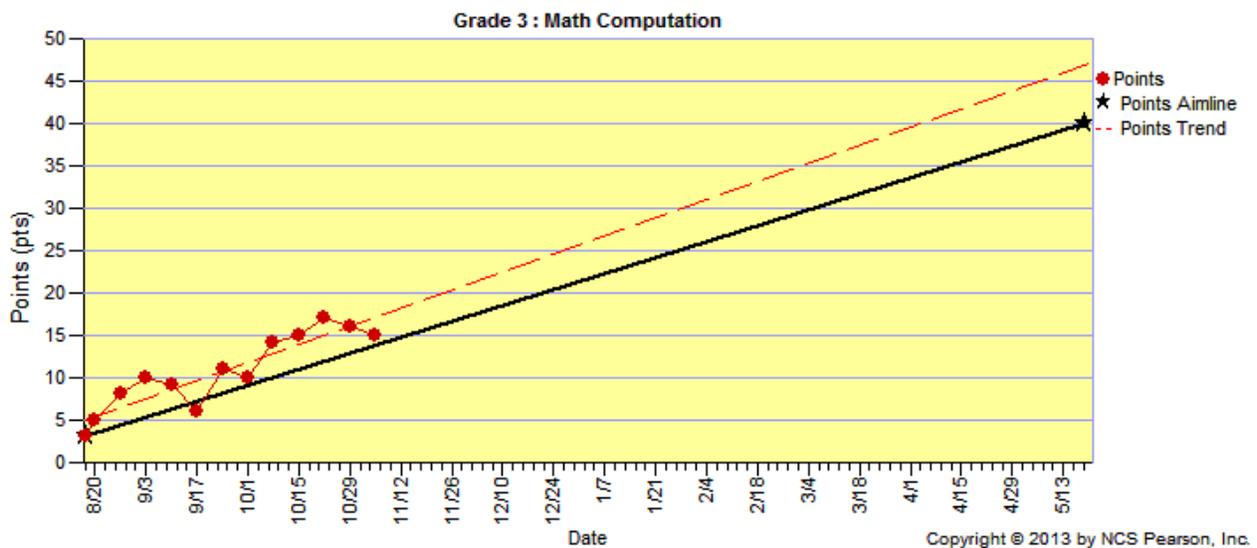
### 3<sup>rd</sup> Grader requiring both Reading and Math Intervention

The RTI<sup>2</sup> team meets in November to review student progress. Ms. Myers brings Rebecca's progress monitoring data that indicates that she is making some progress as shown in the graph below:



Although the data shows that Rebecca has made some progress, the team agrees that she is still making a significant number of errors in her reading. The team reviews Rebecca's existing intervention plan and determines that a multi-sensory approach to phonics intervention may be more successful.

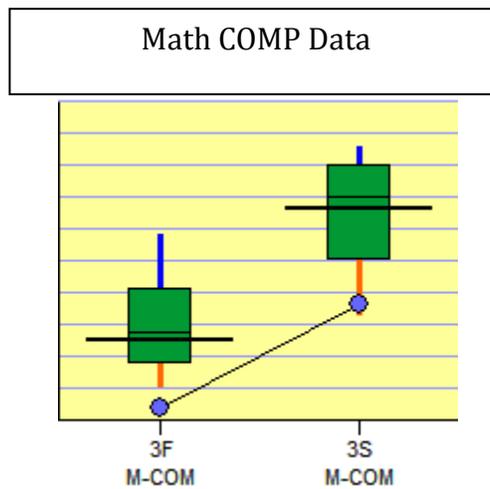
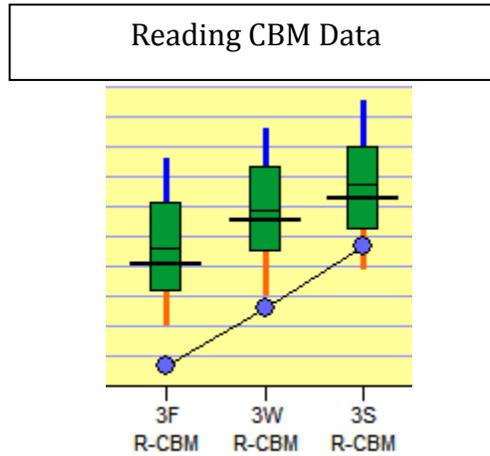
The team also reviews Rebecca's progress with existing math interventions. Her progress is shown in the graph below:



The team determines that existing math interventions appear successful but that Rebecca needs more time in intervention in order to catch up to her peers. Ms. Myers will continue to monitor Rebecca's progress with the existing math intervention.

### 3<sup>rd</sup> Grader requiring both Reading and Math Intervention (Continued)

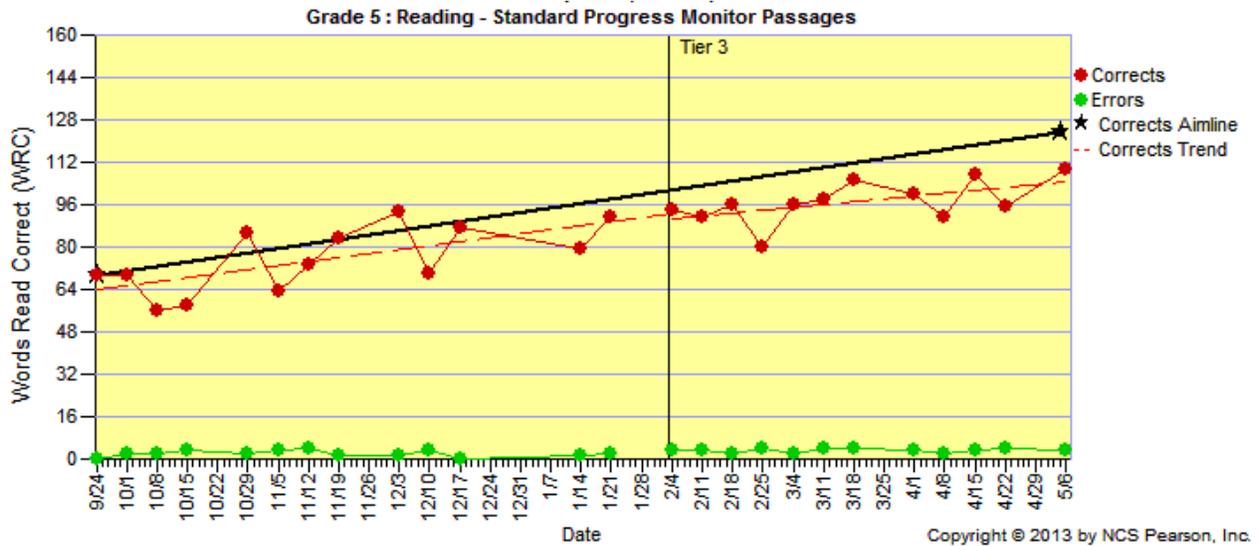
The team continues to monitor Rebecca's progress throughout the year. Rebecca seems to be responding to the changes made to her phonics intervention and by the end of the year, the achievement gap between Rebecca and her peers has closed significantly. Rebecca's end of year universal screening graphs are shown below:



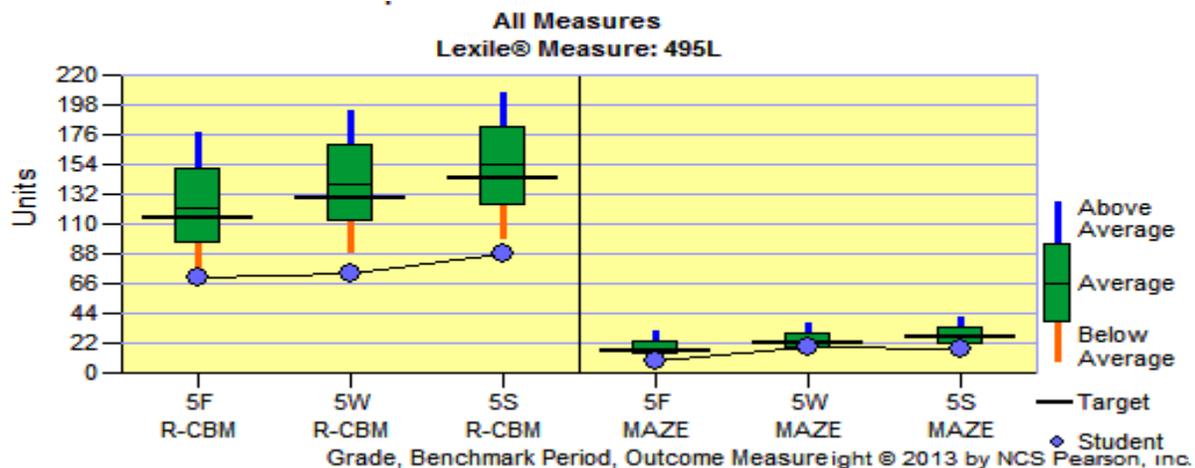
Although Rebecca will continue to require some intervention, overall, the team is pleased with the amount of progress she has made her third grade year.

## 5<sup>th</sup> Grade Reading Scenario

Mrs. Adams, the Reading Coach at ABC Elementary, has been working with Sarah, a fifth grader, since February in her Tier III intervention group. Sarah's second semester progress monitoring and spring benchmark data show that she did not meet the grade level expectation in oral reading fluency.



**Chart A: Second Semester Progress**



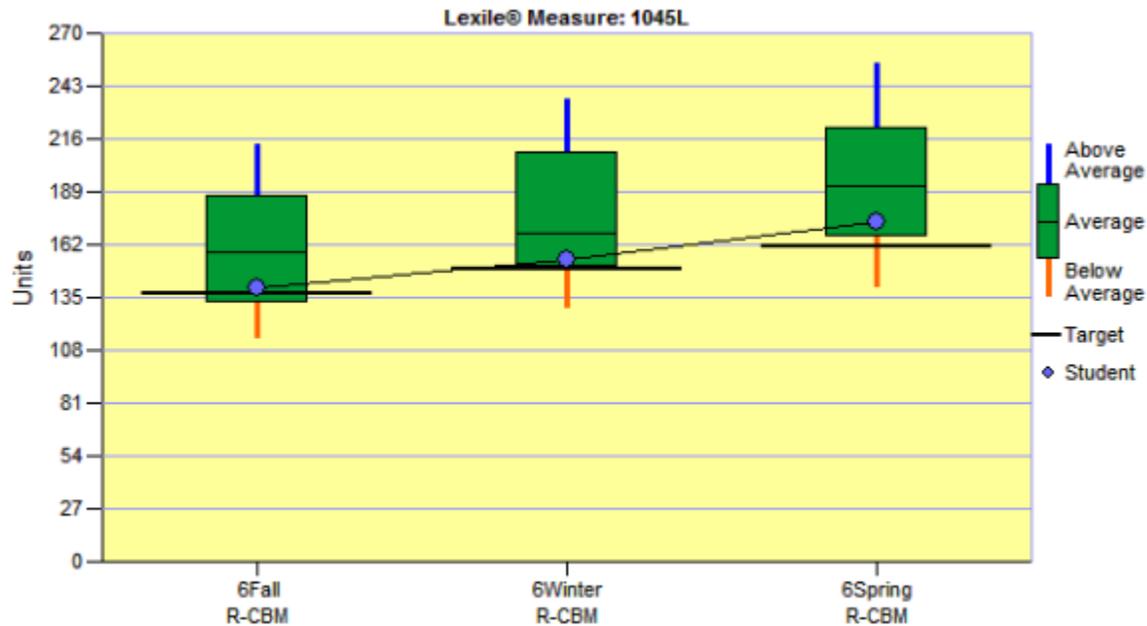
**Chart B: Fall, Winter, and Spring Universal Screening**

When the data team meets in May, they decide to move forward with a special education referral to see if Sarah has a specific learning disability in reading. While Sarah has benefitted from the intensive intervention that she has received, a gap analysis shows she has not made the expected progress.

## 7<sup>th</sup> Grade Reading Scenario

ABC Middle School is having their last data meeting of the year. After the school and grade level data has been reviewed, the team begins their discussion on the individual students who have been receiving Tier II and Tier III intervention.

Jackson, a student in Mr. Alvarez's Tier III intervention class, has made remarkable improvement. According to his data, he has met the criteria for grade-level expectations in reading. The charts below show his universal screening and program data for the year:



Test Date	Lexile®	Grade Level	Performance Standard	Percentile Rank	Stanine Equivalent	NCE
09/13/12	652	Below	Basic	21	3	33
12/04/12	767	Below	Basic	33	4	41
03/15/13	1028	On	Proficient	74	6	64

The team decides to move Jackson back to Tier II intervention at the beginning of the new school year.

**RTI<sup>2</sup> Team Notes**  
**Student Intervention Plan**

**Student:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **Grade:** \_\_\_\_\_  
**School:** \_\_\_\_\_ **Meeting Date:** \_\_\_\_\_

- Initial Meeting/Intervention Plan                       Follow-Up Meeting/Revised Intervention Plan

**Specific Area of Concern**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Phonological Awareness | <input type="checkbox"/> Phonics            | <input type="checkbox"/> Math Calculation   |
| <input type="checkbox"/> Math Reasoning         | <input type="checkbox"/> High Achievement   | <input type="checkbox"/> Reading Fluency    |
| <input type="checkbox"/> Reading Comprehension  | <input type="checkbox"/> Vocabulary         | <input type="checkbox"/> Attention/Behavior |
| <input type="checkbox"/> Speech/Language        | <input type="checkbox"/> Written Expression |   |

**Data-Based Decision**

- Tier I with on-going assessment in \_\_\_\_\_
- Tier II with required Progress Monitoring in \_\_\_\_\_
- Tier III with required Progress Monitoring in \_\_\_\_\_
- Referral to next level of support with parent/guardian present
- Continue SPED intervention with Progress Monitoring in \_\_\_\_\_

Research Based Intervention to be Used	Skill Area*	Who Does it	How Often	Time/Days
A				
B				
C				

\*Intervention must be linked to skill deficit area

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Team members involved in approving this plan with name and relationship to the student:**

\_\_\_\_\_  
\_\_\_\_\_

**Referral Decision Tree**

*(To be completed at follow-up RTI<sup>2</sup> Team meeting prior to making a Special Education Referral)*

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date of Review: \_\_\_\_\_

<b>Tier III Intervention(s) have occurred daily for 60 minutes in addition to core instruction</b> <input type="checkbox"/> Intervention logs attached <input type="checkbox"/> (5) Fidelity checks completed and attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Implementation integrity has occurred with at least 80% fidelity</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Student has been present for majority of intervention sessions</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Tier III intervention(s) adequately addressed the student’s area of need</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Tier III intervention was appropriate and research-based</b> Research based interventions are: <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Standardized <input type="checkbox"/> Peer reviewed <input type="checkbox"/> Reliable/valid <input type="checkbox"/> Able to be replicated	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Progress monitoring has occurred with at least 10-15 weekly data points OR 8-10 bi-monthly data points at Tier III</b> <input type="checkbox"/> Progress monitoring graphs attached <input type="checkbox"/> Parent notification letters attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Gap analysis indicates that student’s progress is not sufficient for making adequate growth with current interventions</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>The following have <i>preliminarily</i> been ruled out as the <i>primary</i> cause of the student’s lack of response to intervention</b> <input type="checkbox"/> Visual, motor, or hearing disability <input type="checkbox"/> Emotional disturbance <input type="checkbox"/> Cultural factors <input type="checkbox"/> Environmental or economic factors <input type="checkbox"/> Limited English proficiency <input type="checkbox"/> Excessive absenteeism	<input type="checkbox"/> Yes <input type="checkbox"/> No

\*\* If the Intervention team answered, “Yes” to all of the above questions, the team should consider referring for a psycho-educational evaluation. If the Intervention team answered “No” to any of the questions, that area should be addressed prior to referral.

**Team members involved in approving this plan with name and relationship to the student:**

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**Rate of Improvement (ROI) Worksheet**

Student Name: \_\_\_\_\_  
Grade: \_\_\_\_\_

Date: \_\_\_\_\_  
Current Tier: \_\_\_\_\_

Assessment Used:	
Student's score on first probe administered:	
Student's score on last probe administered:	
Fall benchmark expectation:	
Spring benchmark expectation:	

**Step 1: Determine Typical ROI**

_____	-	_____	/	_____ <u>36</u> _____	=	_____
Spring benchmark expectation		Fall benchmark expectation		Number of weeks		Typical ROI (slope)

**Step 2: Determine Student ROI**

_____	-	_____	/	_____	=	_____
Score on last probe administered		Score on first probe administered		Number of weeks		Student ROI (slope)



**Step 3: Compare Student ROI to Typical ROI**

<b>Step 3: Compare Student ROI to Typical ROI</b>						<b>Is Student's ROI &lt; Aggressive/Reasonable ROI?</b>
_____	x	_____ <u>2</u> _____	=	_____		<input type="checkbox"/> Yes <input type="checkbox"/> No
Typical ROI				Aggressive ROI		
<b>OR</b>						
_____	x	_____ <u>1.5</u> _____	=	_____		
Typical ROI				Reasonable ROI		

**If the team answers "yes", consider a change in intervention:**

- Increasing frequency of intervention sessions
- Changing intervention
- Changing intervention provider
- Changing time of day intervention is delivered
- Increasing intensity (Tier) of intervention

**Gap Analysis Worksheet**

Student Name: \_\_\_\_\_  
 Grade: \_\_\_\_\_

Date: \_\_\_\_\_  
 Current Tier: \_\_\_\_\_

Assessment Used:	
Student's current benchmark performance:	
Student's current rate of improvement (ROI):	
Current benchmark expectation:	
End of year benchmark expectation:	
Number of weeks left in the school year:	

**Step 1: Determine Gap**

			Is Gap Significant?
_____ /	_____ =	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Current benchmark Expectation	Current performance	Current Gap	

If Gap is significant complete Step 2



**Step 2: Gap Analysis**

_____	-	_____	=	_____
End of year benchmark		Current performance		Difference



_____	/	_____	=	_____	Is this reasonable*?
Difference		Weeks left in the year		Rate of Improvement Needed	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>OR</b>					
_____	/	_____	=	_____	
Difference		Student's Current ROI		Number of weeks to meet goal	

\*A reasonable ROI is one that is no more than twice (2x) the ROI of typical peers

**Step 3: Conclusion** \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
**School Psychologist Signature**

#### 4.6 Fidelity Monitoring (Tier III)

**Fidelity** is the accuracy or extent to which Tier III materials and other curricula are used as intended by the author/publisher. **Fidelity monitoring** is the **systematic** monitoring by a responsible instructional leader (e.g., principal, instructional coach) to determine the extent to which the delivery of an intervention adheres to the protocols or program models as originally developed. In Tier III, **fidelity monitoring** will focus on the intervention specific to each student and will use **reliable** and **valid** measures.

**LEAs** must have a process for monitoring **fidelity**. This process must include a description of who is responsible for **fidelity monitoring** and how often **fidelity** in Tier III intervention will be monitored. Student attendance and documented reasons for absence should be taken during interventions in Tier III.

The **fidelity** of implementation per intervention will be assessed throughout the process; however, the minimum requirement is a combined total of 8 checks:

- 3 checks in Tier II where 2 must be a direct observation; and
- 5 checks in Tier III where 3 must be direct observations and two must be a review of implementation data (i.e., student attendance, lesson plans, **progress monitoring** results).

Ongoing **fidelity** documentation of intervention should include:

- Interventions used;
- Evidence of implementation at 80 percent or greater;
- Student attendance;
- **Progress monitoring** results; and
- Any other anecdotal information that might account for the student's progress or a lack thereof.

The direct observations should be unannounced. Tier III **fidelity monitoring** must be focused on individual students to ensure that each student is receiving interventions as prescribed. Interventions must be implemented with **integrity**. If the intervention is not implemented with **integrity** of at least 80 percent or greater, the **interventionist** should be supported with training until **integrity** reaches 80 percent.

Examples of personnel who can do **fidelity monitoring**:

- Principals, administrators or other appointed designees;
- Instructional coaches, literacy/numeracy coaches;
- RTI Coordinators, fidelity monitors, or fidelity teams; and
- **School psychologists**, special education teachers or guidance counselors.

**Fidelity monitoring** is not a threat to the formal evaluation process. Rather, it is a way to build a culture of collaboration to ensure that Tier III interventions are taking place with a high level of **fidelity**. The samples provided in this component are only examples of the types of **fidelity monitoring** that can be done for Tier III.

A program specific **fidelity** checklist or generic checklist can be used and/or developed by the LEA. This component includes some sample program specific **fidelity** checklists. These are just examples and should not be seen as an endorsement of any specific intervention.

### Table of Contents

Reading Program Specific Tier III Fidelity Checklist
Road to the Code-Example 1
Read Naturally-Example 2
Math Program Specific Tier III Fidelity Checklist
PALS-Example 3
Generic Tier III Intervention Walkthrough-Example 4
General Tier III Fidelity Checklist-Example 5

**Reading Program Specific Tier III Fidelity Checklist  
Road to the Code**

Instructor: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observed by: \_\_\_\_\_ Area of Intervention: \_\_\_\_\_

Program/Skill: \_\_\_\_\_ Number of students in group: \_\_\_\_\_

Observation Checklist	YES	NO	N/A
<i>Planning and Setting Up</i>			
Session length is appropriate amount of time			
Student instructional materials are prepared			
Student materials are organized and readily available			
<i>Implementing the Steps-3 part lessons</i>			
<b>1. Say-it-and-move-it Activity</b>			
Teacher models			
Teacher gives positive feedback			
Students get individual turns			
Vary the level of questions to meet the needs of individuals			
<b>2. Teach letter names and sounds</b>			
Activities to promote learning letter names and sounds are appropriate			
Past letter names and sounds reviewed			
<b>3. Activities to reinforce phonological awareness</b>			
Game directions are clear to all students			
Each student can identify the pictures used in activities			
Each student has several turns in the game			
<i>Monitoring Student Progress</i>			
Student progress is appropriately monitored			
Teacher elicits a high percentage of accurate responses from individuals			
<i>Effective Instructional Strategies</i>			
Instruction is briskly paced			
Transitions are quickly made between tasks			

\_\_\_\_\_ of \_\_\_\_\_ applicable components observed x 100= \_\_\_\_\_ % fidelity

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80 percent of the time.

\_\_\_\_\_ signature

**Reading Program Specific Tier III Fidelity Checklist**  
**Read Naturally**

Instructor: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observed by: \_\_\_\_\_ Area of Intervention: \_\_\_\_\_

Program/Skill: \_\_\_\_\_ Number of students in group: \_\_\_\_\_

Levels of Implementation:

2 = high level of implementation

1 = inconsistent level of implementation

0 = element absent or not observed

Step	Level of Implementation 2 – 1 – 0	Comments
<b><i>Picking a story and tape</i></b>		
Student selects a new story at appropriate level		
<b><i>Cold Reading</i></b>		
Teacher times and records errors for 1 minute		
Teacher practices missed words with students		
Teacher tells student the number of WRC and assists in graphing performance		
<b><i>Key Word Review and Prediction</i></b>		
Teacher practices key words with students		
Teacher prompts for prediction		
<b><i>Reading with Tape</i></b>		
Teacher monitors and assists as necessary		
Student reads with tape 2 times		
<b><i>Reading Practice</i></b>		
Teacher monitors and assists as necessary		
Student reads passage at least 3 times to attain goal level		
<b><i>Answering Comprehension Questions</i></b>		
Teacher monitors and assists as necessary		
<b><i>Partner Hot Timing</i></b>		
Teacher ensures student reads with a partner or teacher 1 more time to check if ready for hot timing		
<b><i>Hot Reading</i></b>		
Teacher times and records errors for 1-minute		
Teacher tells student the number of WRC and assists in graphing performance		
Teacher checks student performance in		

relation to goal level and states if passed reading passage		
Teacher checks comprehension question accuracy		

**General Observations of the Group**

Area	Level of Implementation 2 – 1 – 0	Comments
Student engagement in lesson		
Student success at completing activities		
Teacher familiarity with steps and procedures		
Teacher encouragement of student effort		
Students progress through steps smoothly		

Start time: \_\_\_\_\_ End time: \_\_\_\_\_ Total: \_\_\_\_\_

Observation Notes:

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I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80 percent of the time.

\_\_\_\_\_ signature

**Math Program Specific Tier III Fidelity Checklist**  
**Grades 2-6 Math PALS**  
 (Adapted from Fuchs & Fuchs 2004)

Instructor: \_\_\_\_\_ Date/Time \_\_\_\_\_

Observed by: \_\_\_\_\_ Area of Intervention: \_\_\_\_\_

Program/Skill: \_\_\_\_\_ Number of students in group: \_\_\_\_\_

Directions: During the observation, place a checkmark in the “+” column for each step observed. If the step is not observed, place a checkmark in the “-” column. Tally the number of “+” and calculate the fidelity for each lesson part and overall. If the step is not applicable, place a checkmark in the “N/A” column and do not include in the calculation of fidelity (for each part or overall total).

**Part 1: Introduction or Review of PALS Lesson**

+	-	N/A	Step	Checklist
			1	Teacher reviews PALS rules with class (if needed)
			2	Teacher introduces or reviews math concept
			3	Teacher reviews/demonstrates Coach’s and Player’s job (reminds students when to switch roles)
			4	Teacher reviews/demonstrates Question Sheet and Correction Procedure (if needed)
			5	Teacher reminds students when to switch roles
			6	Teacher reminds students when to quit using Question Sheet and begin Self Talk
			7	Teacher names pairs and identifies first coaches
			8	Student pairs are posted on bulletin board (or other)

Number of +/8= \_\_\_\_\_ % Introduction/Review fidelity

**Part 2: PALS Coaching Activity (Student Behavior)**

Observe at least two student pairs

Pair 1			Pair 2			Step	Checklist
+	-	N/A	+	-	N/A		
						1	Coach draws circles around correct digits
						2	Coach uses correct error correction procedure when applicable (Coach tells Player the digit is incorrect and helps him/her correct mistake by providing an explanation but not telling the answer. Coach puts a triangle around digit.)
						3	Coach uses Question Sheet for Row 1 (or until stop sign on Applications)
						4	Coach listens to Player self-talk for Row 2 (or until flag on Applications)
						5	Pairs switch roles
						6	Coach draws circles around correct digits
						7	Coach uses correct error correction procedure when applicable (Coach tells Player the digit is incorrect and helps him/her correct mistake by providing an explanations but not telling the answer. Coach puts a triangle around that digit.)
						8	Coach uses Question Sheet for Row 3 (or until stop sign on Applications)
						9	Coach listens to Player self-talk for Row 4 (or until flag on Applications)

Pair 1: Number of +/9= \_\_\_\_\_ % PALS Activity Fidelity

Pair 2: Number of +/9= \_\_\_\_\_ % PALS Activity Fidelity

**Part 3: General Teacher Behaviors During Coaching**

+	-	N/A	Step	Checklist
			1	Teacher monitors most pairs (most=80%; in a class of 20, 8 out of 10 pairs) throughout the PALS lesson
			2	Teacher awards extra points to individuals and/or large group for good PALS behavior
			3	Provides positive feedback to individuals and/or large group
			4	Provides corrective feedback to individuals and/or large groups (as needed)
			5	Coaching lasts no more than 15 minutes

Number of +/5= \_\_\_\_\_ % General Teacher Behaviors Fidelity

**Part 4: Practice Time**

+	-	N/A	Step	Checklist
			1	Practice lasts no more than 5 minutes
			2	Students are engaged during Practice

Number of +/2= \_\_\_\_\_ % Practice Time Fidelity

**Part 5: Practice and Wrap Up**

+	-	N/A	Step	Checklist
			1	Students exchange papers
			2	Students write name in the "scored by" space
			3	During scoring, students circle correct problems, count number of correct answers, write at top of Practice Sheet, and return to partner
			4	Each partner marks 1 point on point sheet for each correct problem (mark individual points)
			5	Student pairs circle total number of points earned

Number of +/5= \_\_\_\_\_ % Practice and Wrap-Up Time Fidelity

**Part 6: General Teacher Behaviors**

+	-	N/A	Step	Checklist
			1	Most pairs (most =80%; in a class of 20, 8 out of 10 pairs) actively follow along and are engaged in activities
			2	Teacher monitors most pairs (most=80%; in a class of 20, 8 out of 10 pairs) throughout the PALS lesson
			3	Teacher awards extra points to individuals and/or large group for good PALS behaviors
			4	Provides positive feedback to individuals and/or large group
			5	Provides corrective feedback to individuals and/or large group (as needed)

Number of +/5= \_\_\_\_\_ % General Teacher Behaviors Fidelity

**Summary**

<b>Activity</b>	<b>Number of +</b>	<b>Total Number Possible</b>	<b>%</b>
Introduction/Review		8	
Coaching Activity Pair 1		9	
Coaching Activity Pair 2		9	
Teacher Behaviors During Coaching Activity		5	
Practice Time		2	
Practice & Wrap-Up		5	
General Teacher Behaviors		5	
<b>Overall Grade 2-6 Math PALS Fidelity</b>		<b>43</b>	

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80 percent of the time.

signature

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**Generic TIER III Intervention Walkthrough**

Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_

Intervention being provided \_\_\_\_\_

Person Completing this Walkthrough/Observation \_\_\_\_\_

Rating Scale: 1 = minimal evidence noted; 2=evidence noted; 3 = outstanding implementation

**Classroom Setting**

\_\_\_\_\_ Space is appropriate for intervention implementation.

**Materials**

\_\_\_\_\_ Evidence exists of program materials being used as designed.

\_\_\_\_\_ Teacher uses the Teacher’s Guide/manual/instructions during intervention.

**Teacher Instruction**

\_\_\_\_\_ Teacher follows the selected program’s instructional routines as designed.

\_\_\_\_\_ Evidence exists that activities are student goal directed.

\_\_\_\_\_ Teacher fosters active student engagement and motivation to learn.

\_\_\_\_\_ Classroom behavior management system is effective in providing an environment conducive to learning.

\_\_\_\_\_ Transitions are smooth and quick.

**Student Actions**

\_\_\_\_\_ Evidence of active versus passive learning

\_\_\_\_\_ Evidence of student engagement

**Classroom Environment**

\_\_\_\_\_ Teacher and student interactions are mutually respectful and positive in tone.

\_\_\_\_\_ Evidence exists that the teacher provides all students with an opportunity to learn.

\_\_\_\_\_ Evidence indicates that the teacher implements activities that support student diversity.

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80 percent of the time.

\_\_\_\_\_  
Observer’s signature

\_\_\_\_\_  
Teacher's signature

**General Tier III Fidelity Checklist**

Instructor: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observed by: \_\_\_\_\_ Area of Intervention: \_\_\_\_\_

Lesson Number: \_\_\_\_\_ Number of students in group: \_\_\_\_\_

Start and Stop Time: \_\_\_\_\_ Total Time of Observation: \_\_\_\_\_

High level of implementation=2

Inconsistent level of implementation=1

Low level of implementation=0

AREA	Level of Implementation			Comments
Materials and Time				
Teacher and student materials ready	2	1	0	
Teacher organized and familiar with lesson	2	1	0	
Instruction/Presentation				
Follows steps and wording in lessons	2	1	0	
Uses clear signals	2	1	0	
Provides students many opportunities to respond	2	1	0	
Models skills/strategies appropriately and with ease	2	1	0	
Corrects all errors using correct technique	2	1	0	
Provides students with adequate think time	2	1	0	
Presents individual turns	2	1	0	
Moves quickly from one exercise to the next	2	1	0	
Maintains good pacing	2	1	0	
Ensures students are firm on content prior to moving forward	2	1	0	

Completes all parts of teacher-directed lesson	<b>2</b>	<b>1</b>	<b>0</b>	
General Observation of the Group				
Student engagement in lesson	<b>2</b>	<b>1</b>	<b>0</b>	
Student success at completing activities	<b>2</b>	<b>1</b>	<b>0</b>	
Teacher familiarity with lesson formats and progression through activities	<b>2</b>	<b>1</b>	<b>0</b>	
Teacher encouragement of student effort	<b>2</b>	<b>1</b>	<b>0</b>	
Transitions between activities were smooth	<b>2</b>	<b>1</b>	<b>0</b>	

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80 percent of the time.

\_\_\_\_\_ signature

#### 4.7 Consideration for Special Education

A referral for special education for a **specific learning disability (SLD)** in basic reading skills, reading fluency, reading comprehension, mathematics calculation, mathematics problem solving, or written expression will be determined when the data indicate that Tier III is ineffective. Information obtained from any screenings completed during the intervention process may be used as part of the eligibility determination following informed written parental consent. Consent for an evaluation may be requested or received during Tier III interventions, but evidence from Tier III must be a part of determination, and a lack of response to Tier III interventions may not be pre-determined. An evaluation for **SLD** may be in conjunction with the second half of Tier III but may not be concluded before Tier III interventions are proven ineffective at the end of Tier III.

Team members involved in making a decision to refer for special education may include:

- School psychologist
- Principal or other designee
- Intervention/Support team members

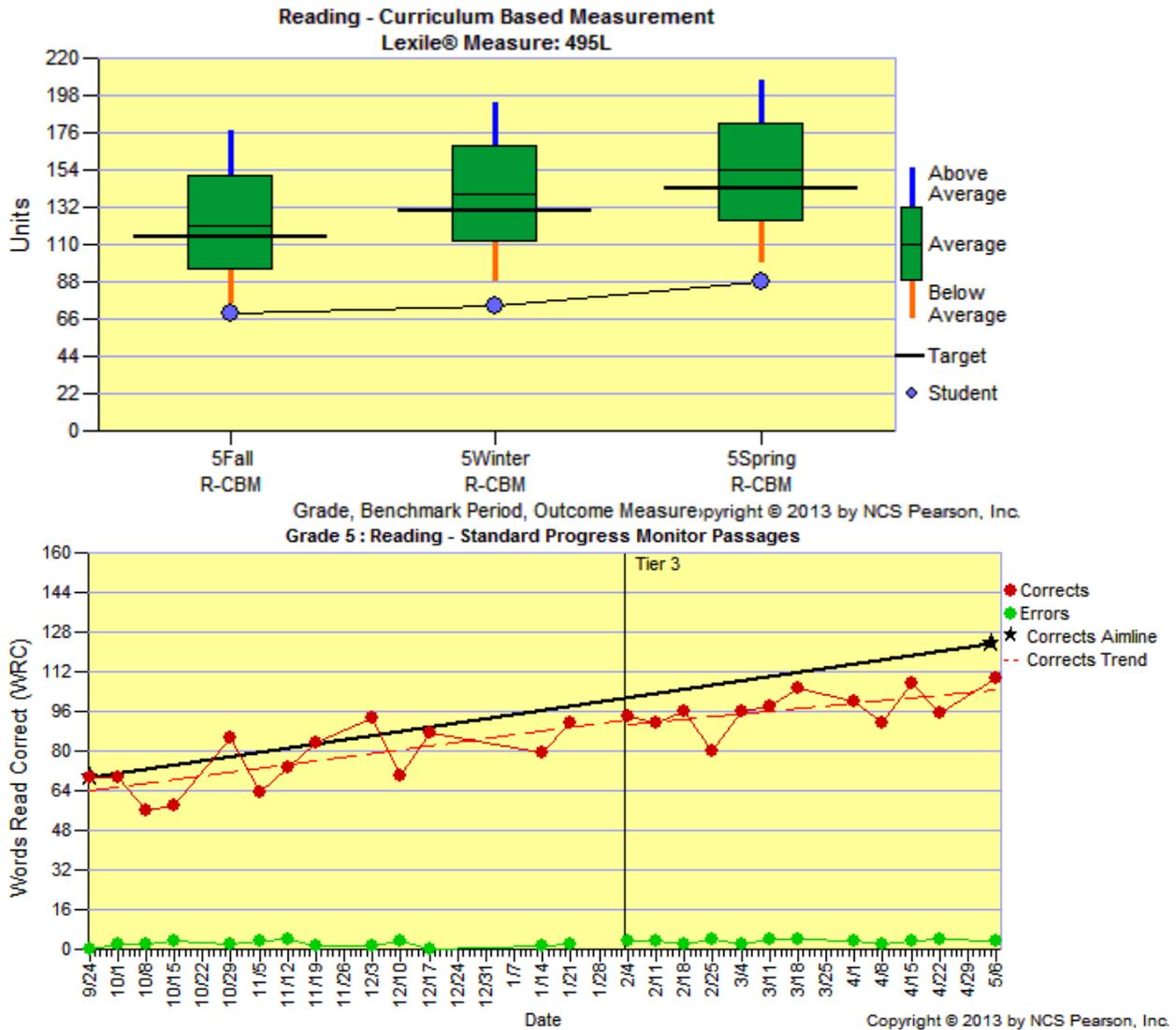
Parents must be invited to a meeting to discuss a referral for special education evaluation. In this component, an earlier scenario is revisited:

- 5<sup>th</sup> grader is referred for special education consideration

Points for consideration:

- Have tiered interventions occurred with fidelity?
- Has student been present for instruction/intervention?
- Has tiered intervention adequately addressed student need?
- Were tiered interventions appropriate?
- Has progress monitoring occurred weekly/every other week?
- Have enough data points been collected to make a decision to change intervention within the tiers?
- Have enough data points been collected between tiers to make a data based decision?
- Does a gap analysis indicate that the student is making adequate progress with tiered interventions?
- Have environmental factors been considered?

Ten weeks after the introduction of Tier III interventions, the RTI<sup>2</sup> team determines that Sarah is not making progress. A gap analysis is completed by Mrs. Jones, the school psychologist, which indicates that Sarah has not made adequate progress. The team (Sarah’s teacher, the principal, the literacy coach and the school psychologist) determines that the research based interventions provided at Tier III were not sufficient for Sarah. The team requests a meeting with Sarah’s parents in order to discuss Sarah’s lack of progress.



At the S-team meeting, it is determined that although Sarah made some progress, it was very slow and not significant enough to close the achievement gap. In particular, the gap analysis conducted by the school psychologist indicated that, despite intense Tier III interventions, the difference between the end of year benchmark expectation and Sarah’s performance was still significant. Parents agree that Sarah should be evaluated for a Specific Learning Disability in the area of Reading fluency because she has not made adequate progress. They sign consent for an initial assessment and are provided with a copy of their procedural safeguards and a prior written notice.

Component 5:  
Special Education Procedures

## 5.1 Special Education Referral Procedures

A special education referral for a student suspected of a Specific Learning Disability may only be deemed necessary after the student has received tiered interventions, and the intervention(s) provided were not successful in closing the achievement gap. A student may be referred during Tier III, but eligibility will not be determined until interventions have been implemented with **fidelity** at all levels. Data based decisions will be made at each tier using a minimum of 8-10 data points (if progress monitoring every other week) OR 10-15 data points (if progress monitoring weekly). Furthermore, a change in intervention will be considered within each tier before moving to the next tier of intervention (as referenced in components 3.4 and 4.4). Number of data points reflects empirical research required to make an informed data based decision. The intervention must have empirical evidence supporting its use in remediating the area of suspected disability (i.e., Basic Reading Skills), and the progress monitoring tool selected must be able to provide evidence that the student did not make a sufficient amount of progress in the area of suspected disability. It is the LEA's responsibility to document that the student received intervention and was progress monitored as outlined by the Tier II and Tier III guidelines.

Documentation already provided throughout tiered interventions will be vitally important to the special education referral process. Included in this component are additional forms used to document this process along with parental input, teacher input, and problem identification. This information is reviewed at a team meeting with the student's parents prior to making a special education referral. Once a referral is made, parents will sign the consent for initial assessment form and will be provided a copy of their procedural safeguards and prior written notice.

### Table of Contents:

- Referral Decision Tree-Example 1
- Student Support and Interventions Team Referral For Comprehensive Evaluation-Example 2
- General Education Teacher Input Form-Example 3
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- Parent Input Form-Example 10

**Referral Decision Tree**

*(To be completed at follow-up RTI<sup>2</sup> Team meeting prior to making a Special Education Referral)*

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date of Review: \_\_\_\_\_

<b>Tier III Intervention(s) have occurred daily for 60 minutes in addition to core instruction</b> <input type="checkbox"/> Intervention logs attached <input type="checkbox"/> (5) Fidelity checks completed and attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Implementation integrity has occurred with at least 80% fidelity</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Student has been present for majority of intervention sessions</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Tier III intervention(s) adequately addressed the student’s area of need</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Tier III intervention was appropriate and research-based</b> Research based interventions are: <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Standardized <input type="checkbox"/> Peer reviewed <input type="checkbox"/> Reliable/valid <input type="checkbox"/> Able to be replicated	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Progress monitoring has occurred with at least 10-15 weekly data points OR 8-10 bi-monthly data points at Tier III</b> <input type="checkbox"/> Progress monitoring graphs attached <input type="checkbox"/> Parent notification letters attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Gap analysis indicates that student’s progress is not sufficient for making adequate growth with current interventions</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>The following have <i>preliminarily</i> been ruled out as the <i>primary</i> cause of the student’s lack of response to intervention</b> <input type="checkbox"/> Visual, motor, or hearing disability <input type="checkbox"/> Emotional disturbance <input type="checkbox"/> Cultural factors <input type="checkbox"/> Environmental or economic factors <input type="checkbox"/> Limited English proficiency <input type="checkbox"/> Excessive absenteeism	<input type="checkbox"/> Yes <input type="checkbox"/> No

\*\* If the Intervention team answered “Yes” to all of the above questions, the team should consider referring for a psycho-educational evaluation. If the Intervention team answered “No” to any of the questions, that area should be addressed prior to referral.

**Team members involved in approving this plan with name and relationship to the student:**

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**Student Support and Interventions Team Referral For Comprehensive Evaluation**

This referral form is completed by the school based team when the decision is made to refer a student for a comprehensive evaluation for Special Education consideration. Data and documentation gathered through the tiered intervention process should be reviewed prior to referral.

- Parent Referral**
 **School/Teacher Referral**

**Name:** \_\_\_\_\_ **Birth Date** \_\_\_\_/\_\_\_\_/\_\_\_\_ **Age** \_\_\_\_  
**Race/Ethnicity** \_\_\_\_\_ **Gender** \_\_\_\_\_ **Grade** \_\_\_\_\_  
**School** \_\_\_\_\_ **School System** \_\_\_\_\_  
**Teacher** \_\_\_\_\_ **Parent(s)** \_\_\_\_\_  
**Address** \_\_\_\_\_  
**Phone (home)** \_\_\_\_\_ **Work** \_\_\_\_\_ **Cell** \_\_\_\_\_  
**Email address** \_\_\_\_\_ **Primary Language spoken** \_\_\_\_\_

**Problem Identification (check all that apply)\*:**

- Phonological Awareness     Phonics     Reading Fluency     Reading Comprehension  
 Vocabulary     Math Calculation     Math Problem Solving     Written Expression  
 Attention/Behavior     Speech/Language     High Achievement     Other \_\_\_\_\_

**\*For Reading, Math, and Writing Concerns, the following RTI<sup>2</sup> documentation MUST be included:**

- \_\_\_\_\_ Student benchmark data
- \_\_\_\_\_ Student Progress monitoring data
- \_\_\_\_\_ Student Intervention Plan(s)
- \_\_\_\_\_ Fidelity Monitoring form(s)
- \_\_\_\_\_ Intervention Log(s)
- \_\_\_\_\_ Parent notification letter(s)
- \_\_\_\_\_ Gap Analysis

**Cumulative Record Review:**

**Attendance:** Current Year \_\_\_\_\_ Days present \_\_\_\_\_ Days absent \_\_\_\_\_ Days tardy \_\_\_\_\_  
 Last year \_\_\_\_\_ Days present \_\_\_\_\_ Days absent \_\_\_\_\_ Days tardy \_\_\_\_\_  
 Retentions \_\_\_\_\_ List previous schools attended \_\_\_\_\_

**Discipline Record:** Number of discipline reports \_\_\_\_\_ List Violations \_\_\_\_\_

Number of Out of School Suspensions \_\_\_\_\_ In-School suspensions \_\_\_\_\_ Detentions \_\_\_\_\_

**Testing Information: TCAP or other** \_\_\_\_\_

	Year:	Year:	Year:
Area	Results/Percentiles	Results/Percentiles	Results/Percentiles
Reading/ELA			
Math			
Science			
Social Studies			

Student \_\_\_\_\_ DOB \_\_\_\_/\_\_\_\_/\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_

**Academic Grades:**

Subject Area	Year/Semester	Year/Semester	Year/Semester	Year/Semester
Reading				
Math				
Science				
Social Studies				
Language Arts				
Spelling				
English				
Other:				

**Exclusionary Factors**

Please include relevant information as it applies to the following:

**Limited English Proficiency:**

Is there another language other than English spoken by the student? \_\_\_\_\_

Is there another language other than English spoken in the student's home? \_\_\_\_\_

Have English Learner services been provided? \_\_\_\_\_

**Visual Impairment:**

Does the student have a history of significant vision problems? \_\_\_\_\_

**Hearing Impairment:**

Does the student have a history of significant hearing problems? \_\_\_\_\_

**Orthopedic Impairment:**

Does the student have any physical or motor impairments: \_\_\_\_\_

**Behavior Problems:**

Does the student exhibit behavior(s) or emotional difficulties that interfere with learning?  
\_\_\_\_\_

Does the student have a current behavior plan or Functional Behavior Assessment (FBA)? \_\_\_\_\_  
\_\_\_\_\_

**Environmental/Cultural/Economic Factors:**

Are you aware of any environmental factors that may be impacting this student's ability to learn?  
\_\_\_\_\_

**Motivational Factors:**

Does the student want to succeed in school?  Yes  No

Does the student seek assistance from teachers, peers, or others?  Yes  No

Does the parent report efforts made at home to complete homework or study assignments?  Yes  No

Is the student making an effort to learn?  Yes  No

Are the student's achievement scores consistent with the student's grades?  Yes  No

Student \_\_\_\_\_ DOB \_\_\_\_/\_\_\_\_/\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_

**Situational Trauma:**

Has the student experienced recent trauma? (i.e., parent divorce, death or illness of family member, etc.)

Are there other situations that could create stress or emotional upsets? \_\_\_\_\_

Has there been a significant change in the student's classroom performance within a short period of time (6-12 months)? \_\_\_\_\_

**Medical:**

Does the student have any known medical issues that interfere with learning? \_\_\_\_\_

**Describe classroom interaction with peers and teacher:** \_\_\_\_\_

**Additional Comments:** \_\_\_\_\_

**Person completing form:**

\_\_\_\_\_  
Name/Job Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**General Education Teacher's Input Form**  
(Indirect Observation)

School System: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Name of Student: \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_ Age \_\_\_\_\_

Carefully consider the following questions and provide as much information as possible regarding this student's typical daily performance in your classroom. His or her behavior should be evaluated in comparison to a typically functioning student of the same age and in terms of appropriate developmental stages and expectations.

Describe this student's reading skills (e.g., decoding, comprehension, and fluency).

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Describe this student's math skills (e.g., calculation, numerical concepts, and word problems).

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Describe other academic concerns/performance levels (e.g., science, social studies, and problem-solving skills).

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Describe this student's behavior in the classroom (e.g., following rules, attention to task, organizational skills, relationships to peers, and problems or concerns).

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Yes  No This student does *not* perform academically in the classroom in a manner that is commensurate with current academic standards.

\_\_\_\_\_  
Printed Name of Person Completing Form

\_\_\_\_\_  
Job Title

\_\_\_\_\_  
Signature of Person Completing Form

\_\_\_\_\_  
Date

**Teacher Checklist – Basic Reading Skills**

Student \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

<u>YES</u>	<u>NO</u>	<u>SOMETIMES</u>	<u>THE STUDENT:</u>
1. _____	_____	_____	1. avoids reading.
2. _____	_____	_____	2. demonstrates a change in behavior when asked to read silently.
3. _____	_____	_____	3. demonstrates a change in behavior when asked to read orally.
4. _____	_____	_____	4. names alphabet letters correctly.
5. _____	_____	_____	5. recognizes his/her name in print.
6. _____	_____	_____	6. matches letters.
7. _____	_____	_____	7. guesses words from:
_____	_____	_____	a. initial letters.
_____	_____	_____	b. pictorial cues.
_____	_____	_____	c. context cues.
8. _____	_____	_____	8. sounds out:
_____	_____	_____	a. vowels correctly
_____	_____	_____	b. consonants correctly
_____	_____	_____	c. words correctly
9. _____	_____	_____	9. blends sounds correctly.
10. _____	_____	_____	10. has an adequate sight word vocabulary.
11. _____	_____	_____	11. substitutes:
_____	_____	_____	a. sounds
_____	_____	_____	b. words
12. _____	_____	_____	12. omits:
_____	_____	_____	a. sounds
_____	_____	_____	b. words
13. _____	_____	_____	13. repeats:
_____	_____	_____	a. sounds
_____	_____	_____	b. words
14. _____	_____	_____	14. reads from left to right.
15. _____	_____	_____	15. skips lines.
16. _____	_____	_____	16. moves head when reading.
17. _____	_____	_____	17. moves lips when reading.
18. _____	_____	_____	18. uses finger to anchor self when reading.
19. _____	_____	_____	19. reads high frequent sight words correctly (the, and, but).
20. _____	_____	_____	20. drops voice at the end of a sentence.
21. _____	_____	_____	21. reads orally with expression.
22. _____	_____	_____	22. reads word-by-word.
23. _____	_____	_____	23. reads faster silently than orally.
24. _____	_____	_____	24. observes small differences between words (plurals, verb-endings, possessives).
25. _____	_____	_____	25. corrects his/her own errors.

Source: Ohio Department of Education (1991). Ohio handbook for the identification, evaluation and placement of children with language problems. Used with permission.

**Teacher Checklist – Reading Fluency**

Student \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

<u>OFTEN</u>	<u>RARELY</u>	<u>SOMETIMES</u>	<u>WHEN READING ALOUD DOES THE STUDENT:</u>
1. _____	_____	_____	1. stop frequently?
2. _____	_____	_____	2. make inappropriate pauses?
3. _____	_____	_____	3. read word by word?
4. _____	_____	_____	4. speak in a flat, monotone voice?
5. _____	_____	_____	5. miss emotional and contextual cues?
6. _____	_____	_____	6. mix up who says which piece of a dialogue in a narrative?
7. _____	_____	_____	7. pay little attention to punctuation?
8. _____	_____	_____	8. painstakingly sound out words?
9. _____	_____	_____	9. have difficulty with sounds?
10. _____	_____	_____	10. fail to recognize recurring words?
11. _____	_____	_____	11. emphasize the wrong syllable?
12. _____	_____	_____	12. ignore suffixes and prefixes?
<u>OFTEN</u>	<u>RARELY</u>	<u>SOMETIMES</u>	<u>WHEN READING SILENTLY DOES THE STUDENT:</u>
13. _____	_____	_____	13. read at about the same speed as when reading aloud?
14. _____	_____	_____	14. shift eyes often on the page?
15. _____	_____	_____	15. need to stop and reread often?
16. _____	_____	_____	16. seem to skim large chunks of text?

Source: Ohio Department of Education (1991). Ohio handbook for the identification, evaluation and placement of children with language problems. Used with permission.

### Teacher Checklist – Reading Comprehension

Student \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

	<u>YES</u>	<u>NO</u>	<u>SOMETIMES</u>	<u>THE STUDENT:</u>
1. _____	_____	_____	_____	1. orients book in proper position and turns pages left to right.
2. _____	_____	_____	_____	2. attempts to read, using picture and context cues.
3. _____	_____	_____	_____	3. recognizes common words in stories.
4. _____	_____	_____	_____	4. begins to use phonetic cueing system (e.g., beginning sounds).
5. _____	_____	_____	_____	5. uses decoding skills:
a. _____	_____	_____	_____	a. uses common vowels, vowel patterns, consonant sounds, consonant blends, digraphs, and diphthongs,
b. _____	_____	_____	_____	b. applies rules of syllabication,
c. _____	_____	_____	_____	c. demonstrates knowledge of prefixes, suffixes and
d. _____	_____	_____	_____	d. compound words.
6. _____	_____	_____	_____	6. uses context clues.
7. _____	_____	_____	_____	7. automatically recognizes previously taught vocabulary in print (sight and reading vocabulary).
8. _____	_____	_____	_____	8. demonstrates fluent oral reading.
9. _____	_____	_____	_____	9. comprehends complex sentence structure
a. _____	_____	_____	_____	a. understands passive voice (Mice were eaten by the cat.).
b. _____	_____	_____	_____	b. understands relative clauses (the cake that Mac ate).
c. _____	_____	_____	_____	c. understands direct and indirect quotes within a passage.
d. _____	_____	_____	_____	d. understands pronoun reference (he = Billy).
10. _____	_____	_____	_____	10. recognizes different uses of words depending on context:
a. _____	_____	_____	_____	a. recognizes meanings of antonyms and synonyms.
b. _____	_____	_____	_____	b. recognizes multiple meanings (fly – a fly, to fly).
c. _____	_____	_____	_____	c. understands figurative language (hold your horses).
d. _____	_____	_____	_____	d. differentiates homonyms (rode – road).
11. _____	_____	_____	_____	11. comprehends age- and/or grade-appropriate passages:
a. _____	_____	_____	_____	a. summarizes a story or passage.
b. _____	_____	_____	_____	b. identifies the main idea of a selection.
c. _____	_____	_____	_____	c. identifies supporting details.
d. _____	_____	_____	_____	d. compares and contrasts stories, characters, events, etc.
12. _____	_____	_____	_____	12. uses printed materials for a variety of purposes:
a. _____	_____	_____	_____	a. makes and confirms predictions.
b. _____	_____	_____	_____	b. understands author's purpose.
c. _____	_____	_____	_____	c. locates details and facts to answer questions and draw conclusions.
d. _____	_____	_____	_____	d. uses printed material to gather information (for reports, personal interest, etc.).
13. _____	_____	_____	_____	13. comprehends material from a variety of sources (newspaper, magazine, content area text, trade books, reference materials).
14. _____	_____	_____	_____	14. follows a sequence of written directions to complete a task (work sheet directions, recipes, directions for building a model).

Source: Ohio Department of Education (1991). Ohio handbook for the identification, evaluation and placement of children with language problems. Used with permission.

**Teacher Checklist – Mathematics Calculation**

Student \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

<u>YES</u>	<u>NO</u>	<u>SOMETIMES</u>	<u>THE STUDENT:</u>
1. _____	_____	_____	1. counts by rote to 20.
2. _____	_____	_____	2. counts by tens.
3. _____	_____	_____	3. understands one-to-one correspondence.
4. _____	_____	_____	4. reads numbers to 20.
5. _____	_____	_____	5. completes addition correctly with:
a. _____	_____	_____	a. one digit numbers.
b. _____	_____	_____	b. two or more digit numbers.
6. _____	_____	_____	6. completes subtraction correctly with:
a. _____	_____	_____	a. one digit numbers.
b. _____	_____	_____	b. two or more digit numbers.
c. _____	_____	_____	c. borrowing.
7. _____	_____	_____	7. completes multiplication correctly with:
a. _____	_____	_____	a. one digit numbers.
b. _____	_____	_____	b. two or more digit numbers.
8. _____	_____	_____	8. completes division correctly with:
a. _____	_____	_____	a. one digit numbers.
b. _____	_____	_____	b. two or more digit numbers.
9. _____	_____	_____	9. confuses operational signs.
10. _____	_____	_____	10. uses fingers for computation.
11. _____	_____	_____	11. uses manipulatives for computation.
12. _____	_____	_____	12. reverses numbers.
13. _____	_____	_____	13. keeps columns straight.
14. _____	_____	_____	14. copies problems with adequate spacing.
15. _____	_____	_____	15. finds page numbers correctly.
16. _____	_____	_____	16. uses place values correctly.
17. _____	_____	_____	17. completes problems involving more than one mathematical operation.
18. _____	_____	_____	18. completes problems very slowly.
19. _____	_____	_____	19. avoids the use of math.
20. _____	_____	_____	20. changes behavior when required to do math.
21. _____	_____	_____	21. completes math problems "inn his/her head".
22. _____	_____	_____	22. shows more ability in reading than math.
23. _____	_____	_____	23. shows more tension during math than other subject.
24. _____	_____	_____	24. completes math assignments at his/her level.
25. _____	_____	_____	25. corrects his/her own errors.

Source: Ohio Department of Education (1991). Ohio handbook for the identification, evaluation and placement of children with language problems. Used with permission.

**Teacher Checklist – Mathematics Reasoning**

Student \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

	<u>YES</u>	<u>NO</u>	<u>SOMETIMES</u>	<u>THE STUDENT:</u>
1.	_____	_____	_____	1. applies math operations to real life problems.
2.	_____	_____	_____	2. completes word problems.
3.	_____	_____	_____	3. understands basic math concepts such as more/less.
4.	_____	_____	_____	4. recognizes and names basic shapes (circle, square, diamond).
5.	_____	_____	_____	5. experiences some success with puzzles, codes, and card games.
6.	_____	_____	_____	6. understands basic time concepts (yesterday, before).
7.	_____	_____	_____	7. names the days of the week correctly.
8.	_____	_____	_____	8. names months correctly.
9.	_____	_____	_____	9. uses the calendar correctly.
10.	_____	_____	_____	10. tells time to the nearest half-hour.
11.	_____	_____	_____	11. tells time correctly.
12.	_____	_____	_____	12. uses basic money terms correctly (penny, dime, dollar).
13.	_____	_____	_____	13. Makes change correctly.
14.	_____	_____	_____	14. uses basic measurements correctly.
15.	_____	_____	_____	15. uses tables and/or graphs correctly.
16.	_____	_____	_____	16. chooses appropriate operations to complete math problems.
17.	_____	_____	_____	17. guesses at answers instead of trying to solve problems.
18.	_____	_____	_____	18. solves problems with missing elements.
19.	_____	_____	_____	19. differentiates between essential and nonessential information in solving problems.
20.	_____	_____	_____	20. solves problems with a rote, inflexible approach.
21.	_____	_____	_____	21. uses manipulatives creatively to solve problems.
22.	_____	_____	_____	22. asks for assistance from the teacher instead of attempting to solve the problem.
23.	_____	_____	_____	23. asks for assistance from other students instead of attempting to solve the problem.
24.	_____	_____	_____	24. solves problems involving a sequence of steps.

Source: Ohio Department of Education (1991). Ohio handbook for the identification, evaluation and placement of children with language problems. Used with permission.

**Teacher Checklist – Written Expression**

Student \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

<u>YES</u>	<u>NO</u>	<u>SOMETIMES</u>	<u>THE STUDENT:</u>
1. _____	_____	_____	1. orients book in proper position and turns pages from the left.
2. _____	_____	_____	2. copies materials correctly from board and desk.
3. _____	_____	_____	3. uses correct spacing for letters ( ) and words ( ) (writes letters on – not below or above – the base line).
4. _____	_____	_____	4. writes fluently, is not slow and labored.
5. _____	_____	_____	5. uses a variety of sentence structures.
6. _____	_____	_____	6. recognizes own letter/numeral reversals.
7. _____	_____	_____	7. uses correct capitalization and punctuation in daily written work.
8.			8. uses correct grammar in written work:
a. _____	_____	_____	a. uses plurals correctly: regular ( ) and irregular ( ).
b. _____	_____	_____	b. uses subject and verb appropriately.
c. _____	_____	_____	c. expresses questions correctly: yes/no ( ) and “wh-“ questions ( ).
d. _____	_____	_____	d. uses negation correctly.
e. _____	_____	_____	e. uses pronouns correctly – personal ( ), demonstrative ( ), and reflexive ( ).
9.			9. uses writing to communicate information
a. _____	_____	_____	a. provides reader with appropriate amount of information (detail, background, context).
b. _____	_____	_____	b. uses appropriate degree of familiarity (e.g., business vs. friendly letter).
c. _____	_____	_____	c. approaches written tasks in prescribed format using appropriate conventions (e.g., fiction, information, requesting, personal).
10.			10. uses content skills appropriately:
a. _____	_____	_____	a. writes about a single event, experience, or point of view.
b. _____	_____	_____	b. adds descriptive detail.
c. _____	_____	_____	c. expresses original ideas, humor, and imagination.
11.			11. evidences overall organizational pattern in written composition:
a. _____	_____	_____	a. sequences events or points logically within paragraphs and/or composition.
b. _____	_____	_____	b. reports a clear beginning, middle, and end.
c. _____	_____	_____	c. uses topic statements and maintains topic.
d. _____	_____	_____	d. uses age-appropriate vocabulary.
e. _____	_____	_____	e. avoids fragments and run-on sentences.
f. _____	_____	_____	f. presents details and facts to develop and support the main idea.
12.			12. uses effective writing process:
a. _____	_____	_____	a. pre-writing activities (e.g., topic choice).
b. _____	_____	_____	b. demonstrates use of drafting.
c. _____	_____	_____	c. uses proofing skills (e.g., precise phrasing).
d. _____	_____	_____	d. shares written work (e.g., peer editing).

Source: Ohio Department of Education (1991). Ohio handbook for the identification, evaluation and placement of children with language problems. Used with permission.

**Parent Input**

Child's Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_ Today's Date: \_\_\_\_\_  
 Mother's name: \_\_\_\_\_ Father's name \_\_\_\_\_  
 Child resides primarily with (check one): \_\_\_\_\_ Mother \_\_\_\_\_ Father \_\_\_\_\_  
 Both parents \_\_\_\_\_ Joint Custody

Please list names of others living in the home.

<u>Name</u>	<u>Age</u>	<u>Relationship to Child</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Developmental/Medical History**

1. Were any problems reported during pregnancy? (health, illnesses, injuries, medication)

\_\_\_\_\_

Was pregnancy full-term? Yes/No How many weeks? \_\_\_\_\_  
 Child's Birth weight \_\_\_\_\_

Any other problems with labor or delivery?

2. Were developmental milestones met (check one): early \_\_\_\_\_ late \_\_\_\_\_  
 on time \_\_\_\_\_

Please list ages at which your child first: sat unaided \_\_\_\_\_; walked independently \_\_\_\_\_; spoke single words \_\_\_\_\_; spoke using 2-3 words \_\_\_\_\_; was toilet trained \_\_\_\_\_(days) \_\_\_\_\_(nights)

3. List important medical information including serious illnesses, injuries, and hospitalizations such as frequent ear infections, tubes in ears (hearing problems), seizures, allergies, etc.

\_\_\_\_\_

\_\_\_\_\_

4. Please list current medications your child is taking: \_\_\_\_\_

\_\_\_\_\_

5. Has your child ever had visual problems or worn glasses? \_\_\_\_\_

6. Has your child ever received services for developmental and/or communication delays?

\_\_\_\_\_

Source: Ohio Department of Education (1991). Ohio handbook for the identification, evaluation and placement of children with language problems. Used with permission.

7. Has your child ever received a psychological or psycho-educational evaluation? If so, when and where? \_\_\_\_\_  
\_\_\_\_\_
8. Have special education services been provided in the past? \_\_\_\_\_  
\_\_\_\_\_
9. Describe any behavior problems noticed at home or reported by teachers: \_\_\_\_\_  
\_\_\_\_\_

**Home/Community**

1. What are your child's successes? \_\_\_\_\_  
\_\_\_\_\_
2. What things are hard for your child? \_\_\_\_\_  
\_\_\_\_\_
3. Please list any sports, hobbies, etc. \_\_\_\_\_  
\_\_\_\_\_
4. How does your child get along with adults? \_\_\_\_\_  
Peers? \_\_\_\_\_
5. Have there been any recent changes at home that may be impacting your child's performance at school? \_\_\_\_\_  
\_\_\_\_\_

**Please report any other concerns or relevant information on the back of this page.**

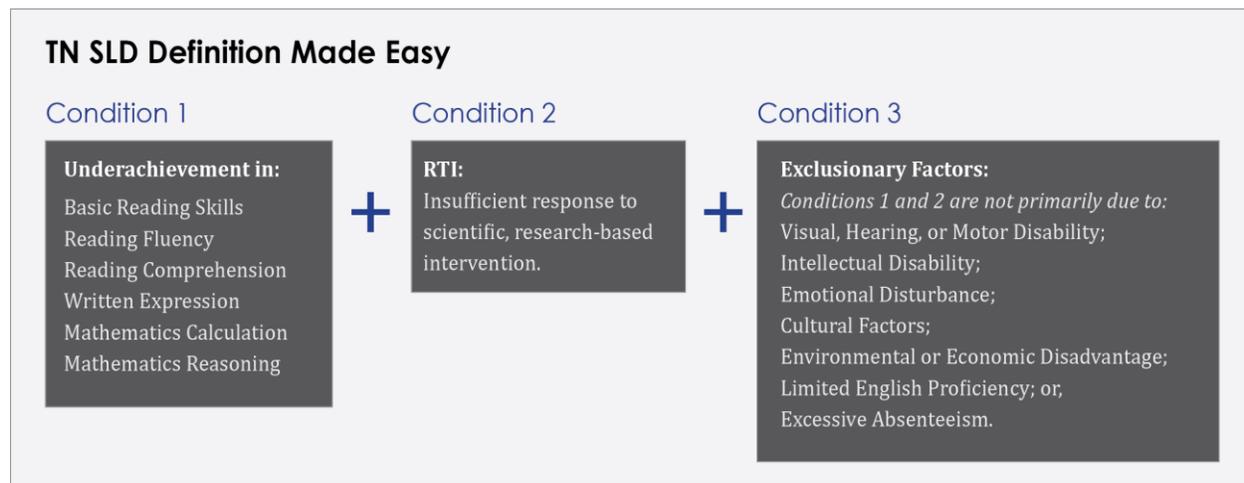
Source: Ohio Department of Education (1991). Ohio handbook for the identification, evaluation and placement of children with language problems. Used with permission.
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## 5.2 Components of a Special Education Evaluation/Re-evaluation

### Specific Learning Disabilities Eligibility Criteria

**Definition:** The term *Specific Learning Disability* means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, and that adversely affects a child's educational performance. Such term includes conditions such as perceptual disabilities (e.g., visual processing), brain injury that is not caused by an external physical force, minimal brain dysfunction, dyslexia, and developmental aphasia. *Specific Learning Disability* does not include a learning problem that is primarily the result of Visual Impairment; Hearing Impairment; Orthopedic Impairment; Intellectual Disability; Emotional Disturbance; Limited English Proficiency; or, Environmental or Cultural Disadvantage.

In this component, guidance is provided for each condition of **SLD** identification: Underachievement (Level of Learning), Response to Intervention (Rate of Learning), and Exclusionary factors.



### Table of Contents:

#### **Condition 1: Underachievement (Level of Learning)**

Assessment Resource List-Example 1

Systematic Observation form(s)-Example 2

#### **Condition 2: Response to Intervention (Rate of Learning)**

Rate of Improvement (ROI) Worksheet-Example 3

Gap Analysis Worksheet-Example 4

#### **Condition 3: Exclusionary Factors**

Exclusionary Factors Worksheet-Example 5

**Condition 1: Underachievement (Level of Learning)**

The student does not achieve adequately for the student’s age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student’s age or State-approved grade level standards:

- a. Basic Reading Skills
- b. Reading Fluency Skills
- c. Reading Comprehension
- d. Written Expression
- e. Mathematics Calculation
- f. Mathematics Problem Solving

School based teams should use multiple sources of data in order to document underachievement. The following table is provided to assist school teams in the decision making process. ***This information does not represent fixed rules to be used in determining eligibility; rather it provides guidance to assist teams in drawing conclusions regarding a student’s level of learning.***

Source	Criteria to Consider
Performance on universal screening (i.e., Benchmark assessment)	Median score $\leq 10^{\text{th}}$ national percentile Or Median score which is 2.0 x deficient compared to norm group
Terminal performance on progress monitoring measures	Last three data points $\leq 10^{\text{th}}$ national percentile
Performance on State or district wide assessments	Basic or Below Basic performance on state mandated test in area of concern
Norm-referenced test of academic achievement	Composite scores $\geq 1.25$ standard deviations below the mean in area of suspected disability

**Ratio of Deficiency**

A student is considered 2.0x deficient when comparing their score to the benchmark expectation from the norm group. Below is an example of how to calculate the ratio of deficiency (i.e., the gap):

$$\text{Current benchmark expectation (WRC)/student’s performance (WRC) = ratio of deficiency}$$

Example:  $110 \text{ wrc}/55 \text{ wrc} = 2\text{x deficient}$

**Conclusion:** This student is 2.0x (two times) deficient in Oral Reading Fluency compared to other students in a national sample.

## Normative Assessment

Although a school team should consider multiple sources of data to document underachievement, a **certifying specialist** (i.e., **school psychologist**) **must** provide an individually administered, norm-referenced, **valid, reliable** assessment of achievement in the area of suspected disability. Intensive **intervention** must occur within the tiers before inadequate classroom achievement can be assessed. Research suggests that scores below the 10<sup>th</sup> national percentile (or standard scores  $\geq 1.25$  standard deviations below the mean) are considered significant. Below are examples of how to calculate 1.25 standard deviations below the mean:

**Example 1:** Most achievement tests yield a mean (M) of 100 and a standard deviation (SD) of 15.

$$M - (SD \times 1.25)$$

$$100 - (15 \times 1.25) = 81.25$$

**Conclusion:** Scores  $\leq 81.25$  are considered 1.25 standard deviations below the mean

**Example 2:** Some achievement tests yield a mean (M) of 10 and a standard deviation (SD) of 3.

$$M - (SD \times 1.25)$$

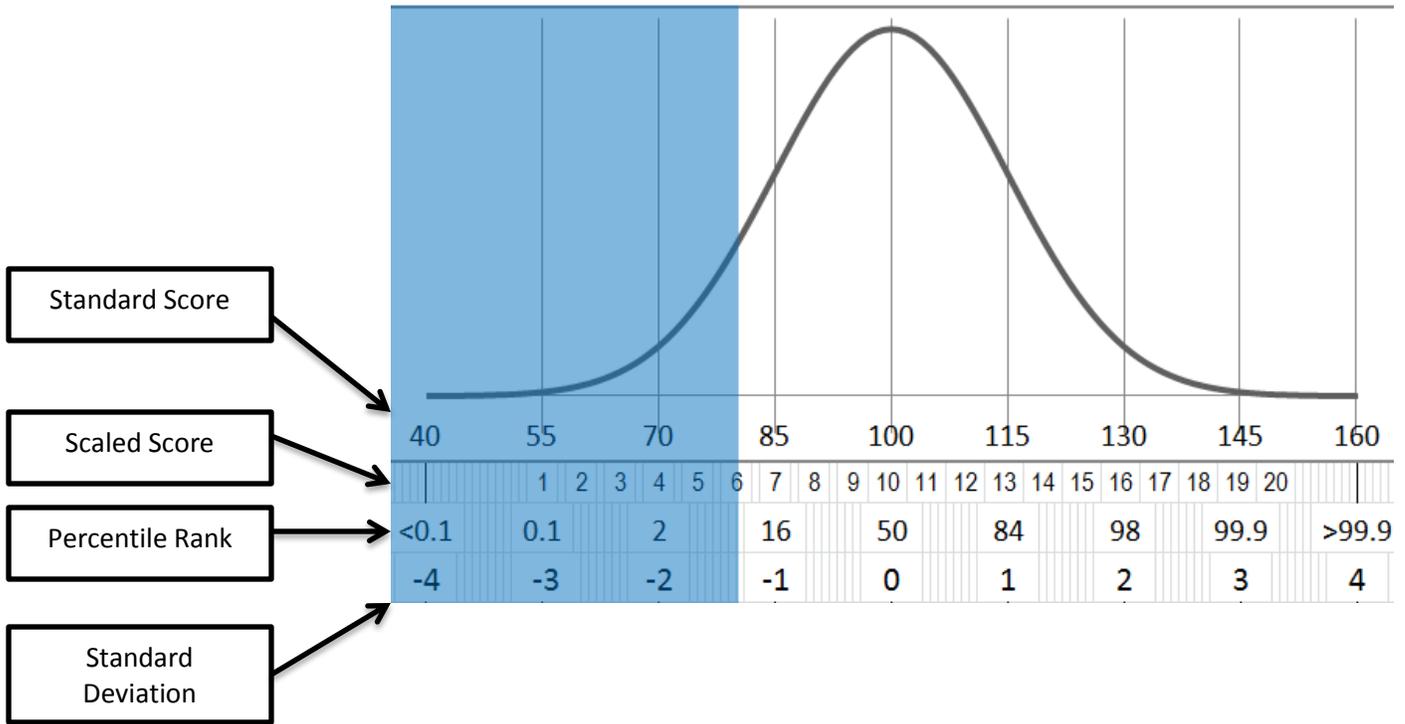
$$10 - (3 \times 1.25) = 6.25$$

**Conclusion:** Scores  $\leq 6.25$  are considered 1.25 standard deviations below the mean

The normal distribution curve is shown below with scores  $\geq 1.25$  SD below the mean shaded to indicate significant underachievement. ***It should again be noted that this criteria should not be construed as a fixed rule for the purpose of determining eligibility; rather a guideline for schoolbased teams to use in the decision making process when determining a student's level of learning.***

### Determining Scores from Standardized Measures of Achievement

Normal Distribution Curve



When analyzing scores from a norm-referenced achievement test, composite scores that include a sufficient number of items from more than one subtest should be used whenever possible. The score used to document underachievement must correspond to the area of suspected disability. Furthermore, this score should correspond to the deficit area identified through tiered **interventions**. For example, if a student was identified as needing phonics **intervention**, an achievement test to measure Basic Reading would be appropriate. The chart below provides guidance on matching deficits to suspected areas of disability:

<b>Area of Disability</b>	<b>Definition</b>	<b>Associated Deficits</b>	<b>Appropriate Intervention will include</b>
<b>Basic Reading</b>	Basic reading skills include the ability to identify and manipulate individual sounds in language; to identify printed letters and their associated sounds; to decode written language.	Difficulty identifying letters and their corresponding sounds; recognizing words that rhyme, alliteration, manipulating phonemes; phonics/decoding, sight word recognition, encoding	Systematic, direct, and explicit phonological awareness and phonics instruction. Intervention should focus on the systematic development of letter-sound correspondence, word analysis skills, and sight word recognition
<b>Reading Fluency</b>	Reading fluency refers to the ability to read words accurately, quickly, and effortlessly. Moreover, fluency skills include the ability to read with appropriate expression and intonation (prosody).	Poor automaticity of sight word recognition, rate and accuracy of oral reading.	Guided oral reading to include repeated readings on instructional level: echo read, shadow reading, paired reading; explicit instruction in chunking or phrasing.
<b>Reading Comprehension</b>	The ability to understand and make meaning of text.	Difficulty acquiring oral language and vocabulary, poor working memory; difficulty inferring, monitoring comprehension, drawing conclusions.	Explicit specific skills instruction: e.g., vocabulary, fact finding, making inferences; Explicit strategy instruction: e.g., activating prior knowledge, comprehension monitoring, and understanding how to read for different purposes.
<b>Math</b>	The knowledge and	Deficits in number	Explicit instruction that

<b>Calculation</b>	retrieval of facts and the application of procedural knowledge in calculation	sense and operations, one-to-one correspondence; learning and remembering basic facts	teaches in sequential stages: concrete-representational-abstract; strategies for learning basic facts (i.e., mnemonics, fact families, etc.)
<b>Math Problem Solving</b>	Involves using mathematical computation skills, language, reasoning, reading, and visual-spatial skills in solving problems; applying mathematical knowledge at the conceptual level	Difficulty identifying important information; filtering out unimportant information, and determining necessary steps in problem solving; deficits in math vocabulary and metacognition (i.e., the inability to monitor one's own learning)	Explicit instruction that teaches in sequential stages: concrete-representational-abstract; cognitive strategies, use of manipulatives, explicit instruction in math vocabulary
<b>Written Expression</b>	Involves basic writing skills (transcription) and generational skills (composition).	<b>Transcription:</b> difficulty producing letters, words, spelling; <b>Composition:</b> difficulty with word and text fluency, sentence construction, genre-specific discourse structures, planning processes, and reviewing and revising processes	<b>Transcription:</b> explicit, systematic instruction in letter formation and in associating the shape with the name of the letter <b>Composition:</b> Explicit instruction in: mechanics (capitalization and punctuation); word (grammar, including more mature synonyms, antonyms for verbs, adjectives, and adverbs); sentence construction; paragraph construction; multi-paragraph essays.

### Analyzing Data to Determine Underachievement

All formal and informal data should be considered by the school team when determining underachievement. Systematic observations are also required in order to document the student's academic performance and behavior in the areas of difficulty and to establish a pattern of strengths and weaknesses. It is important to compile all data and compare for consistencies/inconsistencies across all sources. This allows teams to verify that a student's underachievement is, in fact, due to a Specific Learning Disability rather than to other environmental variables.

### Assessment Resource List

Below is a list of possible measures to consider when evaluating a student for a specific learning disability. Within each SLD area listed below, measures are presented in alphabetical order. This list is not intended to be comprehensive and simply provides examples of measures that assess a particular SLD area. Other valid and reliable achievement measures not listed here may be appropriate to use. When selecting a measure for placement purposes, three considerations should be considered: (a) the measures should be reliable at 0.90 or higher for the specific age of the student being assessed; (b) the measure must be specific to the SLD area that was the focus of Tier III interventions (i.e., broad measures of reading and math would not be appropriate); (c) the measure should have an adequate floor for the age of the student being assessed.

#### Basic Reading Skills

Test	Subtest/Cluster	Age Range
DAB-3	Alphabet/Word Knowledge	6:0 – 14:11
KTEA-2	Letter and Word Recognition	4:6 - 25:0
GDRT-2	Letter/Word Identification; Phonetic Analysis; Decoding Composite	6:0 - 13:11
GORT-5	Reading Accuracy	6:0 - 23:11
TOWRE-2	Sight Word Efficiency; Phonetic Decoding Efficiency	6:0 – 24:11
WIAT-III	Word Reading, Pseudoword Decoding; Basic Reading Composite	4:0 – 50:11
WJ-III Achievement	Letter-Word Identification, Word Attack; Basic Reading Skills Composite	2:0 - > 80:0
WJIII-DRB	Letter-Word Identification, Word Attack; Basic Reading Skills Composite; Phonics Knowledge Composite	2:0 - > 80:0
WRAT-4	Word Reading	5:0 - 94
WRMT-3	Letter Identification; Word Identification; Word Attack; Basic Skills Cluster	4:6 – 79:11

Note: For students in K-2 grade, measures of Phonological Awareness may be considered for use as a secondary source of data during the evaluation process.

#### Reading Fluency

Test	Subtest/Cluster	Age Range
GORT-5	Reading Fluency	6:0 - 23:11
WIAT-III	Oral Reading Fluency	4:0 – 50:11
WJ-III Achievement	Reading Fluency	2:0 - > 80:0
WJIII-DRB	Reading Fluency	2:0 - > 80:0
WRMT-3	Oral Reading Fluency	4:6 – 79:11

#### Reading Comprehension

Test	Subtest/Cluster	Age Range
DAB-3	Reading Comprehension	6:0 – 14:11
KTEA-2	Reading Comprehension	4:6 - 25:0
GORT-5	Reading Comprehension	6:0 - 23:11
GDRT-2	Meaningful Reading; Comprehension Composite	6:0 - 13:11
TORC-4	Text Comprehension; Sentence Completion; Reading Comprehension Composite	7:0 - 17-11
WIAT-III	Reading Comprehension (but not the composite)	4:0 – 50:11
WJ-III Achievement	Passage Comprehension; Reading Comprehension Composite	2:0 - > 80:0
WJIII-DRB	Passage Comprehension; Reading Comprehension Composite	2:0 - > 80:0
WRAT-4	Sentence Comprehension	5:0 - 94
WRMT-3	Passage Comprehension; Reading Comprehension Cluster	4:6 – 79:11

**Math Calculation Skills**

Test	Subtest/Cluster	Age Range
CMAT	Basic Calculations Composite	7:0 – 18-11
DAB-3	Math Calculations	6:0 – 14:11
KeyMath-3	Basic Concepts (composite); Operations (composite)	4:6 - 21:11
KTEA-2	Math Computation	4:6 - 25:0
TOMA-3	Computation	8:0 – 18:0
WIAT-III	Numerical Operations	4:0 – 50:11
WJ-III Achievement	Calculations; Math Calculation Skills Cluster	2:0 - > 80:0

**Math Problem Solving**

Test	Subtest/Cluster	Age Range
CMAT	Mathematics Reasoning; Advanced Calculations	7:0 – 18-11
DAB-3	Math Reasoning	6:0 – 14:11
KeyMath-3	Applications	4:6 - 21:11
KTEA-2	Math Concepts and Applications	4:6 - 25:0
TOMA-3	Word Problems	8:0 – 18:0
WIAT-III	Math Problem Solving	4:0 – 50:11
WJ-III Achievement	Applied Problems; Quantitative Concepts; Math Reasoning Cluster	2:0 - > 80:0

**Written Expression**

Test	Subtest/Cluster	Age Range
DAB-3	Written Language Composite	6:0 – 14:11
KTEA-2	Written Expression; Written Language Composite	4:6 - 25:0
OWLS-2	Written Expression	5:0 - 21:11
TOEFL	Contextual Writing; Overall Writing Composite	4:0 - 11:11
TOWL-4	Contrived Writing Composite; Spontaneous Writing Composite; Overall Writing Composite	9:0 – 17:11
WIAT-III	Written Expression Composite	4:0 – 50:11
WJ-III Achievement	Written Expression Cluster; Broad Written Language	2:0 - > 80:0

**Systematic Observation Form**

Note observations of student performance in targeted skill/subskill below

Student: \_\_\_\_\_ Observer: \_\_\_\_\_

Date: \_\_\_\_\_ Start time: \_\_\_\_\_ End time: \_\_\_\_\_

Setting:  Classroom instruction  Tier II or Tier III Intervention (circle one)

Teacher/interventionist: \_\_\_\_\_ Group size: \_\_\_\_\_

<hr/> <b>Skill/Subskill</b>	<hr/> <b>(Skill/Subskill)</b>
<hr/> <b>(Skill/Subskill)</b>	<b>OTHER COMMENTS &amp; OBSERVATIONS:</b>

**Observer Notes** (what will you be looking for?)

**Key:**

## **Condition 2: Response to Intervention (Rate of Learning)**

*The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more areas (i.e., Basic Reading Skills, Reading Fluency, Reading Comprehension, Written Expression, Math Calculation, Mathematics Problem Solving) when using a process based on the student's responsiveness to scientific, research-based intervention in each area of suspected delay.*

*A lack of sufficient progress will be established by examining the student's Rate of Improvement (ROI) including a gap analysis and will be based on the following criteria:*

- *The rate of progress or improvement is less than that of his/her same-age peers, or*
- *The rate of progress is the same as or greater than that of his/her same age peers but will not result in reaching the average range of achievement within a reasonable period of time.*

Once it is determined that a student is achieving below age/grade level standards, their progress with research based **interventions** is monitored in order to determine his/her rate of improvement. The student's **rate of improvement (ROI)** is compared to a typical **rate of improvement (ROI)** and a gap analysis is conducted in order to establish whether a student is projected to make adequate progress (i.e., close the achievement gap) within a reasonable amount of time.

### **Ratio of Deficiency**

When comparing a student's **rate of improvement (ROI)** to that of the norm group, research indicates that a ROI which is 2x deficient is considered significant. ***It should be noted that this criteria should not be construed as a fixed rule for the purpose of determining eligibility; rather a guideline for school based teams to use in the decision making process when determining a student's rate of learning.***

Below is an example of how to calculate the ratio of deficiency:

Norm group ROI/ Student ROI = ratio of deficiency

Example: 1.0 WRC/0.5 WRC = 2.0x deficient

**Conclusion:** This student's rate of improvement (ROI) is 2.0x deficient compared to other students in a national sample.

A ***Rate of Improvement (ROI) Worksheet*** and a ***Gap Analysis Worksheet*** are provided to guide decision-making regarding a student's rate of learning.

### **Interpreting Progress Monitoring Data**

When interpreting progress monitoring data, there are several statistical methods for calculating student growth (i.e., Rate of Improvement):

**Last minus First:** Subtract the starting score from the ending score and divide by the number of weeks that progress monitoring data were collected (**Slope =  $Y2 - Y1 / X2 - X1$** ). The **Rate of Improvement (ROI) Worksheet** uses this formula to assist teams in determining student growth. The Last minus First

method of determining ROI does not take any outlier scores into consideration. If outliers occur at the start or end of a progress monitoring schedule, the Tukey method may provide a more accurate depiction of a student's actual progress.

**Tukey Method:** The Tukey method considers outlier scores but does not take into account the entire set of data.

- Step one: Divide the data points into three equal sections by drawing two vertical lines
- Step two: Find the median data points in the first and third sections
- Step three: Draw a line through the two points
- Step four: Calculate slope  
 $(3^{\text{rd}} \text{ median point} - 1^{\text{st}} \text{ median point}) / (\text{number of data points} - 1)$

**Linear regression method:** Linear regression is considered the most precise way to calculate Rate of Improvement. It establishes a straight line that cuts through a series of data points, taking into account all the data points in a series. The process of calculating rate of improvement using linear regression cannot be done by hand and requires statistical software or a moderate level of expertise using excel. The following website created by Caitlin Finn, Andrew McCrae, and Mathew Ferchalk provides further guidance on using excel to calculate rate of improvement: <http://rateofimprovement.com/roi/>. In addition, an **RTI<sup>2</sup> Data Graphing Tool** can be found on the State of Tennessee's RTI<sup>2</sup> website to assist teams in plotting progress monitoring data. This tool uses linear regression to plot a trend line in order to illustrate a student's slope or rate of improvement.

### **Additional Considerations**

When interpreting a student's rate of improvement, it is important for school teams to consider several variables:

- **Variability in student's scores:** Most variability should be explained by the trend line. In particular, approximately 80 percent of the plotted data points should fall within 15 percent of the trend line. If this is not the case, the team may need to consider other environmental and/or motivational factors.
- **Standard Error of Measurement:** School teams should consider confidence intervals and standard error of measurement when making high stakes decisions, including eligibility determinations.

**Rate of Improvement (ROI) Worksheet**

Student Name: \_\_\_\_\_  
Grade: \_\_\_\_\_

Date: \_\_\_\_\_  
Current Tier: \_\_\_\_\_

Assessment Used:	
Student's score on first probe administered:	
Student's score on last probe administered:	
Fall benchmark expectation:	
Spring benchmark expectation:	

**Step 1: Determine Typical ROI**

_____	-	_____	/	_____ <u>36</u> _____	=	_____
Spring benchmark expectation		Fall benchmark expectation		Number of weeks		Typical ROI (slope)

**Step 2: Determine Student ROI**

_____	-	_____	/	_____	=	_____
Score on last probe administered		Score on first probe administered		Number of weeks		Student ROI (slope)



**Step 3: Compare Student ROI to Typical ROI**

<b>Step 3: Compare Student ROI to Typical ROI</b>						<b>Is Student's ROI &lt; Aggressive/Reasonable ROI?</b>
_____	x	_____ <u>2</u> _____	=	_____		<input type="checkbox"/> Yes <input type="checkbox"/> No
Typical ROI				Aggressive ROI		
<b>OR</b>						
_____	x	_____ <u>1.5</u> _____	=	_____		
Typical ROI				Reasonable ROI		

**If the team answers "yes", consider a change in intervention:**

- Increasing frequency of intervention sessions
- Changing intervention
- Changing intervention provider
- Changing time of day intervention is delivered
- Increasing intensity (Tier) of intervention

**Gap Analysis Worksheet**

Student Name: \_\_\_\_\_  
Grade: \_\_\_\_\_

Date: \_\_\_\_\_  
Current Tier: \_\_\_\_\_

Assessment Used:	
Student's current benchmark performance:	
Student's current rate of improvement (ROI):	
Current benchmark expectation:	
End of year benchmark expectation:	
Number of weeks left in the school year:	

**Step 1: Determine Gap**

			Is Gap Significant?
_____ /	_____ =	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Current benchmark Expectation	Current performance	Current Gap	

If Gap is significant complete Step 2



**Step 2: Gap Analysis**

_____	-	_____	=	_____
End of year benchmark		Current performance		Difference



_____	/	_____	=	_____	Is this reasonable*?
Difference		Weeks left in the year		Rate of Improvement Needed	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>OR</b>					
_____	/	_____	=	_____	
Difference		Student's Current ROI		Number of weeks to meet goal	

\*A reasonable ROI is one that is no more than twice (2x) the ROI of typical peers

**Step 3: Conclusion** \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**School Psychologist Signature**

### **Condition Three: Exclusionary Factors**

*The team must determine that underachievement is not primarily the result of Visual, Motor, or Hearing Disability, Intellectual Disability, Emotional Disturbance, Cultural Factors, Environmental or Economic Factors, Limited English Proficiency, or Excessive Absenteeism.*

Within the special education evaluation process, these factors must be ruled-out as the **primary** reason for the student's underachievement.

<b>Exclusionary Factor:</b>	<b>Source of Evidence:</b>
Visual, Motor, or Hearing Disability	Sensory screenings, medical records, observation
Intellectual Disability	Classroom performance, academic skills, language development, adaptive functioning (if necessary), IQ (if necessary)
Emotional Disturbance	Classroom observation, student records, family history, medical information, emotional/behavioral screenings (if necessary)
Cultural Factors	Level of performance and rate of progress compared to students from same ethnicity with similar backgrounds
Environmental or Economic Factors	Level of performance and rate of progress compared to students from similar economic backgrounds, situational factors that are student specific
Limited English Proficiency	Measures of language acquisition and proficiency (i.e., BICs and CALPs), level of performance and rate of progress compared to other ELL students with similar exposure to language and instruction
Excessive Absenteeism	Attendance records, number of schools attended within a 3 year period, tardies, absent for 23 percent of instruction and/or intervention

A measure of cognition is **not required** for all students referred to special education based on a suspected Specific Learning Disability. Only when the team suspects the student may be evidencing another disability (e.g., Intellectual Disability or Functional Delay) will a comprehensive measure of the student's intelligence be administered.

***The Exclusionary Factors Worksheet*** is provided as a tool to determine whether each factor can be ruled out as the primary cause of a student's lack of progress within general education instruction and/or tiered **intervention**.

### Exclusionary Factors Worksheet

This worksheet is provided as a tool to determine whether each factor can be ruled out as the primary cause of a student’s lack of progress within general education instruction and/or tiered intervention.

<b>1. Lack of Instruction in Reading, Writing, and Math</b>		
	Student has attended school regularly (absent less than 23% of the time)	☐ Yes ☐ No
	Student has received tiered instruction and intervention in specific area of deficit	☐ Yes ☐ No
<b>2. Limited English Proficiency</b>		
	Is there a language other than English spoken by this student?	☐ Yes ☐ No
	Is there a language other than English spoken in the student’s home?	☐ Yes ☐ No
	Are there specific dialectical or cultural influences that would affect the student’s ability to speak or understand English?	☐ Yes ☐ No
<b>3. Intellectual Disability</b>		
	Student’s performance is equally depressed in all academic areas	☐ Yes ☐ No
	Student’s adaptive/self-help skills appear age appropriate	☐ Yes ☐ No
<b>4. Emotional Disturbance</b>		
	Does the student exhibit behavioral/emotional difficulties that interfere with learning?	☐ Yes ☐ No
	Does the student have a medical history and/or school history of emotional difficulties?	☐ Yes ☐ No
	If the answer to either question above is “yes”, has an ecologically valid Functional Behavior Assessment (FBA) been conducted? Results of FBA: _____	☐ Yes ☐ No
<b>5. Visual Impairment, Hearing Impairment/Deafness or Orthopedic Impairment</b>		
	Vision has been screened and found to be within normal limits <b>Results:</b> Right eye (near)_____ Right eye (far)_____ Left eye (near) _____ Left eye (far) _____	☐ Yes ☐ No
	Hearing has been screened and found to be within normal limits <b>Results:</b> Right ear ___pass ___fail Left ear ___pass ___fail	☐ Yes ☐ No
	Does the student have a history of significantly delayed motor development?	☐ Yes ☐ No
	Is there a medical diagnosis for a motor impairment that would affect the student’s ability to learn or access general classroom instruction/intervention?	☐ Yes ☐ No
	Have any physical or motor impairments been observed or assessed?	☐ Yes ☐ No
<b>6. Environmental or Cultural Factors</b>		
	Limited experiential background in majority based culture	☐ Yes ☐ No
	Transiency in elementary school years (at least two moves in a single school year)	☐ Yes ☐ No
	Home responsibilities interfering with learning activities	☐ Yes ☐ No
	Residence in a depressed economic area	☐ Yes ☐ No
	Low family income at subsistence level	☐ Yes ☐ No
	Limited involvement in organizations and activities of any culture	☐ Yes ☐ No
	Geographic isolation	☐ Yes ☐ No
<b>7. Motivational Factors</b>		
	Does the student attempt classroom assignments and/or homework?	☐ Yes ☐ No

	Are group and/or standardized achievement scores consistent with student's grades?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>8. Situational Trauma</b>		
	Has the student's academic performance fallen dramatically within the last 6-12 mths?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Is there knowledge of any situations within the student's family that would contribute to a drop in academic performance (e.g., death of family member, divorce of parent, etc)	<input type="checkbox"/> Yes <input type="checkbox"/> No

Please explain how any indicated factors have been ruled out as the determinant factors for this student's lack of progress within general education instruction and/or tiered intervention:

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### 5.3 Data Based Decision Making

When determining eligibility for special education, the team will consider data collected with tiered **interventions**. Data will have been used to determine movement within and out of tiered **interventions**. Students will have had researched-based, peer-reviewed **interventions** within the specific area of deficit. They will have been progress monitored over time and a rate of improvement will have been determined. Students that are making sufficient progress will remain at the level of support required to be successful. After tiered **interventions** have been exhausted and the student has demonstrated insufficient progress, then the student's eligibility for special education service may be determined. The team may initiate the referral process using the following criteria:

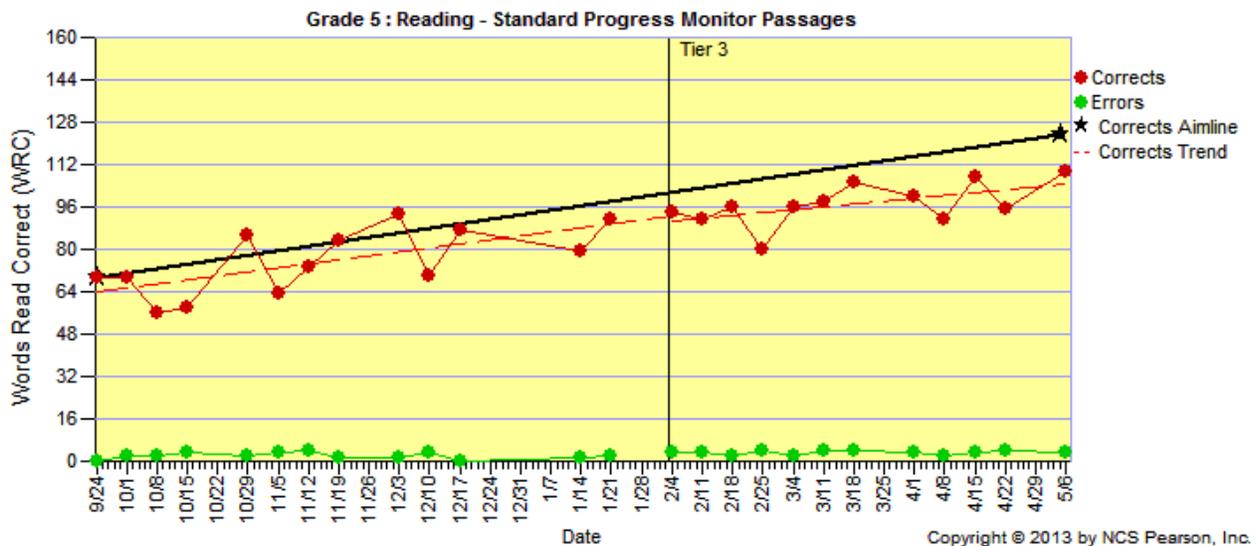
- A student does not appear to making sufficient progress after tiered **interventions** have been implemented with fidelity and data based decisions have been made using 8-10 data points (every other week) or 10-15 data points (weekly) at each tier.
- ROI and a gap analysis must be completed for students being referred for special education to determine if needs are beyond general education Tier III **interventions**.

The Tennessee **SLD** criterion identifies two decision rules to inform the IEP team analysis of progress monitoring data from intensive, scientific research-based or evidence-based intervention. A student's rate of progress during intensive intervention is insufficient if either of the following apply:

- The rate of progress is less than that of his/her same-age peers, or
- The rate of progress is greater than his/her same-age peers but will not result in reaching the average range of achievement in a reasonable period of time.

This component follows an earlier scenario through the special education referral process. In this scenario, the student has made progress at a rate less than that of her same age peers and is therefore found eligible as a student with a Specific Learning Disability.

Within the initial evaluation timeline, Mrs. Jones, the school psychologist completes a standardized measure of achievement in the area of reading fluency. Sarah's scores on the individual achievement assessment are considered below average. Mrs. Jones, the school psychologist reviews the documentation provided through the referral process. Fidelity checks and progress monitoring had been completed and intervention logs indicated Sarah was present for Tier I instruction and Tiered interventions 88 percent of the time. This information allows Mrs. Jones to rule out lack of instruction. In addition, Mrs. Jones is able to determine that Sarah did in fact receive the research based interventions in her identified area of deficit with fidelity and her lack of progress is not due to inappropriate interventions. Since Sarah has continued to receive intervention through the initial evaluation process, Mrs. Jones reviews the most recent progress monitoring data and performs an updated gap analysis. The progress monitoring data indicates that the research based interventions in fluency were not successful and Sarah demonstrates the characteristics of a student with a specific learning disability in the area of reading fluency.



The IEP team meets, including Sarah's parents, to discuss results and determine eligibility. Mrs. Jones reviews the information provided through the assessment documentation form, indicating that Sarah meets the disability criteria as a student with a Specific Learning Disability in the area of Reading Fluency. The team agrees that Sarah needs more intensive intervention, therefore requiring special education intervention. The team signs the eligibility report in agreement. The team discusses Sarah's needs and develops measurable annual goals tied to Sarah's reading deficit. It is also determined that Sarah's progress will continue to be monitored while she receives a more intensive intervention from Special Education. This information will be used to guide data based decision making to determine whether changes need to be made to Sarah's plan. Updates on progress monitoring will be sent every 4.5 weeks to parents as they had been in Tier II and Tier III. Accommodations for differentiation in Tier I and on assessments were determined at the IEP meeting. Sarah's daily schedule indicates that she will always participate in Tier I and her direct fluency intervention will occur in addition to the core (Tier I). Direct special education intervention will occur at the same time as her non-disabled peers (during Tier II & Tier III time). It was determined that the intervention will include 60 minutes of direct instruction on a specific reading program in addition to her Tier I instruction.

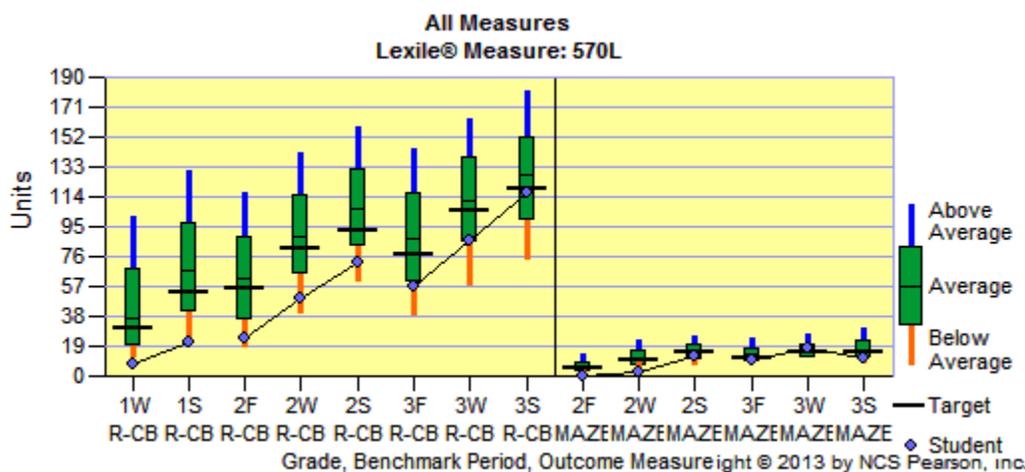
## 5.7 Dismissal from Special Education

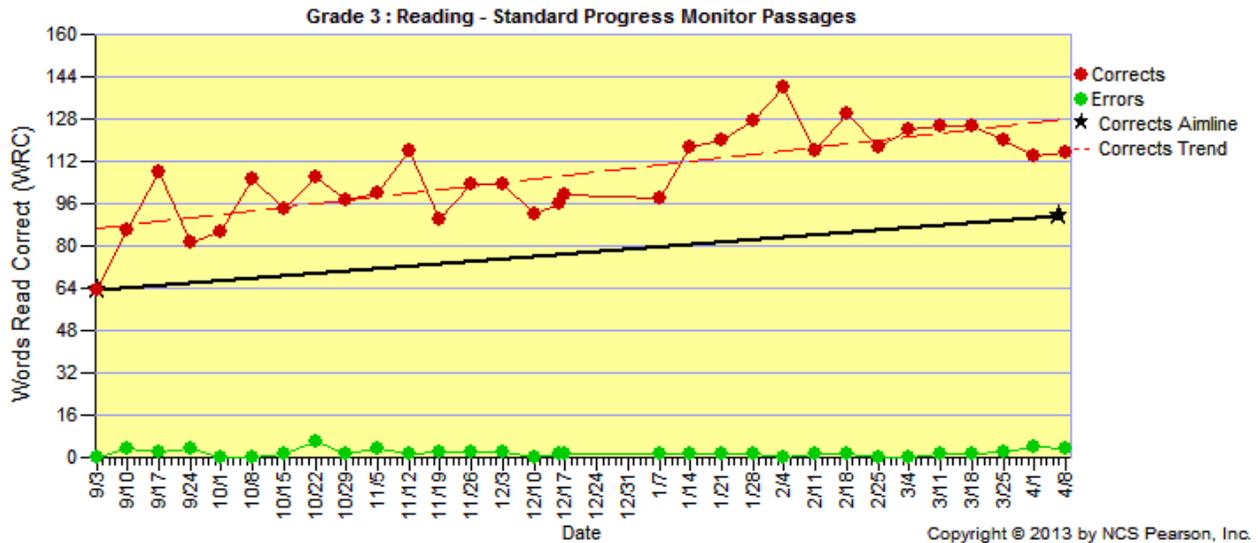
Students may move from special education interventions to **general education interventions** if there is sufficient evidence to suggest that the student no longer needs special education services. Movement from special education to **general education** will be supported by multiple sources of data including ROI, gap analysis, evidence of meeting IEP goals, and student need. The goal is for all students to be served at their level of need within the least restrictive environment. The team will use the Re-evaluation Summary Report process to gather all sources of information and make an eligibility determination.

The progress of students receiving special education services should continually be monitored to determine the need for changes to intervention. In addition, a student's progress towards IEP goals is routinely reviewed by the student's case manager and IEP team. Anytime it is determined that a student's IEP is not reflective of their current performance, the IEP team meets to address those differences.

If, upon review, it is determined that a student receiving special education services may not require the most intensive level of intervention, the IEP team may choose to initiate the re-evaluation process. Below, a scenario is presented in which a student has made significant progress and no longer demonstrates a need for special education services.

Timmy was identified as a student with a Specific Learning Disability in the area of Reading Fluency in the spring of his 1<sup>st</sup> grade year. After 2 years, Timmy has made significant progress and may no longer require special education intervention. The team gathers all data and meets with the parents to discuss Timmy's significant progress. They review existing data through the Re-evaluation Summary report. This data includes previous assessments, current progress monitoring, current classroom based and state assessments, as well as observations provided by Timmy's parents and teachers. Timmy is now reading on grade level and is no longer in need of intensive intervention. The team agrees that some additional assessment would be helpful, however, in determining Timmy's continued need for special education services. Parents sign consent for a comprehensive evaluation in order to determine continued eligibility.





The school psychologist completes an individual achievement assessment. Results are consistent with existing data and indicate average performance on measures of reading fluency. Mrs. Jones, the school psychologist, conducts a gap analysis of Timmy’s data that indicates that there is not a significant gap between the current benchmark expectation and Timmy’s current performance. An IEP meeting is scheduled to review the results of the evaluation. At the meeting, the team, including Timmy’s parents, are very pleased with his progress and determine that he no longer needs special education intervention. The team agrees, however, that Timmy may need some support in order to continue to be successful and show progress. The team agrees to begin supporting Timmy with Tier III interventions and to monitor his progress at this level of support before determining general education interventions are no longer needed.

Appendix A:  
Schedules

## **Schedule Examples**

The intent of this component of the RTI<sup>2</sup> Implementation Guide is to assist LEAs with scheduling for interventions and to provide examples of schedules. Most of these schedules are actual schedules from LEAs that are currently providing interventions. Many of these schedules do not reflect the time suggestions put forth in the Guidelines or the RTI<sup>2</sup> Manual, but they do reflect times for intervention and/or enrichment. Most of the LEAs that submitted schedules are in the process of adapting their current schedules to meet the times put forth in the Guidelines and RTI<sup>2</sup> Manual.

**Thank you to the following districts for providing sample schedules and information:**

Bradley County Schools  
Greene County Schools  
Greeneville City Schools  
Lincoln County  
Memphis City Schools  
Putnam County Schools  
Shelby County Schools  
Sullivan County Schools  
Williamson County Schools

Elementary: K-5

This schedule is designed to serve a K-5 school. Grades K-2 have 150 minutes of Reading/Language Arts instruction, with at least 90 consecutive minutes. Grades 3-5 have 120 minutes of Reading/Language Arts instruction. Kindergarten has 75 minutes of math, 1<sup>st</sup> grade has 85 minutes of math, and grades 2-5 have 90 minutes of math. This schedule is designed so the literacy coach can coach in the reading block, as well as provide Tier III services to students, so Tier 1 and Tier III times do not overlap in grades K-3. In grades 4 and 5, the schedule is designed to support team teaching, and the literacy coach has time to coach in the first block. The schedule also includes 45 minutes for “specials” (P.E., music, art, etc.) daily.

Example of Elementary Master Schedule

	<b>Specials</b>	<b>Lunch</b>	<b>Tier III</b>
K	8:40-9:25	12:00-12:45	11:30-12:00
1 <sup>st</sup>	2:00-2:45	10:55-11:35	12:05-12:35
2 <sup>nd</sup>	2:45-3:30	12:25-1:05	1:30-2:00
3 <sup>rd</sup>	1:15-2:00	11:45-12:20	2:00-2:30
4 <sup>th</sup>	10:40-11:25	11:25-12:05	2:30-3:00
5 <sup>th</sup>	12:15-1:00	11:15-11:45	1:00-1:30

Kindergarten

8:40-9:25	Specials
9:25-11:30	Reading/Language Arts
11:30-12:00	Science/Social Studies/Tier III Intervention
12:00-12:45	Lunch
12:45- 2:00	Math
2:00-2:30	Tier II Intervention
2:30-3:00	Reading/Language Arts
3:00-3:30	Science/Social Studies

1<sup>st</sup> Grade

8:50-10:50	Reading/Language Arts
10:55-11:35	Lunch
11:35-12:30	Math
12:30-1:00	Science/Social Studies/Tier III
1:00-1:30	Math
1:30-2:00	Reading/Language Arts
2:00-2:45	Specials
3:00-3:30	Tier II Intervention

2<sup>nd</sup> Grade

8:50-10:50	Reading/Language Arts
10:50-12:20	Math
12:25-1:05	Lunch
1:05-1:30	Reading/Language Arts

1:30-2:00	Science/Social Studies/Tier III Intervention
2:00-2:30	Tier II Intervention
2:45-3:30	Specials

### 3<sup>rd</sup> Grade

8:40-10:40	Reading/Language Arts
10:40-11:15	Reading/Language Arts
11:15-11:45	Math
11:45-12:20	Lunch
12:20-1:15	Math
1:15-2:00	Specials
2:00-2:30	Social Studies/Tier III Intervention
2:30-3:00	Science
3:00-3:30	Tier II Intervention

### 4<sup>th</sup> Grade

8:40-10:40	Block 1: Reading/Language Arts OR Math/Science
10:40-11:25	Specials
11:25-12:05	Lunch
12:05-12:35	Block 1: Tier II
12:35-12:55	Recess
12:55-2:30	Block 2: Reading or Math
2:30-3:00	Block 2: Social Studies/Tier III
3:00-3:30	Block 2: Language Arts OR Science

\*All 4<sup>th</sup> grade teachers teach social studies and Tier II intervention

### 5<sup>th</sup> Grade

8:40-10:40	Block 1: Reading/Language Arts OR Math/Science
10:45-11:15	Block 1: Tier II OR Social Studies/Tier III
11:15-11:50	Lunch
11:50-12:15	Recess
12:15-1:00	Specials
1:00-1:30	Tier II OR Social Studies/Tier III
1:30-3:30	Reading/Language Arts OR Math/Science

### Literacy Coach

8:40-10:45	Tier I Coaching
10:45-11:15	Tier III 5 <sup>th</sup> Grade Block 1

11:30-12:00	Tier III Kindergarten
12:00-12:30	Lunch
12:30-1:00	Tier III 1 <sup>st</sup> Grade
1:00-1:30	Tier III 5 <sup>th</sup> Grade Block 2
1:30-2:00	Tier III 2 <sup>nd</sup> Grade
2:00-2:30	Tier III 3 <sup>rd</sup> Grade
2:30-3:00	Tier III 4 <sup>th</sup> Grade
3:00-3:30	Planning

#### Specials Teachers

8:40-9:25	Kindergarten
9:25-9:55	Assist in reading block
9:55-10:40	Planning
10:40-11:25	4 <sup>th</sup> Grade
11:30-12:15	Lunch
12:15-1:00	5 <sup>th</sup> Grade
1:15-2:00	3 <sup>rd</sup> Grade
2:00-2:45	1 <sup>st</sup> Grade
2:45-3:30	2 <sup>nd</sup> Grade

Elementary: K-3

The following is an example of an Elementary RTI schedule for ELA in a K-3 building. They have one Tier III interventionist who is a Title I teacher. The Interventionist provides Tier III ELA interventions in a “pull out setting” while classroom teachers simultaneously provide Tier II ELA interventions in the classroom. Each teacher has one educational assistant in the room with them during “Intervention Time”. They often have more than one group of 6 kids in a classroom that need Tier II intervention, so they set aside one hour each day for Tier II intervention lead by the classroom teacher while Tier III is pulled out for intervention. The teacher teaches one group of Tier II students while the educational assistant listens to other Tier II students read orally and goes over vocabulary. Then they swap groups and the teacher teaches the other group. If teachers only have one group of Tier II students left in the room during Intervention time, and has a group of advancing students instead of a second group of Tier II students, then she does enrichment with those kids.

<b>Time Slot</b>	<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
8:00-8:30	Circle	ELA: Whole Group	ELA: Intervention	Specials
8:30-9:00	ELA: Whole Group	ELA: Centers	ELA: Intervention	Specials
9:00-9:30	ELA: Centers	ELA: Centers	ELA: Whole Group	ELA: Whole Group
9:30-10:00	ELA: Centers	ELA: Intervention	ELA: Centers	ELA: Centers
10:00-10:30	Recess	ELA: Intervention	ELA: Centers	ELA: Centers
10:30-11:00	Lunch	Recess	Specials	ELA: Intervention
11:00-11:30	Math	Lunch	Specials	ELA: Intervention
11:30-12:00	Math	Math	Lunch	Recess
12:00-12:30	Math: Intervention	Math	Recess	Lunch
12:30-1:00	Math: Intervention	Math: Intervention	Math	Math
1:00-1:30	ELA: Intervention	Specials	Math	Math
1:30-2:00	ELA: Intervention	Specials	Math: Intervention	Math
2:00-2:30	Specials	Math: Intervention	Math: Intervention	Math: Intervention
2:30-3:00	Specials	SS/Science	SS/Science	Math: Intervention

Elementary: K-4

The following schedule is an example from a K-4 school that reflects a 60 minute RTI Intervention/Enrichment time for the whole school. All general education teachers, special area teachers (PE, music, art, guidance), and assistants take groups for this time depending on the children's data. The school RTI Team assigns the teachers to the different groups. There is a general education teacher assigned to the lowest groups that teaches with specialized programs. The other teachers and assistants then take the other students on grade level and above grade level and work on supplemental and enrichment activities.

Time	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
8:00-9:00 (60 min.)	Intervention	and	Enrichment	Block	
9:00-9:30	ELA	ELA	ELA	ELA	SS
9:30-10:00	ELA	ELA	ELA	ELA	Science
10:00-10:30	ELA	ELA	ELA	ELA	Specials
10:30-11:00	Lunch	ELA	ELA	Math	Specials
11:00-11:30	Recess	Lunch	ELA	Specials	ELA
11:30-12:00	ELA	Recess	Lunch	Specials	ELA
12:00-12:30	ELA	Math	Specials	Lunch	ELA
12:30-1:00	ELA or Math Interventions if needed	Math	Specials	Math	Lunch
1:00-1:30	Math	Specials	Math	Math	Recess
1:30-2:00	Math	Specials	Math	Recess	Math
2:00-2:30	Specials	ELA	Math	SS	Math
2:30-3:00	Specials	ELA or Math Interventions if needed	Recess	Science	Math

Cross-Class Regrouping Schedule for Kindergarten

This is an example used by one school with a high ELL population and a high percentage of struggling students. There is no funding for interventionists, so classroom teachers regroup students for an intervention period each day. Enrichment groups are larger than intervention groups.

<b>Time</b>	<b>Teacher A</b>	<b>Teacher B</b>	<b>Teacher C</b>	<b>Teacher D</b>	<b>Teacher E</b>	<b>ESL Teacher</b>
8:30-8:45 (15 min)	Morning Meeting	Planning				
8:45-10:15 (90 min)	Tier I Reading (CCSS)	ESL pullouts				
10:15-10:45 (30 min)	Tier II Reading	ESL pullouts				
10:45-11:25 (40 min)	Lunch/ Restroom	ESL pullouts				
11:25-12:45 (80 min)	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Lunch
12:45-1:15 (30 min)	Special Classes	ESL pullouts				
1:15-1:45 (30 min)	Science/ Social Studies	ESL pullouts				
1:45-2:30 (45 min)	Tier III Reading	Tier III Reading	Enrichment	Enrichment	Tier III Mathematics	ELL support
2:30-3:00 (30 min)	Tier II Mathematics	Planning				
3:00-3:30 (30 min)	Wrap-up, prepare for dismissal					

Sample Elementary Schedule:

Time	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	ESL Teacher
8:30-9:00	Morning Routines (Circle & Calendar) 30 minutes	Morning Routines (Circle & Calendar) 30 minutes	Morning Meeting (Circle & Calendar) 30 minutes	Morning Meeting (Circle & Calendar) 30 minutes	Morning Meeting (Circle & Calendar) 30 minutes	Planning 30 minutes
9:00-10:00	Tier I Reading 60 minutes	Math 60 minutes	Science 30 minutes Tier III Comp. Lab or library 30 minutes	Tier I Reading 60 minutes	Math 60 minutes	ESL pullouts 60 minutes
10:00-10:30	Tier I Reading 30 minutes	Tier I Reading 30 minutes	Social Studies 30 minutes	Tier I Reading 30 minutes	Tier I Reading 30 minutes	ESL pullouts 30 minutes
10:30-11:00	Tier II Reading 30 minutes	Tier I Reading 30 minutes	Tier I Reading 30 minutes	Social Studies 30 minutes	Tier I Reading 30 minutes	ESL pullouts 30 minutes
11:00-11:30	Tier III Comp. Lab or Library 30 minutes	Tier I Reading 30 minutes	Tier I Reading 30 minutes	Tier II Reading 30 minutes	Tier I Reading 30 minutes	ESL Pullouts 30 minutes
11:30-12:00	Lunch 30 minutes	Tier II Reading 30 minutes	Tier I Reading 30 minutes	Lunch 30 minutes	Tier II Reading 30 minutes	ESL pullouts 30 minutes
12:00-12:30	Math 30 minutes	Lunch 30 minutes	Lunch 30 minutes	Tier III Com Lab or Library 30 minutes	Lunch 30 minutes	Lunch 30 minutes
12:30-1:00	Math 30 minutes	Tier III Comp. Lab or library 30 minutes	Tier II Reading 30 minutes	Science 30 minutes	Social Studies 30 minutes	ESL Pullouts 30 minutes
1:00-2:00	Art/Music/PE Guidance/etc. 60 minutes	Art/Music/PE Guidance/etc. 60 minutes	Art/Music/PE Guidance/etc. 60 minutes	Art/Music/PE Guidance/etc. 60 minutes	Art/Music/PE Guidance/etc. 60 minutes	Planning 60 minutes
2:00-3:15	Science Discovery lab Social Studies 75 minutes	Social Studies Science Discovery lab 75 minutes	Math Discovery Lab 75 minutes	Math Discovery Lab 75 minutes	Tier III Com lab/library Science D.L. 75 minutes	ESL Pullouts 75 minutes
3:15-3:30	Closing Activities 15 minutes	Closing Activities 15 minutes	Closing Activities 15 minutes	Closing Activities 15 minutes	Closing Activities 15 minutes	Closing Activities 15 minutes

**Instructional Times**

Morning Routines include: Oral Language Exercise, Letter and Sound Drills, Calendar= 30min

Reading Tier I = 90 minutes Reading Tier II = 30 minutes

Reading Tier III or Computer Lab or Library=30 minutes

Math = 60 minutes Science = 30 minutes Social Studies = 30 minutes Lunch = 30 minutes

Specialists: Music, Art, Physical Education, Guidance or other Optional Activities= 60 minutes

“Skinny” Social Studies Schedule:

Time	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	ESL Teacher
8:30-9:00	Morning Routines (Circle & Calendar) 30 minutes	Morning Routines (Circle & Calendar) 30 minutes	Morning Meeting (Circle & Calendar) 30 minutes	Morning Meeting (Circle & Calendar) 30 minutes	Morning Meeting (Circle & Calendar) 30 minutes	Planning 30 minutes
9:00-10:00	Tier I Reading 60 minutes	Math 60 minutes	Science or Social Studies 30 minutes Tier III Comp. Lab or library 30 minutes	Tier I Reading 60 minutes	Math 60 minutes	ESL pullouts 60 minutes
10:00-10:30	Tier I Reading 30 minutes	Tier I Reading 30 minutes	Tier I Reading 30 minutes	Tier I Reading 30 minutes	Tier I Reading 30 minutes	ESL pullouts 30 minutes
10:30-11:00	Tier I Reading 30 minutes	Tier I Reading 30 minutes	Tier I Reading 30 minutes	Tier I Reading 30 minutes	Tier I Reading 30 minutes	ESL pullouts 30 minutes
11:00-11:30	Tier III Comp. Lab or Library 30 minutes	Tier I Reading 30 minutes	Tier I Reading 30 minutes	Tier I Reading 30 minutes	Tier I Reading 30 minutes	ESL Pullouts 30 minutes
11:30-12:00	Tier I Reading 30 minutes	Tier I Reading 30 minutes	Tier I Reading 30 minutes	Lunch 30 minutes	Tier I Reading 30 minutes	ESL pullouts 30 minutes
12:00-12:30	Lunch 30 minutes	Lunch 30 minutes	Lunch 30 minutes	Tier III Com Lab or Library 30 minutes	Lunch 30 minutes	Lunch 30 minutes
12:30-1:00	Tier II Reading 30 minutes	Tier III Comp. Lab or library 30 minutes	Tier I Reading 30 minutes	Tier II Reading 30 minutes	Tier I Reading 30 minutes	ESL Pullouts 30 minutes
1:00-2:00	Art/Music/PE Guidance/etc. 60 minutes	Art/Music/PE Guidance/etc. 60 minutes	Art/Music/PE Guidance/etc. 60 minutes	Art/Music/PE Guidance/etc. 60 minutes	Art/Music/PE Guidance/etc. 60 minutes	Planning 60 minutes
2:00-3:15	Math 60 Social Studies or Science 15 minutes	Tier II Reading 30 minutes Social Studies or Science 15 minutes	Tier II Reading 30 minutes Math 45 minutes	Math 60 minutes Social Studies or Science 15 minutes	Tier II Reading 30 minutes Tier III Reading or Comp. Lab or library 30 minutes Social Studies or Science 15 minutes	ESL Pullouts 75 minutes
3:15-3:30	Social Studies or Science ( 15) 15 minutes	Social Studies or Science (15) 15 minutes	Math 15 minutes	Social Studies or Science (15) 15 minutes	Social Studies or Science (15) 15 minutes	ESL Pullouts 15 minutes

**Total Instructional Time:**

ELA and Math Morning Routines=30 minutes

Reading Tier I=150 minutes

Reading Tier II=30 minutes

Reading Tier III or Computer Lab or Library= 30 minutes

Math=60 minutes

Science or Social Studies Rotation=30 minutes

Specialists: Physical Education or Music or Art or Guidance Or Other Optional Activity=30 minutes

Lunch=30 minutes

Middle School: Grades 6-8

In the following schedule, ELA & Math are 90 minutes each. Social Studies, Science and Special Classes (PE, Music, Computer, Art, Band, etc.) are 45 minutes each. For students who need RTI Interventions in one area (reading **or** math), they would miss one special class. For students who need RTI Interventions in both areas (reading **and** math), they would miss both special classes until they are able to meet the universal screening benchmarks and can return to a regular schedule.

8:00-9:30	90 minutes	Class 1	ELA
9:35-11:05	90 minutes	Class 2	Math
11:10-11:40	30 minutes	Lunch	
11:45-1:15	90 minutes (45 minutes for each class)	Class 3 & 4	Social Studies & Science
1:20-2:50	90 minutes (45 minutes for each class)	Class 5 & 6	Special Classes & Intervention/Enrichment
2:50-3:00	10 minutes	Lockers and Announcements	

Using the same schedule, if the Special Classes/Intervention period is broken into **3 30-minute classes**, students who need **both** reading and math interventions would **not** miss any special classes.

8:00-9:30	90 minutes	Class 1	ELA
9:35-11:05	90 minutes	Class 2	Math
11:10-11:40	30 minutes	Lunch	
11:45-1:15	90 minutes (45 minutes for each class)	Class 3 & 4	Social Studies & Science
1:20-2:50	90 minutes (30 minutes for each class)	Class 5, 6 & 7	Special Classes & Intervention/Enrichment
2:50-3:00	10 minutes	Lockers and Announcements	

Middle School:

At this school, all students have seven fifty-minute periods each day in addition to homeroom. Five of those periods are for core classes (math, reading, English, science, and social studies). Two periods are for related arts. When a student is placed in the RTI (Response to Intervention) program, one of their related arts (PE, Spanish, choir, technology, etc.) periods is dedicated to intervention in either math or reading. The other related arts period is divided between PE and a class of the student's choice. Interventions are offered daily by certified teachers as a supplement to the core curriculum with one full-time faculty member teaching a full load of Tier III reading classes and four full-time faculty members teaching a partial load of math intervention classes and a partial load of other related arts classes. Progress monitoring assessments are administered weekly by a part-time assistant.

Schedule for Sample Student in <b>Tier 2 Reading*</b> <i>(class names divided by a slash indicate first/second semester, all other classes are full year)</i>							
1 <sup>st</sup> period	2 <sup>nd</sup> period	3 <sup>rd</sup> period	4 <sup>th</sup> period	5 <sup>th</sup> period/Lunch	6 <sup>th</sup> period	7 <sup>th</sup> period	8 <sup>th</sup> period
<b>8:20-8:40</b>	<b>8:45-9:35</b>	<b>9:40-10:30</b>	<b>10:35-11:25</b>	<b>11:30-12:50</b>	<b>12:55-1:45</b>	<b>1:50-2:40</b>	<b>2:45-3:35</b>
Homeroom	Science	Social Studies	Tier 2 PM** and Band	Math	Reading	PE/Computer Lab	English

\*Tier 2 reading students have reading strategies embedded into core classes with special attention, support, and grouping for Tier 2 within those classes. Tier 2 is not an additional class in a student's schedule.  
 \*\*Progress monitoring assessments (PM) are administered once a week at the beginning of a related arts class.

Schedule for Sample Student in <b>Tier 3 Reading*</b> <i>(class names divided by a slash indicate first/second semester, all other classes are full year)</i>							
1 <sup>st</sup> period	2 <sup>nd</sup> period	3 <sup>rd</sup> period	4 <sup>th</sup> period	5 <sup>th</sup> period/Lunch	6 <sup>th</sup> period	7 <sup>th</sup> period	8 <sup>th</sup> period
<b>8:20-8:40</b>	<b>8:45-9:35</b>	<b>9:40-10:30</b>	<b>10:35-11:25</b>	<b>11:30-12:50</b>	<b>12:55-1:45</b>	<b>1:50-2:40</b>	<b>2:45-3:35</b>
Homeroom	Math	Drama/PE	Science	Reading	English	Social Studies	Tier 3 Reading*

\*Tier 3 reading students have an additional reading class in lieu of one of their related arts classes. Progress monitoring assessments (PM) are administered once a week during the Tier 3 reading class time.

Schedule for Sample Student in <b>Math Intervention*</b> <i>(class names divided by a slash indicate first/second semester, all other classes are full year)</i>							
1 <sup>st</sup> period	2 <sup>nd</sup> period	3 <sup>rd</sup> period	4 <sup>th</sup> period	5 <sup>th</sup> period/Lunch	6 <sup>th</sup> period	7 <sup>th</sup> period	8 <sup>th</sup> period
<b>8:20-8:40</b>	<b>8:45-9:35</b>	<b>9:40-10:30</b>	<b>10:35-11:25</b>	<b>11:30-12:50</b>	<b>12:55-1:45</b>	<b>1:50-2:40</b>	<b>2:45-3:35</b>
Homeroom	English	PE/Art	Social Studies	Reading	Math Lab*	Science	Math

\*This school has only one level of tiered intervention for math at this time – Tier 3. Those students have an additional math class, called Math Lab, in lieu of one of their related arts classes. Progress monitoring assessments (PM) are administered once a week during the Math Lab class time.

Middle School: Grades 5-8

The following schedule is an example from a 5-8 school. This schedule reflects a 30 minute RTI Intervention time, but they are currently working to adjust that time to 60 minutes. This middle school only has 1 interventionist for both reading and math. So students are screened and the students needing Tier III in all 4-grade levels go to her for their programming. This middle school is set up in teams so each team has an intervention time (Tier II) and the general education teachers on each team take a group of students based on their levels and subject area. They do intervention, supplemental, or enrichment activities depending on the group they serve. Encore are special area classes: PE, Music or Art.

5<sup>th</sup> Grade: Team 1 (4 Classes: Math, Language Arts, Science, Social Studies)

8:00-9:05	Class 1
9:10-9:40	Recess/Restroom
9:40-10:45	Class 2
10:45-10:55	Locker Break
10:55-11:35	Lunch/Restroom
11:35-12:30	Class 3
12:30-1:20	Class 4
1:25-1:55	RTI
2:00-3:00	Encore

5<sup>th</sup> Grade: Team 2 (4 Classes: Math, Language Arts, Science, Social Studies)

8:00-9:10	Class 1
9:10-10:10	Class 2
10:10-10:30	Recess/Restroom
10:30-11:05	Class 3 (Part 1)
11:05-11:35	Lunch/Restroom
11:35-12:25	Class 3 (Part 2)
12:25-12:55	RTI
12:55-2:00	Class 4
2:00-3:00	Encore

6<sup>th</sup> Grade: Team 1 (4 Classes: Math, Language Arts, Science, Social Studies)

8:00-9:05	Class 1
9:05-10:10	Class 2
10:10-10:30	Recess
10:35-11:05	RTI
11:05-11:14	Lockers/Class 3
11:14-11:44	Lunch/Restrooms
11:45-12:45	Class 3 (Part 2)
12:45-12:55	Class 4 (Part 1)
1:00-1:55	Encore
2:00-3:00	Class 4 (Part 2)

6<sup>th</sup> Grade: Team 2 (3 Classes: Math, Reading/Language Arts, Science/Social Studies)

8:00-9:30	Class 1
9:30-10:00	Recess/Bathroom/Lockers
10:00-11:25	Class 2
11:25-11:55	Lunch
11:55-12:25	RTI
12:25-12:55	Class 3 (Part 1)
12:55-1:55	Encore
1:55-3:00	Class 3 (Part 2)

7<sup>th</sup> Grade: Team 1 (3 Classes: Math, Reading/Language Arts, Science/Social Studies)

8:00-9:20	Class 1
9:25-9:55	Class 2 (Part 1)
10:00-10:55	Encore (Planning)
11:00-11:55	Encore/Acad. Workshop (RTI)
11:30-12:00	Lunch for Acad. Workshop
12:00-12:30	Lunch for Encore
12:30-12:40	Restroom
12:40-1:30	Class 2 (Part 2)
1:35-3:00	Class 3

7<sup>th</sup> Grade: Team 2 (3 Classes: Math, Reading/Language Arts, Science/Social Studies)

8:00-9:20	Class 1
9:25-9:55	Class 2 (Part 1)
10:00-10:55	Academic Workshop
11:00-11:55	Encore
12:00-12:30	Lunch
12:30-12:40	Restroom
12:40-1:30	Class 2 (Part 2)
1:35-3:00	Class 3

8<sup>th</sup> Grade: Team 1 (4 Classes: Math, Language Arts, Science, Social Studies)

8:00-8:55	Encore (Planning)
9:00-9:55	Encore/ Acad. Workshop

10:00-11:00	Class 1
11:05-12:15	Class 2
12:15-12:45	Lunch
12:55-1:55	Class 3
2:00-3:00	Class 4

8<sup>th</sup> Grade: Team 2 (4 Classes: Math, Language Arts, Science, Social Studies)

8:00-8:55	Encore/Acad. Workshop
9:00-9:55	Encore (Planning)
10:05-11:05	Class 1
11:10-12:10	Class 2
12:10-12:40	Lunch
12:50-1:50	Class 3
1:55-3:00	Class 4

Middle School: Grades 6-8

Below are schedules for two middle school teachers in a 6-8 middle school setting. Students in need of intervention in 7th and 8th grades are placed in Reading Lab and/or Math Lab classes for semester length interventions. The teachers use a combination of computer-based interventions and small group work to help them meet their academic goals.

Period	ELA Teacher	Mathematics Teacher
1	Homeroom	Homeroom
2	Planning	Math Lab 8
3	Reading Lab 7	6 <sup>th</sup> Grade Math
4	Language Arts 8	6 <sup>th</sup> Grade Math
5	Reading Lab 7	Planning
6	Creative Writing 6	Math Lab 7
7	Reading Lab 8	Math Lab 8

High School: Double Blocking

The following schedule is an example of double blocking based on the book Thinking Inside the Block Schedule by Robbins, Gregory, and Herndon.

This student attends a high school that is implementing a seven period, 45 minutes per period schedule. This schedule allows the student to receive needed support in the English content area. The student takes the regular English I class, then is immersed in the District funded RTI for the next period.

Schedule for Intervention for High School Student receiving RTI						
1 <sup>st</sup> Period	2 <sup>nd</sup> Period	3 <sup>rd</sup> Period	4 <sup>th</sup> Period	5 <sup>th</sup> Period	6 <sup>th</sup> Period	7 <sup>th</sup> Period
Art I	English I	English I+ (ELA Intervention)	Algebra I	Physical Science	Geography	ROTC

High School: Smart Lunch

The following schedule is an example of a “smart lunch” period for interventions and enrichment. A 60-minute “Smart Lunch” is for all students who are failing a class with a 65 percent or below. The students attend “Smart Lunch” for 30 minutes. Students are assigned first lunch or second lunch to keep the numbers low to get intervention and are retaught the skills until grades are passing and the skills mastered. Teachers are assigned to the labs for direct instruction and students also work on a computer program that creates learning paths based on skills. Students can also be assigned to labs for credit recovery where there is a lab facilitator available to reteach and give guidance with the program.

1 <sup>st</sup> Block	90 minutes
2 <sup>nd</sup> Block	90 minutes
Smart Lunch	30 minutes
Lunch	30 minutes
3 <sup>rd</sup> Block	90 minutes
4 <sup>th</sup> Block	90 minutes

### High School: Skinny Period

The following example is of a “skinny period” which is four regular block periods and one shorter “skinny” period. A variety of remediation, enrichment, and year-long singletons can be offered during this period. This schedule will allow a school to meet the expectations of RTI at high school as well as do some other things related to PARCC writing, ACT and PLAN prep, freshman transition, etc. The skinny period can also be utilized by special education teachers to provide some more targeted support.

1 <sup>st</sup> Period: Regular block	Approximately 90 minutes
2 <sup>nd</sup> Period: “Skinny Period” or “Activity Period”	Approximately 45 minutes
3 <sup>rd</sup> Period: Regular block	Approximately 90 minutes
4 <sup>th</sup> Period: Regular block	Approximately 90 minutes
5 <sup>th</sup> Period: Regular block	Approximately 90 minutes

During the activity or “skinny” period the focus is on remediation. The remediation efforts are masked to some degree by offering a variety of activities for students to participate in. These activities include:

- a) Specific Subject Area remediation
- b) ACT preparation
- c) AP Chemistry Labs
- d) AP U.S. History Seminar
- e) Advanced CTE focus (*for students who compete in Skills USA or other CTE events*)
- f) Speech/Debate
- g) Academic Bowl Team Preparation
- h) Drama Club
- i) Key Club
- j) EOC 9th Grade Preparation/Focus (*Two Algebra I teachers group all current Algebra I students for EOC focused studies*)
- k) Freshman Transition Program which is required for all freshman. Focuses on orientation, self-esteem, study habits, peer-mentoring, getting involved, scheduling, etc. Remediation may still pull students from the program.
- l) Yoga
- m) Girls' Self Defense
- n) Intramurals (*Highly organized team athletic events held in the gymnasium.*)
- o) Cultural Art
- p) Scrap booking

### High School: Hybrid Block

The following schedule is an example of a hybrid block. On Fridays, there is a time which students receive intervention, make-up missing assignments or re-take tests that they've failed. Teachers are assigned duties during this time on a rotating basis (A week=tutor and B week=PLC time). There is also regular intervention throughout the school day – students may be assigned for one period of intervention in a learning lab setting (designed primarily for SPED students) or a study skills study hall setting (designed primarily for non-SPED students). There is also common teacher planning periods so teachers can complete PLC work during the school day.

#### Monday-Thursday Schedule

First Period	7:00-8:00
Second Period	8:05-8:55
Third Period	9:00-9:50
Fourth Period	9:55-10:45
Fifth Period	10:50-12:10
Sixth Period	12:15-1:05
Seventh Period	1:10-2:00

#### Friday Schedule

First Period	7:00-7:48
Second Period	7:53-8:31
Third Period	8:36-9:14
Intervention/Enrichment	9:14-9:59
Fourth Period	9:59-10:37
Fifth Period	10:42-12:31
Sixth Period	12:36-1:15
Seventh Period	1:20-2:00

Below are sample hybrid block student schedules, based on student course selection. Courses may be either short or blocked. Short courses meet for one period every day of the week. Blocked courses meet two days of the week for two periods, and one day of the week for one period. The four samples shown are the only possible scenarios for a student's schedule. The school day will consist of seven periods for all students, and all students will be on the same bell schedule. All students must enroll in at least six credit bearing classes.

2 Blocked Classes

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Chemistry	Alg II	Chemistry	Alg II	Chemistry
2	Chemistry	Alg II	Chemistry	Alg II	Alg II
3	Spanish II				
4	Intervention	Intervention	Intervention	Intervention	Intervention
5	US History				
6	English	English	English	English	English
7	Art 1				

4 Blocked Classes

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Chemistry	Alg. II	Chemistry	Alg II	Chemistry
2	Chemistry	Alg II	Chemistry	Alg II	Alg II
3	US History				
4	Band	Spanish II	Band	Spanish II	Band
5	Band	Spanish II	Band	Spanish II	Band
6	English	English	English	English	English
7	Intervention	Intervention	Intervention	Intervention	Intervention

6 Blocked Classes

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Chemistry	Alg II	Chemistry	Alg II	Chemistry
2	Chemistry	Alg II	Chemistry	Alg II	Alg II
3	Spanish II	Band	Spanish II	Band	Spanish II
4	Spanish II	Band	Spanish II	Band	Band
5	US History	English	US History	English	US History
6	US History	English	US History	English	English
7	Intervention	Intervention	Intervention	Intervention	Intervention

7 Straight (No Block)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Chemistry	Chemistry	Chemistry	Chemistry	Chemistry
2	Alg II				
3	Spanish II				
4	US History				
5	English	English	English	English	English
6	Art	Art	Art	Art	Art
7	Intervention	Intervention	Intervention	Intervention	Intervention

High School:

5 minutes for class change/85 minute blocks

8:00-9:25	Block 1
9:30-10:00	Tier II Intervention/Enrichment
10:05-11:30	Block 2
11:35-1:30	Block 3 (includes 30 minutes for rotating lunch)
1:35-3:00	Block 4

5 minutes for class change/85 minute blocks/smaller school who can feed all students within an hour

8:00-9:25	Block 1
9:30-10:55	Block 2
11:00-12:00	Lunch & Tier II Intervention/Enrichment
12:05-1:30	Block 3
1:35-3:00	Block 4

## Interventionist Schedules

*The following are schedules for Interventionists (persons who provide interventions).*

### Elementary: K-5 Interventionist Schedule

The following is an example of an Elementary RTI schedule in a K-5 building. There are two interventionists: 1 for K-2 students and 1 for 3-5 students. Both Interventionists are retired, certified teachers who are on a 120-day contract. They work with the principal to decide which days of the year they will not work (for example the two days prior to Thanksgiving or the week of TCAP) so that interventions can continue without interruption, as much as possible. The Interventionists provide Tier III interventions in a “pull out setting” while classroom teachers simultaneously provide Tier II interventions in the classroom.

<b>Time Slots</b>	<b>K-2 Interventionist</b>	<b>3-5 Interventionist</b>
8:00-8:30	Planning	Planning
8:30-9:30	2 <sup>nd</sup> Grade- ELA	3 <sup>rd</sup> Grade-ELA
9:30-10:30	1 <sup>st</sup> Grade-ELA	4 <sup>th</sup> Grade-ELA
10:30-11:30	Kindergarten-ELA	5 <sup>th</sup> Grade-ELA
11:30-12:00	Lunch	Lunch
12:00-1:00	Kindergarten-Math	5 <sup>th</sup> Grade-Math
1:00-2:00	1 <sup>st</sup> Grade-Math	4 <sup>th</sup> Grade-Math
2:00-3:00	2 <sup>nd</sup> Grade-Math	3 <sup>rd</sup> Grade-Math
3:00-3:30	Planning	Planning

Elementary: K-3 Interventionist Schedule

The following is an example of an elementary RTI schedule for reading interventionists. Interventionists are paraprofessionals who work with teams of three teachers per grade level. As they are paid to work a full day, interventionists alternate to assist teachers during Tier I instruction. They also provide Tier III interventions in a “pull out setting” while classroom teachers simultaneously provide Tier II intervention in the classroom.

<b>Time Slots</b>	<b>Interventionist #1</b>
7:30-9:00	Team teach with KK classroom teachers
9:00-10:15	Team teach with first grade teachers
10:15-10:45	Planning
10:45-11:15	Tier III reading KK
11:15-11:45	Tier III reading KK
11:45-12:15	Tier III reading KK
12:15-12:40	Lunch
12:40-1:10	Tier III reading 1 <sup>st</sup>
1:10-1:40	Tier III Reading 1 <sup>st</sup>
1:40-2:10	Planning

<b>Time Slots</b>	<b>Interventionist #2</b>
7:30-8:00	Planning
8:00-9:30	Team teach with second grade teachers
9:30-11:00	Team teach with third grade teachers
11:00-11:30	Tier III reading 2 <sup>nd</sup>
11:30-12:00	Tier III reading 2 <sup>nd</sup>
12:00-12:25	Lunch
12:30-1:00	Tier III reading 3 <sup>rd</sup>
1:00-1:30	Tier III reading 3 <sup>rd</sup>
1:30-2:00	Tier III reading 1 <sup>st</sup>
1:10-1:40	Tier III Reading 1 <sup>st</sup>
1:40-2:10	Planning

Elementary: K-5 Interventionist Schedule

The following is an example of an Elementary RTI schedule in a K-5 building with 450+ students. There are three part-time interventionists for Tier III instruction. When School Intervention teams meet, the team decides on the additional support needed for students in kindergarten and first grades during the 8-9:00 hour. The PTA pays for an interventionist to come to school to deliver instruction to one group during this time. The Reading Support Specialist also delivers Tier III intervention. The Interventionists provide Tier III interventions in a “pull out setting” while classroom kindergarten assistants simultaneously provide Tier II interventions in the classroom.

<b>Time Slots</b>	<b>Part-Time Interventionist</b>
8:00-9:00	Tier III: Kindergarten & First Grade
9:00-9:30	Tier II: Second Grade
9:30-10:30	Planning
10:30-11:30	Progress Monitoring & Data Entry
11:00-12:00	Tier III: Third Grade
12:00-12:30	Lunch
12:30-1:00	I-Team Record Keeping, AR
1:00-2:00	Tier III: Math – Fourth Grade

<b>Time Slots</b>	<b>Part-Time Interventionist</b>
8:00-9:00	Tier III: Reading - First Grade
9:00-10:30	Tier III: Reading - Second Grade
10:30-11:00	Parent Involvement
11:00-12:00	Tier III: Math – Third Grade
12:00-1:00	Lunch
12:30-1:00	Data Entry
1:00-2:00	Tier III: Fourth Grade

<b>Time Slots</b>	<b>Interventionist (PTA Funded)</b>
8:00-9:00	Tier III: - Reading Kindergarten & First Grade

<b>Time Slots</b>	<b>Reading Support Specialist</b>
8:00-9:00	Tier III: -Reading First Grade
9:30-10:30	Tier III: Reading - Second Grade
11:00-12:00	Tier III: Reading - Third Grade

Elementary K-5 Interventionist Schedule

The following is the Elementary RTI schedule in a K-8 building in a rural district. There is one interventionist who serves grades K-8 and also works as a Reading Specialist. Times are allotted throughout the week to mentor, assist, and collaborate with teachers each week to ensure students are receiving the most appropriate instruction. Times are also provided for the interventionist to progress monitor students who receive RTI services. The Interventionist provides Tier III interventions in a “pull out setting” while classroom teachers simultaneously provide Tier II interventions in the classroom. The interventionist is in the classroom assisting teachers during their Tier II intervention time when possible to provide appropriate monitoring and support.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15		<b>Collaboration/Planning with teachers</b>	Progress Monitoring		Progress Monitoring
8:15-8:30	3 <sup>rd</sup> Grade-ELA				
8:30-8:45				K- ELA	
8:45-9:00	2 <sup>nd</sup> Grade-ELA				
9:00-9:15				4 <sup>th</sup> Grade ELA	4 <sup>th</sup> Grade-ELA
9:15-9:30				K-ELA	
9:30-9:45	2 <sup>nd</sup> Grade-ELA			6 <sup>th</sup> Grade ELA	-6 <sup>th</sup> Grade-ELA
9:45-10:00					1 <sup>st</sup> -ELA
10:00-10:15	1 <sup>st</sup> Grade-ELA			7 <sup>th</sup> /8 <sup>th</sup> Grade ELA	7 <sup>th</sup> /8 <sup>th</sup> Grade-ELA
10:15-10:30					3 <sup>rd</sup> -ELA
10:30-10:45					
11:00-11:30					
11:25-11:45					
11:45-12:00	Tier III-1 <sup>st</sup> Grade	<b>Collaboration/Planning with teachers</b>	Tier III-1 <sup>st</sup> Grade	LUNCH DUTY	Tier III-1 <sup>st</sup> Grade
12:00-12:15					

12:15-12:30	Tier III-2 <sup>nd</sup> Grade		Tier III-2 <sup>nd</sup> Grade		Tier III-2 <sup>nd</sup> Grade
12:30-12:45					
12:45-1:00	Tier III-Kindergarten		Tier III-Kindergarten	Progress Monitoring	Tier III-Kindergarten
1:00-1:15					
1:15-1:30	Tier III-3 <sup>rd</sup> Grade		Tier III- 3 <sup>rd</sup> Grade		Tier III- 3 <sup>rd</sup> Grade
1:30-1:45					
1:45-2:00					
2:00-2:15	Tier III-4 <sup>th</sup> /5 <sup>th</sup>	Tier III- 4 <sup>th</sup> /5 <sup>th</sup>			
2:15-2:30					
2:30-2:45					
2:45-3:00					
3:00-3:15					

Appendix B:  
Glossary

**Basic Reading (Skills)**- Basic reading skills include the ability to identify and manipulate individual sounds in language; to identify printed letters and their associated sounds; to decode written language.

**Benchmark**- Short term or long-term assessment goal used to indicate grade level expectations during a specific grade level and at a specific time period (e.g., fall, winter, spring).

**Certifying Specialist**- An assessment professional that is involved in the evaluation of a student for the purpose of determining eligibility for special education services. Certifying specialists may include school psychologists, speech/language pathologists, occupational therapists, physical therapists, etc.

**Curriculum Based Measurement (CBM)**- A system for on-going monitoring of student progress through a specific curriculum. Through the use of CBM assessments, teachers assess students' academic performance on a regular basis with very brief tests. Results are used to determine whether students are progressing appropriately from the core (Tier I) instructional program, and to build more effective programs for the students who do not benefit adequately from core (Tier I) instruction.

**Common Core State Standards (CCSS)**- Curricular standards developed to strengthen the knowledge and skills in English language arts and mathematics to prepare students to become college and career ready. These standards define the knowledge and skills students are required to possess in entry-level, credit-bearing, academic college courses, technical institutes, and in workforce training programs. They are based on the most current national and international standards, with the intention of providing students a competitive advantage in the global economy. This state-led effort is coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. In Tennessee, the decision to adopt Common Core State Standards was made by the governor and the State Board of Education. On July 30, 2010, the State Board of Education passed Common Core State Standards adoption unanimously. The Tennessee General Assembly, all 136 local education agencies and local boards of education committed to the implementation of College and Career Ready Standards through the Race to the Top Application and Grant Award. For more information see the Common Core State Standards History and Fact Sheet at:

[http://www.tncore.org/sites/www/Uploads/Common\\_Core\\_Facts\\_History.pdf](http://www.tncore.org/sites/www/Uploads/Common_Core_Facts_History.pdf)

**Comprehension (Reading)**- The ability to understand and make meaning of text.

**Comprehensive Evaluation**- Assessments that are completed for the purpose of determining eligibility for special education services. Components of the evaluation are chosen based on the referral and are specific to the Tennessee State eligibility standards for the suspected disability or disabilities.

**Core Instruction (Tier I Instruction)**- Grade level instruction provided to all students in the regular education classroom. Core instruction often includes various instructional orientations to include whole class, small-differentiated groups, collaborative, and individual opportunities for learning. Core instruction is targeted to meet the diverse needs of all learners. Materials and lesson protocols used from the core program are based on current data and are designed to meet the needs of all students. The Common Core State Standards (CCSS) for English Language Arts (ELA) and Mathematics will be used for Tier I instruction.

**Data-Based Decision Making-** Data-based decision making is the process of using appropriate data collected to inform and drive each instructional decision.

**Diagnostic Evaluation/Assessment-** Standardized assessments designed to assess the extent to which students are on track to master grade level standards and to determine individual strengths and concerns of skills. Diagnostic assessments may also provide evidence of curricular strengths and needs in particular skill areas.

**Differentiated Instruction (Differentiation)-** Targeted instruction provided to meet the needs of students. Instruction includes diverse avenues to learn the skills and content to process, construct, extend, generalize, or make sense of ideas. Furthermore, differentiation will develop learning opportunities so all students within a classroom will learn effectively, regardless of differences in student progress, interests, and needs.

**Direct Instruction-** Direct instruction is an instructional approach that utilizes explicit and structured teaching routines. A teacher using direct instruction models, explains, and guides the students through extended practice of a skill or concept until mastery is achieved. The lessons are fast paced, students are academically engaged, and teachers are enthusiastically delivering instruction. Direct instruction is appropriate instruction for all learners, all five components of reading, and in all settings (whole group, small group, and one-on-one).

**Duration-** The length of time intervention is provided a student as indicated by benchmark and progress monitoring assessment results.

**Early Intervention-** Specialized instruction specifically designed to target skill deficits and provide appropriate instruction to meet the needs of students. Intervention is provided early in order to prevent future learning disabilities or present academic performance deficits with the goal of maintaining grade-level or above grade-level performance.

**English language arts (ELA)-** Common Core State Standards in English Language Arts that includes teaching, learning, and mastery of skills to appropriately build and possess the strong foundational skills of reading; read various types of texts to include literature, fictional, informational and technical texts and media technology; write and speak for different purposes and to various audiences; and to have full command and use of appropriate language.

**English Language Learner (ELL)-** A student who through testing and other means is found to have some difficulty speaking, reading, and/or writing in English.

**Enrichment-** Enrichment activities expand on students' learning in ways that may differ from the strategies used during Tier I instruction. They often are interactive and project-focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways to deepen students' understanding. These activities are designed to be interesting, challenging, and impart knowledge. They should allow students to apply knowledge and skills learned in Tier I to real-life experiences.

**Evidence Based Intervention-** Interventions that have been tested and have demonstrated success with a particular group of students. This means that the research results are reliable and valid. As a result, the

research shows there is reasonable evidence to indicate the program or strategies will result in academic gains when used appropriately.

**Explicit Instruction-** Instruction that involves direct, face-to-face teaching that is highly structured, focused on specific learning outcomes, and based on a high level of student and teacher interaction. It involves explanation, demonstration, and practice with topics being taught in a logical order. Another characteristic of explicit teaching is modeling skills, thinking, and behaviors. This also involves the teacher thinking out loud when working through problems and demonstrating processes for students.

**Fidelity-** The extent to which the prescribed instruction or intervention plan is executed. Fidelity includes addressing the deficit area, using the type of intervention prescribed, maintaining an appropriate group size, length of session, etc.

**Fidelity Monitoring-** The systematic monitoring by a responsible instructional leader (i.e., principal, instructional coach) to determine the extent to which the delivery of instruction or an intervention adheres to the protocols or program models originally developed. Fidelity monitoring has increasing significance for evaluation and treatment effectiveness. The fidelity of implementation per intervention and instruction should be assessed throughout the process as per the guidelines in the manual.

**Flexible grouping/small groups-** A basic strategy for grouping students for the purpose of providing targeted instruction to meet the needs of student groups. Grouping provides the opportunity for students to work together in a variety of ways, and in a number of arrangements. Groupings may be whole class, small groups, individual, and partners, teacher-led or student-led and are commensurate to instructional activities, learning goals, and student needs. Flexible grouping provides the opportunity for student groups to change based on the changing needs of students, as indicated in benchmark and progressing monitoring assessments.

**Reading (fluency)-** Reading fluency refers to the ability to read words accurately, quickly, and effortlessly. Moreover, fluency skills include the ability to read with appropriate expression and intonation (prosody). Reading fluency is the ability to read with sufficient accuracy and rate to support comprehension. Reading fluency applies to accurately reading on-level fiction, prose, and poetry with expression through repeated reading. Non-fiction and technical reading passages generally requires a slower more thoughtful level of reading rate to support comprehension. Reading fluency can also be the rate at which young students demonstrate and name their conceptual understanding of letter-sound correspondence, alphabetic knowledge, and reading **nonsense words**, sight words, sentences, and texts.

**Math (fluency)-** Mathematical fluency is the ability to make sense of problems and/or patterns and structure and to proficiently calculate and accurately find appropriate solution paths to identify, solve, and find reasonable explanations. Mathematical fluency can also be the rate at which young students demonstrate and name their conceptual understanding of numerals, counting, naming numerals, and addition, subtraction, multiplication, and division facts.

**Focused Assessment-** A focused assessment is a prescribed measure used to evaluate a particular skill area to determine levels of performance.

**Formative Assessment-** Quality instruction includes assessments during instruction to provide the information needed to effectively direct and target teaching and learning as it occurs. Formative

assessments enable the teacher to push instruction toward the targeted goals to ensure mastery of intended outcomes.

**Frequency-** The number, proportion, or percentage of items in a particular set of data.

**General Education-** The program of education that students receive based on state standards that are evaluated by the annual state educational standards tests.

**Grade Level Content Expectations-** The Grade Level Content Expectations build from the Common Core State Standards. Reflecting best practices and current research, they provide a set of clear and rigorous expectations for all students and provide teachers with clearly defined statements of what students should know and be able to do as they progress through school.

**Highly-trained personnel-** Teachers adequately trained to deliver the selected instruction as intended, that is, with fidelity to design.

**Hybrid intervention-** A hybrid approach within an RTI model combines methods of a problem-solving and a standard protocol approach.

**Implementation Integrity-** The extent to which core instruction and intervention materials are used as intended by the author/publisher. Implementation integrity also includes the prescribed amount of time and the frequency required for the treatment to yield its best results.

**Individuals with Disabilities Education Act (IDEA)-** As reauthorized in 2004 ensure services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3-21) receive special education and related services under IDEA Part B. (Reference: Ed.gov, United States Department of Education)

**Intense (intensity)-** The measure of strength by which instruction or intervention is delivered. Intensive academic and/or behavioral interventions are characterized by their increased focus for students who fail to respond to less intensive forms of instruction. Intensity can be increased through many dimensions including length, frequency, and duration of implementation.

**Intervention-** Support at the school level for students performing below grade-level expectations. Educational professionals determine academic intervention needs of students (determined by ongoing data), determine methods for dealing with academic issues, and – most important – monitor on an ongoing basis whether these methods are resulting in increased student learning and achievement.

**Interventionist-** An educator trained to deliver a prescribed intervention with fidelity. This may include a general education teacher, special education teacher, trained teaching assistant, or intervention specialist.

**Intervention kit/materials-** A research-based curriculum designed to target specific instructional needs with varying intensity.

**LEA – Local Education Agency-** A public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools.

**Manipulatives-** Any object that allows students to explore an idea in an active, hands-on approach. Manipulatives include anything that can be manipulated to include counters, blocks, shapes, toys, letter tiles, etc.

**Math (Mathematics/Mathematical) Calculation-** The knowledge and retrieval of facts and the application of procedural knowledge in calculation.

**Math (Mathematics/Mathematical) Problem Solving-** Involves using mathematical computation skills, language, reasoning, reading, and visual-spatial skills in solving problems; applying mathematical knowledge at the conceptual level.

**Multi-Sensory-** Multi-sensory teaching and learning is simultaneously visual, auditory, and kinesthetic-tactile to enhance memory and learning. Links are consistently made between the visual (what we see) auditory (what we hear), and kinesthetic-tactile (what we feel) pathways in learning to read, spell, reason, count, and compute.

**Nonsense Word Fluency (NWF)-** A standardized assessment of consonant-vowel-consonant and vowel-consonant nonsense words that are individually administered to assess letter/sound relationships and blending (and/or segmenting) of phonetic sounds (e.g., fim, nen, sig).

**Other Health Impairment (OHI)-** Other Health Impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, Attention Deficit Hyperactivity Disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia; and Tourette’s Syndrome that adversely affects a child’s educational performance. A child is “Other Health Impaired” who has chronic or acute health problems that require specially designed instruction due to: 1) impaired organizational or work skills; 2) inability to manage or complete tasks; 3) excessive health related absenteeism; or 4) medications that affect cognitive functioning.

**Oral Reading Fluency (ORF)-** A standardized reading measure of accuracy and fluency with connected text or passages, usually measured beginning mid-first grade through sixth grade.

**Phoneme Segmentation Fluency (PSF)-** A standardized measure of a student’s ability to segment three and four phoneme words into individual phonemes fluently, for example the examiner says “bat” and the student says /b/ /a/ /t/. PSF is usually measured mid-kindergarten through the spring of first grade.

**Phonemic Awareness-** The ability to hear, think about, identify and manipulate the individual sounds (phonemes) in spoken words.

**Phonics-** Phonics refers to a systematic approach of teaching letters (and combinations of letters) and their corresponding speech sounds. Phonics begins with the alphabetic principle: language is comprised of words made up of letters that represent sounds.

**Phonological Awareness-** Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. Children who have phonological awareness are able to identify and make oral rhymes, can clap out the number of syllables in a word, and can recognize words with the same initial sounds like “money” and “mother.” (Reference: Reading Rockets)

**Probe-** When using Curriculum-Based Measurement (CBM), the instructor administers a brief, timed assessment or "probes" made up of academic material taken from grade-level curriculum.

**Progress Monitoring-** Progress monitoring is used to assess students’ academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

**Prescriptive Intervention-** An intervention specifically targeted to meet the instructional needs of the student.

**Prevention-** The practice of providing additional assistance in any academic area to prevent students from falling behind.

**Problem-Solving Approach within RTI-** Within RTI, a problem-solving approach is used to tailor an intervention to an individual student. It typically has four stages: problem identification, analysis of problem, intervention planning, and response to intervention evaluated (PAIR).

**Professional Development (PD)-** Continuous targeted research-based instruction for school professionals and staff to improve learning outcomes for students and meet goals of the adult learner, class, school and/or district. The purpose of PD should be to provide educators with current research concerning best practices for teaching and learning

**Rate of Improvement (ROI)-** The expected rate of improvement on progress monitoring assessments is the number of units of measure (e.g., words read correctly [wrc], correct responses, correct digits) a child has made per week since the beginning of the intervention. To discover this rate, teachers should divide the total number of units gained by the number of weeks that have elapsed. The ROI is compared to the improvement of a typical peer to determine adequate progress.

**Reliable-** Reliability refers to the consistency with which a tool classifies students from one administration to the next. A tool is considered reliable if it produces the same results when administering the test under different conditions, at different times, or using different forms of the test.

**Research-Based Instruction/Intervention-** A research-based instructional practice or intervention is one found to be reliable, trustworthy, and valid based on evidence to suggest that when the program is used with a particular group of students, the student can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice.

**Scaffold-** Scaffolding is an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without assistance.

**School Psychologist-** School psychologists help children and youth succeed academically, socially, behaviorally, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students. School psychologists are highly-trained in both psychology and education, completing a minimum of a specialist-level degree program. This training emphasizes preparation in mental health and educational interventions, child development, learning, behavior, motivation, curriculum and instruction, assessment, consultation, collaboration, school law, and systems. School psychologists must be certified and/or licensed by the state in which they work. For more information, go to [nasponline.org](http://nasponline.org).

**Scientifically-Based Research-** Scientifically-based research involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that:

- Employs systematic, empirical methods that draw on observation or experiment;
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

**Screening-** A quick checklist, survey or probe used to provide an initial general indicator of levels of performance. Screenings may also include diagnostic assessments to gain more information about a student's academic strengths and/or areas of concern.

**Special Education-** The most intensive interventions and specially designed instruction to meet the unique needs of students identified with an educational disability. This term may include related services such as speech/language or occupational therapy depending on student needs.

**Specific Learning Disability (SLD)-** The term **Specific Learning Disability** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do

mathematical calculations, and that adversely affects a child's educational performance. Such term includes conditions such as perceptual disabilities (e.g., visual processing), brain injury that is not caused by an external physical force, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include a learning problem that is primarily the result of Visual Impairment; Hearing Impairment; Orthopedic Impairment; Intellectual Disability; Emotional Disturbance; Limited English Proficiency; or, Environmental or Cultural Disadvantage. Specific Learning Disabilities may be identified in the following areas: Basic Reading, Reading Fluency, Reading Comprehension, Math Calculation, Math Problem Solving, Written Expression, Oral Expression, and/or Listening Comprehension.

**Specific Measurable Outcome-** The statement of a single, specific desired result from an intervention. To be measurable, the outcome should be expressed in observable and quantifiable terms (i.e., Johnny will demonstrate mastery of grade-level basic math calculation skills as measured by a score of 85 percent or better on the end-of-the unit test on numerical operations).

**Standard protocol intervention-** Standard protocol intervention relies on the same, empirically validated intervention for all students with similar academic or behavioral needs. Standard protocol interventions facilitate quality control.

**Standardized Assessment-** An assessment test that is developed using standard procedures and is then administered and scored in a consistent manner for all test takers.

**Summative Assessment-** Summative assessment is a form of evaluation used to describe the effectiveness of an instructional program or intervention, that is, whether the intervention had the desired effect. With summative assessment, student learning is typically assessed at the end of a course of study or annually (at the end of a grade).

**Survey-Level Assessment-** A process of determining the most basic skill area deficit and which skill/instructional level a student has mastered. It is effective in determining appropriate, realistic goals for a student and helps identify the specific deficit in order to determine accurate rate of improvement and growth.

**Systematic-** Systematic instruction refers to a carefully planned sequence for instruction, similar to a builder's blueprint for a house. A blueprint is carefully thought out and designed before building materials are gathered and construction begins. The plan for systematic instruction is carefully thought out, strategic, and designed before activities and lessons are developed. Systematic instruction is clearly linked within, as well as across the five major areas of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex, with clear, concise student objectives that are driven by ongoing assessment. Students are provided appropriate practice opportunities, which directly reflect instruction.

**Trend line or trajectory-** A straight line that connects a series of results from assessments on a graph used to help determine progress toward intended target.

**Universal Screening/Screener-** An LEA must administer a nationally normed, skills-based universal screener. A universal screener is a brief screening assessment of academic skills (i.e., basic reading skills, reading fluency, reading comprehension, math calculation, math problem solving, written expression)

administered to **ALL** students to determine whether students demonstrate the skills necessary to achieve grade level standards. Universal screening reveals which students are performing at or above the level considered necessary for achieving long-term success (general outcome measures). This data can also serve as a benchmark for measuring the improvement of a group, class, grade, school or district. Furthermore, universal screening can be used to identify students in need of further intervention due to identified skill deficits. A more precise assessment may be needed to determine a student's specific area(s) of deficit before beginning an intervention.

**Valid-** Validity refers to the extent to which a tool accurately measures the underlying construct that it is intended to measure.

**Written Expression-** Involves basic writing skills (transcription) and generational skills (composition).

**Transcription:** difficulty producing letters, words, spelling; **Composition:** difficulty with word and text fluency, sentence construction, genre-specific discourse structures, planning processes, and reviewing and revising processes.

Appendix C:  
Selected Resources

This component contains information about selected websites, articles, and other publications that provide research-based information about RTI. This list is not and cannot be exhaustive; the research base in the field of RTI is rapidly expanding; therefore, it is not possible for a printed document to keep pace with the field. Rather, this list can be considered a starting point for individuals who wish to learn more about RTI. Every effort has been made to provide resources to address the needs of all stakeholders—district leaders, school leaders, general education teachers and special education teachers, teachers of English Language Learners, parents, and members of the community.

## Websites

**Achieve the Core-** This free website was created by Student Achievement Partners. The section called “Identifying Common Core in the Classroom: CCSS Instructional Practice Guides” has resources that can be used for Tier I Fidelity Monitoring. These tools provide specific guidance for what the CCSS for ELA / Literacy and Mathematics look like in planning and practice. They are designed as developmental tools for teachers and those who support teachers. [www.achievethecore.org](http://www.achievethecore.org)

### **Center for Academic and Reading Skills: Effective Early Reading Intervention (EERI)**

<http://cars.uth.tmc.edu/projects/att/>

The goal of this project at the University of Texas-Houston Health Science Center, in collaboration with Region XIII Education Service Center, is to recognize schools that have effective second-grade early reading intervention programs.

**The Center on Instruction (COI).** From 2005 to 2012, COI developed and identified free resources for use by Regional Comprehensive Centers and state, district, and local educators in their pursuit of high quality instruction, particularly for students with difficulties learning mathematics, students needing intensive instruction, or special needs/diverse learners, including English language learners. This website will be available through September 2013. <http://centeroninstruction.org/>

**Florida Center for Reading Research-**The Florida Center for Reading Research is jointly administered at Florida State University by the Learning Systems Institute and the College of Arts and Sciences. This website contains a wealth of information about research-based reading instruction and intervention. <http://www.fcrr.org/>

**Focus on Effectiveness: Research-Based Strategies-**Provides reviewed, research-based instructional strategies covering topics such as graphic organizers, cooperative learning, student goal-setting, simulations and games, and higher-order thinking skills. Multi-media presentations, technology-infused lessons, instruction, and classroom examples are included. Northwest Regional Education Laboratory. <http://www.netc.org/focus/strategies/>

**LD Online-**Dedicated to the topics of Learning Disabilities and Attention Deficit/Hyperactivity Disorder, this website features a number of research articles related to RTI. <http://www.ldonline.org/>

**National Center on Intensive Intervention-**The mission of the National Center on Intensive Intervention is to build district and school capacity to support implementation of data-based individualization in reading, mathematics, and behavior for student who require intensive interventions. A chart summarizing studies of various intervention programs and methods can be found at <http://www.intensiveintervention.org/chart/instructional-intervention-tools>

**National Council of Teacher of Mathematics, Intervention Resources**-This web page provides guidelines for creating or selecting mathematics interventions as well as other resources for teachers of mathematics. <http://www.nctm.org/resources/content.aspx?id=13198>

**National Dissemination Center for Children with Disabilities**-This website is dedicated to providing information about disabilities, but it also provides research reports on a variety of Reading, Writing, and Mathematics interventions at the following address: <http://nichcy.org/research/summaries-reading>. Brief descriptions of key RTI components intended for school administrators are at this address: <http://nichcy.org/schools-administrators/rti>

**Peer-Assisted Learning Strategies (PALS) (Vanderbilt Kennedy Center for Research on Human Development)**

PALS Reading and PALS Math enable classroom teachers to accommodate diverse learners and help a large proportion of these students achieve success. PALS Reading and PALS Math have been approved by the U.S. Department of Education's Program Effectiveness Panel as an effective educational practice. <http://kc.vanderbilt.edu/pals/>

**Reading Partners Group at Washington Research Institute (WIR)**

The *Reading Partners Group* is a research team dedicated to the development and dissemination of evidence-based reading instruction.

<http://www.wri-edu.org/partners>

**Read Tennessee**-This website provides both reading and mathematics toolkits designed to provide information on research based teaching strategies, activities for families, and ideas for community members to help all stakeholders work together for the benefit of young children in preK-3<sup>rd</sup> grade throughout the state. <http://www.readtennessee.org/>

**Reading Rockets**-Funded by a grant from the U.S. Department of Education, Office of Special Education Programs, Reading Rockets is a national multimedia project that offers research-based and best-practice information on teaching students to read. <http://www.readingrockets.org/>

**RTI Action Network**-A program of the National Center for Learning Disabilities, the RTI Action Network is a clearinghouse dedicated to the effective implementation of Response to Intervention in school districts nationwide. <http://www.rtinetwork.org/>

**TNCore**-The official website of the Tennessee Common Core initiative, this site is updated consistently to provide all Tennesseans with the most current information about the Implementation of the Common Core State Standards. <http://www.tncore.org/>

## Articles and Publications

Buffen, A, Mattos, M, and Weber, C. (2010) "The Why Behind RTI." *Educational Leadership*, 68 (2), pp. 10-16. Retrieved online at: <http://www.ascd.org/publications/educational-leadership/oct10/vol68/num02/The-Why-Behind-RTI.aspx>

"Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (Rti<sup>2</sup>) for English Language Learners. This article provides a wealth of information about Rti<sup>2</sup> and English Language Learners. Retrieved online at: <http://wida.us/get.aspx?id=601>

Duffy, Helen. (2007) *Meeting the needs of Significantly Struggling Learners in High School: A Look at Approaches to Tiered Intervention*. National High School Center. Retrieved online at: [www.betterhighschools.org/docs/NHSC\\_RTIBrief\\_08-02-07.pdf](http://www.betterhighschools.org/docs/NHSC_RTIBrief_08-02-07.pdf)

"Dysgraphia: Learning Disabilities in Writing." This article provides a concise definition of dysgraphia and a list of strategies that may help. Retrieved online at: <http://www.greatschools.org/special-education/LD-ADHD/860-dysgraphia-learning-disability-writing.gs>

Graham, S., & Perrin, D. (2006). *Writing next: Effective strategies to improve writing of adolescents in middle and high school*. Washington D.C.: Alliance for Excellence in Education

This companion report to *Reading Next* identifies instructional procedures that are effective for teaching writing to adolescents in fourth through 12th grades. Special attention is directed to identifying which instructional strategies improve the overall quality of struggling students' writing. Retrieved online at: [http://www.all4ed.org/publication\\_material/reports/writing\\_next](http://www.all4ed.org/publication_material/reports/writing_next)

Kame'enui, Edward J. and Simmons, Deborah C. "Planning and Evaluation Tool for Effective Schoolwide Reading Program – Revised (PET-R). (2003). This document helps schools evaluate their total reading program, Tiers I, II, and III. Retrieved online at: [https://dibels.uoregon.edu/docs/pet\\_r\\_form\\_user.pdf](https://dibels.uoregon.edu/docs/pet_r_form_user.pdf)

"Response to Intervention. "A Joint Paper by the National Association of State Directors of Special Education and the Council of Administrators of Special Education. May 2006. Retrieved online as Rti An Administrator's Perspective, [www.casecec.org/.../rti/Rti%20An%20Administrator's%20Perspective...](http://www.casecec.org/.../rti/Rti%20An%20Administrator's%20Perspective...)

"Response to Intervention for English Language Learners SECONDARY." Washoe County School District. This document provides useful information about implementing an RTI program with ELL students at the secondary level. Retrieved online at: [http://www.washoe.k12.nv.us/rti/secondary\\_ell.pdf](http://www.washoe.k12.nv.us/rti/secondary_ell.pdf)

Rinaldi, Claudia and Samson, Jennifer. (2008) "English Language Learners and Response to Intervention: Referral Considerations." *TEACHING Exceptional Children*, 40 (V), 6-14. Retrieved online at: [http://www.k12.wa.us/SpecialEd/pubdocs/APR\\_Resources/ELL\\_RTII.pdf](http://www.k12.wa.us/SpecialEd/pubdocs/APR_Resources/ELL_RTII.pdf)

This article provides suggestions for distinguishing between language difficulties and learning disabilities for English Language Learners.

Shapiro, Edward S. "Tiered Instruction and Intervention in a Response-to-Intervention Model." <http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model>

State Blueprints for RTI-This three-volume set of documents provide RTI implementation guidance for states, districts, and schools. All three documents can be downloaded from the following website:  
<http://nasdse.org>

*The Final Report of the National Mathematics Advisory Panel.* (2008) U. S. Department of Education. (Chapter 7 addresses effective instructional practices for teaching struggling students) Retrieved online at: <http://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf>

Vanderwood, Mike. "Best Practices in Assessment and Intervention for ELL." This presentation review the research and offers suggestions for RTI with ELLS. Retrieved online at:  
<http://www.slideshare.net/schoolpsychology/using-response-to-intervention-with-english-language-learners>

Vaughn, Sharon. "Response to Intervention in Reading for English Language Learners." This article surveys the research base on reading and RTI for ELLS and provides suggestions for the use of practices. Retrieved online at: <http://www.rtinetwork.org/learn/diversity/englishlanguagelearners>

Vaughn, Sharon and Ortiz, Alba. "Response to Intervention in Reading for English Language Learners." This article also surveys the research base on reading and RTI for ELLS and provides suggestions for the use of practices. Retrieved online at: <http://www.readingrockets.org/article/37405/>

Wright, Jim. (1992). "Curriculum-Based Measurement: Directions for Administering and Scoring CBM Probes in...WRITING." This document provides explicit directions for administering and scoring writing probes. It can be downloaded from the following website:  
<http://www.jimwrightonline.com/pdfdocs/cbmresources/cbmdirections/cbmwrit.pdf>

## **Guidance from the U.S. Department of Education Office of Special Education Programs**

OSEP Letter on Incidental Benefit, April 30, 2013. This memorandum clarifies the fact that part B-funded teachers may provide instruction to a mix of students. Retrieved at:

<http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/12-011637r-wi-couillard-rti3-8-13.doc>

Text is also included on the following pages.

OSEP Memorandum, Jan. 21, 2011. This memorandum from Melody Musgrove, Director of the Office of Special Education Programs for the U.S. Department of Education to State Directors of Special Education clarifies the fact that an RTI process cannot be used to delay or deny an evaluation for eligibility.

Retrieved at: <http://www.lanatl.org/news/osep-012111-rtimemo.pdf>

Text is also included on the following pages.

March 7, 2013

Mr. Troy Couillard  
Assistant Director of Special Education  
Wisconsin Department of Public Instruction  
P.O. Box 7841  
Madison, Wisconsin 53707-7841

Dear Mr. Couillard:

This is in response to your May 16, 2012 letter to me, requesting responses to several questions regarding using special education personnel to work with students who are not identified as students with disabilities, particularly under Wisconsin's Multi-Level Systems of Support (MLSS), i.e., the State's response to intervention (RTI) system. I apologize for the delayed response. Your questions are posed within the context of permissive use of funds, pursuant to section 613(a)(4) of the Individuals with Disabilities Education Act (IDEA) and its implementing regulations at 34 CFR §300.208(a)(1). Before I answer your specific questions, it will be helpful to provide some general information.

In general, IDEA Part B funds must be used only to pay the excess costs of providing special education and related services to children with disabilities, such as costs for special education teachers and administrators; related services providers; materials and supplies for use with children with disabilities; professional development for special education personnel; professional development for general education teachers who teach children with disabilities; and specialized equipment or devices to assist children with disabilities. Regardless of whether the issue involves RTI, IDEA Part B funds may not be used for non-special education instruction in the general education classroom, instructional materials for use with non-disabled children, or for professional development of general education teachers not related to meeting the needs of children with disabilities, subject to the two exceptions discussed here. The two exceptions to these rules are when IDEA Part B funds are: (1) used for coordinated early intervening services (CEIS) under 34 CFR §300.226, or (2) consolidated in a Title I schoolwide school under the Elementary and Secondary Education Act (ESEA) pursuant to 34 CFR §300.206.<sup>1</sup> In addition, under 34 CFR §300.208(a)(1), IDEA Part B (non-CEIS) funds provided to a local educational agency (LEA) may be used for the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a student with a disability in accordance with the student's individualized education program (IEP), even if one or more nondisabled children benefit from these services.

Our responses to your specific questions assume that you are asking about the use of Part B IDEA funds that are not CEIS funds and that are not being used in a Title 1 schoolwide school under the ESEA. (For a discussion of the use of Part B CEIS funds in the context of RTI, please see Letter to Dr. Rick Dale, November 14, 2012). Your questions and OSEP's answers follow.

**Question 1:** May special education personnel provide formal interventions (tier two or three interventions; longer term beyond "incidental") in the context of MLSS to students within a small group comprised of students with and without disabilities?

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<sup>1</sup> For additional guidance on CEIS, please refer to: [http://www2.ed.gov/policy/soeced/guid/idea/ceis\\_pg2.html](http://www2.ed.gov/policy/soeced/guid/idea/ceis_pg2.html) For additional guidance on the implementation of RTI using Title I, Title III, and CEIS funds, please refer to: <http://www2.ed.gov/programs/titleiparta/rti.pdf>

**OSEP's Response:** It is not possible to provide a clear “yes” or “no” response to this question, as it depends on the nature of the duties to be performed by the personnel funded by IDEA Part B (non-CEIS) funds. Pursuant to 34 CFR §300.208(a), special education teachers fully funded by Part B (non-CEIS) funds may perform duties for children without disabilities if they would already be performing these same duties in order to provide special education and related services to children with disabilities. For example, a special education teacher is assigned to provide five hours of reading instruction per week to three students with disabilities consistent with those students’ IEPs. The IEPs provide that the students need specialized reading instruction that is at grade level but handled at a slower pace because of auditory processing issues. The school decides that, although they are not children with disabilities, there are two general education children who would benefit from this instruction. The special education teacher must prepare lesson plans for each of these classes regardless of the number of children in the class. She may do so and conduct the class for all five children because she is only providing special education and related services for the three children with disabilities and the two children without disabilities are benefiting from that work. However, if fully funded by Part B IDEA (non-CEIS) funds, this teacher may not grade papers, spend time on parent teacher conferences, or perform any functions for the children without disabilities not otherwise required as part of the provision of special education and related services to children with disabilities. In other words, 34 CFR §300.208(a) does not permit special education teachers fully funded by Part B (non-CEIS) funds to perform duties other than special education and related services.

An LEA or school may wish to consider split funding teachers from special education funds, general education funds, and CEIS funds. This funding mechanism offers full flexibility for a particular teacher to work with diverse groups of students, regardless of disability or intervention status. If a teacher is providing special education, general education, and RTI interventions and is supported by funds from several sources, an LEA must document separately, consistent with OMB Circular A-87, the amount of time the teacher spends providing services to students with disabilities, services to students who are not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment, and services to nondisabled students who do not need additional support, to ensure that IDEA Part B funds are properly expended. See OMB Circular A-87, Cost Principles for State, Local and Indian Tribal Governments (05/10/2004), Attachment B, 8.h., relocated to 2 CFR Part 225, Appendix B, 8.h.

**Question 2:** May special education personnel provide formal interventions (tier two or three interventions; longer term beyond “incidental”) in the context of MLSS to students within a small group comprised of solely of students without disabilities?

**OSEP Response:** No. Except when the funds are being used in a Title I schoolwide program, a special education teacher paid solely with IDEA Part B (non-CEIS) funds may not provide interventions to a small group comprised only of students without disabilities.

**Question 3:** May special education personnel within the context of co-teaching/team teaching and inclusion have equal responsibility for the instruction of students not identified as students with disabilities? Equal responsibility would be defined as whole group instruction, lesson plan development, and grading.

**OSEP Response:** OSEP encourages States and LEAs to use a variety of service delivery models to meet their responsibilities to educate children with disabilities in the least restrictive environment, provided

all requirements of Part B are met. As discussed above, 34 CFR §300.208(a)(1) permits LEAs to use IDEA Part B (non-CEIS) funds for the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a student with a disability in accordance with the student's IEP, even if one or more nondisabled children benefit from these services. Therefore, for example, IDEA Part B (non-CEIS) funds could be used for lesson plan development if the same lesson plans will be used for children with disabilities and general education children. In other situations, determinations as to whether the expenditure of IDEA Part B (non-CEIS) funds is allowable would have to be made on a case by case basis. However, this provision does not permit the special education teacher to perform functions that go beyond the provision of special education and related services. Therefore, based on your description of the duties, the special education teacher could not grade papers for students without disabilities.

As noted above, LEAs may want to consider funding a teacher from a variety of sources in order to provide maximum flexibility in the classroom. If a teacher is providing special education, general education, and RTI interventions and is supported by funds from several sources, an LEA must document separately, consistent with OMB Circular A-87, the amount of time the teacher spends providing services to students with disabilities, services to students who are not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment, and services to nondisabled students who do not need additional support, to ensure that IDEA Part B funds are properly expended.

**Question 4:** May special education personnel be permanent members of collaborative MLSS teams that determine whether to refer a student to special education based on data collected from interventions?

**OSEP Response:** We assume your question is whether special education personnel fully funded by IDEA Part B (non-CEIS) funds may be a permanent member of such a team. Pursuant to 34 CFR §300.111, the State must have in effect policies and procedures to ensure that all children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated. Under the circumstances you describe, in order to ensure that the child find provisions are met under 34 CFR §300.111, a State may allow special education personnel to be permanent members of collaborative MLSS teams that determine whether to refer a student for an evaluation to determine whether the students is a student with a disability based on data collected from interventions.

**Question 5:** May special education personnel be permanent members of collaborative MLSS teams that plan instructional interventions for students not identified as students with disabilities?

**OSEP Response:** In the context you raise of a collaborative team that is working with struggling learners, special education personnel may share their expertise in addressing the needs of children with disabilities with other personnel, as this may be considered professional development for general education teachers to assist them in identifying, locating, and evaluating children with disabilities in accordance with the child find responsibilities in 34 CFR §300.111. However, except for services that are a part of a schoolwide program as authorized under 34 CFR §300.206, personnel paid with IDEA Part B (non-CEIS) funds may not perform duties solely designed to help meet a child's needs in the general education classroom for a student who is not currently identified as needing special education or related services, but needs additional academic and behavioral support to succeed in a general education environment. Personnel paid with Part B CEIS funds may perform duties, including planning instructional

interventions, for students who are not currently identified as needing special education and related services, but who need additional academic and behavioral supports to succeed in a general education environment.

Based on section 607(e) of the IDEA, we are informing you that our response is provided as informal guidance and is not legally binding, but represents an interpretation by the U.S. Department of Education of the IDEA in the context of the specific facts presented.

If you have additional questions, please do not hesitate to contact Jennifer Wolfsheimer, at 202-245-6090 or by email at [Jennifer.Wolfsheimer@ed.gov](mailto:Jennifer.Wolfsheimer@ed.gov).

Sincerely,  
Melody Musgrove, Ed.D.  
Director  
Office of Special Education Programs

UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

January 21, 2011

Contact Persons:	
Name:	Ruth Ryder
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Telephone:	202-245-7456

OSEP 11- 07

**MEMORANDUM**

TO: State Directors of Special Education

FROM: Melody Musgrove, Ed.D. Director, Office of Special Education Programs

SUBJECT: A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA)

The provisions related to child find in section 612(a)(3) of the Individuals with Disabilities Education Act (IDEA), require that a State have in effect policies and procedures to ensure that the State identifies, locates and evaluates all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services. It is critical that this identification occur in a timely manner and that no procedures or practices result in delaying or denying this identification. It has come to the attention of the Office of Special Education Programs (OSEP) that, in some instances, local educational agencies (LEAs) may be using Response to Intervention (RTI) strategies to delay or deny a timely initial evaluation for children suspected of having a disability. States and LEAs have an obligation to ensure that evaluations of children suspected of having a disability are not delayed or denied because of implementation of an RTI strategy.

A multi-tiered instructional framework, often referred to as RTI, is a schoolwide approach that addresses the needs of all students, including struggling learners and students with disabilities, and integrates assessment and intervention within a multi-level instructional and behavioral system to maximize student achievement and reduce problem behaviors. With a multi-tiered instructional framework, schools 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.

While the Department of Education does not subscribe to a particular RTI framework, the core characteristics that underpin all RTI models are: (1) students receive high quality research-based instruction in their general education setting; (2) continuous monitoring of student performance; (3) all students are screened for academic and behavioral problems; and (4) multiple levels (tiers) of instruction that are progressively more intense, based on the student's response to instruction. OSEP

supports State and local implementation of RTI strategies to ensure that children who are struggling academically and behaviorally are identified early and provided needed interventions in a timely and effective manner. Many LEAs have implemented successful RTI strategies, thus ensuring that children who do not respond to interventions and are potentially eligible for special education and related services are referred for evaluation; and those children who simply need intense short-term interventions are provided those interventions.

The regulations implementing the 2004 Amendments to the IDEA include a provision mandating that States allow, as part of their criteria for determining whether a child has a specific learning disability (SLD), the use of a process based on the child's response to scientific, research-based intervention<sup>2</sup>. See 34 CFR §300.307(a)(2). OSEP continues to receive questions regarding the relationship of RTI to the evaluation provisions of the regulations. In particular, OSEP has heard that some LEAs may be using RTI to delay or deny a timely initial evaluation to determine if a child is a child with a disability and, therefore, eligible for special education and related services pursuant to an individualized education program.

Under 34 CFR §300.307, a State must adopt, consistent with 34 CFR §300.309, criteria for determining whether a child has a specific learning disability as defined in 34 CFR §300.8(c)(10). In addition, the criteria adopted by the State: (1) must not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has an SLD; (2) must permit the use of a process based on the child's response to scientific, research-based intervention; and (3) may permit the use of other alternative research-based procedures for determining whether a child has an SLD. Although the regulations specifically address using the process based on the child's response to scientific, research-based interventions (i.e., RTI) for determining if a child has an SLD, information obtained through RTI strategies may also be used as a component of evaluations for children suspected of having other disabilities, if appropriate.

The regulations at 34 CFR §300.301(b) allow a parent to request an initial evaluation at any time to determine if a child is a child with a disability. The use of RTI strategies cannot be used to delay or deny the provision of a full and individual evaluation, pursuant to 34 CFR §§300.304-300.311, to a child suspected of having a disability under 34 CFR §300.8. If the LEA agrees with a parent who refers their child for evaluation that the child may be a child who is eligible for special education and related services, the LEA must evaluate the child. The LEA must provide the parent with notice under 34 CFR §§300.503 and 300.504 and obtain informed parental consent, consistent with 34 CFR §300.9, before conducting the evaluation. Although the IDEA and its implementing regulations do not prescribe a specific timeframe from referral for evaluation to parental consent, it has been the Department's longstanding policy that the LEA must seek parental consent within a reasonable period of time after the referral for evaluation, if the LEA agrees that an initial evaluation is needed. See Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities, Final Rule, 71 Fed. Reg., 46540, 46637 (August 14, 2006). An LEA must conduct the initial evaluation within 60 days of receiving parental consent for the evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. 34 CFR §300.301(c).

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<sup>2</sup> The Department has provided guidance regarding the use of RTI in the identification of specific learning disabilities in its letters to: Zirkel - 3-6-07, 8-15-07, 4-8-08, and 12-11-08; Clarke - 5-28-08; and Copenhaver - 10-19-07. Guidance related to the use of RTI for children ages 3 through 5 was provided in the letter to Brekken - 6-2-10. These letters can be found at <http://www2.ed.gov/policy/speced/guid/idea/index.html>.

If, however, the LEA does not suspect that the child has a disability, and denies the request for an initial evaluation, the LEA must provide written notice to parents explaining why the public agency refuses to conduct an initial evaluation and the information that was used as the basis for this decision. 34 CFR §300.503(a) and (b). The parent can challenge this decision by requesting a due process hearing under 34 CFR §300.507 or filing a State complaint under 34 CFR §300.153 to resolve the dispute regarding the child's need for an evaluation. It would be inconsistent with the evaluation provisions at 34 CFR §§300.301 through 300.111 for an LEA to reject a referral and delay provision of an initial evaluation on the basis that a child has not participated in an RTI framework.

We hope this information is helpful in clarifying the relationship between RTI and evaluations pursuant to the IDEA. Please examine the procedures and practices in your State to ensure that any LEA implementing RTI strategies is appropriately using RTI, and that the use of RTI is not delaying or denying timely initial evaluations to children suspected of having a disability. If you have further questions, please do not hesitate to contact me or Ruth Ryder at 202-245-7513.

References:

Questions and Answers on RTI and Coordinated Early Intervening Services (CEIS), January 2007  
Letter to Brekken, 6-2-2010  
Letter to Clarke, 4-28-08  
Letter to Copenhaver, 10-19-07  
Letters to Zirkel, 3-6-07, 8-15-07, 4-8-08 and 12-11-08

cc: Chief State School Officers  
Regional Resource Centers  
Parent Training Centers  
Protection and Advocacy Agencies  
Section 619 Coordinators

Appendix D:  
Criteria for Selecting an Intervention in Reading, Mathematics, and Writing

### Criteria for Selecting a Reading Intervention

This rubric is designed to help educators evaluate RTI<sup>2</sup> intervention materials for reading. The criteria for the rubric were established based on research and observation of other sources.

**Directions:** For each criterion on the rubric, evaluate the intervention, citing evidence for each criterion. If the criteria are present, give it a score of 1 (one). If the criteria are not present, give it a score of 0 (zero).

Intervention Name: \_\_\_\_\_

Publisher: \_\_\_\_\_

Specific Area(s) Addressed: \_\_\_\_\_

Criteria	Definition	Evidence in Intervention	Criteria is not present (0)	Criteria is present (1)
<b>Systematic (1 point)</b>	Systematic refers to a carefully planned sequence for intervention. The plan for systematic intervention is carefully thought out, strategic, and designed before activities and lessons are developed. For systematic intervention, lessons build on previously taught information, from simple to complex, with clear, concise student objectives that are driven by ongoing assessment. Students are provided appropriate practice opportunities, which directly reflect instruction.			
<b>Explicit (1 point)</b>	Explicit intervention is direct, face-to-face teaching that is highly structured, focused on specific learning outcomes, and based on a high level of student and teacher interaction.			

<b>Scientifically based (5 points)</b>	Involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs that is verifiable through peer reviews.	<b>Check box if present.</b> Peer reviewed: <input type="checkbox"/> Repeated/replicated: <input type="checkbox"/> Large population represented: <input type="checkbox"/> Judged as sound by professionals: <input type="checkbox"/> Valid and reliable: <input type="checkbox"/>		One (1) for each element present.
<b>Adequately targets at least one of the 5 components of reading (1 point)</b>	<p><b>Phonemic awareness</b> is commonly defined as the understanding that spoken words are made up of separate units of sound that are blended together when words are pronounced. <b>Phonics</b> is a set of rules that specify the relationship between letters in the spelling of words and the sounds of spoken language. <b>Fluency</b> is recognizing the words in a text rapidly and accurately and using phrasing and emphasis in a way that makes what is read sound like spoken language. <b>Vocabulary</b> refers to words we need to know to communicate with others. <b>Comprehension</b> involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood.</p>			

Scale: 0-3 Does not meet criteria for use  
 4-6 Somewhat meets the criteria for use  
 7-8 Meets the criteria for use

<b>Total Criteria Present</b>	
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## Criteria for Selecting a Mathematics Intervention

This rubric is designed to help educators evaluate RTI<sup>2</sup> intervention materials for mathematics. The criteria for the rubric were established based on research and observation of other sources.

**Directions:** For each criterion on the rubric, evaluate the intervention, citing evidence for each criterion. If the criteria are present, give it a score of 1 (one). If the criteria are not present, give it a score of 0 (zero).

Intervention Name: \_\_\_\_\_

Publisher: \_\_\_\_\_

Specific Area(s) Addressed: \_\_\_\_\_

Criteria	Definition	Evidence in Intervention	Criteria is not present (0)	Criteria is present (1)
<b>Systematic (1 point)</b>	Systematic refers to a carefully planned sequence for intervention. The plan for systematic intervention is carefully thought out, strategic, and designed before activities and lessons are developed. For systematic intervention, lessons build on previously taught information, from simple to complex, with clear, concise student objectives that are driven by ongoing assessment. Students are provided appropriate practice opportunities, which directly reflect instruction.			
<b>Explicit (1 point)</b>	Explicit intervention is direct, face-to-face teaching that is highly structured, focused on specific learning outcomes, and based on a high level of student and teacher interaction.			

<b>Scientifically-based (5 points)</b>	Involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs that is verifiable through peer reviews.	<b>Check box if present.</b> Peer reviewed: <input type="checkbox"/> Repeated/replicated: <input type="checkbox"/> Large population represented: <input type="checkbox"/> Judged as sound by professionals: <input type="checkbox"/> Valid and reliable: <input type="checkbox"/>		One (1) for each element present.
<b>Addresses the sub-content areas of mathematics (1 point)</b>	1) <b>Conceptual understanding:</b> Refers to the conceptual understanding of key concepts, such as place value and ratios. Students should learn concepts from a number of perspectives so that they are able to see math as more than a set of mnemonics or discrete procedures. 2) <b>Procedural skill and fluency:</b> Refers to the speed and accuracy in calculation. Students need time to practice core functions such as single-digit multiplication so that they have access to more complex concepts and procedures. 3) <b>Application:</b> Refers to math flexibly for applications. Students should have the opportunity to apply math in context.			

Scale: 0-3 Does not meet criteria for use  
 4-6 Somewhat meets the criteria for use  
 7-8 Meets the criteria for use

<b>Total Criteria Present</b>	
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## Criteria for Selecting a Writing Intervention

This rubric is designed to help educators evaluate RTI<sup>2</sup> intervention materials for writing. The criteria for the rubric were established based on research and observation of other sources.

**Directions:** For each criterion on the rubric, evaluate the intervention, citing evidence for each criterion. If the criteria are present, give it a score of 1 (one). If the criteria are not present, give it a score of 0 (zero).

Intervention Name: \_\_\_\_\_

Publisher: \_\_\_\_\_

Specific Area(s) Addressed: \_\_\_\_\_

Criteria	Definition	Evidence in Intervention	Criteria is not present (0)	Criteria is present (1)
<b>Systematic (1 point)</b>	Systematic refers to a carefully planned sequence for intervention. The plan for systematic intervention is carefully thought out, strategic, and designed before activities and lessons are developed. For systematic intervention, lessons build on previously taught information, from simple to complex, with clear, concise student objectives that are driven by ongoing assessment. Students are provided appropriate practice opportunities, which directly reflect instruction.			
<b>Explicit (1 point)</b>	Explicit intervention is direct, face-to-face teaching that is highly structured, focused on specific learning outcomes, and based on a high level of student and teacher interaction.			

<b>Scientifically based (5 points)</b>	Involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs that is verifiable through peer reviews.	<b>Check box if present.</b> Peer reviewed: <input type="checkbox"/>		One (1) for each element present.
		Repeated/replicated: <input type="checkbox"/>		
		Large population represented: <input type="checkbox"/>		
		Judged as sound by professionals: <input type="checkbox"/>		
		Valid and reliable: <input type="checkbox"/>		
<b>Addresses the essentials of good teaching for struggling writers. (based on the work of Dr. Steve Graham and Dr. Karen Harris www.ncl.org)</b>	Explicit teaching of critical writing skills, processes, and knowledge as well as less formal techniques like teacher-student conferences and peer-to-peer editing. Students should have opportunities to learn about and practice different genres of writing and share their writing with others.			

Scale: 0-3 Does not meet criteria for use  
4-6 Somewhat meets the criteria for use  
7-8 Meets the criteria for use

<b>Total Criteria Present</b>	
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Appendix E:  
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Appendix F:  
Implementation Readiness

The intent of this Appendix to the RTI<sup>2</sup> Implementation Guide is to provide information and tools to LEAs as they prepare to implement RTI<sup>2</sup>. The two Implementation Readiness Checklists offer LEAs options in the way they view their readiness to implement RTI<sup>2</sup>. The Guiding Principles are the same; only the way implementation readiness is reported differs between the two documents. LEAs may choose to use either readiness checklist. The “Where to Begin?” document has essential questions to help LEAs prioritize and inform their plan for implementing RTI<sup>2</sup>.

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**RTI<sup>2</sup> Implementation Readiness Checklist**  
**Descriptive Rubric**

<b>Components</b>	<b>Current Level of Implementation:</b> 1=None/Low 2=Some or beginning stages 3=Most or advanced stages 4=All complete	<b>Priority Level</b> 1=None/Low 2= Medium 3=High	<b>Comments:</b> What does this mean for your district/school? What resources are required to achieve this? Who will be responsible for this?
<b>Guiding Principles</b>			
Leadership: The entire administration portrays to the staff, students and families the importance of the RTI <sup>2</sup> Framework for ensuring the success of ALL students.			
Culture of Collaboration: Administrators, staff, families and the community are focused on student achievement for both struggling and advanced students.			
Prevention and Early Intervention: Administrators and staff use assessment data for instruction, intervention and transition between tiers.			
<b>Component 1: General Procedures</b>			
A District RTI <sup>2</sup> Leadership Team is formed and meets regularly.			
School level RTI <sup>2</sup> teams are formed and meet regularly.			
School level RTI <sup>2</sup> teams use student data to make recommendations for appropriate intervention.			
A skills-based universal screener has been selected and is used 3 times a year (K-8) or as needed (9-12).			
Data-based decisions are made by looking at universal screening data.			
Cut scores for interpreting			

universal screening data have been established.			
Procedures are in place for administrating benchmark assessments for students who enter mid-term.			
Procedures are in place for acquiring student records as soon as possible when students enroll mid-term.			
A person and/or method have been identified to coordinate parent communication regarding RTI <sup>2</sup> .			
Forms of parent communication have been established for: initiating or discontinuing interventions, student progress monitoring data every 4.5 weeks, and the dates and duration of universal screenings.			
<b><i>Tier I Procedures</i></b>			
All teachers have access to and knowledge of Tier I Guidelines.			
All teachers have access to and knowledge of the minimum recommended instructional times for ELA and Mathematics.			

All teachers are effectively trained in the Common Core State Standards for the grade level and content area in which they teach.			
Common Core State Standards are implemented as designed in each content area.			
Teachers have a thorough understanding and knowledge of the principles and strategies of differentiated instruction as it pertains to Tier I.			
All teachers use ongoing assessment in Tier I to provide continuous feedback on the effectiveness of instruction, track student performance, and make decisions regarding instruction.			
Fidelity monitoring for Tier I is in place to ensure that Tier I instruction is implemented the way it was designed to be implemented.			
Tier I instruction is meeting the needs of 80% of students, as determined by universal screening data.			
<b>Tier II Procedures</b>			
Tier II is meeting the needs of 10-15% of students, as determined by universal screening data.			
Students receive Tier II interventions as determined by universal screening and supportive data.			
Tier II interventions are systematic, explicit and research-based.			
Students receive Tier II interventions that are specific to their area of need as determined by data.			
Survey level assessments are conducted when needed to			

further tailor the category of Tier II interventions.			
Students receive the recommended minimum Tier II intervention times as specified in the RTI <sup>2</sup> manual.			
Tier II intervention groups meet the recommended student ratios specified in the RTI <sup>2</sup> manual.			
Persons providing Tier II interventions have been adequately trained in the specific intervention as well as in general RTI <sup>2</sup> procedures.			
Progress monitoring occurs at least every other week.			
Progress monitoring probes are parallel forms of assessment as those used in the universal screening.			
Highly trained personnel conduct progress monitoring.			
Classroom teachers analyze progress monitoring data and make adjustments based on student response.			
Classroom teachers show knowledge and evidence of setting progress monitoring goals for each child.			
Progress monitoring goals are established based on students' area(s) of need.			
Growth, or adequate progress toward meeting goals, is determined by using progress-monitoring data.			
Progress is reported using a rate of improvement.			
School RTI <sup>2</sup> teams establish plans for students who are and who are not meeting goals or making adequate progress.			
A process is in place for monitoring fidelity of implementation of Tier II			

interventions.			
Personnel are in place to conduct fidelity monitoring of Tier II interventions.			
At least three fidelity checks of Tier II interventions are documented.			
At least two of the three fidelity checks are direct observations of Tier II intervention.			
<b>Tier III Procedures</b>			
Tier III is meeting the needs of 3-5% of students, as determined by universal screening data.			
Students receive Tier III interventions based on universal screening, progress monitoring, and supportive data.			
Tier III interventions are systematic, explicit and research-based. There is evidence that Tier III interventions are more intense than Tier II interventions.			
Students receive Tier III interventions that are specific to their area of need as determined by data.			
Survey and/or specific level assessments are conducted as needed to further tailor Tier III interventions.			
Students receive the recommended minimum Tier III intervention times as specified in the RTI <sup>2</sup> manual.			
Tier III intervention groups meet the recommended student ratios specified in the RTI <sup>2</sup> manual.			
Persons providing Tier III interventions have been adequately trained in the specific intervention as well as general RTI <sup>2</sup> procedures.			
Progress monitoring takes place at least every other week in K-			

12.			
Progress monitoring probes are parallel forms of assessment as those used in the universal screening.			
Highly trained personnel conduct progress monitoring.			
Classroom teachers analyze progress monitoring data and make adjustments based on student response.			
Classroom teachers show knowledge and evidence of setting progress monitoring goals for each child.			
Progress monitoring goals are established based on students' area(s) of need.			
Growth, or adequate progress toward meeting goals, is determined by using progress-monitoring data.			
Progress is reported using a rate of improvement.			
School RTI <sup>2</sup> teams establish plans for students who are and who are not meeting goals or making adequate progress.			
A process is in place for monitoring fidelity of implementation of Tier III interventions.			
Personnel are in place to conduct fidelity monitoring of Tier III interventions.			
At least five fidelity checks of Tier III interventions are documented.			
At least three of the five fidelity checks are direct observations of Tier III intervention.			

**RTI<sup>2</sup> Implementation Readiness Checklist**  
**Percentage-based Rubric**

**Status Key:** N=not started=The component occurs less than 24% of the time.  
 I=in progress=The component occurs approximately 25%-74% of the time.  
 A=achieved=The component occurs approximately 75%-100% of the time.  
 M=maintaining=The component was previously rated as “achieved” and continues to occur approximately 75%-100% of the time.

<b>Components</b>	<b>Status</b> N=not started I=in progress A=achieved M-maintaining	<b>Priority Level</b> 1= None/Low 2= Medium 3=High	<b>Comments</b> What does this mean for your district/school? What resources are required to achieve this? Who will be responsible for this?
<b>Guiding Principles</b>			
Leadership: The entire administration portrays to the staff, students and families the importance of the RTI <sup>2</sup> Framework for ensuring the success of ALL students.			
Culture of Collaboration: Administrators, staff, families and the community are focused on student achievement for both struggling and advanced students.			
Prevention and Early Intervention: Administrators and staff use assessment data for instruction, intervention and transition between tiers.			
<b>Component 1: General Procedures</b>			
A District RTI <sup>2</sup> Leadership Team is formed and meets regularly.			
School level RTI <sup>2</sup> teams are formed and meet regularly.			
School level RTI <sup>2</sup> teams use student data to make recommendations for appropriate intervention.			
A skills-based universal screener has been selected and is used 3 times a year (K-8) or as needed (9-12).			
Data-based decisions are made by looking at universal screening			

data.			
Cut scores for interpreting universal screening data have been established.			
Procedures are in place for administrating benchmark assessments for students who enter mid-term.			
Procedures are in place for acquiring student records as soon as possible when students enroll mid-term.			
A person and/or method have been identified to coordinate parent communication regarding RTI <sup>2</sup> .			
Forms of parent communication have been established for: initiating or discontinuing interventions, student progress monitoring data every 4.5 weeks, and the dates and duration of universal screenings.			
<b><i>Tier I Procedures</i></b>			
All teachers have access to and knowledge of Tier I Guidelines.			
All teachers have access to and knowledge of the minimum recommended instructional times for ELA and Mathematics.			
All teachers are effectively trained in the Common Core State Standards for the grade level and content area in which they teach.			
Common Core State Standards are implemented as designed in each content area.			
Teachers have a thorough understanding and knowledge of the principles and strategies of differentiated instruction as it pertains to Tier I.			
All teachers use ongoing assessment in Tier I to provide continuous feedback on the effectiveness of instruction, track student performance, and make			

decisions regarding instruction.			
Fidelity monitoring for Tier I is in place to ensure that Tier I instruction is implemented the way it was designed to be implemented.			
Tier I instruction is meeting the needs of 80% of students, as determined by universal screening data.			
<b><i>Tier II Procedures</i></b>			
Tier II is meeting the needs of 10-15% of students, as determined by universal screening data.			
Students receive Tier II interventions as determined by universal screening and supportive data.			
Tier II interventions are systematic, explicit and research-based.			
Students receive Tier II interventions that are specific to their area of need as determined by data.			
Survey level assessments are conducted when needed to further tailor the category of Tier II interventions.			
Students receive the recommended minimum Tier II intervention times as specified in the RTI <sup>2</sup> manual.			
Tier II intervention groups meet the recommended student ratios specified in the RTI <sup>2</sup> manual.			
Persons providing Tier II interventions have been adequately trained in the specific intervention as well as in general RTI <sup>2</sup> procedures.			
Progress monitoring occurs at least every other week.			
Progress monitoring probes are parallel forms of assessment as those used in the universal screening.			

Highly trained personnel conduct progress monitoring.			
Classroom teachers analyze progress monitoring data and make adjustments based on student response.			
Classroom teachers show knowledge and evidence of setting progress monitoring goals for each child.			
Progress monitoring goals are established based on students' area(s) of need.			
Growth, or adequate progress toward meeting goals, is determined by using progress-monitoring data.			
Progress is reported using a rate of improvement.			
School RTI <sup>2</sup> teams establish plans for students who are and who are not meeting goals or making adequate progress.			
A process is in place for monitoring fidelity of implementation of Tier II interventions.			
Personnel are in place to conduct fidelity monitoring of Tier II interventions.			
At least three fidelity checks of Tier II interventions are documented.			
At least two of the three fidelity checks are direct observations of Tier II intervention.			
<b><i>Tier III Procedures</i></b>			
Tier III is meeting the needs of 3-5% of students, as determined by universal screening data.			
Students receive Tier III interventions based on universal screening, progress monitoring, and supportive data.			
Tier III interventions are systematic, explicit and research-based. There is evidence that Tier III interventions are more intense			

than Tier II interventions.			
Students receive Tier III interventions that are specific to their area of need as determined by data.			
Survey and/or specific level assessments are conducted as needed to further tailor Tier III interventions.			
Students receive the recommended minimum Tier III intervention times as specified in the RTI <sup>2</sup> manual.			
Tier III intervention groups meet the recommended student ratios specified in the RTI <sup>2</sup> manual.			
Persons providing Tier III interventions have been adequately trained in the specific intervention as well as general RTI <sup>2</sup> procedures.			
Progress monitoring takes place at least every other week in K-12.			
Progress monitoring probes are parallel forms of assessment as those used in the universal screening.			

Highly trained personnel conduct progress monitoring.			
Classroom teachers analyze progress monitoring data and make adjustments based on student response.			
Classroom teachers show knowledge and evidence of setting progress monitoring goals for each child.			
Progress monitoring goals are established based on students' area(s) of need.			
Growth, or adequate progress toward meeting goals, is determined by using progress-monitoring data.			
Progress is reported using a rate of improvement.			

School RTI <sup>2</sup> teams establish plans for students who are and who are not meeting goals or making adequate progress.			
A process is in place for monitoring fidelity of implementation of Tier III interventions.			
Personnel are in place to conduct fidelity monitoring of Tier III interventions.			
At least five fidelity checks of Tier III interventions are documented.			
At least three of the five fidelity checks are direct observations of Tier III intervention.			

## **Where to Begin?**

LEAs are at many different stages with implementation of RTI across the state of Tennessee. Even LEAs that have been using elements of RTI<sup>2</sup> for a few years may have areas that need to be strengthened to meet the rigors of the RTI<sup>2</sup> Framework. After working with educators across the state, these questions were created to help districts begin to implement the RTI<sup>2</sup> Framework and prepare for full implementation in July 2014.

### **Step 1: Universal Screening**

Begin by looking at your universal screener and your universal screening data.

Is your universal screener skills-based? Apply the Criteria for Selecting a Universal Screener (Component 1.3).

Is it nationally normed?

What areas does your universal screener measure? Are you administering it 3 times a year to **ALL** students? What does the data show you?

Create a rank list by grade using the Universal Screening data, based on percentile. Apply the cut score of the 25<sup>th</sup> percentile.

How many students, in each grade, fall below this number in reading, mathematics, and/or writing?

How close is your grade/school/district to meeting the needs of 80-85 percent of students in Tier I?

Do you need to screen students further using a survey level assessment to determine a specific area of deficit?

This will give you an idea of how many students in each area need intervention and will help you to create schedules based on an estimated number of students.

### **Step 2: Interventions**

Next, look at your interventions for reading, mathematics and writing. You may need to begin by adding an intervention in a specific area. For example, if you are only using RTI<sup>2</sup> for reading, you might begin by adding interventions for mathematics. Or, you may need to begin by adding a grade span. For example, if you have been providing interventions in K-8, you may need to expand to 9-12.

Apply the Criteria for Selecting an Intervention (Appendix D).

What specific deficits do these interventions address? What approach is used to place students in intervention (i.e., standard protocol, problem solving or hybrid)?

Are survey level assessments used to target specific areas of deficit?

Are the interventionist highly trained on the intervention? If not, what training is still needed?

Are progress monitoring procedures in place? Do they reflect student goals? Do they provide a rate of improvement?

What fidelity monitoring procedures are in place for each tier?

### **Step 3: District and School Teams**

Finally, form District and School RTI<sup>2</sup> Teams. These teams are essential in the data-based decision making process.

At first, these teams may need to meet to make important implementation decisions as well as fulfilling the roles and responsibilities outlined in Component 1.2.