

TNCore

Tennessee Standards for Reading and Math



Implementation Guide

Revised August 2014



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Revised-RTI² Implementation Guide

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Table of Contents

Introduction

Acknowledgements **REVISED**
Foreword from Commissioner Huffman
Intent of the Framework
Introduction
Guiding Principles

Component 1: General Procedures

1.1 General RTI² Information
1-Page Summary: Response to Instruction and Intervention Framework **NEW**
2-Page Summary: Response to Instruction and Intervention Framework **NEW**
4-Page Summary: Response to Instruction and Intervention Framework **NEW**
Parent Request for Opting Out of Intervention **NEW**
1.2 District/School Level Teams
1.3 Universal Screening Procedures
1.5 Students Entering Mid-Term
1.6 Contact with Parents/Guardians
1.7 Procedures to be used with English Language Learners **REVISED**

Component 2: Tier I Procedures

K-3 Informal Walk-through Guide for Participants in the Year Long Reading Course **NEW**
Re-teaching/Remediation Versus Intervention Diagram **NEW**
2.4 Data-Based Decision Making Procedures
2.6 Fidelity Monitoring
2.7 Resources for High Achieving Students within an RTI² Framework **REVISED**

Component 3: Tier II Procedures

K-12 Informal Walk-through Guide for Participants in the Year Long Intervention Course **NEW**
Guidance for Students Who May Need Interventions in More Than One Area **NEW**
3.4 Data-Based Decision Making Procedures
Reading Associated Areas of Deficit Table **NEW**
Mathematics Associated Areas of Deficit Table **NEW**
3.6 Fidelity Monitoring

Component 4: Tier III Procedures

4.4 Data-Based Decision Making Procedures
4.6 Fidelity Monitoring
4.7 Consideration for Special Education
4.8 High School Tier III Intervention Courses **NEW**

Component 5: Special Education Procedures

5.1 Special Education Referral Procedures
5.2 Components of Special Education Evaluation/Re-evaluation
 Specific Learning Disabilities Eligibility Criteria
 Exclusionary/Rule-Out Factors

5.3 Data-Based Decision Making Procedures
5.7 Dismissal from Special Education

Table of Contents (Continued)

Core Instruction Plus **ONE** Skill Specific Intervention Diagram **NEW**
Appendix A: Schedules **REVISED**
Appendix B: Glossary*
Appendix C: Selected Resources
Appendix D: Criteria for Selecting an Intervention in Reading, Mathematics, and Writing
Appendix E: References
Appendix F: Implementation Readiness **REVISED**
Appendix G: Frequently Asked Questions **NEW**

*Glossary terms appear in **bold** print throughout the Implementation Guide.
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,

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.

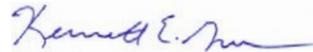
Response to Instruction and Intervention (RTI²) is a path to providing instructional opportunity to any student struggling to succeed and should not be viewed as a path to special education eligibility. The Tennessee Department of Education is committed to offering support to districts throughout the transition to RTI². Professional development for district leaders, school psychologists, and teachers in the RTI² model will be available. Our intent is to create a statewide RTI² 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 RTI² 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.



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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 (RTI²) model. This framework integrates , assessment, early intervention, and accountability for at risk students in the belief that ALL students can learn.

What is RTI²?

The RTI² 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 RTI² 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 RTI² 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 RTI² 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 and tiered, supplemental intervention.
- On Jan. 9, 2013, an RTI² 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 RTI².
- In February 2013, a school psychologist RTI² 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

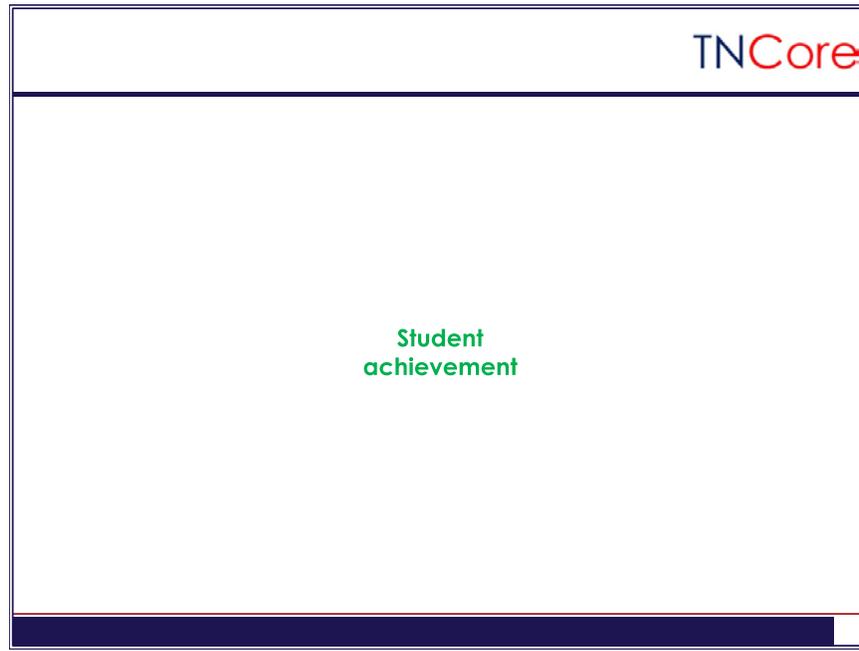
On Jan. 14, 2013, the proposal for identifying students with a Specific Learning Disability using an RTI² problem-solving model was presented to and passed by the Students with Disabilities Advisory Council. The proposal was then presented to the State Board of Education (SBE) during a work session on 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, RTI² 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 RTI² 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 RTI² framework.

As stated in the Tennessee RTI² 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 (RTI²) 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 (RTI²) Framework.

We believe...

- Leadership at the state, district, and building level is essential for ensuring the success of ALL students throughout the RTI² Framework.
- A culture of collaboration that is focused on student achievement, for both struggling and advancing students, should include educators, families and communities.
- RTI² 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 RTI² 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 RTI² 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 (RTI²) 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 RTI² 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 RTI² 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 RTI² Model (on the following page) is a picture of a well-run RTI² 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.

Response to Instruction and Intervention

RTI²

GUIDING PRINCIPLES: ▶ Leadership ▶ Culture of Collaboration ▶ Prevention & Early Intervention

TIER I All

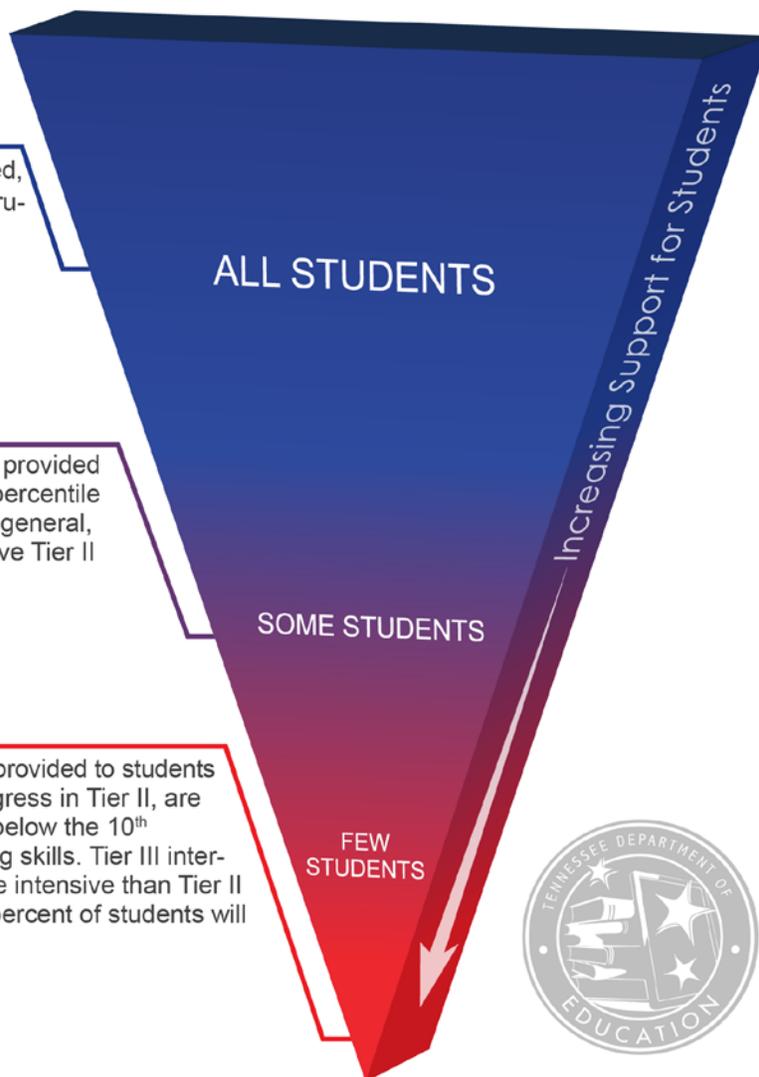
ALL students receive research-based, high quality, general education instruction. In general, 80-85 percent of students will receive only Tier I instruction.

TIER II Some

In ADDITION to Tier I, extra help is provided to students who fall below the 25th percentile in basic math and reading skills. In general, 10-15 percent of students will receive Tier II interventions.

TIER III Few

In ADDITION to Tier I, extra help is provided to students who have not made significant progress in Tier II, are 1½–2 grade levels behind, or are below the 10th percentile in basic math and reading skills. Tier III interventions are more explicit and more intensive than Tier II interventions. In general, only 3-5 percent of students will receive Tier III interventions.



Tennessee schools and districts have very different contexts and individual needs that can vary widely. There are many areas of the RTI² 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 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 RTI² 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 RTI² Manual.

District and School RTI² Teams: District and School RTI² 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 RTI² Manual and Implementation Guide.

Parent Contact/Communication: Parents will be notified of student progress as described in Component 1.6 of the RTI² 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-Page Summary: Response to Instruction and Intervention Framework

Key messages:

- Tennessee State Standards set high expectations for student achievement. The RTI² framework supports all children in meeting these expectations.
- The RTI² framework is a multi-tiered delivery system aligned with the department’s beliefs and allows for an integrated, seamless problem-solving model that addresses individual student needs
- The RTI² 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
- The RTI² framework has school teams identify the supports every child needs to achieve academically.
- The RTI² framework has minimum recommended times for Tier I and required times for Tier II and Tier III

Components:

- All children receive high quality on grade level curriculum and instruction in the general education classroom (Tier I).
- A Universal screener is administered to all students to determine whether students demonstrate the skills necessary to achieve grade-level standards. This must be on a nationally normed skill-based universal screener for grades K-8 that assesses six key skill areas: basic reading skills, reading fluency, reading comprehension, math calculation, math problem solving, and written expression.
- As a result of universal screenings, students may be identified as needing targeted intervention (Tier II or Tier III) in addition to the high quality instruction they are receiving in Tier I.
- Tier II and Tier III will provide progress monitoring in the students’ area of deficit
- Fidelity monitoring at all Tiers focuses not only on the programs but also the students.

RTI IS:	RTI IS NOT:
<ul style="list-style-type: none">• set of processes for coordinating high quality service delivery in schools• making instructional decisions based on data• providing relevant data for SLD identification	<ul style="list-style-type: none">• just a Special Education initiative• only for beginning reading• a way eliminating special education• this year’s summer reform or a short-term implementation based on “RTI in a Box”• a way to fix schools with weak core instruction

For more information, please contact: RTI.questions@tn.gov

2-Page Summary: Response to Instruction and Intervention Framework

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 (RTI²) model. This framework integrates Tennessee State Standards, assessment, early intervention, and accountability for at risk students in the belief that ALL students can learn.

What is RTI²?

The RTI² framework is a multi-tiered delivery system aligned with the department's beliefs and allows for an integrated, seamless problem-solving model that addresses individual student needs. 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).

In Tennessee, the Response to Instruction and Intervention (RTI²) Framework is a component of TNCORE. The TNCORE implementation plan has three legs with student achievement at the center:

- Assessment alignment and transparency
- Instructional materials and curriculum
- Quality training and meaningful support

What does the RTI² Framework look like?

The RTI² Framework has three tiers. Each tier provides differing levels of support.

- In Tier I, all students receive research-based, high quality, general education instruction on grade level standards 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 10th 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 RTI² Framework?

- All children receive high quality curriculum and instruction in the general education classroom (Tier I).
- Schools conduct 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.

- 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.

Ensuring the Success of ALL Students

A state manual and implementation guide have been made available to all local education agencies. 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 RTI² 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 RTI² framework.

As stated in the Tennessee RTI² Manual, 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.

For more information, please contact: RTI.questions@tn.gov

4-Page Summary: Response to Instruction and Intervention Framework

The Tennessee Department of Education is committed to helping all children succeed. There are many ways to help children who are struggling to learn and who need additional supports to be successful. Response to Instruction and Intervention (RTI²) is one form of support.

Response to Instruction and Intervention

RTI²

GUIDING PRINCIPLES: ▶ Leadership ▶ Culture of Collaboration ▶ Prevention & Early Intervention

TIER I All

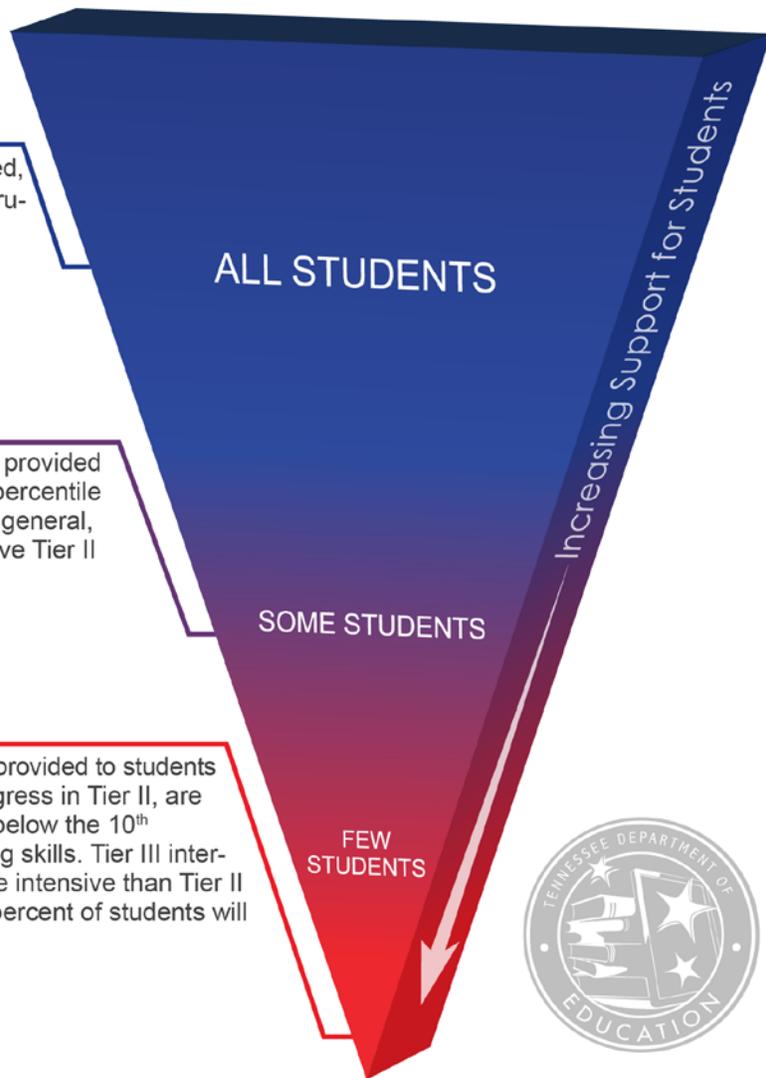
ALL students receive research-based, high quality, general education instruction. In general, 80-85 percent of students will receive only Tier I instruction.

TIER II Some

In ADDITION to Tier I, extra help is provided to students who fall below the 25th percentile in basic math and reading skills. In general, 10-15 percent of students will receive Tier II interventions.

TIER III Few

In ADDITION to Tier I, extra help is provided to students who have not made significant progress in Tier II, are 1½–2 grade levels behind, or are below the 10th percentile in basic math and reading skills. Tier III interventions are more explicit and more intensive than Tier II interventions. In general, only 3-5 percent of students will receive Tier III interventions.



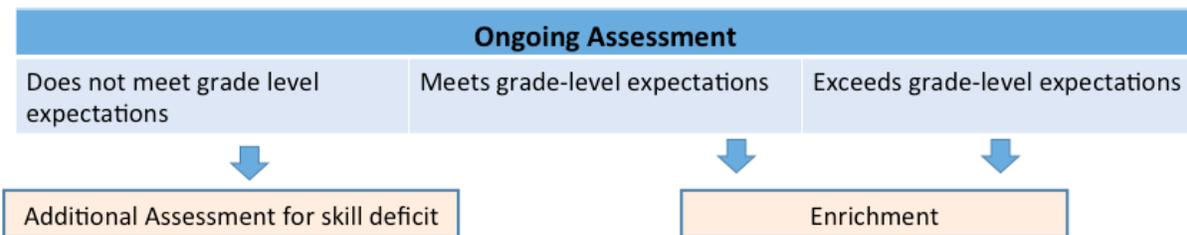
What is RTI²?

A multi-tiered delivery system that uses a data-driven problem-solving model to identify specific student need and match appropriate instructional strategies. RTI² is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction (differentiation) or goals and applying student response data to important educational decisions. RTI² creates a well-integrated system of instruction/intervention guided by student outcome data. All school staff are trained in assessments, data analysis, programs, and research-based instructional practices and strategies.

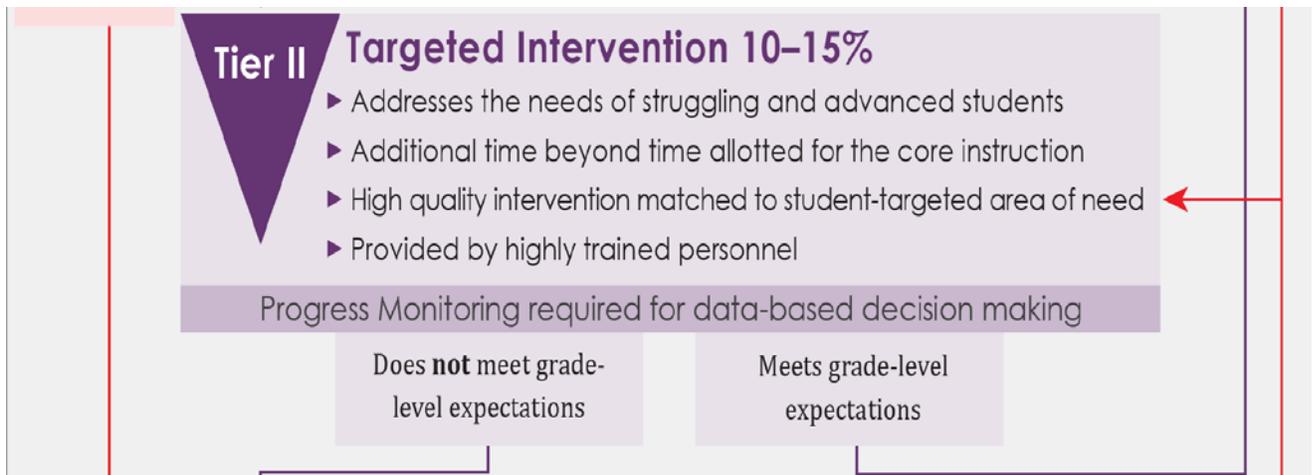
What does the RTI² look like?

The RTI² Framework has three tiers. Each Tier provides differing levels of support.

Core Instruction: ALL students

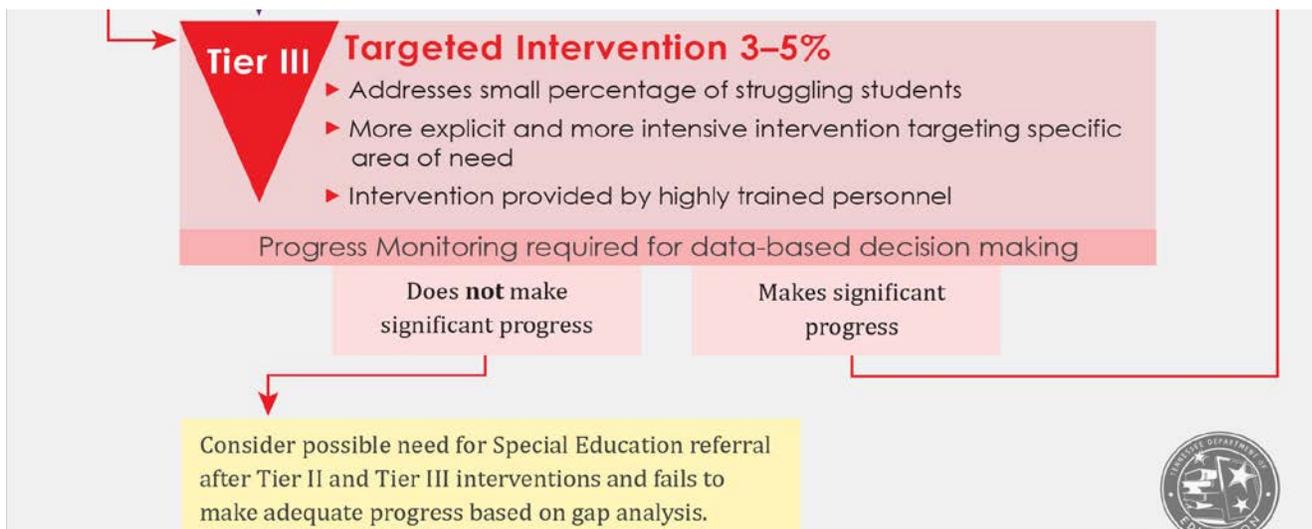


Tier I is the first level of prevention and it should be the focus of instruction, providing a strong foundation. Students will receive high quality instruction using grade-level standards. Highly qualified teachers will implement best teaching practices to ensure the academic success of all students. Effective core instruction will ensure that 80-85% or more of the student needs will be met. Universal screenings and ongoing assessments are conducted to identify students at risk for academic failure and to ensure that all students are benefiting from instruction.



Tier II addresses the needs of struggling and advanced students by matching high-quality intervention to students’ needs when students are not making adequate gains from Tier I instruction alone. Tier II is in addition to Tier I and it should meet the needs of 10-15% of students. Students who require additional assistance beyond the usual time allotted for core instruction should receive additional intense small group attention in the specific area of need. Vertical coherence of the standards should be used to identify standards from previous grades that might be prohibiting a student from accessing grade-level standards. A skill based progress monitoring tool will be able to provide evidence that a student did not make sufficient progress in the area of deficit. A skills based progress monitoring tool must be able to provide evidence that a student did not make sufficient progress in the area of deficit.

Does the student NEED more intensive intervention(s)?



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 10th percentile. Tier III intervention must be more intense than Tier II intervention, providing 45 -60 minutes of explicit instruction daily in a small group setting. Tier III intervention should meet the needs of 3-5% of students and is in addition to Tier I instruction. Students who have not made adequate progress with Tier II

intervention or who score below the designated cut score on the universal screener are identified as the most “at-risk” and will receive more intense intervention. Intervention will target the student’s identified area of deficit (basic reading skill(s), reading fluency, reading comprehension, mathematics calculation, mathematics problem-solving or written expression) and will be developed based on the unique needs of students. A clear description of the problem-solving approach to the intervention being used will provide evidence that intervention is more intense than Tier II.

RTI² offers a way to eliminate achievement gaps through a school wide process that provides assistance to every student. RTI² will be used to determine whether a child has a specific learning disability in basic reading skills, reading comprehension, reading fluency, mathematics calculation, mathematics problem-solving, or written expression for students in grades K-12. The Tennessee RTI² is a model that will promote recommended practices for an integrated system connecting general and special education by the use of high- quality, scientifically research- based instruction and intervention. The ongoing process of instruction and intervention will allow students to make progress at all levels, particularly those students who are struggling or advancing. A student who is receiving special education services should not be excluded from tiered intervention if their data indicates a need.

What are the key components of the RTI² Framework?

A key component of RTI² is that all children receive high quality curriculum and instruction in the general education classroom (Tier I).

Another component of RTI² 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 RTI² 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 RTI² 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; Monitor and assist with homework assignments
- Communicate with your child's teacher; 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 RTI² is being implemented in your child's school.

For more information, please contact: RTI.questions@tn.gov

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

Parent Request for Opting Out of Intervention

*Q: Do parents have the option to request their child **not** be placed in any intervention services? What is the accountability for the system if the child is not provided services? Is there state form that a parent can sign to deny services? If not will one be provided for districts?*

A: The Response to Instruction and Intervention (RTI²) initiative will be the mandated methodology for delivery of instruction in the general education curriculum in all local education agencies in the state, effective July 1, 2014. Therefore, since RTI² is an instructional methodology mandated by policy of the state board of education via the criteria for determination of learning disabilities, it is therefore applicable to all students enrolled in a local education agency, and a parent has no legal standing to refuse the provision of instruction via a RTI² method to an individual student, just as a parent cannot refuse to allow an individual student to be instructed in mathematics, language arts, science, or any other component of the general education curriculum mandated by the state board of education.

The criteria for determination of learning disabilities clearly prescribes that initial tiers of an RTI method are not specialized instruction as contemplated by the Individuals with Disabilities Education Act (IDEA). Therefore, prior to a request to a parent from a local education agency for consent to evaluate an individual student for determination of IDEA eligibility, commonly known as a referral, or a local education agency's receipt of a parental request accompanied by written informed consent to evaluate an individual student for determination of IDEA eligibility, a student is neither suspected of having a disability, nor is a student eligible pursuant to IDEA, and prior to the exercise of either event, all students must be instructed via the methods determined appropriate by local educators in the general education curriculum, pursuant to the RTI methodology prescribed by the state board of education.

The question presented is the most prevalent question that has historically arisen on the issue RTI². Effective July 1, 2014 in our state, RTI² is a general education instructional methodology, to be applied in the general curriculum, and applicable to all students enrolled in a local education agency. IDEA procedural rights, and potential entitlements, do not arise until the parent or local education agency exercises the contingencies identified in the previous paragraph.

If an individual parent disagrees with a local education agency's adherence to the state mandated method of instructional delivery, he/she may exercise the multiplicity of school choice options available to parents in our state, including private or home school instruction.

1.2 District/School Level Teams

As stated in the Guiding Principles, leadership and culture of collaboration are essential to the success of the RTI² Framework. A Local Education Agency (LEA) must have a District RTI² Leadership Team and school level RTI² Support Teams. This component describes each of these.

Table of Contents

- At a Glance: District RTI² Leadership Team Assignment of Roles and Responsibilities
- At a Glance: School Level RTI² Support Team Assignment of Roles and Responsibilities
- District RTI² Leadership Team Monthly Guidelines-Example 1
- School Level RTI² Support Team Suggested Timeline-Example 2
- School Level RTI² Support Team Meeting Agenda-Example 3
- Initial School Level RTI² Support Team List of Students “At Risk”-Example 4
- On-Going School Level RTI² Support Team List of Students “At Risk”-Example 5
- Next Steps– Assignment of Interventions for Students “At Risk”-Example 6
- Student Intervention Documentation Form-Example 7
- RTI² Folder Contents-Example 8
- Student Referral to RTI² School Team-Example 9
- Classroom Accommodations-Example 10
- RTI² Team Notes/Student Intervention Plan-Example 11
- RTI² Team Notes/Intervention Plan Evaluation-Example 12

District RTI² Leadership Team

LEAs will have a description of the members of the District RTI² Leadership Team and their roles. This team meets regularly to ensure the fidelity of the RTI² 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 RTI².

The primary goal of the District RTI² 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 RTI² at the district-level. Communication from the District RTI² Leadership Team and the School Teams is essential. A process should be in place to communicate between these teams.

The District RTI² 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 RTI² Leadership Team and their possible roles are below.

Chair/Facilitator

The RTI² 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 RTI² 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 RTI² 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 RTI² 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 RTI² Leadership Team leads in the development of RTI² assessment protocols and fidelity monitoring for instruction, assessment, and intervention. This team also assists in the development of determining RTI² guidelines for assessment, planning, and delivery of appropriate professional development as outlined in the RTI² 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 RTI² 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 RTI² 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 RTI² 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 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 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 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 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 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 RTI² 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 standards-based instruction and skills-based 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 RTI² 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 RTI² 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 RTI² 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 RTI² 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 RTI² 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 RTI² 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 RTI² Leadership Team. The primary purpose of this leadership role is to strengthen effective and appropriate ways to communicate the RTI² 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 RTI² and provide guidance for student assistance in the home.

At a Glance: District RTI² Leadership Team Assignment of Roles and Responsibilities

Name(s)	Roles	Responsibility
	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"> • Curriculum and Instruction • Title I • Special Education 	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"> • Elementary • Secondary 	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"> • Teachers • Instructional Coach • Classroom <ul style="list-style-type: none"> ○ Elementary ○ English/language arts ○ Mathematics ○ Other 	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"> • School Psychologist • Special Education • Speech/Language • Others: School Counselors 	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 ² process. To establish effective reporting of progress to parents.
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School Level RTI² Support Team

LEAs will have a description of the members of the School Level RTI² 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 RTI² 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 RTI² at the school-level. This School Level RTI² Support Team meets regularly (once every 4.5-5 weeks at a minimum) to develop a school level plan in accordance to District RTI² 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 RTI² 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 RTI² implementation within the school. He/she may appoint a school-level RTI² chair/facilitator and a team of representatives to serve on the school level.

Chair/Facilitator

The RTI² 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 RTI² Framework. Instruction and intervention is based on the full implementation of the Tennessee 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 RTI² 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 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 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 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 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 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 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 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 RTI² 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 RTI² implementation in the school.

On the elementary level, the literacy teacher plans and delivers high quality English/language arts 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 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 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 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 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 RTI² 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 RTI² 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 RTI² 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 RTI² 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 RTI² 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 RTI² 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 RTI² 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 Tennessee State Standards 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 RTI² 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 RTI² and provide guidance for student assistance in the home.

At a Glance: School Level RTI² Support Team Assignment of Roles and Responsibilities		
Name(s)	Roles	Responsibilities
	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 ² 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"> • Elementary • English/language arts • Mathematics • Other 	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"> • School Psychologist • Special Education • Speech/Language • Others 	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 ² process. To establish effective reporting of progress to parents.

Example 1

Sample District RTI² Leadership Team Monthly Guidelines		
Date Completed	Month	Implementation Guidelines
	June	It is suggested that during the initial implementation that the Superintendent/Director of Schools or his/her designee presents RTI ² 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 ² Framework.
	July	The District RTI ² Leadership Team meets to make assessment decisions and determine a professional learning plan for School Level RTI ² 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 ² Leadership Team supports implementation of universal screening benchmark assessments. School Level RTI ² Support Teams report initial benchmark findings to District RTI ² Chair/Facilitator. They determine areas of strength and concerns for School RTI ² Support Teams for the purpose of strengthening appropriate support of instruction and intervention services.
	September	Support service provided by appropriate District RTI ² Leadership Team members. For example, if a principal requires support, a District RTI ² Leadership Team representative administrator will provide appropriate services. An instructional coach will receive support from the District RTI ² Team representative instructional coach, etc. Support representatives may meet to report findings to District RTI ² Chair/Facilitator or communicate through email.
	October	The District RTI ² Leadership Team supports data-based decisions by School Level RTI ² Support Teams who meet a minimum of every 4.5-5 weeks. They monitor ongoing professional learning and coaching opportunities.
	November	The District RTI ² Leadership Team supports fidelity monitoring and assessment. School Level RTI ² Support Teams report fidelity checks to District RTI ² Chair/Facilitator.
	December	The District RTI ² 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 ² Leadership Team and/or Superintendent/Director of Schools to compare growth, celebrate success, and support needs. The goal of the RTI ² 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 ² model.

	January	Support service continues with mid-year implementation by appropriate District RTI ² Leadership Team members. For example, if a principal requires support, a District RTI ² Leadership Team representative administrator will provide appropriate services. An instructional coach will receive support from the District RTI ² Team representative instructional coach, etc. Support representatives may meet to report findings to District RTI ² Chair/Facilitator or communicate through email.
	February	The District RTI ² Leadership Team supports mid-year data-based instruction making decisions by School Level RTI ² Support Teams who meet a minimum of every 4.5-5 weeks. They monitor ongoing professional learning and coaching opportunities.
	March	The District RTI ² Leadership Team supports mid-year fidelity monitoring and assessment. School Level RTI ² Support Teams report fidelity checks to District RTI ² Chair/Facilitator.
	April	The District RTI ² Chair/Facilitator supports administration of end-of-year universal screening assessments and collect universal screening assessment data.
	May	School Level RTI ² Support Teams report findings from mid-year assessments to District RTI ² Leadership Team and/or Superintendent /Director of Schools to compare growth, celebrate success, and support needs. The goal of the RTI ² 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 ² model.
	June	The District RTI ² Chair/Facilitator and the District RTI ² Leadership Team evaluate year-long implementation to determine next steps for upcoming school year.

Example 2

Sample School Level RTI² Support Team Suggested Timeline		
Date Completed	Timeline	Responsibility Meet every 4.5-5 weeks Consistent fidelity monitoring suggestions
	Day 1-10	<ul style="list-style-type: none"> ○ High-quality instruction begins on Day 1 and continues through Day 180 ○ Administer universal screening ○ Report findings to District RTI² Chair/Facilitator
	Day 10-20	<ul style="list-style-type: none"> ○ Progress monitoring of students receiving intervention ○ Fidelity check of instructional lesson plans
	Day 20-30	<ul style="list-style-type: none"> ○ Progress monitoring of students receiving intervention ○ Fidelity check of intervention planning
	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"> ○ Fidelity check of instruction
	Day 30-40	<ul style="list-style-type: none"> ○ Progress monitoring of students receiving intervention ○ Fidelity check of intervention
	Day 40-50	<ul style="list-style-type: none"> ○ Progress monitoring of students receiving intervention ○ Fidelity check of instructional lesson plans
	Day 45-55	<p>School Level RTI² 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"> ○ Progress monitoring of students receiving intervention ○ Fidelity check of intervention planning
	Day 60-70	<ul style="list-style-type: none"> ○ Progress monitoring of students receiving intervention ○ Fidelity check of instruction
	Day 68-78	<p>School Level RTI² 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"> ○ Progress monitoring of students receiving intervention ○ Fidelity check of intervention
	Day 80-90	<ul style="list-style-type: none"> ○ Progress monitoring of students receiving intervention ○ Fidelity check of instructional lesson plans
	Day 80-90	<ul style="list-style-type: none"> ○ Administer universal screening assessments ○ Report findings to District RTI² Chair/Facilitator
	Day 90-100	<ul style="list-style-type: none"> ○ Progress monitoring of students receiving intervention ○ Fidelity check of intervention planning

Sample School Level RTI² Support Team Suggested Timeline		
Date Completed	Timeline	Responsibility
	Day 90-100	School Level RTI ² 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"> ○ Progress monitoring of students receiving intervention ○ Fidelity check of instruction
	Day 110-120	<ul style="list-style-type: none"> ○ Progress monitoring of students receiving intervention ○ Fidelity check of intervention
	Day 113-123	School Level RTI ² 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"> ○ Progress monitoring of students receiving intervention ○ Fidelity check of instructional lesson plans
	Day 130-140	<ul style="list-style-type: none"> ○ Progress monitoring of students receiving intervention ○ Fidelity check of intervention planning
	Day 135-145	School Level RTI ² 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"> ○ Progress monitoring of students receiving intervention ○ Fidelity check of instruction
	Day 150-160	<ul style="list-style-type: none"> ○ Progress monitoring of students receiving intervention ○ Fidelity check of intervention
	Day 158-168	School Level RTI ² 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"> ○ Progress monitoring of students receiving intervention
	Day 160-170	<ul style="list-style-type: none"> ○ Administer universal screening Assessments ○ Report findings to District RTI² Chair/Facilitator
	Day 175-180	School Level RTI ² 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.

Sample School Level RTI² Support Team Meeting Agenda

Example 3

Purpose: School Level RTI² Support Teams meet to identify students scoring below 25th 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.

	Action	Notes
1.	Initial meeting to identify students at risk. Use Initial School Level RTI ² 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 ² 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:

Example 4

Sample Initial School Level RTI² 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 25th 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: _____ Year: _____
 Universal Screening: _____
 Cut Score: _____
 Select One (X): Fall _____ Winter _____ Spring _____
 Percent below: 25th percentile _____ 10th percentile: _____

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

Signatures of team members attending:

Sample On-Going School Level RTI² Support Team– List of Students “At

Example 5

Risk”

On-going 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. Grade level and/or subject specific teams meet every 4.5-5 weeks to make appropriate adjustments in the delivery of interventions for each student.

School: _____ Date: _____

Grade/Subject: _____

PM Goal		PM Assessment		PM Assessment	
Percent below		25 th percentile		10 th percentile	
Year		Select one: X	Fall	Winter	Spring

Student	Teacher	Intervention	Progress Monitoring Assessment	Progress Monitoring Assessment	Intervention Change Yes/No	Tier II Tier III	Request Parent Meeting

Signatures of team members attending:

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

Example 6

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:

Example 7

SAMPLE STUDENT INTERVENTION DOCUMENTATION FORM	School Year
---	----------------

Student	School				Grade		
Vision Test Date	Results Pass (P) Fail (F)	Hearing Test Date	Results Pass (P) Fail (F)	EOY Test Scale Score			

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										
8										
9										
10										
11										
12										
13										
14										
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16										
17										
18										
19										
20										
21										
22										
23										
24										
24										
26										
27										
28										
29										

Intervention Decisions:

Tier II or III	Intervention		Interventionist	
	Beginning Date		Ending Date	
Tier II or III	Intervention		Interventionist	
	Beginning Date		Ending Date	
Tier II or III	Intervention		Interventionist	
	Beginning Date		Ending Date	

PM Test	Level	Goal	ROI	PM Test	Goal	ROI	Goal of PM Accuracy

Additional Intervention Team Notes:

Date		Comments	
Change PM Grade Level		Change PM Measure	Change Intervention Program
			Change PM Goal
Date		Comments	
Change PM Grade Level		Change PM Measure	Change Intervention Program
			Change PM Goal
Date		Comments	
Change PM Grade Level		Change PM Measure	Change Intervention Program
			Change PM Goal
Date		Comments	
Change PM Grade Level		Change PM Measure	Change Intervention Program
			Change PM Goal

RTI² Folder Contents

Example 8

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

Tier I Documentation		
	Student benchmark assessment data	
	Student referral to RTI ² team	
	Vision and hearing form	

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

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

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

RTI² Folder Contents

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

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

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

Tier III Review documentation		
	Plan successful, continue until benchmark is reached	Date of RTI ² 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 RTI² School Team

Example 9

Student Name: _____ Birthdate: _____ Age: _____

School: _____ Teacher: _____ Grade: _____

Parents/Guardian: _____ Contact info: _____

Student's Current Performance

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

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

Informal/Additional Assessments	Score
Student's Instructional reading level (i.e., DRA, lexile)	
Student's Independent 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, 3rd 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)

<i>Check those that apply (max 3 at a time)</i>	Letter Naming Strategies	<i>Date started</i>	<i>Date(s) reviewed</i>	Notes/Observations (Optional)
	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)

<i>Check those that apply (max 3 at a time)</i>	<i>Letter Sound Strategies</i>	<i>Date started</i>	<i>Date(s) reviewed</i>	<i>Notes/Observations (Optional)</i>
	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)

<i>Check those that apply (max 3 at a time)</i>	<i>Phonological Awareness strategies</i>	<i>Date started</i>	<i>Date(s) reviewed</i>	<i>Notes/Observations (Optional)</i>
	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)

<i>Check those that apply (max 3 at a time)</i>	<i>Phonics Strategies</i>	<i>Date started</i>	<i>Date(s) reviewed</i>	<i>Notes/Observations (Optional)</i>
	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)

<i>Check those that apply (max 3 at a time)</i>	<i>Fluency Strategies</i>	<i>Date started</i>	<i>Date(s) reviewed</i>	<i>Notes/Observations (Optional)</i>
	Guided oral reading at student's independent reading level			
	Silent reading at student's independent 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)

<i>Check those that apply (max 3 at a time)</i>	<i>Vocabulary Strategies</i>	<i>Date started</i>	<i>Date(s) reviewed</i>	<i>Notes/Observations (Optional)</i>
	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)

<i>Check those that apply (max 3 at a time)</i>	<i>Reading Comprehension Strategies</i>	<i>Date started</i>	<i>Date(s) reviewed</i>	<i>Notes/Observations (Optional)</i>
	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)

<i>Check those that apply (max 3 at a time)</i>	Math Computation Strategies	<i>Date started</i>	<i>Date(s) reviewed</i>	Notes/Observations (Optional)
	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)

<i>Check those that apply (max 3 at a time)</i>	Math Problem Solving Strategies	<i>Date started</i>	<i>Date(s) reviewed</i>	Notes/Observations (Optional)
	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)

<i>Check those that apply (max 3 at a time)</i>	Written Expression Strategies	<i>Date started</i>	<i>Date(s) reviewed</i>	Notes/Observations (Optional)
	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, 3rd Edition.

**RTI² Team Notes
Student Intervention Plan**

Example 11

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:

RTI² Team Notes
Intervention Plan Evaluation (Every 4.5 weeks)

Example 12

Student Name: _____ Teacher: _____

Review Date: _____

Current Tier (circle one) II or III Intervention used: _____

Skill Area Addressed: _____

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

* 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, RTI² 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 RTI² 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 2015-16, TNReady results; 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 RTI² 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)
Curriculum-Based Measure (CBM) (7 points)	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.	Check box if present. 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"/>		

Skills Based (1 point)	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"/>		
Data management (1 point)	Data can be disaggregated by student, class, grade, and school.			
Generalizability (1 point)	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

Total Criteria Present	
-------------------------------	--

1.5 Students Entering Mid-term

As stated in the Guiding Principles, the RTI² 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:

Steps	School Actions
1	Register student
2	Enter student in “student management” system
3	Obtain school records; contact previous school and/or teacher if needed
4	Read school records for history of intervention or any other pertinent information
5	As soon as possible, complete an assessment for placement in tiers. Assessment might include: <ul style="list-style-type: none">• Give full universal screening• Give a probe from universal screening• Give a placement test• Use a progress monitoring tool
6	Collect “on-going” assessment data during Tier I instruction
7	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 RTI² 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 RTI² 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

Example 1

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. RTI² 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 RTI² 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 RTI² Leadership Team, as to whether district letters or individual school letters are created.

Table of Contents

K-5 Reading Letters:

- RTI² K-5 Tier I to Tier II Reading
- RTI² K-5 Tier II to Tier I Reading
- RTI² K-5 Tier II to Tier III Reading
- RTI² K-5 Tier III to Tier II Reading
- RTI² K-5 Progress Monitoring Letter

K-5 Math Letters:

- RTI² K-5 Tier I to Tier II Math
- RTI² K-5 Tier II to Tier I Math

RTI² K-5 Tier II to Tier III Math
RTI² K-5 Tier III to Tier II Math
RTI² K-5 Progress Monitoring Letter

6-12 Reading Letters:

RTI² 6-12 Tier I to Tier II Reading
RTI² 6-12 Tier II to Tier I Reading
RTI² 6-12 Tier II to Tier III Reading
RTI² 6-12 Tier III to Tier II Reading
RTI² 6-12 Progress Monitoring Letter

6-12 Math Letters:

RTI² 6-12 Tier I to Tier II Math
RTI² 6-12 Tier II to Tier I Math
RTI² 6-12 Tier II to Tier III Math
RTI² 6-12 Tier III to Tier II Math
RTI² 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 good progress and we plan to discontinue the additional intervention.
	Making good progress and we plan to decrease the amount of additional intervention time being provided.
	Making some progress and we plan to continue the intervention at this time.
	Making limited progress and we plan to consider changes in the intervention that we are providing.
	Making insufficient progress 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 good progress and we plan to discontinue the additional intervention.
	Making good progress and we plan to decrease the amount of additional intervention time being provided.
	Making some progress and we plan to continue the intervention at this time.
	Making limited progress and we plan to consider changes in the intervention that we are providing.
	Making insufficient progress 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 good progress and we plan to discontinue the additional intervention.
	Making good progress and we plan to decrease the amount of additional intervention time being provided.
	Making some progress and we plan to continue the intervention at this time.
	Making limited progress and we plan to consider changes in the intervention that we are providing.
	Making insufficient progress 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 good progress and we plan to discontinue the additional intervention.
	Making good progress and we plan to decrease the amount of additional intervention time being provided.
	Making some progress and we plan to continue the intervention at this time.
	Making limited progress and we plan to consider changes in the intervention that we are providing.
	Making insufficient progress 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:			

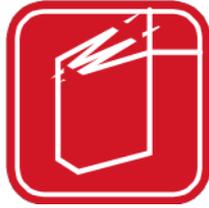
Type	Date/Time	Parent/Student	Phone/Email
Notes:			

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
(RTI²)
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 (RTI²) is one form of support.

What is RTI²?

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 RTI² Framework look like?

The RTI² 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 10th 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 RTI² Framework?

A key component of RTI² is that all children receive high quality curriculum and instruction in the general education classroom (Tier I).

Another component of RTI² 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 RTI² 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 RTI² 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 RTI² 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 RTI² 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 25th 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 . **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 25th 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 25th percentile on the universal screener and they have acquired Intermediate Fluency based on the English Language Proficiency Assessment, then ELLs will receive RTI² interventions in their specific area of need following the guidelines put forth in the RTI² 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 RTI² 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 25th 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:

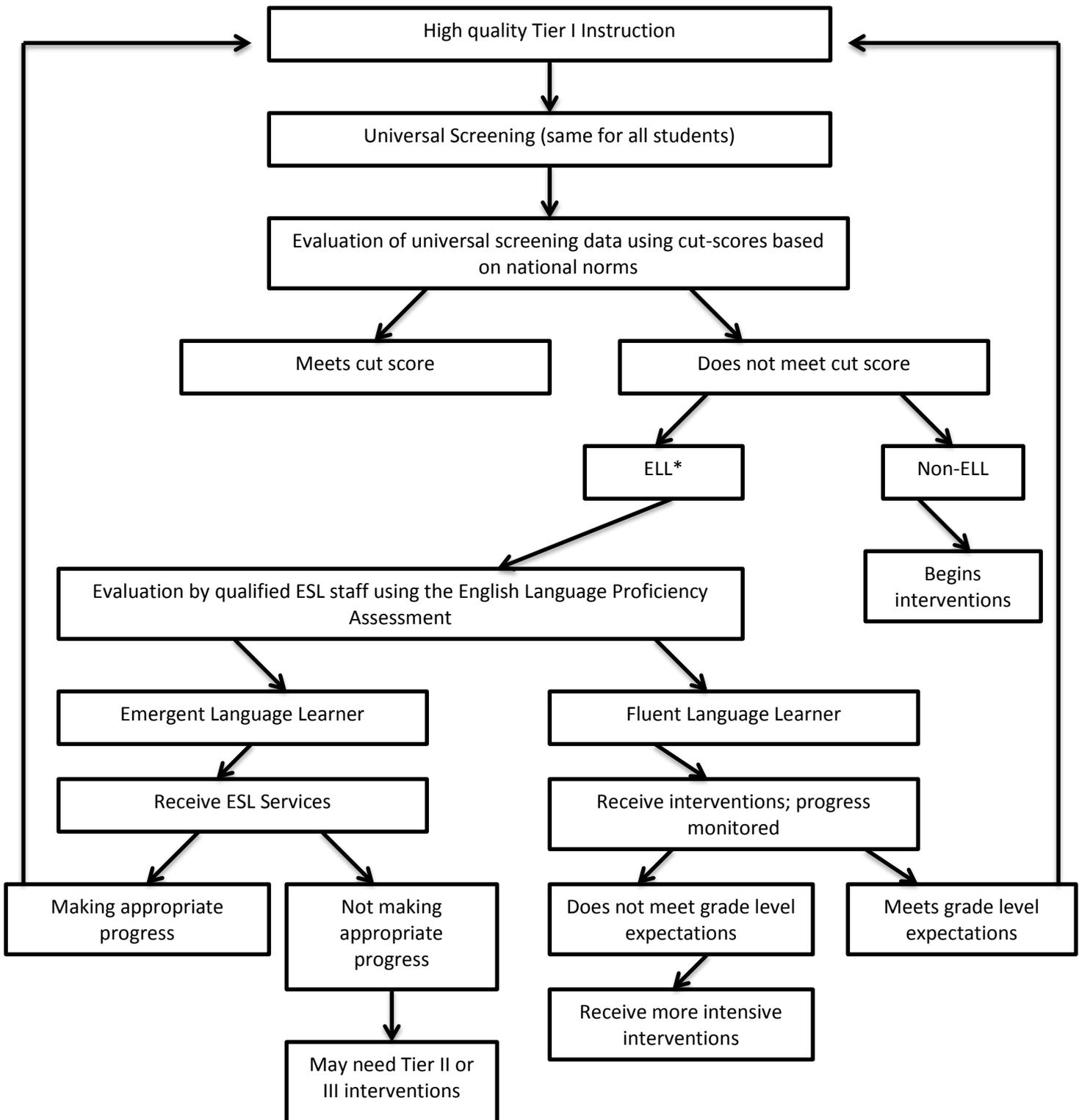
An ELL enters school and needs an English Language Proficiency Assessment. The English Language Proficiency Assessment shows that this student is a proficient language learner. This student also takes the universal screener and falls below the 25th percentile according to national norms. This student 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 25th 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 25th 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 25th 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"> • Hesitant, often confused and unsure • Limited comprehension that is indicated nonverbally through gestures and actions • Student begins to associate sound and meaning in the new language • Student begins to develop listening skills
<u>Early Production</u> Basic Interpersonal Communication Skills (BICS)	<ul style="list-style-type: none"> • Yes/no responses • One word verbal responses advancing to groupings of two or three words • Focus is on key words and contextual clues • Improving comprehension skills • Relates words to environment
<u>Speech Emergence</u> Basic Interpersonal Communication Skills (BICS)	<ul style="list-style-type: none"> • Transition from short phrases to simple sentences • Errors of omission and in grammar • Continuing mispronunciations
<u>Intermediate Fluency</u> Basic Interpersonal Communication Skills (BICS)	<ul style="list-style-type: none"> • Transition to more complex sentences • Students engage in conversation and produce connected vocabulary • Errors more common as student uses language for more purposes • Grammar not firmly acquired • Extensive vocabulary development
<u>Advanced Fluency</u> Basic Interpersonal Communication Skills (BICS) transitioning to Cognitive Academic Language Proficiency (CALP)	<ul style="list-style-type: none"> • Student can interact extensively with native speakers • Student has higher levels of comprehension, though not advanced enough for cognitively challenging academic tasks • Few errors in grammar

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

RTI² and ESL Services

English as a Second Language (ESL) Services and Response to Instruction and Intervention (RTI²) go hand in hand to bring success to a population of at-risk students. At the beginning level ESL students may either:

- Have English language arts (ELA) in their regular classroom with the general education teacher of their peers, or
- Have English language arts in the alternative program: English as a Second Language with an ESL teacher.

ESL services for beginners and intermediate English Learners (ELs) are viewed as a right of the Non-English Language Background (NELB) student by the Office of Civil Rights in the U.S. Department of Education. Lau v. Nichols (1974) established that NELB students have a right to access the curriculum fully. In English only schools, this is not easily accomplished if the student is not fluent in English. Therefore, to access academic work, ELs often need an alternative core instruction program. If the ESL teacher delivers the core instruction, the student generally benefits from Tier II and Tier III language acquisition interventions with language acquisition interventionists. ESL for these students is viewed as their English language arts class. This is the core language instruction for ELs whether it is in the general education classroom, or in the ESL classroom, or a combination of the two.

The choices made related to pull out ESL services, push-in ESL services and placement in the regular classroom for literacy are district decisions. However, the decisions should be made based on what will likely work best for this student. ELs acquire English at different speeds and in different ways during the process. The success of these students requires that progress monitoring data be kept and analyzed not only for the academic growth, but also for growth as they are acquiring English.

Is it preferable for the EL to be in the regular classroom where the teacher may have had specific training in teaching reading, or it is better to have the student in the ESL classroom where the teacher has specific training on second language acquisition? There is considerable discussion about which is better, but there is no simple answer to the situation. There are valid reasons for both types of service. Let's consider a few scenarios:

Scenario #1:

A beginning student is new to kindergarten. She has very limited English and has never been in a school setting before. She seems outgoing and friendly. She is adjusting to the school setting and the teacher quite well. The ESL service provides 60 minutes of language acquisition services for one hour per day with a teacher that she does not know. She is provided high quality core instruction for 120 minutes each day in English language arts.

If Tier I is with a general education teacher, that teacher must scaffold instruction and provide needed accommodations so that the student can access the curriculum. The ESL teacher would then provide 60 minutes of language acquisition intervention in addition to this core instruction.

Most of what happens in a kindergarten room is language. The school would be justified in allowing the student to try ELA in the regular classroom. Should it become evident that the student is not understanding the content or learning the skills needed for reading, she should be changed to the ESL classroom for core instruction. However, if she is successful in the regular kindergarten class, the school has built confidence, cemented the relationships with her class members and jump started her English language acquisition. The school will also need to take into consideration the amount of time this student is taking in relationship to the other students. If she is succeeding, but taking much of the teacher's time, this is one of the few times that the student may require additional support from the ESL teacher within the general education environment. The ESL teacher might be able to attend the class with the child for a certain amount of time each day which would count as part of the required hour or more of ESL services. However, this student does require explicit intervention in language acquisition outside of core instruction to close the achievement gaps.

Scenario #2:

An EL is seven years old and has not been in a school setting before. He has very limited English language skills and seems stressed by the setting. He does not interact well with other students and is acting out frequently. He has been placed in an age appropriate first grade classroom. He has no reading skill in English or his native language.

Although most early elementary school teachers have wonderful skills in working with beginners, this student would likely benefit from being in core instruction with the ESL teacher. He needs acculturation and some basic language skills. As he begins to experience success and move toward reading (toward Level 3 on the WIDA standards), the teacher could begin to allow him to access the general education class with his peers. This child is likely a year behind in his reading skills. It may take him the entire year and possibly even part of second grade to get to grade level with his classmates. Retention should not be considered.

Scenario #3:

An EL enrolls in high school and is totally illiterate. She has no educational experience in her past and is sixteen years old. She is concerned about many issues. The school is large, she does not understand what is being explained to or asked of her, and the people dress differently from her. She is quite anxious.

In this case, the ESL teacher is generally the best choice for service. Ideally, this student should be placed in a full or half day newcomer class that is dedicated to acculturation and English language acquisition. If the district has no intensive or newcomer program, the student may be served in her

ESL and regular classes. The ESL teacher needs to collaborate with the student's other teachers and give suggestions for scaffolding, modification, and accommodations that should be used on a daily basis as well as on progress monitoring and summative assessments. This student needs the intervention from the ESL teacher as much as possible, for s/he is the professional trained to teach reading from the foreign language perspective. The student will likely move quickly with reading skills if she is comfortable in the setting and taught the basics of reading with age appropriate materials at the lower reading level.

Scenario #4:

A junior high school enrolls a boy who has had interrupted schooling, has been suspected of having learning disabilities, and poses behavior issues. The 7th grader is reading on a second grade level. He claims that he does not care about success in school and he can barely read in his native language and cannot read in English.

In a great master schedule, the student would receive 60 minutes minimum with the ESL teacher. He could be given reading language arts with his general education class as part of his core instruction or have the core instruction delivered by the ESL teacher. If the junior high school has a reading specialist, this student needs his/her services. If not, the ESL teacher may be the best teacher for helping him with his issues. Many teachers certified for grades 7-12 have had few reading courses in their own education. This student needs to understand the school expectations and become more acculturated to his new school. His behavior issues and his attitude likely stem from his experience with failure in educational settings. He needs firm but positive educational experiences daily. He will need to be directly taught the fundamentals of reading with much attention paid to comprehension. He is at an age where reading is the tool most often used to explore new subjects. During the transition to becoming a reader, he will need extensive scaffolding to make the material accessible. If the general education teacher provides the core instruction, the ESL teacher might provide explicit instruction in skills through Tier II or Tier III.

RTI² focuses on instruction and intervention. First and foremost, the instruction for each EL must be meaningful and dynamic. The best instruction uses the teacher as the facilitator while the student explores subject matter and makes the needed connections. For ELs the gap may be so wide that the teacher gradually moves from being a more traditional teacher into the facilitator mode as the student grows in the skills needed to navigate the educational system. For an EL, English is more than just a means of communication; it is the tool needed to open the curriculum to him/her. The district needs to be sure that the instruction in each classroom which has ELs is productive to the student's goals for achievement. These students often begin with huge gaps and these may be closed surprisingly quickly with the proper balance of instruction and intervention. Keep in mind that most of the ELs day is spent in the regular classroom, so it is necessary that these general education teachers have EL strategies and knowledge to make their instruction meaningful to this subgroup.

All students are provided high quality core instruction regardless of who is delivering the core instruction. For this instruction to be meaningful, the ESL teacher must tie his/her ESL standards to content concepts at the minimum and to content standards ideally. All instruction in the classroom needs to be academic and relate to core subjects and ideas. Vocabulary needs to be learned and practiced in context. Teachers must make sure that the ESL class has the same balance of non-fiction and fiction reading materials that are used in the age/grade level appropriate classroom of the EL student. The focus must be communicative discourse both speaking and writing. Re-teaching standards and ideas is part of the core instruction and not a Tier II or Tier III service.

Intervention is in addition to core instruction. When a teacher notices that an EL is not performing on grade level, s/he intervenes. This can be a formal Tier II or Tier III intervention or language acquisition, or a combination of the skills an intervention and language acquisition, but it can also be as simple as a couple of minutes spent individually with the student. All students, including ELs, benefit from interventions around a variety of educational issues. ELs have the right to complete academic access to service in RTI² as they do for all programs within the school. These interventions are determined by the language acquisition data gathered through progress monitoring.

So is ESL a Tier II intervention? Tier III? Do we choose ESL class or Tier I services? Actually, however the EL gets his/her ELA instruction is Tier I. That can be accomplished through the ESL classroom, through the regular classroom, through a Title I supported reading teacher, or through a combination of settings. The two issues that require focus are

1. Beginning and intermediate ELs are required to have a minimum of one hour each day, 5 days per week of direct ESL instruction, and
2. RTI² outlines times dedicated to ELA instruction each day.

Both of these requirements are to be met. As professionals in your districts, the Tennessee Department of Education believes that you have the unique position of knowing both the students and their collected data to make the best decisions about service. Through RTI² districts are required to use a universal screener and should use progress monitoring for ESL as well as for other subject areas. First language acquisition scores let us know where students are in language development; the second progress monitoring helps determine if the student needs Tier II or Tier III interventions.

Keep in mind that ELs might need Tier II intervention in mathematics rather than ELA and they have the right to the interventions needed. ESL services are core instruction in ELA or language acquisition academic instruction. Often it is referred to as an alternative program core program for ELA. If an advanced or even exited EL had difficulty in language issues that an ESL intervention would help, you might consider offering that help during a Tier II or Tier III block of time. ELs have the same right to interventions as any other students.

Using this RTI² process will aid in more reliably knowing when to assess an EL for Special Education services. This process will allow the student to have the needed interventions as the determination is

being made regarding whether to proceed with special education testing. These decisions will be based on reliable progress monitoring data.

Please use the attached document to help you and all classroom teachers understand the general needs and expectations for ELs. Please note on pages 2 and 3 the suggestions under instructional practices.

WIDA English Language Proficiency Levels

Level 1 – *Entering/Beginner/Preproduction*:

- The student does not understand or speak English with the exception of a few isolated words or expressions.

Level 2 – *Emerging/Beginning/Production/Early Intermediate*:

- The student understands and speaks conversational and academic English with hesitancy and difficulty.
- The student understands parts of lessons and simple directions.
- The student is at a pre-emergent or emergent level of reading and writing in English, significantly below grade level.

Level 3 – *Developing/Intermediate*:

- The student understands and speaks conversational and academic English with decreasing hesitancy and difficulty.
- The student is post-emergent, developing reading comprehension and writing skills in English.
- The student's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.

Level 4 – *Expanding/Advanced Intermediate/Early Advanced*:

- The student understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy.
- The student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.

Level 5 – *Bridging/Advanced*:

- The student understands and speaks conversational and academic English well.
- The student is near proficient in reading, writing, and content area skills needed to meet grade level expectations.
- The student requires occasional support.

FULL ENGLISH PROFICIENCY LEVELS

Level 6 – *Reaching/Formerly LEP/ Moving in to the transition phase:*

- The student was formerly limited English proficient and is now fully English proficient.
- The student reads, writes, speaks and comprehends English within academic classroom settings.

Level 7 – Non-English Language Background (NELB)/Fully English Proficient/Never Limited-English Proficient/ English-Only:

- The student was never classified as limited-English proficient and does not fit the definition of a limited-English proficient student outlined in either state or federal law. The student will be listed as NELB in EIS.

Source: <http://www.wida.us/standards>

Level	Definition/ Student Behavior	Instruction/Instructional Support
<p>Level 1 <i>Entering</i> New Comer Beginner 0-6 months in K-12 school system, sometimes a whole academic year</p>	<ul style="list-style-type: none"> • Student does not understand or speak English • Grade level understanding cannot be assessed due to English ability • Student listens and absorbs language • Student is adjusting to U.S. culture • Student indicates comprehension non-verbally (pointing, nodding, etc.) • May not produce speech for several months • Will try to make sense out of messages • Working to gain familiarity with the sounds, rhythm and patterns of English • Responds to commands • Able to locate, observe, label, match, classify, and categorize 	<ul style="list-style-type: none"> • ESL is core English arts instruction. Explicit core instruction in other academic areas with scaffolds and differentiation to make material accessible to the student from the most highly qualified general ed. teacher • Use gestures, manipulatives, visuals, props, realia (real things) • Create climate of acceptance/respect that supports acculturation • Give one and two-step directions in English supported by modeling, visuals, demonstrations, etc. • Provide materials or support staff in student's first language • Use buddies and cooperative grouping • Repeat after me; choral reading • Chants, songs, poems, learning walls • Use of Cognates if available for the native language

<p>Level 2 Emerging Stage of Reading Early Production Social Language Stage Emergent</p> <p>6months to 2 years in K-12 school system</p>	<ul style="list-style-type: none"> • Student understands and speaks conversational and some academic English with hesitancy and difficulty • Student understands parts of lessons and directions • Student is at a pre-emergent or emergent level of reading and writing in English • Significantly below grade level • Student communicates with one/two word utterances • Very limited comprehension and vocabulary • Responds with one/two word answers or short phrases 	<ul style="list-style-type: none"> • ESL in core English arts instruction • Explicit core instruction with appropriate supports from most highly qualified general ed. teacher • Access to Tier Instruction • Simplify language not the content • Design lessons to motivate discussion • Ask questions requiring simple responses such as: yes/no, who, what, where, which one, how many? • Expose students to experiences with understandable texts, such as patterned or predictable books • Introduce a dictionary • Use of word walls and learning walls • Expand student simple responses by encouraging responses in complete sentences... Model for student • Do not overly correct grammatical errors • Model appropriate language • Use shared and paired reading • Collaborative learning groups
<p>Level 3 Developing Stage Intermediate Speech Emergent Simple Sentences Short Phrases</p> <p>1-3 years in the K-12 school system</p>	<ul style="list-style-type: none"> • Student understands and speaks conventional and academic English with less hesitancy and difficulty • Student possesses some English literacy skills that demonstrate academic knowledge in content areas with assistance • Student still makes grammatical, word order and usage errors • Limited vocabulary development, comprehension of texts, and spoken English • Uses newly acquired receptive vocabulary to experiment with English 	<ul style="list-style-type: none"> • Explicit core Instruction with appropriate supports (sentence frames, sentence starters, etc.) • 60 minute ELD block outside core • Tiered Instruction • List instructions to procedures • Build on student's prior knowledge • Incorporate more reading and writing • Explicitly teach writing skills • Ask students to describe personal experiences being mindful that refugees and some immigrants may have had emotional experiences. • Use meaningful context where students can express ideas in speech and print • Use thinking maps to develop vocabulary and ideas • Provide content-area texts rich in visuals • Encourage creative expression to represent meaning- illustrations, songs, etc.

		<ul style="list-style-type: none"> • Provide optimal opportunity for language production • Cooperative learning groups
<p>Level 4 Expanding Stage Early Advanced High Academic Language Stage</p> <p>3-5 years in K-12 U.S. School System</p>	<ul style="list-style-type: none"> • Student understand and speaks conversational English without difficulty • Understands and speaks academic English with some hesitancy • Student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance • Student can communicate thoughts more completely • Participates in every day dialogue without heavy support • May demonstrate acceptable comprehension: higher order language, persuades, evaluates, etc. • Conducts research 	<ul style="list-style-type: none"> • Explicit Core Instruction • May need remediation and/or intervention • Tiered Instruction • Expose to more academic language/ vocabulary both oral and written • Ask questions soliciting opinions, judgment, explanation • Thinking maps for brainstorming, listing, production of writing, etc. • Structure group discussions with discussion starter frames if needed • Guide use of reference materials • Expose to advanced literature studies • Encourage/ model realistic writing experiences • Publish student work: writing wall, student success wall, Shiny Star, etc. • Teach organizational skills • Teach study skills
<p>Level 5 Bridging Advanced Near Fluent Academic Language Stage</p> <p>5-7 years in K-12 school system</p>	<ul style="list-style-type: none"> • Student understands and speaks conversational and academic English comfortably • Student is near proficient in reading, writing, and content area skills needed to meet grade level expectations • Student requires occasional support • Advanced skills in cognitive/academic language • Academic level with age/grade peers • Maintains advanced conversations around academic content 	<ul style="list-style-type: none"> • Explicit core Instruction • May need remediation • 60 minute ELD block can be structured for content enrichment w/ EO peers • Incorporate note-taking skills • Teach study skills • Teach test-taking skills • Demonstrate how to verify answers (oral and written) • Expand figurative language (idioms) • Continue on-going language development through integrated language arts and content-area activities

<p>Level 6 Reaching</p> <p>Full English Proficiency</p>	<ul style="list-style-type: none"> • Student was formerly limited-English proficient and is now fully English proficient, moving toward fluency • Student reads, writes, speaks and comprehends English within academic classroom settings 	<ul style="list-style-type: none"> • Explicit core instruction • Support for language and academics when needed • Continue best teaching practices
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Exemplary ESL instruction should focus on communication. Areas of vocabulary development, sentence level communication, and discourse should be taught concurrently, not in isolation. WIDA suggests that at the end of each level, the English Learner (EL) should be able to accomplish the following:

Level	Discourse Level	Sentence Level	Word/Phrase Level
Entering – Level 1	<ul style="list-style-type: none"> • Single words • Phrases/chunks of language 	<ul style="list-style-type: none"> • Phrase level grammatical structures • Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> • Content related words • Social and instructional words and expressions
Emerging – Level 2	<ul style="list-style-type: none"> • Phrases or short sentences • Expression of ideas 	<ul style="list-style-type: none"> • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions • Social and instructional words and expressions across content areas
Developing – Level 3	<ul style="list-style-type: none"> • Some expanded sentences with emerging complexity • Expanded expression of one idea or multiple related ideas 	<ul style="list-style-type: none"> • Sentence patterns across content areas • Repetitive grammatical structures 	<ul style="list-style-type: none"> • Specific content language • Words or expressions with multiple meanings

Expanding – Level 4	<ul style="list-style-type: none"> • Some complex sentences • Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> • A variety of grammatical structures • Sentence patterns characteristic of content areas 	<ul style="list-style-type: none"> • Specific content area languages • Words and expressions with expressive meaning through the use of idioms and collocations
Bridging – Level 5	<ul style="list-style-type: none"> • Multiple complex sentences • Cohesiveness and coherency 	<ul style="list-style-type: none"> • Grammatical structures matched to purpose • Broad range of sentences patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Technical and abstract content area language including content specific collocations • Connotations of meaning across content areas

2012 Amplification of the English Language Development Standards: University of Wisconsin Systems, Madison Wisconsin, 2012.

Source: http://www.wida.us/standards/CAN_DOs/

Individual Learning Plan for English Learners

Student Name:	
Birthdate:	
Grade Level:	
Current Date:	

Progress review should be based on the collection and analysis of data. A process for data collection needs to be in place. Sources could be:

- *Universal screener and progress monitoring*
- *Summative assessments, curriculum based measures for formative assessments*
- *Classroom assessments, quizzes, projects*
- *Student/parent/teacher feedback*

This document needs to be revised regularly to show growth and current needs of the student.

Concentrate on 3-5 goals at a time. As goals are met, the plan needs to be revised with new goals. This plan may be used to help with scaffolding and accommodations. This plan should help ELs access core language acquisition instruction and with RTI² intervention decisions. This should be shared with all of the EL's teachers.

Measurable Learning Improvement Goals:

(Improvement goals should link to the learning outcomes. Consider issues of culture, engagement, behavior, attendance, skills.)

1.	
2.	
3.	
4.	

Observed learning outcomes or improvements, data from progress monitoring on curriculum based measures:

(Link to the Learning Improvement Goals. Note dates and rate of success that an improvement was noted. A record of progress monitoring will be available when teams review data.)

Student comments:

Teachers' comments:

(When possible, include all teachers involved in the EL's education when discussing a student in data meetings.)

Parents' comments:

Accommodations needed to access core instruction: e.g., visual, behavior charts, scaffolding. Also list skill based needs.

Component 2:
Tier I Procedures

K-3 Informal Walk-through Guide for Participants in the Year Long Reading Course

*This guide aims to provide concrete examples of what the for English Language Arts and Literacy in grade K-3 look like in daily planning and practice. It is designed to reflect the structure and learning from the K-3 Reading Year long course work. It is not expected that all these components of standards-aligned instruction would be observable during a brief walk through. For each element, check the box as appropriate. **This tool is not designed for use in evaluation.***

Date: _____

Teacher: _____

Grade/Class: _____

Time: _____

Text Used: _____

Lesson Focus: _____

Observer: _____

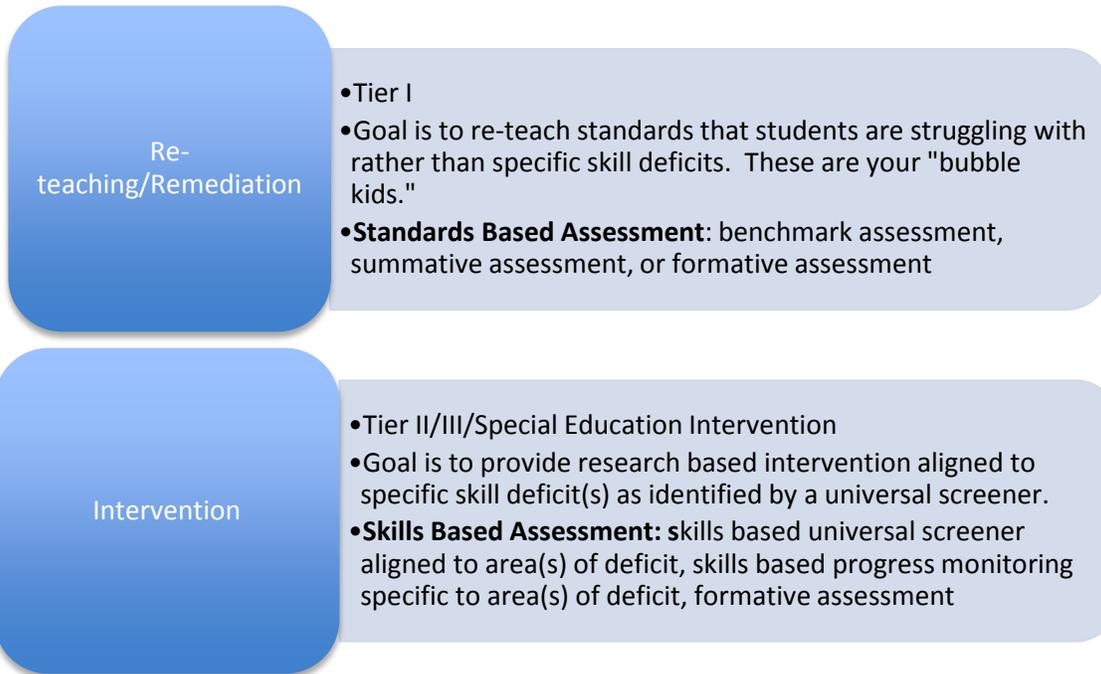
Direct Instruction (Large and/or Small Group)	Observed	Not Observed
Comprehensive instruction using the for English Language Arts is used		
The Foundational Skills Standards are not taught in isolation; there is application of the skill to connected text and dictation (spelling/encoding)		
Correctly produces and models consonant/vowel phonemes and other phonology skills		
A multi-sensory approach is used, which may include the use of manipulatives		
Instruction is explicit, differentiated and includes scaffolds as needed during large or small group instruction		
Evidence exists that reading routines and procedures are familiar to the students		
Deliberately fosters oral language and content specific vocabulary as a foundational skill for reading/writing		
Analyzes and corrects speaking, reading and spelling errors in English orthography		
Guides students through text; directs students to evidence in the text as meaning is constructed		
Majority of instructional reading time is spent working with the texts selected to advance reading skills		
Teacher uses a lesson framework (such as the one from the Year Long Reading course) to plan instruction		
Notes:		

Small Group Literacy Instruction	Observed	Not Observed
Assessments (either formal or informal) are used to determine small groups		
There is evidence of regular instructional adjustment based on assessment		
Small group instruction focuses on the Foundational Skills (print concepts, phonemic awareness, phonics, fluency)		
Evidence that the end goal of reading is to gain meaning (comprehension)		
Vocabulary and oral language is an essential component/element		
Writing is done in response to the reading/instruction		
Technology is utilized		
Notes:		

Classroom Environment	Observed	Not Observed
Seamless transition from large group instruction to small group instruction		
Classroom arrangement allows for whole group and small group instruction		
Most students are authentically engaged		
Corrective feedback is used		
Oral language is encouraged through conversation, rich vocabulary, use of read alouds, etc.		
Notes:		

Notes and thoughts for reflection: _____

Re-teaching/Remediation Versus Intervention Diagram



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 25th 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 RTI² 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 RTI² 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:

RTI² Data-based Decision Making Chart (Tier I)

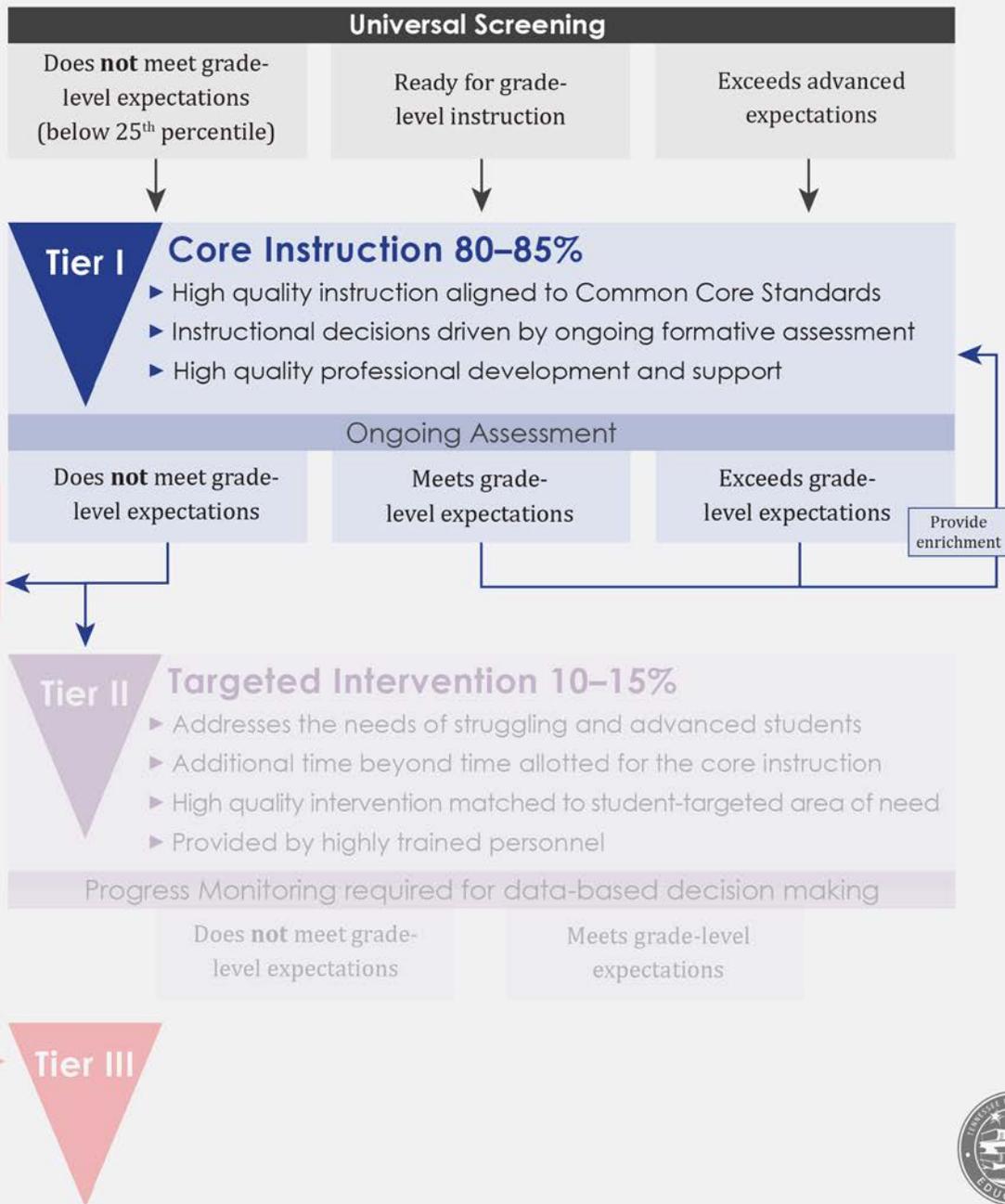
Outline of School level RTI² Support Team meeting-Example 1
Scenarios

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

RTI² Team Notes/Student Intervention Plan-Example 2

Tier II Decision Tree-Example 3

RTI² Decision-Making Process Tier I



Outline of School Level RTI² Team Meeting

Example 1

- Designated chair facilitates the meeting
- Principal or designee provides overview of universal screening data
 - Identify students who score BELOW the 25th percentile (Tier II)
 - School percentage of students
 - Grade level percentage of students
 - Individual teacher – percentage of students
 - Identify students who score BELOW the 10th 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 25th percentile?
 - Consider developing a specific plan to strengthen Tier I in those grade levels.

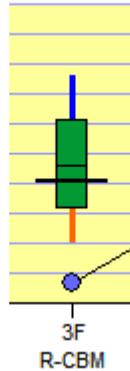
Follow-up procedures:

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

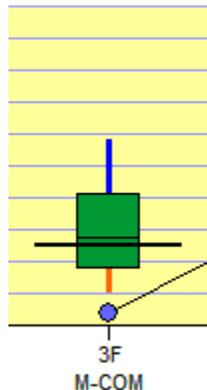
3rd grader requiring both Reading and Math Intervention

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



Math COMP Data



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.

2nd Grade Reading Scenario

Ms. Anderson, a 2nd grade general education teacher, and the other 2nd 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 2nd 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 25th percentile. Ms. Anderson has determined that out of the twenty students in her class, five are below the 25th percentile on the oral reading fluency measure. Here is a snapshot of their data:

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

Next, the team discusses each of the students who fell below the 25th 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.

3rd Grade Math Scenario

Mrs. Lopez is a 3rd grade general education teacher at ABC Elementary. She and the other 3rd 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 25th 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:

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

Next, the team discusses each of the students who fell below the 25th 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.

5th 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 5th 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 5th grade team realizes that roughly half of the 100 students in 5th grade struggle in reading. Approximately 20 students are in need of Tier II services (below the 25th percentile on the universal screener, basic or below basic on TCAP), and approximately 30 students need Tier III services (below the 10th 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 25th 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 5th 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 25th and 50th 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 5th 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 www.fcrr.org 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 www.fcrr.org materials for intervention; Non-Tier II students will participate in book clubs or independent reading during intervention time.
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6th Grade Reading Scenario (Middle School)

Mr. Alvarez and the other members of the 6th 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 7th 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 25th percentile on the universal screener. Students who fell below the 25th percentile on the universal screener, and/or basic or below basic on the end-of-year assessment (TCAP, EOC) 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.

**RTI² Team Notes
Student Intervention Plan**

Example 2

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 RTI² Team prior to Tier II)

Example 3

movement into

Student Name: _____ Grade: _____

Teacher: _____ Date of Review: _____

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

** 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:

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 RTI² support team meetings in which data is reviewed and discussed
- Implementation and alignment of

Table of Contents

Sample School RTI² 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 RTI² Support Team Tier I Fidelity Checklist

Example 1

School: _____ Year: _____

Principal: _____

Person(s) Responsible for Tier I Fidelity Monitoring: _____

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

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

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

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

*Attach School Team meeting agendas

Sample Tier I Lesson Plan Checklist

Example 3

Teacher: _____ Class: _____

Course/Unit: _____

Lesson Title: _____

Lesson Plan Area	YES or NO	Description (if needed)
Summary of the task, challenge, investigation, career-related scenario, problem, or community link		
Reference to Tennessee State Standards, 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

Example 4

Teacher: _____ Class: _____

Course/Unit: _____

Lesson Title: _____

Teacher Behavior	Most of the time	Some of the time	Rarely/ None of the time	Not observed or applicable
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 RTI² 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 RTI² 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 RTI². 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

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

Davidson Institute for Talent Development

Available online: www.davidson-institute.org

Duke University Talent Identification Program

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

Gifted Child Society

Available online: www.gifted.org

Hoagies' Gifted Education Page

Available online: www.hoagiesgifted.org

National Association for Gifted Children (NAGC)

Available online: www.nagc.org

Supporting Emotional Needs of the Gifted

Available online: www.sengifted.org

Tennessee Association for the Gifted (TAG)

Available online: www.tag-tenn.org

Vanderbilt University Programs for Talented Youth (PTY)

Available online: www.pty.vanderbilt.edu

Guidance on Core Instruction for Advanced Students in English Language Arts

Introduction:

The Tennessee State Standards for English Language Arts & Literacy provide a rigorous instructional foundation for all students. The standards are both broad and deep enough to support advanced students in further work that extends their understanding of the concepts and texts that form their core curriculum. Because the state standards for ELA require all students to read appropriately complex text, such texts can form the basis for any advanced work. The following summaries suggest potential ways to engage advanced students in this kind of work. These lists are not meant to be comprehensive. The key elements in any advanced work are choice and novelty: students need to be able to explore their own preferences and predilections in choosing texts and topics, while activities need to be novel and unique enough to engage their intellectual curiosity.

Elementary school:

The self-contained elementary classroom can present challenges and rewards for teachers working with advanced students. It can be a challenge to plan instruction for, manage, and engage small groups. These groups need to be dynamic and change based on the needs of the students. When students are working independently in small groups, new content should not be introduced. Independent small group work should be used to practice and enrich understandings. It can be rewarding for students to work in small groups with students who are at similar ability levels. But it can also be rewarding for students to work in small groups with students who may differ in ability levels.

The Foundational Skills (RF) Standards play an important role in the elementary classroom. These standards explain the developmental progression of acquiring reading skills. Because they do represent a developmental progression, advanced students may show mastery of these standards in lower grades. For example, a second grade advanced student may already apply phonics and word analysis skills to read with accuracy and fluency. Elementary teachers should use assessments to determine mastery of these standards. Once mastery of the Foundational Skills Standards is attained, students are then able to apply these skills to texts of increasing difficulty.

Advanced elementary school students can benefit from further academic work focused on the following standards:

- RL4-6 and RI4-6: These standards focus on craft and structure and easily lend themselves to more focused and in-depth study of literature (RL) and informational text (RI). Within these standards, students will find opportunities to advance their understanding of how authors craft a piece of literature and how form and structure relate to meaning. Possible advancement activities include examining whole class texts at a deeper level (or selecting new complex texts that align in terms of subject matter or theme) through written analysis, focusing on elements of poetic or dramatic form, including tier III terminology (sonnet, ballad, ode, etc.).
- RL7, 9 and RI7, 9: These standards require multiple texts and provide opportunities for advanced students to apply Reading Standards 1-6 in forming analyses across texts. For instance, if the whole class reads one poem, advanced students might read a second of related theme or subject matter and form a comparison.
- W3: While narrative writing is still an important component of Tennessee State Standards at all grade levels, students are spending more time on analytical writing. Narrative writing gives

students opportunities to engage in invention or reflect creatively on classroom topics. W3 provides a thorough description of narrative writing skills that can be used to objectively measure creative writing.

- SL4-6: These Speaking and Listening standards lend themselves well to research and oral presentations, allowing advanced students to delve deeper into related topics of interest and share their findings formally with classmates or teachers.

Middle school:

Advanced middle school students can benefit from further academic work focused on the following standards:

- RL4-6 and RI4-6: These standards focus on craft and structure and easily lend themselves to more focused and in-depth study of literature (RL) and rhetoric (RI). Within these standards, students will find opportunities to advance their understanding of how authors craft a piece of literature and how form and structure relate to meaning. Possible advancement activities include examining whole class texts at a deeper level (or selecting new complex texts that align in terms of subject matter or theme) through written analysis, focusing on elements of poetic or dramatic form, including tier III terminology (sonnet, ballad, ode, etc.).
- RL7, 9 and RI7, 9: These students require multiple texts and provide opportunities for advanced students to apply Reading Standards 1-6 in forming analyses across texts. For instance, if the whole class reads one poem, advanced students might read a second of related theme or subject matter and form a comparison.
- W3: While narrative writing is still an important component of Tennessee State Standards at all grade levels, as students enter into middle and high school they spend more time on analytical writing. Narrative writing gives students opportunities to engage in invention or reflect creatively on classroom topics. W3 provides a thorough description of narrative writing skills that can be used to objectively measure creative writing.
- SL4-6: These Speaking and Listening standards lend themselves well to research and oral presentations, allowing advanced students to delve deeper into related topics of interest and share their findings formally with classmates or teachers.

High School:

The above standards and suggested activities apply equally well to high school students. In addition, high school students might advance their study by focusing on the following standards:

- RL4-6 and RI 4-6: Advanced students can dive more deeply into literary and rhetorical analysis by learning and applying the “tools of the trade” of college-level criticism, including advanced tier III terminology (synecdoche, anaphora) and literary theory.
- RL9-10.6: This standard requires students to “Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.” While all students are held to this standard, most classes will just touch the surface of the wide ocean of world literature. Advanced students can choose favorite authors, cultures, or countries and select further readings to develop their understanding and appreciation of world literature.
- RL9: This standard requires students to “demonstrate knowledge of eighteenth-, nineteenth-, and twentieth-century foundational works of American literature.” While all students are held to this standard, there are far too many great works of American literature to adequately cover

in a single high school curriculum. Advanced students can select their own books or choose from a curated list of great American novels, plays, and poems. They can use these works to develop a deeper understanding of the key developments, movements, genres, and authors of American literature. And while the Tennessee State Standards do not specifically require it, this standard can be appropriately applied to British literature as well.

Component 3:
Tier II Procedures

K-12 Informal Walk-through Guide for Participants in the Year Long Intervention Course

*This guide aims to provide concrete examples of what literacy interventions in grade K-12 look like in daily planning and practice. It is designed to reflect the structure and learning from the K-12 Intervention Year Long course work. It is not expected that all these components of intervention would be observable during a brief walk-through. For each element, check the box as appropriate. **This tool is not designed for use in evaluation.***

Date: _____ Teacher: _____

Grade/Class: _____ Time: _____

Area of Intervention/Lesson Focus: _____

Observer: _____

Small Group Direct Instruction	Observed	Not Observed
Intervention is provided in addition to Tier I instruction and for the appropriate amount of time		
Small group size is appropriate and small groups are formed based on student needs (see suggested ratios below)		
Intervention uses research-based materials		
Intervention instruction is direct, explicit, and systematic		
Intervention targets one specific area of need and is at the instructional level of the students		
A multi-sensory approach is used, which may include the use of manipulatives		
Teacher has a clear objective/goal for the intervention		
Teacher uses components of a framework to plan intervention (such as the lesson framework, comprehension instruction framework, and phonics lesson framework provided in the Year Long Intervention courses)		
Teacher models instructional tasks (I do)		
Teacher provides time for students to practice instructional tasks (We do) and demonstrate understanding (You do)		
Notes:		

Suggested ratios for small groups (based on the RTI² Manual):

Grade Span	Tier II	Tier III
K-5	1:5	1:3
6-8	1:6	1:6
9-12	1:6	1:12*

*This ratio is based on recommendations for the Tier III High School Intervention Courses.

Assessment (Universal Screening/Progress Monitoring)	Observed	Not Observed
A skills-based Universal Screener is used to determine area(s) of deficit and place students in groups for intervention		
Progress monitoring is done weekly or every other week to determine if students are making progress with the intervention		
School RTI ² Teams meet at least every 4.5 weeks to discuss student assessment data and make data-based decisions		
Corrective feedback is used; teacher corrects errors using correct technique		
Teacher provides encouragement for effort; specific praise is given to guide students		
Notes:		

Classroom Environment	Observed	Not Observed
Teacher and student materials are organized, ready and easily accessible; transitions are done with ease		
Teacher is familiar with lesson and has routines		
Teacher has appropriate pacing and adjusts pacing based on the needs of the students		
Teacher encourages the use of oral language through conversation and rich vocabulary; students are given opportunity to respond		
All students are actively engaged		
Notes:		

Notes and thoughts for reflection: _____

Guidance for Students Who May Need Interventions in More Than One Area

Q: If a student scores in Tier 3 for both reading and math can interventions be provided 30 minutes for math and 30 minutes for reading 5 days a week?

A: These time frames do not align with the required times for a true "Tier III intervention". This is ultimately an RTI team decision and may be appropriate for some students. It will be important, however, for the team to watch the student's progress very closely and make adjustments if the student is not progressing in this model. For example, the team may decide to focus on the area that shows the greatest need. Research mentions that reading should be the primary focus. Before making a referral for evaluation, the student should be provided 60 minutes of intense intervention at Tier III in the area of suspected disability. This means that the team will have a minimum of 8-10 data points showing minimal progress when provided 60 minutes of intervention in a specific area (i.e. reading) at Tier III.

Q: We are having great difficulty scheduling Tier III intervention daily for those students needing both reading and math. Could Tier III intervention be implemented in a two-day/three-day week for our first year? We have every expectation of decreasing our overall Tier III numbers by the end of next year and will hopefully be better equipped to meet the expected guidelines by 2015-16.

A: This is certainly an option that data teams can employ for students on an individual basis; however if students are not making progress in this model, it may be necessary to focus on the area of greatest need (this is usually reading) and provide that intervention 5 days/week before considering a referral.

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 RTI² 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 RTI² 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 RTI² Support Team meeting is included, as well as narratives to describe the meetings where various decisions are made for students.

Table of Contents:

RTI² Data-based Decision-Making Process (Tier II)

Outline of School Level RTI² Support Team Meeting-Example 1

Scenarios

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

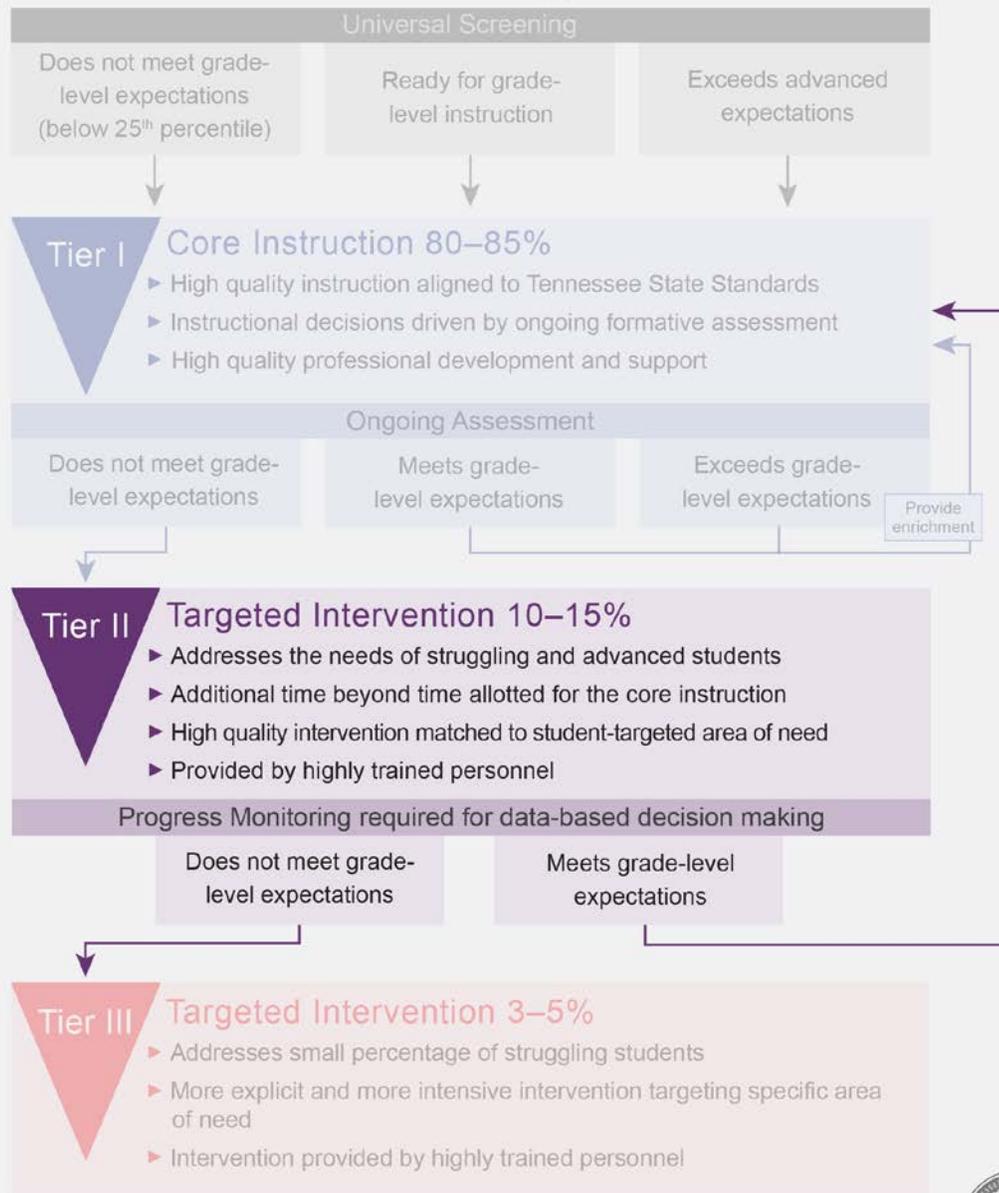
RTI² Team Notes/Student Intervention Plan-Example 2

Tier III Decision Tree-Example 3

Rate of Improvement Worksheet-Example 4

Gap Analysis Worksheet-Example 5

RTI² Decision-Making Process Tier II



Outline of School RTI² Support Team Meeting

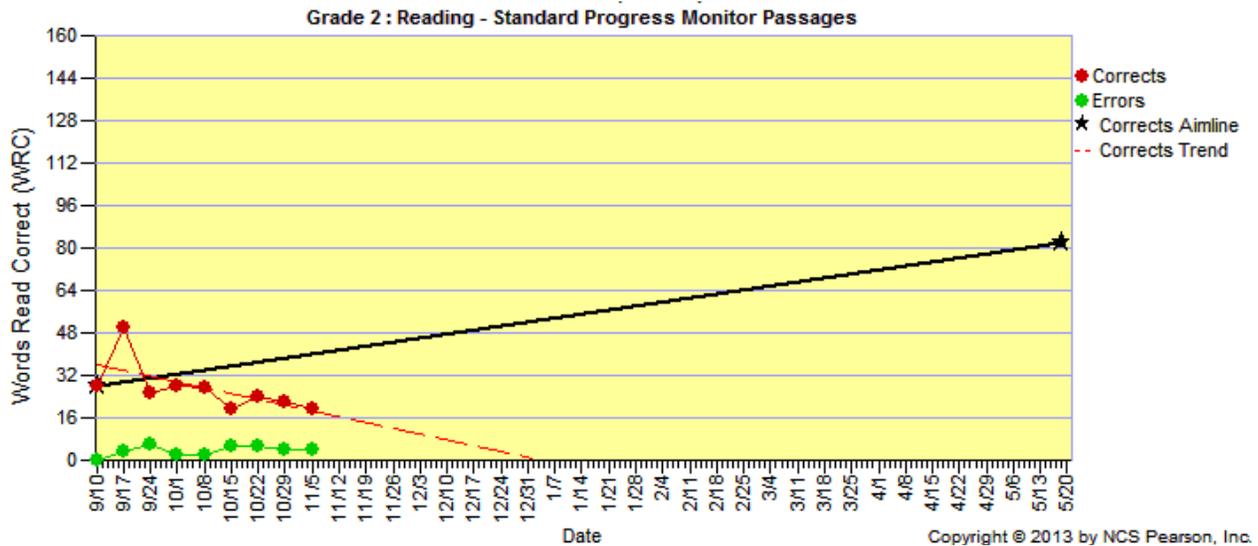
Example 1

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?

2nd 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.



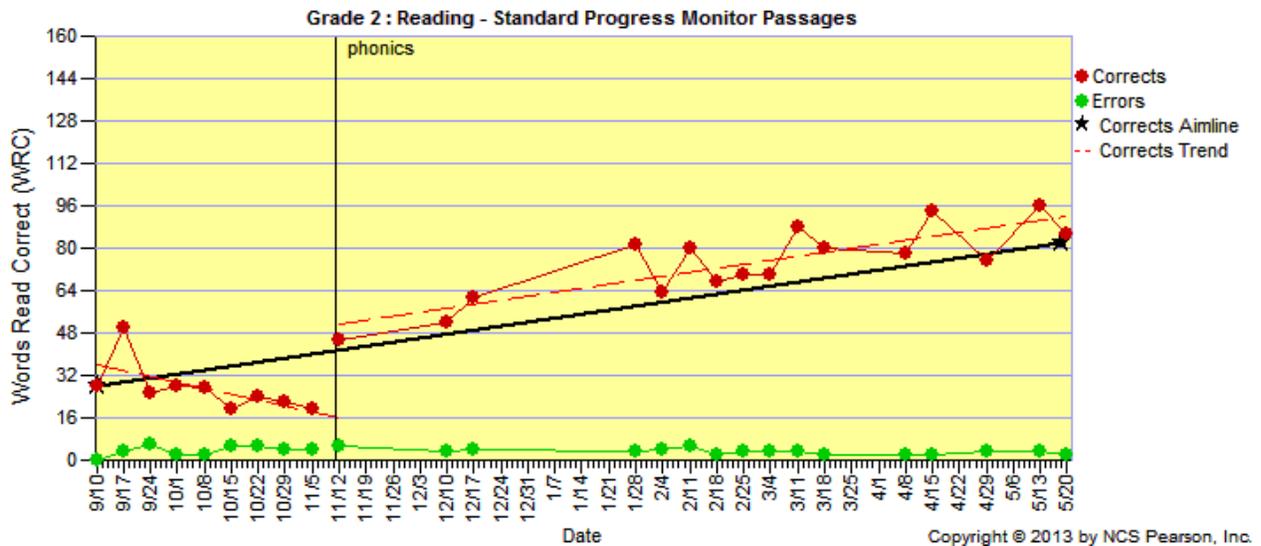
The reading coach, Mrs. Adams, decides to do some diagnostic testing to see if she can pinpoint the problem. After giving him a phonics screener, she sees that he is struggling with many of the common phonics patterns. He has mastery of short vowel patterns, but not long vowels or vowel diagraphs.

At the November RTI² 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.

2nd Grade Reading Scenario, continued

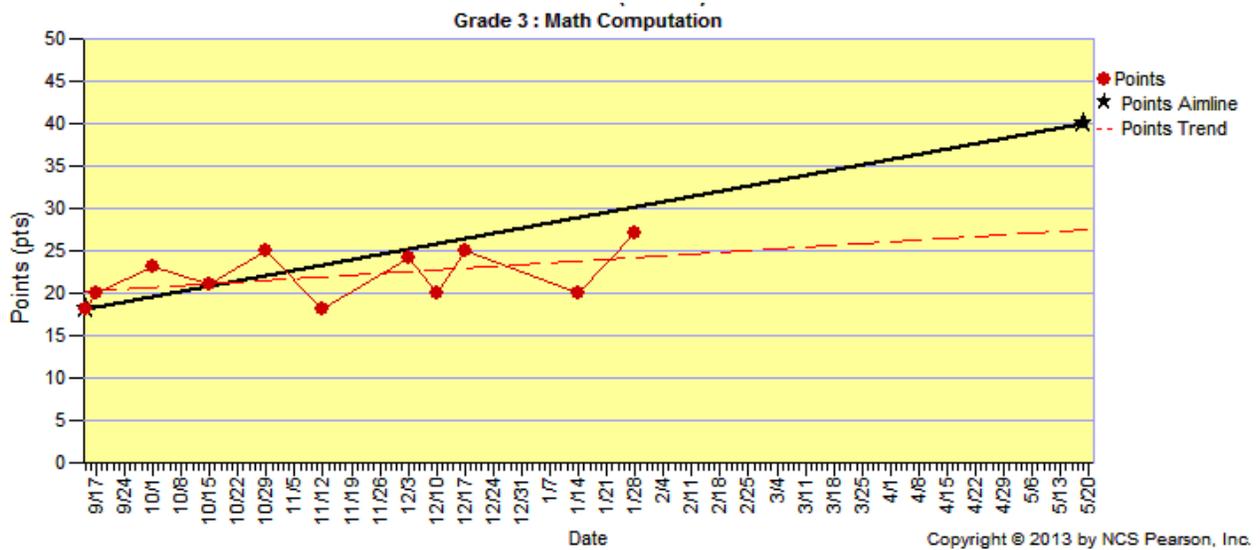
As the year continues, the RTI² Support Team continues to conduct fidelity checks and monitor the progress of students. At the final RTI² Support Team meeting of the year, the team reviews the data of students who have been in intervention during the school year. When the team reviews the gap analysis 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.

3rd 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 RTI² Support Team meeting.



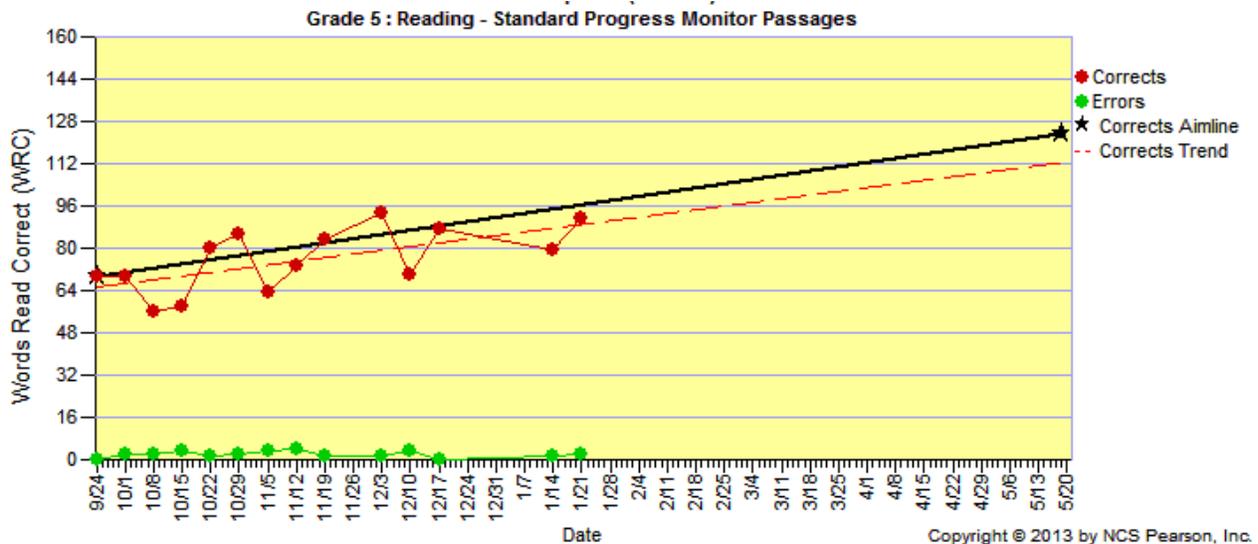
Mrs. Lopez prepares for the February data team meeting by making sure all relevant information on Malik is compiled in her data notebook. She has her intervention log filled out, which documents the dates of the intervention sessions, a brief description of the interventions provided to Malik, and his 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 RTI² Student Support team will continue to monitor the progress of the students receiving the interventions.

5th Grade Reading Scenario

Overall, Mr. Heath is pleased with the progress his 5th 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.



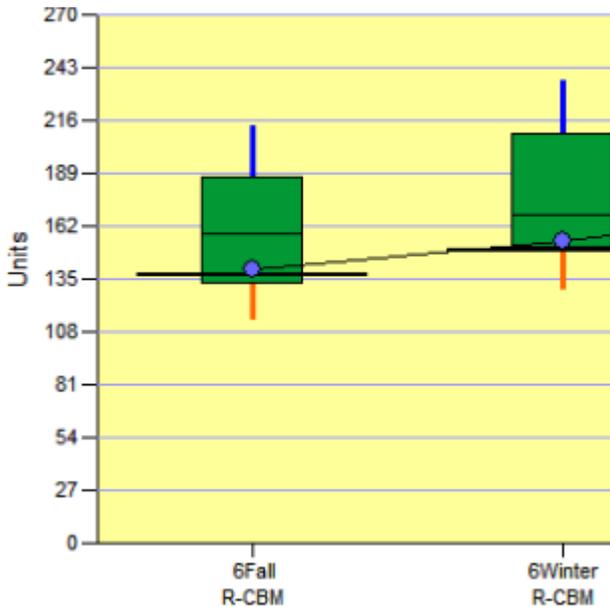
Mr. Heath prepares for the February data team meeting by making sure all relevant information on Sarah is compiled in his data notebook. He has his intervention log filled out, which documents the dates of the intervention sessions, a brief description of the interventions provided to Sarah, and her 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 RTI² Student Support team will continue fidelity checks and monitor the progress of these students at their RTI² Student Support team meetings throughout the year.

6th Grade Reading Scenario (Middle School)

Mr. Alvarez and the rest of the RTI² 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 21st percentile, and progressed to the 33rd 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.

**RTI² Team Notes
Student Intervention Plan**

Example 2

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 RTI² Team meeting prior to Tier III)

Example 3

movement into

Student Name: _____ Grade: _____

Teacher: _____ Date of Review: _____

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

** 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:

Rate of Improvement (ROI) Worksheet

Student Name: _____

Date: _____

Example 4

Grade: _____

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					Is Student's ROI < Aggressive/Reasonable ROI?	
	x	2	=		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Typical ROI				Aggressive ROI		
OR						
	x	1.5	=		<input type="checkbox"/> Yes <input type="checkbox"/> No	
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

Example 5

Student Name: _____ Date: _____

Grade: _____

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
OR					
_____	/	_____	=	_____	
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

Reading Associated Areas of Deficit Table

The table below, Reading Associated Areas of Deficit, provides guidance on identifying deficit areas for the domains of reading. If the skill based universal screener identifies one of these areas as a deficit, basic reading (phonemic awareness or phonics), reading fluency, comprehension, or written expression, intervene on that particular area. Use survey level assessment(s) to further gather specific information regarding the specific s area of need.

Domain/Area	Definition	Associated Deficit Areas Academic Impact on Core Instruction	Intervention Characteristics	Example Curriculum Based Measures Probes to Support Progress
Phonemic Awareness (K-1) Basic Reading	Isolating sounds, segmenting, and blending sounds in words and non-words. Ability to notice, think about, or manipulate the individual sounds in words.	<i>Difficulty with:</i> Letter Sounds Phoneme Blending Phoneme Segmentation Rhyming Syllable Segmenting Phoneme Deletion	<i>Intervention focus on systematic development of letter sound correspondence, word analysis skills, and sight word recognition</i>	Letter naming fluency probe Phoneme segmentation probe Initial sounds probe First sound probes Letter Sounds probes
Phonics Word Recognition (K-2) Basic Reading	Matching sounds to symbols. Reading words by sight or by applying phonics to decode. Focus is on word production not meaning	<i>Difficulty with:</i> Letter-sound associations Sound blending Segmenting Manipulating letter-sound correspondences Reading nonsense words Word identification	<i>Intervention focus on systematic development of letter sound correspondence, word analysis skills, and sight word recognition</i>	Nonsense word probe Letter Name probe Word Reading Fluency probes
Reading Fluency (1-12)	Rate at which reader reads text, which could include speeded word, sentence, or text reading, as well as segmentation and/or blending of phonemes. Also includes voice intonation and expression during reading.	<i>Difficulty with:</i> Accuracy of Fluency Reading Rate Word Reading Efficiency Sentence Fluency	<i>Intervention focus on guided oral reading, repeated readings, echo read, shadow read, paired reading, and direct explicit instruction in chunking and phrasing</i>	Nonsense word probe Oral reading fluency probe Word Reading fluency probe Passage Reading fluency probe
Reading Comprehension (1-12)	The construction of meaning from text, including understanding of the author's intent or message. Comprehension is reflected in the recall of specific information, as well as in inferences drawn from presented information.	<i>Difficulty with:</i> Passage Reading Sentence Comprehension Oral Reading Silent Reading Words in isolation or in Context Matching Vocabulary	<i>Intervention focus on specific skill instruction for vocabulary, fact finding, and making inferences as well as explicit strategies in comprehension monitoring and reading for different purposes</i>	Retell probe Daze probe Maze probe Multiple Choice Reading Comprehension probe Cloze Task probe
Written Expression (1-12)	The ability to form letters and numbers correctly, to write words spontaneously or from dictation, and organize words into meaningful thoughts	<i>Difficulty with:</i> Hold/ Use Pencil Trace/ Copy Letters Written Words Written Word Sequence Spelling Planning processes Composition/ reviewing and revising	<i>Intervention focus on transcription; letter formatting, and associating letter shapes with the name of the letter, as well as composition; explicit instruction in mechanics, word and sentence construction, paragraph construction, and multi-paragraph essays</i>	Writing Readiness Skills probe Number of Letters Written probe Number of Words Written probe Correct Word Sequence probe Correct Spelling probe Correct Writing Sequence probe

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

Example 1

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

Example 2

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

Example 3

Observer: _____ Interventionist: _____

School: _____ Grade: _____

Start Time: _____ End Time: _____

Program: _____ Skill(s): _____

Focus	Criteria			
	3	2	1	0
Structure and Delivery of Tier II Intervention SCORE: _____	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 SCORE: _____	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>SCORE: _____</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:

Strengths:

Concerns:

Results Checklist	YES	NO
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

Example 4

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

Example 5

Name of Student: _____ Teacher: _____
of: _____

Month _____

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

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

Progress Monitoring scores ***Please attach progress monitoring graphs before RTI² 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 RTI² 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:

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

Table of Contents:

RTI² Data-based Decision-Making Process (Tier III)

Scenarios

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

RTI² Team Notes/Student Intervention Plan-Example 1

Referral Decision Tree-Example 2

Rate of Improvement Worksheet-Example 3

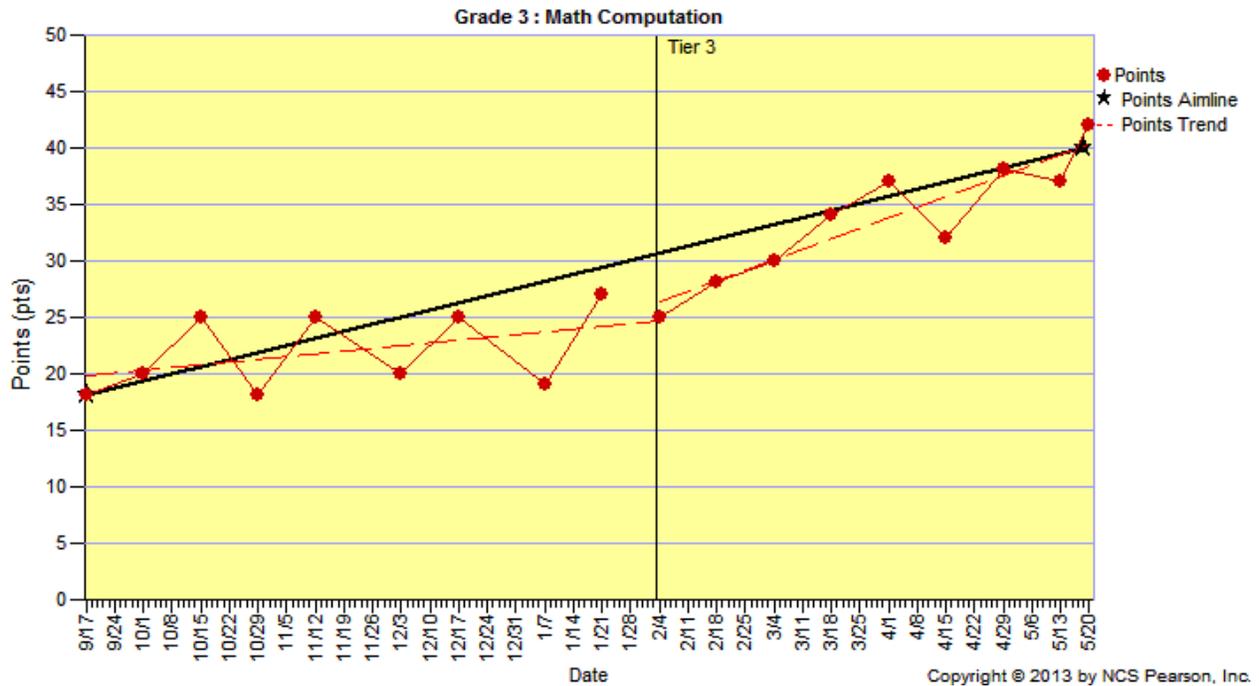
Gap Analysis Worksheet-Example 4

RTI² Decision-Making Process Tier III



3rd Grade Math Scenario

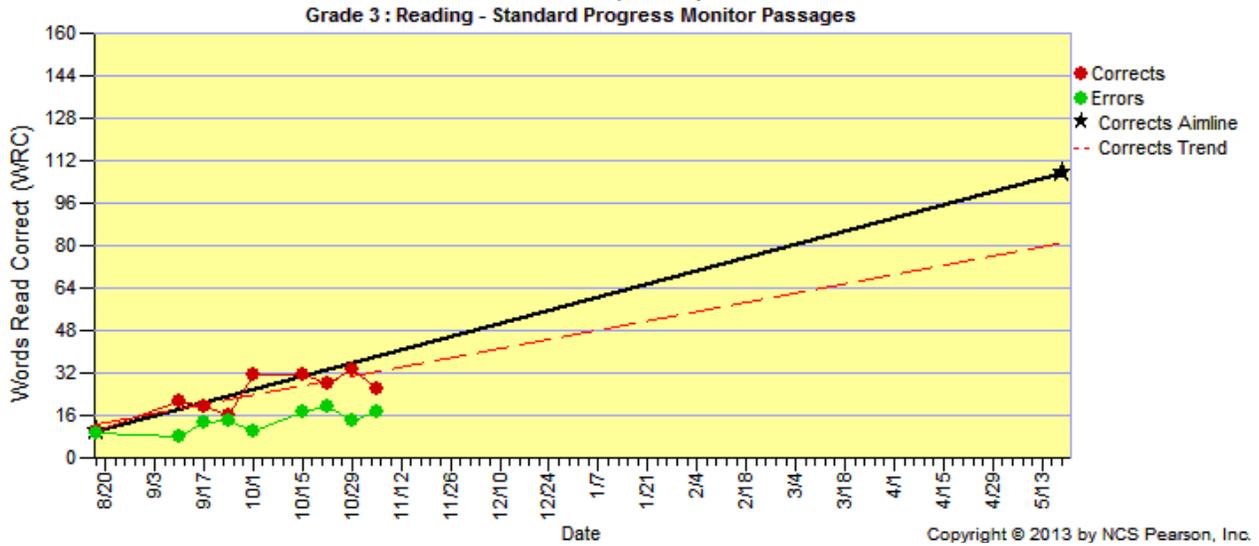
The 3rd grade team at ABC Elementary is conducting their final data meeting of the year. Universal screening data is in, and the results are encouraging. The principal, Dr. Roberts, shares the universal screening data for the school and the grade level. The data shows that the 3rd grade has reduced the 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.

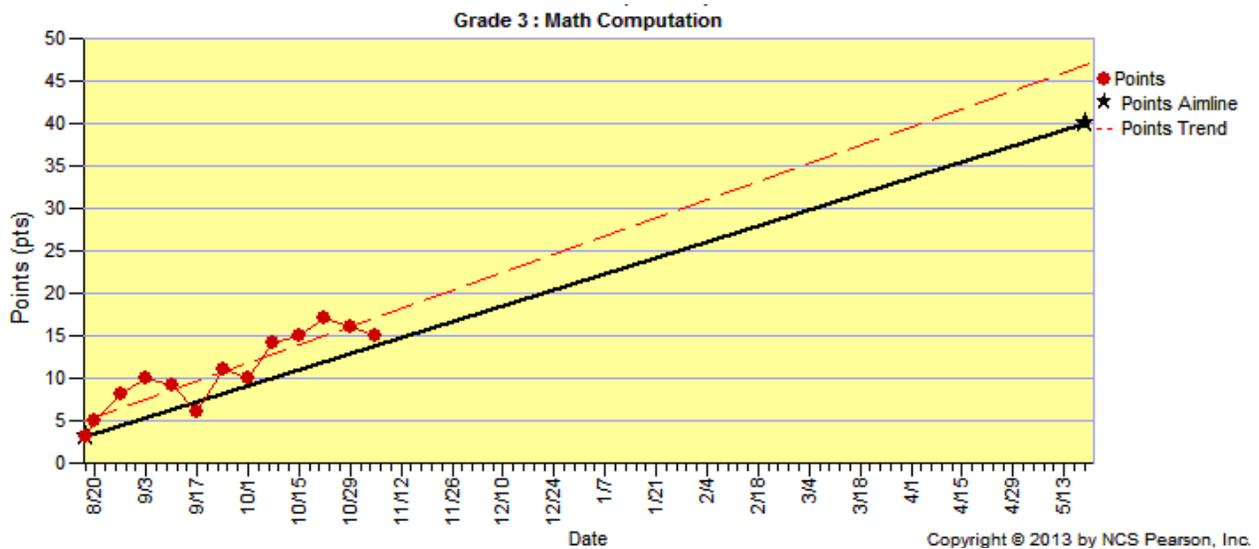
3rd Grader requiring both Reading and Math Intervention

The RTI² 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.

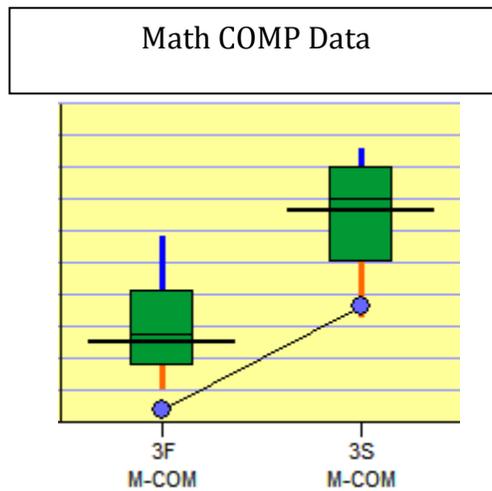
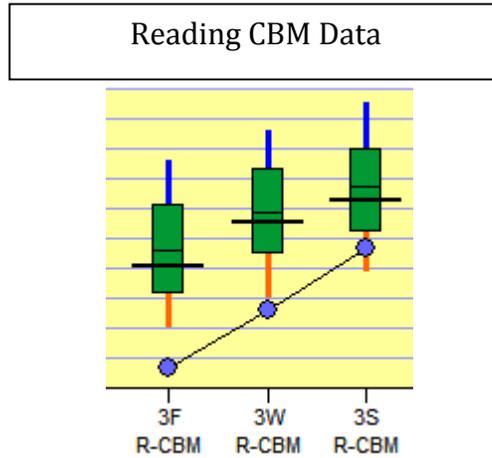
The team also reviews Rebecca’s progress with existing math interventions. Her progress is shown in the graph below:



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.

3rd 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.

5th 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.

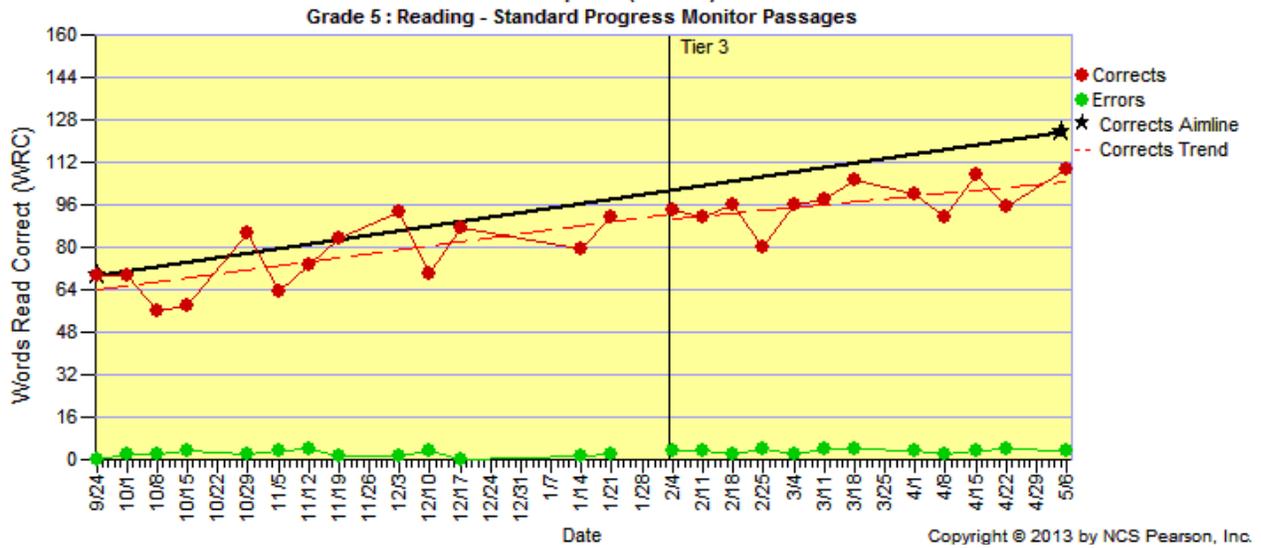


Chart A: Second Semester Progress

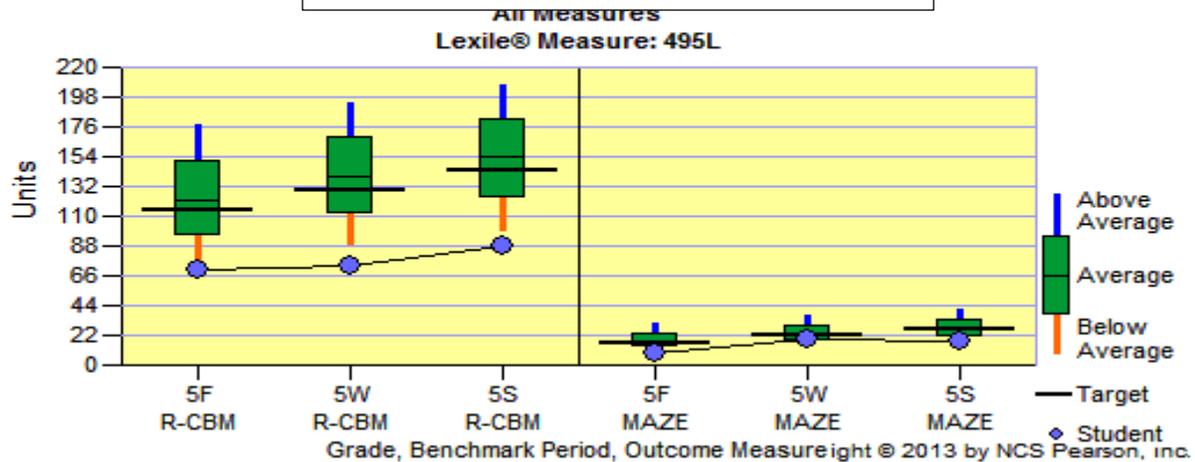


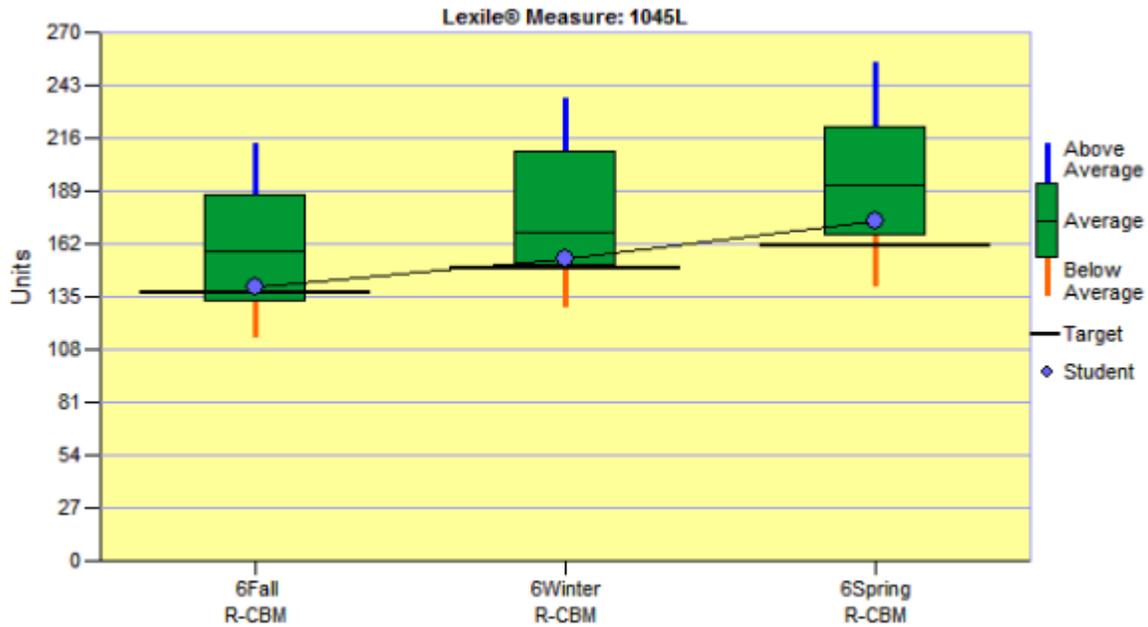
Chart B: Fall, Winter, and Spring Universal Screening

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.

7th 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	1026	On	Proficient	74	6	64

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

**RTI² Team Notes
Student Intervention Plan**

Example 1

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

Example 2

(To be completed at follow-up RTI² Team meeting prior to making Education Referral)

a Special

Student Name: _____ Grade: _____

Teacher: _____ Date of Review: _____

Tier III Intervention(s) have occurred daily for 60 minutes in addition to core instruction <input type="checkbox"/> Intervention logs attached <input type="checkbox"/> (5) Fidelity checks completed and attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
Implementation integrity has occurred with at least 80% fidelity	<input type="checkbox"/> Yes <input type="checkbox"/> No
Student has been present for majority of intervention sessions	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tier III intervention(s) adequately addressed the student’s area of need	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tier III intervention was appropriate and research-based 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
Progress monitoring has occurred with at least 10-15 weekly data points OR 8-10 bi-monthly data points at Tier III <input type="checkbox"/> Progress monitoring graphs attached <input type="checkbox"/> Parent notification letters attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
Gap analysis indicates that student’s progress is not sufficient for making adequate growth with current interventions	<input type="checkbox"/> Yes <input type="checkbox"/> No
The following have <i>preliminarily</i> been ruled out as the <i>primary</i> cause of the student’s lack of response to intervention <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:

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					Is Student's ROI < Aggressive/Reasonable ROI?	
	x	2	=		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Typical ROI				Aggressive ROI		
OR						
	x	1.5	=		<input type="checkbox"/> Yes <input type="checkbox"/> No	
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

Example 4

Student Name: _____ Date: _____
 Grade: _____
 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*? <input type="checkbox"/> Yes <input type="checkbox"/> No
Difference		Weeks left in the year		Rate of Improvement Needed	
OR					
_____	/	_____	=	_____	
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**

Example 1

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>			
1. Say-it-and-move-it Activity			
Teacher models			
Teacher gives positive feedback			
Students get individual turns			
Vary the level of questions to meet the needs of individuals			
2. Teach letter names and sounds			
Activities to promote learning letter names and sounds are appropriate			
Past letter names and sounds reviewed			
3. Activities to reinforce phonological awareness			
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**

Example 2

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
<i>Picking a story and tape</i>		
Student selects a new story at appropriate level		
<i>Cold Reading</i>		
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		
<i>Key Word Review and Prediction</i>		
Teacher practices key words with students		
Teacher prompts for prediction		
<i>Reading with Tape</i>		
Teacher monitors and assists as necessary		
Student reads with tape 2 times		
<i>Reading Practice</i>		
Teacher monitors and assists as necessary		
Student reads passage at least 3 times to attain goal level		
<i>Answering Comprehension Questions</i>		
Teacher monitors and assists as necessary		
<i>Partner Hot Timing</i>		
Teacher ensures student reads with a partner or teacher 1 more time to check if ready for hot timing		
<i>Hot Reading</i>		
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:

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)

Example 3

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

Activity	Number of +	Total Number Possible	%
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	
Overall Grade 2-6 Math PALS Fidelity		43	

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

Generic TIER III Intervention Walkthrough

Example 4

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

Example 5

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	2	1	0	
General Observation of the Group				
Student engagement in lesson	2	1	0	
Student success at completing activities	2	1	0	
Teacher familiarity with lesson formats and progression through activities	2	1	0	
Teacher encouragement of student effort	2	1	0	
Transitions between activities were smooth	2	1	0	

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

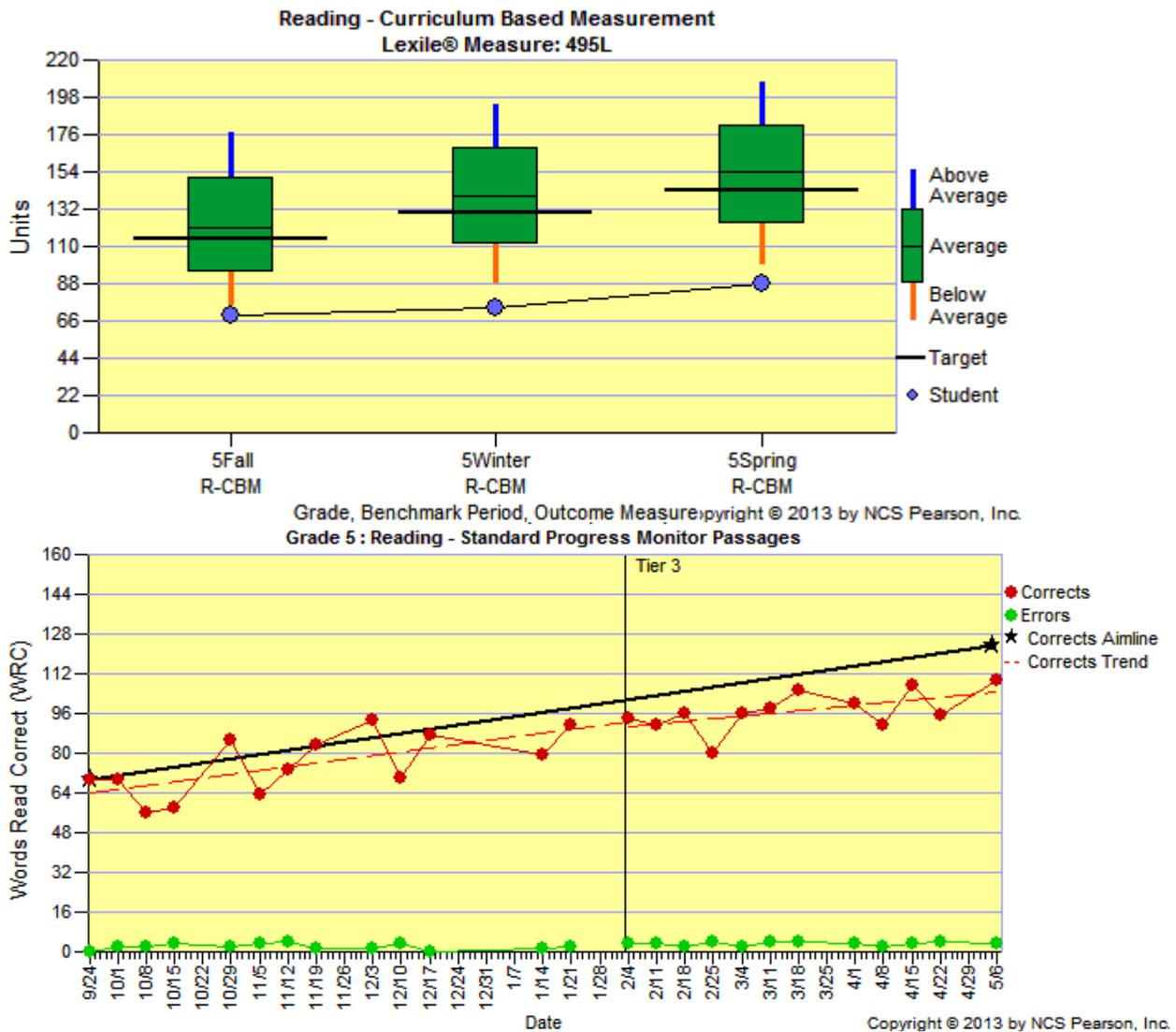
Parents must be invited to a meeting to discuss a referral for special education evaluation. In this component, an earlier scenario is revisited:

- 5th 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 RTI² 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.

4.8 High School Tier III Intervention Courses

The Department of Education will offer high school course codes for Tier III intervention. There are two courses offered: Tier III ELA Intervention and Tier III Mathematics Intervention. This course can be taken for a ½ credit. Using progress monitoring data to make data-based decisions, students may repeat the intervention courses as needed and move in and out of the intervention courses as needed. These data-based decisions should be made by the School RTI² Support Team. These are elective courses beyond the required ELA and Mathematics classes needed for graduation. These courses will be offered daily (or as described in Component 4.2 of the RTI² Manual) and will be taught by a certified teacher. These courses will use research-based interventions and follow the guidelines within Component 4.1 of the RTI² Manual for Tier III intervention. The majority of the course should be direct intervention provided by a certified teacher; however, computer-based and/or technology assisted interventions can be used a portion of the time. The intervention program should match the area of deficit and be delivered with high fidelity. It is recommended that class size should not exceed a 1:12 ratio.

What are the course codes for High School Tier III Math & ELA Intervention Elective Courses?

- Tier III English Language Arts Intervention: Course Code 3017
- Tier III Mathematics Intervention: Course Code 3180
- Courses must be taught by a 7-12 certified teacher (Any secondary endorsed teacher)

How will credits be used for the high school intervention courses using course codes?

The course will receive:

Block: 1/2 credit for 9 weeks on a 4X4 block and 1 credit for 18 weeks (90 days) on a 4X4 block (August -December)

Traditional: 1/2 credit for 18 weeks (90 days) on a traditional schedule (August -December) and 1 credit for 180 instructional days on a traditional schedule (August - May)

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
- Teacher Checklist Basic Reading Skills-Example 4
- Teacher Checklist Reading Fluency-Example 5
- Teacher Checklist Reading Comprehension-Example 6
- Teacher Checklist Mathematics Calculation-Example 7
- Teacher Checklist Mathematics Problem Solving-Example 8
- Teacher Checklist Written Expression-Example 9
- Parent Input Form-Example 10

Referral Decision Tree

Example 1

(To be completed at follow-up RTI² Team meeting prior to making Education Referral)

a Special

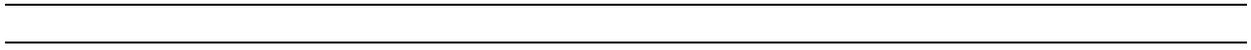
Student Name: _____ Grade: _____

Teacher: _____ Date of Review: _____

Tier III Intervention(s) have occurred daily for 60 minutes in addition to core instruction <input type="checkbox"/> Intervention logs attached <input type="checkbox"/> (5) Fidelity checks completed and attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
Implementation integrity has occurred with at least 80% fidelity	<input type="checkbox"/> Yes <input type="checkbox"/> No
Student has been present for majority of intervention sessions	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tier III intervention(s) adequately addressed the student’s area of need	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tier III intervention was appropriate and research-based 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
Progress monitoring has occurred with at least 10-15 weekly data points OR 8-10 bi-monthly data points at Tier III <input type="checkbox"/> Progress monitoring graphs attached <input type="checkbox"/> Parent notification letters attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
Gap analysis indicates that student’s progress is not sufficient for making adequate growth with current interventions	<input type="checkbox"/> Yes <input type="checkbox"/> No
The following have <i>preliminarily</i> been ruled out as the <i>primary</i> cause of the student’s lack of response to intervention <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:



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

Example 2

Comprehensive

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 RTI² 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)

Example 3

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).

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

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

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

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

Example 4

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

Example 5

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

Example 6

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).

Example 7

sequence of written complete a task (work 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

Example 9

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

Example 10

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.

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.

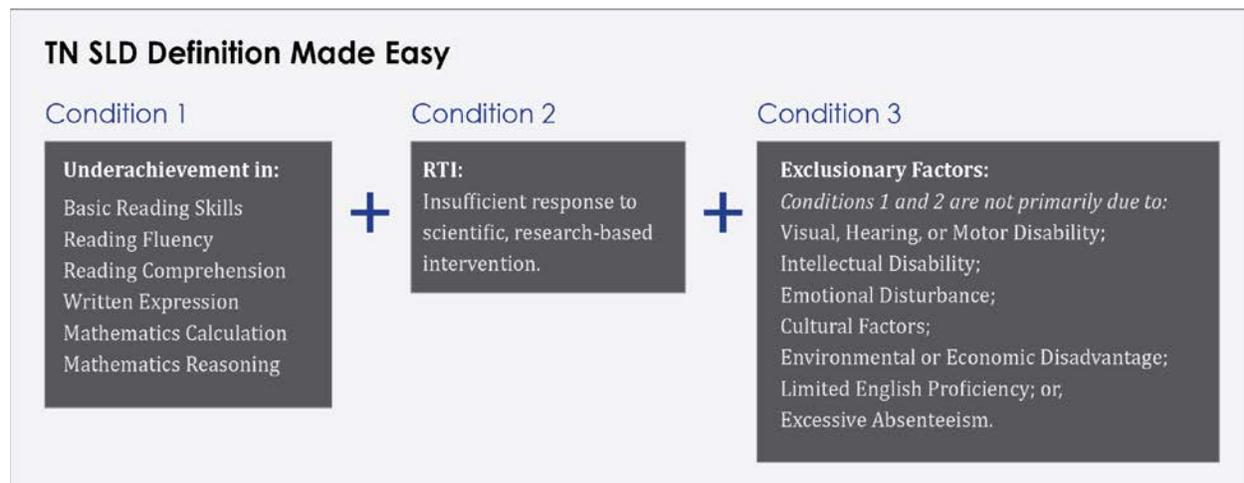


Table of Contents:

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 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 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):

Current benchmark expectation (WRC)/student’s performance (WRC) = ratio of deficiency

Example: 110 wrc/55 wrc = 2x 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 10th national percentile (or standard scores ≥ 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 ≤ 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.

$$M - (SD \times 1.25)$$

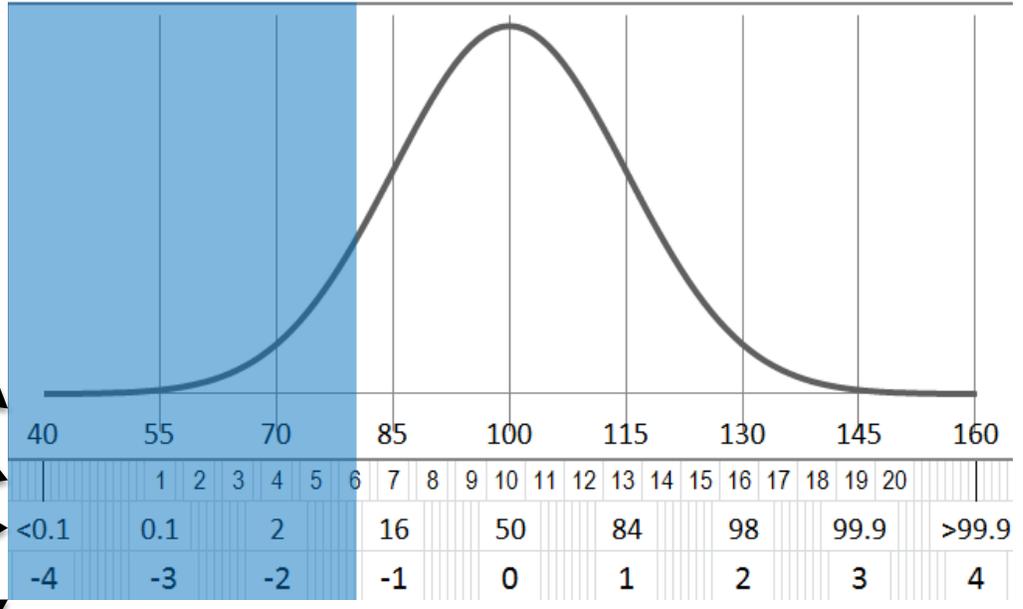
$$10 - (3 \times 1.25) = 6.25$$

Conclusion: Scores ≤ 6.25 are considered 1.25 standard deviations below the mean

The normal distribution curve is shown below with scores ≥ 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



Standard Score

Scaled Score

Percentile Rank

Standard Deviation

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:

Area of Disability	Definition	Associated Deficits	Appropriate Intervention will include
Basic Reading	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
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).	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.
Reading Comprehension	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.

Math Calculation	The knowledge and retrieval of facts and the application of procedural knowledge in calculation	Deficits in number sense and operations, one-to-one correspondence; learning and remembering basic facts	Explicit instruction that teaches in sequential stages: concrete-representational-abstract; strategies for learning basic facts (i.e., mnemonics, fact families, etc.)
Math Problem Solving	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
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	Transcription: explicit, systematic instruction in letter formation and in associating the shape with the name of the letter Composition: 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

Example 1

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
TOEWL	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: _____

Example 2

Date: _____

Start time: _____

End time: _____

Setting: Classroom instruction Tier II or Tier III Intervention (circle one)

Teacher/interventionist: _____ Group size: _____

Skill/Subskill	(Skill/Subskill)
(Skill/Subskill)	OTHER COMMENTS & OBSERVATIONS:

Systematic Observation Form

Note observations of student performance in targeted skill/subskill below

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 **RTI² Data Graphing Tool** can be found on the State of Tennessee's RTI² 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

Example 3

Student Name: _____

Date: _____

Grade: _____

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					Is Student's ROI < Aggressive/Reasonable ROI?	
	x	2	=		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Typical ROI				Aggressive ROI		
OR						
	x	1.5	=		<input type="checkbox"/> Yes <input type="checkbox"/> No	
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

Example 4

Student Name: _____

Date: _____

Grade: _____

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

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
OR					
_____	/	_____	=	_____	
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.

Exclusionary Factor:	Source of Evidence:
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

Example 5

This worksheet is provided as a tool to determine whether each factor out as the primary cause of a student’s lack of progress within general instruction and/or tiered intervention.

can be ruled
education

1. Lack of Instruction in Reading, Writing, and Math		
	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
2. Limited English Proficiency		
	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
3. Intellectual Disability		
	Student’s performance is equally depressed in all academic areas	☐ Yes ☐ No
	Student’s adaptive/self-help skills appear age appropriate	☐ Yes ☐ No
4. Emotional Disturbance		
	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
5. Visual Impairment, Hearing Impairment/Deafness or Orthopedic Impairment		
	Vision has been screened and found to be within normal limits Results: 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 Results: 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
6. Environmental or Cultural Factors		
	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

7. Motivational Factors		
	Does the student attempt classroom assignments and/or homework?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Are group and/or standardized achievement scores consistent with student's grades?	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Situational Trauma		
	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:

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:

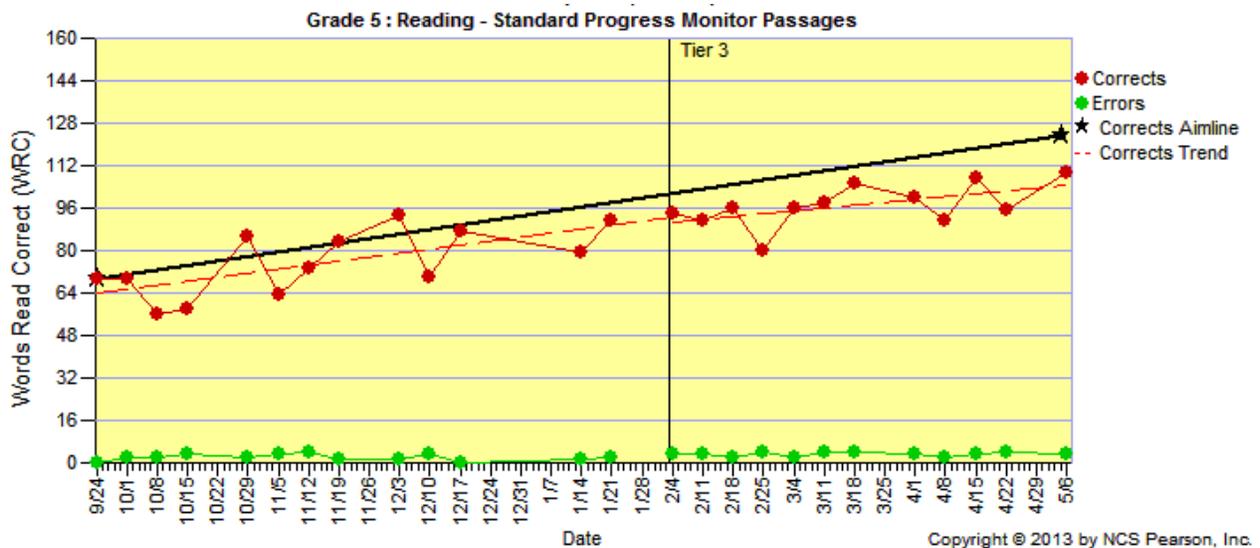
- A student does not appear to making sufficient progress after tiered **interventions** have been implemented with fidelity and data based decisions have been made using 8-10 data points (every other week) or 10-15 data points (weekly) at each tier.
- ROI and a gap analysis must be completed for students 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:

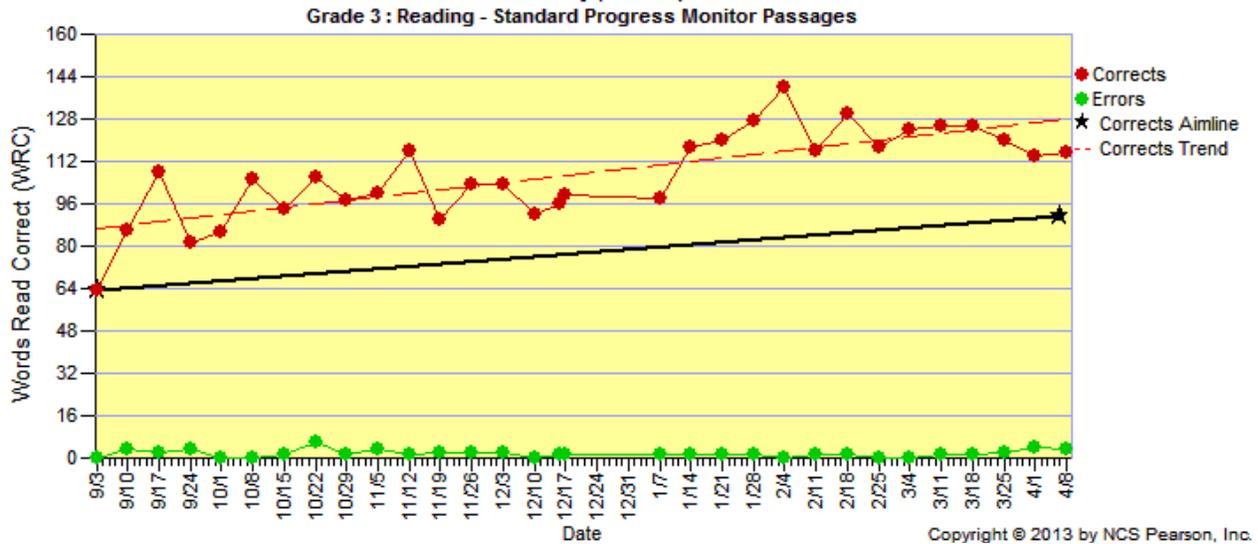
- The rate of progress is less than that of his/her same-age peers, or
- The rate of progress is greater than his/her same-age peers but will not result in reaching the average range of achievement in a reasonable period of time.

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.



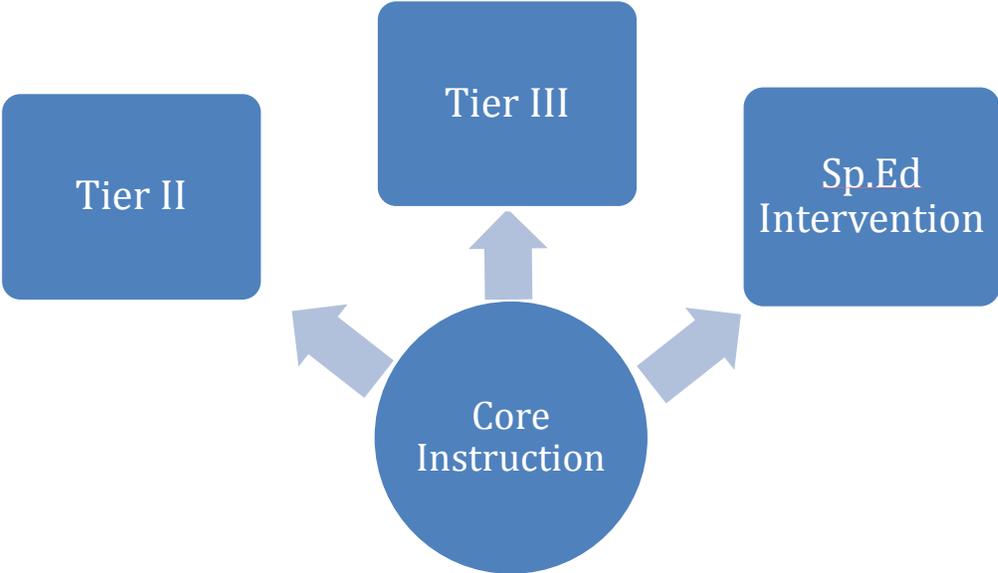
The IEP team meets, including Sarah’s parents, to discuss results and determine eligibility. Mrs. Jones reviews the information provided through the assessment documentation form, indicating that Sarah meets the disability criteria as a student with a Specific Learning Disability in the area of Reading 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.



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.

Tier II, Tier III or Special Education Intervention:
Core Instruction Plus **ONE** Skill Specific Intervention Diagram

Add a narrative description here from Tie about the graphic below.



Appendix A:
Schedules

Schedule Examples

The intent of this section of the Revised RTI² Implementation Guide is to assist LEAs with scheduling for interventions and to provide examples of schedules. Many of these schedules are actual schedules from LEAs that are currently providing interventions. Many of these schedules reflect the work that LEAs have done to implement the times set forth in the RTI² Manual (2013) for Tier I instruction and Tier II and III intervention.

Best Practice Notes

Tier II interventions should be scheduled into the master schedule. The following are example narratives that explain this process.

K-5 Elementary (self-contained) Example 1:

It is important that Tier II intervention is in the master schedule. A particular group could have Tier II intervention at the same time each day. All second grade classes could have intervention from 10:00 to 10:30 daily. Teacher A would have 5 students with a decoding deficit. Teacher B would have 4 students with a fluency deficit. Teacher C would have 5 students with a math calculation deficit. A special education teacher may have 4 (3 special education students and 1 general education student) students with decoding issues (different from the group with Teacher A). An educational assistant may have 12 students working on a project who are benchmarking at grade level, need no remediation on standards, and do not have any skills deficits or need intervention. Teacher D may have 4 advanced students. Another educational assistant may have 8 students needing extra reinforcement/remediation with grade level standards. This is an "all hands on deck" time. All personnel resources in the building should be utilized to provide standards remediation/intervention/enrichment time to second grade from 10:00-10:30. Then from 10:30-11:00 third grade does the same thing. Some small schools may need to combine multiple grade levels. Each group has a scheduled time for Tier II intervention and all school personnel are utilized.

Departmentalized 6-8 Example 1:

It is important that Tier II intervention is in the master schedule. In some middle schools a time is already scheduled for an activity period. This schedule may already allow for Tier II intervention. Schools will need to reevaluate their activity period (PE, art, music, library, guidance, etc.). Remember students must have 90 minutes of PE per week. If the school's activity period is short and there is not enough time built in for Tier II then look at revising the schedule and consider the examples below.

Departmentalized 6-8 Example 2:

It is important that Tier II intervention is in the master schedule. This sample works best with a 7 period day. Schedule one period each for math, science, and social studies. Schedule two periods for ELA (these standards need the extra time). It is important that the same ELA teacher stays with the same students for this double period. The ELA should be taught in an integrated manner across all strands (Reading [Literature, Informational Text, and Foundational Skills], Writing, Speaking and Listening, and Language). It is recommended that the same highly skilled teacher teach all ELA content. Separating these ELA strands into separate courses does not reflect best practice. It is nice for the students to have the two ELA periods back to back but not necessary. It is difficult to schedule an entire school in which all students have two ELA periods back to back. The last two periods are for intervention and specials/activity period. This can be scheduled in various ways. This example makes it a little hard to free up staff to help with intervention.

Departmentalized 6-12 Example 1:

It is important that Tier II intervention is in the master schedule. Build in what some educators call a skinny period/block.

Three options are:

1. Six 50 or 55 minute periods with one 30 minute period, OR
2. Seven 45 or 47 minute periods with a 30 minute period, OR
3. Four 85 minute blocks with one 30 minute block.

During the 30 minute period all students are scheduled with a teacher for standards remediation, intervention, or enrichment (similar to the elementary example). Since all students are scheduled during the day with a certified teacher and some teachers have planning, the skinny period will always work out with the teacher/student ratio smaller than normal for the school. Teachers should not have planning during the skinny period. This is an "all hands on deck" time. It will take some time for the educators (usually the guidance department and administrators) to work out the schedule for these 30 minutes. One way to manage this is to let teachers turn in 25-30 names of students who have an interest in their subject (art, CTE, etc.) and academic teachers who would like specific students who need help on grade level standards (US History, science) to be placed with them during the skinny block. Schools may want to revisit this schedule for the skinny period/block at least 4 times a year (every 9 weeks). At the end of grade 8, students can be screened or surveyed before beginning grade 9.

First schedule students with skills deficits into interventions with the most qualified teachers (remember to schedule advanced students in the beginning as well; RTI² is for advancing students as well as at risk). Second schedule students needing extra help on grade level standards (EOC courses, science, history, etc.). Some students may not have a specific skills deficit but may need a little extra help (remediation) with grade level standards. Then schedule on grade level students into areas of interest (fine arts, CTE, community projects, etc.). Mark student's names off each list as you schedule. For example: an art teacher may have turned in 30 names of students she would like to have for extra projects but 7 students were scheduled for intervention or EOC help so she will have 23 students during the skinny block. There may be a small number of students who a teacher did not request and did not need intervention or EOC help. Have a plan for placement of these students (library research, intramural sports, peer tutoring, etc.).

Secondary RTI² Scheduling Questions to Consider:

- How many students do we have? What is the cafeteria size? How many lunches do we need?
 - Ex. A school with 1800 students and cafeteria that seats only 350 will look very different than a school with a larger cafeteria or smaller population.
- How long are our class periods?
 - On traditional schedule, drop a few minutes of class time (still have more instructional time than block schedule) yearly.
 - 47 minutes for 180 instructional days is 8,460 minutes
 - 85 minutes for 90 instructional days is 7,650
 - **30 minutes of intervention or remediation adds 5,400 minutes of instruction a year for struggling students**
 - Example: Reduce periods from 50 minutes to 46 minutes. $4 \times 7 = 28$ minutes
 - Example: Reduce periods from 50 minutes to 47 minutes. $3 \times 7 = 21$ minutes and look at reducing a 15 minute break to 12 minutes and take 1 minute from class change
- Can we take 1 to 2 minutes of time allotted to change classes?
 - Depends on size of the school
 - From 6 minutes to 4 minutes. $2 \times 6 = 12$ minutes
- Can we create an Intervention block, sometimes referred to as Skinny Block?
 - Consider where you can shave time from other places in the day
- Have we audited our schedule? How much time is not spent on instruction?
- How much time is available in the day to change the schedule?

High School Tier III Intervention Courses

The Department of Education will offer high school course codes for Tier III intervention. There are two courses offered: Tier III ELA Intervention and Tier III Mathematics Intervention. This course can be taken for a $\frac{1}{2}$ credit. Using progress monitoring data to make data-based decisions, students may repeat the intervention courses as needed and move in and out of the intervention courses as needed. These data-based decisions should be made by the School RTI² Support Team. These are elective courses beyond the required ELA and Mathematics classes needed for graduation. These courses will be offered daily (or as described in Component 4.2 of the RTI² Manual) and will be taught by a certified teacher. These courses will use research-based interventions and follow the guidelines within Component 4.1 of the RTI² Manual for Tier III intervention. The majority of the course should be direct intervention provided by a certified teacher; however, computer-based and/or technology assisted interventions can be used a portion of the time. The intervention program should match the area of deficit and be delivered with high fidelity. It is recommended that class size should not exceed a 1:12 ratio.

Traditional K-5 Schedules

Sample 1

8:00-10:00	120 minutes	Class 1	ELA
10:05-11:35	90 minutes	Class 2	Math
11:35-12:05	30 minutes	Lunch	
12:10-1:10	60 minutes (30 minutes for each class)	Class 3 & 4	Social Studies & Science
1:15-2:45	90 minutes (30 minutes for each class)	Class 5, 6 & 7	Special Classes & Tier II Intervention/Enrichment (Tier III could also be during this time)
2:50-3:00	10 minutes	Lockers and Announcements	

Sample 2

Time	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E
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
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
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
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
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
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
12:00-12:30	Math 30 minutes	Lunch 30 minutes	Lunch 30 minutes	Tier III Com Lab or Library 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
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
2:00-3:15	Science Social Studies 75 minutes	Social Studies Science 75 minutes	Math 75 minutes	Math 75 minutes	Tier III Com lab/library Science 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

Traditional 6-12 Schedules

Traditional 6-12 (6 credit year / 180 days)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Chemistry	Chemistry	Chemistry	Chemistry	Chemistry
2	Algebra II	Algebra II	Algebra II	Algebra II	Algebra II
3	Spanish II	Spanish II	Spanish II	Spanish II	Spanish II
4	US History	US History	US History	US History	US History
5	English	English	English	English	English
6	Art	Art	Art	Art	Art
7	Intervention	Intervention	Intervention	Intervention	Intervention

Traditional 6-12 (7 credit year / 180 days)

Period	Time		Notes
Period 1	8:00-8:47		
Period 2	8:51-9:39		
Period 3	9:43-10:30		
Period 4	10:34-11:21		
Period 5 Due to lunch, this period is 54 minutes in length	Full period 5 11:25-12:19	Period 5A (1 st lunch) 11:25-11:52; Period 5B (2 nd lunch) 11:52-12:19	Each lunch is 27 minutes in length. They also have the extra 4 minutes of class change. - ½ of students/teachers have a full period 5 class; ¼ of students/teachers have lunch during period 5A; ¼ of students/teachers have intervention / remediation / enrichment during period 5B
Period 6 Due to lunch this period is 54 minutes in length	Full period 6 12:23-1:17	Period 6A (3 rd lunch) 12:23-12:50; Period 6B (4 th lunch) 12:50-1:17	Each lunch is 27 minutes in length. They also have the extra 4 minutes of class change. - ½ of students/teachers have a full period 6 class; ¼ of students/teachers have lunch during period 6A; ¼ of student/teachers have intervention / remediation / enrichment during period 6B
Period 7	1:21-2:08		
Period 8	2:12-3:00		

- 1800 students /4 lunch times = 450 students per lunch
- Each student has 7 credit classes; each class is 47 minutes long except 5 and 6th period which is 54 minutes.
- Period 5 and 6 split the school in half. Half of the school has a credit class each period and the other half will split the other period for lunch and intervention/remediation/enrichment
- Each period is 47 minutes in length. This allows 8,460 minutes in a 180 day instructional traditional year. With a traditional 4x4 block you have 8,100 minutes in the 90 day block instructional year per course. With a modified 90 A/B block you will have 8,100 minutes per course per year.

Block 6-12 Schedules

Block Schedule Example 1: Extended one class period each day by 30-40 minutes to provide a Tier II intervention time. The teachers on planning can be responsible for providing the interventions while other students stay in their regular classes or rotate to other activities. This would place importance on common planning time. For example, if all math teachers had 1st period planning, then all math intervention could take place during the 1st block schedule.

Example 1

1st Period 7:05-8:23

1st Period Extended 8:23-9:03

2nd Period 9:10-10:33

3rd Period 10:40-12:40

a. 10:40-11:10

b. 11:10-11:40

c. 11:40-12:10

d. 12:10-12:40

4th Period 12:47-2:05

Example 2

1st Period 7:05-8:23

2nd Period 8:30-9:53

2nd Period Extended 9:53-10:33

3rd Period 10:40-12:40

a. 10:40-11:10

b. 11:10-11:40

c. 11:40-12:10

d. 12:10-12:40

4th Period 12:47-2:05

Example 3

1st Period 7:05-8:23

2nd Period 8:30-9:53

3rd Period 10:00-12:00

a. 10:00-10:30

b. 10:30-11:00

c. 11:00-11:30

d. 11:30-12:00

3rd Period Extended 12:00-12:40

4th Period 12:47-2:05

Example 4
1st Period 7:05-8:23
2nd Period 8:30-9:53
3rd Period 10:00-12:00
 a. 10:00-10:30
 b. 10:30-11:00
 c. 11:00-11:30
 d. 11:30-12:00
4th Period 12:07-1:25
4th Period Extended 1:25-2:05

Example 2 (83 minute blocks / 7 minute class change/ 4 lunches/ 8 credit year/ 90 days)

7:05-8:23	Block 1
8:23-9:03	Tier II Intervention
9:10-10:33	Block 2
10:40-12:40	Block 10:40-11:10 1 st lunch 11:10-11:40 2 nd lunch 11:40-12:10 3 rd lunch 12:10-12:40 4 th lunch
12:47-2:05	Block 4

Example 3 (85 minute blocks/ 5 minute class change/ 4 lunches/8 credit year/ 90 days)

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) 11:30-12:00 1 st lunch 12:00-12:30 2 nd lunch 12:30-1:00 3 rd lunch 1:00-1:30 4 th lunch
1:35-3:00	Block 4

Example 4 (85 minute blocks/ 5 minute class change/ 2 lunches/ 8 credit year/ 90 days)

8:00-9:25	Block 1
9:30-10:55	Block 2
11:00-12:00	Lunch & Tier II Intervention/Enrichment <ul style="list-style-type: none"> • ½ school in lunch • ½ school in Tier II intervention
12:05-1:30	Block 3
1:35-3:00	Block 4

6-12 A/B Schedule

A/B (425 minutes per week / 5 minute class change/ 2 lunches/ 8 credit year/ 90 days)

Time	Mon (A)	Tue (B)	Wed (A)	Thu (B)	Fri (Mixed)
08:00 – 9:25	Math	English	Math	English	Math
9:30-10:55					English
11:00-12:00	Lunch/Intervention				
12:00-1:25	History	Science	History	Science	Science
1:30-3:00					History

6-12 Hybrid Options

A/B and Traditional (5 minute class change/ 3 lunches/ 6 credit year/ 180 days)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1 A/B blocked 8:00-9:30	Art 1	Spanish II	Art 1	Spanish II	Art 1
					Spanish (45/45 split or alternate Fridays)
2 Traditional 9:35-10:35	Algebra II	Algebra II	Algebra II	Algebra II	Algebra II
3 Skinny 10:40- 11:10	Intervention	Intervention	Intervention	Intervention	Intervention
4 Traditional 11:15- 11:45 1 st lunch; 11:45- 12:15 2 nd lunch; 12:15- 12:45 3 rd lunch	US History	US History	US History	US History	US History
5 Traditional 12:50-1:50	English II	English II	English II	English II	English II
6 Traditional 1:55-2:55	Biology	Biology	Biology	Biology	Biology

A/B and Traditional (5 minute class change/6 credit year/ 180 days)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Chemistry	Algebra II	Chemistry	Algebra II	Chemistry
2	Chemistry	Algebra II	Chemistry	Algebra II	Algebra II
3	US History	US History	US History	US History	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

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.

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 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)- 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 . 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.

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.

Tennessee State Standards (mathematics and English language arts)- 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.

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/Screeners- 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. This website has resources that can be used for Tier I Fidelity Monitoring. These tools provide specific guidance for what 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

Center for Academic and Reading Skills: Effective Early Reading Intervention (EERI)

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. <http://cars.uth.tmc.edu/projects/att/>

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-3rd 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 Curriculum and Instruction support, this site is updated consistently to provide all Tennesseans with the most current information about the Implementation of the . <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 (RtI²) for English Language Learners. This article provides a wealth of information about RtI² 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

"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

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

"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...

"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

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

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.ldanatl.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 §300.206.¹ 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?

¹ For additional guidance on CEIS, please refer to: 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.

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
Telephone:	202-245-7513
Name:	Deborah Morrow
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 intervention². 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).

² 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 RTI² 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)
Systematic (1 point)	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.			
Explicit (1 point)	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.			

Scientifically based (5 points)	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.	Check box if present. 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.
Adequately targets at least one of the 5 components of reading (1 point)	<p>Phonemic awareness 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. Phonics is a set of rules that specify the relationship between letters in the spelling of words and the sounds of spoken language. Fluency 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. Vocabulary refers to words we need to know to communicate with others. Comprehension 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

Total Criteria Present	
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Criteria for Selecting a Mathematics Intervention

This rubric is designed to help educators evaluate RTI² 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)
Systematic (1 point)	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.			
Explicit (1 point)	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.			

Scientifically-based (5 points)	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.	Check box if present. 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.
Addresses the sub-content areas of mathematics (1 point)	1) Conceptual understanding: 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) Procedural skill and fluency: 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) Application: 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

Total Criteria Present	
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Criteria for Selecting a Writing Intervention

This rubric is designed to help educators evaluate RTI² 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)
Systematic (1 point)	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.			
Explicit (1 point)	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.			

Scientifically based (5 points)	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.	Check box if present. 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"/>		
Addresses the essentials of good teaching for struggling writers. (based on the work of Dr. Steve Graham and Dr. Karen Harris www.ncl.org)	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

Total Criteria Present	
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Appendix E:
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Appendix F:
Implementation Readiness

The intent of this Appendix to the RTI² Implementation Guide is to provide information and tools to LEAs as they prepare to implement RTI². The two Implementation Readiness Checklists offer LEAs options in the way they view their readiness to implement RTI². 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 RTI². The Implementation Readiness for Small Groups is a condensed version of the Implementation Readiness Checklist that small groups can use to collaboratively discuss and plan for implementation.

Table of Contents

RTI² Implementation Readiness Checklist-Descriptive Rubric
RTI² Implementation Readiness Checklist-Percentage Based Rubric
Where to Begin?
Implementation Readiness For Small Groups

RTI² Implementation Readiness Checklist
Descriptive Rubric

Components	Current Level of Implementation: 1=None/Low 2=Some or beginning stages 3=Most or advanced stages 4=All complete	Priority Level 1=None/Low 2= Medium 3=High	Comments: What does this mean for your district/school? What resources are required to achieve this? Who will be responsible for this?
Guiding Principles			
Leadership: The entire administration portrays to the staff, students and families the importance of the RTI ² 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.			
Component 1: General Procedures			
A District RTI ² Leadership Team is formed and meets regularly.			
School level RTI ² teams are formed and meet regularly.			
School level RTI ² 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 ² .			
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.			
<i>Tier I Procedures</i>			
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 for the grade level and content area in which they teach.			
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.			
<i>Tier II Procedures</i>			
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 ² manual.			
Tier II intervention groups meet the recommended student ratios specified in the RTI ² manual.			
Persons providing Tier II interventions have been adequately trained in the specific intervention as well as in general RTI ² 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 ² 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.			
Tier III Procedures			
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 ² manual.			
Tier III intervention groups meet the recommended student ratios specified in the RTI ² manual.			
Persons providing Tier III interventions have been adequately trained in the specific intervention as well as general RTI ² 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 ² 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.			

RTI² 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.

Components	Status N=not started I=in progress A=achieved M-maintaining	Priority Level 1= None/Low 2= Medium 3=High	Comments What does this mean for your district/school? What resources are required to achieve this? Who will be responsible for this?
Guiding Principles			
Leadership: The entire administration portrays to the staff, students and families the importance of the RTI ² 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.			
Component 1: General Procedures			
A District RTI ² Leadership Team is formed and meets regularly.			
School level RTI ² teams are formed and meet regularly.			
School level RTI ² 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 ² .			
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.			
<i>Tier I Procedures</i>			
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 for the grade level and content area in which they teach.			
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.			
<i>Tier II Procedures</i>			
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 ² manual.			
Tier II intervention groups meet the recommended student ratios specified in the RTI ² manual.			
Persons providing Tier II interventions have been adequately trained in the specific intervention as well as in general RTI ² 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 ² 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.			
<i>Tier III Procedures</i>			
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 ² manual.			
Tier III intervention groups meet the recommended student ratios specified in the RTI ² manual.			
Persons providing Tier III interventions have been adequately trained in the specific intervention as well as general RTI ² 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 ² 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 RTI² for a few years may have areas that need to be strengthened to meet the rigors of the RTI² Framework. After working with educators across the state, these questions were created to help districts begin to implement the RTI² 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 25th 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 RTI² 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 RTI² 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.

Implementation Readiness for Small Groups

The Implementation Readiness for Small Groups is a condensed version of the Implementation Readiness Checklist that small groups can use to collaboratively discuss and plan for implementation.

Step 1: Universal Screening

Begin by looking at your universal screener and your universal screening data.

Guiding Questions	Responses	Comments: What does this mean for your district/school? What resources are required to achieve this? Who will be responsible for this?
Has your district chosen a Universal Screener? If not, apply the Criteria for Selecting a Universal Screener.		
Is it Skills-Based?		
Is it nationally normed?		
What areas does your Universal Screener measure?		
Are you administering it 3 times a year to ALL students?		
Does your universal screening data indicate that your grade/school/district is meeting the needs of 80-85% of students in Tier I?		
Is Universal Screening data used to identify students in need of intervention?		

Step 2:

Next, look at your school/district's master schedule.

Guiding Questions	Responses	Comments: What does this mean for your district/school? What resources are required to achieve this? Who will be responsible for this?
Does your school/district master schedule reflect the minimum recommended instructional times for Tier I instruction for ELA and math at the Elementary level?		
Does your school/district master schedule reflect the minimum recommended instructional times for Tier I instruction for ELA and math at the Middle School level?		
Does your school/district master schedule reflect the minimum recommended instructional times for Tier I instruction for ELA and math at the High School level?		
Does your school/district have time for Tier II intervention built into the master schedule? Does this time reflect the minimum recommended intervention times for Tier II?		
Is your school/district prepared to make individual scheduling decisions for students requiring Tier III interventions?		
Has your school/district engaged in discussions surrounding the use of High School intervention course codes for Tier III interventions?		

Step 3: District and School Teams

Next, form District and School RTI² 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.

Guiding Questions	Responses	Comments: What does this mean for your district/school? What resources are required to achieve this? Who will be responsible for this?
Does your district have a district level RTI ² team? If so, who are the members?		
Does your district RTI ² team meet regularly to review district procedures?		
Have schools developed school level RTI ² Teams? If so, who are the members of these teams?		
Do school RTI ² Teams meet regularly to review student data?		
Do school RTI ² Teams use data to make recommendations for intervention?		

Step 4: Interventions

Finally, look at your interventions for reading, mathematics and writing. You may have to begin by adding an intervention in a specific area. For example, if you are only using RTI² for reading, you might begin by adding mathematics. Or, you may need to begin by adding a grade span. For example, if you are providing interventions in K-8, you may need to expand to 9-12.

Guiding Questions	Responses	Comments: What does this mean for your district/school? What resources are required to achieve this? Who will be responsible for this?
Does your school/district have interventions that meet the criteria for use based on the state rubric? If not, apply the Criteria for Selecting an Intervention.		
What approach is used to place students in intervention (standard protocol, problem solving or hybrid)?		
What specific deficits do these interventions address?		
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 measure a rate of improvement?		
What fidelity monitoring procedures are in place for each tier?		

Appendix G:
Frequently Asked Questions

The intent of this Appendix to the RTI² Implementation Guide is to provide some answers to the most frequently asked questions that are received through rti.questions@tn.gov. As with any “Frequently Asked Questions” document, the answers provided are to the best of our knowledge at the time of receipt. For further clarification, and the most up to date answers, please submit your questions to rti.questions@tn.gov.

Tier 1:

Q: After the Universal Screening is given, are students still allowed to work only in Tier I for a while. How long before moving to Tier II?

A: It is a team decision whether to place a student immediately in intervention or whether to first monitor their progress in Tier 1. Typically, 8-10 data points are needed before making high stakes decisions (i.e. move to more intensive intervention or refer for special education) but you should be able to see a trend in the data after 3-4 data points. If, within Tier I, you see limited progress after collecting 3-4 data points, you should feel comfortable placing that student in intervention.

Q: Do the tell us to spend more time in complex text and no time in leveled readers?

A: Tier I- the majority of student reading needs to be in appropriately complex text. When we think about accessing complex text, we look at scaffolding to make it accessible. If there is time for small groups in Tier I, use flexible grouping for leveled readers if needed. What’s important is that the majority of Tier I should be spent on appropriate text but teachers should differentiate the instruction using flexible small groups based on student need.

Q: What if 50% of students will require Tier II?

A: The focus should be on core instruction. Only 10-15 percent of students should be in Tier II.

Q: If every student is in Tier I, are we required to progress monitor?

A: Administer the universal screener to all students 3 times per year. Progress monitoring in Tier I is called “ongoing assessment.” Ongoing assessment in Tier I provides continuous feedback on the effectiveness of instruction and indicates areas where a change in instructional strategy may be advised. In Tier I, ongoing assessment is used for all students, aligned with grade-level instruction, and done continuously throughout the year. For more information, see Component 2.3 in the RTI² Manual (2013).

Tier II/ Tier III:

Q: If a student scores in Tier III for both reading and math can you provide 30 minutes of math and 30 minutes of reading 5 days a week?

These time frames do not align with the required times for a true "Tier III intervention". This is ultimately an RTI team decision and may be appropriate for some students. It will be important, however, for the team to watch the student's progress very closely and make adjustments if the student is not progressing in this model. For example, the team may decide to focus on the area that shows the greatest need. Research tells us that reading should be the primary focus. Before making a referral for

evaluation, the student should be provided 60 minutes of intense intervention at Tier III in the area of suspected disability. This means that the team will have a minimum of 8-10 data points showing minimal progress when provided 60 minutes of intervention in a specific area (i.e. reading) at Tier III.

Q: How do we schedule Tier II so it doesn't affect CTE funding?

A: CTE teachers should work with students that have interest in their programs during Tier II time that do not qualify for a skill specific/academic intervention. That time should use the course code for their area of certification. It should be coded as a non-credit class receiving a Pass/Fail status at the end. The same methodology would apply to academic courses where re-teaching is occurring. These courses would once again not include students who have a specific skill deficit. Tier II intervention classes for students who have been identified to have deficit area in a specific skill could be coded as Reading or Math in the Content Area. Tier III interventions would use the new course codes for Intervention in Reading and Math and would be scheduled during the regular schedule. These would be credit bearing classes. Local school boards will need to pass a focus area of study for academic intervention.

Q: When will the course codes be ready for schools to use for tier III? I have a district that is planning for one of their schools to use it next semester and I didn't think they were available yet.

A: They will start in August of 2014. They will be listed on the correlation course code table that is released in February-March 2014. They have passed State Board.

Q: My co-workers and I have been carefully reviewing the RTI² Manual and have a question regarding length of intervention. On page 52, it says, "The student will be given the same amount of time to respond to the intervention as a student who first received Tier II interventions." Does this mean that students moved directly to Tier III need a minimum number of weeks of intervention or does it mean that they need a minimum number of minutes of intervention?

A: The intent of that statement is to ensure that districts do not attempt to "fast track" a student to a special education referral by moving straight to Tier III. Students who are significantly behind will require more time to respond and may need multiple changes at Tier III before considering special education. These changes are based on the number of data points collected either weekly or every other week. Therefore, the statement corresponds to the weeks of intervention since that is how the data is collected. For example, if students receive 120 minutes of intervention per week in Tier II for a minimum of 10 weeks and 240 minutes per week of intervention in Tier III for a minimum of 10 weeks, that would require a minimum of 3,600 minutes of intervention total. At the Tier III rate, a student could meet this minimum in 15 weeks. On the other hand, if the minimum time is based upon weeks, they would require a minimum of 20 weeks of intervention.

Q: In order to meet the minimum time requirements for Tier III interventions, can time outside the school day be utilized if bus transportation home is provided and attendance is required?

A: The main concern we have is that students receive the Tier III interventions per the guidelines outlined in the RTI² Manual. It is up to the LEA to schedule these as it sees fit. Caution should be used when offering these interventions after school as it is often difficult to require students to stay after and attendance can become an issue. Conflicts with after school activities, family obligations, etc. can also be an issue. Tier II time should be scheduled into the master schedule and many schools have even been able to schedule Tier III times so that students don't miss instruction. For the small percentage of

students requiring Tier III interventions, some teams will have to make difficult decisions about where to schedule interventions.

Q: Are the guidelines for the size of intervention groups a suggestion or a mandate?

A: The guidelines on size of groups are best practice and based on significant research. As always, decisions should be driven by data. Some questions to consider are, “How does your data look?” “How is your current group structure working to meet student need?” If the interventions are not effective and there are large group sizes, you may need to re-consider and follow best practice.

Q: There is much discussion regarding who can deliver Tier II and Tier III interventions. We heard that there would be training on-line for assistants who were assigned to deliver interventions. The RTI² Manual reads “highly trained personnel” should deliver them. How much training is needed before an assistant is considered highly qualified?

A: The following guidance is provided in the RTI manual: “The interventions need to be delivered by highly-trained personnel. Highly-trained personnel are people who are adequately trained to deliver the selected intervention as intended with fidelity to design. When possible, interventions should be taught by qualified, certified teachers. Research supports the most trained personnel working with the most at-risk students.” Tier II reading intervention trainings are being offered through CORE offices. You will need to contact your CORE office to find out information on times/locations. Assistants can attend these courses. In addition, some intervention programs include training materials for interventionists that are intervention-specific.

Q: If a Tier II student is identified as needing to be in Tier III intervention and assigned a time for the Tier III intervention, will the student continue to receive Tier II intervention?

A: If a student is identified as needing Tier III intervention, the intervention must be provided for a total of 45- 60 minutes (per the guidelines in the RTI² Manual) and it must be more intense than the intervention provided at Tier II. The team must decide how this is provided. For example, some students may continue to receive the intervention that was provided at Tier II for 30 minutes with another 30 minutes provided at another time. Some students, however, may receive a different intervention all together for the entire 45-60 minutes of their Tier III intervention. Most importantly, teams will need to be sure the interventions provided are appropriately tied to areas of deficit and that if Tier III interventions are split between interventionists, that they are working together to provide consistent intervention. If a student was not making progress with their Tier II intervention, the team will need to decide whether it makes sense to continue that intervention or whether something different needs to be provided at Tier III.

Q: I am currently working with a team on our district RTI² plan and I have a few questions about Tier III. My questions are in relation to students in grades 9-12. The RTI² Implementation Guide “Tier III Referral Decision Tree” states that 60 minutes of intervention are required daily in addition to the core instruction. Page 49 of the RTI² Manual states grades 9-12 should have a minimum of 225 minutes per week. Which plan should we follow at this grade level? How many minutes per day or week should we provide before a student at this grade level can proceed to a special education referral?

A: The guidelines provided in the RTI² Manual are the minimum requirements and allow for some flexibility in high school scheduling. The decision tree is a tool that teams can use to assist with decision

making at the school level and reflects the general guidelines for Tier III interventions. So you would need to follow the guidelines established in the RTI² Manual. The tools available through the Implementation Guide are also available as adjustable templates in Word format on both www.TNcore.org and www.TNSPDG.com. This is so schools and districts can personalize them for their specific needs. Again, the decision tree is just a tool so if you need to adjust it to reflect the policies or guidelines laid out by your district, you are able to. Keep in mind, however, that teams are still responsible for following the minimum guidelines established in the RTI² Manual regardless of the tools they choose to use.

Q: Could Tier II instruction be scheduled as an extension of the regular math class within a 90 minute period (60 minutes core instruction, 30 minutes intervention) if using an intervention program such as Accelerated Math?

A: As long as the intervention is provided in addition to core instruction, this is perfectly acceptable. In this model, it is especially important to monitor the fidelity of the intervention to be sure that the intervention time isn't being eaten up without definitive start/stop times.

Q: We are having great difficulty scheduling Tier III intervention daily for those students needing both reading and math. Could Tier III intervention be implemented in a two-day/three-day week for our first year? We have every expectation of decreasing our overall Tier III numbers by the end of next year and will hopefully be better equipped to meet the expected guidelines by 2015-16.

A: This is certainly an option that data teams can employ for students on an individual basis; however if students are not making progress in this model, it may be necessary to focus on the area of greatest need (this is usually reading) and provide that intervention 5 days/week before considering a referral to sped.

RTI eligibility:

Q: If a student is in the RTI process, based on that policy, in the school year 2013-2014, do we continue that process in 2014-2015, or must we change the student's plan to meet RTI2?

A: As of July 1, 2014, districts must follow the guidelines outlined in the state's RTI² Framework. With the release of the manual in August, the hope is that districts have been working to align their existing models with the new framework. The guidelines for the identification of a student with a specific learning disability (SLD) are tied to the components outlined in the RTI² Framework. More specifically, for students who are referred for an evaluation to consider SLD after July 1, 2014, schools will use the RTI² framework to determine their eligibility for special education services.

Q: Here is a situation: Student is referred for a suspected SLD in June 2014. Eligibility meeting is held in July 2014. Would he use the current standards or the standards in effect July 1st to determine eligibility? What if the student is tested in June and the meeting is held in July, which standards would he use to base eligibility?

A: You will follow whatever policy is in effect at the time consent is obtained. So if consent is obtained in June, regardless of when the eligibility determination is made, the team would follow the discrepancy model as this is the policy that is in effect at that time.

Q: Regarding exclusionary factors, if we can not answer questions such as: limited experiential background in majority based culture, low family income at subsistence level, limited involvement in organizations and activities of any culture & geographic isolation, can we not consider continuation of assessment for possible SLD? We found these questions quite hard to rule out based on our population in our system.

A: These exclusionary factors can be present- they must, however, be ruled out as the primary cause of the student's underachievement and lack of response. If these factors exist and the team feels that they are significantly contributing to the student's ability to respond to intervention, then they must be addressed prior to consideration of SLD. So for example, if a student has had limited exposure to the majority culture, reads fluently, but struggles with comprehension, the team needs to consider whether this is because the reading passages are culturally loaded. The student may actually need more time to acculturate or may need more intense vocabulary and/or ESL services. There are also resources available online at the following link to assist teams with answering these types of questions: http://www.state.tn.us/education/speced/doc/Assess_Consid_CLD.pdf

Q: When a student is being evaluated for sped under the RTI framework and he/she receives a score on a standardized achievement test of 90 or above despite having other sources of data to document underachievement, such as performance on benchmarks, three data points on PM below 10th percentile, etc, will sped eligibility still be appropriate? I know the sources of data to document underachievement is provided as guidance but what if the required normative measure is inconsistent with the data from PM and benchmarking?

A: IEP teams will need to make decisions using multiple sources of data. This is no different from the current criteria when discrepancies are found in our evaluation data. Psychologists will need to be discriminant when choosing assessments that measure the area(s) of concern. If a student is performing below the 10th percentile on a universal screener that is **skills specific**, the research tells us there is very high reliability with a standardized test that is **skills specific** - so this should not be much of an issue in theory. I see this being more of an issue if the universal screener doesn't measure the same skill as is being measured through a standardized assessment (i.e. standards based universal screener). That being said, there has been some concern voiced regarding the floor effect for younger students. This is why no "cut score" was provided when measuring underachievement.

Q: I have a question about special education referrals as explained in the procedures outlined in the RTI2 Implementation Guide. In the Referral Decision Tree specifies that an intervention team should consider referring a student for a psycho-educational evaluation based on the documentation of appropriate interventions. There is statement is made that a child should be evaluated for a Specific Learning Disability in the area of Reading fluency as a result of inadequate progress. What documentation is used to distinguish between the two decisions? This question is simplistic but I'd like some insight as I study the guide in anticipation of implementation of RTI2 for next year.

A: The RTI manual outlines the criteria for making a referral for evaluation. The implementation guide simply provides tools, including the decision trees, that districts can choose to use in the decision making process. In order for a student to be referred for evaluation, there needs to be documentation of appropriate interventions AND inadequate progress. I would recommend referring to component 4 of the RTI manual for further clarification but feel free to email if you have other questions.

Q: How long in each tier before referral for special education evaluation?

A: This will depend on student need. The guidance we are providing is that at least 10-15 weekly data points (or 8-10 every other week) are needed in order to make a data based decision at each tier. Remember that the goal of RTI is not for a child to qualify for special education services. The goal is to intervene early and for students to make gains with the amount of support they need. Some students may require Tier 2 or Tier 3 supports to be successful and remain within that level of support indefinitely. These decisions will be made on an individual basis and will be grounded in progress monitoring data.

Q: Can I go ahead and implement this program insofar as LD eligibility this coming year or must I continue with the discrepancy model?

A: Districts are encouraged to begin implementing components of the RTI2 initiative in order to build the capacity for successful implementation by July 2014. However, LD eligibility will still be determined using the discrepancy model until that time unless the district already has an approved RTI plan on file. TDOE will not be reviewing any new RTI proposals for the 2013-2014 school year.

Q: I have a quick question regarding assessment, attendance issues, and LD. Is the rule still to look for 23% of absences in a single grading period when looking at irregular attendance/excessive absences as far as LD? Also, we were told back years ago by state dept personnel that we could not count excused absences in that total, that the 23% would only include unexcused absences when ruling attendance out as a factor for the student's academic issues. Is this still how we need to proceed? Thanks for your input, I have a 1st grade student that I am working with now who has missed lots of school (almost 30 days last year) and several tardies who this might affect. I did notice though that he has excuses for about half of his absences (doctor/dentist appts).

A: The 23% of absences is a best practice approach to looking at attendance. The team would need to determine, however, whether the student's underachievement and/or inadequate response is due in part to lack of instruction. If the student is not present for instruction, whether those reasons are excused or unexcused reasons, they are not able to benefit from that instruction. So the short answer would be that 23% is a general rule and it does not matter whether those absences are excused or unexcused.

Q: I was curious as to why the environmental and cultural factor worksheet notes "23% of grading period absent for reasons other than verified personal illness" This will most likely confuse some IEP team members when the student has doctor/dentist excuse on the attendance reports. Since the directive in years past has been to not include excused absences in that number, I just want to make sure we are not denying a child services based on reading the regulations incorrectly and we are completing the environmental/cultural factor worksheet correctly.

A: That particular form is looking at ruling out "environmental disadvantage" which can be confusing if you are looking at ruling out "lack of instruction". You can rule out one without the other. When considering LD, you need to look at both cultural/environmental factors AND lack of instruction. If a student is not present for instruction, regardless of the reason, you cannot say that they have a disability that prevents them from learning.

When considering excessive absences, it is important to look at the reasons for the absences. For example, if the student has been absent due to verifiable health related issues, the team may want to consider whether these absences are the *cause* of the student's academic difficulties and whether

services are needed under OHI. Our goal for students is to learn and make gains. In order for struggling students to make gains, we need to look at identifying the REASONS they are struggling. If attendance is preventing them from making progress, the team should look at the reasons for those absences and make a plan to address them.

Q: Please clarify the proper procedure for eligibility of a returning student. I have a student who entered our system in 2009. We certified him under SLD for basic reading at that time using the discrepancy model and 9 weeks of intervention. He also privately sees a dyslexia specialist at a local college. Prior to his reevaluation in 2012, his mother exited him for homeschooling. We exited him "known to be continuing." He continued with the dyslexia specialist and was home schooled by his parents. He now has re-enrolled into our public school system. I scheduled a meeting for reevaluation for this Friday. My supervisor wants me to check if we have to go through the entire "RTI" process with him again rather than reevaluation and eligibility. We are a discrepancy model county transitioning for the RTI2 next year.

A: If the student's eligibility as "expired", meaning that it has been more than 3 years since he was originally found eligible, then he would be treated as an initial evaluation. Currently, you would use the discrepancy model as your evaluation procedure to include pre-referral intervention and progress monitoring data. Given his history and depending on how his data looks, you may want to look at providing him with intense general education interventions while the team collects the needed information.

RTI and SPED:

Q: Prior to RTI, we have provided special education services to special education students based on the need of the child not the disability category. Here is my question. For special education students who are currently identified under something other than SLD (such as DD, OHI, LI) and who are currently receiving special education services, where should they be placed within the RTI framework (if they are below the 25th percentile)? Tier 3 or Special Education Intervention?

A: This will depend on student need and is an IEP team decision. In particular, when the team is considering the student's least restrictive environment, the team needs to consider whether the student could benefit from general education (i.e. tiered) interventions or whether it has been determined that the student needs the most intensive intervention (i.e. special education intervention) in his/her area of deficit. So for example, a student with OHI might have goals and be receiving service for pre-vocational and/or social-emotional deficits but it could be determined that he/she will also participate in Tier II reading interventions. General education interventions might be noted under present levels but would not be included on the IEP.

Q: What is the distinction between SPED and Tier 3?

All three Tiers (I-III) are provided through general education. Special education interventions should be more intense than the interventions provided at Tier III. This can be done in many different ways but is ultimately an IEP team decision. Once identified as sped, the student may, for example, be provided a different intervention that is more targeted, have a smaller student-teacher ratio, or receive intervention from a different provider (i.e. the sped teacher). The student may also receive appropriate modifications and/or accommodations in order to support their access to core instruction.

Q: If a student is eligible under speech impaired and the teacher is concerned that they need academic support, does that student go through the tiers before academic supports can be added? What if you have plops that document below average performance?

A: The guidance that we've been providing is that yes, that student should be receiving tiered interventions. If you have PLOPs that indicate that the child is below average, it can also be stated that the child is receiving tiered interventions and since their needs are being met with general education interventions, their performance is not considered exceptional at this time. Of course, if that student demonstrates inadequate progress with those interventions, the team would need to consider whether an SLD is either a primary or secondary disability.

Q: I have a question about incidental services. For example, at a middle school, a student with an IEP is in his 55 minute uninterrupted Reading instruction time (Tier 1), getting 30 extra minutes of intervention (Tier 2), and an additional 30 extra minutes time of "Pull out/Direct service" (Tier 3) from a special education teacher. We have their IEP reflecting 30 minutes of direct service from the special educator. That being said, can these same special educators have another group of "Tier 3 students" that need the same instruction yet do not have an IEP? I know in theory, this would definitely be best practice as if a child needs this most intense intervention, we should offer it; however, I know in the past, funding from special ed was only used on students of special education. Are we ok (in a monitoring sense) to let these special educators have other groups of Tier 3 students who do not have IEPs?

A: If a sped teacher is preparing lessons for an intensive intervention for students on an IEP, she can serve students in a Tier III who are not on an IEP as long as she is not preparing additional resources for the non-sped student. You can mix groups for Tier III (ex: 3 IEP, 2 Non-IEP), and it is incidental services. I am attaching an OSEP guidance letter for reference. Hope this helps. Let me know if you need further clarification.

Q: Is it appropriate for a school system to deny a student with an Intellectual Disability a level of instruction comparable to that recommended in RTI2 simply because that student doesn't have a Specific Learning Disability?

A: No, a student with an Intellectual disability has been determined eligible for the most intensive interventions within the education environment.

Exclusionary as it relates to determining eligibility under the SLD guidelines means that the team has "ruled out" another disability as the primary reason for the student struggling within the academic setting. ID is one exclusionary "rule out" as these students are struggling in many areas rather than just one or two academic areas.

In the case of a suspected Intellectual Disability, the student would not be **required** to receive Tier 2 or Tier 3 interventions. In this case, the student would be evaluated for ID and if found eligible will receive the **most intensive** interventions to meet their needs. It **would not be less than** Tier 2 or Tier 3, it would be **more intensive**.

On a continuum of services, a student identified with a disability requires more intensive intervention beyond what can be provided within general education alone. With that said, if a student's specific deficit matches a group already receiving intervention in Tier 3, then that student would benefit from that additional intervention as well. This should not be the only intervention provided for the area(s) of deficit. When schools have scheduled times in their day for Tier 2 and Tier 3, it makes the special education teachers schedule much easier. Students with a disability can be pulled during the same time

of the day for their interventions. This then would be the same time another student receives Tier 2 and Tier 3, except the student with an ID will be receiving the most intensive intervention from a special education teacher.

Q: Do the guidelines listed in the manual under “Progress Monitoring and Interventions Procedures in Special Education” apply to only students listed as Learning Disabled?

A: The manual is developed to go from Tier 1 through Tier 3 and then address special education services. However, progress monitoring in special education for students with a specific learning disability should look the same if not more often than the criteria listed in Tier 2 and Tier 3. The focus should be on closing the achievement gap and progress monitoring a student in the area of deficit while the student is receiving research based interventions will help lead to better outcomes.

Q: I am referring to students who are now receiving services in Special Education. Will all students have to remain in Tier I and Tier II within the general education curriculum (handicapping certification OHI, ID, FD, ED, DD)?

A: The manual is speaking specifically to a student with a specific learning disability. If a student is identified as requiring special education because of a specific deficit e.g reading fluency then the student should receive Tier 1 and may require direct interventions in the area of fluency during the same time as Tier 2 and Tier 3 interventions take place. Therefore, more intensive and is in addition to not instead of Tier 1. This is crucial to the success of students and closing achievement gaps. In addition, best practice would be to follow LRE for all student in all eligibility areas. If a student is identified as OHI, then the goals should reflect the areas of need. For ex. Organization etc...If as student is OHI they may still be low in reading and receive Tier 2 and Tier 3 interventions at the same time as having an IEP. So in a data team meeting, it should make no difference how a student is identified but only needs. If OHI and low in fluency then we met the needs of the students in general education interventions for reading while working on their goals on the IEP for identified disability. These students should be progress monitored in the area of deficit or the same as Tier 2 and Tier 3 on reading, math and writing. What level of support is needed to make this student successful?

Q: Once student identified and receives special education services – do we continue to deliver Tier II or III?

A: If Tier III student is identified – Tier III gen education is replaced with special education. Could be core (Tier I) **and** Tier II intervention **and** SPED

Q: If child has another disability (for example language and suspect additional disability) and need to reevaluate (progress monitor) getting sped services already, can we use that time as Tiered intervention?

A: In order to consider a secondary disability of SLD, the student must receive interventions and be progress monitored in the specific area of deficit. If the team determines that a re-evaluation is warranted, then the student’s progress would continue to be monitored with their special education interventions. These interventions must be specific to the identified areas of deficit. If progress monitoring data indicates a lack of progress, the team may consider a secondary disability of SLD IF the exclusionary factors can be ruled out as the primary reason for underachievement and lack of response.

Q: I was asked if SPED teachers would be able to implement Tier III interventions to non-disabled students. I know it is recommended that they be a part of the RTI Team but I don't remember hearing they could implement the interventions. I know that there has always been an issue with funding. How should I address that question? Also, I wanted to clarify that ELL services are not to be used as Tiered Interventions..is that correct?

A: Students may receive their Tier III interventions from a special education teacher as long as the special education teacher is already making plans for, and intervening with, students with disabilities. Put another way, if the Tier III student will fit into the sped teacher's existing group (their deficit matches the intervention being provided in that group), it only makes sense for that student to be included.

For ELL, if the student has at least intermediate fluency in English, they would benefit from, and should be included in, Tiered academic interventions. This would be in addition to ELL services. So the ELL services would NOT be considered their intervention for the purpose of RTI or eligibility for special education.

Q: We are piloting RTI in two of our schools for the 13-14 school year and are in the scheduling phase. I just listened to the RTI webinar this morning and needed some clarification. I understand that all SLD students must be in Tier I the full time. My question is regarding their intervention. Will sped students be in Tier II and III with gen ed or will their interventions be with sped students only?

A: It depends on the student(s) need.

- 1 Example: Student(s) with a Specific Learning disability should receive Tier 1
 - Intervention for the specific area of deficit should be in addition to Tier 1. The intervention should be explicit and research based and the focus should be on closing the achievement gap (direct intervention). The special education teacher would be responsible for the intervention if it is a goal on the IEP. For example: Reading fluency goal-Reading fluency intervention by special education teacher.

- 2 Example: Student identified as Other Health Impaired
 - Goals on IEP match area of need
 - Student begins to struggle in reading and is identified as below the 25th percentile.
 - Student may receive intervention for reading through RTI model and receive interventions for other areas based on the IEP. In essence, the student is receiving both special education services and interventions in RTI model.
 - Goals on the IEP should be measurable, progress should be monitored and the focus should be on closing the achievement gap so the student no longer needs an IEP.

Q: If their intervention is separate from gen ed, do they follow the recommended times for intervention as outlined in the RTI manual or are those times driven by the IEP?

A: If a student's area of need requires direct intervention (ex. Reading fluency), the intervention time would be defined by that of the research based intervention. Of course, I would argue that a student needing the most intensive intervention should receive at least the 60 minutes of intervention of the Tier 3 intervention. Since these students require the most intensive interventions (as identified), they should receive the most intensive interventions (duration, frequency, program). Again, these interventions should occur at the same time as students in Tier 2 and Tier 3 and not instead of Tier 1.

Q: Will you please verify that the new RTI model is four Tier with the 4th Tier being SPED? Also, if a student is in SPED should they also be getting TIER 11 & 111 intervention?

A: In response to your question below: The RTI model is a three tiered model and special education is the next level of required, more significant intervention. We are not calling it a fourth tier but in terms of RTI framework, special education is the most intensive intervention. On the second question, it depends.

Example: Student(s) with a Specific Learning disability should receive Tier 1

- Intervention for the specific area of deficit should be in addition to Tier 1. The intervention should be explicit and research based and the focus should be on closing the achievement gap (direct intervention). The special education teacher would be responsible for the intervention if it is a goal on the IEP. For example: Reading fluency goal-Reading fluency intervention by special education teacher.

Example: Student identified as Other Health Impaired

- Goals on IEP match area of need
- Student begins to struggle in reading and is identified as below the 25th percentile.
- Student may receive intervention for reading through RTI model and receive interventions for other areas based on the IEP. In essence, the student is receiving both special education services and interventions in RTI model.
- Goals on the IEP should be measurable, progress should be monitored and the focus should be on closing the achievement gap so the student no longer needs an IEP.

Q: My question is once the new policies are set in place beginning July 2014, will Special Education Teachers be responsible for providing students with grades in the core subject areas?

A: That is an LEA decision in regard to assigned grades. But, most SPED kids should get core w/ gen Ed teacher.

Q: Can we pull out the ELL Students and the resource students during the Tier 1 instruction with the new guidelines to be implemented in 2014. I was told at a meeting this weekend that ALL students had to be in Tier 1 with that teacher assigned to them as their homeroom or classroom teacher. Please advise. We want to get started on the guidelines and make sure our schedules and requirements are consistent with the new guidelines.

A: Services for special education students are determined by the IEP team. The guidance we have been providing is that all students should have access to their Tier 1 (core) instruction to the greatest extent possible. This instruction should be differentiated and accommodations should be provided so that students are able to access their grade level curriculum. Direct intervention should take place outside of their core instruction- which can cause some scheduling issues. Students with disabilities should be receiving more instruction/intervention than their general ed peers- not less. These same guidelines would apply to ELL students as well.

Q: We are starting school-wide interventions this year throughout the county. This involves ALL students. At one school, the interventions are being provided for all students at the same time of day. Because this is a school-wide initiative, does this time need to be added to the student's IEP if it is being provided by the Sp. Ed. teacher who ONLY is serving Sp. Ed. students during this time?

A: student that has been identified as having a disability, should receive the most intensive interventions in the school building and/or district. Special education is not a Tier, it is sp.education intervention. We say on the continuum of services, special education is “MOST INTENSIVE”.

When schools block out time in a day for Tier 2 and tier 3 interventions-scheduled times makes it much easier for sp.ed staff to pull students at that same time for direct intervention. This then is still sp.education intervention but at the same time as the scheduled block of time that students in RTI get their intervention. This makes it possible for students to receive their intervention (general education & special education intervention) outside of core instruction.

Expectation:

Student identified as having a disability will be in core instruction to the extent possible (consider LRE). Student with a Specific Learning Disability, should not miss core at all (best practice).

Students with an IEP: Must receive their intervention in addition to core instruction. For ex. Student with fluency deficits and identified as having SLD in reading fluency will receive their intervention outside of the core instruction. Students will receive special education intervention in the area of deficit.

As student with an IEP requires more intensive intervention then just a tier 2 intervention. Tier 2 is for students not yet identified in a specific area.

However-

You could have a student for example identified as OHI that requires special education intervention outside of core but that also receives Tier 2 or Tier 3 reading intervention if he/she begins showing up below the 25th percentile in math, reading or writing. You are focused on the data to determine if that student needs tier 2 or tier 3 interventions. They have not been identified as having SLD, so a Tier 2 or Tier 3 intervention in this case is appropriate and best practice.

Transfers/Re-evaluations/Private/Homeschool:

Q: There has been some concern expressed about the SLD re-evaluations and progress monitoring, especially with the high school students. For example, if a student is identified in elementary school as SLD in Basic Reading and all re-evaluations have been reviews, so the area of Basic Reading never changed since there was never any new testing. Now the student is in high school and identified as SLD in Basic Reading, but decoding skills have improved, reading comprehension is the issue. Does the student have to go back through the Tiers to document the reading comprehension for the re-evaluation?

A: No, you would collect progress monitoring data in the area of deficit, which should be the focus of the special education intervention. So, in your example, you would monitor reading comprehension. Upon re-evaluation, if the team has reason to believe that the area of disability has changed, they may choose to conduct a comprehensive re-evaluation which would include a review of the progress monitoring data, updated achievement testing in area of suspected disability, etc. Essentially, as with any re-evaluation, you will review the progress of the student with his/her special education intervention.

Q: I had a question about re-evaluations in special education. I know that SLD eligibilities will be determined by progress monitoring data come July 1 but what about developmental delay eligibilities (these often turn into SLD eligibilities) but other eligibilities could also change. Does special education need to progress monitor all eligibilities or just the ones that could turn into a SLD? I know that a OHI student in special ed but may need to go through the Tiers to assess SLD for academic problems but developmental delay is not that clear.

A: In order for a student to be found eligible for SLD upon re-evaluation after July 1, they must have progress monitoring data that supports the need for the most intense intervention (special ed) in the specific area of deficit. Ideally, all students with academic goals will be progress monitored in order to establish the effectiveness of their interventions. More guidance on this will be coming out from our department through a manual on writing instructionally appropriate IEPs. In order to be found eligible as SLD, however, the intervention the student is receiving through special education must be in the area of suspected LD. For example, if the student is identified as DD but the team suspects there may be an SLD in reading fluency, the student must receive intervention and be progress monitored in reading fluency. It is ultimately an IEP team decision whether this intervention occurs through tiered interventions or through special education services. Upon re-evaluation, however, the team will need to establish, based on this information, that the student requires the most intensive interventions (i.e. special education) in order to close the achievement gap in the area of suspected disability.

Q: I have a private school student (9th grade) whose parents have requested testing for possible SLD. We're doing all of the testing but I have let the parent know about the state and IDEA standards concerning ruling out appropriate instruction in reading and mathematics through targeted research based intervention. The parent understands that unless we determine that there is some other issue (hearing, vision, intellectual disability, etc.) without progress monitoring we cannot qualify this student as SLD and/or set up a service plan. I let the parents know that I'd be happy to consult with the private school to help them set up an intervention plan and progress monitoring if they would be interested. It got me to thinking though; are we required to offer private/home school students access to general education intervention in order to identify SLD as part of child find? Or should I just complete all of my testing, identify areas of need and skills deficits, and suggest possible interventions in my report? Or is some other 3rd option more appropriate?

A: An LEA is not required to provide interventions in the private school or in a child's home. If a private school or home school program is engaging in interventions that produce accurate and reliable data, a group of qualified professionals in an LEA may utilize that data to determine eligibility. Otherwise, enrollment in a public school RTI program will be necessary for determination of eligibility. Without intervention and progress monitoring data, you would simply provide information about areas of deficit and possible interventions but could not determine eligibility. Often in these cases, parents are looking for test results rather than eligibility and/or services. Teams will have to determine how they will handle these referrals – often communication about what the evaluation will entail and other ways to provide the requested information will address the referral concerns.

Q: I have an eligibility question about out of state transfer students. Our system is currently using the discrepancy model in order to determine special education eligibility. However, we do require intervention documentation and progress monitoring data prior to referral. If we get an out of state transfer student who was made eligible based on a discrepancy model with no evidence of intervention, can we make him/her eligible at this time? What about when the standards change in 2014.

A: When a student transfers from out of state, it is assumed that they did not respond to pre-referral interventions. At this time, if all other pieces are intact, the team may make an eligibility determination without the pre-referral and/or progress monitoring data.

When the policy changes in 2014, all out of state transfers will still be treated as re-evaluations. The student's continued eligibility and need for special education services will be grounded in progress monitoring data. The student's progress with their special education services will be monitored and an eligibility determination made based on the level of support required for that student to make adequate progress. So again, it will be assumed that they did not respond to general education interventions but they will need to be monitored with their existing (special education) interventions to substantiate their eligibility.

Q: Do we consider out of state RTI data like we would consider in-state RTI data and use it if is comparable, or do we need to start NEW RTI data with ALL out of state transfer cases?

A: After July 1, 2014, if a student transfers from out of state with an SLD using the RTI model, and the team determines the data is sufficient for determining eligibility, the team may choose to accept that data and find that student eligible according to TN state standards. In that case, the team would review the information through the re-eval summary and generate an eligibility report.

Q: For in-state SLD transfer cases who qualified under the discrepancy rule, are we required to now collect RTI data in the new district?

A: A new eligibility report is not required for in-state transfers. Likewise, students who transfer within the state do not need to be re-evaluated unless the team questions that student's eligibility. For student's identified prior to July 1, 2014, they will likely have been found eligible using the discrepancy model. We are not dismissing this eligibility determination. In these cases, it is assumed that the student did not respond to research based interventions provided through general education; however that student's progress should continue to be monitored with special education interventions. If, at any time, the data indicates that the student no longer requires special education interventions, the team may initiate a re-evaluation to consider continued eligibility.

Q: If number 3 is yes, then do we have to re-qualify all in-district SLD cases who qualified under the discrepancy rule?

A: No, see #2.

Q: what do we need to do for High School Re-evals that are coming in while we have not started any Progress monitoring at the high school level? Do we just go ahead and test or put them in RTI now. Also how do we stop the stop signs on easy IEP if we put them through intervention now?

A: After July 1, 2014, all re-evaluations for students with an SLD must be grounded in progress monitoring data. We ARE NOT putting students back into the tiers. The student's progress with their **special education services** will be monitored and an eligibility determination made based on the level of support required for that student to make adequate progress. So again, it will be assumed that they did not respond to general education interventions but they will need to be monitored with their existing (special education) interventions to substantiate their eligibility. Teams will use the re-eval summary to review existing data, including progress monitoring data. Therefore, teams will need to begin monitoring student progress now in order to have the progress monitoring data needed to make eligibility determinations after July 1.

For students due for re-eval before July 1, 2014, we are still following the discrepancy model. Teams will continue to use the re-eval summary report and make a determination based on a review of existing data.

Re-evaluations should be completed and an eligibility determination made prior to the 3 year re-evaluation date. If teams fail to do this, a red stop sign will show up in Easy IEP and will remain until the eligibility determination is made. Again, this highlights the need to begin progress monitoring now so that teams have the data they need after July 1.

Q: When reviewing an outside psych that comes in from another school and there is no progress monitoring data what do we do? I know you said they have to go through RTI, however what if there evaluation date is about to run out and we do not have time to run them through 22 weeks of intervention.

A: I'm assuming the initial consent has been signed and the evaluation timeline is about to run out? If eligibility has not been determined, the team has two options: they can either request an extension of the timeline, citing that the student has transferred from another district; or they can determine that the student is not eligible at this time because they do not have the data needed to make an eligibility determination.

Scheduling:

Q: I have a middle school asking me a question about time limits for RTI. We noticed there are now weekly recommendations for Tier III at the 9-12 level. Would these apply also for 6-8? The RTI initiative information for Tier II indicated 30 minutes a day which would be 150 minutes a week. With our schedule, can we go 4 days a week at 45 min. (180 min.) for tier II? The RTI initiative information indicated we would have to go 60 min. a day (300 min.) for tier III. With the information listed below and with our schedule, we can achieve 225 min. 5 days a week with a 45 min. period for tier III. Basically, can we go 4 days a week for Tier II (180 min) and 5 days a week for Tier III (225 min.) with 45 minute intervention periods?

A: The revised manual indicates the following recommended minimum instructional times for Tier III:

Tier III	6-8 (traditional)	6-8 (block)	9-12 (traditional)	9-12 (block)
ELA	45-55 minutes	45-60 minutes	45-55 minutes	45-60 minutes
Mathematics	45-55 minutes	45-60 minutes	45-55 minutes	45-60 minutes

The proposed schedule from your principal is appropriate; however I would want to focus on what is happening during those intervention times. Simply adding a day for Tier III intervention would not be enough. The intervention provided at Tier III must be more intense than the intervention provided at Tier II. As stated in the manual, Tier II interventions typically follow a standard protocol approach whereas Tier III interventions follow a problem solving approach. More diagnostic assessment, for example, is often employed at Tier III to more specifically tailor an intervention to a student's deficits. Additionally, there is usually a lower student-teacher ratio.

In short, I would spend time consulting with the school on the intervention materials used at each Tier to ensure that they are tied to areas of deficit (as opposed to remediation of content standards) and

that the interventions provided at Tier III are different from, and more intense than, the interventions provided at Tier II.

Q: Do you have any suggestions for scheduling therapies such as speech/language, OT, PT, etc.? We are having a difficult time finding the best solution.

A: Districts are really going to struggle with scheduling- especially when OT's, Pt's, etc are covering numerous schools. Depending on the service, some may be able to "push in" to the core. Otherwise, they will need to try to coordinate to avoid pulling from core instruction and direct intervention as much as possible. Teams will need to determine, however, the priority for students on an individual basis.

Progress Monitoring:

Q: Should progress monitoring be at grade level or instructional level?

A: PM at instructional level- but have some PM at grade level / maybe monthly and of course benchmark testing. Must take into account all of the data that you have. Will the student catch up to grade level standards by the end of the year? Some can catch up 2 years in one academic year and not need SPED services. Put all pieces together before making determination for eligibility.

Q: What are the categories for math?

A: Math calculation and math problem solving

Q: When we are progress monitoring using the survey level assessment (let's say the child's level is one grade level below placement) and we complete the gap analysis guide - is the "current expectation" based upon the child's grade placement or the expectation for the grade level where they are being progress monitored?

A: When we are looking at how far below grade level expectations a student is, and what their performance needs to be to "close the gap", we complete the gap analysis on grade level. That would be a good reason to monitor weekly using their survey level assessment (SLA) but doing a monthly check to see how they are progressing towards the grade level benchmark.

When considering the student's rate of improvement, you would want to look at both the SLA and grade level in that situation so that you were comparing apples to apples. So when making instructional decisions, you would look at the ROI at their instructional level but when conducting a gap analysis, you would look at the ROI on grade level. Remember, these worksheets are simply tools for teams to use when making instructional and eligibility decisions so use them as they make sense depending on the information you need them to tell you. When looking at determining eligibility, however, the short answer to your question is to conduct on grade level.

Q: I did not find anything in the implementation guide that specifically talks about high school progress monitoring. We understand what to use for universal screening, but we are struggling to find something to measure their progress once we place them in tier II. Any suggestions? Also have you found any good interventions for the high school level? I have instructed our teachers to work down to the students level, but not sure that these techniques meet all of the research based requirements.

A: Progress monitoring, regardless of grade, should be at the student's area of deficit. They should be probes or parallel measures from the Universal Screening. In high school, when you may not be giving a skills based universal screener, you may want to use a parallel probe to your districts the diagnostic/survey screening. The main thing to remember is that the progress monitoring has to be in each student's specific area of deficit.

Intervention is also in a student's specific area of deficit, not grade level standards. When looking for interventions you are not searching for standards but specific skills areas. For example: decoding, fluency, basic math computation (multiplication or multiplication of fractions), etc... I would like to encourage you to use the rubrics for selecting an appropriate intervention. It is posted at http://www.tncore.org/math/curricular_resources.aspx (this is the math page but it is posted on the ELA page as well).

Procedural Safeguards:

Q: What happens when parent request evaluation during the midst of RTI?

A: Two things – federal regulations 2006 recognize that during RTI a parent may request an evaluation to determine if child has SLD. The regulation allows for extension of guideline – 40 days current. Parent and school must agree to extension and process may continue.

Q: What do you do if parent says no?

A: I want an evaluation. If so, continue with RTI process. When reach the end of 40 days, you will have to take whatever data is available and make a determination if child has disability. The child may or may not be eligible.

Q: What can parent do if not completed RTI?

A: Can request due process hearing. Probably won't go in their favor cause law has not had time to go through 40 days. Can't make a determination. Attorneys will get claims dismissed – law hasn't run it's course. There is no way to go forward with appropriate proof then.

Q: Parent request- administer universal screener and the student doesn't score to qualify and parent requests – what do we do?

A: Have to make a decision and evaluate and give notice – refuse to evaluate – child doesn't need intervention- here are your rights – take us to due process and be prepared to defend it.

Q: If we went forward what would the evaluation look like?

A: Have the conversation with parent and the team. Establishing eligibility is based on response to intervention; try to figure out what it is that they want. Can do a survey level assessment at any time and gather enough data to show that there was no educational deficit. Then use this for proof. Then gather data to show there is not a problem. If a parent requests **intervention** and the student is not below 25 percentile- I would have put the student in Tier II.

Q: When does the timeline start for parent request?

A: Receipt of informed consent – not the day sent – but the day you receive it. Does this have to be on a particular form? NO, parents can sign a letter indicating they understand their rights. Written or typed request from parent – we ask them sign a consent for evaluation. Whether they sign or not is up to you- but you can start process when you receive it.

Other:

Q: Since the state has mandated RTI2, do parents have the option to request their child not be pulled for any intervention services? I have a parent demanding that their child not be pulled for Reading and/or Math Intervention. This child has scored on the 6th percentile for ELA. He desperately needs the intervention in Reading. The mother has written us a letter that we do not pull him for any reason for intervention services. What is the accountability for the system if the child is not provided services? Is there state form that a parent can sign to deny services? If not will one be provided for districts?

A: The Responsiveness to Intervention (RTI) initiative will be the mandated methodology for delivery of instruction in the general education curriculum in all local education agencies in the state, effective July 1, 2014. Therefore, since RTI is an instructional methodology mandated by policy of the state board of education via the criteria for determination of learning disabilities, it is therefore applicable to all students enrolled in a local education agency, and a parent has no legal standing to refuse the provision of instruction via a RTI method to an individual student, just as a parent cannot refuse to allow an individual student to be instructed in mathematics, language arts, science, or any other component of the general education curriculum mandated by the state board of education.

The criteria for determination of learning disabilities clearly prescribes that initial tiers of an RTI method are not specialized instruction as contemplated by the Individuals with Disabilities Education Act (IDEA). Therefore, prior to a request to a parent from a local education agency for consent to evaluate an individual student for determination of IDEA eligibility, commonly known as a referral, or a local education agency's receipt of a parental request accompanied by written informed consent to evaluate an individual student for determination of IDEA eligibility, a student is neither suspected of having a disability, nor is a student eligible pursuant to IDEA, and prior to the exercise of either event, all students must be instructed via the methods determined appropriate by local educators in the general education curriculum, pursuant to the RTI methodology prescribed by the state board of education.

The question presented below is the most prevalent question that has historically arisen on the issue RTI. Effective July 1, 2014 in our state, RTI is a general education instructional methodology, to be applied in the general curriculum, and applicable to all students enrolled in a local education agency. IDEA procedural rights, and potential entitlements, do not arise until the contingencies identified in the previous paragraph are exercised by the parent or local education agency.

If an individual parent disagrees with a local education agency's adherence to the state mandated method of instructional delivery, he/she may exercise the multiplicity of school choice options available to parents in our state, including private or home school instruction.

Q: I was looking over fidelity checks with one of my principals today and we have a question. In the manual it talks about tier 1 and 2 fidelity checks needing to be completed during each 9 week period. But when it talks about tier 3 fidelity checks it just gives a total number (5) that must be completed at

that tier, and it doesn't say per each 9 week period. All it says is that we have to have a minimum total of 8 combined checks at tier 2 and 3. How exactly does that work? So once the child is in tier 3, it looks like there are less fidelity checks that have to be completed than at tier 2 because it doesn't say per 9 weeks. Is that right or am I interpreting that incorrectly? I hope my question makes sense, if not please let me know and I will try to explain it differently.

A: There is some confusion over the way fidelity checks are referenced in the manual. Essentially, it was worded to reference marking periods because students may remain in intervention for varying periods of time. It wouldn't make sense for a student who receives tier 3 intervention for 6 months to receive the same number of fidelity checks as a student who receives tier 3 for 10 weeks. Really, we need to focus on the purpose of fidelity checks. Yes, the number is important- but for the purpose of determining whether the intervention was implemented as it was intended. We must use the data from fidelity checks to improve the interventions. Ultimately, we should be looking at the data over time to see if programs are working or not.

A minimum of 8 checks should be conducted prior to making a data based decision to refer for an evaluation; however this is because this would be the minimum number of checks needed to establish that the intervention was implemented with fidelity. When you are making these decisions, think about the purpose of the checks- not just that they were done, but what did they tell you? If you have 8 checks but they were all done within a week, does this tell you about the intervention period as a whole? What if you have 8 checks and they indicate that the intervention was only implemented with 50% fidelity? Focus on the information these checks provide.

Q: Please advise on the role of the Interventionist in claiming leading toward Teacher Effect since this plays a huge part in a teacher's evaluation. How does a student participating in RTI affect Teacher Claiming for Teacher Effect? Should the Interventionist 'claim' or 'connect' the student partially? Example Teacher A is the math content area teacher for student Dianna. Dianna is struggling and so she goes to an Interventionist all year for 30 minutes a day. Will Teacher A claim that student 100% or maybe only 70% with the Interventionist claiming the other 30%. What if Dianna only went for half a year? 90:10 (content teacher: Interventionist)

A: This is a great and timely question. We have not yet released formal guidance on this topic but we have been discussing it. I recently spoke with the Governor's Advisory Council on Students with Disabilities about this exact thing. The short answer is that ultimately this is a local decision where you all will need to decide how you want to handle these situations. One thing I would caution is to avoid a burdensome tracking system for claiming purposes. If a student works with an interventionist for a regular amount of time consistently throughout the year I think it makes a lot of sense for the interventionist to link to part of the student as you describe, similar to how it would work with a special ed teacher providing services. If there is a student who floats in and out of tier II over the course of the year it may make sense to only have the primary teacher claim. One useful rule of thumb I think is that if services are in the IEP, that should almost always be claimed. My apologies for not being more concrete but this is a question where the answer will depend a lot on local context. Definitely let me know if you want to think through different scenarios and I'm happy to share my thoughts.

Q: Do the weeks of intervention and data points that were started in one year carry over to the next school year? Or does the intervention and data points begin new with each school year? Is the number of data points required before a special ed student is referred to special ed 26 points?

A: The intervention and progress monitoring data carries over from one year to the next- when a student enrolls in the next grade, the previous year's information should be used to guide the data based decisions about continued intervention needs. The guidance from the manual states that "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)." Some students will remain in the tiers indefinitely if this is the level of support needed. The RTI framework is not a pathway to a special education referral. If, however, a student is not making progress with tiered interventions, the minimum number of data points would vary depending on how often the student was being monitored (i.e. weekly versus every other week).

Q: can RTI data go into a child's permanent record to help inform instruction at new school?

A: RTI data, just as any record of instruction, should become a part of a student's educational record and should thereby be available to succeeding school districts in which a student may enroll.

Q: Where will the funding for staffing; materials; and training come from?

A: Need to blend some funds; stay within guidelines. Use SPED funds and Title funds. As gap begins to close may have more local dollars. Work with local and district leaders.

Q: If you have profile of dyslexia – child at or above intellectual ability– low in reading but not below the 10th percentile – how will they get the modifications or accommodations?

A: The RTI process is built around struggling readers – the system accommodates any student who struggles in reading; students with dyslexia should receive intervention; should be caught in the universal screening and would get intervention; and should receive accommodations within classroom to support;

One of the things – the issue of physical or mental impairment – affects daily activity – 504 rehabilitation act – are students making adequate progress but may have dyslexia and need accommodations and support in the classroom – generally look in 504 for accommodations for that support.

Q: Lot of private evaluations coming in to our district for SLD – may be doing fine for us; but the private report says based on discrepancy – may qualify.

A: Even with discrepancy model we would get outside evaluations but we have to follow TN guidelines. The private evaluation may give additional info that's helpful; try to get information out; trying to educate and let them know what is happening in schools; not any different from the past; we will always consider their results but we have to follow TNDOE criteria.

Q: I have a question from a school district regarding their RTI plan for this year. Their current, approved RTI plan that was submitted to the state says that they will progress monitor weekly and send home progress reports every 3 weeks. Their district leaders would like to start RTI data teams to prepare for next year, but they feel they need to take something off teachers' plates before they do that. Therefore, they have proposed doing Tier II biweekly progress monitoring and only sending progress reports every 4.5 weeks, which is the standard set by the new manual. Their question is whether they can change that considering it conflicts with what they said they'd do in their current plan. Could you please advise me on how to answer this?

A: The districts are in a transition year. We are no longer accepting applications for new RTI plans and the expectation is that a district will adopt the state framework effective July 1, 2014. If a district chooses to move to the framework now, all the better! District individual RTI plans will no longer be effective as of July 1, 2014. The expectation is that the framework set in the manual will be implemented with fidelity. I am happy to hear that there are districts moving forward now and not waiting! This is exciting work and all children will benefit, thank you for being a part of the framework and plans moving forward.

Q: One of the first challenges that I have is to create a flow chart and plan for implementing RTI for gifted and high achieving students, both to add interventions during the RTI time and to help in determining the need piece for identification. I have made quite a bit of progress so far but really wanted to hear from the State Department where we are headed on this front so that I can be certain that I am on the right track. Would you be able to shed some light for me on whether this is in the future plan for high achieving students?

A: The state department supports a tiered model of intervention for advancing students and we did reference that throughout the RTI manual and implementation guide. We did not provide specifics because honestly it is very difficult with gifted. Many districts have programs, many have no gifted and many have over identification of gifted. Gifted of course is not a disability recognized federally much like functional delay so we do not get guidance on gifted as we do for other eligibility areas. The department is not prepared at this time to re-shape or re-look at gifted eligibility criteria but maybe in the near future. We did not set cut scores for criteria as to percentiles like 75th% and above Tier 2 and 90% and above Tier 3 because it is different for all populations. The only kids that should be referred are the highest of the high group and there must be an educational impact. Not just educational impact but it should negatively impact them in the educational environment. Of course, in many schools as you know, we began looking at that need piece and identifying students that needed enrichment or Tier 2. In elementary, if doing walk to learn, that is a good time for one teacher to take an enrichment group. If too many tier 3 kids then of course, focus on core and tier 2 improvement which is the same as referenced in our tiered model. The same old thing we have talked about: Beefing up Tier 1 is of course going to meet the needs of more students so Tier 2 is not needed or minimal. The better the core and the more differentiation the less Tier 2 is needed. If Tier 2 is needed, you may want to set a cut score. If it is in writing as the district plan then that would be difficult to argue. In a previous memo I sent out (surrounding table 7), it stated that the department supports a districts effort in a tiered model for advancing students but that gifted eligibility criteria would not be changed yet. Universal screening would suffice for across district grade level screening as long as there was a plan in place to look further for those students that performed higher academically.

Q: I am inquiring about RTI training for K-5. Do you have any sessions scheduled or do you have any suggestions of where to locate training opportunities?

A: At the state level we are mainly training at large conferences. We will have sessions at the LEAD conference October 28-30, 2013. I would encourage you to contact your CORE office. Each CORE office has a full time Coordinator of Intervention who is training in districts. They can come to your school or district to help you with your implementation this year.

Q: I am looking for some middle school resources for RTI. They are implementing an intervention time and I have been searching for things they can use in the intervention time and also during the

instruction for other content areas as well who are incorporating ELA. Thanks in advance for your help!

A: Unfortunately we cannot be vendor specific. Please see the implementation guide for some master schedules. Also, we are in the process of identifying districts that are doing this well so we can link individuals to share resources. We are scheduling Mark Shinn to do a training on secondary RTI as well, he is the expert in this area. Please look for information on this coming up. His webpage is MarkShinn.org. Please visit! If you read through, he has a ton of research and resources as well as names of interventions that are helpful for secondary teachers. Also look at www.rtinetwork.org

Q: Is there still a plan to offer training in math interventions? If so, when?

A: Thank you for your email. At this time, we do not have any further details about offering math intervention training. Please continue to check www.tncore.org for information and sign up for the TNCORE updates to get newly released information quickly. Please let me know if there is anything further I can provide.

Regional RTI2 Training Questions/ Comments
October 21 and 22, 2013

- Please Provide Universal Benchmark tools that are utilized in all counties.

We are currently in the process of completing an RFP (Request for proposals) that will allow us to rate products against the state rubric. We will then be able to release a list of vendors that meet this criteria and negotiate a price for districts who are interested in purchasing these products. Unfortunately, the only way to ensure that all districts use the same tool is for the state to purchase a product and we do not have the funds to do this for ALL districts in the state.

- Timeframe for the RFP for Universal Screeners and Progress Monitoring tools to be released.

We understand that districts need to make budgetary decisions for next school year and are working tirelessly to ensure the release of this information ASAP. Our goal is early spring at the latest but districts will have this info before July 1, 2014 when the policy change takes effect.

- Why do we need to do an achievement test for the SpEd if a score on the achievement test above 1.25 SD is not going to make a difference in the eligibility decision?

The guidance of 1.25 SD is based on the research around significant underachievement. This is not a cut score and should not be misconstrued as such. The need to conduct an additional measure of achievement is to have multiple sources of data that are nationally normed in order to substantiate underachievement. High stakes eligibility decisions should be based on multiple sources of data.

- What is the purpose of doing specific achievement testing in the area of skill(s) deficit as part of an initial evaluation for SLD eligibility since we are using ROI & Gap Analysis to show/provide evidence of underachievement? Many times this standard score & percentile rank will fall in average range (25th-75%) & not support the ROI & Gap Analysis Data? Why do achievement testing at this point in the game?

(There was concern that often times students score higher on an achievement test than their progress in classroom indicates. We explained that they should consider all of the information they obtained from the RTI2 process to determine eligibility.)

Exactly correct- all sources of data should be considered. Teams should carefully consider the achievement test they choose to administer to ensure they are validly measuring the construct in

question. Not to “hunt” for the low score but to accurately measure the area(s) of concern. In particular, teams need to consider floor effects when assessing younger students. The TDOE only says that a standardized, norm referenced measure of achievement must be administered- but this does not necessarily mean the WJ or WIAT. Teams have the flexibility to choose the appropriate tool. If a student is showing significant underachievement through the gap analysis but not on a standardized achievement test, I would want to know why before finding a student eligible. Just sayin...

- Consider taking out “2 times deficient” in the 5.2 Component. Our table understood this better by saying “is the gap >2?” to determine if it is significant. Also, where did “2” come from? Can’t be referring to SD’s and the normal curve.

Two times deficient is the guidance provided through research when examining what is considered significant underachievement. This is the way the literature defines a significant “gap”. Again, it is not to be misconstrued as a “cut score”; only guidance for teams when making data based decisions. Teams need to understand what “a gap >2” really means- it’s not just a number. This number is a ratio- a student who is 2 times deficient, for example, is performing at half the level of their peers.

- Slope formula for “Last Minus First” doesn’t match what’s written. $X_2 - X_1$ would imply subtracting last week from first week, but instructions say to divide by # of weeks data was collected.

The slope formula is: **Slope = $\frac{Y_2 - Y_1}{X_2 - X_1}$** where Y is the student’s scores and X is the time frame. If you subtract week #35 from week #1, you will get the total number of weeks of intervention. Again, this is referenced in the RTI literature.

- What about the OHI student and the rule out L.D – we need to know the model to do this – IQ/Academic Discrepancy, RTI2....Seems to me, OHI would be 504 period.....

I’m not sure what this question is asking. RTI is for SLD only. OHI still follows the same eligibility criteria. Teams will need to determine whether a student’s medical condition requires additional support provided through special education. It could very well be that a student with OHI has their academic needs met through RTI but needs services to address on task and/or other behaviors. Depending on the case, this may be a fine line but will be a team decision. It may also be that more students with OHI can have their needs met with a 504. Essentially, teams need to determine whether a student’s needs require more than what general ed can provide. This is nothing new- we are just changing what general ed can now provide!

- How on earth will schools be able to fund RTI2?

Schools will need to examine their current resources and how their funds are being allocated. The TDOE is happy to provide guidance to individual districts but it is impossible to say what will work for everyone.

- Please address Language Impaired students and the RTI@ Process. Do you have to complete a reevaluation summary report for them to go through Tiers or be given assessments within the Tiers for program planning?

Any student can be provided intervention through general education. This does not require a re-evaluation. If the team, however, would like to use the data collected through the tiers to consider a change in eligibility, then the team would then complete the re-eval summary. Any screening assessments conducted for the purpose of informing instruction/ intervention does not require consent. If the team questions whether the information is being used to inform instruction or whether consent should be obtained, the team should obtain consent.

- Please provide training for general education staff. (this came up multiple times)

Reading intervention courses are being offered through the CORE offices for general education teachers, interventionists, and special educators. Principals are being trained through LEAD and TASL academies. We have also passed these concerns along to CORE directors and the Curriculum and Instruction department.

- Please provide additional guidance for ELL students and the RTI2 process.

We have provided guidance in the implementation guide but will continue to add to this section of the guide.

- Concern that administrators/ general education are hearing different information than SPED staff.

Again, I will pass these concerns along.

- Explain further the elimination of the IQ test for eligibility. Can certain tests on an IQ test be administered for program planning?

The TDOE has never said that IQ testing cannot be administered- only that it is not required for SLD eligibility. Teams will need to make decisions regarding the essential information needed for a student's evaluation. Obtaining processing indices may be useful to help teams make decisions about appropriate accommodations, for example. The research does not, however, support the use of IQ tests to predict a student's achievement or response to intervention. To the contrary, teams often make false assumptions about a student's ability to learn based on an obtained IQ score. Therefore, the TDOE encourages teams to reference a student's FSIQ with caution.

- Can participants be given a copy of case studies and guidance documents from this training in order to train others in their system?

Yes! Once the trainings are concluded (first week of November), we will be posting the materials to the SPDG site. Stay tuned!!

1. Districts have been asking about research based interventions. Is there official wording I can give them so that they know it doesn't have to be a product? I have talked to several who are confused about this.

This language is taken straight out of the manual: *Tier II intervention is explicit and systematic.*

Instructional interventions are differentiated, scaffolded, and targeted based on the needs of individual students as determined by current assessment data.

For some districts, the best way to meet this criteria will be through purchased products. For others, it will be through the use of free resources such as FCRR.org. Teachers who have gone through the intervention courses will use the materials and resources associated with that course. This will be a district choice. Tier III interventions must be more intense than the interventions provided at Tier II.

2. I spoke with a district last week that has purchased a universal screener through the end of *next* year because it was more cost efficient to do a 2-year contract. They are concerned about what to do if it isn't on the approved list that will come out this spring. What will happen if they use a screener that does not meet the qualifications to be on that list?

The list that we put out in the spring will contain vendors that meet the rigorous criteria that we establish. We will not be monitoring or mandating the use of products. We will, however, continue to monitor the evaluation procedures of students who are identified with a specific learning disability. Per component 5 of the RTI manual, students must receive intervention and be progress monitored in the specific area of deficit in order to meet the eligibility criteria for a student with SLD. So if districts

choose a universal screener that does not identify specific deficits or provide a means to monitor progress in specific areas, they may need to supplement with other resources in order to “drill down” further. There are free resources available for this purpose (DIBELS, Easy CBM, intervention central) as well as informal phonics and phonological awareness screeners. This will require additional assessment and an in depth knowledge of deficit areas. For this reason, districts will be strongly encouraged to choose a screener from our list of vendors.

3. Do you know of any grants districts can apply for to help pay for implementation?

The following information has been shared related to grant applications for providing instruction/intervention for students with disabilities. Indicator 3 and indicator 5 could have relevance for RTI implementation. I have requested additional information through other departments and will pass that information along as I receive it.