

Wonewoc-Union Center District RTI Plan

Board Approved - November 2013

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RESPONSE TO INTERVENTION - KEY TERMS

Response to Intervention (RTI): is the practice of providing high-quality instruction/intervention that is matched to student needs; using learning rate (or other outcomes) over time, and level of performance to make important educational decisions (George Batsche et al 2005)

In other words: Providing high-quality instruction to all students and using data to determine if every student's educational needs are met. If not, interventions are provided to the extent necessary that the student makes progress to meet educational benchmarks.

Tier 1 or Core Instruction: Instruction provided to 100% of students. This should allow at least 80-85% of students to meet educational benchmarks.

Tier 2 or Supplemental Instruction: Instruction/intervention provided to 10-15% of students who are at-risk for not meeting educational benchmarks. 70% of students receiving this level of instruction should meet educational benchmarks.

Tier 3 or Targeted Instruction: Instruction/intervention provided to 1-5% of students who are not making enough progress at Tier2 to meet educational benchmarks. Only 5% of all students will not meet educational benchmarks and may require instruction beyond this Tier (i.e. special education).

Screening: a quick and simple assessment of key *indicators* of performance in a particular area (i.e. reading) considered to be predictive of more complex performance in that area.

For example, at the elementary level, oral reading fluency is a good predictor of overall reading proficiency.

Progress monitoring: an assessment of rate of improvement compared to benchmarks. Frequent comparison of current performance to desired performance over a specified period of time, used to analyze response to an intervention; sensitive to small changes in student performance; and, relatively quick and simple to carry out.

Intervention: the systematic use of a technique, program, or practice that is designed to improve learning or performance in specific areas of student need. It must be research-based and implemented with *fidelity/integrity* (meaning that we use the intervention in the way it was designed to be used, including delivery and length of intervention).

Formative Assessment: a range of formal and informal assessment procedures employed by teachers during the learning process, to modify teaching and learning activities to improve student attainment. It typically involves qualitative feedback (rather than scores) for both the student and teacher, that focus on the details of content and performance.

Summative Assessment: refers to the assessment of the learning; and summarizes the development of learners at a particular time. After a period of work, e.g. a unit for two weeks, the learner sits for a test and then the teacher marks the test and assigns a score.

Student Intervention Team (SIT): A team that is designed to determine targeted skill deficits and interventions at Tier 3. Assigned teams handle problem solving at Tier 1 and Tier 2.

FREQUENTLY ASKED QUESTIONS*

1. What is the difference between Tier 1 and what I normally do in my general education class?

Ideally, there is no difference between Tier 1 and your class. Tier 1 assumes that differentiated instruction is occurring in your class, and that you use flexible grouping practices in your instruction on a regular basis. As long as all children are receiving instruction, and their instructional needs are being met, Tier 1 is the general education classroom. If you are not using a combination of whole group, small group, and even individualized instruction in the general class, then you are not meeting the requirement that all children should receive appropriate instruction. Your classroom should be based upon a system that ALL students in the classroom participate in universal screenings that allow you to target students who are not responding to instruction and that uses progress monitoring to measure the student's response to changes in your instruction. There should be multiple formative assessments, multiple means for a child to demonstrate their learning, and multiple means of delivering instruction to the child.

2. How long do I have to do Tier 2? At Wonewoc, Tier 2 interventions last 15-30 minutes at least 3 days per week to provide supplemental instruction, based on scientifically-based research methodology. It is critical to understand that the goal of Tier 2 is not specifically to close the gap between the performance level of the targeted student and the general population, but that the gap is narrowing. Tier 2 may be repeated several times consecutively or repeated in staggered time periods.

3. We keep hearing about the “80 percent factor” that is used in determining who needs targeted instruction. What does this mean?

The 80 percent factor is used to determine if you have a curriculum, instruction, or a student issue that needs to be addressed. If at least 80 percent of your students at either the District or building level are not meeting state standards, you have either a curriculum or instructional issue that needs to be addressed, and not a targeted student issue. If you try to address curricular or instructional issues through individual student interventions, you will continue to address the problem on a recurring basis. You must analyze your data to determine whether the issue is building or district-wide. If the issue is building or district-wide, then it is very likely that you have a curriculum issue. If the issue can be isolated to an individual classroom, or to a small group of classrooms, then the issue is very likely instructional. This determination leads to the next questions.

4. Which norms do I use to determine which students should be targeted for Tier 2 and Tier 3 interventions?

If fewer than 80 percent of your students at the building level are considered proficient in state testing, you will use the building-level norms to ascertain which students should be targeted for interventions. If at least 80 percent of the students in the building level are meeting state standards, as determined by state testing proficiency, targeted students for Tier 2 and Tier 3 are determined by using District or national norms.

5. What is meant by the term fidelity?

There are two components of fidelity. The first component is the length of time needed to conduct the interventions with the students. If an intervention is scheduled to be done three times per week, for 30 minutes per occurrence, then fidelity may be measured in component one by a checklist which documents the amount of time that the intervention was provided. The second component of fidelity is to actually conduct the intervention in the manner that it is designed to be administered. For example, if FFWD is the intervention being utilized, have someone who understands and can correctly identify the implementation of FFWD, and visit the teacher providing the intervention.

6. How do I determine whether a child should go up a tier?

This determination is actually the definition of adequate progress, based on progress- monitoring data. It is essential, in an RTI process, that each district determines a rubric for movement between tiers. The rubric must address two factors: first, how far behind the targeted student is, relative to the remainder of the student population at his grade level; second, whether the child is making more weekly progress (rate of growth, as measured by progress monitoring) than a student at a specific normative level.

7. Isn't RTI the evaluation for determining the eligibility for special education?

No. RTI cannot be the sole component of an evaluation for special education. There must still be a comprehensive evaluation to determine eligibility for special education. RTI data are an important part of the eligibility evaluation.

8. Is the child's progress monitored at grade level or his instructional level?

This question comes up over and over again. We have determined that we will generally progress monitor at the instructional level. Adding grade level monitoring at least 1x per month would be best practice. Instructional level is defined as where the child functions between the 25th and 75th percentile on curriculum-based measurements. The goal level, the level at which the goal is written, is the grade level above the instructional level. For example, if a sixth-grade student obtains a reading score on curriculum-based measurement between the 25th and 75th percentile at 3rd level (instructional), the goal level would be fourth grade.

9. A student has been retained, either this year or in previous years. Do I use their chronological or grade-level norms?

Always use the grade level in which the student is placed.

10. A student in the RTI process has considerable absences. What do I do?

This really breaks down into two questions. First, you must look at all the data to ascertain the effect of attendance on instruction. You must also analyze the data to determine the effect that absences have on fidelity. If the child has a history of absences and we are implementing RTI, then it will be difficult to analyze the effect that these absences have had until attendance is stabilized and instruction is improved. A child who has significant absences, historically, will not meet the rule out of the lack of opportunity to teach. If you can stabilize attendance, while providing a Tier 2 or Tier 3 intervention, you can look at the rate of growth from the progress monitoring; if that rate of growth is average, attendance is obviously a significant contribution factor. On the other hand, if the student's rate of growth is below average (25th percentile), attendance may not be the only factor.

11. I am a special education teacher. Can I use interventions with my students? Special education law requires that all services in an Individualized Education Program (IEP) be based on scientific, research-based methodology to the extent that it is practicable. The regulatory language under IDEA specifies that the term “practicable” means to the extent that scientifically-based research methodology is utilized and that it is clear that these interventions would also meet the requirements of the regulatory language.

12. What do I do with a first-grader whose reading fluency skills cannot be tested due to poor reading performance?

Several probes can be given- specifically, word identification fluency probes for both universal screening and progress monitoring-until such time as oral reading fluency probes can be administered. Schools required special education teachers to progress-monitor all special education

students at a minimum of once per week.

13. It is the spring of the year, and I have completed four weeks of Tier 2 interventions with a student. School will end in two weeks. What do I do for next year?

The student should re-start another 8 weeks of Tier 2 interventions at the beginning of the next school year. The time frame between spring and summer is too long to continue Tier 2 for a three-week period. Tier 2 will begin as a new phase of the intervention.

14. What does the term progress mean? I have heard the terms rate of progress, rate of growth and rate of increase used in RTI. Is there a difference?

No. Rate of increase is the amount of growth a child makes divided by a period of time. For example, in setting a goal for a child, we may decide as a team that to close the gap, we need to increase a child’s oral reading fluency by 1.5 words per week. The 1.5 words per week is the rate of increase needed to achieve that goal. If a child had an oral reading fluency score of 34 words read correctly per minute on Sept. 12, and 10 weeks later had an oral reading fluency score of 54, the student’s rate of increase would be determined by the calculation of $(54-34)/10$ which would give a rate of increase of 2.0 words per week.

15. Won't doing RTI take time away from my better students and thus negatively effect their grades and learning?

Properly done and using differentiated instruction, RTI will increase the achievement of ALL students. We must remember that this is not an “add on” approach, but a change in how we teach. The higher-functioning students can be provided with interventions in much the same manner in which we provide interventions for struggling students. The issue is that we are trying to “fit” RTI into our present structure, schedule, and beliefs and teaching formats, rather than designing a new format for the instruction of children.

16. Is Tier 3 special education?

No. Tier 3 is still general education with intense interventions, individually focused on the child. These interventions are more frequent and intense than in Tier 2. Tier 3 replaces Tier 2 but, as ALWAYS, Tier 1 is ongoing. The following diagram may help explain this visually.

TIER 1 = the child is struggling and, after six to eight weeks of intervention and progress monitoring, child is still struggling. We ADD Tier 2.

TIER 1 + TIER 2 = the second step of RTI for a minimum of nine to 12 weeks with weekly progress monitoring. If the child is not closing the gap and is still struggling, then we ADD TIER 3.

TIER 1 + TIER 2 = TIER 2

TIER 1 + TIER 3 = TIER 3

Only after Tier 3 is documented with fidelity and is not successful, the child is considered for a special education evaluation. Obviously, common sense must prevail. If a child is blind, then we don't move him/her through the tiers for blindness.

ROLES AND RESPONSIBILITIES

PRINCIPAL

Be knowledgeable about RTI philosophy including curriculum, instruction, assessments, and interventions as well as the RTI process.

Be the “go-to” person about RTI in the building.

Facilitate building-level meetings, evaluations, and discussions on RTI topics and processes.

Organize data-management team meetings within two weeks after each benchmark period (3X/year) and identify how information is shared with all staff.

Weekly walk-through fidelity checks for all students who are receiving interventions. Maintain monthly fidelity checks (cross-referenced with lesson plans) for core instruction and curriculum. Document all fidelity checks.

Monitor grade-level team discussions and outcomes.

Provide a schedule that accommodates the RTI process.

Delegate responsibilities of staff within the RTI framework (i.e. who is designated as an interventionist).

Inform parents of student participating in interventions at all tiers (Tiers 1 and 2 involves written notification, Tier 3 involves parent participation in the problem-solving process through the problem solving team [PST]).

Develop building-level goals for improvement at least annually and share with staff. Advocate and always look for change that increases student learning.

TEACHERS

Be knowledgeable of curriculum, instruction, and Tier 1 interventions. Have some knowledge of assessment and Tier2/3 interventions but consult with pupil services staff or administrators with questions or if needing assistance.

Deliver core curriculum using best practices. Use grade-level teams to assist this.

Identify student skills and subskills and compare them to local and national standards.

Identify specific areas of skill deficit and student’s placement in the learning hierarchy. Administer progress-monitoring assessments when acting as the interventionist.

Be an active participant in the RTI process including retaining ownership for students who receive interventions from another source and asking questions as they arise. Active participation in the Problem Solving Team (PST) is also necessary.

**SCHOOL PSYCHOLOGIST / CURRICULUM DIRECTOR/
INTERVENTIONISTS NOT PROVIDING CORE INSTRUCTION**

Be knowledgeable about RTI philosophy including curriculum, instruction, assessments, and interventions, as well as the RTI process.

Support teachers in the Tier 1 and 2 processes—act as consultant and assist with the entire process. This may include completing interviews or observations.

Assign case managers for all students being progress-monitored. Set up and maintain a progress-monitoring system for individual students.

Provide interventions, as assigned, with fidelity. Allow for students to move in and out of interventions smoothly. There should be no more than one week between the identification of a student in need of intervention to when the intervention has begun.

Actively research new trends and resources that may be appropriate for our District.

Learning and Instructional Hierarchy

For each skill deficit a student has, identify their learning stage to find the appropriate instructional strategies to implement. Students in the RTI process for remediation will be in either the Acquisition or Proficiency stage.

Example 1: Monti makes few mistakes but he works very slowly. He is in the Proficiency stage. As such, he will benefit from novel practice opportunities, independent practice (i.e. homework), timings, and immediate feedback. It would not be appropriate to provide explicit instruction in the skill, as Monti already understands the skill. He simply needs to build his fluency skills.

Example 2: Jane makes many mistakes and works slowly and tediously. She is in the Acquisition stage and would benefit from modeling, explicit instruction, and immediate corrective feedback. It would not be appropriate to give Jane work to do independently, as she is unable to demonstrate understanding of the skill at this point.

This information should be used when selecting an intervention. If the intervention is not aligned with the specific subskill deficit, appropriate stage of learning, **and** appropriate instructional strategies, then the intervention is not appropriate for that situation.

	ACQUISITION	PROFICIENCY	GENERALIZATION	ADAPTION (THE GOAL)
LEARNING HIERARCHY	Slow and inaccurate (no homework if student is here)	Accurate but slow (homework is appropriate)	Can apply to novel setting	Can use information to solve problems
INSTRUCTIONAL HIERARCHY	- <u>Modeling</u> - <u>Explicit instruction</u> - <u>Immediate corrective feedback</u>	- <u>Novel practice opportunities</u> - <u>Independent practice</u> - <u>Timings</u> - <u>Immediate feedback</u>	- Discrimination training - Differentiation training	- Problem solving - Simulations

Modeling-show the student how to perform the skill.

Explicit instruction-Break down the task into the smallest terms and teach the skill systematically.

Immediate corrective feedback-correct mistakes immediately after they happen.

Novel practice opportunities-new situations in which a skill can be practiced.

Independent practice-working alone (i.e. homework).

Timings-timed tests to determine fluency (rate and accuracy).

Immediate feedback-let the student know immediately how they are performing.

Phases of the Learning Hierarchy, Assessment Information and Interventions*

Skill	Acquisition	Proficiency	Generalization	Adaption
DECODING				
Assessment Data	Correctly identifies less than 90% of letter and phoneme sounds.	Correctly identifies at least 90% of sounds, but slowly.	Identifies at least 95% of sounds correctly with sufficient speed.	Identifies close to 100% of sounds correctly.
Intervention	- Incremental rehearsal of letter sounds - Explicit instruction in sounds	- Word sorts	- Reading new words containing target sounds	- Word games with target sounds
READING FLUENCY				
Assessment Data	<93% of words correct and identifies at least 95% of phoneme sounds.	93% to 97% of words correct.	At least 97% words correct.	At least 97% words correct.
Intervention	- Listening passage preview - Phrase drill	- Repeated reading	- Literal comprehension	- Inferential comprehension - Word games
MATH COMPUTATION				
Assessment Data	Understands concept but correctly answers less than 90% of problems.	90% correct with 14-31 digits correct per minute (=2 nd & 3 rd grade) 24-49 digits correct per minute (=4 th & 5 th grade) At least 50 digits correct per minute (=>5 th grade).	At least 95% and at least 29-50 digits correct per minute.	At least 95% and at least 50 digits correct per minute.
Intervention	- Incremental rehearsal of math facts - Cover, copy, and compare	- Timed math drills	- Application problems with numbers	- Word problems - Math simulations

* From LRP's "Transforming School Psychology in the RTI Era, 2011"

Resource Mapping (Academic)

Intervention ideas/current examples (not all inclusive)

Tier 1:

Following are ideas that are more related to Tier 1

interventions.

Flashcards

Re-teaching of skill Differentiated

instruction Flexible grouping

By referring to the RTI & The SLD Eligibility Rule Appendix and reviewing

Interventions for the 8 Areas of SLD you can obtain a list of potential

interventions for:

Tier 1:

Tier 2:

Tier 3:

Notes to Consider for Completion of Intervention Forms

The purpose of these forms is to identify what exactly is being done to address the student's deficit/s and how its effectiveness is measured.

1) WHAT: NAME THE INTERVENTION IF POSSIBLE OR DESCRIBE IT THOROUGHLY.

(For example, John will do fluency-building sessions. He will read lists of single letter and letter combination sounds. Given one minute each time, he will try to read more sounds correctly on three consecutive timings. A graph will be kept showing John's first and last score on each list. A small reward will be given each time John reads past a predetermined score. The predetermined score will rise as John improves.)

2) MATERIALS: NAME THE MATERIALS THE PERSON WORKING WITH THE STUDENT WILL NEED TO HAVE IN ORDER TO DO THE INTERVENTION.

(For example, the WONDERS Phonics materials. Use the pages that correspond with the lessons John is currently studying.)

3) WHO WILL DO IT: NAME THE PERSON WHO WILL BE RESPONSIBLE FOR THE INTERVENTION.

(For example, Kirk Doe or a substitute paraprofessional will do the intervention.) For Tier 1 and Tier 2 interventions, any person with appropriate training can implement the intervention. This should typically be overseen by certified staff. For Tier 3, only certified staff can implement the intervention.

4) WHEN, WHERE, AND HOW OFTEN IT WILL BE DONE: WRITE DOWN THE TIME OF THE DAY IT IS TO BE DONE AND HOW MANY DAYS IN A WEEK. ALMOST ALL INTERVENTIONS DEMAND AT LEAST 3 TIMES A WEEK IN ORDER TO HAVE AN EFFECT.

(For example, this will be done from 10:45 to 11:30 on A, C, and E days. It will be done at a desk just outside the classroom while the rest of the class is working on social studies.)

EACH TIME AN INTERVENTION IS PUT INTO PLACE, THE ABOVE INFORMATION SHOULD BE DOCUMENTED IN THE PROGRESS MONITORING SYSTEM

PARENT GENERAL NOTIFICATION LETTER

Dear Parents and Guardians,

I am writing this letter to tell you about a new process that Wonewoc-Center Schools is adopting in regards to struggling students and identification for a specific learning disability (SLD). As of December 1, 2013, Wisconsin law requires that school districts use information from a student's response to intensive, scientific, research-based or evidence-based interventions to determine if a student is demonstrating a specific learning disability.

This change in qualification procedures will be implemented in our district by using a system known as 'Response to Intervention (RTI)'. RTI encompasses academics and behaviors for all students. RTI is designed to catch student struggles, in academics and behaviors, early on and to provide interventions that have been proven to work. RTI is the over-arching system that includes academics and behaviors.

In the Wonewoc-Union Center School we utilize a three-tiered approach with varying levels of support beyond the general education, or core curriculum. In the first tier (Tier 1), the classroom teacher will use different strategies and may use additional or different materials so that your child's progress is successful. In Tier 2, we employ a grade-level team approach where school staff meet to review your child's progress and to tailor an individual academic support plan that provides supplemental instruction to your child in the area of need. In the event that your child needs additional help to meet the standards, we utilize a third tier (Tier 3), which provides additional and more frequent help. You will be notified any time your child is beginning a new Tier of interventions and invited to be a part of the problem-solving team.

For more information on RTI please visit our school website at www.wc.k12.wi.us and click on Ashley Baker's faculty site and the Rtl link on the left-hand side. If you have any questions or would like more information, please contact either of the following individuals at 608-464-3165

Michelle Noll, 4K-High School Principal x117
Ashley Baker, School Psychologist x150

Tier 1: What it is

CURRICULUM AND INSTRUCTION

Core instruction uses Board-approved curriculum (what is taught, written and tested) that is provided for an adequate amount of time, and with fidelity (i.e. provided by certified teacher, student does not have excessive absences). Effective with approximately 80-85% of the population.

ASSESSMENT

Universal screening that is conducted with District-wide assessments MAPS in reading and math, completed three times per year, for a two-week window during each benchmark (**Fall**—early October; **Winter**—mid- January; **Spring**—end of April). Classroom-based assessments (skill tests, pre-post tests, running records, chapter tests) completed as required in curriculum, and then completed monthly when the Tier 1 intervention is implemented. Discuss concerns and progress in grade-level teams.

INTERVENTIONS

This is carried out daily, with fidelity, for a minimum of 10 minutes, with a focus on target skill deficit/s. See Resource Map for Tier 1 intervention ideas and resources.

Document all pertinent information, interventions, and assessment data on District forms (Intervention Planning Form). The purpose of this form is to identify what exactly is being done to address the student's deficit/s and how its effectiveness is measured.

Protocol (Grade Level Team Responsibility)

If the student is below the 25th percentile according to District-wide assessment:

- 1) discuss in grade level teams what the student can do, compared to local norms and national standards; continue providing core instruction; spend some time reflecting on the learning environment, instructional style, and curriculum fidelity. Does what is written match what is being taught and being assessed? Is there something we can do differently?
- 2) choose appropriate instructional strategies and interventions to meet the needs of the student, based on subskill deficits and student placement in hierarchy of learning, complete Tier 1 Intervention Form, and prepare Tier 1 Parent Letter for the principal's signature;
- 3) monitor student progress every two weeks, using curriculum-based assessment or District-wide assessment tool ; and
- 4) evaluate data in grade-level teams after six to eight weeks.

DECISION RULE (after first intervention time has ended):

- If the student is still below the 25th percentile but above the 10th percentile, continue Tier 1 intervention using the same Tier 1 Intervention Form. (You may need to change the intervention.)
- If the student is below the 10th percentile, move to Tier 2. Give the completed Tier 1 Intervention Form to the principal. Draft the Tier 2 parent letter and email to the principal for signature.

**TIER 1
REFERRAL & INTERVENTION FORM**

Teacher _____

Student _____ DOB _____ GRADE _____
(Last) (First) (MI)

What can the child do as compared to local & national standards? _____

Has vision / hearing been screened? _____ Results? _____

Specific skill deficit (identify subskill deficit & stage of learning hierarchy) _____

Assessment data (current level of academic / behavioral performance prior to intervention): _____

INTERVENTION PLAN

What: Name and describe the intervention: _____

Materials: Name the material the person working with the student will need to have in order to do the intervention: _____

Who will do it: Name the person who will be responsible for the intervention: _____

Number of weeks implemented (minimum 6-8 weeks): _____ **End date:** _____ **Ending %ile:** _____

When, where, and how often it will be done: _____

Beginning Date: _____ **Method(s) for monitoring progress:** Aimsweb **Progress monitoring:** Every 2 week

DECISION RULE

- If the student is still below the 25th percentile but above the 10th percentile, continue Tier 1 intervention.
- If the student is below the 10th percentile, move to Tier 2. Complete Tier 1 intervention form, give form to principal and send draft of Tier 2 parent letter to principal via email.

INTERVENTION STATUS

- _____ Problem resolved – Exit Tier 1 (Give this form to principal)
- _____ Problem not resolved – Continue Tier 1 (Use current Tier 1 Intervention Form)
- _____ Move to Tier 2 (Give this form to principal & send draft of Tier 2 parent letter to principal via email)

Teacher Signature

Date

**TIER 1
PARENT INFORMATION LETTER**

Date: _____

Address: _____

Dear Parent/Guardian:

Please be informed that we will begin a classroom (Tier 1) intervention with your child _____ (insert name) beginning on _____. You may remember that we sent a letter home to all parents describing our intervention team approach in our general education program so that we can make sure that all students receive a sound educational program that is designed to meet the state standards. In Tier 1, your child's teacher will use different strategies and/or materials with your child and will collect data to see if this approach provides more success for him/her. If and when a problem-solving team is necessary, we will invite and encourage you to attend.

Area of need: _____ (i.e. reading)

Intervention used: _____ (i.e. Fast Forward)

If you have any questions about the intervention team process, please contact _____ at _____.

If you have any questions regarding your child's skills that we will address through this intervention, please contact ____, your child's classroom teacher.

Sincerely,

Principal

TIER 2: What it is

CURRICULUM AND INSTRUCTION

Core instruction is provided using Board-approved curriculum that is provided for an adequate amount of time and with fidelity.

ASSESSMENT

Assess the student weekly, using the District-identified progress monitoring tool (STAR). Assessments will be completed by an interventionist and then given to the classroom teacher. Discuss progress every other week in grade-level teams.

INTERVENTIONS

In addition to core instruction, supplemental instruction and curriculum (i.e. intervention) is provided 3-5 times per week for a minimum of 30 minutes each time, with fidelity. This is completed in small groups (3-6 students) with students who have common subskill deficits and are in the same stage in the learning hierarchy. This should be used to address 10-15% of the population. See Resource Map for Tier 2 intervention ideas. Document all pertinent information, interventions and assessment data on Tier 2 Intervention Forms.

Protocol (Grade Level Team Responsibility)

If the student is in the lowest 10% according to the District-wide assessment and has documentation of appropriate Tier 1 intervention(s):

- 1) discuss what the student can do, compared to local norms and national standards in grade level teams; continue providing core instruction and Tier 2 intervention;
- 2) choose appropriate instructional strategies/interventions to meet the needs of the student, based on subskill deficits and student placement in the hierarchy of learning;
- 3) begin to monitor student progress weekly using District-identified progress monitoring tool ; and
- 4) evaluate the effectiveness of the intervention after eight data points (assessed weekly). Also review universal screening data.

DECISION RULE (after first intervention time has ended):

- If student is still below the 10th percentile, move to another Tier 2 intervention and begin monitoring progress for an additional eight data points. Document on **new** Tier 2 Intervention Form and draft Tier 2 parent letter; send to principal via email for signature.
- If student is above the 10th percentile, but making some progress, continue with current Tier 2 intervention.
- If student is at or above the 25th percentile, exit from Tier 2. Give completed Tier 2 Intervention Form to principal.
- If student has completed two interventions at Tier 2 and remains below the 10th percentile, refer to the Problem-Solving Team to move to Tier 3. Give the completed Tier 2 Intervention Form to the principal and draft the Tier 3 parent letter; send to the principal via email for signature.

**TIER 2
REFERRAL & INTERVENTION FORM**

Teacher _____

Student: _____ (Last) _____ (First) _____ (MI) DOB: _____ GRADE _____

SUBSKILL DEFICIT & STAGE OF LEARNING _____

DATA

Baseline Data: Tier 1 growth rate _____

Current data (scaled score and percentile rank) _____

Intervention Goal (scaled score/percentile rank) _____

INTERVENTION PLAN

What: Name and describe the intervention: _____

Materials: Name the materials the interventionist will need to have in order to do the intervention: _____

Who will do it: Name the person who will be responsible for the intervention: _____

When, where, and how often it will be done: _____

Beginning Date: _____ **Method(s) for monitoring progress:** Aimsweb **Progress monitoring:** Weekly

Number of weeks implemented (Minimum 8): _____ **End date:** _____ **Ending %:** _____

Decision Rule

- If student is still below the 10th percentile, move to another Tier 2 intervention .
- If student is above the 10th percentile but making some progress (still less than the 25th percentile), continue with current Tier 2 intervention.
- If student is at or above the 25th percentile, exit from Tier 2.
- If student has completed two interventions at Tier 2 and remains below the 10th percentile, refer to the Problem-Solving Team to move to Tier 3. Complete Tier 2 Intervention Form and give to principal.

INTERVENTION STATUS (completed by SIT team):

- _____ Problem resolved – Exit Tier 2 (Give form to principal)
- _____ Problem not resolved – Continue Tier 2 (Attach **new** Tier 2 Intervention Plan and draft Tier 2 parent letter for principal’s signature)
- _____ Move to Tier 3 (Give form to principal)

Teacher _____

Date _____

TIER 2
PARENT INFORMATION LETTER

Date

Address

Dear Parent/Guardian,

Please be informed that we will begin Tier 2 interventions with _____ (insert name) beginning on _____ . You may remember that we sent a letter home to all parents describing our intervention team approach in our general education program so that we can make sure that all students receive a sound educational program designed to meet the state standards. In Tier 1, your child’s teacher used different strategies and/or materials with him/her and collected data to see if this approach provided more success for your child. Your child has been selected to participate in Tier 2 interventions, due to limited progress with these strategies. Tier 2 may require that we make some educational decisions of what your child’s program will be for the next eight weeks. For example, your child may be excused from another class in order to receive these interventions.

We will begin Tier 2 interventions on _____. In Tier 2, we will provide an additional 30 minutes of supplemental, or additional, instruction, in addition to the regular core class, at least three times per week for a minimum of eight weeks. We will monitor your child’s progress weekly. Information on your child’s progress will be sent home, as well. Our goal, like yours, is to provide good research-based help to increase your child’s skills so that he or she is successful.

Area of need: _____ (i.e. reading)

Intervention used: _____ (i.e. FastForward)

If you have any questions about the intervention team process, please contact _____ *principal*, at _____ . If you have any questions regarding your child’s skills that we will address through this intervention, please contact _____, your child’s classroom teacher.

Sincerely,

Principal

TIER 3: What it is

****This is considered to be a very serious stage where the student needs to be “rescued” (i.e. the student is drowning and needs to be saved).****

CURRICULUM AND INSTRUCTION

Core instruction is provided using Board-approved curriculum that is provided for an adequate amount of time and with fidelity.

ASSESSMENT

Assess the student two times per week using a District-identified progress monitoring tool . Assessments will be completed by an interventionist and then given to the intervention team support leader. Discuss progress at least monthly in Problem-Solving Teams.

INTERVENTIONS

Core instruction is provided. In addition, supplemental instruction and curriculum (i.e. intervention) are provided a minimum of five times per week for a minimum of 60 minutes each time, with fidelity. This is completed individually or in very small groups (one - three students) with students who have common subskill deficits and are in the same stage in the learning hierarchy. This should be used to address 5% or less of the population. Interventions are selected by the Problem-Solving Team.

Document all pertinent information, interventions, and assessment data on District forms. (Tier 3 Referral Form–Staff/Parent, Problem-Solving Team Meeting Minutes Form)

Protocol (Problem-Solving Team Responsibility)

If the student is in the lowest 10th percentile according to district-wide assessment and has documentation of appropriate Tier 1 and 2 interventions:

- 1) discuss what the student can do, compared to local norms and national standards in grade level teams, continue providing core instruction and Tier 3 intervention;
- 2) choose appropriate instructional strategies/interventions to meet the needs of the student, based on subskill deficits and student placement in the hierarchy of learning;
- 3) consult with the building intervention team support leader and begin to monitor student progress twice weekly using District-identified progress monitoring tool (STAR); and
- 4) evaluate the effectiveness of the intervention after eight data points (assessed twice weekly). Also review the universal screening data.

DECISION RULE:

- If the student is still below the 10th percentile, move to another Tier 3 intervention and begin monitoring progress for an additional eight data points. Complete a **new** Tier 3 Intervention Form.
- If the student is above the 10th percentile, but making some progress (is still below the 25th percentile), continue with the current Tier 3 intervention (use current Tier 3 Intervention Form).
- If the student is at or above the 25th percentile, exit from Tier 3. Give the completed form to the principal.
- If the student has completed two interventions at Tier 3 and remains below the 10th percentile, move to possible referral for special education. Complete the Tier 3 Form.

TIER 3
REFERRAL & INTERVENTION FORM

Student Name: _____

DOB: _____

Teacher: _____

Grade: _____

Parents: _____

Phone: _____

Reason for Referral

Academic Areas: (Select as appropriate)

_____ Mathematics

_____ Reading

_____ Other Content Area/s: (Please List) _____

Describe in detail (add attachment if needed):

Behavioral:

_____ Specific Location

_____ Specific Individuals

_____ Other environment: (Please List) _____

Describe in detail (add attachment as needed):

What are several strengths, talents, dreams, goals, or specific interests for this student? (That may be used when designing interventions)

1. _____

2. _____

3. _____

4. _____

I. Review of Student Records

1. Attendance

Previous year absences: _____

Current year absences to date: _____

Has Student been retained/if so, when: _____

Has student been in Sp Ed before? If so, what?: _____

2. Testing

State Testing Results: (List all areas & scores)

MAP testing Results: (List all areas & scores)

Other Tests to consider(List test/s & all areas & scores)

3. Screening

Hearing: Date: _____ Result: _____ Recheck needed?: _____

Vision: Date: _____ Result: _____ Recheck needed?: _____

4. Discipline Record

Number of discipline reports: _____

Number of In-school-suspensions: _____

Number of Out-of-school-suspensions: _____

5. Most recent academic grades:

Language Arts _____ English _____ Spelling _____

Math _____ Science _____ Social Studies _____

Health/PE _____ Other: (list below as needed)

II. Teacher Observations

For each area rate the student in comparison to classmates 1-5 or N/A

1= lowest 10%; 2=below average; 3=average; 4=above average; 5=highest 10%

Physical & Communication

_____ Generally appears healthy / adequate nutrition

_____ Energy Level

_____ Fine Motor Coordination

_____ Speech (Articulation)

_____ Spoken Language

_____ Written Language

Participation

_____ Attends school regularly

_____ Arrives on time for class

_____ Completes assignments

_____ Participates in class

_____ Functions independently

_____ Follows instructions

Social

_____ Age appropriate self-help skills

_____ Displays feelings appropriate to situation

_____ Sensitive to social culture

_____ Relates well to adults

_____ Relates well to peers

Related Concerns

_____ Unusual behavior for age/setting

_____ Substance abuse

_____ Inappropriate peer contacts

_____ Personal Hygiene

_____ Dress appropriate to climate

Additional information (if you have observations not yet addressed): Add a separate sheet if necessary

“Consider: other items that may affect the student’s progress.”

III. Environmental, Cultural, or Economic Information; Do any apply? Please provide examples or state that no identifiable conditions exist. (use records, parent interviews, and related resources to obtain data)

Environmental

Are there limited world experiences, irregular school attendance, excessive transiency in school, limited school readiness, etc.

Cultural

Limited experience in mainstream organizations such as scouts/4-H, organizations of their culture, or geographic isolation?

Economic

Residence in depressed area/homeless, low family income, lack of enrichment materials and experiences related to low wealth or poverty?

ELL

Is the student an English Language Learner (YES or NO)? _____ If YES, please answer the following:

1. What is the students original family Language? _____
2. Has the student had ESL services or assistance in the past? _____
3. As the result of an ELL evaluation, is there a lack of progress? _____
4. What is the student's proficiency level? _____
5. Does the student's proficiency affect ability to think& reason? _____

Motor Impairment

1. Does the student experience fine or gross motor limitations that negatively affect meeting educational goals? _____
2. Are there parental or medical reports that explain or substantiate this observation? If so, please explain in detail.

III. Continued

Self -Direction

1. Does the student want to succeed in school? Please provide examples.

2. Does the student seek assistance from teachers and peers?

3. Does the parent report effort at home to complete homework/study assignments?

4. Are the student's achievement scores consistent with the student's grade?

Situational Trauma

Situational stressors or personal issues may cause daydreaming, poor memory, lack of attention, etc. Temporary or recent changes in a student's life cannot be ruled out.

1. Has the student experienced a recent trauma? (Death, Crime, Parental Situation Change?)

2. Is there any other change that could have caused a trauma?

3. Has there been a significant change in classroom performance in the last 6-12 month?

III. Continued

Young Children

Developmental differences may be wide and varied and rates of development may be mistakenly identified as a child deficit. In addition, standardized instruments are not as reliable before age 8.

1. What pre-school education has the student received?

2. Has the student experienced adequate exposure to age-appropriate stimulating activities

3. Is the child eligible for Free-reduced lunch?

4. What progress has been made based upon measurable data?

Signature of Referring Staff Member

Date

Signature of Tier 2 Interventionist

Date

Signature of Principal Receiving Referral Form

Date Received

TIER 3 PARENT INFORMATION LETTER

Date

Address

Dear Parent/Guardian:

Please be informed that we will have an intervention team meeting to discuss beginning Tier 3 interventions with _____ (insert name) on _____. You may remember that we sent a letter home to all parents, describing our intervention team approach in our general education program, so that we can ensure that all students receive a sound educational program that is designed to create student success and meet the state standards. In Tier 1, your child's teacher used different strategies and/or materials with your child and collected data to see if this approach provided more success for him/her. Due to limited success with these interventions, we implemented Tier 2 interventions on _____ . In Tier 2 we provided an additional 30 minutes of supplemental instruction to your child at least three times per week for a minimum of eight weeks. These interventions did not allow him/her to succeed at the level or pace necessary to achieve the state standards.

To allow your child the best opportunity for success, we will discuss implementing Tier 3 interventions on _____. We encourage you to join us as a member of the problem-solving team meeting to be held on _____ at _____ in _____. We value your input about your child's experiences at home. Tier 3 interventions, if necessary, require up to two 30-minute sessions per day of supplemental instruction. In Tier 3, we are required to make educational decisions of what your child's program will be for the next four weeks. For example, your child may be excused from another class in order to receive these interventions.

Area of need: _____ (i.e. reading)

If you have any questions about the problem solving team process, please contact _____ at _____.

Sincerely,

Principal

Appendix A

Additional Documents to be developed:

- 1. Teacher Progress Monitoring Logs**
- 2. Parental Tier 3 Referral Forms**
- 3. SIT Team meeting process reference guide**
- 4. Additional guides to enable staff to engage in efficient and productive RtI Implementation and Program Review.**

RTI & The SLD Eligibility Rule

**The 2 major parts of the new
SLD eligibility rule:**

**Inadequate Classroom
Achievement**

Insufficient Progress

RTI & The SLD Eligibility Rule

Inadequate Classroom Achievement

- A student's achievement is deemed inadequate when his/her score, after intensive intervention, on one or more assessments of achievement is equal to or more than 1.25 standard deviations below the mean in one or more of the eight areas of potential specific learning disabilities.
- You may use scores within 1 standard error of measurement.
- Assessments used for this determination must be individually administered, norm-referenced, valid, reliable and diagnostic of impairment in the area of potential specific learning disability.

RTI & The SLD Eligibility Rule

Inadequate Classroom Achievement

- A student's achievement is deemed inadequate when his/her score, after intensive intervention, on one or more assessments of achievement is equal to or more than 1.25 standard deviations below the mean in one or more of the eight areas of potential specific learning disabilities.
- You may use scores within 1 standard error of measurement.
- Assessments used for this determination must be individually administered, norm-referenced, valid, reliable and diagnostic of impairment in the area of potential specific learning disability.

RTI & The SLD Eligibility Rule

Insufficient Progress

- Insufficient response to intensive, scientific, research- based or evidence-based interventions (RTI)

Insufficient Response to Intervention

Insufficient response to RTI is...

Team Decision

- Gap is maintained or worsening
- Gap is improving, but too slowly
- Gap is improving, but only because of resources that can't be maintained in regular education

Insufficient Response to Intervention

How is insufficient response to intervention determined?

First, a baseline data point must be determined before initiating the intervention.

- The median score of three probes is required to establish a stable baseline data point for progress monitoring. Wonewoc-Union Center has been using Aimsweb for probes.

- Once the baseline is established, the intervention is initiated. Student progress should then be monitored on a weekly basis for a minimum of 8 weeks.

- You must use formal progress monitoring data (quantifiable, norm-referenced tools) for disability determination.

Insufficient Response to Intervention

School District of Wonewoc-Union Center Local
Guidance:

A student will be deemed to be making sufficient progress if one of the following is true after intensive interventions are provided with fidelity for 8 weeks:

The team will determine:

- If there is evidence that the student's rate of progress is 125% (within confidence interval) or greater as compared to expected achievement gains for same age peers
- Using a two-year projection, the student is on or above the aimline to reach benchmark

Minimum of 2 interventions but second can be concurrent with referral for Special Education.

Assessing Baseline/Progress monitoring for the 8 Areas of SLD

<u>Area</u>	<u>Assessment</u>
Oral Expression	Rapid Word Naming
Listening Comprehension	IGDI's Picture Naming (PK- Elem)
Written Comprehension	AIMSweb-CWS or CIWS
Basic Reading Skill	IGDI's DIBELS AIMSweb

Area

Assessment

Reading Fluency

DIBELS-DORF
AIMSweb-RCBM

Reading Comprehension

DIBELS-DAZE
AIMSweb-MAZE
R-CBM

Math Calculation

AIMSweb-MCOMP

Math Problem-Solving

AIMSweb-MCAP
& Quantity
Discrimination
(4K-K)

Assessing Significant Achievement Delay for the 8 Areas of SLD

<u>Area</u>	<u>Assessment</u>
Oral Expression	S&L
Listening Comprehension	S&L
Written Comprehension	Kaufman TEA- 2 nd ed. Test of Written Language-4 Woodcock Johnson III Tests of Achievement (WJIII-TOA) Kaufman TEA- 2 nd ed.

Area

Assessment

Reading Fluency

Kaufman TEA-
2nd ed.

Reading Comprehension

WJIII-TOA

Kaufman
TEA-2nd ed.

Math Calculation

WJIII-TOA
Kaufman
TEA-2nd ed.
Key Math 3

Math Problem-Solving

WJIII-TOA
Kaufman
TEA-2nd ed.
Key Math 3

Intensive Interventions

- Are used with individual or small groups of pupils
- Focus on single or small numbers of discrete skills
- Provide a substantial increase in instructional minutes in addition to those provided to all pupils
- Match intervention to the skill deficit/area of need

Intensive Interventions

- In Wonewoc-Union Center, we define an “intensive intervention” as an evidence-based strategy or method that is provided for a minimum of 15 minutes on a minimum of 3 times per week but preferably a daily basis for a minimum of 8 weeks.
- Intensive interventions may be implemented prior to referral, or as part of an evaluation for SLD
- This means data collection can begin before the referral is submitted
- You must provide two evidence-based interventions with fidelity before making a determination of Insufficient Progress.
- Adequate fidelity means the intervention has been applied in manner highly consistent with its design, and was provided to the pupil at least 80 percent of the recommended number of weeks, sessions, and minutes per session.

Interventions for the 8 Areas of SLD

<u>Area</u>	<u>Interventions</u>
Oral Expression	To Be Determined
Listening	To Be Determined
Comprehension	
Written Comprehension	Moby Max Language, Moby Max Writing, Self-Regulated Strategy Development (SRSD) for Writing (strategy)
Basic Reading Skill	Ticket to Read, Leveled Literacy Intervention (LLI), Fast Forward, Earobics, Reading Mastery (regular and fast cycle), Explode the Code, Great Leaps, Reteaching Wonders, Strategies from Florida Center for Reading Research or PRESS (University of Minnes

Interventions for the 8 Areas of SLD (Continued)

Area

Reading Fluency

Interventions

Ticket to Read, Leveled Literacy Intervention (LLI), Reading Mastery (regular and fast cycle), Great Leaps, Strategies from Florida Center for Reading Research or PRESS (University of Minnesota)

Reading Comprehension

Leveled Literacy Intervention (LLI), Reteaching Wonders, Strategies from Florida Center for Reading Research or PRESS (University of Minnesota)

Math Calculation

Moby Max Math, Autoskill Academy of Math, Reflex Math, Number Worlds, [potential to purchase Hot Math, Number Rockets, Pirate Math—all very inexpensive, for grades 1-3, and strong research support].

Math Problem-Solving

Moby Max Math, Autoskill Academy of Math, Illuminations Lessons (online strategies), [potential to purchase Hot Math, Number Rockets, Pirate Math—all very inexpensive, for grades 1-3, and strong research support].

IEP Team Roles for SLD Determination

Data Analyst – Person who is qualified to assess data on individual rate of progress using psychometrically valid and reliable methodology; typically the school psychologist.

Interventionist – Person who has implemented evidence-based, intensive interventions with the student. Licensure needs to be considered. Typically the classroom teacher or Title I.

Diagnostician – Person who is qualified to conduct individual diagnostic evaluation. Achievement tests typically given by psychologist or Special Education teacher.

Systematic Observation – conducted by an IEP team member that is not the interventionist; purpose is to observe pupil behavior and performance in the area of potential specific learning disability during intensive intervention. General observations are typically conducted by Special Education staff.