Buffalo-Hanover-Montrose

District 877

Elementary

Response to Intervention (RTI)

Guidelines

Intensive

Targeted

Universal
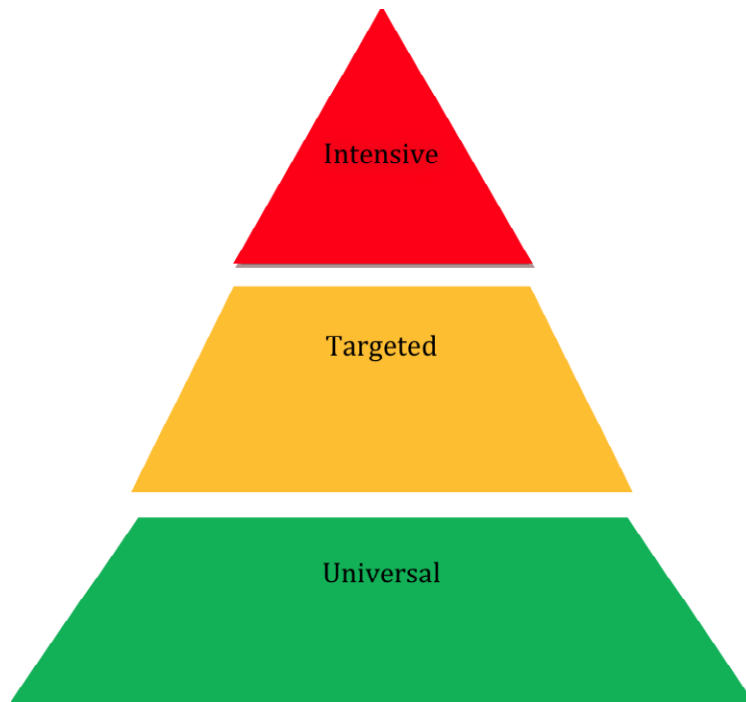
Created by BHM Elementary RTI Committee

2009-2010

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This document has been created to provide guidance to all staff in the Buffalo-Hanover-Montrose School District in regards to Response to Intervention (RTI). The guidelines should be used by staff as they implement RTI components. Certain elements should be followed as written in this guide and others will be suggested. The guidelines will state what is a district expectation and what is a suggestion.

Background on RTI
In 2004, the federal government reauthorized the Individuals with Disabilities Act (IDEA), which was originally passed in 1975. The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 is a federal statute that ensures students with disabilities, ages birth through 21, have a free, appropriate, public education and early intervening services (IDEA partnership, n.d.). IDEA of 2004 has given states and districts the opportunity to use a "process of responsiveness to intervention" as part of the specific learning disabilities evaluation process. Response to Intervention (RTI) incorporates high-quality instruction and interventions to meet each student's educational needs. RTI identifies students who are at-risk for learning deficits by monitoring progress, focusing on research/evidence based intervention, and adjusting the intensity and nature of interventions based on the student's responsiveness to intervention (IDEA partnership, n.d.).

Role of RTI in Special Education Eligibility
The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 allows states/districts greater flexibility by eliminating the requirement that students must exhibit a "severe discrepancy" between intellectual ability and achievement in order to qualify for special education services in the area of specific learning disability. Therefore, states/districts have begun to incorporate the Response to Intervention (RTI) method as an alternative to using the traditional method (Klotz & Canter, 2007). IDEA also allows districts the option to use 15 percent of Part B allocation special education funds to provide "early intervening services" for students who have not been identified as needing special education services but needing academic/behavioral support in the general education setting (Klotz &Canter, 2007).

Research has shown that RTI models utilize assessment procedures with increased treatment validity. That is, the assessment procedures used generate data that are useful for instructional planning and informing interventions. In addition, RTI models increase the likelihood that the educational needs of all students are met. This is in contrast to what is sometimes referred to as the "wait to fail model," in which services are withheld from low performing students who do not show a discrepancy between their cognitive ability and achievement scores (Fuchs & Fuchs, 2006).

Minnesota Department of Education and RTI
Since the government implemented the Individuals with Disabilities Education Improvement Act of 2004, states were given the flexibility to continue to use the "severe discrepancy" model, the RTI approach, or incorporate both models. Minnesota Department of Education adopted the current Minnesota SLD rule in September of 2008. The current SLD statute allows districts to continue to use the traditional "severe discrepancy "model or an RTI model. **Please refer to Minnesota Department of**

Education Draft Template for Documenting System of Scientific Research-Based Intervention (SRBI) Plan (Appendix A).

District 877 and RTI
District 877 began the discussion of implementing RTI in 2004 at the elementary level. The district has received consultation from Matt Burns, Ph.D, Associate Professor at the University of Minnesota since 2004. He has provided training opportunities to staff, provided consultation, and assisted the elementary schools with developing a three-tiered model of intervention. The elementary schools complete universal screening three times per year using curriculum based measurement for grades K through 5. The Middle School has been working on RTI since the 2008-2009 school year. **The Goal Plan for District 877 would be to adopt the use of the RTI model for determining eligibility for special education when our district has successfully implemented all necessary components for an RTI model.**

District 877 Three-Tier Model
Tier I is best-practice instruction. This is whole group instruction and interventions. In this tier, students receive similiar instructional help if needed. Tier I consists of least intensive service, proactive and preventative, core curriculum, and universal screeners are completed three times a year. Tier I works with 80-90% of the population. Most students will always be in Tier I. This is available to **all** students.

Universal Screeners are CBMs (curriculum-based measurements). Currently, our district uses AIMSweb curriculum based measurements (CBM). Later in the guide, a chart will detail the CBM's that have been selected for each grade level. Universal Screeners are done 3 times a year; fall, winter and spring. The screeners are in place to see if children are reading at, below, or above grade level.

Tier II consists of small group instruction and takes place outside of Tier I. Interventions should occur at least 3 times per week for at least 30 minutes and no less than 6 weeks in a reading or math intervention. These interventions can be done by education support professionals (ESP's), teachers, volunteers, or computer-assisted instruction. Progress monitoring is completed at least every 2 weeks by using the appropriate CBM. Grade level teams make the decision to move a student from Tier I to Tier II based on the data they have collected. Group size should not exceed 7 students and students should have a shared profile of intervention needs. Tier II will include about 10-15% of the students. These interventions should focus on a specific skill deficit.

Students are considered for Tier II after the universal screeners. Students considered for this tier are below the 25th percentile on more than one assessment. AimsWeb assessments, MAP tests (student for grades 2 or above) and MCAs (grade 3 and above) are some examples of norm-based assessments that can be used.

Tier III is the most intensive intervention in general education. These interventions need to be done by a qualified, licensed teacher. Tier III interventions should occur for at least 30 minutes, 5 times per week. These interventions should focus on a specific skill deficit. Further diagnostic testing may be needed to find the specific skill deficit. Tier III interventions should be supported by a Problem Solving

Team. The PST team members will help determine that the Tier II interventions were done with fidelity, will review the data, and then determine if a Tier III intervention is necessary or if more Tier II interventions need to be tried. The PST will offer help in tracking, implementing, and assessing the interventions.

RTI is additive. Students should also be receiving Tier I when in either Tier II or Tier III. In the case of Title I, the instruction needs to supplement not supplant what is happening during whole group instruction. The instruction should be in addition to the core curriculum.

In choosing procedures for identifying students in need of an intervention or alternative instructional strategies, District 877 staff has considered language and cultural factors when selecting appropriate instructional methods and tools for progress monitoring.

Special Education in our district is independent of RTI. Special Education students should be placed in Tiers as appropriate for each individual child. When appropriate, Special Education teachers could assist in Tier II or Tier III groups with consultation from the Director of Special Education.

Gifted Education is a reverse of the normal tiers. Think of the RTI model as a diamond. Tier I is the tier where most students fall. Tier II is 15% of the population would be and they would require some extra enrichment opportunities. Tier III is about 5% of the population. This tier would be served by the newly created gifted classroom for grades 4-5 through the Quest Program. In the future, opportunities for grades 2-3 may exist.

What Tier Should I Start With?
Apply the '80-15-5' Rule to determine if the focus of the intervention should be the core curriculum, subgroups of underperforming learners, or individual struggling students (T. Christ, 2008)

☐ If less than 80% of students are successfully meeting academic or behavioral goals, the intervention focus is on the core curriculum and general student population.

☐ If no more than 15% of students are not successful in meeting academic or behavioral goals, the intervention focus is on small-group 'treatments' or interventions.

☐ If no more than 5% of students are not successful in meeting academic or behavioral goals, the intervention focus is on the individual student.

RTI Timeline - Required

	Classroom	PST	Tier II/III
1st Week of school	Set in place behavior management system (i.e. Responsive Classroom) Build stamina		Not in Place
3rd Week of school	Begin classroom Tier II or Tier III interventions on previously documented students	Follow-up on previous Tier III students (See RTI forms)/Housekeeping	
4th or 5th Week	Universal Screeners take place (middle to end of week) MAP Testing		
6th week	After probes and MAP testing, determine Tier level of students (See chart) Grade Level, use past data to see patterns, MCAs		Below 25thtile on 2 or more assessments to determine Tier I/II.
6th week		1st PST: academic	Tier IIs should begin for identified group
7th week	Reassess students to see if growth has been made (especially for watch list)/ Bi-monthly Progress Monitoring begins		
Jan. (3rd/4th week after break)	Universal Screeners take place/ MAP Testing (Optional)		Reassess groups
Last week of April/1st week of May	Universal Screeners/	Housekeeping/Wrap-Up (note who will need a follow-up in fall)	Optional: Take home packets could be prepared for students on Tier II or Tier III to help prevent summer regression
Last week April/ 1st 2 weeks of May	MAP Test		

Universal Screeners

Universal Screeners are CBMs (curriculum-based measurements). Currently, our district uses AIMSweb probes. Universal Screeners are done 3 times a year; fall, winter and spring. The screeners are in place to see if children are reading on, below, or above grade level.

The Oral Reading Fluency screener indicates something isn't working right for the student. Directions for administering CBM probes are available on the staff resource server in the Special Education folder and then in the AIMSweb folder. You will need to find the folder for the CBM you are using.

AIMSweb Probes

	Fall	Winter	Spring
K	**Letter Naming Fluency** *Test of Early Numeracy**	**Letter Naming Fluency** **Letter Sounds Fluency** *Test of Early Numeracy**	**Letter Naming Fluency** **Letter Sounds Fluency** *Test of Early Numeracy**
1	**Letter Naming Fluency** **Letter Sounds Fluency** *Nonsense word Fluency** *Math CBM**	**Oral Reading Fluency** *Nonsense Words** *Math CBM**	**Oral Reading Fluency** *Math CBM**
2	**Oral Reading Fluency** *Math CBM**	**Oral Reading Fluency** *Math CBM**	**Oral Reading Fluency** *Math CBM**
3	**Oral Reading Fluency** *Math CBM**	**Oral Reading Fluency** *Math CBM**	**Oral Reading fluency** *Math CBM**
4	**Oral Reading Fluency** *MAZE** *Math CBM**	**Oral Reading Fluency** *MAZE** *Math CBM**	**Oral Reading Fluency** *MAZE** *Math CBM**
5	**Oral Reading Fluency** *MAZE** *Math CBM**	**Oral Reading Fluency** *MAZE** *Math CBM**	**Oral Reading Fluency** *MAZE** *Math CBM**

*Not required at this time; a school or schools may pilot.

Required: Training will need to take place to ensure fidelity of testing. Refresher course for all teachers, educational support professionals, and volunteers should take place yearly before probes are done. All teachers completing probes will sign off that they have received training.

After the Universal Screening and MAP test (and/or Benchmarks)

If a student scores below the 25 percentile on two or more assessments and are not making progress in the general education curriculum, then consider them for Tier 2 interventions. For example, grades 2 and up can use the MAP test. The following is a guideline. Additional data collected by the teacher may be used to support the need for a Tier II intervention. Consider checking previous scores as well to get a more accurate picture of the student.

| If students _____ on ORF	If students _____ on MAP	THEN
below the 25 percentile	below the 25 percentile	Tier 2 (Unless it is 20% or more of your class)
below the 25 percentile	higher than the 25 percentile but less than 50	Put on watch list or reassess
below the 25th percentile	higher than the 50 percentile	May only need a fluency intervention, but see what areas are low in MAP
at or slightly above the 25th percentile	at the 25 percentile or lower	Tier 2 Intervention
at or slightly above the 25th percentile	higher than the 25th percentile but less than 50	Watch or reassess
at or slightly above the 25th percentile	higher than the 50th percentile	No Tier 2, but may want to do a fluency support
above the 25th percentile	at the 25th percentile or lower	reassess with another fluency probe, check comprehension scores, do a MAZE and if what percentile

Grades K and 1, use probe data, classroom data, and district required assessments before determining Tier II interventions.

Intervention Time

Sequence of NRP (National Reading Panel) Skills
Phonemic Awareness →Phonics→Fluency→Vocabulary→Comprehension

NRP (National Reading Panel) poured over mounds of research to find out what is needed for reading success. They came up with the BIG Five: Phonemic Awareness, Phonics, Fluency ,Vocabulary, and Comprehension. Research shows that Phonemic Awareness is the biggest predictor of later reading success in children.
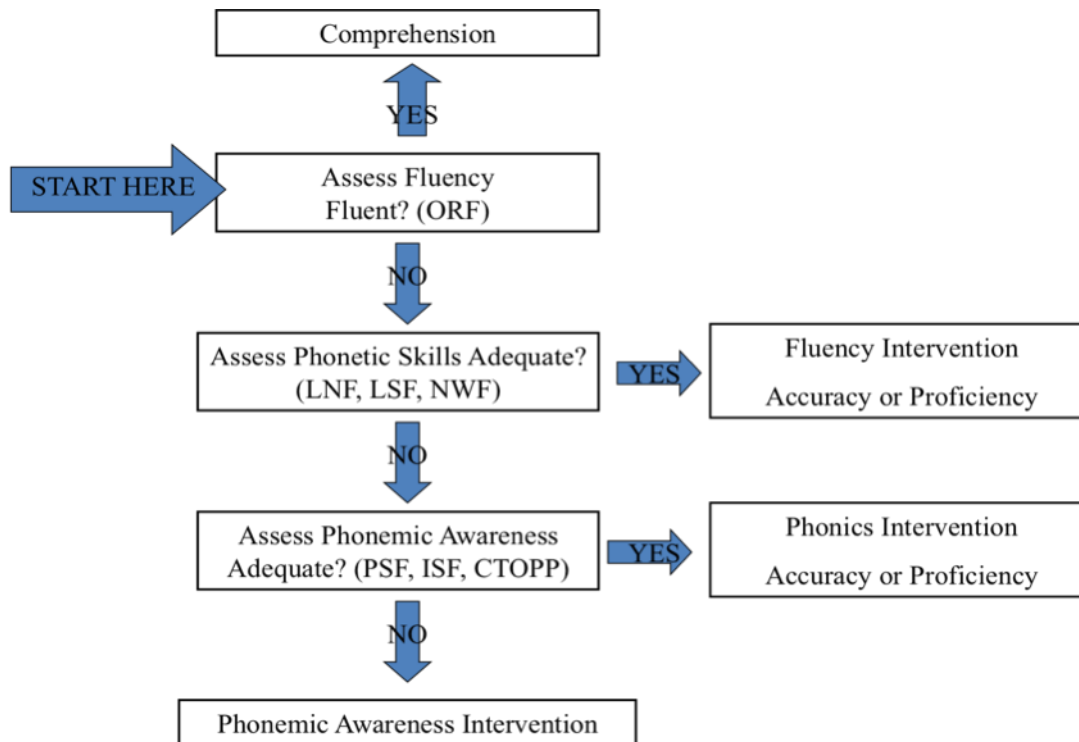
Matt Burns, Ph.D put together the above flow chart to show the progession of skills.

	Tier II	Tier III
Reading	15-30 minutes, at least 3 times a week	15-30 minutes, 5 times per week as planned by the PST
Math	To be determined	To be determined

RtI time should be a set 30 minute time which could be part of the 120 minutes required instructional time for literacy or in addition to the 120 minutes required instructional time for literacy based on building administration decision.

Models RtI Plans Tier II and Tier III
These are examples of possible models and each building administrator will determine which ones will be acceptable.

Grade Level Common Time
A) Group all students based on levels or needs and split among available staff.
B) Pull students needing interventions, group by need and assign to teacher based on specific skill. The rest of the class spends the time doing academic choice activities. Sample academic choice activities: homework, study spelling words, work on writing/publishing, activities from reading source book, and computer activities.

Within blocks of already scheduled instructional time (Tier II)
A classroom teacher keeps her/his own class and forms instructional groups based on needs in the own classroom or maybe joins with another teacher during reading or math time. When students are independently working, the teacher pulls up their intervention group to work on skills. This could be done using a Daily 5 model, a Readers Workshop model, or math time using the appropriate time for a Tier II intervention.

School-Wide
The whole school uses all available staff to divide into groups across grade levels. For example, a fifth grader can join 2 other fourth graders that need phonemic awareness. All instructional paras, teachers, and volunteers take an intervention group for 6 weeks. Groups are then re-evaluated after that time based on probes.

Primary and Intermediate Common Time
This is similar to the school-wide, but rather than 1 half hour time, there are 2 half-hour times where all available staff is used. The grade levels could be grouped according to what works best for that school. All instructional paras, grade level teachers, and volunteers are used. Children would be put in multi-grade intervention groups. These groups would run for 6 -8 weeks. Groups are then re-evaluated after that time based on probes.

Cons of the School-Wide or Primary/Intermediate Common Time would be constant reshuffling of students, movement or travel time issues, who organizes all the groups, and who makes sure that paraprofessionals and volunteers are doing their interventions with fidelity.

APPENDIX

A. **Draft Template for Documenting System of Scientific Research-Based Intervention (SRBI) Plan**
B. **Staff Responsibilities and Task Lists for the Tiers**
C. **RtI Process Flow Chart**
D. **Checklist for Universal Screeners**
E. **Elementary District 877-RTI/Problem Solving Process**

Appendix A

Draft Template for Documenting System of Scientific Research-Based Intervention (SRBI) Plan

The purpose of this document is to provide district staff with a self-review or a gap-analysis for their system of Scientific Research-Based Intervention (SRBI). All the elements should be fully implemented.

Full implementation means that all components are fully integrated and part of how the school does business. The focus is on measuring how well the interventions and instructional practices are being implemented so that changes in student performance can be attributed to the scientific evidence-based intervention.

Districts and schools will know they have reached full implementation when:
   A. Anyone entering the school and classroom could observe consistent skillful teaching and interventions provided to students.
   B. Data systems are efficient and generate valid data that is used for decision making. Data is being used to assess the extent to which student progress is equivalent to what is expected (based upon the research).
   C. The focus of coaching has shifted **from** supporting staff in implementing the components of SRBI **to** using data to determine if SRBI is being implemented as designed.
   D. Continuous improvement cycles are in place at the classroom, school and/or district level to ensure resources are aligned to improve and maintain the system of SRBI.

I. School Information

A. School District or Agency

School Sites Implementing Scientific Research Based Intervention Systems

B. Contact information for program lead

Name	Title/Position
Phone	Email

Staff Completing the Plan: **For example: Special Education Director, Curriculum Director, Title 1 Coordinator, ADE Program Specialist, Research, Evaluation and Assessment**

II. SRBI System Approach: Describe the continuum of supports. Include levels of support, model of support (such as standard treatment protocol or hybrid of standard treatment and problem solving, etc.).

III. Specific Components Included in SRBI System: Screening

A. Define timelines for screening process and benchmarking (e.g., Fall, Winter, Spring)
As required in Minn. R. 3525.1341 Subp. 4.

B. Define cut-offs and rationale/basis for cut-offs (note date cut-offs were last revised). It is recommended that districts ensure that cut-offs allow for equitable treatment of diverse populations.

C. List the measures used to screen and track performance in each grade and content area implementing a system of SRBI:

Reading Example

Grade	Cut-off or Benchmark Scores (Useful for Identifying Students in Need of Intervention)							
	Phonemic Awareness				**Phonics**	**Fluency**	**Comprehension**	**Vocabulary**
	LNF	**LSF**	**PSF**	**NWF**				
Kindergarten:								
Grade 1:								
Grade 2:								
Grade 3:								
Grade								

Briefly define the assessment tool and describe how it is used. Note the frequency of measure and whether the measure is for identifying risk or formulating instruction within intervention.

Example:
1. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment is a timed measure of letter naming, letter sounds and pseudo-words assessing a learner's fluency with each skill. It is a formal assessment used for screening students given in the Fall and Winter of Kindergarten.
2. Jerry Johns Informal Reading Inventory is used in grades 1-8. The inventory provides brief passages used for measuring students silent reading comprehension, fluency and listening comprehension. Results are used to formulate skills instruction and grouping.

Math Example

Grade	**Number sense**			**Computational Fluency**				**Problem Solving**	**Communication**
	QD	**MN**	**NID**	**+**	**-**	**X**	**/**		
Kindergarten:									
Grade 1:									

Grade 2:								
Grade 3:								
Grade								

QD= Quantity Discrimination
MN=Missing Number
NID=Number Identification

Briefly define the assessment tool and describe how it is used.

Example:
1. AIMS early numeracy assessments are used in K-1 to identify students lacking fluency in oral counting, discrimination of quantity, missing number, and number identification. Screening with AIMS occurs three times per year.
2. Everyday Math unit skills test provides data for differentiating instruction.
3. Everyday Math games observation provides informal data for identifying areas of strength and need. Observations are made quarterly to assess progress and differentiate homework.

IV. Specific Components Included in SRBI System: Continuum of Instructional Supports

A. Use the matrix below to describe instructional strategies and interventions for each level of support, for each grade level, in each content area. Districts will find the matrix helpful in addressing parent questions about the approach to be used as well as establishing a plan to evaluate fidelity of implementation.

Grade Level___	Content Area			
Level of Intervention	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)
Typical length/duration of Intervention Required in Minn. R. 3525.1341 Subp. 4				
Focus of intervention				
List the research-based instructional approaches to be used				
List the materials to be used (e.g., components, programs, series, texts/reading series)				
Describe how instruction				

delivered, for how many minutes per day, days/week				
Describe who delivers instruction/ratio of students to staff				
Progress Monitoring Data to be collected Required in Minn. R. 3525.1341 Subp.3 F.				

B. List references for interventions, instruction, or instructional strategies that verify that they are evidence-based. Citations may come from peer-reviewed meta-analyses, credible institutions or organization such as a national technical assistance center or other sources with documentation of the research-base establishing the efficacy of listed practices.

V. Specific Components included in SRBI System: Decision rules used to indicate progression through the model.

A. List the relevant indices, cut-offs or data review procedures that are to be used to indicate inadequate response (you do not have to have values for all of the columns).

Example for 3rd Grade Reading

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Advanced	Optional				
Core Instruction	Dibbels ORF 77+	1.5 words per week			
Secondary	Dibbels ORF 53-76	2.0 words per week			Students progress is reviewed when 4 of 6 data points fall below projected goal line.
Tertiary	Dibbels ORF 0-52	2.0 words per week			

B. Describe rationale/basis for the decision rules and note the year during which they were determined (check to ensure decision rules allow for equitable treatment of diverse populations):

C. Special Education Progress Monitoring and Exit Criteria. Note this is optional but may be useful for sites using data in re-evaluations or documenting improvement of Special Education students in Continuous Improvement Monitoring Process (CIMP) Plans.

Does the site use time series analysis graphs to assess progress before and after entrance into special education?

☐ Yes ☐ No

Is a school-wide method established to evaluate student progress in special education? (tests/procedures, data collection, frame of reference, criterion)

☐ Yes ☐ No

What are the special education exit criteria for students?

VI. Parental Notification and Consent Policies

A. Describe the parent notification and consent policies. Note how a parent will receive communication about:

- The instructional strategies and services provided to increase the student's rate of learning.

- Data collected regarding the nature of the child's performance.

- When a parent notified of the due process procedures and protections.

VII. Procedures for Ensuring Integrity of Implementation In this section, describe the process you will use to ensure consistent implementation of: assessments, interpretation of data, interventions, and a data-based decision making process, in order to obtain valid knowledge and data about the integrity of implementation. Recommended documentation follows requirements of Minn. R. 3525.1341 and Minn. Stat. § 122A.60 (a)(1-6).

A. Briefly describe procedures to address implementation of assessment and instructional practices Subsumed under Minn. R. 3525.1341 Subp. 4.

1. What steps does the school follow to ensure that assessment and instructional methods are meeting the needs of all groups of students (e.g., accountability for equity within core instruction, which is the first step in reducing over-representation of linguistically and culturally diverse populations within continuum of supports)?

2. Document who checks accountability of assessment and instructional practices across continuum of supports and how often.

B. Briefly describe steps to address integrity of implementation of policies and procedures
Subsumed under Minn. R. 3525.1341 Subp. 4.

1. What systems are in place to ensure that policies and procedures for notifying parents, data-based decision making, and moving students through model are consistently implemented?

2. When implementation is inconsistent, what steps will be taken to address inconsistencies?

VIII. Professional Development Plan for SRBI Systems and Procedures.
Recommended documentation follows requirements of Minn. R. 3525.1341 and **Minn. Stat. §** 122A.60 (a)(1-6).

A. **Briefly describe staff development plan for implementing system of SRBI.** This should include discussion of: ongoing efforts to increase effective implementation of research-based instructional strategies and interventions, align interventions with state and local grade-level standards, use of student data to improve achievement, enhance teacher content knowledge and instructional skills, as well as improve data analysis, problem solving and collaboration among instructional staff.

B. **Describe procedures for increasing effective implementation of selected instructional strategies or interventions.**

Appendix B

Staff Responsibilites and Task Lists for the Tiers

Tier I: Staff Responsibilities

General Education	Special Ed/Support Staff*	Administration
Provide core instruction (Literacy: Literacy by Design, Math: enVisions) Monitor student scores on CBMs. Use data to make decisions of who stays in Tier I, if additional Tier I interventions are needed, and who goes to Tier II. Collaborate with team/staff to make intervention plans for all students needing one. Participate in regular and rigorous staff development.	Help in school-wide screening using universal probes. Collaborate with general education staff to monitor student progress and determine who is at risk. Participate in regular and rigorous staff development.	Ensure that the core instruction is being provided as directed by district (Literacy: Literacy by Design (reading, writing, word work, Math: enVisions) Check that schoolwide screening is taking place. Ensure that measures to monitor fidelity of Tier I interventions are in place. Provides time for staff to review data. Ensure that teachers are provided regular and rigorous staff development.

*Special Ed/Support Staff includes: speech, LD, EBD, education support professional, Title I, Title III, etc.

Essential Task List for Tier I Instruction

Task	Responsible Team/Individual	Timeline/Status
Ensure that core instructional practices/curriculum are scientifically based.		
Identify evidence-based supplemental core interventions.		
Adopt a system to measure fidelity of implementation		
Ensure Universal Screeners are up-to-date		
Ensure Universal Screeners are done 3 times a year		
Ensure data management system is being utilized and up-to-date. (classroom level and district level)		
Identify team and process to analyze progress monitoring results.		
Determine cut-score has been identified per grade, per screener as to who receives additional Tier support		
Make sure professional development is continuous even at the school/district level and focuses on scientifically based curriculum and teaching strategies		
Provide grade level teams with common time to review data on students and make decisions.		
Notify parents about RtI in the fall when screeners are done. (example principal newsletter)		

Tier II & III

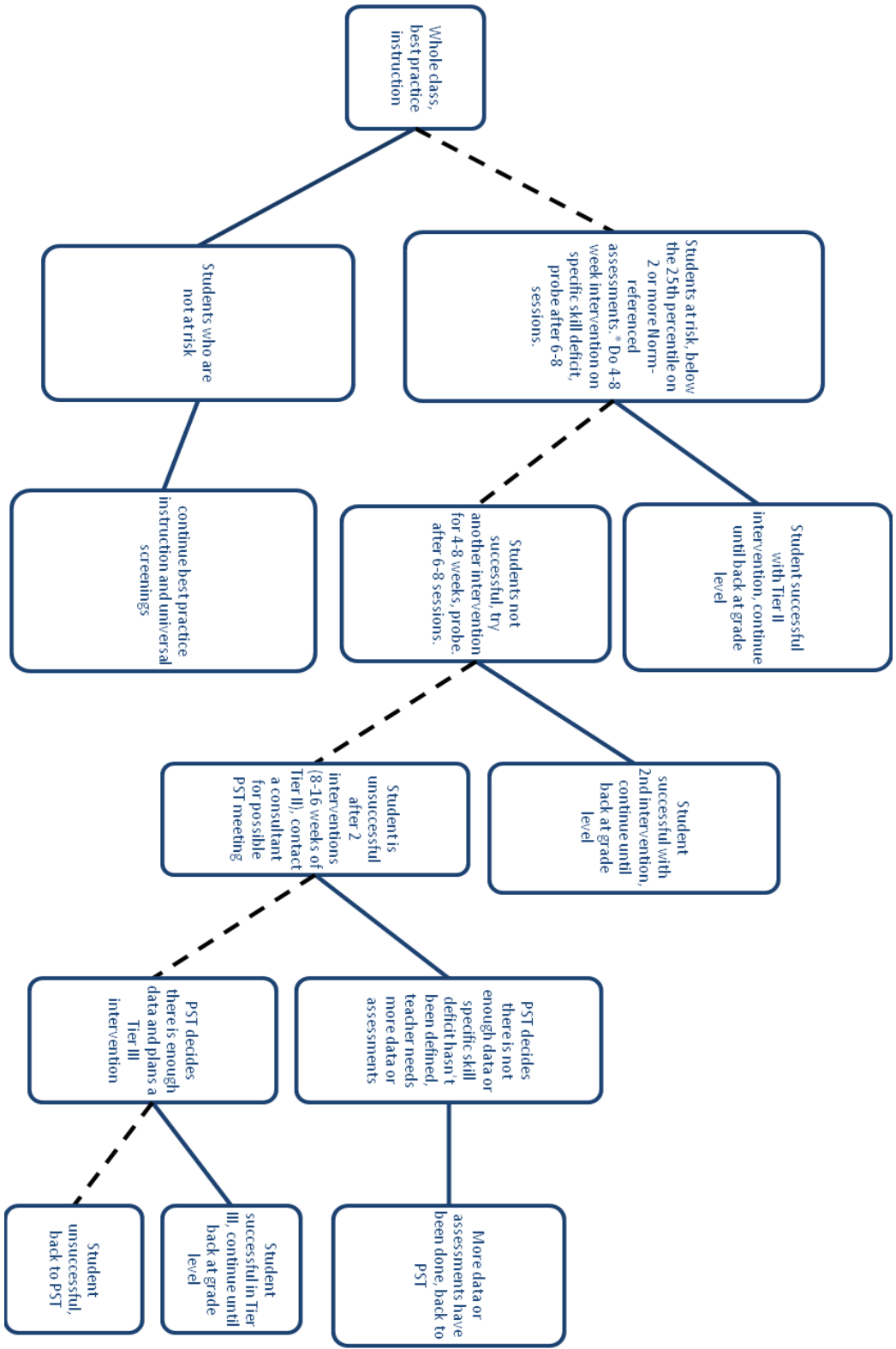| General Education	Special Ed/Support Staff*	Administration
Implement Tier I and II level instruction with fidelity Conduct progress monitoring of students in Tier II (after 6-8 sessions) or watch list (monthly) Provide Tier II interventions when appropriate Collaborate with others helping to provide Tier II or III support or doing progress monitoring	When possible, help provide Tier II or III to small groups Help monitor progress of Tier II or III students. Collaborate with general education teachers to better understand Tier I instruction and perhaps help provide additional activities that would support Tier I Promote the Standard Treatment Protocol and Problem Solving Model	Provide resources for Tier II and III, time for staff to collaboration, staff development opportunities Lead the problem-solving model approach when appropriate.

*Special Ed/Support Staff includes: speech, LD, EBD, education support professional, Title I, Title III, etc.

Essential Task List for Tier II and Beyond

Task	Responsible Team/Individual	Timeline/Status
Ensure that Problem Solving Team is filled and ready to go (see appendix)		
Identify evidence-based Tier II interventions.		
Adopt a system to measure fidelity of implementation		
Schedule Time for collaboration among staff		
Ensure data management system is being utilized and up-to-date. (classroom level and district level)		
Ensure cut-score has been identified per grade, per screener as to who receives additional Tier support		
Ensure professional development is continuous even at the school/district level and focuses on scientifically based interventions		
Ensure Problem Solving Teams have a scheduled time to meet on students and educate themselves.		
Ensure parent notification about Tier II interventions		

The above grids were adapted from Marston, D., 2003.

Appendix C: RtI Process Flow Chart

Whole class, best practice instruction

Students who are not at risk

Students at risk, below the 25th percentile on 2 or more Norm-referenced assessments.* Do 4-8 week intervention on specific skill deficit, probe after 6-8 sessions.

continue best practice instruction and universal screenings

Students not successful, try another intervention for 4-8 weeks, probe. after 6-8 sessions.

Student successful with Tier II intervention, continue until back at grade level

Student is unsuccessful after 2 interventions (8-16 weeks of Tier II), contact a consultant for possible PST meeting

Student successful with 2nd intervention, continue until back at grade level

PST decides there is enough data and plans a Tier III intervention

PST decides there is not enough data or specific skill deficit hasn't been defined, teacher needs more data or assessments

Student unsuccessful, back to PST

Student successful in Tier III, continue until back at grade level

More data or assessments have been done, back to PST

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Appendix D

Checklist for Universal Screening

- ☐ AIMSweb screeners have been run off or laminated copies have been made
- ☐ Timers have been checked for batteries
- ☐ The screening date has been set for the 4th or 5th week of school.
- ☐ Each school should have set up an screening team
  - ○ The team could consist of Title I teachers, Title I paras, Special Ed teachers, Special Ed paras, Instructional paras, etc.
- ☐ Check the Universal Screeners page in the District's RTI Guidelines for the assessments given at each grade level at each time of year.
- ☐ Go over the directions for everyone giving probes. Review what needs to be said before each probe. The standardization of the probe delivery helps with validity and reliability.
- ☐ People who are new should try out the screener with someone who has been trained previously before doing the screeners on their own.

Elementary District 877-RTI/Problem Solving Process

**Beginning the Fall of the 2010-2011 school year, forms will be completed in Infinite Campus under the Index category of PLP.

Step 1: District Screening/Classroom Intervention

1. Universal screening is completed 3 x per year for all students.
2. After the screening is completed, the classroom teacher identifies students who are at-risk for academic concerns. (The teacher identifies the students by using the Aimsweb probe and at least one other assessment such as NWEA/MAP or Benchmarks).
3. Students are considered to be at risk if they perform below the 25th percentile on at least two assessments based on national norms or instructional level.
4. For students who have been identified as falling below the 25th percentile on at least two assessments, identify those students as At-risk.
5. Continue classroom interventions (Tier I) for 4-8 weeks. Then complete progress monitoring on those students identified as At-risk.
6. Progress should be monitored with these students using a fluency probe bi-weekly.
7. At least two Tier I classroom interventions (core curriculum) need to be completed prior to determining whether a student needs more intensive intervention. (Ex. of Tier I include re-teaching and comprehension strategies such as the comprehension bridge.)
8. Data needs to show that the student is not succeeding with the core curriculum. This process is about 4-8 weeks.
9. Complete Tier I checklist (Available in Fall of 2010 for Reading).

Step 2: Small Group Intervention

1. Students who have not shown to make progress with the core curriculum (Tier I) with interventions in place in the classroom may then need more intensive support in a small group setting.
2. The referring teacher will meet with their grade level teams to look at the data and determine what students need more intensive intervention.
3. The teacher will complete the **RTI Cover Sheet** and the **Problem Identification/Intervention Plan -Tier II (S-1)** form with the grade level team. (**For reading interventions, the teacher will complete the Problem Identification-READING-**Tier II (S-PI)** sheet to further diagnose the problem for reading**.)
4. Once the student's skill deficit is identified, the referring teacher and grade level team will develop a detailed intervention plan using **Problem Identification/Intervention Plan -Tier II (S-1)** form.
5. After the intervention plan is developed, the grade level team will determine when they will follow-up with the teacher.
6. After at least 4-8 weeks, the team will complete the **Plan Evaluation-Tier II (S-2)** to evaluate the intervention plan.
7. The interventions should be completed for at least 8 weeks; however, the teacher may need consultation/support earlier regarding data collection and analysis to determine whether the intervention is being effective or not.
8. **The same skill intervention should not be run simultaneously.**

9. If the interventions have been attempted and the data supports that the student is not making gains with the small group intervention, then the grade level team and teacher will decide if the next step is to refer to problem solving. The grade level representative makes a referral to the PST.

Step 3: PST Team/Individualized Intervention

1. The consultant makes a request for a PST meeting by contacting the PST.
2. The teacher and the designated consultant (to be determined per building) will meet prior to the PST meeting to review all interventions and data. The consultant will make sure that all steps have been followed and will be responsible for scheduling the PST meeting with the teacher.
3. At the PST meeting, the referring teacher and PST will complete the **Problem Identification/Intervention Plan-Tier III (S-1) form**.
4. The PST team and referring teacher will discuss the main concern, identify the skill deficit to work on, and then brainstorm interventions. After interventions are brainstormed, the PST team and referring teacher will pick 1 or 2 interventions to implement.
5. ***The team will also assess intervention fidelity to determine if the interventions were done consistently and accurately. This will be done through direct observation, checklists, or self-reports, as determined by the PST team.***
6. An intervention plan will be developed by PST team and the intervention will be completed for 4-8 weeks.
7. The team will determine a follow-up date to discuss the intervention and complete the **Plan Evaluation-Tier III (S-2**) form.
8. ***At the follow-up meeting, the PST team and referring teacher will review data, student progress, and evaluate intervention fidelity. Based on the information gathered, the team will determine if the student should continue with the Tier III intervention, adjust the intervention, or refer the student for a special education evaluation***.

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