

# Shelby County Schools



2016-17

## RTI<sup>2</sup> District Implementation Guide

“Accelerating Student Growth  
Through Targeted Support”

Revised August 2016

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### Preface

Shelby County Schools (SCS) strategic plan, *Destination 2025*, sets ambitious, yet attainable goals, for ensuring College and Career Readiness (CCR) for *all* our students. Achieving these will take more deliberate and strategic effort on the part of students, staff, families and our communities. The Comprehensive Literacy Improvement Plan (CLIP) represents the first district wide action plan in response to *Destination 2025* and serves as a reminder that in literacy, as in all content areas, improving the achievement of our students begins with good first teaching (including effective differentiated instruction) and includes purposeful use of additional resources and on-going progress monitoring to support students in need of additional attention. We are all responsible for ensuring that no student “slips through the cracks” and that each receives the support he/she needs to be successful. *Response to Instruction and Intervention*, RTI<sup>2</sup> is a nationally recognized framework for doing just that.

Often referred to simply as RTI—Response to Intervention (with only one “I”), RTI<sup>2</sup> is both a state and district initiative, with an emphasis on good first teaching, hence the “response to instruction AND intervention” (two “I’s” or I<sup>2</sup>). Regardless of the name, the basic tenets, research base, and problem-solving approach are the same, as is the promise for helping leverage student supports and accelerate student learning in Shelby County Schools. With good first teaching and a personalized, tiered approach to academic support, students will continue to progress toward our ambitious goals for college and career readiness.

Many schools are familiar with the Tennessee Department of Education’s RTI<sup>2</sup> Implementation Guide (<http://www.tn.gov/education>), which though rich in detail, may be cumbersome to navigate as schools continue to plan for, reflect on, and improve RTI<sup>2</sup> implementation and meet state and local expectations. This document, developed by an SCS committee of staff from across organizational levels and roles and with considerable input from the field, is meant to provide a more streamlined and user-friendly, SCS-specific guide for implementing RTI<sup>2</sup> with fidelity. (Note: fidelity is not merely about implementing prescribed steps or procedures, but ensuring implementation as intended to accelerate student learning.)

As prescribed by the Tennessee Department of Education, all schools K-12 are accountable for full RTI<sup>2</sup> implementation in 2016-17.

All SCS schools and staff are encouraged to carefully review this document and work with their school and/or district teams to ensure clear and consistent expectations, plans, processes, procedures, and progress monitoring are in place to support RTI<sup>2</sup> implementation fidelity—and that all children have access to the high-quality support needed to be successful.



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## Introduction

The Response to Instruction and Intervention (RTI<sup>2</sup>) District Implementation Guide is designed to reinforce our commitment to good first teaching, which includes in-grade-level instruction in core (Tier 1) classes, and provide guidance and resources for timely identification of and assistance to students who need additional targeted (Tier 2 or 3) support. These students include those who either have difficulty meeting the grade-level standards of the core curriculum or are exceeding the standards and require enrichment opportunities to ensure continued progress. Effective RTI<sup>2</sup> implementation fosters continuous improvement in teaching and learning for all students while meeting the State Department of Education requirements related to the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA).

As depicted in the figure that follows, the RTI<sup>2</sup> framework represents a tiered approach to instruction based on a collaborative, problem-solving model for addressing individual student needs; it is a process, not a program. RTI<sup>2</sup> is built on the premise that high-quality instruction and interventions are guided by student needs and performance data. In the approach, needs of individual students are addressed through:

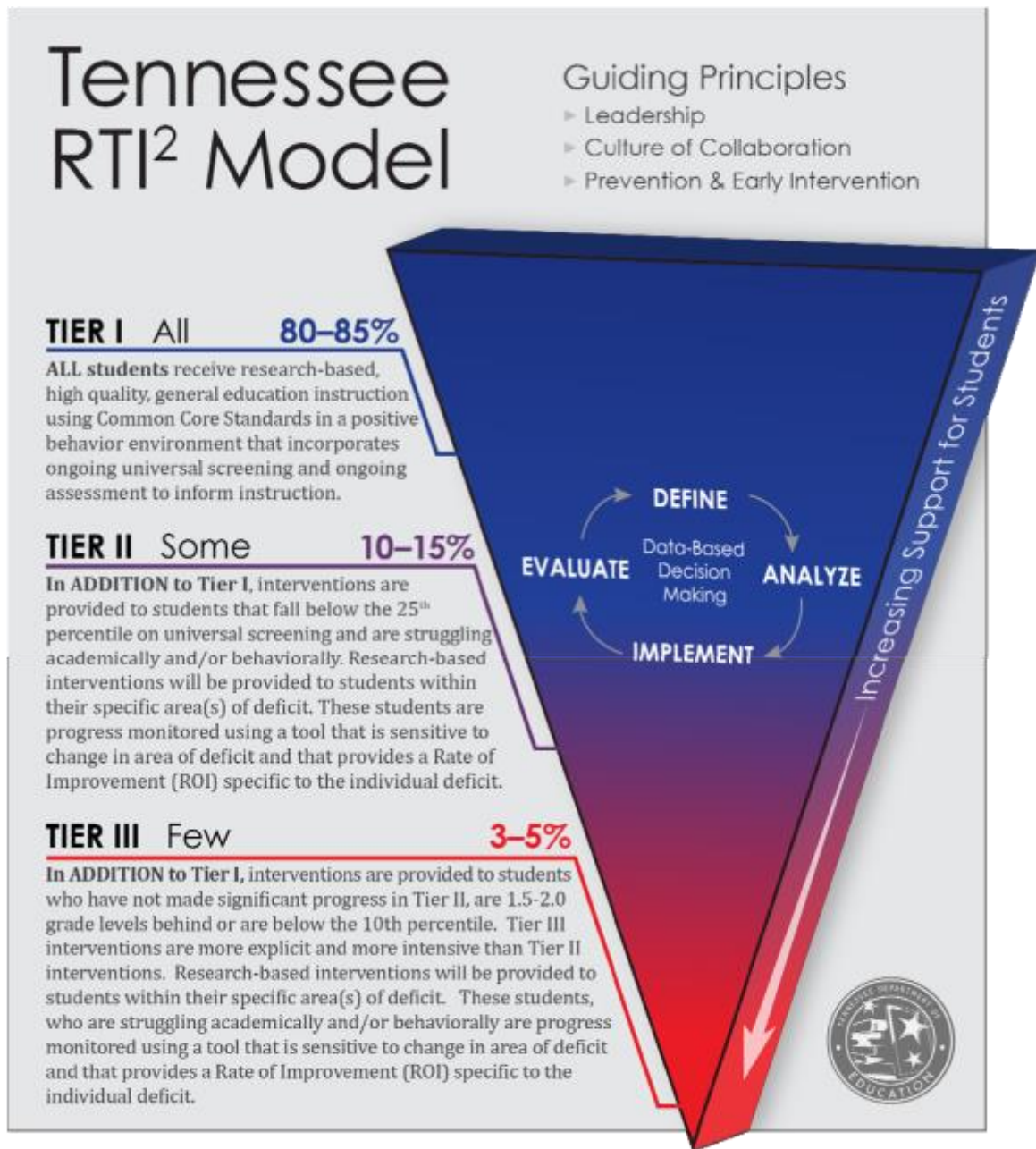
- scientifically research-based curriculum (across instructional tiers)
- appropriate instruction
- documented assessment
- skills-based interventions (where teacher-led and technology-based interventions respond to students' *specific* learning needs)
- progress monitoring
- additional services as indicated

Systematic implementation of RTI<sup>2</sup> results in:

- more effective instruction
- more reliable and detailed student progress data
- more strategic use of limited resources (e.g., intervention programs, instructional time and staff)
- increased professional collaboration
- more appropriate identification of Specific Learning Disabilities (SLD)
- increased student achievement
- overall school improvement

**Response to Instruction and Intervention is NOT a program. It is more than a checklist to be completed or data points to collect and record. It is a way of rethinking our entire approach to seeing students across the performance continuum.**

**It is truly a means for ensuring that student growth and success occurs on a daily basis.**



In this tiered approach, all students have access to rigorous, on-grade-level, standards-aligned instruction during Tier 1, core instruction. Tiers 2 and 3 are characterized by even greater levels of differentiation in supplemental, intervention support.



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### Required Elements of RTI<sup>2</sup> in Tennessee

**District RTI<sup>2</sup> Teams:** The established District RTI<sup>2</sup> team meets regularly to provide guidance on implementation of the RTI<sup>2</sup> Framework.

**Universal Screening:** The Universal Screening tool will be skills-based and provide national norms.

**Tier 1:** Quality core instruction will be provided to ALL students using grade-level standards in ELA and Mathematics.

**Tier 2 and Tier 3:** Tiered interventions will be provided in addition to the core instruction provided at Tier 1. Interventions will be research-based and will address a student's area of deficit.

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

**Progress Monitoring:** Progress monitoring, including careful review of student performance data, will occur in the specific area of deficit either on a weekly or bi-weekly basis.

**School RTI<sup>2</sup> Teams:** School RTI<sup>2</sup> Teams meet every 20-23 instructional days, at a minimum, to make data-based decisions that inform instruction/intervention.

**Fidelity of Implementation:** Fidelity checking will occur at Tiers 1, 2, and 3.

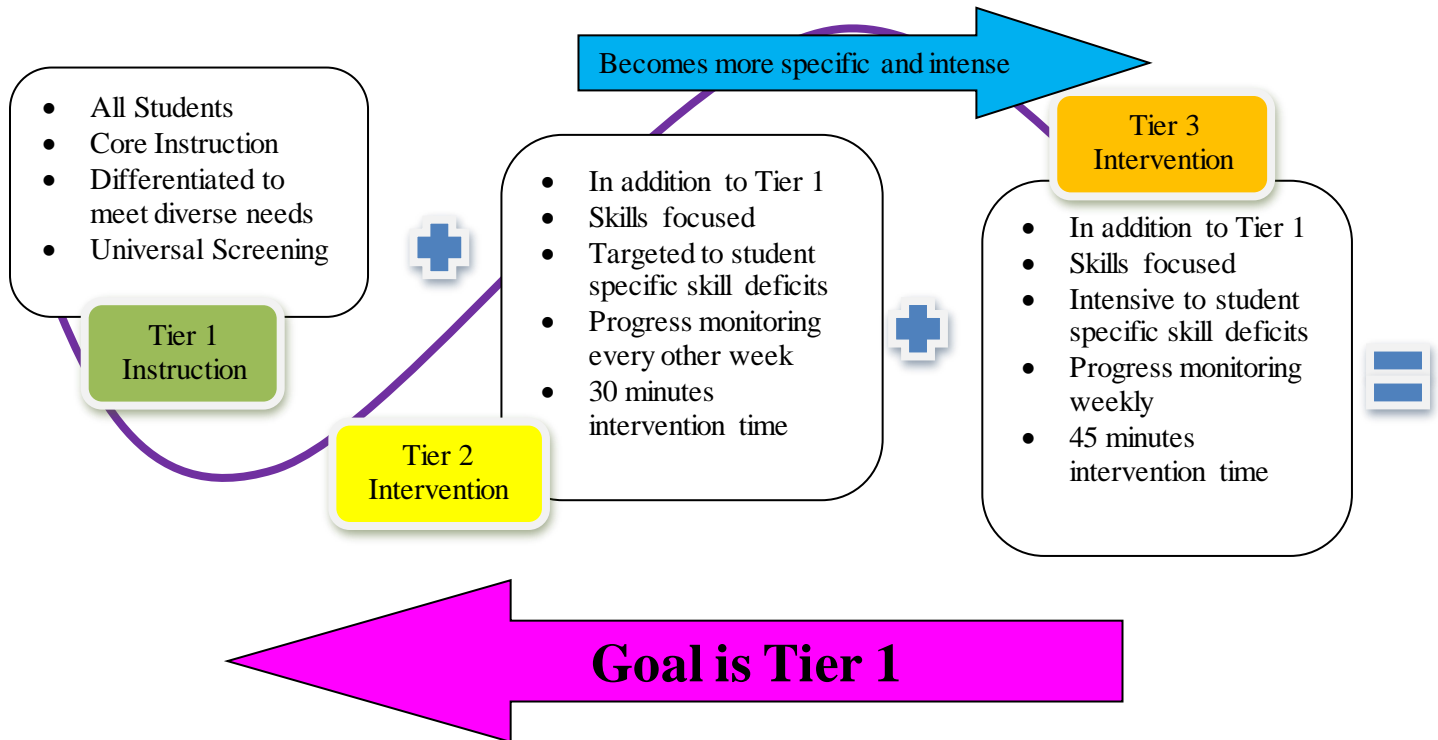
**Parent Contact/Communication:** Parents will be notified when their child is placed in tiered intervention, as well of their progress.



## Section 1: RESPONSE TO INSTRUCTION

Response to instruction and intervention (RTI<sup>2</sup>) is meant to support consistent, high quality, rigorous instruction for all K-12 students across the District. This should begin with an emphasis on quality Tier 1 (core) instruction (which includes differentiated instruction) and continue across the continuum of differentiated support (Tier 2 and Tier 3) in which general education teachers, support teachers, special education teachers, other school staff, and administrators work collaboratively to meet the needs of all students. (Note: The District’s TEM rubric articulates a shared, SCS vision for effective teaching that can be applied across tiers of support. The CLIP instructional design and aligned look-fors further elaborate on this vision for Tier 1 (core) literacy instruction.)

### Continuum of Instructional Support



### Tier 1: Description and Procedures

In Tier 1, ALL students receive high-quality daily instruction in English/Language Arts (ELA), Math, and Writing. Also referred to as core instruction, Tier 1 should be aligned to rigorous, grade-level College and Career Readiness (CCR) standards—even for struggling students in inclusive environments. Such instruction leverages district-, school-, and classroom-level, assessment data. Instruction is carefully planned to include scaffolds (e.g., explicit teacher modeling, graphic organizers) and differentiation (including small group instruction), as appropriate to foster success for all students.



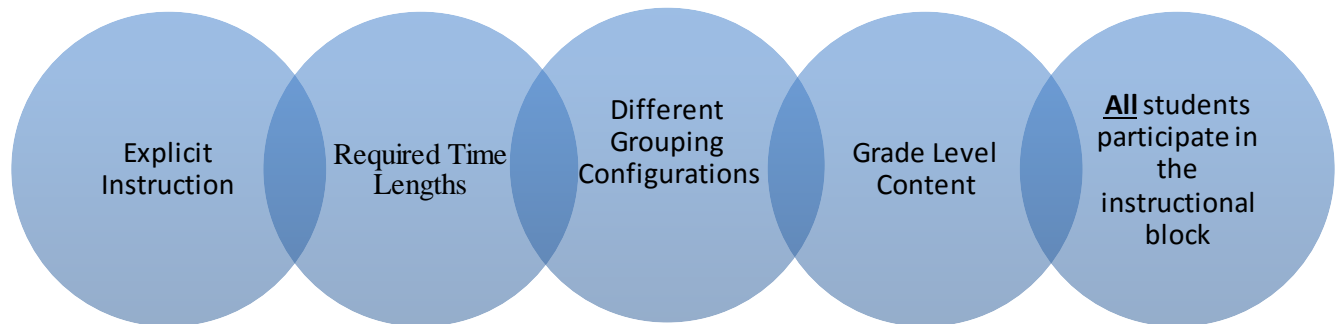
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Research finds that when delivered effectively, quality core instruction should generally meet the needs of 80-85% of the students. If at least 80% of the students are not meeting grade-level standards, the core curriculum, as well as the delivery of instruction, should be evaluated and adjustments should be made as appropriate.

Tier 1 (core) is typically provided in the general education teacher's classroom; however, for beginning level English Language Learner (ELL) students (WIDA-ACCESS 1.0 – 3.6), English/Language Arts instruction is provided through English as a Second Language (ESL), which is a specially designed Tier 1 ELA program.

SCS promotes several evidence-based approaches to effective instruction, including, but not limited to explicit instruction, flexible teacher-led and peer groups, gradual release of responsibility, and differentiation for use across the content areas and grade levels. Most important though, is the rigor/complexity of the texts and tasks put before students and the nature in which teachers support students successfully working through these (and mastering new skills and content) and working toward independent practice to high standards of academic performance.

### Attributes of Instruction for Tier 1 (Core)



### Differentiated Practice within Tier 1 (Core)

Differentiated instruction, as described by Tomlinson, is a way of “matching” instruction to student needs—readiness, skills/levels of mastery interests, and preferred learning styles. This occurs primarily by teachers making different choices about content (not the standards), process, product, and learning environment (including classroom organization, small group instruction, etc.) based upon the individual learner. It should occur across content areas, grade levels, instructional tiers, and for all students. When students are having difficulty with grade-level standards-based concepts, differentiated instruction can be especially powerful in improving learning.

While differentiated instruction is valuable for all students, it is imperative for struggling students, including students with disabilities, English Language Learners, students needing intervention, and gifted students.





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Differentiated instruction tailors instruction to meet individual student needs.

Differentiated instruction uses a variety of data (e.g., measures of oral reading fluency, student writing samples, universal screening and benchmark assessments, teacher-made and publisher-provided assessments, student behavior data, parent and student input) to identify individual student needs. As a result, differentiation may take many forms during Tier 1 (core) instruction, including both teacher-led, and peer-to-peer small group instruction/cooperative learning. Such groups should be formed based on student needs, in conjunction with assessment data. Their membership should be flexible; membership changes based on student progress, interests, and needs. Small group instruction should be guided by clear and specific learning objectives (informed by the data) and deliberately planned for. As a result, small groups may include students who generally perform very differently overall, but who perform similarly on a particular standard or skill and require a similar kind of support at that point in time. Differentiated core instruction is **not** using only whole-class instruction, using small groups that never change (or the same tasks and strategies in each small group regardless of student need and performance level) or using the same independent seatwork assignment for the whole class period.

Differentiation during Tier 1 (core) instruction uses variety of data (e.g., formative assessments, placement tests, teacher-made assessments, text book-based assessments, common assessments, universal screening, benchmark assessments) to identify individual student needs. Differentiated instruction tailors instruction to meet individual student needs. The small groups that are formed, based on this assessment data, are flexible; membership changes based on student progress, interests, and needs. Differentiated core instruction is **not** using only whole-class instruction, using small groups that never change, or using the same independent seatwork assignments for the entire class.

### Tier 1 Core Instructional Times

Grade	K-1	2	3-5	6-12 (traditional schedule)	6-12 (block schedule)
English/ Language Arts	90 minutes daily	90 minutes daily	90 minutes daily	55 minutes daily	90 minutes
Writing	30 minutes daily	30 minutes daily	30 minutes daily	55 minutes daily	90 minutes
Math	60 minutes daily	60 minutes daily	75 minutes daily	60-90 minutes daily	60-90 minutes daily

**No student should receive RTI<sup>2</sup> interventions during Tier 1 Core instruction.**

Supplemental programs and resources may be used during Tier 1 instruction, including a technology station during the literacy block. However, interventions, including computer-based programs are NOT allowed during Tier 1 instruction. Remember, the goal is to increase differentiated instructional supports for struggling students to be successful, not to reduce their access to grade-level content and support.



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## Section 2: UNIVERSAL SCREENING, BENCHMARKING AND PROGRESS MONITORING

The following describes expectations for the appropriate screening and progress monitoring of SCS students, K-12. School leaders and their teams are expected to ensure full participation in this process.

### Measures of Academic Progress: Standards-Based Universal Screener and Benchmark Assessment

A standards-based, universal screener is an assessment to determine student performance to the grade-level standards and identify those who are potentially in need of greater levels of support. The NWEA Measures of Academic Progress (MAP) will serve as the District’s initial screener for 2016-17.

#### NWEA MAP Assessment Participants

Grades	Fall	Winter	Spring
<b>K-8</b>	All Students	All Students	All Students
<b>9-10</b>	All Students	All Students	All Students
<b>11-12</b>	All students	Identified Students*	Identified Students*

\*11<sup>th</sup> and 12<sup>th</sup> grade students demonstrating proficiency on the Fall NWEA MAP assessment and exceptional performance on other assessments, as established by District guidelines, may be exempt from participating in the assessment in the Winter and Spring.

#### Kindergarten-8<sup>th</sup> Grade

NWEA MAP reading and math assessments will be administered online to all students in grades K-8 three times during the year (Fall, Winter, and Spring).

Kindergarten students will complete the NWEA MAP just as students in other grades. However, because many young children are still naturally developing specific skills in the first weeks and months of the kindergarten year and schools should be careful about over identifying young children for specific skill deficit intervention (ahead of natural progression).

#### 9<sup>th</sup> and 10<sup>th</sup> Grade

NWEA MAP reading and math assessments will be administered online to all students in grades 9 and 10 three times during the year (Fall, Winter, and Spring).

#### 11<sup>th</sup> and 12<sup>th</sup> Grade

All students in the 11<sup>th</sup> and 12<sup>th</sup> grades will participate in the first NWEA MAP assessment in the Fall of each school year. Some students in grades 11-12 will not be required to participate in the second and third NWEA MAP assessments based on performance that exceed the following District established guidelines:

- 40<sup>th</sup> percentile or higher on Fall NWEA MAP (Reading or Math) assessment
- Proficiency on End-of-Course (EOC) Exams in Reading or Math
- Score of 19 or higher on ACT Reading
- Score of 18 or higher on ACT Math
- Enrollment in Honors, AP, IB, or Dual-Enrollment Courses



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### Benchmarking with *easyCBM*: Establishing RTI<sup>2</sup> Tier Groups

After the initial screening, a more careful assessment of student needs will be necessary for the subset of students preliminarily identified through NWEA MAP. These students will complete the initial *easyCBM* benchmark assessment to determine even more precisely, their need for tiered intervention and the targeted skills for focus in that intervention. Once NWEA MAP is complete, then each school will be provided a list of students who will complete the *easyCBM* benchmark assessment. Each school will be given a separate list for reading and math. For example, a student may have scored low in reading and high in math and would only need to be assessed on *easyCBM* in reading.

Obtaining a reliable benchmark score serves several critical functions. First, it allows for the examination of student performance relative to peer performance and determination of whether additional instructional support is warranted. Second, the benchmark serves as the student's performance prior to intervention implementation, subsequently allowing for comparison when evaluating student response. Third, the benchmark is a determining factor for setting an ambitious and objective goal for future performance- specific to the students learning needs.

### Benchmark areas assessed with *easyCBM* are as follows:

Grade	Fall Measures	Winter Measures	Spring Measures
<b>Kindergarten</b>	<b>Reading:</b> Letter Names*, Letter Sounds*, and Phoneme Segmenting* <b>Math:</b> CCSS Math	<b>Reading:</b> Letter Sounds*, Phoneme Segmenting*, and Word Reading Fluency* <b>Math:</b> CCSS Math	<b>Reading:</b> Letter Sounds*, Phoneme Segmenting*, and Word Reading Fluency* <b>Math:</b> CCSS Math
<b>1<sup>st</sup> Grade</b>	<b>Reading:</b> Letter Sounds*, Phoneme Segmenting*, and Word Reading Fluency* <b>Math:</b> CCSS Math	<b>Reading:</b> Letter Sounds*, Word Reading Fluency*, and Passage Reading Fluency* <b>Math:</b> CCSS Math	<b>Reading:</b> Letter Sounds*, Word Reading Fluency*, and Passage Reading Fluency* <b>Math:</b> CCSS Math
<b>2<sup>nd</sup> Grade</b>	<b>Reading:</b> Passage Reading Fluency*, Vocabulary, and Multiple Choice Reading Comprehension (MCRC) <b>Math:</b> CCSS Math	<b>Reading:</b> Passage Reading Fluency*, Vocabulary, and Multiple Choice Reading Comprehension (MCRC) <b>Math:</b> CCSS Math	<b>Reading:</b> Passage Reading Fluency*, Vocabulary, and Multiple Choice Reading Comprehension (MCRC) <b>Math:</b> CCSS Math
<b>3<sup>rd</sup>- 8<sup>th</sup> Grades</b>	<b>Reading:</b> Passage Reading Fluency, Vocabulary, and Multiple Choice Reading Comprehension (MCRC) <b>Math:</b> CCSS Math	<b>Reading:</b> Passage Reading Fluency, Vocabulary, and Multiple Choice Reading Comprehension (MCRC) <b>Math:</b> CCSS Math	<b>Reading:</b> Passage Reading Fluency, Vocabulary, and Multiple Choice Reading Comprehension (MCRC) <b>Math:</b> CCSS Math
<b>9-12<sup>th</sup> Grades</b> Benchmark norms are not available for grades 9-12. Paper-pencil administration of 8 <sup>th</sup> Grade Benchmark Probes are used.	<b>Reading:</b> Passage Reading Fluency, Vocabulary, and Multiple Choice Reading Comprehension (MCRC) <b>Math:</b> CCSS Math	<b>Reading:</b> Passage Reading Fluency, Vocabulary, and Multiple Choice Reading Comprehension (MCRC) <b>Math:</b> CCSS Math	<b>Reading:</b> Passage Reading Fluency, Vocabulary, and Multiple Choice Reading Comprehension (MCRC) <b>Math:</b> CCSS Math

\*Grades K-2 Dyslexia Screening *easyCBM* Benchmark probes



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### Screening for Dyslexia (Grades K-2)

Effective July 1, 2016, per Tennessee House Bill 2616:

- All students in grades K-2 are screened for characteristics of dyslexia three times per year
- Screening in basic reading skills
- Parents are notified and provided resource information if the student demonstrates characteristics of dyslexia
- Students are provided appropriate tiered dyslexia-specific intervention through RTI<sup>2</sup>

Students with dyslexia often experience difficulties with reading, writing, and spelling that result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

Dyslexia-specific screening equips schools to identify students who may benefit from dyslexia-specific interventions and services. Students with dyslexia have diverse needs and demonstrate characteristics on a broad spectrum. Some students are successful with minimal supports and accommodations in the classroom; some need additional intervention provided through general education. Specific procedures may be found on [pages 51-55](#).

### ELL Considerations for *easyCBM* Administration

All English Language Learners (ELLs) identified by the District based on NWEA MAP results are considered for further assessment with *easyCBM*; however, ELL students who are enrolled for their first year in a U.S. school may be given special consideration. ELL students in their 1<sup>st</sup> year in an English-speaking school are usually expected to follow an English Language Development (ELD) or ESL path unless there are apparent learning difficulties that demonstrate a need for an RTI<sup>2</sup> approach.

Data from the WIDA English language proficiency assessments, W-APT and/or ACCESS, should be used to guide decisions regarding increased ELD or use of the *easyCBM* and targeted intervention. The school-based RTI<sup>2</sup> Team should review available WIDA data, confer with appropriate teachers, and weigh any special circumstances that may indicate a need for an RTI<sup>2</sup> approach.

### Special Education Considerations for *easyCBM* Administration

The special education teacher administers the *easyCBM* benchmark to students with disabilities who have academic goals in their Individual Education Programs (IEP). *easyCBM* benchmarking in reading and math should be administered to all students on their caseload (excluding AFS, FS, and BIC).

Results of the *easyCBM* assessment will be reviewed by the special education teacher and RTI<sup>2</sup> Data team to determine if the deficit area is currently served by special education services or would be provided intervention in the general education setting. For example, a student currently receiving special education for a Specific Learning Disability in reading comprehension only would receive intervention and progress monitoring through special education in reading



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comprehension; however, if the student needed Tier 2 or 3 intervention in math problem solving, then intervention and progress monitoring would be provided in the general education setting for math problem solving.

Instructional Level for intervention and progress monitoring will be determined by the teacher assigned to provide intervention following the benchmark review.

## Determining Instructional Levels

*easyCBM* benchmark, data should be reviewed within one week of the administration. Students performing at or below the 24<sup>th</sup> percentile in one or more area will then receive further assessment with *easyCBM* to establish the instructional level for intervention and progress monitoring.

Instructional levels must be established prior to the first RTI<sup>2</sup> Data Team meeting in order to design the most appropriate interventions. **Instructional levels determine what grade level to provide interventions and progress monitoring.** For instance, a 4<sup>th</sup> grader whose instructional level is at the 2<sup>nd</sup> grade level in comprehension will receive intervention and *easyCBM* progress monitoring probes in reading comprehension at the 2<sup>nd</sup> grade level.

It is recommended that each school establish a group of professionals (i.e., PLC coach, instructional facilitator, school psychologist, or other appropriately trained personnel) to assist with determining instructional levels, when the administration of additional probes is necessary.

<i>easyCBM</i> Progression of Skill Development	
Letter Names	→ Letter Sounds → Phoneme Segmenting
Word Reading Fluency	→ Passage Reading Fluency
Vocabulary	→ Reading Comprehension
Numbers and Operations	→ Numbers and Operations and Algebra
Geometry	→ Measurement

## Instructional Level and Skill Deficit Area

### READING

#### Kindergarten

In Kindergarten, the following skill areas are assessed in increasing order of skill development: **Fall *easyCBM*: Letter Names (LN), Letter Sounds (LS), and Phoneme Segmenting (PS)**

**Winter and Spring *easyCBM*: Letter Sounds (LS), Phoneme Segmenting (PS), and Word Reading Fluency (WRF)**

Review the percentile scores/performance in each skill area (LN, LS, PS, WRF), considering order of skill development. Following the Winter and Spring Benchmark, if a student scores between 0-9<sup>th</sup> percentiles on Letter Sounds, then Letter Names probe should be administered.



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**Step A.** If a score is **at or above** the 25<sup>th</sup> percentile,

- the student is considered adequate (Tier 1) in this skill

**Step B.** If only **one** score is below the 25<sup>th</sup> percentile,

- provide intervention in this skill deficit area AND at the Kindergarten level
- progress monitor in this skill deficit area AND at the Kindergarten level

**Step C.** If **more than one** score is below the 25<sup>th</sup> percentile,

- provide intervention **in the lowest skill deficit** area AND at the kindergarten level
- progress monitor in the lowest skill deficit area AND at the kindergarten level

### **Grade 1**

In 1<sup>st</sup> grade, the following skill areas are assessed in increasing order of skill development:

**Fall easyCBM: Letter Sounds (LS), Phoneme Segmenting (PS), and Word Reading Fluency (WRF)**

**Winter and Spring easyCBM: Letter Sounds (LS), Word Reading Fluency (WRF), and Passage Reading Fluency**

Review the percentile scores/performance in each skill area (**LS, PS, WRF, PRF**), considering order of skill development. If a student scores between 0-9<sup>th</sup> percentiles on Letter Sounds then Letter Names at the kindergarten level should be administered.

**Step A.** If a score is **at or above** the 25<sup>th</sup> percentile,

- the student is considered adequate (Tier 1) in this skill

**Step B.** If only **one** score is below the 25<sup>th</sup> percentile,

- provide intervention in this skill deficit area at the 1<sup>st</sup> grade level
- progress monitor in this area at the 1<sup>st</sup> grade level

**Step C.** If **more than one** score is below the 25<sup>th</sup> percentile,

- provide intervention **in the lowest skill deficit** area at the 1<sup>st</sup> grade level
- progress monitor in this area at the 1<sup>st</sup> grade level



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### Grades 2 to 5

In grades 2-5, three *easyCBM* skill areas are assessed in increasing order of skill development: **Passage Reading Fluency (PRF), Vocabulary (V), and Multiple Choice Reading Comprehension (MCRC)**

Review the **PRF, V, and MCRC** percentile scores obtained during administration of the *easyCBM* benchmark.

**Step A.** If the PRF score is **at or above the 25<sup>th</sup>** percentile,

- the student is considered adequate (Tier 1) in PRF
- if scores are between the 0 to 24<sup>th</sup> percentile in V and/or MCRC, then follow the procedures described in **Step D**

**Note:** *easyCBM* Benchmark probes administered below grade level cannot be entered or administered online. They are administered via paper and pencil.

**Step B.** If the PRF score is **between** the 10<sup>th</sup>-24<sup>th</sup> percentiles,

- interpret the skill as being an area of deficit AND is below grade level
- administer PRF benchmark probe one grade level below student's enrolled grade
- continue reviewing percentile score and administering earlier grade probes one grade level at a time until a percentile between the 25<sup>th</sup> and 50<sup>th</sup> (instructional level) is obtained
- provide intervention in PRF at the obtained instructional level
- progress monitor in PRF at the obtained instructional level

**Step C.** If the PRF score is **between** the 0 and 9<sup>th</sup> percentile,

- administer the 1<sup>st</sup> grade **Letter Sounds (LS), Phoneme Segmentation (PS), and Wording Reading Fluency (WRF)** benchmark probes
  - If scores on the **LS, PS, and/or WRF** are between the 0 - 9<sup>th</sup> percentile:
    - provide intervention in the **lowest skill deficit** area at 1<sup>st</sup> grade level
    - progress monitor in this area at 1<sup>st</sup> grade level
  - If scores on the **LS, PS, and WRF** are **all at or above the 10<sup>th</sup> percentile**:
    - administer PRF probe two grade levels below the student's enrolled grade
    - continue reviewing percentile scores and administering earlier grade probes until a percentile between the 25<sup>th</sup> and 50<sup>th</sup> (instructional level) is obtained
    - provide intervention in this skill deficit area at this instructional level
    - progress monitor in this skill deficit area at this instructional level



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**Step D.** If the **PRF** score is **above** the 25<sup>th</sup> percentile and MCRC is between the 0 and 24<sup>th</sup> percentile,

- interpret comprehension as being an area of deficit AND is below grade level
- choose one of the two options listed below to determine instructional level

### Option 1

- administer MCRC benchmark probe one grade level below (10<sup>th</sup> to 24<sup>th</sup> percentile) or MCRC benchmark probe two grade levels below (0 -9<sup>th</sup> percentile) student's enrolled grade
- continue reviewing percentile score and administering earlier grade probes until a percentile between the 25<sup>th</sup> and 50<sup>th</sup> (instructional level) is obtained
- provide intervention in comprehension at the obtained instructional level
- progress monitor in MCRC at the obtained instructional level

### Option 2

Review NWEA MAP Data to determine instructional level using the process outlined below:

- locate the student's RIT (Rasch Unit) score in Reading provided on the NWEA MAP referral list, provided by the District
- scores in the chart below represent the grade level mean (performance at the 50<sup>th</sup> percentile) for the identified benchmark period
- compare the student's RIT score to the listed scores

If an instructional level was determined using Option 1 (MCRC method), it does not have to be re-determined with a RIT score.

### 2015 MAP RIT/Grade Status Reading Norms

Grade	Fall Mean	Winter Mean	Spring Mean	Grade
<b>K</b>	141.0	151.3	158.1	<b>K</b>
<b>1</b>	160.7	171.5	177.5	<b>1</b>
<b>2</b>	174.7	184.2	188.7	<b>2</b>
<b>3</b>	188.3	195.6	198.6	<b>3</b>
<b>4</b>	198.2	203.6	205.9	<b>4</b>
<b>5</b>	205.7	209.8	211.8	<b>5</b>
<b>6</b>	211.0	214.2	215.8	<b>6</b>
<b>7</b>	214.4	216.9	218.2	<b>7</b>
<b>8</b>	217.2	219.1	220.1	<b>8</b>
<b>9</b>	220.2	221.3	221.9	<b>9</b>
<b>10</b>	220.4	221.0	221.2	<b>10</b>
<b>11</b>	222.6	222.7	222.3	<b>11</b>





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### Example

Student: Janet

Grade: 5

*easyCBM* MCRC Fall Benchmark Percentile: 7<sup>th</sup> (Tier 3)

Fall MAP RIT score: 181

Based on the 2015 MAP RIT/Grade Status Reading Norms Table, Janet's RIT score of 181 is below the Fall Mean for Grade 3 (188.3) and above the Fall Mean for Grade 2 (174.7). This would suggest a 3<sup>rd</sup> grade instructional level.

### Special Considerations for Vocabulary and Comprehension

- If a student obtains a **Tier 1 score in Comprehension, but is below Tier 1 in Vocabulary**, then the student will likely benefit from activities in the general education setting to improve vocabulary; however, Tier 2 or 3 interventions, progress monitoring, etc. is not required.
- If **both Vocabulary and Reading Comprehension are below Tier 1**, the data team determines if vocabulary intervention should be part of the plan to improve reading comprehension. If so, the student intervention plan would reflect intervention in both vocabulary and reading comprehension; however, **progress monitoring is completed in Reading Comprehension only.**

### Grades 6 to 12

In grades 6-12, three *easyCBM* skill areas are assessed in increasing order of skill development: **Passage Reading Fluency (PRF), Vocabulary (V), and Multiple Choice Reading Comprehension (MCRC)**

Review the **PRF, V, and MCRC** percentile scores obtained during administration of the *easyCBM* benchmark.

**Step A.** If the PRF score is **at or above the 25<sup>th</sup>** percentile,

- the student is considered adequate (Tier 1) in PRF
- if scores are between the 0<sup>th</sup> to 24<sup>th</sup> percentile in V and/or MCRC, then follow the procedures described in **Step D**

**Note:** *easyCBM* Benchmark probes administered **below** grade level cannot be entered or administered online. They are administered via paper and pencil.

**Step B.** If the PRF score is **between** the 10<sup>th</sup>-24<sup>th</sup> percentiles,

- interpret the skill as being an area of deficit AND is below grade level
- administer PRF probe one grade level below student's enrolled grade
- continue reviewing percentile score and administering earlier grade probes one grade level at a time until a percentile between the 25<sup>th</sup> and 50<sup>th</sup> (instructional level) is obtained
- provide intervention in PRF at the obtained instructional level
- progress monitor in PRF at the obtained instructional level



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**Step C.** If the PRF score is **between** the 0<sup>th</sup> and 9<sup>th</sup> percentiles,

- administer PRF probes two grade levels below the student's enrolled grade
- continue reviewing percentile score and administering earlier grade probes until a score between the 25<sup>th</sup> and 50<sup>th</sup> percentile (instructional level) is obtained
  - if a score between the 25<sup>th</sup> – 50<sup>th</sup> percentile has not been obtained following the administration of the 2<sup>nd</sup> grade PRF probe, then see above instructions for Grades 2-5 for administering the 1<sup>st</sup> grade probes
- provide intervention in PRF at the obtained instructional level
- progress monitor in PRF at the obtained instructional level

**Step D.** If the **PRF** score is **above** the 25<sup>th</sup> percentile and MCRC is between the 0<sup>th</sup> and 24<sup>th</sup> percentile,

- interpret comprehension as being an area of deficit AND is below grade level
- choose one of the two options listed below to determine instructional level

### Option 1

- administer MCRC probe one grade level below (10<sup>th</sup> to 24<sup>th</sup> percentile) or MCRC probe two grade levels below (0 - 9<sup>th</sup> percentile) student's enrolled grade
- continue reviewing percentile score and administering earlier grade probes until a percentile between the 25<sup>th</sup> and 50<sup>th</sup> (instructional level) is obtained
- provide intervention in comprehension at the obtained instructional level
- progress monitor in MCRC at the obtained instructional level

### Option 2

Review NWEA MAP Data to determine instructional level using the process outlined below:

- locate the student's RIT (Rasch Unit) score in Reading provided on the NWEA MAP referral list, provided by the District
- scores in the chart below represent the grade level mean (performance at the 50<sup>th</sup> percentile) for the identified benchmark period
- compare the student's RIT score to the listed scores

If an instructional level was determined using Option 1 (MCRC method), it does not have to be re-determined with a RIT score.



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### 2015 NWEA MAP RIT/Grade Status Reading Norms

Grade	Fall Mean	Winter Mean	Spring Mean	Grade
<b>K</b>	141.0	151.3	158.1	<b>K</b>
<b>1</b>	160.7	171.5	177.5	<b>1</b>
<b>2</b>	174.7	184.2	188.7	<b>2</b>
<b>3</b>	188.3	195.6	198.6	<b>3</b>
<b>4</b>	198.2	203.6	205.9	<b>4</b>
<b>5</b>	205.7	209.8	211.8	<b>5</b>
<b>6</b>	211.0	214.2	215.8	<b>6</b>
<b>7</b>	214.4	216.9	218.2	<b>7</b>
<b>8</b>	217.2	219.1	220.1	<b>8</b>
<b>9</b>	220.2	221.3	221.9	<b>9</b>
<b>10</b>	220.4	221.0	221.2	<b>10</b>
<b>11</b>	222.6	222.7	222.3	<b>11</b>

### Example

Student: Janet

Grade: 8

*easyCBM* MCRC Fall Benchmark Percentile: 7<sup>th</sup> (Tier 3)

Fall MAP RIT score: 200

Based on the 2015 MAP RIT/Grade Status Reading Norms Table, Janet’s RIT score of 181 is below the Fall Mean for Grade 5 (205.7) and above the Fall Mean for Grade 4 (198.2). This would suggest a 5<sup>th</sup> grade instructional level.

### Special Considerations for Vocabulary and Comprehension

- If a student obtains a **Tier 1 score in Comprehension, but is below Tier 1 in Vocabulary**, then the student will likely benefit from activities in the general education setting to improve vocabulary; however, Tier 2 or 3 interventions, progress monitoring, etc. is not required.
- If **both Vocabulary and Reading Comprehension are below Tier 1**, the data team determines if vocabulary intervention should be part of the plan to improve reading comprehension. If so, the student intervention plan would reflect intervention in both vocabulary and reading comprehension; however, **progress monitoring is completed in Reading Comprehension only.**

<b><i>easyCBM</i> Progression of Skill Development</b>	
Letter Names	→ Letter Sounds → Phoneme Segmenting
Word Reading Fluency	→ Passage Reading Fluency
Vocabulary	→ Reading Comprehension
Numbers and Operations	→ Numbers and Operations and Algebra
Geometry	→ Measurement



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### MATHEMATICS

#### Grades Kindergarten to 8

Review the CCSS Math percentile score obtained during administration of the *easyCBM* baseline.

- Step A.** If the score is **at or above the 25<sup>th</sup>** percentile,
- the student is considered adequate (Tier 1) in math

**Note:** *easyCBM* Benchmark probes administered below grade level cannot be entered or administered online. They are administered via paper and pencil.

- Step B.** If the score is **between** the 0 and 24<sup>th</sup> percentiles,
- interpret math as being an area of deficit AND is below grade level

- Step C.** Review the student's i-Ready data by following the steps listed below:
- click tab for "Reports" and then "Class Reports"
  - under "Choose a Report" click "Instructional Grouping Profile"
  - teacher-level access: Click on the student's name.  
administrator-level access: Select the classroom and the student  
district-level access: Select the school, classroom, and the student
  - review the "Detail for Test (most recent test)" table
  - look at each Domain—Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry—and its corresponding placement
    - placement Levels correspond with grade level. For instance, Level 3 means grade 3
  - determine which Domain is a skill deficit (at least one level below the student's current grade)
    - if more than one area of deficit is present, then chose the most foundational skill
  - provide intervention in the math domain chosen at the instructional level (i.e., i-Ready Level)
  - progress monitor in *easyCBM* corresponding area
    - e.g., if Numbers and Operations on the 3<sup>rd</sup> grade level is the i-Ready domain chosen, then progress monitor using *easyCBM* 3<sup>rd</sup> grade probes for Numbers Operations and Algebra

**Note:** i-Ready data are only used for determining instructional level. i-Ready progress monitoring, while informative, is NOT permissible for RTI<sup>2</sup>.



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## Grades 9-12

Review the CCSS percentile score obtained during administration of the *easyCBM* benchmark.

**Note: *easyCBM* Benchmark probes administered below grade level cannot be entered or administered online. They are administered via paper and pencil.**

**Step A.** If the score is **at or above the 25<sup>th</sup>** percentile,  

- the student is considered adequate (Tier 1) in math

**Step B.** If the score is **between** the 0 and 24<sup>th</sup> percentiles,  

- interpret math as being an area of deficit AND is below grade level

**Step C.** Review NWEA MAP Data to determine instructional level using the process outlined below:

- locate the student’s RIT (Rasch Unit) score provided on the NWEA MAP Math referral list, provided by the District
- scores in the chart below represent the grade level mean (performance at the 50<sup>th</sup> percentile) for the identified benchmark period
- compare the student’s RIT score to the listed score

**2015 NWEA MAP RIT/Grade Status MATH Norms**

Grade	Fall Mean	Winter Mean	Spring Mean	Grade
<b>K</b>	140.0	151.5	159.1	<b>K</b>
<b>1</b>	162.4	173.8	180.8	<b>1</b>
<b>2</b>	176.9	186.4	192.1	<b>2</b>
<b>3</b>	190.4	198.2	203.4	<b>3</b>
<b>4</b>	201.9	208.7	213.5	<b>4</b>
<b>5</b>	211.4	217.2	221.4	<b>5</b>
<b>6</b>	217.6	222.1	225.3	<b>6</b>
<b>7</b>	222.6	226.1	228.6	<b>7</b>
<b>8</b>	226.3	229.1	230.9	<b>8</b>
<b>9</b>	230.3	232.2	233.4	<b>9</b>
<b>10</b>	230.1	231.5	232.4	<b>10</b>
<b>11</b>	233.3	234.4	235.0	<b>11</b>

### Example

Student: John

Grade: 8

easyCBM MCRC Fall Benchmark Percentile: 8<sup>th</sup> (Tier 3)

Fall MAP RIT score: 219

Based on the 2015 MAP RIT/Grade Status Math Norms Table, John’s RIT score of 219 is below the Fall Mean for Grade 7 (222.6) and above the Fall Mean for Grade 6 (217.6). This would suggest a 7<sup>th</sup> grade instructional level.



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### ***easyCBM*: Progress Monitoring**

Once instructional levels have been determined, then the student should begin receiving intervention and progress monitoring in the lowest targeted skill deficit on the student's instructional level. In most cases, instructional level will be below the student's current grade level. In SCS, *easyCBM* is the only allowable progress monitoring tool for RTI<sup>2</sup>. While programs used for intervention (e.g., i-Ready, Istation) may also have progress monitoring components, they are not acceptable forms of progress monitoring for RTI<sup>2</sup> data collection.

The following table lists the appropriate *easyCBM* progress monitoring measures for reading and math for each instructional level:

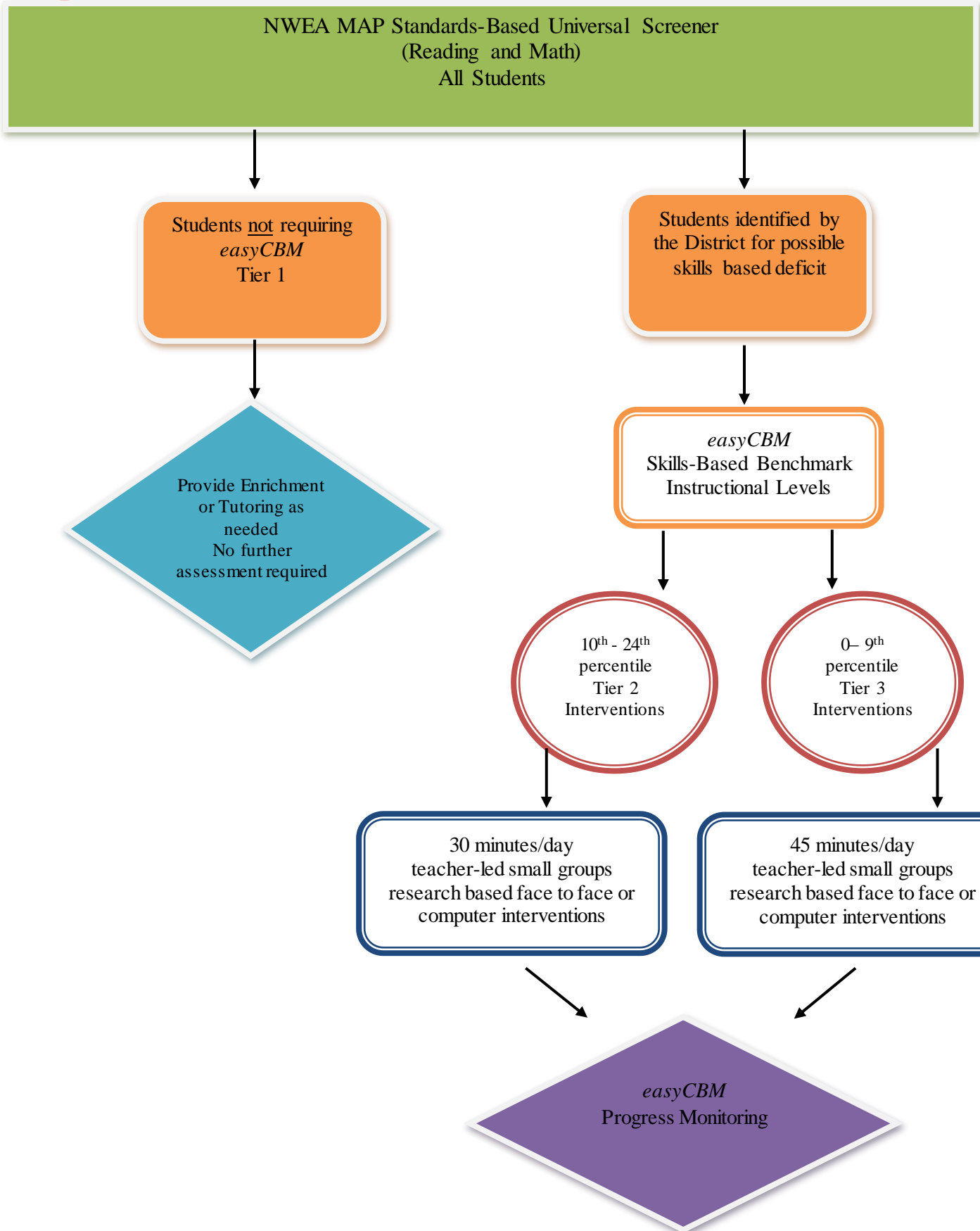
<b>Instructional Level</b>	<b>Reading* Progress Monitoring Measures (Must match targeted area of intervention)</b>	<b>Math* Progress Monitoring Measures (Must match targeted area of intervention)</b>
Kindergarten	Letter Names, Letter Sounds, Phoneme Segmenting, and Word Reading Fluency	Numbers and Operations, Geometry, and Measurement
1 <sup>st</sup> Grade	Letter Names, Letter Sounds, Phoneme Segmenting, Word Reading Fluency, and Passage Reading Fluency	Numbers and Operations, Geometry, and Algebra
2 <sup>nd</sup> Grade	Word Reading Fluency, Passage Reading Fluency, and Multiple Choice Reading Comprehension	Numbers and Operations, Measurement, and Algebra
3 <sup>rd</sup> Grade	Word Reading Fluency, Passage Reading Fluency, and Multiple Choice Reading Comprehension	Numbers and Operations, Geometry, and Algebra
4 <sup>th</sup> Grade	Passage Reading Fluency and Multiple Choice Reading Comprehension	Numbers and Operations, Measurement, and Algebra
5 <sup>th</sup> Grade	Passage Reading Fluency and Multiple Choice Reading Comprehension	Numbers and Operations, Geometry, Measurement, and Algebra
6 <sup>th</sup> Grade	Passage Reading Fluency and Multiple Choice Reading Comprehension	Numbers and Operations, Algebra, and Ratios
7 <sup>th</sup> Grade	Passage Reading Fluency and Multiple Choice Reading Comprehension	Numbers and Operations, Geometry, Measurement, and Algebra
8 <sup>th</sup> Grade	Passage Reading Fluency and Multiple Choice Reading Comprehension	Numbers and Operations, Geometry, Measurement, Algebra, and Data Analysis

\*Typically, only one progress monitoring targeted area of deficit will be administered.

**Reminder:** i-Ready and Istation progress monitoring, while informative, is NOT permissible for RTI<sup>2</sup>.

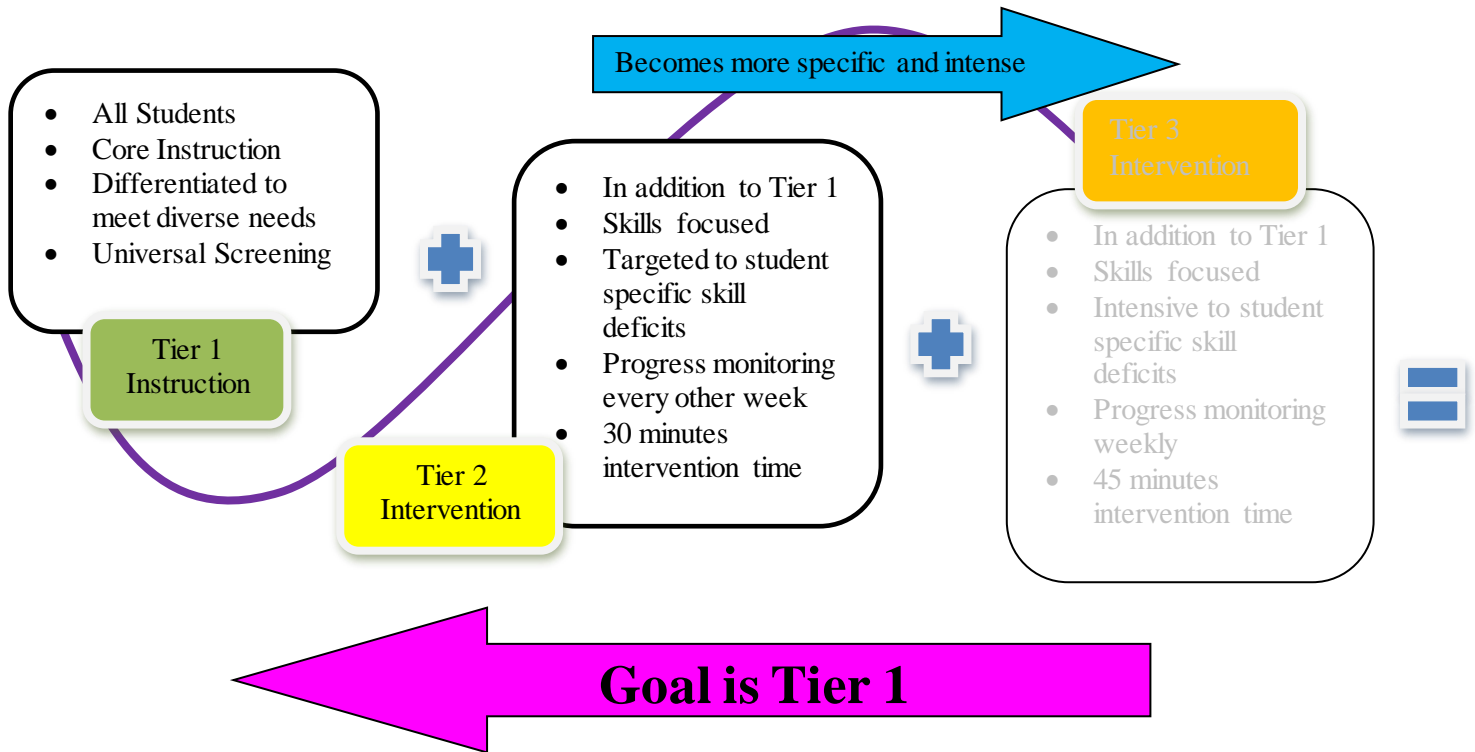


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## Section 3: RESPONSE TO INTERVENTION

### Tier 2: Description and Procedures



Students who perform between the 10<sup>th</sup> and 24<sup>th</sup> percentiles on the *easyCBM* benchmark assessment in reading or math are required to receive daily Tier 2 interventions in a specific skill area. RTI<sup>2</sup> interventions occur on the student's instructional level. Intervention is provided as a supplement to, not in place of, Tier 1 core instruction.

English Language Learners who are at beginning levels of English proficiency may receive additional English language based interventions within the ESL classroom. English Language Learners who have achieved Fluency in the Speaking and Listening domains of English, but score between the 10<sup>th</sup> and 24<sup>th</sup> percentile on the *easyCBM* benchmark assessment, may receive RTI<sup>2</sup> interventions in their specific area of academic deficit.

#### Tier 2 Intervention Times

The following table illustrates the recommended minimum intervention minutes for Tier 2 intervention in SCS:

Grades	K-5	6-8	9-12
English/Language Arts	30 minutes daily	30 minutes daily	30 minutes daily or 150 minutes per week
Mathematics	30 minutes daily	30 minutes daily	30 minutes daily or 150 minutes per week





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The interventions in Tier 2 should be provided daily. A minimum of 8-10 data points collected every other week and three fidelity checks must be completed in order to make a sound data-based decision to increase the intensity of the intervention.

If students need interventions in more than one area (i.e., ELA and Mathematics), then the RTI<sup>2</sup> Data Team should carefully review the student's data and develop an intervention plan to best prioritize and effectively address the student's skill deficits. Some students may need to spend more time in Tier 2 interventions if more than one area is being simultaneously addressed. English Language Learners may take longer to respond to intervention given their limited English Language proficiency.

Research supports small groups for interventions. The interventions need to be delivered by highly-trained personnel, who are adequately trained to deliver the selected intervention as intended with fidelity to design. When possible, Tier 2 interventions should be taught by qualified, certified teachers. This instruction can be supported by well-trained education assistants, classroom volunteers, etc., under the teacher's guidance. The following are **suggested** ratios of highly trained personnel to students during Tier 2 interventions:

Grade	Ratio
K-5	1:5
6-8	1:6
9-12	1:6

### Intervention in Tier 2

The goal of Tier 2 intervention is to provide research-based interventions—additional instructional support--aligned to specific skill-deficit(s) as identified by a skills-based benchmark assessment. As a reminder, effective core literature instruction includes explicit attention to literacy foundations across grades. Tiered interventions are systematic, research-based interventions that target one of the following areas based on the student's lowest skill-deficit area:

- Basic Reading Skills (Phonics, Phonological Awareness)
- Reading Fluency
- Reading Comprehension (Comprehension, Vocabulary)
- Mathematics Calculation (Procedural Skill and Fluency/Basic Facts, Complex Computation)
- Mathematics Problem Solving (Numbers & Operations, Base Ten, Place Value, Data, Geometry, Measurement, Algebraic Thinking)

In SCS, currently available interventions for Tier 2 include:

#### Curriculum-based for teacher-led small-group instruction

##### Reading

Journeys Reading Toolkit, Literacy Toolkit

##### Math

Envision Intervention Kit



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### Computer-based with printable lessons for small-group instruction

Reading

Istation (K-8)

Achieve3000 (3-12)

Read 180 (3-12)

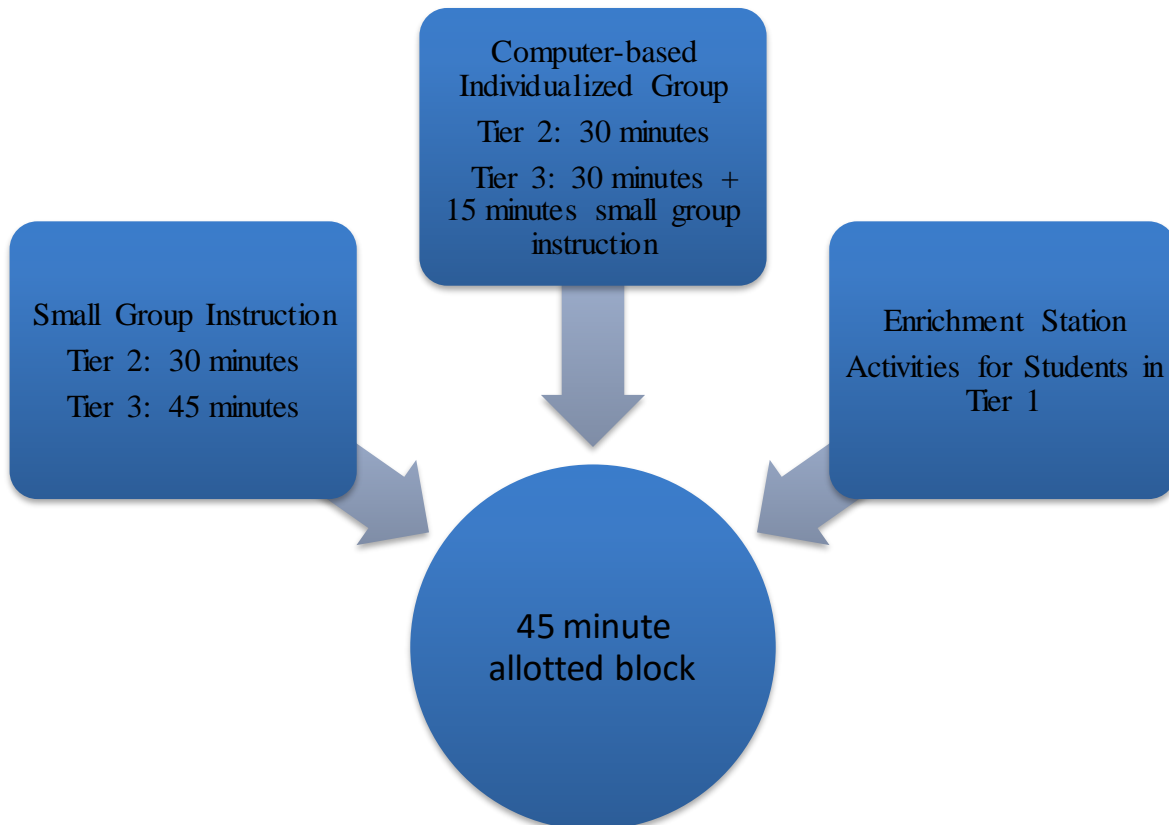
Math

i-Ready

For students receiving Tier 2 computer-based intervention programming, it is recommended that no more than 90 minutes of the 150 required minutes per week should be completed on the computer. In fact, most of the District-approved, online resources require specific teacher-led modeling, instruction, and monitoring to support program fidelity and ensure the greatest possible results. At least 60 minutes of small group/face-to-face instruction is recommended for Tier 2.

**Tiered interventions focus on improving a student’s foundational skills with the goal of enabling him or her to be successful in Tier 1 (core) instruction.**

### SAMPLE INTERVENTION BLOCK





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During intervention time, the classroom should be a purposeful arrangement of activity based on student needs. This means some students are working independently on intervention or enrichment activities, some students are working in small groups on enrichment or intervention activities, and the teacher is working with an additional small group of students.

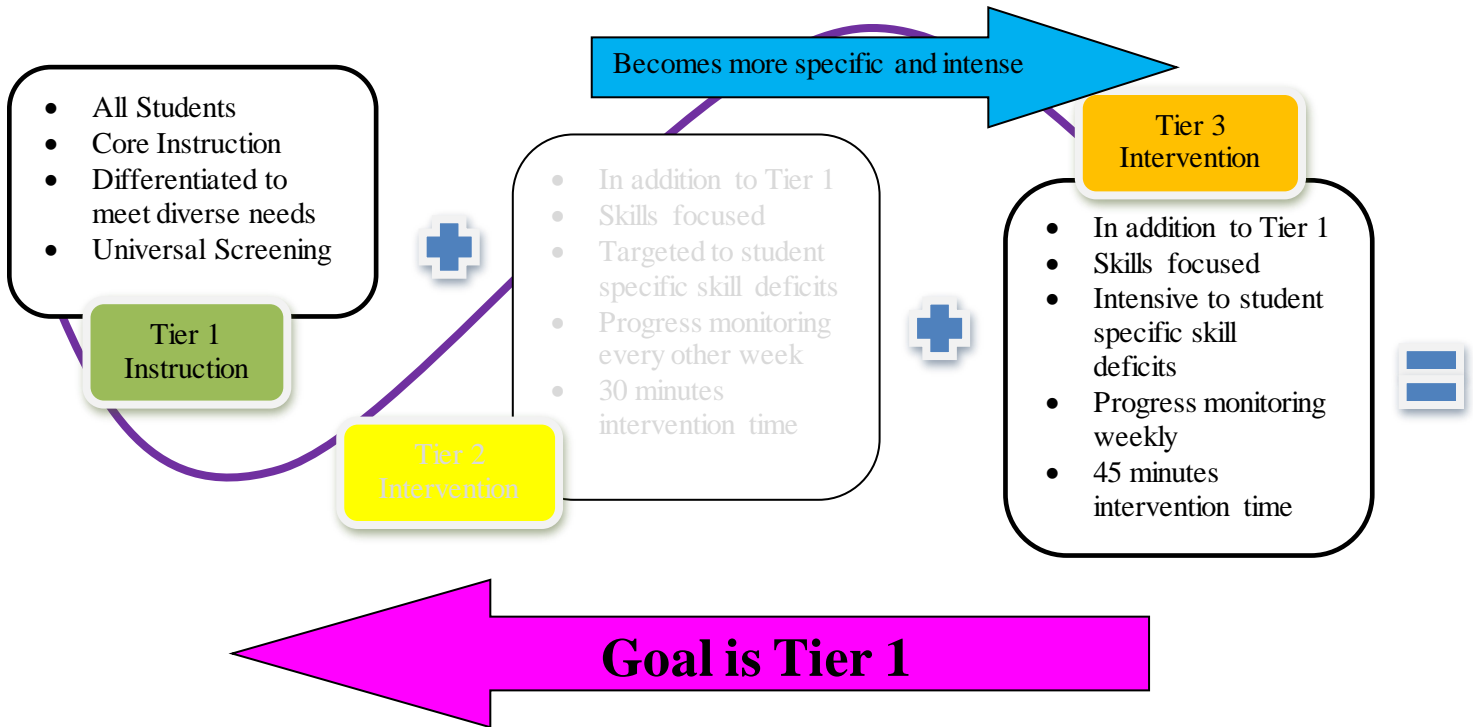
### **Progress Monitoring Procedures in Tier 2**

It is not enough to provide additional support to students based on their specific needs, we also need to closely monitor student progress in that particular skill area to ensure that the particular approach is working and/or make adjustments to better support the student and accelerate learning in that area. Progress monitoring, with *easyCBM*, will occur, at a minimum, every other week for students receiving Tier 2 interventions. Note: *easyCBM* provides recommendations for the skill and frequency of progress monitoring. SCS follows TDOE RTI<sup>2</sup> Framework guidelines for progress monitoring.

Progress monitoring should occur in the specific skill area as specified on the student's Tier 2 intervention plan. For example, if a student is receiving intervention in reading comprehension, then only the *easyCBM* MCRC progress monitoring probe will be used.



## Tier 3: Description and Procedures



Students who perform between the 0 and 9<sup>th</sup> percentiles on the *easyCBM* benchmark assessment in reading and/or math are required to receive daily Tier 3 interventions at the lowest specific skill-deficit area. RTI<sup>2</sup> interventions are provided on the student's instructional level.

### Tier 3 Intervention Times

The following table illustrates the recommended minimum daily instructional minutes for Tier 3 intervention in SCS:

Grade	K-5	6-8	9-12
English/Language Arts	45 minutes daily	45 minutes daily	45 minutes daily or 225 minutes per week
Mathematics	45 minutes daily	45 minutes daily	45 minutes daily or 225 minutes per week

The interventions in Tier 3 should be provided daily. Tier 3 interventions should be **more intense** than Tier 2 interventions. Intensity can be increased through length, frequency, and duration of implementation.

If students need interventions in more than one area (i.e. ELA and Mathematics), then the RTI<sup>2</sup> Data Team should carefully review the student's data and develop an intervention plan to address the student's skill deficits. Some students may need to spend more time in Tier 3 interventions if more than one area is being simultaneously addressed.



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For any student, a minimum of two rounds of intervention (one round of intervention = 8-10 weeks) is required. Students who are placed directly into Tier 3 (i.e., benchmark score is 9<sup>th</sup> percentile or below) will be given adequate time to respond to interventions before a referral to special education is made. For students directly placed into Tier 3 a minimum of 16-20 data points collected every week and 10 fidelity checks (6 direct, 4 indirect) must be completed in order to make a sound data-based decision. **Direct placement in Tier 3 increases the intensity of the interventions; it does not shorten the duration of the interventions.** Students who have completed one round (8-10 weeks) of Tier 2 intervention and move to Tier 3, then a minimum of 8-10 data points collected weekly and 8 fidelity checks (5 direct, 3 indirect) must be completed in order to make a sound data-based decision.

English Language Learners, who have achieved fluency in the Speaking and Listening domains of English, but score between the 0 and 9<sup>th</sup> percentiles on the *easyCBM* benchmark assessment, will receive RTI<sup>2</sup> interventions in their specific area of academic deficit.

English Language Learners who are at beginning levels of English proficiency will receive additional English language based interventions within the ESL classroom. They may also receive Tier 3 interventions if the RTI<sup>2</sup> Data Team in collaboration with the ESL teacher determines that the student may benefit from skill-specific interventions. It should be noted that English Language Learners may take longer to respond to intervention given their limited English Language proficiency.

Research supports small group instruction facilitated by highly-trained personnel for quality intervention. The interventions need to be delivered by highly-trained personnel. Highly-trained personnel are people who are adequately trained to deliver the selected intervention as intended with fidelity to design. When possible, Tier 3 interventions should be taught by qualified, certified teachers. Research supports the most trained personnel working with the most at-risk students. The following are suggested ratios of highly trained personnel to students during Tier 3 interventions:

Grade	Ratio
K-5	1:3
6-8	1:6
9-12	1:12

### Interventions in Tier 3

The goal of Tier 3 is to provide research-based interventions—additional instructional support—aligned to specific skill-deficit(s) as identified by a skills-based benchmark assessment. As a reminder, effective core literature instruction includes explicit attention to literacy foundations across grades. Tiered interventions are systematic, research-based interventions that target one of the following areas based on the student's lowest skill-deficit area:



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- Basic Reading Skills (Phonics, Phonological Awareness)
- Reading Fluency
- Reading Comprehension (Comprehension, Vocabulary)
- Mathematics Calculation (Procedural Skill and Fluency/Basic Facts, Complex Computation)
- Mathematics Problem Solving (Numbers & Operations, Base Ten, Place Value, Data, Geometry, Measurement, Algebraic Thinking)

In SCS, currently available interventions for Tier 3 include:

### **Curriculum-based for teacher-led small-group instruction**

#### Reading

Journeys Reading Toolkit, Literacy Toolkit (K-5)

#### Math

Envision Intervention Kit (K-5)

### **Computer-based with printable lessons for small-group instruction**

#### Reading

Istation (K-8)

Achieve3000 (3-12)

Read 180 (3-12)

#### Math

i-Ready

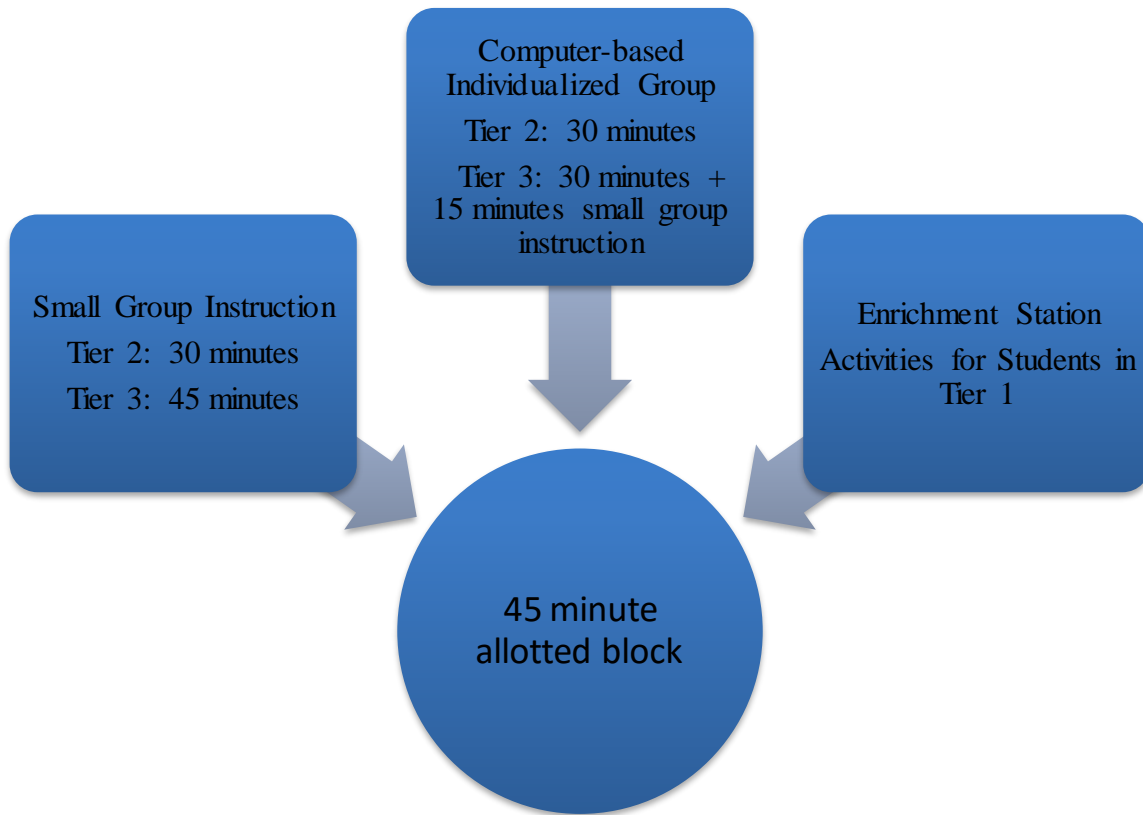
For students receiving Tier 3 computer-based interventions, it is recommended that no more than 60 minutes of the 225 required minutes per week should be completed on the computer. In fact, most of the District-approved, online resources require specific teacher-led modeling, instruction, and monitoring to support program fidelity and ensure the greatest possible results. At least 165 minutes of small group/face to face instruction in the specific skill-deficit area are recommended for Tier 3.

The computer-based intervention session should last no more than 30 minutes; therefore, the teacher will need to provide additional 15 minutes of small group intervention time to total 45 minutes each day.

**Tiered interventions focus on improving a student's foundational skills with the goal of enabling him or her to be successful in Tier 1 (core).**



## SAMPLE INTERVENTION BLOCK



During intervention time, the classroom should be a purposeful arrangement of activity based on student needs. This means some students are working independently on intervention or enrichment activities, some students are working in small groups on enrichment or intervention activities, and the teacher is working with an additional small group of students.

### Progress Monitoring Procedures in Tier 3

Progress of students receiving Tier 3 interventions will be monitored every week using the District-approved progress monitoring tool *easyCBM*. Progress monitoring should occur in the specific skill-deficit area as specified on the student’s Tier 3 intervention plan. For example, if a student is receiving intervention in reading comprehension then only the *easyCBM* MCRC progress monitoring probe will be used.

Note: *easyCBM* provides recommendations for the skill and frequency of progress monitoring. SCS follows TDOE RTI<sup>2</sup> Framework guidelines for progress monitoring.

### Dyslexia and RTI<sup>2</sup>

Like all students, students with dyslexia have diverse needs and demonstrate characteristics on a broad spectrum. It is possible for a student with dyslexia to experience difficulties in the



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classroom that are problematic but not disabling. The RTI<sup>2</sup> Framework provides an avenue for all struggling students to receive increasingly intensive interventions through general education.

If screening indicates that characteristics of dyslexia exist, then the student shall be provided dyslexia intervention services. Dyslexia intervention may occur at Tier 2 or Tier 3. Dyslexia intervention is a general education component of RTI<sup>2</sup>. In Tier 2 and Tier 3, teachers continue to track student learning, establish goals, plan instruction, and make appropriate adjustments to instruction based on student progress toward achievement of state standards.

The RTI<sup>2</sup> team meets to analyze screening data to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students, including those students who exhibit the characteristics of dyslexia. Guidance may include suggestions of appropriate tiered interventions, dyslexia-specific interventions, academic accommodations as appropriate, and access to assistive technology.

When considering the presence of characteristics of dyslexia, the RTI<sup>2</sup> team should also consider the following factors:

- The child has received effective classroom instruction and adequate exposure to educational opportunities;
- The lack of progress is not due to sociocultural factors such as language differences, irregular attendance, or background experiences;
- The student has performance on screening measures that is lower than expected given general functioning in cognitive and adaptive skills.

### Kindergarten and 1<sup>st</sup> Grade

Students who obtain scores at or below the 9<sup>th</sup> percentile on *easyCBM* in two of the three benchmarked skill areas will be determined to have failed the kindergarten and 1<sup>st</sup> grade dyslexia screening.

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

Review the student's performance in the following *easyCBM* areas: Passage Reading Fluency (administered at grade-level benchmark) and the three measures administered when obtaining instructional levels (Letter Sounds, Phoneme Segmenting, and Word Reading Fluency). If the student obtains a score at or below the 9<sup>th</sup> percentile in three of the four aforementioned measures, the student will be determined to have failed the dyslexia screening.





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### Section 4: SPECIFIC RTI<sup>2</sup> SCHOOL PROCEDURES

#### School RTI<sup>2</sup> Data Team Composition

RTI<sup>2</sup> is a whole school instructional model intended to improve learning for **all** students. Therefore, **all** faculty and staff members share responsibility for RTI<sup>2</sup>. Each principal should designate a school-based professional to serve as the RTI<sup>2</sup> Chairperson (Form [BL-01](#)). It is recommended that the RTI<sup>2</sup> Chairperson divide responsibilities with other team members (e.g., administrators, PLC Coach, school psychologist) to efficiently implement RTI<sup>2</sup>. Each school is required to have a school RTI<sup>2</sup> Team. The RTI<sup>2</sup> Data Team should include the following professionals:

Title	Responsibilities
Principal and Vice Principal and/or Assistant Principal	Arranges for universal screenings/benchmarks to be collected, creates school wide schedule which accommodate RTI <sup>2</sup> interventions times, ensures that Tier 1 (core) instruction and Tier 2/3 interventions occur with fidelity, attends School RTI <sup>2</sup> Data Team meetings
RTI <sup>2</sup> Chairperson* (Principal-Designee)	Oversees the RTI <sup>2</sup> calendar, adheres to the universal screening and benchmark dates, schedules RTI <sup>2</sup> meetings, coordinates collection of data from classroom teachers and Fidelity Checks, responsible for maintenance of RTI <sup>2</sup> student-specific folders, attends grade/team/department meetings to coordinate RTI <sup>2</sup> Framework, serves as a liaison between the principal and teachers, and collaborates regularly with the school psychologist
PLC Coach and/or Instructional Facilitator	Oversees research-based interventions for all students, assists RTI <sup>2</sup> Data Team to complete and review student intervention plans, provide training to school staff on appropriate teaching and intervention methodologies
School Psychologist	Guides the School RTI <sup>2</sup> Data Team in proper procedures and best practices for tiered interventions, regularly attends school RTI <sup>2</sup> Data Team Meetings, reviews progress monitoring data, conducts gap analyses, assists in managing paperwork with RTI <sup>2</sup> chairperson, guides the RTI <sup>2</sup> Data Team through the special education referral procedures, conducts individual student screening when necessary
Classroom Teachers	Responsible for delivering good first teaching to all students in class, provides research-based interventions and progress monitoring for Tier 2/3 students, attends RTI <sup>2</sup> Data Team meetings, completes required paperwork for students in Tier 2/3
ESL Teachers	Responsible for delivering daily Tier 1 instruction to ELL students scoring 3.6 and below on WIDA ACCESS and providing researched-based interventions for Tier 2 supplemental instruction, provides observations and input to the RTI <sup>2</sup> data team regarding ELL students, assists in providing communication between home and school
Special Education Teachers	Consults with RTI <sup>2</sup> Data Team, provides guidance regarding best practices in interventions, provides skill-based interventions to students with an IEP, is involved in referrals for special education services
Support Teachers	Supports school in RTI <sup>2</sup> implementation, may provide Tier 2/3 interventions and/or academic enrichment with proper training
Professional School Counselor	Collaborates with RTI <sup>2</sup> Data Team to provide assistance to increase student learning, may be a regular member of RTI <sup>2</sup> Data Team
District Personnel	Provides oversight and support to the schools in RTI <sup>2</sup> implementation



## 2016-17 RTI<sup>2</sup> District Implementation Guide

### School Level RTI<sup>2</sup> Data Team Meetings

The RTI<sup>2</sup> Data Team meets regularly (every 20-23 instructional days) to ensure the fidelity of the instruction and interventions, as well as make data-based decisions regarding appropriate student placement in interventions. Placing students in interventions requires reviewing and discussing student data and attendance. Interventions must be matched to specific area(s) of deficit for each student. School teams will ensure that interventions are implemented with integrity.

Listed below are the specific components required in the RTI<sup>2</sup> Data Team Meetings as well as what happens in between RTI<sup>2</sup> Data Team Meetings. A more detailed explanation of items can be found in subsequent sections.

**A. Following administration of NWEA MAP, the District will provide schools a list of students who will be administered *easyCBM*. Each school will be given a separate list for reading and math. Once *easyCBM* is administered, then follow the procedures listed below.**

1. Teacher reviews class scores from the *easyCBM* benchmark assessment (reading/math)
2. Teacher completes Teacher Benchmark List-Reading and Math for students scoring at or below the 24<sup>th</sup> percentile (Form [GF-1R/M](#))
3. Copies of Form [GF-1R/M](#) are submitted to RTI<sup>2</sup> chair for school record keeping
4. Teacher completes the RTI<sup>2</sup> Referral to Data Team for each student scoring at or below 24<sup>th</sup> percentile in reading and/or math. (Form [SF-01](#))
5. School psychologist reviews all RTI<sup>2</sup> Referral to Data Team forms ([SF-01](#)) for each student to screen exclusionary factors (can be done during the first RTI<sup>2</sup> Data Team Meeting)
6. School administration completes Tier 1 (core) Fidelity check for each teacher (Form [FC-1A](#))

**B. RTI<sup>2</sup> Team Meeting #1**

1. Team reviews RTI<sup>2</sup> Referral to Data Team (Form [SF-01](#)) to determine student's lowest skill-deficit area
2. RTI<sup>2</sup> Student Intervention Plan completed for each student (Form [SF-02](#))
3. Teacher will submit RTI<sup>2</sup> Targeted Skill-Deficit Group List of Students Needing Interventions (Form [GF-02](#)) to the RTI<sup>2</sup> Chairperson
4. RTI<sup>2</sup> chair compiles initial RTI<sup>2</sup> Targeted Skill-Deficit Group List of Students Needing Interventions (Form [GF-02](#))—Targeted skill-deficit areas will be determined during initial RTI<sup>2</sup> data team meeting
5. Individualized Parent Letters generated (Form [PC-01](#) [PC-04](#) [PC-DS](#))
6. Intervention Logs distributed to teacher (Form IL-Corresponding Month)
7. Fidelity Checks planned, scheduled, and assigned for completion
8. Parent letters sent home
9. Teacher documents parent letter sent home in Parent Contact Log (Form [PC-99](#))



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### C. PRIOR to RTI<sup>2</sup> Team Meeting #2-10

1. 1-2 Fidelity Checks completed (Forms [FC-2/3A](#), [FC-2/3SG](#), [FC-2/3CB](#), [FC-IN](#))
2. Intervention Logs for respective months completed (Form IL-Corresponding Month)
3. Progress monitoring completed in lowest skill-deficit area
4. Rate of Improvement(ROI) Calculated (Form [SF-04](#))\*

### D. RTI<sup>2</sup> Team Meeting #2 -10\*\*

1. Student progress is reviewed using intervention logs, progress monitoring, and ROI
2. RTI<sup>2</sup> Evaluation of Student Intervention Plan is completed for each student (Form [SF-02](#))
3. RTI<sup>2</sup> Student Intervention plan is revised, if needed (Form [SF-02](#))
4. Appropriate Parent Letters generated (Form [PC-01](#), [PC-02](#), or [PC-03](#), [PC-04](#) [PC-DS](#))
5. Intervention Logs distributed to teacher (Form IL-Corresponding Month)
6. Fidelity Checks planned, scheduled, and assigned for completion
7. Parent letters sent home with copy of Progress Monitoring Graph
8. Teacher documents parent letter sent home in Parent Contact Log (Form [PC-99](#))
9. Copies of data collected placed in students RTI<sup>2</sup> folder (Forms [SF-01](#), [02](#), [04\\*](#), [05](#); [FC-1A](#), [2/3A](#), [2/3SG](#), [2/3CB](#), [IN](#)); IL-Corresponding Intervention Months; [PC-01](#) and [02](#), [03-04](#), [DS](#) if applicable-and [99](#))

\*If not provided by progress monitoring tool.

\*\* Following the Fall, Winter, and Spring NWEA MAP, the District will give each school a list of any additional student(s) who should complete the *easyCBM* benchmark assessment.

## Completing RTI<sup>2</sup> Forms

### Teacher Benchmark Lists

After the skills-based benchmark assessment (*easyCBM*) is completed, the teacher will review the class data. Using Form [GF-1R/M](#), the teacher will list each student who is at or below the 24<sup>th</sup> percentile and turn in a copy to the RTI<sup>2</sup> chair for school-wide record keeping.

### Referral to RTI<sup>2</sup> Data Team Form

The teacher will complete the Referral to RTI<sup>2</sup> Data Team (Form [SF-01](#)) for each student scoring at or below the 24<sup>th</sup> percentile on any part of the skills-based benchmark assessment (*easyCBM*). The referral forms will be turned in to the RTI<sup>2</sup> chairperson prior to the Initial RTI<sup>2</sup> Data Team Meeting. The school psychologist will review every Referral to RTI<sup>2</sup> Data Team form specifically looking at the Other Considerations section. Students who have areas of concern in these sections should be carefully reviewed to determine if the RTI<sup>2</sup> framework is the most appropriate avenue for intervention.



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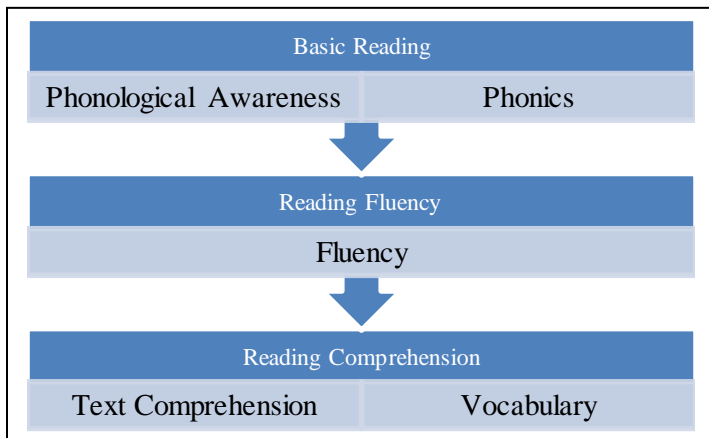
## Student Intervention Plan

Each student referred to the RTI<sup>2</sup> Data Team has an intervention plan (Form [SF-02](#)). The plan is written for the student's lowest skill-deficit area. Only **one** skill-deficit area is targeted for intervention at a time. Listed on the plan is the targeted skill area, instructional level, the intervention being used, who is providing the intervention, days of the week the intervention is occurring, and the length of the intervention.

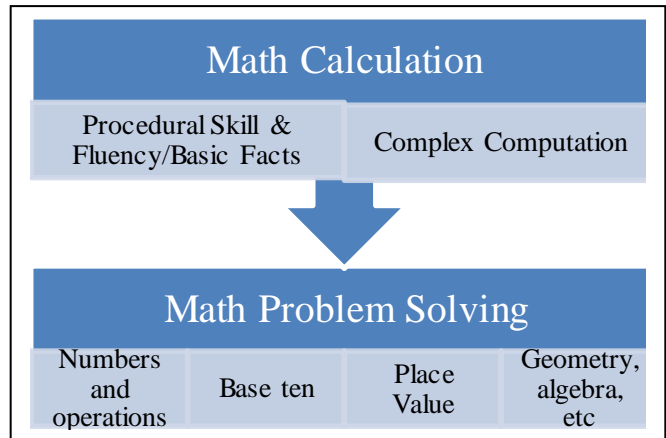
### Guidance for Determining a Student's Lowest Skill-Deficit Area

RTI<sup>2</sup> Interventions are required to be in the student's lowest skill-deficit area. Using data from the *easyCBM* benchmark, the RTI<sup>2</sup> determines the lowest level foundational skill where intervention should be targeted.

#### Areas of Deficit: Reading



#### Areas of Deficit: Math



The RTI<sup>2</sup> team should plan interventions based on the lowest skill area (i.e., prerequisite) that has not been mastered (above 25<sup>th</sup> percentile), which may not be the area with the lowest percentile score.

Area	Percentile
Letter Sounds	10
Phoneme Segmenting	4
Word Reading Fluency	0



In this example, the RTI<sup>2</sup> Team would write a plan with interventions for **Letter Sounds**. Letter Sounds is the lowest skill area that has not been mastered. Corresponding progress monitoring would also be in Letter Sounds.

Interventions based on the target area, outlined in the student intervention plan, should continue until the next scheduled RTI<sup>2</sup> data meeting.

## RTI<sup>2</sup> Evaluation of Student Intervention Plan

The Student Intervention Plan is reviewed and evaluated (Form [SF-02](#)) at each RTI<sup>2</sup> Data Team meeting. When evaluating the effectiveness of the Student Intervention Plan, the team considers the student's ROI and reviews other data (Intervention Logs, Fidelity Checks, Progress



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Monitoring) to make a sound decision about continuing the current Student Intervention Plan or whether modifications should be made.

Changes are made to intervention plans during the RTI<sup>2</sup> Data Team meetings, if indicated by the data. Only one change to an intervention should be made at a time, so that the effectiveness of the intervention can be measured appropriately.

Changes in intervention may include:

- Increasing frequency of intervention sessions
- Changing interventions
- Changing the interventionist
- Changing behavioral incentives
- Changing time of day intervention is delivered

**Independently altering the intervention or targeted skill area prior to the RTI<sup>2</sup> Data Team Meeting will invalidate the data for that intervention period and data collection may have to start over.**

Intervention **must** occur on a daily basis.  
**Tier 2: minimum 30 minutes daily and Tier 3: minimum 45 minutes daily.**

### Guidelines for Data Collection—*easyCBM* Progress Monitoring

Progress monitoring is systematic, research-based data collection. Progress monitoring data is used to guide instruction and help educators determine the intervention’s effectiveness. Progress monitoring will be completed with each student who is receiving Tier 2, Tier 3, or Special Education services, on that student’s instructional level.

Intervention Tier	Frequency of Progress Monitoring
Tier 2	Every other week
Tier 3	Every week
Special Education	Every week

For best practices when progress monitoring, teachers should:

- **Set a schedule for progress monitoring.** There must be sufficient time (10-14 days if progress monitoring every other week or 5-7 days if progress monitoring weekly) between progress monitoring points for interventions. The data will be considered **invalid and unusable** if:
  - more than one progress monitoring point is collected in the same day/week
  - no intervention has occurred between the progress monitoring points (e.g. 1 data point Friday, next data point Monday)
  - too much time has elapsed between data points (e.g., 1<sup>st</sup> data point first week of October and 2<sup>nd</sup> data point in December)
  - no more than 3 weeks time may elapse between data points within the school year



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- **Adhere to the specific directions for administering progress monitoring.** Deviating from the directions, allowing the student to have multiple attempts at a probe, giving extra practice time, or other accommodations (e.g., read aloud, calculator, dictionary) will invalidate the data and cause it to be unusable.

### Calculating Rate of Improvement (ROI)

A student's **Rate of Improvement** (ROI) (Form [SF-04](#)) on **progress monitoring** is the number of units of measure (e.g., words read correctly [wrc], correct responses, correct digits) a child has made per week since the beginning of the intervention. The ROI is one of the factors considered in determining whether a student has responded well to the intervention and made sufficient progress.

In SCS, *easyCBM* is the District-approved progress monitoring tool; therefore, ROI can only be calculated with *easyCBM* progress monitoring data. ROI is calculated before each RTI<sup>2</sup> Data Team Meeting provided that at least two progress monitoring points have been collected since the last meeting.

ROI is calculated using instructional level (i.e., grade level of intervention) norms for each student's targeted skill area. The steps for calculating ROI are described below.

#### Step 1: Determine Typical ROI

The student's ROI is compared to the improvement of a typical peer to determine adequate progress (i.e., Typical ROI). To establish this rate, the Fall *easyCBM* benchmark expectation is subtracted from the Spring *easyCBM* benchmark expectation and divided by the number of weeks in the school year (i.e., 36).

#### Step 2: Determine Student ROI

##### Option 1

To establish a student's ROI manually (Form [SF-04](#)), the student's score on the first *easyCBM* probe administered is subtracted from the student's score on the last *easyCBM* probe administered. That number is then divided by the number of weeks that have elapsed between the administration of the first and last probe. Student ROI is precise to two decimal points.

The Student ROI should be calculated for each unique combination of grade/skill level type. For example, if the RTI<sup>2</sup> Data Team changes a student's intervention from fourth grade Passage Reading Fluency to fourth grade Reading Comprehension, a new Student ROI using progress monitoring data for fourth grade Reading Comprehension should be calculated.



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### Option 2

*easyCBM* calculates ROI after at least two progress monitoring points have been collected. To access *easyCBM* ROI calculations, follow the steps below:

- Log on to *easyCBM*
- Go to Reports
- Choose Campus, Teacher
- Choose Groups
- Choose a specific group or All Students group
- Click Export CSV
- An Excel spreadsheet will generate in a separate window

Note: Every probe that the student has taken will appear on the spreadsheet. Find the specific progress monitoring tool that has been administered (e.g., MCRC-4). Review the ROI following the last probe administered (e.g., MCRC-4\_5).

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

The Typical ROI should be multiplied by 1.5 to determine a Reasonable ROI. If the Student ROI is not greater than the Reasonable ROI, the RTI<sup>2</sup> Data Team should consider a change in intervention. If the Student ROI is greater than the Reasonable ROI of a typical peer, when calculated on grade-level, then it is considered sufficient and the team should follow the procedures for moving tiers.

### Fidelity Checks

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

Interventions must be implemented with fidelity. If the intervention is not implemented with fidelity of at least 80 percent or greater, the interventionist should be supported with training until fidelity reaches 80 percent.

Fidelity checks must be conducted at each tier level. Tier 1 (core) fidelity checks are conducted by reviewing the teacher's TEM evaluations, daily schedules, lesson plans, professional development, or attendance at RTI<sup>2</sup> Data Team Meetings for each grading period.

Tier 2 and 3 interventions require a combination of direct and indirect fidelity checks that need to be conducted during the collection of every 8-10 progress monitoring data points. For instance, Iris starts Tier 3 intervention on September 15<sup>th</sup>. Progress monitoring data is collected weekly. Between September 15<sup>th</sup> and November 24<sup>th</sup>, at least three direct and two indirect fidelity checks should be conducted. If Iris were receiving Tier 2 interventions and progress monitoring data were collected every other week, then a minimum of one indirect and two direct fidelity checks should be conducted between September 15<sup>th</sup> and February 2<sup>nd</sup>.

It should be noted that Tier 2 and 3 direct fidelity checks are completed on the teacher and



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interventions; however, each student receiving the observed intervention should have a copy of it in their RTI<sup>2</sup> folder. Therefore, it is important to note which students are participating in the interventions; along with ensuring they are receiving the intervention in the appropriate skill area. It is recommended that the observer obtain a copy of the teacher's RTI<sup>2</sup> Skill-Deficit Group List (Form [GF-02](#)) to know which interventions students should be receiving and to note the students observed. Once completed, the fidelity check should be reviewed with the teacher. Copies of each fidelity check completed should be placed in each individual student's RTI<sup>2</sup> data folder. Student data is confidential; therefore, only one student's name should be listed on each form.

Indirect fidelity checks are student-specific and occur by reviewing the student's data. A cross-reference of Intervention Logs, Student Intervention Plans, Progress Monitoring, and attendance is required to ensure that interventions are implemented with fidelity as indicated by the Student Intervention Plan.

Principals must have a process for completing fidelity checks. Guidelines for completing each fidelity check within each Tier are as follows:

	Tier 1	Tier 2	Tier 3
<b>Required Number</b>	1 per grading period	2 direct, 1 indirect every 8-10 progress monitoring data points	3 direct, 2 indirect per every 8-10 progress monitoring data points
<b>Documentation</b>	Optional Form <a href="#">FC-1A</a> *	Forms <a href="#">FC-2/3A</a> , <a href="#">FC-2/3SG</a> , <a href="#">FC-2/3CB</a> , and <a href="#">FC-IN</a>	Forms <a href="#">FC-2/3A</a> , <a href="#">FC-2/3SG</a> , <a href="#">FC-2/3CB</a> , and <a href="#">FC-IN</a>

\*Tier 1 Fidelity Checks may be documented via TEM Evaluation.

### Tier 1 Fidelity Checks

<b>Required Amount (minimum): 1 per grading period</b> <b>Who Can Observe: Principal/Administrator</b>
<b>Options for Tier 1 Fidelity Checks:</b> <ul style="list-style-type: none"> <li>Direct Observation of Teacher (TEM Evaluation)</li> <li>Review of Daily Schedule</li> <li>Review Lesson Plan</li> <li>Review of Professional Development Attendance</li> <li>Review of Attendance at RTI<sup>2</sup> Data Team Meetings (Form <a href="#">BL-01</a>)</li> </ul>
<b>Documentation—TEM Evaluation or Form <a href="#">FC-1A</a></b>





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### Tier 2 Fidelity Checks

<b>Required Amount (minimum): 3 during each 8-10 progress monitoring data points collected</b> <b>Who Can Observe: Principal/Administrator, PLC Coach, Instructional Facilitator, RTI<sup>2</sup> Chairperson, Member of RTI<sup>2</sup> Committee</b>	
<b>Direct Fidelity Check (2 minimum)</b>	<b>Indirect Fidelity Check (1 minimum)</b>
<p><b>Options for Direct* Fidelity Checks:</b></p> <ul style="list-style-type: none"> <li>Walk through observation</li> <li>Short Observation (partial intervention session)</li> <li>Full observation</li> </ul> <p>*Direct observations may vary in length depending on the intensity of the observation needed.            *Direct observations must be unannounced.</p>	<p><b>Options for Indirect Fidelity Checks:</b></p> <ul style="list-style-type: none"> <li>Review of intervention lesson plans</li> <li>Review of progress monitoring data</li> <li>Review of intervention logs</li> <li>Review schedules</li> <li>Review of attendance (including reason for absence)</li> </ul>
<p><b>Documentation—Forms <a href="#">FC-2/3A</a>, <a href="#">FC-2/3SG</a>, <a href="#">FC-2/3CB</a></b></p> <p><i>Prior to the observation, obtain a copy of the teacher's RTI<sup>2</sup> Targeted Skill-Deficit Group List (Form <a href="#">GF-02</a>)</i></p> <ul style="list-style-type: none"> <li>Fidelity checks can be done for an entire group simultaneously for a specific targeted skill set (e.g., comprehension/vocabulary).</li> <li>When observing the whole group, then the following should be noted: students present and intervention skill being targeted for each group.</li> <li>Interventions <b>must</b> focus on the individual student's targeted skill-deficit outlined by the Student Intervention Plan (Form <a href="#">SF-02</a>).</li> </ul> <p><i>Upon completion of the fidelity check, then place a copy of the document in the RTI<sup>2</sup> folder of each student included in the observation.</i></p>	<p><b>Documentation—Form <a href="#">FC-IN</a>:</b></p> <ul style="list-style-type: none"> <li>The RTI<sup>2</sup> Data Team should conduct reviews of student data.</li> <li>Interventions <b>must</b> focus on the individual student's targeted skill-deficit outlined by the Student Intervention Plan (Form <a href="#">SF-02</a>).</li> </ul> <p><i>Upon completion of the fidelity check, then place a copy of the document in the RTI<sup>2</sup> folder of each student included in the observation.</i></p>



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### Tier 3 Fidelity Checks

<b>Required Amount (minimum): 5 during each 8-10 progress monitoring data points collected</b> <b>Who Can Observe: Principal/Administrator, PLC Coach, Instructional Facilitator, RTI<sup>2</sup> Chairperson, Member of RTI<sup>2</sup> Committee</b>	
<b>Direct Fidelity Check (3 minimum)</b>	<b>Indirect Fidelity Check (2 minimum)</b>
<b>Options for Direct* Fidelity Checks:</b> <ul style="list-style-type: none"> <li>Walk through observation</li> <li>Short Observation (partial intervention session)</li> <li>Full observation</li> </ul> <p>*Direct observations may vary in length depending on the intensity of the observation needed.            *Direct observations must be unannounced.</p>	<b>Options for Indirect Fidelity Checks:</b> <ul style="list-style-type: none"> <li>Review of intervention lesson plans</li> <li>Review of progress monitoring data</li> <li>Review of intervention logs</li> <li>Review schedules</li> <li>Review of attendance (including reason for absence)</li> </ul>
<b>Documentation—Forms <a href="#">FC-2/3A</a>, <a href="#">FC-2/3SG</a>, <a href="#">FC-2/3CB</a></b>  <i>Prior to the observation, obtain a copy of the teacher's RTI<sup>2</sup> Targeted Skill-Deficit Group List (Form <a href="#">GF-02</a>)</i> <ul style="list-style-type: none"> <li>Fidelity checks can be done for an entire group simultaneously for a specific targeted skill set (e.g., comprehension/vocabulary).</li> <li>When observing the whole group, then the following should be noted: students present and intervention skill being targeted for each group.</li> <li>Interventions <b>must</b> focus on the individual student's targeted skill-deficit outlined by the Student Intervention Plan (<a href="#">SF-02</a>).</li> </ul> <p><i>Upon completion of the fidelity check, then place a copy of the document in the RTI<sup>2</sup> folder of each student included in the observation.</i></p>	<b>Documentation—Form <a href="#">FC-IN</a>:</b> <ul style="list-style-type: none"> <li>The RTI<sup>2</sup> Data Team should conduct reviews of student data.</li> <li>Interventions <b>must</b> focus on the individual student's targeted skill-deficit outlined by the Student Intervention Plan (Form <a href="#">SF-02</a>).</li> </ul> <p><i>Upon completion of the fidelity check, then place a copy of the document in the RTI<sup>2</sup> folder of each student included in the observation.</i></p>

### Moving Tiers

#### Moving from Tier 1 to Tier 2

Students who score between the 10<sup>th</sup> and 24<sup>th</sup> percentiles on the easyCBM benchmark will be placed into Tier 2 intervention in addition to receiving Tier 1 instruction.

#### Moving from Tier 1 to Tier 3

Students who score between the 0 and 9<sup>th</sup> percentiles on the *easyCBM* benchmark will be placed directly into Tier 3 intervention in addition to receiving Tier 1 (core) instruction. Placement in



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Tier 3 recognizes that these students are at least two grade levels behind in a skill area. Direct placement in Tier 3 does not shorten the duration of the intervention, it increases the intensity of the intervention.

\*\*Once a student is placed in RTI<sup>2</sup> intervention, only the *easyCBM* progress monitoring data is used to move students between the tiers. Benchmark data and MAP data are used to guide instruction but are not used to move tiers.\*\*

### Moving from Tier 2 to Tier 3

In order to move a student from Tier 2 to Tier 3 intervention the following conditions should be met:

- Tier 2 interventions have occurred daily in addition to Tier 1 (core) instruction
  - Intervention logs completed
  - 3 Fidelity checks completed with at least 80% fidelity
- Student has been present for majority of intervention sessions
- Lowest skill deficit has been correctly targeted
- Tier 2 intervention was appropriate and research based
- Progress monitoring has occurred with at least 8 data points collected every other week or 10 data points collected weekly
- Documentation that parent notification letters were sent home following each RTI<sup>2</sup> data team meeting
- GAP analysis indicates that the student's progress is not sufficient for adequate growth with current interventions

### Moving from Tier 3 to Tier 2

In order to move a student from Tier 3 to Tier 2 intervention the following conditions should be met:

- Tier 3 interventions have occurred daily in addition to Tier 1 (core) instruction
  - Intervention logs completed
  - 5 Fidelity checks completed with at least 80% fidelity
- Student has been present for majority of intervention sessions
- Lowest skill deficit has been correctly targeted
- Tier 3 intervention was appropriate and research based
- Progress monitoring has occurred with at least 10 data points collected weekly
- Documentation that parent notification letters were sent home following each RTI<sup>2</sup> data team meeting
- GAP analysis indicates that the student's progress is sufficient for adequate growth with current interventions

### Moving from Tier 2 to Tier 1

In order to move a student from Tier 2 to Tier 1 intervention the following conditions should be met:

- Tier 2 interventions have occurred daily in addition to Tier 1 (core) instruction
  - Intervention logs completed
  - 3 Fidelity checks completed with at least 80% fidelity
- Student has been present for majority of intervention sessions



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- Lowest skill deficit has been correctly targeted
- Tier 2 intervention was appropriate and research based
- Progress monitoring has occurred with at least 8 data points collected every other week or 10 data points collected weekly
- Documentation that parent notification letters were sent home following each RTI<sup>2</sup> data team meeting
- GAP analysis indicates that the student's progress is sufficient for adequate growth with current interventions

### Changing Instructional Level

Instructional levels are used to guide the grade level at which intervention is provided and the grade level for progress monitoring. To move to a higher instructional level (continuing with the same skill), the student should obtain three consecutive progress monitoring scores at the 50<sup>th</sup> percentile or greater. This move could be made prior to a RTI<sup>2</sup> Data Team Meeting, but should be reviewed during the next meeting. Percentiles for progress monitoring can be found in the Progress Monitoring Scoring Guidelines on the Reports tab on *easyCBM* or by clicking this [link](#).

### Changing Skill Area

Changing a skill area can only be done once a student achieves three consecutive progress monitoring scores. If the student's instructional level is the same as their grade level, then the three consecutive scores should be at the 25<sup>th</sup> percentile or greater on their current grade level. If the student's instructional level is below their actual grade level, then the three consecutive scores should be at the 50<sup>th</sup> percentile or greater. A student performing below grade level needs to demonstrate a greater level of skill mastery than a student on grade level. This change should not be made outside of an RTI<sup>2</sup> Data Team Meeting. Percentiles for progress monitoring can be found in the Progress Monitoring Scoring Guidelines on the Reports tab on *easyCBM* or by clicking this [link](#).

### Contact with Parents/Guardians

Parent communication is a **mandatory** component of the RTI<sup>2</sup> framework. Parent contact is **required** at the following times:

- Universal screening (NWEA MAP) (Dates and Duration of screening)\*
- After review of *easyCBM* benchmark data
  - Before starting Tier 2 or 3 interventions (Form [PC-01](#), [PC-04](#))
  - To communicate possible characteristics of dyslexia (Form [PC-DS](#))
- After every RTI<sup>2</sup> Data Team Meeting (Form [PC-02](#)), including a **printed copy of the *easyCBM* parent report**
- Before decreasing Tier 3 intervention time (Form [PC-03](#))
- Before stopping Tier 2 intervention time (Form [PC-03](#))
- Before making a referral to special education

\*may be communicated through automated phone system



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Please note that letters should be provided in the parent's native language. Letters translated to Spanish may be found in the appendix. For other languages, then please contact the Shelby County Schools English as Second Language department for translation.



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### Section 5: Considerations

#### High Schools

What should high school intervention focus on?

<b>High School Reading Intervention</b> Course Codes: 9350 (Tier 2) 3017 (Tier 3)	<b>High School Math Intervention</b> Course Codes: 9350 (Tier 2) 3121 (Tier 3)
<p>Intervention for reading skills includes:</p> <ul style="list-style-type: none"> <li>• comprehension,</li> <li>• vocabulary development,</li> <li>• reading stamina,</li> <li>• fluency, and</li> <li>• writing about increasingly complex and lengthy texts.</li> </ul> <p>Often, high school students will need supports in multiple areas and interventions may need to be designed to support varying skill levels for reading. If a student needs support in phonics or phonemic awareness at the high school level, this student needs intensive, systematic supports that should be research-based.</p>	<p>Intervention for math skills begins with isolated conceptual development, then instruction will support:</p> <ul style="list-style-type: none"> <li>• foundational fluency skills,</li> <li>• procedural fluency skills,</li> <li>• vertical skill instruction to allow concept development, and</li> <li>• mathematical thinking and reasoning.</li> </ul> <p>Often, high school students will need supports with procedural and conceptual skills together. For example a student may need to understand fractions, how to compute fractions, and how to interpret proportions. If a student needs support in basic numeracy concepts at the high school level, the student needs research-based, intensive, and systematic supports.</p>

#### Vision and Hearing Documentation

Each student referred to the RTI<sup>2</sup> Data Team should have current documentation (i.e., within one year) of a passed vision and hearing screening in their RTI<sup>2</sup> file. It is best practice to rule out that vision and hearing problems are the cause for learning difficulties; therefore, it is recommended that students identified as needing Tier 2 and 3 intervention also receive vision and hearing screenings.

#### English Language Learners

All students need effective, TNCore aligned, Tier 1 instruction for English Language Arts and Mathematics. ELL students in the WIDA range of 1.0-3.6 must receive daily English Language Development (ELD) instruction as Tier 1. It is a principal's decision on how best to schedule instruction for ELLs; however, the TDOE requires that ELL students scoring 3.6 or below must receive one hour or more of Tier 1 language instruction with an ESL teacher daily.



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All ELLs will complete the MAP in English. For ELLs identified by MAP for *easyCBM* who score at or below the 24<sup>th</sup> percentile, English Proficiency levels (WIDA ACCESS scores) should be used to determine whether Tier 2 intervention is needed or whether additional English Language Development is needed. The RTI<sup>2</sup> Data Team along with the ESL teacher should collaborate to determine the most appropriate intervention and who will be delivering the intervention for any ELL student.

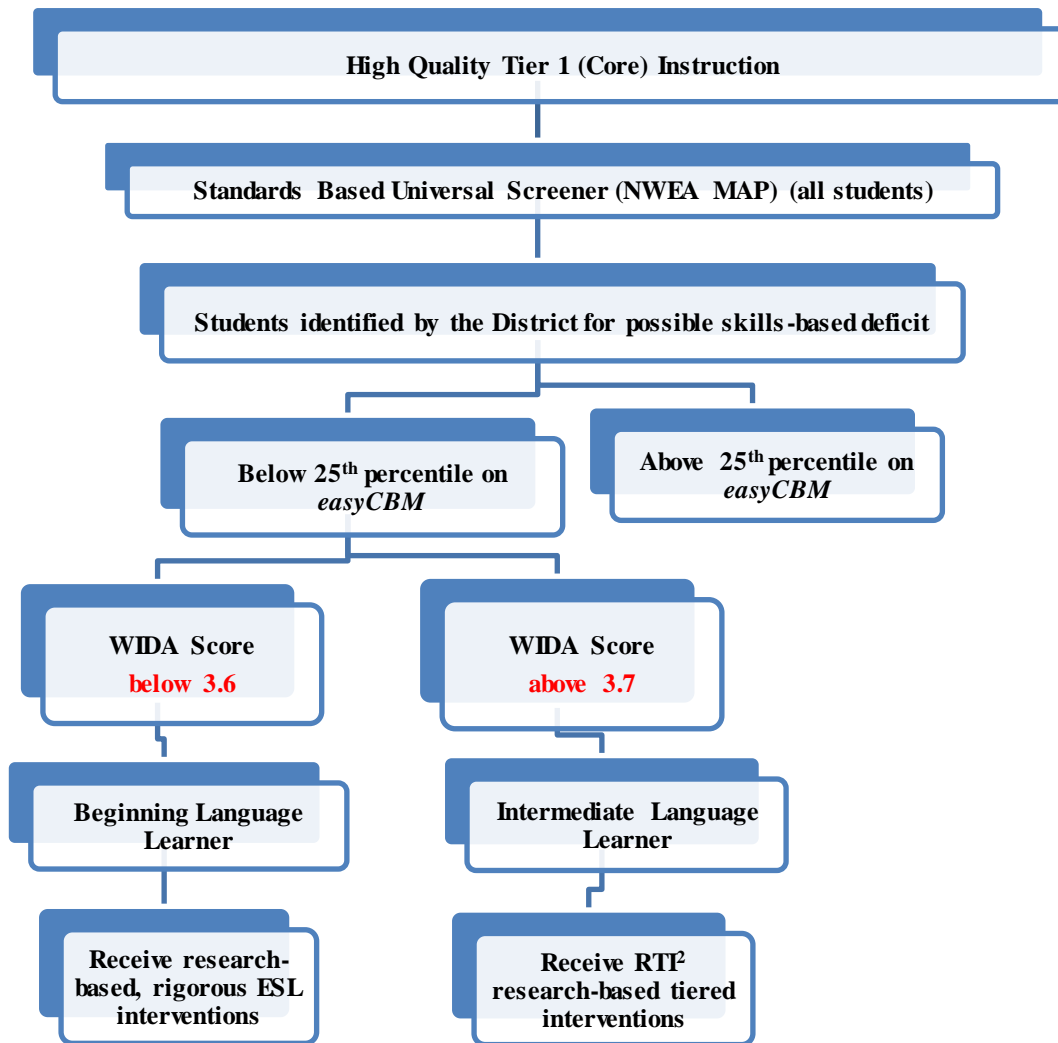
ELL students at higher levels of English proficiency may be receiving Tier 1 ELA instruction from regular classroom teachers with collaboration and support from ESL teachers. Thoughtful consideration should be made for students in this category to determine if the District interventions might be appropriate or if the needs are related to English language development. Progress monitoring should give indications as to whether or not the selected intervention is effective.

Students who have been in the ESL program for extended periods of time and are not progressing in English Language Proficiency benchmarks or on the universal screener may need to be considered for Tier 3 interventions. Their needs may be unrelated to English language development.



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### RTI<sup>2</sup> Decision-Making Process for English Language Learners (ELLs)



### Students who Transfer Schools During the School Year

When a student transfers from one school to another school a process should be in place to determine if the transferring students was receiving interventions through the RTI<sup>2</sup> Framework at the previous school. Once the student has been uploaded in PowerSchool SMS all of the student's NWEA MAP and *easyCBM* data will also transfer to the new school. Once the student shows up on a teacher's *easyCBM* student roster, the teacher should check to see if the new student has *easyCBM* data. If a student was receiving interventions through the RTI<sup>2</sup> Framework at their previous school those same interventions should continue at the new school. The student will be monitored through the RTI<sup>2</sup> Data Team. The RTI<sup>2</sup> Chairperson should request the RTI<sup>2</sup> student folder from the previous school if that data was not included in his/her cumulative file.





### Special Education Referral

A referral for special education for a **Specific Learning Disability (SLD)** in basic reading skills, reading fluency, reading comprehension, mathematics calculation, or mathematics problem solving will be determined **when the data (i.e. Progress Monitoring, Fidelity Checks, Intervention Logs, Parent Letters, ROI, Gap Analysis) indicate that Tier 3 is ineffective.**

Any information obtained during the RTI<sup>2</sup> data collection and intervention period may be used as part of the eligibility determination following informed written parental consent. Consent for an evaluation may be requested or received during Tier 3 interventions, but evidence from Tier 3 must be a part of the determination, and a lack of response to Tier 3 interventions may not be pre-determined. An evaluation for SLD may be in conjunction with the second half of Tier 3 but may not be concluded before Tier 3 interventions are proven ineffective.

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

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

Parents must be invited to a meeting to discuss a referral for special education evaluation.

Points for consideration:

- Has the School RTI<sup>2</sup> Data Team met regularly?
- Have tiered interventions occurred with fidelity?
- Have a minimum of 8 fidelity checks been completed?
- Has student been present for instruction/intervention?
- Has tiered intervention adequately addressed student need and instructional level?
- Were tiered interventions appropriate (consistent with Student Intervention Plan)?
- Has progress monitoring occurred weekly/every other week (consistent with Student Intervention Plan)?
- Have enough data points been collected to make a decision to change intervention within the tiers?
- Have enough data points been collected between tiers to make a data-based decision?
- Does a Gap Analysis indicate that the student is making adequate progress with tiered interventions?
- Have environmental factors been considered?

Additional guidance for special education referrals for a Specific Learning Disability can be found in the RTI<sup>2</sup> guidelines for special education handbook.



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### Students with Disabilities

All students need effective Tier 1 (core) instruction for English Language Arts and Mathematics using the TNCore state standards. Students with disabilities (SWD), who have an IEP, must receive daily Tier 1 (core) instruction in ELA and Math from the general education teacher. This does not include students in a self-contained special education setting.

All SWDs will complete the NWEA MAP universal screener and easyCBM benchmark and progress monitoring. IEP goals must be progress monitored. The RTI<sup>2</sup> Data Team along with the special education teacher should collaborate to determine the most appropriate intervention and who will be delivering the intervention for any SWD. Generally, special education services will be provided in the specific area of identified disability. Other needed Tier 2 or Tier 3 interventions will be provided in the general education setting. For example, a student identified with a specific learning disability in reading only will receive intervention in reading with required progress monitoring completed by the special education teacher. If this student also needs Tier 2 or Tier 3 math intervention, the math intervention and required progress monitoring will be provided in the general education classroom.



### Dyslexia Screening

Effective July 1, 2016, per Tennessee House Bill 2616:

- All students in grades K-2 are screened for characteristics of dyslexia three times per year
- Screening in basic reading skills
- Parents are notified and provided resource information if the student demonstrates characteristics of dyslexia
- Students are provided appropriate tiered dyslexia-specific intervention through RTI<sup>2</sup>
- The TDOE provides professional development resources for teachers
- Screening is provided for any student at other grade levels as requested by the parent, guardian, or school personnel

### Defining Dyslexia

The Tennessee Department of Education recognizes dyslexia as defined by the International Dyslexia Association:

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Students with dyslexia often experience difficulties with reading, writing, and spelling that result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

Dyslexia-specific screening equips schools to identify students who may benefit from dyslexia-specific interventions and services. Students with dyslexia have diverse needs and demonstrate characteristics on a broad spectrum. Some students are successful with minimal supports and accommodations in the classroom; some need additional intervention provided through general education.

### Response to Intervention

Like all students, students with dyslexia have diverse needs and demonstrate characteristics on a broad spectrum. It is possible for a student with dyslexia to experience difficulties in the classroom that are problematic but not disabling. The RTI<sup>2</sup> Framework provides an avenue for all struggling students to receive increasingly intensive interventions through general education.

If screening indicates that characteristics of dyslexia exist, then the student shall be provided dyslexia intervention services. Dyslexia intervention may occur at Tier 2 or Tier 3. Dyslexia intervention is a general education component of RTI<sup>2</sup>. In Tier 2 and Tier 3, teachers continue to track student learning, establish goals, plan instruction, and make appropriate adjustments to



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instruction based on student progress toward achievement of state standards.

### Skills-Based (*easyCBM*) Benchmark and Characteristics of Dyslexia Screening

*easyCBM* explicitly measures a student's ability to demonstrate phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming, and encoding skills.

***easyCBM* measures are administered by K-2 classroom teachers as outlined below:**

Benchmark Window	Fall:	Winter:	Spring:
Grade	Tests Administered	Tests Administered	Tests Administered
Kindergarten	Letter Names* Letter Sounds* Phoneme Segmentation*	Letter Sounds* Phoneme Segmentation* Word Reading Fluency*	Letter Sounds*, Phoneme Segmentation*, Word Reading Fluency*
1 <sup>st</sup> Grade	Letter Sounds* Phoneme Segmentation* Word Reading Fluency*	Letter Sounds* Word Reading Fluency* Passage Reading Fluency*	Letter Sounds*, Word Reading Fluency*, Passage Reading Fluency*
2 <sup>nd</sup> Grade	Passage Reading Fluency* Vocabulary Reading Comprehension	Passage Reading Fluency* Vocabulary Reading Comprehension	Passage Reading Fluency*, Vocabulary Reading Comprehension

\*Included in Dyslexia Screening

Note: For 2<sup>nd</sup> grade students, additional 1<sup>st</sup> grade measures will be administered to students who score below the 9<sup>th</sup> percentile in Passage Reading Fluency (also consistent with guidance for instructional levels). Performance on these additional measures is considered when determining the presence of characteristics of dyslexia.

### Analysis of Screening Data

The RTI<sup>2</sup> team meets to analyze screening data to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students, including those students who exhibit the characteristics of dyslexia. Guidance may include suggestions of appropriate tiered interventions, dyslexia-specific interventions, academic accommodations as appropriate, and access to assistive technology.

When considering the presence of characteristics of dyslexia, the RTI<sup>2</sup> team should also consider the following factors:

- The child has received effective classroom instruction;
- The lack of progress is not due to sociocultural factors such as language differences, irregular attendance, or background experiences.
- Performance on screening measures is lower than expected given general functioning in cognitive and adaptive skills;



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### Kindergarten and 1<sup>st</sup> Grade

Students who obtain scores at or below the 9<sup>th</sup> percentile on *easyCBM* in two of the three benchmarked skill areas will be determined to have failed the kindergarten and 1<sup>st</sup> grade dyslexia screening.

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

Review the student's performance in the following *easyCBM* areas: Passage Reading Fluency (administered at grade-level benchmark) and the three measures administered when obtaining instructional levels (Letter Sounds, Phoneme Segmenting, and Word Reading Fluency). If the student obtains a score at or below the 9<sup>th</sup> percentile in three of the four aforementioned measures, the student will be determined to have failed the dyslexia screening.

### **Parent Notification**

If the dyslexia screening indicates that a student has characteristics of dyslexia, the RTI<sup>2</sup> data team sends the parent a copy of the SCS Dyslexia Screening Parent Information Letter (Form [PC-DS](#)) that serves to:

- Notify parent or legal guardian regarding positive findings through screening and
- Provide the student's parent or legal guardian with information and resource material regarding dyslexia

Note: Identification of characteristics of dyslexia should be offered only as a tentative conclusion based on the data available. A poor reader may appear to “fit the profile” of dyslexia. However, if the learner responds quickly to appropriate intervention, the source of the reading problem is more likely related to earlier educational opportunity or other factors than to problems in the child's physical makeup that limit the ability to learn from the instruction provided. The ability of the learner to benefit from instruction that is focused on the basic skills that support reading and spelling provides valuable information necessary to support or reject the initial diagnosis.

### **Instructional Approaches for Students with Dyslexia**

Dyslexia-specific intervention employs direct instruction of systematic and cumulative content, with the sequence beginning with the easiest and most basic elements and progress methodically to more difficult material. Each step must also be based on those already learned.

Because the *easyCBM* benchmark screens for characteristics of dyslexia, teachers provide intervention in the lowest area of skill deficit as identified by *easyCBM*.

Through RTI<sup>2</sup>, all Tier 2 and Tier 3 students, with or without characteristics of dyslexia, receive intervention that is:

- Intensive – given daily or very frequently for a sufficient amount of time
- Explicit – skills are explained, directly taught, and modeled by the teacher
- Systematic and cumulative – introduces concepts in a definite, logical sequence; concepts are ordered from simple to more complex



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- Structured – has step-by-step procedures for introducing, reviewing, and practicing concepts
- Multi-sensory – links listening, speaking, reading, and writing together; involves movement and “hands-on” learning
- Language-based – addresses all levels of language, including sounds (phonemes), symbols (graphemes), meaningful word parts (morphemes), word and phrase meanings (semantics), sentences (syntax), longer passages (discourse), and the social uses of language (pragmatics)

### **Accommodations for Students with Dyslexia**

It is also important to consider a student’s access to the general education curriculum. Access is the opportunity and ability for an individual to participate in the instruction, discussions, activities, products, and assessment that are provided to all students within a public school. Accommodations are provided to “level the playing field.” They are intended to offset the effects of a disability and to provide students with the opportunity to demonstrate knowledge and skills.

In order to fully access the curriculum, students with dyslexia may be eligible for an Section 504, a student with a disability may have a plan that guarantees equal access to education and allows for certain accommodations or modifications. Unlike IDEA 2004, Section 504 has no requirement for an IEP and has fewer procedural safeguards. Some examples of accommodations for students with dyslexia may include:

### **Special Education and Dyslexia**

If a student with dyslexia is not successful with interventions provided through general education, he/she may be diagnosed with an educational disability (i.e. a specific learning disability). The criteria for identifying a student with a specific learning disability are established by state and federal law. In Tennessee, this includes a student’s response to research-based intervention. Although eligibility for special education includes students with dyslexia, students diagnosed with dyslexia still need to meet state criteria for a specific learning disability in order to receive special education services.

### **Professional Awareness**

The District shall provide appropriate professional development for educators in the area of identification of and intervention methods for students with dyslexia.

### **Reporting**

The bill indicates that the advisory council will provide information to the state regarding dyslexia screening. SCS will maintain data regarding the following:

- The number of students screened and the number of students provided with dyslexia intervention services;



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- Information about specific accommodations needed for students who are provided dyslexia intervention services taking the annual state mandated assessment or other state or LEA mandated assessments;
- Descriptions, from the LEAs that provided dyslexia intervention services, of the intervention services provided to students; and
- The TVAAS growth data, when available, for the students receiving dyslexia intervention services.

Shelby County Schools offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.



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### APPENDIX: SCS RTI<sup>2</sup> FORMS

#### RTI<sup>2</sup> Data Forms (Listed in order of completion)

**Key:**

**GF:** Group Form (Multiple students)

**IL:** Intervention Log

**PC:** Parent Contact

**BL:** Building Level

**SF:** Student Form (Individual student)

**FC:** Fidelity Check

**PB:** Parent Brochure

Form #	Name of Form	Description of Form	Who Completes the Form	When form is used
<a href="#">BL-01</a>	2016-17 Core School-Based RTI <sup>2</sup> Data Team	Identifies the school-level core RTI <sup>2</sup> Data Team	Administrator or RTI <sup>2</sup> Chairperson	<ul style="list-style-type: none"> <li>Prior to initial RTI<sup>2</sup> Data Team Meeting</li> </ul>
<a href="#">GF-1R/M</a>	Teacher Benchmark List- <i>easyCBM</i> Reading and Math (Available in Word and Excel)	Master list of students scoring at or below the 24 <sup>th</sup> percentile on any area of <i>easyCBM</i> Reading and/or Math CCSS	Teacher	<ul style="list-style-type: none"> <li>Initial completion following Fall Benchmark</li> <li>Updated after Winter and Spring Benchmark</li> </ul>
<a href="#">BL-02</a>	RTI <sup>2</sup> Data Team Meeting Sign-In Sheet	Sign-In Sheet	RTI <sup>2</sup> Data Team	<ul style="list-style-type: none"> <li>To keep a record of attendance at RTI<sup>2</sup> Data Team Meetings</li> </ul>
<a href="#">SF-01</a>	Referral to RTI <sup>2</sup> Data Team	Used to determine lowest skill-deficit and to rule out any exclusionary factors	Teacher	<ul style="list-style-type: none"> <li>Complete a form for each student listed on Forms GF-1R &amp; GF-1M</li> </ul>
<a href="#">SF-02</a>	Student Intervention Plan	Individual Plan for implementing intervention	Teacher and RTI <sup>2</sup> Data Team	<ul style="list-style-type: none"> <li>Initial completion following RTI<sup>2</sup> Referral to Data Team</li> <li>Reviewed at every RTI<sup>2</sup> Data Team Meeting</li> </ul>
	RTI <sup>2</sup> Evaluation of Student Intervention Plan	Used to evaluate the effectiveness of Student Intervention Plan	Teacher	<ul style="list-style-type: none"> <li>Every 20-23 instructional days during RTI<sup>2</sup> Data Team Meetings</li> </ul>





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Form #	Name of Form	Description of Form	Who Completes the Form	When form is used
<a href="#">GF-02</a>	RTI <sup>2</sup> Targeted Skill-Deficit Group List*	Master list of students and their targeted skill-deficit	RTI <sup>2</sup> Chairperson	<ul style="list-style-type: none"> <li>Completed once Targeted Skill-Deficit areas are identified for each student</li> <li>As a master list when completing fidelity checks</li> </ul>
<a href="#">IL-AUG</a> <a href="#">IL-SEP</a> <a href="#">IL-OCT</a> <a href="#">IL-NOV</a> <a href="#">IL-DEC</a> <a href="#">IL-JAN</a> <a href="#">IL-FEB</a> <a href="#">IL-MAR</a> <a href="#">IL-APR</a> <a href="#">IL-MAY</a>	Intervention Logs	Used to document daily interventions in targeted skill-deficit area	Teacher responsible for intervention	<ul style="list-style-type: none"> <li>Daily— following initial RTI<sup>2</sup> Data Team Meeting</li> <li>Disruptions (e.g., fire drill, student became ill, inclement weather) in intervention should be noted</li> <li>Absences should be noted</li> </ul>
<a href="#">SF-04</a>	Rate of Improvement (ROI) Worksheet	Form to calculate an individual student's ROI	Teacher or School Psychologist	<ul style="list-style-type: none"> <li>Prior to each RTI<sup>2</sup> Data Team meeting to determine student's progress during intervention</li> </ul>
<a href="#">SF-05</a>	Gap Analysis Worksheet	Form used to calculate difference between student's actual performance and grade-level expectations	School Psychologist	<ul style="list-style-type: none"> <li>Following skills-based benchmark</li> <li>Prior to referral for psychoeducational evaluation</li> </ul>
<a href="#">PC-01</a>	RTI <sup>2</sup> Parent Letter-Increasing Intervention	Individualized letter notifying parents that their student has been placed into tiered interventions	Teacher	<ul style="list-style-type: none"> <li>Following RTI<sup>2</sup> Data Team Meeting</li> <li>When adding <b>more</b> intervention time (i.e., Tier 1 to Tier 2 or movement into Tier 3)</li> </ul>



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Form #	Name of Form	Description of Form	Who Completes the Form	When form is used
<a href="#">PC-02</a>	RTI <sup>2</sup> Progress-Parent Letter	Individualized letter notifying parents of student's response to intervention  Progress monitoring graph should be attached	Teacher	<ul style="list-style-type: none"> <li>Following RTI<sup>2</sup> Data Team Meeting discussing student's Rate of Improvement (ROI)</li> </ul>
<a href="#">PC-03</a>	RTI <sup>2</sup> Parent Letter- Decreasing Intervention	Individualized letter notifying parents that their student is making progress and those interventions will be reduced	Teacher	<ul style="list-style-type: none"> <li>Following RTI<sup>2</sup> Data Team Meeting</li> <li>When <b>reducing</b> intervention time (i.e., Tier 2 to Tier 1 or Tier 3 to Tier 2)</li> </ul>
<a href="#">PC-04</a>	High School RTI <sup>2</sup> Parent Letter- Increasing Intervention	Individualized letter notifying parents that their student will be participating in intervention class for an elective credit	Teacher	<ul style="list-style-type: none"> <li>When placing students in intervention course in Fall 2016</li> </ul>
<a href="#">PC-DS</a>	Parent Feedback Form- Dyslexia Screening	Communicate to parents when a child demonstrates signs of dyslexia	Teacher	<ul style="list-style-type: none"> <li>When <i>easyCBM</i> screening suggests that characteristics of dyslexia may be present</li> </ul>
<a href="#">PC-99</a>	Parent Contact Log	Used to document verbal and written contact with the student's parent	Teacher	<ul style="list-style-type: none"> <li>Anytime parental contact is made to communicate progress with RTI<sup>2</sup> interventions</li> <li>Progress monitoring graph should also be sent home when making parent contact in reference to RTI<sup>2</sup> progress</li> </ul>
<a href="#">FC-1A</a>	Tier 1 Fidelity Check	Fidelity check of core instruction	Administrator	<ul style="list-style-type: none"> <li>Each 9 weeks to document fidelity of Tier 1 instruction</li> </ul>
<a href="#">FC-IN</a>	RTI <sup>2</sup> Indirect Fidelity	Form used to complete review of data fidelity checks	RTI <sup>2</sup> Data Team Member	<ul style="list-style-type: none"> <li>Tier 2: Minimum of 1</li> </ul>



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Form #	Name of Form	Description of Form	Who Completes the Form	When form is used
	Checklist			time during 8-10 data points collection <ul style="list-style-type: none"> <li>• Tier 3: Minimum of 2 times during 8-10 data points collection</li> </ul>
<a href="#">FC-2/3A</a>	Tier 2/3 Fidelity Checklist- Intervention Walkthrough	Tier 2 and 3 Fidelity Check (Brief)	RTI <sup>2</sup> Data Team Member	<ul style="list-style-type: none"> <li>• When the majority of students receiving Tier 2 or 3 intervention are making progress (as determined by their ROI)</li> </ul>
<a href="#">FC-2/3CB</a>	Tier 2 and 3 Computer-based Intervention Fidelity Checklist	Tier 2 and 3 SCS Computer-based Programs (i-Ready, Istation, Achieve3000, and Read 180)	RTI <sup>2</sup> Data Team Member	<ul style="list-style-type: none"> <li>• During computer-based interventions</li> <li>• If the majority of the students are NOT making progress (as determined by their ROI)</li> </ul>
<a href="#">FC-2/3SG</a>	Tier 2 and 3 Small Group Fidelity Checklist	Tier 2 and 3 Small Group Intervention Fidelity Check (30 minutes)	RTI <sup>2</sup> Data Team Member	<ul style="list-style-type: none"> <li>• During Small-Group intervention</li> <li>• If the majority of the students are NOT making progress (as determined by their ROI)</li> </ul>
<a href="#">BL-99a</a>	Initial RTI <sup>2</sup> Data Team Meeting Agenda	Sample Agenda for Initial RTI <sup>2</sup> Data Team Meeting	RTI <sup>2</sup> Chairperson	<ul style="list-style-type: none"> <li>• At the initial RTI<sup>2</sup> Data Team Meeting</li> </ul>
<a href="#">BL-99b</a>	Ongoing RTI <sup>2</sup> Data Team Meeting Agenda	Sample Agenda for Ongoing RTI <sup>2</sup> Data Team Meetings	RTI <sup>2</sup> Chairperson	<ul style="list-style-type: none"> <li>• At ongoing RTI<sup>2</sup> Data Team Meeting</li> </ul>
<a href="#">PB-01</a>	Parent Brochure	Description of RTI <sup>2</sup> for Parents	N/A	<ul style="list-style-type: none"> <li>• When communicating RTI<sup>2</sup> to parents</li> </ul>



**2016-17 CORE SCHOOL-BASED RTI<sup>2</sup> DATA TEAM**

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

*Please list members on the spaces below.\**

	Name	Email Address
Principal:		
RTI <sup>2</sup> Chairperson:		
School Psychologist:		
Other Permanent Members:		

***\*General and Special Education Teachers, School Counselors, ESL Teachers, Speech/Language Pathologists, or other individuals providing interventions will participate in School RTI<sup>2</sup> Data Team Meetings as necessary.***

This form should be emailed to Regina Payne by September 1, 2016  
[rti2@scsk12.org](mailto:rti2@scsk12.org)



Required form to be completed  
and updated by teacher

**Teacher Benchmark List**

For Students Scoring at or below the 24<sup>th</sup> percentile in *easyCBM* in Reading and/or Math

Teacher: \_\_\_\_\_ Benchmark:      FALL              WINTER      SPRING      (Circle One)

Last Name	First Name	<i>easyCBM</i> Score/Percentile							Math CCSS Math	Current program placement (e.g. ESL, Resource)
		Basic Reading			Fluency		Comprehension			
		Letter Names (LN)	Letter Sounds (LS)	Phoneme Segmenting (PS)	Word Reading Fluency (WRF)	Passage Reading Fluency (PRF)	Vocabulary (V)	Reading Comprehension (MCRC)		





Required form to be completed by teacher and reviewed by school psychologist

### Referral to RTI<sup>2</sup> Data Team

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

**easyCBM Benchmark Assessment (Circle One):**    Fall    Winter    Spring

<i>easyCBM Benchmark Probe</i>  <i>(Only enter percentile ranks for probes administered. If area not assessed write N/A.)</i>	<i>easyCBM Benchmark Percentile Rank</i>	<b>Tier 2</b> Check if between 10 <sup>th</sup> and 24 <sup>th</sup> percentile	<b>Tier 3</b> Check if between 0 and 9 <sup>th</sup> percentile	Check lowest skill deficit area to be targeted for Student Intervention Plan	Indicate the Instructional Level for the Targeted Skill Deficit selected
Letter Names ( <i>Basic Reading</i> )*					
Letter Sounds ( <i>Basic Reading</i> )*					
Phoneme Segmenting ( <i>Basic Reading</i> )*					
Word Reading Fluency ( <i>Basic Reading/Fluency</i> )*					
Passage Reading Fluency ( <i>Basic Reading/Fluency</i> )*					
Vocabulary ( <i>Comprehension</i> )					
Reading Comprehension ( <i>Comprehension</i> )					
Math CCSS					

\*Dyslexia Screening subtests

Dyslexia Screening	FALL	WINTER	SPRING
<b>Kindergarten and 1<sup>st</sup> Grade</b> Did the student score at or below the 9 <sup>th</sup> percentile on at least 2 of the 3 Basic Reading Benchmark probes?	<b>Yes or No</b>	<b>Yes or No</b>	<b>Yes or No</b>
<b>2<sup>nd</sup> Grade</b> Did the student score at or below the 9 <sup>th</sup> percentile on Passage Reading Fluency?	<b>Yes or No</b>	<b>Yes or No</b>	<b>Yes or No</b>
<b>If so, follow the process for Dyslexia Screening found on <a href="#">page 51</a> of the District Implementation Guide.</b>			

**Other Considerations**

Does this student have a history of any of the following that may impact his/her learning?(check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Failed vision and/or hearing screenings | <input type="checkbox"/> Excessive absences (i.e., >40 days/year) |
| <input type="checkbox"/> Medical condition(s) _____              | <input type="checkbox"/> Traumatic/Situational experiences        |
| <input type="checkbox"/> Behavioral factors                      | <input type="checkbox"/> Visual, hearing, or physical barriers    |

Does the student receive any of the following services? (check all that apply)

- |   |   |                                     |                                       |
|---|---|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> Instructional Resource | <input type="checkbox"/> English as Second Language (ESL) | <input type="checkbox"/> WIDA Score | <input type="checkbox"/> 504          |
| <input type="checkbox"/> Speech/Language        | <input type="checkbox"/> Counseling                       | <input type="checkbox"/> Tutoring   | <input type="checkbox"/> Other: _____ |

If the student has an IEP, then collaborate with the case manager (i.e., resource teacher or speech/language therapist) and review the IEP to determine what areas are targeted. (check all that apply):

- Reading     Math     Written Language     Speech     Expressive/Receptive Language     Behavior

**School Psychologist Review Signature/Date:** \_\_\_\_\_



Required form to be completed  
and updated by teacher

A

## Student Intervention Plan

(Completed and Reviewed During RTI<sup>2</sup> Data Team Meetings)

Start Date: \_\_\_\_\_ Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Lowest Skill-Deficit Area: \_\_\_\_\_ Tier: \_\_\_\_\_ Interventionist: \_\_\_\_\_

Research-Based Intervention Program\*: \_\_\_\_\_ Instructional Level (circle one): K 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup> 5<sup>th</sup> 6<sup>th</sup> 7<sup>th</sup> 8<sup>th</sup>  
*Intervention and progress monitoring must be linked to lowest skill-deficit area and provided on student's instructional level*

\*Intervention must occur on a daily basis. Tier 2: minimum 30 minutes daily and Tier 3: minimum 45 minutes daily.

Small Group Intervention (circle days that apply): **M T W Th F** Session Length: \_\_\_\_\_  
 Computer-based Intervention (circle days that apply): **M T W Th F N/A** Session Length: \_\_\_\_\_ Computer Program: \_\_\_\_\_

easyCBM Progress Monitoring Measure selected: \_\_\_\_\_ and will occur (circle one) weekly every other week

*Complete Part B during next RTI<sup>2</sup> Data Team Meeting after ROI has been calculated.*

B

## RTI<sup>2</sup> Evaluation of Student Intervention Plan

Date of Review: \_\_\_\_\_ Current ROI: \_\_\_\_\_ Reasonable ROI (Needed): \_\_\_\_\_ # of Fidelity Checks Completed: \_\_\_\_\_

Current progress (based on ROI) is (check one): <input type="checkbox"/> <b>Exceptional:</b> Sufficient ROI/Solid Tier 1 <input type="checkbox"/> <b>Acceptable:</b> Sufficient ROI/Ready to move up to next instructional level or skill <input type="checkbox"/> <b>Satisfactory:</b> Sufficient ROI/Maintaining current instructional level and skill <input type="checkbox"/> <b>Minimal:</b> Insufficient ROI/Student shows some progress <input type="checkbox"/> <b>Insufficient:</b> Insufficient ROI/Limited growth or regression	Is intervention documentation sufficient to make data-based decision? (check one) <input type="checkbox"/> Yes <input type="checkbox"/> No	Is plan being implemented with fidelity? (check one) <input type="checkbox"/> Fully <input type="checkbox"/> Partially** <input type="checkbox"/> Not Implemented** **Reason not fully implemented
---	--	--

<b>Evaluation of Student Intervention Plan Decision*</b> (check one) <input type="checkbox"/> *Continue current plan in Tier 2 or Tier 3 (circle one) with Progress Monitoring in _____ <input type="checkbox"/> *Modify by changing intervention to _____ <input type="checkbox"/> *Discontinue current plan. Move to new skill _____ and/or instructional level _____ <input type="checkbox"/> Discontinue RTI <sup>2</sup> interventions and move to Tier 1	<b>*Complete Part A of a new Student Intervention Plan.</b>
--	---





Required form to be completed by teacher  
and submitted to RTI<sup>2</sup> Chairperson

### RTI<sup>2</sup> Targeted Skill-Deficit Group List

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

Grade Level: \_\_\_\_\_

Date(s) Reviewed \_\_\_\_\_

Corresponding progress monitoring (PM) probes are administered either weekly or every other week and data are collected by the interventionist to monitor student progress in the intervention.

Student	Teacher	Tier	Intervention Program Target	Interventionist	Notes-(Include Dates of Fidelity Checks & Intervention changes here)



### August 2016 Intervention Log

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

Month of: August 2016

Week	Date	Start Time	End Time	Intervention (method of delivery and program used e.g., computer/Read 180)	*Skill area addressed	Instructional Level	Observations/Notes (e.g., student was ill, left early, earned a reward, etc.)
<b>Week 1</b>							
Monday	8/08/16						
Tuesday	8/09/16						
Wednesday	8/10/16						
Thursday	8/11/16						
Friday	8/12/16						
<b>Week 2</b>							
Monday	8/15/16						
Tuesday	8/16/16						
Wednesday	8/17/16						
Thursday	8/18/16						
Friday	8/19/16						
<b>Week 3</b>							
Monday	8/22/16						
Tuesday	8/23/16						
Wednesday	8/24/16						
Thursday	8/25/16						
Friday	8/26/16						
<b>Week 4</b>							
Monday	8/29/16						
Tuesday	8/30/16						
Wednesday	8/31/16						
Thursday	(9/1/16)						
Friday	(9/2/16)						

\* Insert name of intervention program & targeted skill deficit identified on Student Intervention Plan (Form [SF-02](#))

Monthly RTI<sup>2</sup> Data Team Meeting Date: \_\_\_\_\_

Parent Letter and *easyCBM* Parent Report Sent Date: \_\_\_\_\_

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

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



## September 2016 Intervention Log

Name of Student: \_\_\_\_\_

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

Month of: September 2016

Week	Date	Start Time	End Time	Intervention (method of delivery and program used e.g., computer/Read 180)	*Skill area addressed	Instructional Level	Observations/Notes (e.g., student was ill, left early, earned a reward, etc.)
<b>Week 1</b>							
Monday	(8/29/16)						
Tuesday	(8/30/16)						
Wednesday	(8/31/16)						
Thursday	9/01/16						
Friday	9/02/16						
<b>Week 2</b>							
Monday	9/05/16	N/A	N/A	Labor Day	N/A		N/A
Tuesday	9/06/16						
Wednesday	9/07/16						
Thursday	9/08/16						
Friday	9/09/16						
<b>Week 3</b>							
Monday	9/12/16						
Tuesday	9/13/16						
Wednesday	9/14/16						
Thursday	9/15/16						
Friday	9/16/16	N/A	N/A	District Learning Day	N/A		N/A
<b>Week 4</b>							
Monday	9/19/16						
Tuesday	9/20/16						
Wednesday	9/21/16						
Thursday	9/22/16						
Friday	9/23/16						
<b>Week 5</b>							
Monday	9/26/16						
Tuesday	9/27/16						
Wednesday	9/28/16						
Thursday	9/29/16						
Friday	9/30/16						

\* Insert name of intervention program & targeted skill deficit identified on Student Intervention Plan (Form [SF-02](#))

Monthly RTI<sup>2</sup> Data Team Meeting Date: \_\_\_\_\_

Parent Letter and *easyCBM* Parent Report Sent Date: \_\_\_\_\_

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

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

## October 2016 Intervention Log

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

Month of: October 2016

Week	Date	Start Time	End Time	Intervention (method of delivery and program used e.g., computer/Read 180)	*Skill area addressed	Instructional Level	Observations/Notes (e.g., student was ill, left early, earned a reward, etc.)
<b>Week 1</b>							
Monday	10/03/16						
Tuesday	10/04/16						
Wednesday	10/05/16						
Thursday	10/06/16						
Friday	10/07/16						
<b>Week 2</b>							
Monday-Friday	10/10/16-10/14/16	N/A	N/A	N/A	N/A		Fall Break
<b>Week 3</b>							
Monday	10/17/16						
Tuesday	10/18/16						
Wednesday	10/19/16						
Thursday	10/20/16						
Friday	10/21/16						
<b>Week 4</b>							
Monday	10/24/16						
Tuesday	10/25/16						
Wednesday	10/26/16						
Thursday	10/27/16						
Friday	10/28/16						
<b>Week 5</b>							
Monday	10/31/16						
Tuesday	(11/01/16)						
Wednesday	(11/02/16)						
Thursday	(11/03/16)						
Friday	(11/04/16)						

\* Insert name of intervention program & targeted skill deficit identified on Student Intervention Plan (Form [SF-02](#))

Monthly RTI<sup>2</sup> Data Team Meeting Date: \_\_\_\_\_

Parent Letter and *easyCBM* Parent Report Sent Date: \_\_\_\_\_

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

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



### November 2016 Intervention Log

Name of Student: \_\_\_\_\_

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

Month of: November 2016

Week	Date	Start Time	End Time	Intervention (method of delivery and program used e.g., computer/Read 180)	*Skill area addressed	Instructional Level	Observations/Notes (e.g., student was ill, left early, earned a reward, etc.)
<b>Week 1</b>							
Monday	(10/31/16)						
Tuesday	11/01/16						
Wednesday	11/02/16						
Thursday	11/03/16						
Friday	11/04/16						
<b>Week 2</b>							
Monday	11/07/16						
Tuesday	11/08/16						
Wednesday	11/09/16						
Thursday	11/10/16						
Friday	11/11/16	N/A	N/A	N/A	N/A	N/A	Veteran's Day
<b>Week 3</b>							
Monday	11/14/16						
Tuesday	11/15/16						
Wednesday	11/16/16						
Thursday	11/17/16						
Friday	11/18/16						
<b>Week 4</b>							
Monday	11/21/16						
Tuesday	11/22/16						
Wednesday-Friday	11/23/16-11/25/16	N/A	N/A	N/A	N/A	N/A	Thanksgiving Break
<b>Week 5</b>							
Monday	11/28/16						
Tuesday	11/29/16						
Wednesday	11/30/16						
Thursday	(12/01/16)						
Friday	(12/02/16)						

\* Insert name of intervention program & targeted skill deficit identified on Student Intervention Plan (Form [SF-02](#))

Monthly RTI<sup>2</sup> Data Team Meeting Date: \_\_\_\_\_

Parent Letter and *easyCBM* Parent Report Sent Date: \_\_\_\_\_

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

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



### December 2016 Intervention Log

Name of Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Month of: December 2016

Week	Date	Start Time	End Time	Intervention (method of delivery and program used e.g., computer/Read 180)	*Skill area addressed	Instructional Level	Observations/Notes (e.g., student was ill, left early, earned a reward, etc.)
<b>Week 1</b>							
Monday	(11/28/16)						
Tuesday	(11/29/16)						
Wednesday	(11/30/16)						
Thursday	12/01/16						
Friday	12/02/16						
<b>Week 2</b>							
Monday	12/05/16						
Tuesday	12/06/16						
Wednesday	12/07/16						
Thursday	12/08/16						
Friday	12/09/16						
<b>Week 3</b>							
Monday	12/12/16						
Tuesday	12/13/16						
Wednesday	12/14/16						
Thursday	12/15/16						
Friday	12/16/16						½ Day
<b>Weeks 4 &amp; 5</b>							
Monday-Friday	12/19/16-12/30/16	N/A	N/A	N/A	N/A	N/A	Winter Break

\* Insert name of intervention program & targeted skill deficit identified on Student Intervention Plan (Form [SF-02](#))

Monthly RTI<sup>2</sup> Data Team Meeting Date: \_\_\_\_\_

Parent Letter and *easyCBM* Parent Report Sent Date: \_\_\_\_\_

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

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



## January 2017 Intervention Log

Name of Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Month of: January 2017

Week	Date	Start Time	End Time	Intervention (method of delivery and program used e.g., computer/Read 180)	*Skill area addressed	Instructional Level	Observations/Notes (e.g., student was ill, left early, earned a reward, etc.)
<b>Week 1</b>							
Monday	1/02/17	N/A	N/A	N/A	N/A		Winter Break
Tuesday	1/03/17						
Wednesday	1/04/17						
Thursday	1/05/17						
Friday	1/06/17						
<b>Week 2</b>							
Monday	1/09/17						
Tuesday	1/10/17						
Wednesday	1/11/17						
Thursday	1/12/17						
Friday	1/13/17						
<b>Week 3</b>							
Monday	1/16/17	N/A	N/A	N/A	N/A		MLK, Jr. Day
Tuesday	1/17/17						
Wednesday	1/18/17						
Thursday	1/19/17						
Friday	1/20/17						
<b>Week 4</b>							
Monday	1/23/17						
Tuesday	1/24/17						
Wednesday	1/25/17						
Thursday	1/26/17						
Friday	1/27/17						
<b>Week 5</b>							
Monday	1/30/17						
Tuesday	1/31/17						
Wednesday	(2/01/17)						
Thursday	(2/02/17)						
Friday	(2/03/17)						

\* Insert name of intervention program & targeted skill deficit identified on Student Intervention Plan (Form [SF-02](#))

Monthly RTI<sup>2</sup> Data Team Meeting: \_\_\_\_\_ Parent Letter & *easyCBM* Parent Report Sent: \_\_\_\_\_  
 Intervention Fidelity Statement: I certify that the above noted strategies/interventions were conducted as described.

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



## February 2017 Intervention Log

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

Month of: February 2017

Week	Date	Start Time	End Time	Intervention (method of delivery and program used e.g., computer/Read 180)	*Skill area addressed	Instructional Level	Observations/Notes (e.g., student was ill, left early, earned a reward, etc.)
<b>Week 1</b>							
Monday	(1/30/17)						
Tuesday	(1/31/17)						
Wednesday	2/01/17						
Thursday	2/02/17						
Friday	2/03/17						
<b>Week 2</b>							
Monday	2/06/17						
Tuesday	2/07/17						
Wednesday	2/08/17						
Thursday	2/09/17						
Friday	2/10/17	N/A	N/A	N/A	N/A	N/A	District Learning Day
<b>Week 3</b>							
Monday	2/13/17						
Tuesday	2/14/17						
Wednesday	2/15/17						
Thursday	2/16/17						
Friday	2/17/17						
<b>Week 4</b>							
Monday	2/20/17	N/A	N/A	N/A	N/A	N/A	President's Day
Tuesday	2/21/17						
Wednesday	2/22/17						
Thursday	2/23/17						
Friday	2/24/17						
<b>Week 5</b>							
Monday	2/27/17						
Tuesday	2/28/17						
Wednesday	(3/01/17)						
Thursday	(3/02/17)						
Friday	(3/03/17)						

\* Insert name of intervention program & targeted skill deficit identified on Student Intervention Plan (Form [SF-02](#))

Monthly RTI<sup>2</sup> Data Team Meeting: \_\_\_\_\_ Parent Letter & *easyCBM* Parent Report Sent: \_\_\_\_\_

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

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





### March 2017 Intervention Log

Name of Student: \_\_\_\_\_

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

Month of: March 2017

Week	Date	Start Time	End Time	Intervention (method of delivery and program used e.g., computer/Read 180)	*Skill area addressed	Instructional Level	Observations/Notes (e.g., student was ill, left early, earned a reward, etc.)
<b>Week 1</b>							
Monday	(2/27/17)						
Tuesday	(2/28/17)						
Wednesday	3/01/17						
Thursday	3/02/17						
Friday	3/03/17						
<b>Week 2</b>							
Monday	3/06/17						
Tuesday	3/07/17						
Wednesday	3/08/17						
Thursday	3/09/17						
Friday	3/10/17						
<b>Week 3</b>							
Monday	3/13/17-3/17/17	N/A	N/A	N/A	N/A	N/A	Spring Break
<b>Week 4</b>							
Monday	3/20/17						
Tuesday	3/21/17						
Wednesday	3/22/17						
Thursday	3/23/17						
Friday	3/24/17						
<b>Week 5</b>							
Monday	3/27/17						
Tuesday	3/28/17						
Wednesday	3/29/17						
Thursday	3/30/17						
Friday	3/31/17						

\* Insert name of intervention program & targeted skill deficit identified on Student Intervention Plan (Form [SF-02](#))

Monthly RTI<sup>2</sup> Data Team Meeting Date: \_\_\_\_\_

Parent Letter and *easyCBM* Parent Report Sent Date: \_\_\_\_\_

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

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



## April 2017 Intervention Log

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

Month of: April 2017

Week	Date	Start Time	End Time	Intervention (method of delivery and program used e.g., computer/Read 180)	*Skill area addressed	Instructional Level	Observations/Notes (e.g., student was ill, left early, earned a reward, etc.)
<b>Week 1</b>							
Monday	4/03/17						
Tuesday	4/04/17						
Wednesday	4/05/17						
Thursday	4/06/17						
Friday	4/07/17						
<b>Week 2</b>							
Monday	4/10/17						
Tuesday	4/11/17						
Wednesday	4/12/17						
Thursday	4/13/17						
Friday	4/14/17	N/A	N/A	N/A	N/A	N/A	Spring Holiday
<b>Week 3</b>							
Monday	4/17/17						
Tuesday	4/18/17						
Wednesday	4/19/17						
Thursday	4/20/17						
Friday	4/21/17						
<b>Week 4</b>							
Monday	4/24/17						
Tuesday	4/25/17						
Wednesday	4/26/17						
Thursday	4/27/17						
Friday	4/28/17						

\* Insert name of intervention program & targeted skill deficit identified on Student Intervention Plan (Form [SF-02](#))

Monthly RTI<sup>2</sup> Data Team Meeting Date: \_\_\_\_\_

Parent Letter and *easyCBM* Parent Report Sent Date: \_\_\_\_\_

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

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



### May 2017 Intervention Log

Name of Student: \_\_\_\_\_

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

Month of: May 2017

Week	Date	Start Time	End Time	Intervention (method of delivery and program used e.g., computer/Read 180)	*Skill area addressed	Instructional Level	Observations/Notes (e.g., student was ill, left early, earned a reward, etc.)
<b>Week 1</b>							
Monday	5/01/17						
Tuesday	5/02/17						
Wednesday	5/03/17						
Thursday	5/04/15						
Friday	5/05/17						
<b>Week 2</b>							
Monday	5/08/17						
Tuesday	5/09/17						
Wednesday	5/10/17						
Thursday	5/11/17						
Friday	5/12/17						
<b>Week 3</b>							
Monday	5/15/17						
Tuesday	5/16/17						
Wednesday	5/17/17						
Thursday	5/18/17						
Friday	5/19/17						
<b>Week 4</b>							
Monday	5/22/17						
Tuesday	5/23/17						
Wednesday	5/24/17						
Thursday	5/25/17						
Friday	5/26/17						Last Day of School

\* Insert name of intervention program & targeted skill deficit identified on Student Intervention Plan (Form [SF-02](#))

Monthly RTI<sup>2</sup> Data Team Meeting Date: \_\_\_\_\_

Parent Letter and *easyCBM* Parent Report Sent Date: \_\_\_\_\_

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

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



Required form to be completed  
by RTI<sup>2</sup> Team Member

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

Student Name: \_\_\_\_\_ Grade: \_\_\_\_ Teacher: \_\_\_\_\_ Current Tier: \_\_\_\_\_

**Rate of Improvement (ROI) Worksheet**

Assessment Used:	easyCBM
Targeted Skill Area:	
Progress Monitoring Probe Used (e.g., PRF):	
Student's score on first probe administered:	
Student's score on last probe administered:	
Fall Benchmark expectation:	
Spring Benchmark expectation:	

**Step 1: Determine Typical ROI**

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

**Step 2: Determine Student ROI**

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



<b>Step 3: Compare Student ROI to Typical ROI</b>	<b>Is Student's ROI Greater than Reasonable ROI?</b>										
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%; text-align: center;">_____</td> <td style="width: 5%; text-align: center;">X</td> <td style="width: 25%; text-align: center;">_____</td> <td style="width: 5%; text-align: center;">=</td> <td style="width: 20%; text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;"><b>Typical ROI</b></td> <td></td> <td style="text-align: center;"><b>1.5</b></td> <td></td> <td style="text-align: center;"><b>Reasonable ROI</b></td> </tr> </table>	_____	X	_____	=	_____	<b>Typical ROI</b>		<b>1.5</b>		<b>Reasonable ROI</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	X	_____	=	_____							
<b>Typical ROI</b>		<b>1.5</b>		<b>Reasonable ROI</b>							
<b>OR</b>											
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%; text-align: center;">_____</td> <td style="width: 5%; text-align: center;">X</td> <td style="width: 25%; text-align: center;">_____</td> <td style="width: 5%; text-align: center;">=</td> <td style="width: 20%; text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">Typical ROI</td> <td></td> <td style="text-align: center;">2.0</td> <td></td> <td style="text-align: center;">Aggressive ROI*</td> </tr> </table>	_____	X	_____	=	_____	Typical ROI		2.0		Aggressive ROI*	<p><i>*Aggressive ROI should only be calculated if aggressive intervention strategies are determined necessary by the RTI<sup>2</sup> data team.</i></p>
_____	X	_____	=	_____							
Typical ROI		2.0		Aggressive ROI*							

**If the team answers "No", consider a change in intervention:**

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



**Required form to be completed  
by School Psychologist**

Student Name: \_\_\_\_\_  
Grade/Teacher: \_\_\_\_\_

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

### Gap Analysis Worksheet

Assessment Used:	<i>easyCBM</i>
Target Skill Area:	
Student's current performance:	
Student's current rate of improvement (ROI):	
Current Benchmark expectation:	
End of year Benchmark expectation:	
Number of weeks left in the school year:	

#### Step 1: Determine Gap

$\frac{\text{_____}}{\text{Current Benchmark Expectation}}$ / $\frac{\text{_____}}{\text{Current performance}}$ = $\frac{\text{_____}}{\text{Current Gap}}$	<b>Is Gap Significant?</b>  <input type="checkbox"/> Yes <input type="checkbox"/> No
---	--

If Gap is significant, complete Step 2



#### Step 2: Gap Analysis

$\text{_____} - \text{_____} = \text{_____}$ End of year Benchmark      Current performance      Difference
--



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

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

#### Step 3: Conclusion

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

School Psychologist Signature and Date

\_\_\_\_\_

**\*\*Copy and place on school letterhead\*\***

**Response to Instruction and Intervention (RTI<sup>2</sup>) Parent Letter-Increasing Intervention**

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

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

Dear Parent,

Based on your child's performance on the District's universal screening (NWEA MAP) and benchmark assessment (*easyCBM*), his/her scores show that he/she is experiencing some challenges in reading or math. In addition to Tier 1 core instruction, your student will now receive additional interventions each day. Intervention will be done in small groups with trained personnel using research-based materials and/or computer-based programming. Your child's progress will be monitored every one to two weeks. Additional assessments may be completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

Your child's area(s) of need and corresponding RTI<sup>2</sup> intervention focus have been identified as:

Subject	Tier 2 Additional 30 minutes/day	Tier 3 Grades 1-8: additional 45 minutes/day Kindergarten: additional 40-45 minutes/day
Reading and Literacy		
Math		

We encourage you to provide daily opportunities for your child to read aloud, write, and share his or her math work with you. Improvement in any skill area requires ongoing practice. If you have questions, or would like more information, please contact your child's teacher.

Respectfully,

Insert Signatures

**Form PC-01**  
Revised July 2016

**\*\*Copy and place on school letterhead\*\***

## **Response to Instruction and Intervention (RTI<sup>2</sup>) Progress--Parent Letter**

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

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

Dear Parent,

This letter is to inform you of your child's progress in the Response to Instruction and Intervention (RTI<sup>2</sup>) Framework. Your child has been receiving extra help in his or her area(s) of need for the last 4 weeks of instruction. We have assessed your child using our District's progress monitoring tools. Attached is a copy of your child's progress monitoring.

Your child's area(s) of need have been identified as:

\_\_\_\_ Mathematics Intervention

\_\_\_\_ Reading and Literacy Intervention

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

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

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

Respectfully,

Insert Signature

**Form PC-02**

Revised July 2016

**\*\*Copy and place on school letterhead\*\***

**Response to Instruction and Intervention (RTI<sup>2</sup>) Parent Letter-Decreasing Intervention**

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

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

Dear Parent,

Based on your child's performance on the District's universal screening (NWEA MAP), benchmark assessment and progress monitoring (*easyCBM*), his/her scores show that he/she has made significant improvement in reading or math. Your child has been receiving direct instruction daily in Tier 1 and an additional intervention each day in small group and/or computer-based programming. The RTI<sup>2</sup> Framework, along with your child's effort, has helped to show improved academic progress.

At this time, we will be decreasing the intervention time your child has been receiving, as noted below. Your child's progress will continue to be monitored. Additional assessments may be completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

Subject	Tier 2 30 minutes per day	Tier 1 Core Curriculum only, No Tier intervention needed
Reading and Literacy		
Math		

We encourage you to provide daily opportunities for your child to read aloud, write, and share his or her math work with you. Improvement in any skill area requires ongoing practice. We are extremely proud of the progress your child has made and hope you are too. If you have questions, or would like more information, please contact your child's teacher.

Respectfully,

Insert Signature

**Form PC-03**  
Revised July 2016



***\*\*Copy and place on school letterhead\*\****

**Response to Instruction and Intervention (RTI<sup>2</sup>) High School Increasing Intervention**

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

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

Dear Parent,

In Shelby County Schools ongoing effort to improve College and Career Readiness, high schools are now offering additional literacy and math interventions to students beginning this year. These interventions will take place during the school day and count as an elective course. Based on your child's data from the 2015-16 school year, his/her data show that he/she is experiencing some challenges in reading or math. In addition to core instruction, your student will now receive additional interventions each week. Intervention will be done in small groups with trained personnel using research-based materials and/or computer-based programming. Your child's progress will be monitored every one to two weeks. Additional assessments may be completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

Your child's area(s) of need and corresponding RTI<sup>2</sup> intervention focus have been identified as:

Subject	Tier 2 Additional 30 min/day or 150 min/week	Tier 3 Additional 45 min/day or 225 min/week
Reading and Literacy		
Math		

We encourage you to provide daily opportunities for your child to read aloud, write, and share his or her math work with you. Improvement in any skill area requires ongoing practice. If you have questions, or would like more information, please contact your child's teacher.

Respectfully,

Insert Signatures

**Form PC-04**

August 2016

**\*\*Copy and place on school letterhead\*\***

## Parent Feedback Form – Dyslexia Screening

Date: \_\_\_\_\_ School: \_\_\_\_\_ Student Name: \_\_\_\_\_

Dear \_\_\_\_\_,

As required by the Tennessee Department of Education, your student’s school has screened all students in grades K-2 for characteristics of dyslexia. Brief reading skills tests were administered as part of the Response to Instruction and Intervention Program (RTI<sup>2</sup>). The purpose of the screening is NOT to diagnose dyslexia but to identify students whose performance may indicate characteristics of dyslexia and who would benefit intervention in these areas of difficulty.

### What is Dyslexia?

Dyslexia refers to a cluster of symptoms that may lead to difficulties with specific language skills, particularly reading. Students with dyslexia usually experience difficulties with other language skills such as spelling, writing, and pronouncing words. (Just the Facts, International Dyslexia Foundation, 2012)

<u>Your Student’s Performance</u>	Fall	Winter	Spring	(circle one)
	<i>easyCBM</i> percentile		At or below 9 <sup>th</sup> percentile?	
1. Letter Names	_____	_____	Yes	No
2. Letter Sounds	_____	_____	Yes	No
3. Phoneme Segmenting	_____	_____	Yes	No
4. Passage Reading Fluency	_____	_____	Yes	No (2 <sup>nd</sup> grade only)

### K-1<sup>st</sup> Grade

Performance at or below the 9<sup>th</sup> percentile in at least 2 of the first 3 listed areas? Yes No

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

Performance at or below the 9<sup>th</sup> percentile in at least 3 of the 4 listed areas? Yes No

Based on the screening, your student may demonstrate characteristics of dyslexia

### What does it mean if my student is identified as having characteristics of dyslexia?

The RTI<sup>2</sup> Data Team will review your student’s performance and determine the need for intensive intervention. If intervention is recommended, your child’s progress in responding to intervention will be monitored. It is important to remember that not all students who have difficulties with these skills have dyslexia. A poor reader may appear to “fit the profile” of dyslexia, but with appropriate intervention, increase their ability in reading areas which were previously below expectation.

\_\_\_\_\_  
RTI<sup>2</sup> Team Member Signature

\_\_\_\_\_  
Date

For additional information on Dyslexia:

International Dyslexia Association, [www.dyslexiaida.org](http://www.dyslexiaida.org)

Yale Center for Dyslexia and Creativity, [www.dyslexia.yale.edu](http://www.dyslexia.yale.edu)

**Form PC-DS**



Required form to be completed and updated by teacher

### Parent Contact Log

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

Parent contact is required after first *easyCBM* benchmark. For students identified as needing Tier 2 or Tier 3, parent contact is required every 20-23 instructional days following RTI<sup>2</sup> data meeting. Progress monitoring graph is provided to the parent at time of contact.

Please attach supporting data (e.g., email, letter, conference notes) when applicable.

Date	Person Making Contact	Method of Contact (Indicate One) L = Letter E = Email P = Phone C = Conference	Person Contacted	Progress Monitoring Graph Provided to Parent (Circle One)	Reason for Contact (e.g., fall benchmark, progress review, parent request)	Notes
				Yes or No		
				Yes or No		
				Yes or No		
				Yes or No		
				Yes or No		
				Yes or No		
				Yes or No		
				Yes or No		
				Yes or No		



## Tier 1 Fidelity Check (Optional Form)

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ School Year: **2016-17**

### 1<sup>st</sup> Nine Weeks

**Check at least one area:**

\_\_\_ Direct Observation of Teacher (TEM Evaluation) Administrator: \_\_\_\_\_

\_\_\_ Review of Daily Schedule Signature: \_\_\_\_\_

\_\_\_ Review Lesson Plan Date: \_\_\_\_\_

\_\_\_ Attends Professional Development

\_\_\_ Attends School RTI<sup>2</sup> Meetings

### 2<sup>nd</sup> Nine Weeks

**Check at least one area:**

\_\_\_ Direct Observation of Teacher (TEM Evaluation) Administrator: \_\_\_\_\_

\_\_\_ Review of Daily Schedule Signature: \_\_\_\_\_

\_\_\_ Review Lesson Plan Date: \_\_\_\_\_

\_\_\_ Attends Professional Development

\_\_\_ Attends School RTI<sup>2</sup> Meetings

### 3<sup>rd</sup> Nine Weeks

**Check at least one area:**

\_\_\_ Direct Observation of Teacher (TEM Evaluation) Administrator: \_\_\_\_\_

\_\_\_ Review of Daily Schedule Signature: \_\_\_\_\_

\_\_\_ Review Lesson Plan Date: \_\_\_\_\_

\_\_\_ Attends Professional Development

\_\_\_ Attends School RTI<sup>2</sup> Meetings

### 4<sup>th</sup> Nine Weeks

**Check at least one area:**

\_\_\_ Direct Observation of Teacher (TEM Evaluation) Administrator: \_\_\_\_\_

\_\_\_ Review of Daily Schedule Signature: \_\_\_\_\_

\_\_\_ Review Lesson Plan Date: \_\_\_\_\_

\_\_\_ Attends Professional Development

\_\_\_ Attends School RTI<sup>2</sup> Meetings









## Tier 2 & 3 Direct Fidelity Check-Intervention Walkthrough Observation

School: \_\_\_\_\_ Instructor \_\_\_\_\_ Grade \_\_\_\_ Date \_\_\_\_\_ Tier: \_\_\_\_  
Intervention provided \_\_\_\_\_ Observation completed by \_\_\_\_\_

**Rating Scale: 1 = minimal evidence noted; 2 = evidence noted; 3 = high level of implementation**

### Classroom Setting

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

### Materials

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

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

### Teacher Instruction

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

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

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

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

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

### Student Actions

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

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

### Classroom Environment

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

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

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

\_\_\_\_\_ **Total Points/39 = \_\_\_\_\_ % Fidelity**

### Outcome:

\_\_\_\_\_ Direct Fidelity Check suggests that interventions are completed with **at least** 80% fidelity.

\_\_\_\_\_ Direct Fidelity Check suggests that interventions are completed with **less than** 80% fidelity.

\_\_\_\_\_  
Observer's signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date





### Initial RTI<sup>2</sup> Data Team Meeting Agenda

School Name

Date

Purpose: School Level RTI<sup>2</sup> Support Teams meet to identify students scoring at or below the 24<sup>th</sup> percentile on *easyCBM*. Progress monitoring data and goals are discussed to determine next steps. Additional diagnostic assessments may be needed. Interventions are assigned to target instructional needs/deficits.

	Action	Notes
1.	Team reviews RTI <sup>2</sup> Referral to Data Team (Form <a href="#">SF-01</a> ) to determine review student's lowest skill-deficit area	
2.	RTI <sup>2</sup> Student Intervention Plan completed for each student (Form <a href="#">SF-02</a> )	
3.	Individualized Parent Letters generated (Form <a href="#">PC-01</a> <a href="#">PC-04</a> ; <a href="#">PC-DS</a> )	
4.	Intervention Logs distributed to teacher (Form <a href="#">IL-Aug</a> through <a href="#">IL-May</a> )	
5.	Other:	
6.	Other:	



### Ongoing RTI<sup>2</sup> Data Team Meeting Agenda

School Name

Date

	Action	Notes
1.	Student progress is reviewed using intervention logs, progress monitoring, and ROI	
2.	RTI <sup>2</sup> Evaluation of Student Intervention Plan is completed for each student (Form <a href="#">SF-02</a> )	
3.	RTI <sup>2</sup> Student Intervention plan is revised, if needed (Form <a href="#">SF-02</a> )	
4.	Individualized Parent Letters generated (Form <a href="#">PC-02</a> or <a href="#">PC-03</a> )	
5.	Intervention Logs distributed to teacher (Form <a href="#">IL-Aug</a> through <a href="#">IL-May</a> )	
6.	Other:	
7.	Other:	

**Parent Brochure  
Shelby County Schools**

**A Family Guide to Response to Instruction and Intervention (RTI<sup>2</sup>)  
2016-17**



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**Visit us on the web at [www.scsk12.org](http://www.scsk12.org)**

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

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

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

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

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

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

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

- In Tier 1, all students receive research-based, high quality, general education instruction that incorporates ongoing universal screening/benchmark assessment to inform instruction.
- In Tier 2, intervention is implemented when assessment indicates that a student is not making adequate gains from Tier 1 instruction alone. In addition to Tier 1 instruction, students are provided small group interventions designed to meet their specific needs. These students are progress monitored weekly or every other week using a tool that is sensitive to measuring changes in the student's individual skills.
- In Tier 3, more intensive interventions are provided to students who have not made significant progress in Tier 2, who are more than 1.5 grade-levels behind, or who are below the 10<sup>th</sup> percentile. These students are progress monitored weekly or every other week using a tool that is sensitive to measuring changes in the student's individual skills.

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

A key component of RTI<sup>2</sup> is that all children receive high quality curriculum and instruction in the general education classroom (Tier 1).

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

As a result of universal screenings and benchmark assessments, students may be identified as needing targeted intervention (Tier 2) in addition to the high quality instruction they are receiving in Tier 1. Research-based interventions are used to support students in the area(s) in which they are struggling. Research-based interventions are teaching strategies or methods that

have been proven effective in helping children learn.

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

When progress monitoring indicates that the intervention is no longer needed, the child continues to receive support from the general education curriculum (Tier 1). If progress monitoring shows that a child is not responding to the intervention, then another approach or intervention may be tried. If a higher level of support is needed, then students may be given more intense intervention that further focuses on the supporting skills they need to be successful learners (Tier 3). Students who do not respond to Tier 3 interventions may be referred for special education.

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

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

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

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

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

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