

Brownsboro ISD RTI District Guidebook



BISD School District Guidance Document:

Response to Intervention

BISD Mission Statement

Believe in the future of every student

Inspire our students, parents, community, and staff

Strive for academic excellence first

Develop character through opportunity

Defining “Response to Intervention”

Response to Intervention, or RtI, is the practice of meeting the academic and behavioral needs of all students through a problem-solving process with three key elements:

- High-quality instruction and research-based tiered interventions aligned with individual student need
- Frequent monitoring of student progress to enable results-based academic and/or behavioral decisions
- Use of student response data in making important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies)

The instructional approaches within the general education setting should result in academic and/or behavioral progress for the majority of the students (80%). The primary focus of RtI is early intervention to prevent long-term academic failure. Struggling students are identified using data-based progress monitoring and are provided intensive instruction. The use of a scientifically validated curriculum, as well as instructional methods expected in an RtI model, leads to school improvement. Support services require collaboration among campus personnel such as counselors, interventionists, special education teachers, and dyslexia teachers.

The Major Components of RtI

Data-based decision making—Critical educational decisions are based on assessment results. Data are carefully analyzed to determine why academic or behavioral problems exist.

Universal screening—Universal screenings are assessments administered to all students to determine as early as possible which students are at risk of not meeting academic benchmarks. These screenings are administered three times per year in order to meet early intervention needs of all students.

Tiered model of delivery—The RtI process incorporates a tiered model of delivery of instruction. The tiers reflect increasing intensification of interventions to meet the individual needs of students.

Progress monitoring—The monitoring of student progress is a research-based practice that produces data about student growth over time. Progress monitoring is used to determine the effectiveness of instruction and/or interventions.

Fidelity of implementation—Fidelity of implementation is achieved when the delivery of instruction, assessments, and progress monitoring is carried out as it was designed to be.

Characteristics of RtI

- RtI meets the goals of the No Child Left Behind Act by helping with early identification of struggling learners and by providing immediate intervention using scientific, research-based instruction and teaching methods in order to improve educational outcomes.
- RtI is a preventive approach used to intervene early when students show signs of not meeting grade-level standards.
- RtI generates high-quality instruction and interventions matched to student needs.
- RTI uses the student's learning rate and level of performance to make educational decisions.
- RtI can be used to make referral decisions for students who do not respond to intensive intervention (Tier 3) in the general education setting.
- RtI provides data that can be used in the identification of students with specific learning disabilities, as opposed to the traditional discrepancy model used to determine eligibility for special education services.
- RtI meets the educational needs of all students by providing direct, focused instruction to address specific academic and/or behavioral needs.

Laws Supporting Response to Intervention (RtI)

Both the No Child Left Behind Act (NCLB 2001) and the Individuals with Disabilities Education Improvement Act (IDEA 2004) focus on the quality of instruction that students receive in the general education setting. NCLB and IDEA require the use of research-based instruction and interventions. RtI focuses on effective academic and behavioral programs that result in improved student performance.

Using data-based interventions and interventions based on scientific research to determine eligibility for learning disabilities is stressed in IDEA 2004. With an RtI approach, general education teachers assume increased responsibility for delivering high-quality instruction to early-identified struggling students. The diverse needs of these students must be addressed through a tiered problem-solving system of timely interventions that increase in intensity and duration. RtI promotes the unity of general education and special education to create a seamless system.

Brownsboro ISD District Non-Negotiables

- The campus administrator is responsible for the implementation of RtI.
- Universal screenings will be administered three times a year (fall, winter, and spring) to all students in grades K-6, according to the district schedule.
- All screeners will be administered with fidelity
- Campus RtI meetings to analyze campus Universal Screener Data will be held with documented meeting minutes.
- Campus RtI teams will utilize the BISD District Supported Resources list to prescribe targeted interventions based on student needs.
- Documentation of student progress will be collected by campuses and will be reviewed at regularly scheduled RtI meetings.
- Student intervention plans will be reviewed according to the timelines established on the BISD RtI Academic Flow Chart.
- Data will be used to make any necessary additions or other changes to student intervention plans.
- Student privacy is of the highest priority with the RtI team.
- All meetings will be data driven with the BISD RtI Student Snapshot Report that contains BOY, MOY, EOY, CBAs, 9 wks. Grades for each student.
- A schedule of Tiered RtI students to be discussed will be presented before each meeting.

Recommended Campus Team

Each campus should designate a diverse campus level RtI team.

Campus RtI Team (researched based range is 5-7 members):

Membership should include more general education members than special education personnel.

Mandatory team Member: An administrator

Recommended Team Members: Counselor, General Education Teachers, RtI Teachers

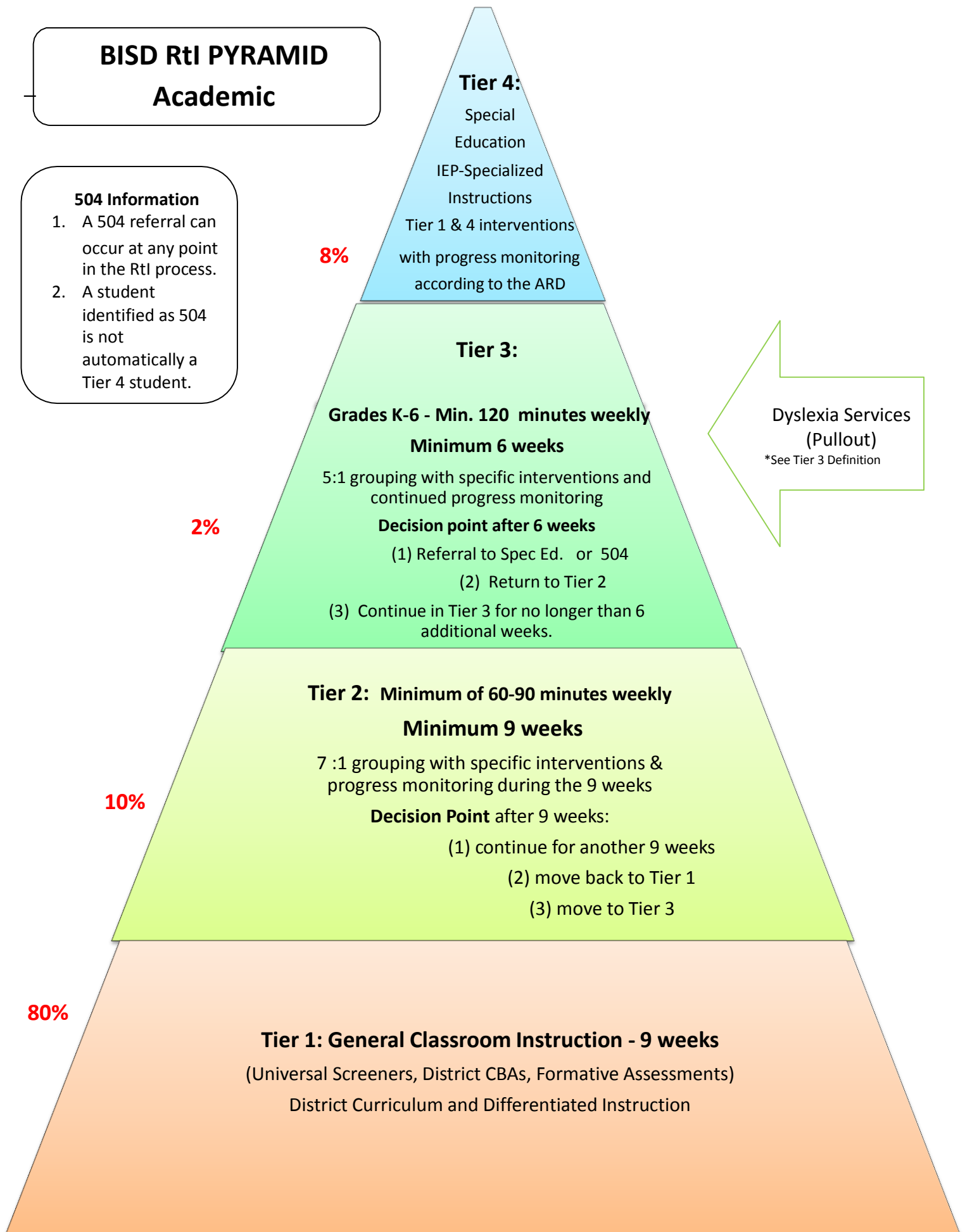
Other members as needed: LSSP/Diagnostician, Dyslexia Specialist, ESL Itinerant, school nurse, speech therapists

Campus RtI Leadership Team: Campus administrators

BISD RtI PYRAMID Academic

504 Information

1. A 504 referral can occur at any point in the RtI process.
2. A student identified as 504 is not automatically a Tier 4 student.



Tier Definitions

Tier 1:

Tier 1 is the foundation of the RtI instructional model. In this tier, all students receive high-quality, research-based instruction in the general education setting. Teachers deliver high-quality core class instruction that is aligned with state standards and in which 80% or more of the students are successful.

Teachers will differentiate instruction in grade-level classes for 9 weeks and will monitor the progress of all students via documentation of universal screening and individual student results on state assessments, curriculum-based assessments, daily assignments, formative assessments and teacher-made assessments.

What critical areas need to be addressed in Tier 1 classroom interventions?

The Individuals with Disabilities Improvement Act of 2004 (IDEA) and the No Child Left Behind Act of 2001 (NCLB) advocate the use of interventions and instruction based on scientific research. Both acts require effective reading and mathematics instruction that results in improved student performance and a reduction in the number of students needing special education services. Essential components for reading are phonemic awareness, vocabulary development, reading comprehension, phonics instruction, and fluency, and those for mathematics are mathematics calculation and problem solving.

Tier 2:

The RtI campus team may increase support to Tier 2 for students who are not making progress at Tier 1, about 10% of all students. Students are identified for individualized small-group instruction delivered by teachers and/or interventionists, in addition to core class instruction. This intensified level of intervention includes research-based programs, strategies, and procedures designed to supplement and enhance Tier 1 activities.

Note: Students continue to receive Tier 1 differentiated instructional support in the classroom.

Tier 3:

Students who have not responded adequately to interventions in Tiers 1 and 2 and are performing significantly below grade level will move to Tier 3 and receive intensified, comprehensive intervention in addition to their grade-level instruction. Tier 3 typically addresses the needs of approximately 2% of all students. Tier 3 intervention is designed to be 9 weeks. For Dyslexia Pullout Services follow the specific intervention requirements identified in the student's individual accommodation plan.

Note: Students continue to receive Tier 1 differentiated instructional support in the classroom.

Tier 4:

Tier 4 is the most intensive tier of instruction for students identified as eligible for special education. Students at this level receive specially designed instruction as determined by the ARD committee. Tier 4 typically addresses the needs of approximately 8% of all students.

504 referrals and 504 students:

1. A 504 referral can occur at any point in the RtI process.
2. A student identified as 504 is **not** automatically a Tier 3 student. He/she is at level Tier 3 **only if** 504 services and accommodations are needed as a result of **severe** academic deficiencies. Some 504 students will be successful at other RtI Tiers (including Tier 1).

BISD RTI Academic Flow Chart (K-6)

Administer Universal Screeners in both Math and Reading at the beginning, middle, and end of the year. Refer to District Assessment calendar for specific dates.



- Principal/Rtl Chairperson convenes campus Rtl team. A cut score of 20th percentile is used to analyze data trends.
- Campus Rtl team meets with teachers regarding curriculum and instructional practice.



Universal Screening DECISION POINT

Student is at or below the 20th percentile.

The Rtl team completes the Plan of Action Form for each classroom teacher to determine which students are designated Tier 1 at-risk students. Then progress monitor once a week until students have received nine weeks of general classroom instruction. Progress monitoring occurs on grade level at this point for approximately 10% of your grade level population.

Student is above the 20th percentile.

Continue working with the student in the general education classroom using Tier 1 instruction OR schedule meeting with the Rtl Team for further assistance.



Schedule Rtl meeting to discuss potential student move to Tier 2. Teacher completes Tier 1 of BISD Rtl Plan/Documentation Form. This form and all supporting documentation, including progress monitoring data, will be presented at the Rtl meeting for consideration.



9 Week DECISION POINT Meeting

Student continues to score below the 20th percentile OR supporting documentation demonstrates a lack of progress.

Move to Tier 2 and complete Tier 2 of the BISD Rtl Plan/Documentation Form.

Student scores above the 20th percentile AND supporting documentation shows progress.

Discontinue progress monitoring continue with Tier 1 differentiated instruction

Tier 2

**Minimum of 60-90 minute supplemental instruction (student instructional level) weekly.
7 to 1 grouping**

- Discuss intervention effectiveness and problem solve as needed.
- Select appropriate interventions for the BISD Tier 2/3-intervention list.
- Assign intervention and assessment support.
- Administer progress monitoring 1 time per week as outlined in BISD Progress Monitoring: The Basics Section of the BISD RtI District Guide.
- Prior to the 9 week decision point meeting, the teacher completes Tier 2 of BISD RtI Plan/Documentation Form.
- For bilingual/ESL students discuss TELPAS results and implement interventions for students not meeting 1 year's growth and adjust interventions as needed.



9 Week DECISION POINT



Student is at or below the 20th percentile on the most recent Universal Screener, growth rate is flat, OR growth rate has been less than average.

Move to Tier 3 and complete Tier 3 of the BISD RtI Plan/Documentation Form.



Student is at or below the 20th percentile on the most recent Universal Screener, AND growth rate has been less than average.

At the RtI meeting update the BISD RtI Plan/Documentation Form indicating continuation in Tier 2.



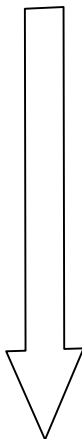
Student is above the 20th percentile on the most recent Universal Screener OR growth rate is average or above average.

At the RtI meeting update the BISD RtI Plan/Documentation Form indicating move back to Tier 1.



9 week Decision

After 14 weeks in Tier 2, the RtI team will determine whether to move the student back to Tier 1 or move to Tier 3

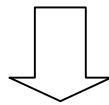


Tier2

Tier 3

**120 minutes supplemental instruction (student instructional level) weekly,
5 to 1 grouping**

- Discuss intervention effectiveness and problem solve as needed.
- Select appropriate interventions for the BISD Tier 2/3-intervention list.
- Assign intervention and assessment support.
- Administer progress monitoring 1 time per week as outlined in BISD Progress Monitoring: The Basics Section of the BISD RtI District Guide.
- Prior to the 9 week decision point meeting, the teacher completes Tier 3 of BISD RtI Plan/Documentation Form.



9 Week DECISION POINT Meeting



Student is at or below the 20th percentile on the most recent Universal Screener, growth rate is flat, OR growth rate has been less than average.

Proceed to referral for further evaluation (Special Education)



Student is at or below the 20th percentile on the most recent Universal Screener, growth rate is flat, OR growth rate has been less than average.

Continue in Tier 3 for not longer than 6 additional weeks



Student is above the 20th percentile on the most recent Universal Screener, OR growth rate average or above average.

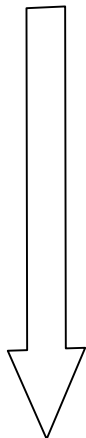
Move to Tier 2 and see Tier 2 instructions.



6 Week DECISION POINT

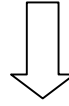
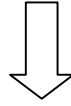
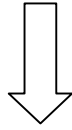


After **14 weeks** in Tier 3, the RtI team will determine whether to move the student back to Tier2 or proceed to referral for further evaluation (Special Education).



Post- Referral

Designated administrator (or 504 coordinator) meets with evaluator to review results of evaluation. Evaluator discusses strengths, weaknesses, and recommended interventions.



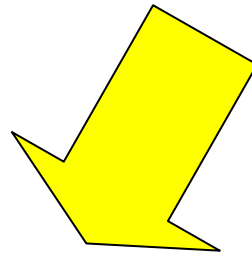
**Student meets eligibility for
Special Education services.**

Follow the Special Education
process

**Student meets eligibility for
504 services**

Follow the 504 Committee
process.

**Student does not meet
eligibility.**



The designated administrator (or 504 coordinator) receives the findings. The RtI team determines a plan for the student, which includes suggestions for instruction and interventions based on the evaluation. The RtI team determines if Tier 2 or Tier 3 interventions are appropriate for the student. If the student will continue Tier 2 or Tier 3, an intervention plan is created and the RtI process is followed.

Assessment Overview

Universal Screeners

- Universal screeners are assessments administered to all students to determine as early as possible which students are at risk of not meeting academic goals
- Universal Screeners are norm referenced measures of automaticity or fluency in the short term memory.
- Universal screeners are administered on grade level three times a year.
- They are not diagnostic in nature or standards based.
- No accommodation or modifications are allowed for universal screening.

Progress Monitoring

- Progress monitoring is a brief assessment to determine if students are making adequate progress.
- Progress monitoring occurs at the student's instructional level over an extended period of time.
- They are not diagnostic in nature.
- Progress monitoring is measuring rate of improvement.
- If a student's IEPs allows him/her to have accommodations during testing, they are to be provided for all progress monitoring assessments.
- Progress monitoring tools/measures should match the specific intervention/deficit.

Diagnostic Assessments:

- Diagnostic assessments are designed to provide the teacher with an understanding of the prior knowledge and skills, as well as the strengths and specific learning needs of their students.
- Diagnostic assessments are conducted before instruction is given.
- Examples of Diagnostic assessments used in BISD are:
 - ISIP – K-6 Reading
 - MSTAR/TMSDS – Grades 5-8 Math
 - Early STAR Literacy – K-2 Reading
 - STAR Reading Enterprise 3-8
 - STAR Math Enterprise 1-8
 - State Assessment – Outcome Based
 - Classroom Formative and Summative Assessments

Formative Assessments:

- Formative assessments provide ongoing feedback to improve learning and occur during the learning process.
- Formative assessments are a planned process that can involve many different activities.
- Examples of Formative assessments used in BISD are:
 - Informal teacher questions/observations
 - Conversation with student
 - Working portfolio
 - Journal writing
 - Anecdotal Records
 - Exit Tickets
 - Unit assessment questions used during the unit to guide instruction.

Summative Assessments

- Summative assessments occur when teachers evaluate a final product.
- Summative assessments are the last opportunity for students to demonstrate standards after a specified learning period.
- Examples of Summative assessments are:
 - STAAR
 - 9 Week CBAs
 - Unit assessments when used at the end of a unit

Universal Screeners



Universal screening is the 1st step in identifying the students who are at risk for learning difficulties. Its main purpose is to evaluate academic and behavioral skills and identify students whose performance is not consistent with that of their peers. Universal screening is typically administered to all students three times per year, at the beginning (BOY), middle (MOY), and end (EOY).

The campus RTI team is responsible for overseeing the universal screening process. Universal screenings in BISD will be conducted on every student in grades K-6. The classroom teacher or other school personnel conduct the screenings and report the results to the campus RTI team. Careful documentation of screening results is important for accurate identification of students' needs.

If the results of universal screening suggest that an individual student is performing below standards, interventions should be designed for each student based on their individual strengths and weaknesses. These students will continue within the continuum of the tiers as determined by the RTI team. These students will be continuously monitored through Progress Monitoring. District-approved interventions are used to prevent students from failing to meet academic and/or behavioral expectations and thus requiring more intensive interventions. The goal of district-approved interventions is to proactively teach and support desired academic and social behavior for all students. Confidentiality must be safeguarded, although district-approved screening records should be accessible to teachers and staff who work with a student.

An effective and practical universal screener should be brief and simple, so that it does not take a lot of instructional time and quickly identifies those who are lagging behind their peers. These assessments should also be simple enough to administer on a wide scale, and easy to grade and analyze without any specialized training.

A secondary purpose for universal screeners is that it allows campus teachers, facilitators, and administrators to examine the effectiveness of Tier 1 instruction. According to Andrea Ogonosky ([The Response to Intervention Handbook](#)), when we collect and analyze the data from the universal screener, we should be able to easily identify the 15-20 percent of students performing below their grade level peers. If more than 20% of the students in a class or grade level are performing poorly, then personnel should consider the following variables:

- Effectiveness of core curriculum
- Required developmental and prerequisite skills
- Student background information
- Skills that are the building blocks for acquiring higher-order skills
- Engagement of students and emphasis of learning
- Compliance on meeting the required accommodations/modifications as outlined in IEP/504 plans
- Classroom designs, procedures, and expectations

After analyzing the data, the RTI team either rules out curriculum and instructional practices as causes of concern or takes action to improve them where needed. The team uses an RTI student identification form to help determine which students to target. The students are then designated as struggling learners, and the classroom teacher will be given ideas and support to boost their learning.

The RTI district committee has identified which universal screeners all campuses will use. The following charts outline which screeners will be used by content area and grade level.

Progress Monitoring: The Basics



Goal of Progress Monitoring (PM):

- estimate rates of student improvement (ROI)
- identify students who are not demonstrating adequate progress
- compare the efficacy of different forms of instruction and design more effective, individualized instruction programs for struggling learners

PM data should be collected, evaluated and used on an ongoing basis; data must be charted.

PM assessments should be given at evenly spaced intervals (at least 1 x per week) for a reasonable amount of time. (typically 6-9 weeks, but allowances are made based on specific instructional programs).

Universal screeners occur at the student's grade level, whereas progress monitors are given at the student's instructional level. To determine instructional level, administer the progress monitoring tool moving down by grade level until they score at approximately the 50th percentile.

Setting a Goal:

Goals should be SMART goals: specific, measurable, attainable, realistic and timely. Goals should be simply written and should focus on a targeted area for improvement. Progress toward achievement of the goal should be charted/graphed.

Progress monitoring occurs over an extended period of time (must collect a minimum of 9 data points)

Think....QUICK and SIMPLE

Fidelity of Implementation in Progress Monitoring

- Consistency of test administration
 - Progress monitors must be given according to directions outlined in the guide
- General education
 - Do not alter the test in any way
 - 2nd grade and up and cannot have the test read to them
 - No use of manipulatives for any grade level
- Special Education/504
 - Follow the prescribed IEP/504 plan including all accommodations and modifications

Glossary of Terms

Acronyms:

CBM curriculum-based measurement

IDEA Individuals with Disabilities Education Improvement Act of 2004

IEP individualized education plan

LD learning disability

NCLB No Child Left Behind Act

PBS positive behavior support

RtI Response to Intervention

Common Terms Used in Response to Intervention

3-data-point decision rule Decision making rule within the RtI problem solving process that analyzes three consecutive data points against the expected goal (must have a minimum of nine data points).

academic engagement time The amount of time a student is actively participating in instruction (excluding transition times).

aimline A visual representation (line) on a progress monitoring graph that connects the baseline data point to the outcome goal.

assessment The process of using evaluation tools to gather and analyze information about student skill mastery, progress and the effectiveness of curricula and teaching methods.

average learning rates Research based outcome measures used by the RtI team as determining response to intervention. They are often expressed as rate of improvement or ROI.

baseline data point An initial score that indicates a student's skill level before intervention; the starting point in curriculum-based measurement of the student's response to the intervention.

behavior action plan A plan designed by the campus RtI team that is designed to teach student's appropriate behavior strategies and responses.

benchmark An assessment that looks at group performance against a standard at defined points in time to measure progress toward meeting the standard.

case manager/facilitator RtI committee member assigned to consult with staff regarding student's needs and interventions.

clinical utility The use of appropriate data to make valid decisions that align with student needs.

common assessments Assessments created by a team of educators for identifying students who have mastered a taught skill. The assessment data is used to determine which students need additional time and support and to design instructional strategies to promote skill acquisition.

core curriculum Content which specifies skills aligned with grade level state standards that must be addressed.

criterion-referenced assessment A measure of performance in terms of a clearly defined learning task.

curriculum-based measurement (CBM) Any set of assessment procedures that use direct observation and recording of a student's performance in a local curriculum to gather information for making instructional decisions.

cut score Within RtI, a preset score against which assessment results can be compared to help teams identify struggling learners.

data-based decision making Critical educational decisions based on assessment results. Analyzed data determines why academic or behavioral problems exist.

diagnostic assessment A precise form of assessment that analyzes individual student strengths and weaknesses.

differentiation of instruction An approach to teaching and learning in which students have multiple options for taking in information, making sense of ideas, and demonstrating their understanding. This requires teachers to be flexible in adjusting their methodology based on student needs, rather than expecting students to modify themselves for the curriculum and instruction.

fidelity The degree to which instruction is delivered as designed, intended, and planned according to scientific research. Fidelity must also address the integrity with which screening and progress monitoring procedures are completed.

fluency An acceptable level of mastery of a skill.

formative assessment A dynamic aspect of the instructional process that provides information for making timely adjustments to enhance learning; considered integral to developing the delivery of instruction by evaluating the delivery and relevance of the curriculum.

functional behavioral assessment A collection of information about events that predict and maintain a student's problem behavior; used to construct a behavior action plan.

instructional level Level of the curriculum that is challenging, but not so challenging that the student is frustrated.

intervention Any process that has the effect of increasing learning or modifying a student's behavior.

interventionists Persons trained in specific aspects of academic and behavioral interventions.

lack of progress Students failure to demonstrate expected learning rates relative to baseline data point once the RtI intervention plan has been implemented with fidelity.

learning rate The pace of a student's skill acquisition; one of the elements used for making decisions in RtI.

multigate system A system that uses multiple steps and indicators for identifying students who are at risk for emotional and behavior problems.

norm-referenced assessment A measure of performance in terms of an individual's standing in some known group, such as all of a district's students at a particular grade level.

outcome goal The targeted goal of an intervention plan.

probes In terms of progress monitoring and curriculum-based measurement, refers to brief repeated assessments of an academic skill.

progress monitoring Frequent measurement of student progress in a brief, repeatable, reliable, and scientifically valid way; usually performed at predetermined intervals to allow for timely modification of instructional design to suit the student's needs.

research-based strategies Instructional designs and recommendations that have been demonstrated through formal scientific research to improve learning.

RtI model A conception of the process known as Response to Intervention for delivering scientifically based instruction and interventions to facilitate student learning.

RtI standard protocol A method of problem solving that provides structure of how to choose standard interventions to address the most common student weaknesses.

RtI Tier 1 At-Risk Students Students who are identified during universal screening data analysis who are performing below the district cut score on the universal screening measure.

summative assessment Assessment that is used to give grades to student; a formal assessment of what has been taught and what the student has been learned.

universal screener Assessments administered to all students to determine as early as possible which students are at risk due to lack of foundational skills. These screenings are used as a predictor of success within the grade level and will occur three times per year in order to meet early intervention needs of all students.

Frequently Asked Questions

The RtI Team (Membership, Roles, Problem Solving Process)

What are the roles of the campus based RtI team?

The roles of the campus team are to increase support for high-quality curriculum and instruction based on data collected, to provide consultative support to teachers by aligning existing school resources, and to focus the decision-making process using data. The campus RtI team engages in two distinct functions. One is to analyze the universal screening data in order to interpret trends and identify struggling learners who fall below the predetermined cutoff score. The team reviews the data to determine whether there are deficits in Tier 1 curriculum or delivery of instruction that may be contributing to students' inability to meet standards. The team uses the data in this sense to provide consultation to teachers and other staff on improving Tier 1 interventions and whole-class instruction. The second function of the team is student-centered, focusing on individual student needs. The team carries out this function after Tier 1 problem solving has been addressed and fidelity of curriculum and instruction is established. At this time, the team problem-solves to decide on individual interventions aimed at increasing the learning rate of the struggling learner.

Is there a recommended make-up of the RtI Team?

Yes. It is recommended that there is a campus based core team of approximately 5-7 members including the campus principal (preferred) or a designee who has decision-making authority regarding curriculum, supports, and budget issues; the current classroom teacher; at least one general education teacher familiar with the curricular area of concern; intervention specialist; staff member knowledgeable about assessment and documentation; and parent of child A team may invite additional ad hoc members (as appropriate) such as diagnostician or LSSP; speech pathologist; occupational therapist; counselor; school nurse; special education support/inclusion teacher.

How are RtI core team members selected?

Campus administrators select and train members of the RtI team. It is important that those selected as team members are absolutely motivated to participate in the RtI process.

Is the principal responsible for the RtI Team and should he or she lead the RtI meetings?

Yes, it is strongly advised that the campus leader be the leader of the team and is responsible for chairing the meeting to ensure fidelity of the process. The chairperson is primarily responsible for running the team's meetings and following a meeting agenda.

Do the team members have defined roles?

Team roles can be standing for particular members, or they can be rotated per student case. Among the many ways to clarify specific roles, the following are the most common: *Timekeeper*: The person in this position helps all members stay focused, by using timing techniques and bringing staff back to topic when discussions stray. The timekeeper holds the team to its schedule within meetings and gives updates on progress within the time limits as needed. *Case manager/facilitator*: This person is someone who consults with all staff to ensure fidelity of assessments and interventions. The case manager meets with the referring teacher to determine if resource allocation is sufficient, necessary materials are available, and support personnel for interventions are showing up at designated times. The case manager has a responsibility to the student, the parents, and the RtI team for ensuring that the process is going as planned. *Scribe*: This person is mainly responsible for documenting all aspects of the RtI team process, beginning at the formal Tier 2 meeting. The scribe ensures that intervention strategies and assessments are documented correctly. This facilitator is also responsible for taking meeting minutes and notes, filling out required forms, and organizing all RtI team documents.

How often does the RtI Team meet and when would follow-up meetings be needed?

The campus based RtI meetings should occur on a regular basis, according to our schedule. The Tier 2/3 interventionist or case manager can request a campus RtI meeting at any time when a student is not making progress and a problem solving session is necessary to determine providing additional support, changing of interventions, or if the student is at the end of the Tier intervention time and a Tier change may be needed.

How do you know if student responded to the intervention?

If the student makes the average growth rate expected as defined by the campus based team, he or she responded to the intervention. The process of ongoing progress monitoring provides data to support this. This type of data is usually charted and the chart will provide a visual analysis of the student's progress. Additional information such as Tier 1 student products, in-class tests, and performance on district /state assessments is also used.

How are the average growth rates for the purpose of determining whether or not the student responded to the intervention, established?

They are typically established by using researched based standards for growth rates, such as those published by Dr. Lynn Fuchs, Dr. Mark Shinn, and Dr. Edward Shapiro.

Documentation is a very important part of RtI, what documentation represents enough data for decision making?

Documentation forms should include student products and assessments in Tier 1 instruction, teacher and team communication with parents, teacher interviews, parent interviews, the team process itself, definition of outcome goals, observations of the student, progress monitoring and fidelity of implementation... Critical to problem solving are the forms used to document the fidelity of the RtI process. The following is an example of the flow of data collection (Ogonosky, 2008):

Universal screening results and documentation

- Classroom observations
- Review of records
- Documentation of level of curriculum taught and instructional intervention
- Parent notification of concerns

RtI referral

- Parent notification of RtI meeting
- Teacher/staff notification of RtI meeting
- Problem identification form
- Student information form
- Classroom observations
- Minutes/notes of problem-solving meeting
- Intervention plan/fidelity documentation
- Progress monitoring/CBM results
- Progress reports

Documentation of progress monitoring/CBM results

- Description of interventions
- Student work samples
- Follow-up documentation of fidelity
- Data for formal request for multidisciplinary assessment: health history, progress reports, and campus RtI team reports (minutes and notes)

Remember that the campus team's chairperson is responsible for checking with team case managers to make sure all forms are completed at the specified time in the process

Are there “basics” of a strong problem solving process?

Yes. Common variables that insure a strong team process include:

- Confidentiality is ensured at all times.
- Meetings are held in a timely manner (schedule weekly times and review individual students every 4- 6 weeks)
- An agenda is displayed and communicated during the meeting
- Time limits are honored.
- Staff and student needs are carefully addressed and honored.
- Creative use of auxiliary personnel and other appropriate resources occurs when planning the intervention.
- Team members who represent a variety of experience and expertise are included in the discussion as needed.
- A campus RtI library of resources is available for team members and staff
- Teams building activities and team staff development are provided in order for the team to stretch and grow.

What are the components of the RtI Problem Solving Process?

The problem solving process is designed to promote increased in learning outcomes for all students. The first type of problem solving involves the universal screening data where the data is analyzed in terms of trends to identify instructional strategies and interventions necessary to support staff and also to document informal consultations and data collection. The next type of problem solving is focused on the individual student where the data is analyzed by the RtI team specific to the student. Here the problem is objectively defined in a measurable manner and a plan of instruction and intervention support is developed. Then the team will review the plan and monitor for fidelity and outcomes. Fidelity in the problem solving process refers to the team ability to problem solve in a consistent manner by using a process designed to increase student achievement. Fidelity of the process is enhanced when the campus team uses a scripted procedure for carrying out the problem solving process.

Is there a recommended way to hold a team problem solving meeting?

Yes. It is recommended that the team follows a scripted agenda to ensure fidelity of the team problem solving process and to provide a framework for accurate documentation of deliberate and thoughtful analysis of problems and solutions. An example of this process is as follows:

Step 1: Review all Tier 1 documentation/Data Snapshot

Step 2: Assess Teacher Concerns

- Review all Tier 1 data (including observations of classroom and fidelity of instruction)
- Review teacher lesson plans and student products
- Review any additional information regarding Tier 1 interventions, parent input, outside sources of information

Step 3: Inventory student strengths and talents

- Provide examples of learning and behavioral skills that are demonstrated strengths of the student- use data to support and measure the strengths

Step 4: Select targeted academic and/or behavioral concerns

- Based upon data review identify and define skill deficits impacting the students ability to progress and achieve commensurate with peers

Step 5: Review Baseline data and set goals

- Baseline data provides the starting point of the intervention (academic instructional rate, behavioral rates)
- Goal setting should use norms for determining adequate weekly process such as increasing fluency of reading rates by correct words per minute or math computation by digits correct per minute.

Step 6: Design the Intervention Plan

- Select intervention strategy based upon district guidelines (instructional strategies identified, strategic programs identified etc.) aligned with Tier 1 data collection and design entry as baseline point.
- Determine location where intervention is going to occur
- Discuss and plan for when the intervention will be delivered based upon district guidelines, such as Tuesday and Thursday mornings 9:30-10:00 am.
- Identify staff who will be responsible for the instruction and fidelity of the intervention

Step 7: Plan for method of documenting progress and fidelity

- Specify who will be collecting the progress monitoring data (note: in Tier 1 this is done by the classroom teacher and in Tiers 2 & 3 this person is selected by the RtI campus team).
- Determine when fidelity check will be completed by administrator (i.e. 2 weeks after initiation of intervention).

Step 8: Design plan for parent communication (i.e. parent letter)

- Designate parent contact (most often case manager)
- Specify date parent will be notified on progress

Step 9: Review Intervention Plan and Obtain signatures of team members

- Decide on follow-up meeting date (often 6 weeks after start of intervention)
- Designate a case-manager follow-up date (usually 2 weeks into intervention process)
- Have all members present sign intervention plan documentation

Assessment and Intervention

Why is it so important to focus on data in the RtI process?

Assessments are critical for problem solving solutions in an RtI model. The assessment process is used to gather information about students and interventions. This data provides the campus team an objective way to quantify and measure student's academic and behavioral needs.

What is the difference between a percent score and a percentile score?

The term "percent" is an abbreviation of the Latin phrase *per centum*, which literally means "by the hundred." A *percent score* represents the proportion of test material answered correctly out of a hundred. A *percentile score* is one of most common methods to interpret norm-referenced assessments. Percentile scores range from 1 to 99 and tell the test interpreter the percentage of individuals in the norm-group that the test taker outperformed.

What is curriculum based measurement?

Curriculum based measures are assessment procedures that use direct observation and recording of a student's performance based upon fluency probes. The probes are brief (1-3 minutes for reading and 5-7 minutes for math) and focus on measuring rate of responding using basic skills or comprehension and application measure.

What is universal screening?

Universal screeners are brief assessments administered to all students at least three times per year to determine as early as possible which students are not progressing in the core curriculum at the expected rate. Trends in universal screening data are analyzed to determine if core curriculum and instruction practices are meeting the needs of the majority of the students (80%). Then, students whose scores on the screening fall below a predetermined level (typically below the 25th percentile & known as the cut score) are given additional support as needed and monitored carefully by the RtI team.

Who conducts the universal screening process?

The RtI team should be responsible for overseeing the implementation of the universal screening process. The classroom teacher is responsible for conducting the universal screenings and reporting the findings to the designated data collector. Fidelity of universal screening is very important. Careful documentation of results is important for accurate identification of students' needs. If the results of universal screening suggest that an individual student is performing below the cut score, then instructional interventions need to be developed and implemented at Tier1. Universal screening data should be accessible to teachers and staff who work with a student. Note: *Universal screening is not considered to be an individual evaluation and therefore does not require prior parent notice or consent.*

Why is a CBM fluency probe used to assess reading rather than a test that measures comprehension?

A comprehension reading CBM, also known as a Maze probe, is used when necessary, but often the fluency measure of foundational reading skills is more meaningful for problem solving. There is a high correlation between fluency and comprehension. A child that cannot decode words effortlessly loses text meaning while working to decode. Testing fluency is a quick way to identify struggling readers which is the purpose of administering the universal screener.

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What is progress monitoring?

Progress monitoring is a scientifically research-based data collection process that illustrates student growth over time in the core curriculum and intervention. After interventions are provided to identified students, frequent progress monitoring occurs. Data is collected and analyzed to determine the effectiveness of interventions, to make changes as needed, and to support decisions regarding moving students from tier to tier. The data from progress monitoring provides a picture of the student's academic growth rate and it is used to make instructional and intervention changes to promote student proficiency of targeted skills.

What other assessments are used in the RtI problem solving model?

Multiple assessments that are a natural part of the educational system should be used and include: formative and summative assessments; criterion referenced assessments, in-class tests, standardized district assessments, state assessments and student grades.

Is a certified teacher the only person who can administer the interventions?

No, a highly trained and competent paraprofessional can be utilized to administer some of the standard protocol computer-based interventions. It is important the interventionist is trained and demonstrates competency for implementing the intervention. A certified teacher should be managing the prescribed interventions and supporting the paraprofessional.

Who will provide the additional intervention(s) at Tiers 2/3?

The RtI team makes this decision based on available qualified staff, master schedules, and resources that are available. Creative uses of staff and time may be necessary.

When during the day can a student receive the planned additional Tiers 2/3 interventions?

A creative arrangement of a students' day is necessary in order for the student not to miss academic instructional time. Many districts have realigned master schedules in a manner that allows for a daily activity period that can be used for intervention time. Some campuses use before or after school tutorial time for intervention delivery. Be careful when doing this as it is imperative the student can attend during those times to ensure fidelity.

Are shortened assignments, reduced answer choices, oral administration of tests, preferential seating, and breaking down instructions considered Tier 1 interventions?

Tier 1 interventions are researched based strategies focusing on differentiated instructional practices. Tier 1 does not preclude using accommodations; however they are not considered as research-based best instructional practices.

Secondary RtI

Who is responsible for providing the vision and mission for how RtI will work on our secondary campus?

The foundations should be made based upon collaboration between district level administrators and campus principals. The process should be a natural extension of the problem solving models being instituted in the district elementary campuses.

What is the focus of RtI at the middle and high school levels?

The focus is on improving teacher led instruction and support in the general education content areas. Teacher support is given to help the deliver their content effectively and teaching students strategies for connecting with the curriculum. Secondary campus RtI teams should focus on the delivery of high quality instruction based upon state curriculum standards and providing a safe school environment through positive behavioral support systems. Students should also be taught study and organizational skills. A large focus within the secondary model is to incorporate explicit literacy based instruction within the context of the content area lesson.

If the issue is prevention should we focus all our efforts on the elementary school RtI process and not on secondary school RtI?

No. While it seems odd to refer to prevention in terms of secondary school instruction, the term prevention at this level takes on a different meaning. One should focus on drop-out prevention and increasing high school graduation rates. This is why the focus has been on increasing literacy instruction because it is a vital part of ensuring academic success in middle and high schools.

Is RtI delivered in the same manner in secondary schools as it is designed in elementary? Middle and high schools are vastly different learning communities than elementary schools. Although there are similarities in the problem solving process the actual structure of supports will vary with campus needs. Specific universal screening tools may not be as prevalent for the secondary education setting; however, curriculum-based content vocabulary matching, district common assessments, and criterion referenced assessments may be used as universal screening tools to assist educators in making data-based decisions regarding student performance.

Vocabulary embedded literacy instruction is often referred to as RtI in the secondary schools, who is going to deliver that instruction?

The answer is simple: content area teachers are expected to recognize their roles in delivering literacy embedded instructional techniques as part of their daily instruction. Teachers are supported in this endeavor by their campus administrators and RtI teams who use a school wide shared mission and collective responsibility for addressing student needs.