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Response to Intervention User's Manual

Lincolnwood School District 74

**Our mission is to build a community of learning that inspires curiosity,
compassion and actively engaged students striving for excellence.**

Created By: The Response to Intervention (RTI) District Leadership Team

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Part One: INTRODUCTION

Our mission is to build a community of learning that inspires curiosity, compassion and actively engaged students striving for excellence.

What is RtI?

Our classrooms are filled with students who show progress and promise each year. Still, in every school across the nation, there are students who struggle to learn. Educators, researchers, and policymakers have long searched for the best ways to help these students. Federal laws, including the Every Student Succeeds Act (ESSA, 2015) and the Individuals with Disabilities Education Improvement Act (IDEIA, 2004) are designed to guide school districts in supporting students who struggle with general education curriculum and instruction. Today's focus has shifted to a research-based approach called Response to Intervention (RtI). Beginning in the 2010-2011 school year, all schools in the state of Illinois were required to have an RtI system in place. Lincolnwood School District 74 utilizes an RtI framework to support students from kindergarten through eighth grade.

Response to Intervention (RtI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RtI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data (RtI Action Network, <http://www.rtinetwork.org>).

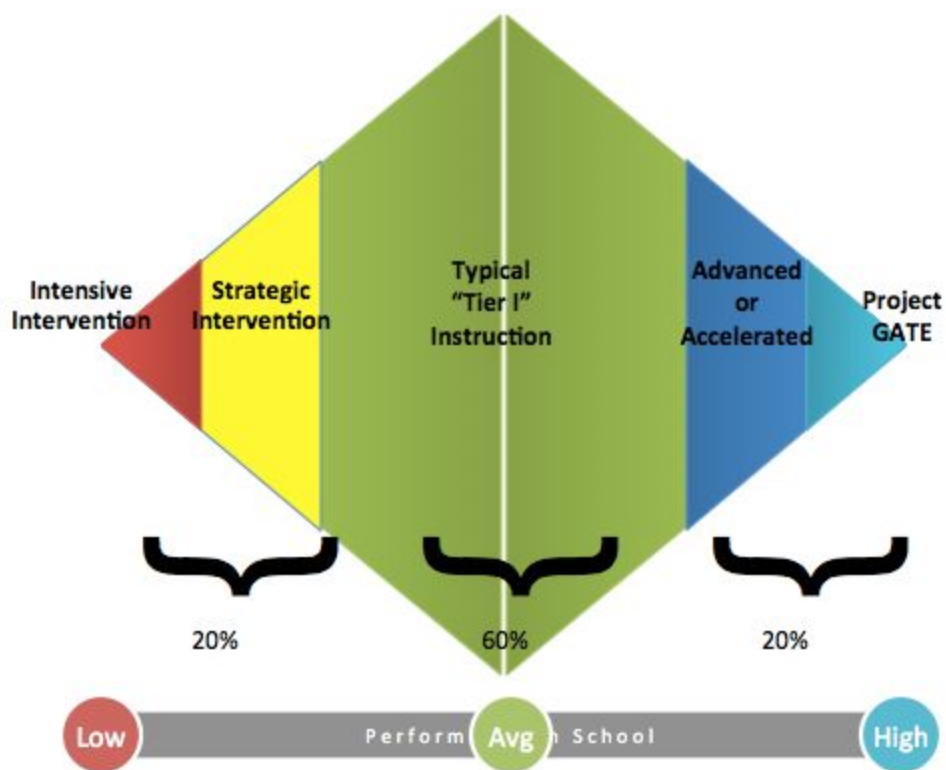
Most children can successfully learn in the general education classroom setting using the Common Core State Standards (CCSS). Some students may struggle to learn general education curriculum, or may need more challenging curriculum, and may benefit from support based on their individual needs. In Lincolnwood School District 74, RtI procedures begin with this premise: **All students have a better opportunity to be successful if given the right curriculum, instruction, and learning environment.** The District will examine each of these factors to determine what supports to put in place to meet all students' individual learning needs. This system ensures *every teacher* is involved in a process that supports *every student*.

How does Lincolnwood School District 74 use a multi-tiered approach within RtI?

Within our District, we continue to improve instruction for all students. The District works toward this end through the implementation of a three-tiered system of support. Tier I represents what is done for nearly all students. Tier II represents increased support for students who are not making adequate progress. Tier III provides the most intense support at each end of the learning continuum. The supports provided at each tier may vary in terms of intensity, minutes of instruction, group size, strategies, and/or instructional materials.

One of the differences between the three tiers within the implementation of Response to Intervention in Lincolnwood School District 74 is the curriculum materials available at each tier. Some curriculum materials may be used at different tiers or at different grade levels; however, placement decisions are based on student skill rather than age or grade level. The information displayed in Table 1.1 - 1.3 summarizes curriculum materials available.

Appropriate Instruction For All:



Tier I

All students receive Tier I instruction and intervention, also known as *best practice*. Tier I instruction typically will be successful with 70-85 percent of grade level students. Classroom teachers provide Tier I interventions and supports.

Tier II

Based on academic school-wide screening, Tier II interventions are available for students who are not meeting grade-level benchmarks or who need enrichment, and for whom classroom interventions are not supportive enough. They receive the same instruction as students in Tier I as well as targeted intervention. Tier II typically represents 10-20 percent of the grade level population, including both students who need enrichment and those who need more strategic supports.

Tier III

Students who require the most intensive instruction typically represent 5-10 percent of the grade level population, including students who need intensive enrichment as well as intensive support. Tier III interventions may differ from Tier II in terms of group size, strategies, curriculum materials, and/or amount of additional instructional time in areas of need.

Part Two: BENCHMARKING

What is the process for universal screening and benchmarking?

The District uses a system of universal screening and benchmarking with Curriculum-Based Measurements (CBM) and NWEA/MAP to determine which students may be at risk in literacy and mathematics. Curriculum-Based Measurements are a set of standardized, short duration tests used by educators to measure basic skills and monitor student progress during intervention. CBMs are general indicators of basic skills in reading and math (i.e., they do not tell us everything about a student, but do provide a reliable and valid indication of *basic skill mastery* that is sensitive to growth).

All students in Lincolnwood School District 74 are screened three times every school year, during the fall, winter, and spring benchmark testing windows. The Reading CBM is administered by a team of trained teachers and administrators who screen all students using individually administered assessments. During the benchmark window several other measures of achievement may be administered in the classroom, depending on the grade level of the student (See Table 2.1). The data is collected and entered into an electronic database called FastBridge (www.fastbridge.org).

NWEA/MAP (Northwest Evaluation Association/Measures of Academic Progress) online adaptive assessment is also administered three times per school year during the same benchmarking window. These math and reading assessments are utilized to assist teachers in adjusting instruction to meet student needs.

Information collected during these benchmarking windows is discussed at the district level and the school level. Teams at each grade level hold meetings to review the data after each benchmarking period.

Benchmarking data is used as a universal screener to identify students in need of intervention, to analyze trends in student growth, and to inform instructional practice. Grade level teams also use the benchmarking data to plan for the differentiation and enrichment needs of those students who demonstrated superior achievement. Teams also review students' academic history, including programming and classroom performance of students who had previously been identified as needing intervention. Although the review of data is similar for each building, the measures used to identify which students are considered for additional support vary somewhat by grade level (Tables 2.1 and 2.2).

Part Three: INTERVENTION SERVICES

Who is eligible for supplemental supports?

Entrance into supplemental services is a data-based decision, taking into account the whole child; academically, socially, behaviorally, and emotionally. Typically, students who obtain scores below the 20th percentile locally and/or 30th percentile nationally (Tier II/Tier III range) are potentially eligible for supplemental intervention. These supplemental supports can be provided in a variety of settings and formats (pull-out, push-in, small group, whole class, individual plans, etc.). Teams responsible for implementing these supports will include, but are not limited to, the classroom teacher, intervention teacher, English Language instructors, or other certified staff members. Likewise, a system for data-based decision making is used to

identify high-achieving students who may be in need of enrichment. For more information about programming options for high-achieving students, please visit the District webpage:

<http://sd74.org/Page/643>.

Students who obtain scores above the Tier II/Tier III range during screening may also need some assistance. However, this assistance must be provided first as differentiation and intervention in the classroom, unless follow-up testing reveals that the screening data were incorrect. While teachers' referrals are accepted and encouraged, entrance into supplemental services is based on school-wide data. This means that the lowest performing student in a particular classroom may not receive pull out services if that student's performance is not below the Tier II/Tier III range.

What if a student is not eligible for intervention but struggles in the classroom?

The "watch list" consists of students who, at the present moment, do not qualify for services. General education teachers are responsible for this group. These "watch" students and their systematic data, from teacher's progress monitoring, should be discussed at Grade Level Problem Solving Teams. If the "watch" student's data indicates insufficient progress over the course of a six to nine week period, additional supports will be discussed. If the student's progress monitoring data consistently suggests that they are on track to meet the end-of-year grade-level target, the student will no longer be on the "watch" list.

Teachers are expected to differentiate instruction within the classroom setting to meet the unique learning needs of all students. Some students may need additional curricular challenges in the classroom. Students who do not qualify for Tier II or Tier III intervention may still require additional support in order to meet grade level expectations. The grade level expectations *do not change*; however, the manner in which those expectations are taught or assessed may change.

Teachers have a variety of tools to differentiate for students who require supplemental academic or behavioral supports within the classroom (See Tables 1.1-1.3). Accommodations and modifications may be provided, in addition to classroom-based interventions. Teachers can determine whether the differentiation and interventions are successful by utilizing regular progress monitoring tools and reviewing overall student progress.

What is an intervention vs. an accommodation vs. a modification?

Interventions

- A change or increase in INSTRUCTION designed to address a specific skill deficit.
- Directly teaches new skills, builds a fluency skill, or teaches how to apply an existing skill to a new situation.
- Instruction that supplements the core general education curriculum.

Examples of interventions:

Mini-lessons of skill deficits, additional instruction to students in small groups or individually, repeated reading, check-in/check-out program, mystery motivators, behavior intervention plans.

Accommodations

- A change in HOW a student can demonstrate what they know (OR) a change in HOW the task is presented to the student.
- Physical or environmental changes consistent with good teaching strategies.
- Does not alter what the student is expected to learn or the content of assignments.

Examples of accommodations:

Preferential seating, extended time, frequent breaks, physical arrangement of the room, reducing/minimizing distractions, repeat/confirm directions, cooling off period, multimodal teaching (visual, auditory, multisensory cues), graphic organizers, highlighting material, use of calculator, large print, directions given in small sequential steps, checking for understanding, allowing for verbal responses, use of a word bank, small group testing, reducing the amount of work the student has to provide to demonstrate mastery.

Modifications

- A change in WHAT the student is expected to learn or demonstrate.
- Alterations that change, lower, or reduce learning expectations
- Alterations that change, increase, or enrich learning expectations

Examples of modifications for struggling students:

Reducing the amount or complexity of content the student has to know, rewording, explaining, or paraphrasing test questions, shortening an assignment or spelling list, eliminating answers in multiple choice questions, using a different grading scale, using adapted materials or simplified concepts, eliminating specific standards, having a student involved in same theme/unit but is provided different task/expectations.

Examples of modifications for students in need of enrichment:

Increase the complexity of content the student has to know, using a different grading scale, using adapted materials, having a student involved in same theme/unit but is provided different tasks/expectations, and/or integrating other curricular areas.

Part Four: PROGRESS MONITORING & GOAL SETTING

How frequently are students progress monitored?

Progress monitoring is the primary tool used to determine the effectiveness of intervention. The frequency of progress monitoring will match the intensity of student need (see Table 3.1).

Monitoring the progress of Tier II/Tier III students is more frequent for two reasons. First, the more frequently progress is monitored, the faster the District can evaluate students' response to intervention. Secondly, more frequent monitoring can ensure that efforts are producing results.

Once students have mastered basic skills, more complex monitoring strategies (i.e., progress with common grade level assessments) may become the primary focus of students' goals.

Students will exit from pull-out intervention service when progress monitoring indicates they are likely to succeed in the general education setting with the classroom teacher providing differentiated support. Some students will continue to be on the "watch" list and the classroom teacher will continue to progress monitor (see Part Three).

What measures are used to monitor progress?

The most common type of progress monitoring is accomplished with Curriculum Based Measures in Reading and Math, or with tests of Early Literacy or Numeracy. Students who are provided with Tier III interventions should be monitored weekly. Students in Tier II interventions should be monitored at least every two weeks.

What is the difference between Tier II and Tier III goals?

Setting goals is a collaborative process. Academic goals are personalized based upon current student data and interventions that are being utilized.

- *Tier II intervention students*- Norm referenced goals (25th percentile locally/40th percentile nationally) are designed to compare students in relation to one another, typically of the same age or grade level. Students must show scores above the goal to be considered to exit the intervention. This type of goal would indicate that a student who meets the expectation is likely to be successful working within a group with grade level students.
- *Tier III intervention students*-growth referenced goals using rate of improvement (ROI) should be written with support from administration and psychologist.
 - *This type of goal would indicate that a student who meets the expectation is making progress relative to his/her own level of achievement, even though it may still be substantially below either normative information or standards.* With growth referenced goals, a goal is calculated based on the amount of growth that is expected for a student. Individual characteristics of the student are taken into account, as well as the intensity of the intervention that is being delivered.
 - Growth referenced goals are highly individualized and are based on baseline performance (i.e. may be more reasonable than standard-based goals).
 - It is important that goals are carefully written to ensure that they are both attainable for the student and will result in meaningful growth for that child.

How Do I Use the Rate of Improvement (ROI) to Calculate a Goal?

Goals should be written in collaboration with the student services team. Individual ROI (weekly rate of improvement) goals are calculated from FastBridge or can be calculated using the difference of highest and lowest scores divided by the number of weeks.

- *ROI Formula:* [Current ROI x 1.2-1.5 (amplifier) x number of weeks] + baseline score = NEW GOAL
- *Example:* A 4th grade student has a fall benchmark score of 70 WRC. His/Her current ROI is 0.65. If one used an amplifier of 1.5 and 38 weeks of instruction, one would expect this student to gain 37 words over the course of the intervention. After adding these 37 words to their baseline score of 70, the resulting goal number is 107 WRC by the spring.

How do I set a goal in the area of reading comprehension?

Goals in the area of reading comprehension are also highly individualized and are based on each student's unique needs. Goals should be written in collaboration with the student services team.

For students who have difficulties with comprehension that are not represented by low R-CBM scores (i.e., students are in the average range for their grade level), FastBridge comprehension assessments will be used.

What happens when a student meets his/her goal?

When the median of the three most recent scores is above the set goal, the student may need a more ambitious goal. For each student this may look different. Another ROI goal may be written or the goal may be set to the 25th percentile locally/40th percentile nationally.

What happens when a student does not meet his/her goal?

Sometimes students are not on track to meet their goals. In these situations, the District follows the problem-solving process, described in the following section.

Part Five: PROBLEM SOLVING PROCESS

Universal screening is intended to cast a wide net to catch all students who need academic or behavioral intervention to be successful. In addition, PK-8 *common grade level assessments* provide staff with a method for identifying students with substantially lower performance than their peers. Data collected from discipline referrals serve a similar role as a screener for behavior.

The District continually evaluates and improves the tiered identification process. Minimally, three times a year all student data provides a guide for staff to evaluate student progress, as well as to help identify students in need of interventions. These interventions can occur as a pull out program or as a general education classroom differentiated initiative. Teachers continually examine students' current progress. At any time teachers may use the problem solving process to guide interventions in their classroom, as well as to identify students in need of more support who were not identified at grade level data day meetings.

What are the steps of the problem-solving process?

When a student is having academic or behavior problems that require more differentiation than is typical, and he or she isn't responding to intervention, the process is as follows:

Step 1: Discuss Concerns with the Student and His / Her Parents

The teacher should document and summarize the contents of conversations with the student and his/her parents about why they are struggling. At a minimum, the teacher should communicate the expectation(s) that is(are) not being met and the specific problem that the teacher is observing. This information is to be maintained in a log of parent contacts relevant to the problem.

Step 2: Grade Level Team

If the problem persists, the problem should be brought to the grade level problem-solving team (GLPST) in addition to any other teachers or staff providing academic or behavioral support intervention. If a student fails to make adequate progress in the classroom, teachers should bring the student up to the grade level team for assistance or discussion. The team should complete the grade-level problem solving paperwork. When a student is brought up to the team,

the team will suggest ideas for intervention, a timeline for implementation, and a method for determining if the intervention was successful. A record of conversations about students who are brought up to the grade level team for assistance should be maintained prior to a student being referred to the Individual Problem Solving Team.

Step 3: Individual Problem Solving Team

If after attempting the intervention the problem persists, the teacher should request a meeting with the Individual Problem Solving Team (IPST.) The teacher will use the information collected from the grade-level problem solving process to complete the IPST paperwork and the building core team may set a date for the IPST to meet. If the principal or designee determines that more data are necessary before the meeting, the principal or designee may ask the teacher / team to collect data before scheduling the meeting. The purpose of the Individual Problem-Solving Team is to develop an intense and focused intervention to address the identified areas of concern and to systematically evaluate the student's response to intervention. Members of the team may include the building principal, classroom teacher, intervention specialists, school psychologist, special education teachers, and related service professionals (as needed). The team will identify the goal for intervention, document the intervention plan, and determine the criterion for success. The amount and type of progress monitoring data will be determined, along with a follow-up meeting date to review progress.

Step 4: Evaluate Progress at Follow-up Meeting

At the follow-up meeting, there are three possible outcomes:

1. Continue the intervention (with a new follow up date)
2. Change/Modify the intervention (with a new follow up date)
3. Discontinue/Reduce the intervention (if the student shows strong progress)

The Individual Problem Solving Team utilizes the steps of the problem-solving cycle to identify appropriate and effective interventions to address student needs. When the team decides to modify the intervention, the updated plan is developed and a follow-up meeting to evaluate the student's response to intervention is scheduled 6-9 weeks later.

Problem-Solving Steps: How Data-Based Decisions are made..



Part Six: COMMUNICATION

How do we ensure that parents are informed of their child's progress and supports?

All Students - NWEA/MAP data is sent home after each benchmark period (fall, winter, spring).

Students on Watch List - The "watch list" consists of students who, at the present moment, do not qualify for services. The staff will continue to monitor to be sure the student continues to academically grow. Parents will receive notification that their child's reading progress will be monitored by the classroom teacher or a designated staff member.

Students Entering Intervention - Parents of students who qualify for intervention service will receive a standard letter indicating the type of intervention services that will be provided (see Appendix 2).

Students With Whom Teachers Are Concerned - Parents will be notified before a teacher refers a student for an Individual Problem-Solving Team (IPST) meeting. The concerned teacher must reach out to parents and document their communication.

Progress Reporting - Parents of students who receive intervention service will be given a standard report about student progress at the same time report cards are distributed.

Students Exiting Intervention Service - Parents of students who have received intervention and have met expectations will receive a standard letter explaining their child's success, and the procedures that will be followed to ensure that the student continues to make progress when they are no longer receiving intervention services. Students who exit services throughout the school year will be put on a watch list to ensure continued success. This would be determined after reviewing at least 6 data points.

Part Seven: EL SECTION

Students who are identified as English Learners (ELs) will receive a variety of services. Sometimes students who are EL perform well on universal screeners or other formal assessments, but cannot seem to keep up with the demands of classroom work. This divergence in performance may be reflective of normal development, and maturation/time will solve, or it may be an indication of a problem that should be addressed more immediately.

The WIDA Consortium published an article on the expected growth of ELs based on the required state assessment of proficiency in English Language, ACCESS for ELs (Wida, 2009). According to their research, student growth varies dependent upon proficiency level and or grade level. This work provides a reference for the type of growth one should expect from students on ACCESS based on their initial English Language Proficiency Level. In addition, when growth on ACCESS is less than expected, the team should consider the source of the lack of expected growth in a problem-solving format.

If students do not make sufficient progress given typical instruction in courses designed specifically for English Learners, and as such should be considered for intervention focused on growth in Academic Language including Listening, Speaking, Reading, and Writing. After intervention, inadequate progress should be brought to the attention of the EL Teacher, Principal and Individual Problem Solving Team.

Level 1 students (those students that have recently moved to the United States within the last six months) should be given time to adjust to their new language and not have intervention pull out services until language acquisition levels increase (approx. one trimester).

Level 2-4 should be placed in intervention programs that use a research based phonics program that will enable a student to gain the letter sound skills needed for reading. This can be given in conjunction with EL services.

Before any recommendation is made to place EL students in intervention program EL teacher and Principal must be consulted.

APPENDIX 1 - Tables

Table 1.1: Materials for READING instruction across grade levels and tiers

Program Name	Tier					Approximate Grade Level									
	G A T E	1	2	3		PK	K	1	2	3	4	5	6	7	8
Get Set for School		x	x	x		x									
Jolly Phonics		x	x	x			x								
Text Talk		x						x	x						
Fountas and Pinnell		x					x	x	x						
Making Meaning		x					x	x	x						
Words Their Way (Spelling)	x	x	x					x	x	x	x	x			
Pearson ReadyGen	x	x					x	x	x	x	x	x			
Prentice Hall Literature	x	x	x										x	x	x
Language For Learning			x	x			x	x	x	x	x	x	x	x	x
Language For Thinking			x	x					x	x	x	x	x		
Language For Writing			x	x								x	x	x	x
Reading Mastery (K-5)			x	x			x	x	x	x	x	x			
Horizons B				x				x	x						
Horizons AB			x	x				x	x	x					
Horizons CD			x	x						x	x	x			
REWARDS Intermediate			x									x	x	x	x
REWARDS			x	x							x	x	x	x	x
Decoding A				x						x	x	x	x	x	x
Decoding B1				x						x	x	x	x	x	x

Decoding B2				x							x	x	x	x	x
Decoding C				x									x	x	x
AMP! Level 1			x										x	x	x
AMP! Level 2			x										x	x	x
AMP! Level 3			x										x	x	x
SRA Comprehension			x	x									x	x	x
Language! Level A				x							x	x	x	x	x
Language! Level B				x								x	x	x	x
Language! Level C				x									x	x	x
KU Strategies				x									x	x	x

Table 1.2: Materials for MATH instruction across grade levels and tiers

Program Name	Tier					Approximate Grade Level									
	G A T E	1	2	3		PK	K	1	2	3	4	5	6	7	8
TransMath			x	x						x	x	x	x	x	
IXL			x	x					x	x	x	x	x	x	x
Touch Money				x					x						
Envision			x	x			x	x	x	x	x	x			
Glencoe Math	x	x											x	x	x
MyMath	x	x					x	x	x	x	x	x			
Number Worlds			x	x			x	x	x	x	x	x	x	x	x

Table 1.3: Materials for BEHAVIOR instruction/intervention

Program Name	Tier				Approximate Grade Level								
	1	2	3		K	1	2	3	4	5	6	7	8
PBIS/Reward Tickets	x				x	x	x	x	x	x	x	x	x
Second Step	x				x	x		x	x	x	x	x	x
Check In Check Out		x	x								x	x	x
Small Group Instruction		x	x		x	x	x	x	x	x	x	x	x
Social Thinking		x	x		x	x	x	x	x	x	x	x	x
Individual Plans		x	x		x	x	x	x	x	x	x	x	x
CHAMPS/MAC	x	x	x		x	x	x	x	x	x	x	x	x
SSIS		x	x		x	x	x						

Table 2.1 : Description of Literacy Curriculum Based Measures by Grade Level

<i>Measure</i>	<i>Acronym</i>	<i>Grade</i>	<i>Description (Sample)</i>
Concepts of Print	CP	Pre-K K	CP is an open-ended standardized, individually administered test that assesses students' general understanding of how print is used. CP is administered in the fall of kindergarten as part of the earlyReading Composite.
Onset Sounds	OS	Pre-K K	OS is an open-ended standardized, individually administered test. Students identify the first sound in a pictured word. OS assesses students' phonemic awareness. OS is administered in the fall and winter of kindergarten as part of the earlyReading Composite.
Letter Names	LN	Pre-K K	LN is a one-minute standardized, individually administered test. Students are presented with a page of upper and lower case letters arranged in a random order and are asked to name as many letters as they can. LN is administered in the fall of kindergarten as part of the earlyReading Composite.
Letter Sounds	LS	Pre-K K	LS is a one-minute standardized, individually administered test of automaticity of lowercase letter sounds in isolation. LS is administered in the fall, winter, and spring of kindergarten as part of the earlyReading Composite.
Word Segmenting	WS	K	WS is an open-ended standardized, individually administered test that assesses students' ability to separate a spoken word into individual sounds, or phonemes. WS is administered in the winter and spring of kindergarten as part of the earlyReading Composite.
Nonsense Words/ Decodable Words	NW/DW	K	NW/DW is a one-minute standardized, individually administered test of the alphabetic principle, including letter-sound correspondence and the ability to blend letters into words. NW/DW is administered in the winter and spring of kindergarten as part of the earlyReading Composite.
Sight Words	SW	K	SW is a one-minute standardized, individual administered test of students' ability to recognize high-frequency words. SW is administered in the spring of kindergarten as part of the earlyReading Composite.

earlyReading Composite	early Reading	Pre-K K	earlyReading is designed to assess reading skills that predict successful reading of connected text. Selected subtests are organized to be given together to generate a composite score for each student. The earlyReading composite score includes different subtests depending on the grade level and screening period.
CBMreading	CBM-R	1-8	CBM-R is a one-minute standardized, individually administered measure of oral reading. The score is the median score of three samples taken from a standardized set of grade level passages. The number of words read correctly in one minute is the score.
COMPefficiency	COMP	2-8	COMP is a standardized, computer administered measure of reading comprehension. Students read a passage sentence by sentence and answer true/false and multiple choice comprehension questions about the passage. COMP is used only as a progress monitoring measure.

Table 2.2: Description of Math Curriculum Based Measures by Grade Level

<i>Measure</i>	<i>Acronym</i>	<i>Grade</i>	<i>Description (Sample)</i>
Match Quantity	MQ	K	MQ is a one-minute standardized, individually administered measure of students' ability to identify the symbol/numeral that represents a given quantity. MQ is administered in the fall of kindergarten as part of the earlyMath Composite.
Number Sequence	NS	K	NS is an open-ended standardized, individually administered measure of students' understanding of the mental number line. NS is administered in the fall, winter, and spring of kindergarten as part of the earlyMath Composite.
Numeral Identification	NI	K	NI is a one-minute standardized, individually administered measure of students' ability to correctly identify the name of the symbol that represents a number. NI is administered in the fall, winter, and spring of kindergarten as part of the earlyMath Composite.
Decomposing	DC	K	DC is an open-ended standardized, individually administered measure of students' ability to put together and take apart numbers by using "parts" and a "whole". DC is administered in the winter and spring of kindergarten as part of the earlyMath Composite.
earlyMath Composite	earlyMath	K	earlyMath is designed to assess initial math skills that predict later mathematical performance. Selected subtests are organized to be given together to generate a composite score for each student. The earlyMath composite score includes different subtests depending on the grade level and screening period.
CBMmath Automaticity	CBMmath Auto	1-3	CBMmath Automaticity is a timed computer-based assessment of math fact mastery. It measures a student's automaticity with basic math facts matched to the math skills typically taught in grades 1-3.
CBMmath CAP	CBMmath CAP	3-8	CBMmath CAP is a timed computer-based assessment of applied and multi-step mathematics skills.

Table 3.1: Frequency of Monitoring Progress

Tier	Name of Measure	Frequency	Number of Probes	Notes
1	earlyReading	3x per year (fall, winter, spring)	3 standard benchmark periods	The earlyReading composite score includes different subtests depending on the grade level and screening period.
1	earlyMath	3x per year (fall, winter, spring)	3 standard benchmark periods	The earlyMath composite score includes different subtests depending on the grade level and screening period.
1	CBMreading	3x per year (fall, winter, spring)	3 standard benchmark passages	Words Read Correctly (WRC) is the median (middle score) of the three passages. Recorded errors is the median of the 3 passages
1	CBMmath	3x per year (fall, winter, spring)	1 benchmark probe	Timed group administered computer math assessment where the correct points per 10 minutes is scored
1	NWEA MAP	3x per year (fall, winter, spring)	Single Computer Assessment	Untimed group administered assessment in reading and math
2	CBMreading and CBMmath	At least every other week	1 probe	Students may be monitored more or less frequently at the discretion of the team
3	CBMreading and CBMmath	Weekly	1 probe	Students may be monitored more or less frequently as identified by benchmark data

APPENDIX 2
Sample of Parent Letter



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Response to Intervention (Rtl) Program

Dear Parents of STUDENT,

We concluded the recent screening and identification procedures for the District's *Response to Intervention* program in Lincolnwood School District 74. The chart below indicates the recommended intervention placement for the 2018-2019 school year beginning October 2018.

Placement for 2018-2019			
	Continue Intervention	Begin Intervention	Exit Intervention

In Lincolnwood School District 74, we believe that individualizing instruction as much as possible is key to student growth. For this reason, we assess students three times a year to provide the most appropriate instruction they require to be successful in school. We assess some students more frequently to determine if additional supports are warranted. The decision to continue, enter, or exit intervention services is based upon the current benchmark screening results [Curriculum-Based Measurements (CBM) and MAP] and teacher feedback.

Students who have exited intervention will be monitored closely and will re-enter intervention if necessary. The students who qualify for intervention are grouped together. These students will receive intervention in addition to their core classes. Intervention groups are small in size and students with similar instructional needs are grouped together. We attempt to schedule student intervention time so that core instruction is minimally impacted. For sixth grade students, intervention will occur during tenth period. At the seventh and eighth grade level, students will miss Spanish in order to receive this intervention.

As part of intervention support, we will monitor your child's progress to ensure success or to adjust the direction of the intervention. For more information about the District's Rtl process, please visit our district webpage (www.sd74.org). If you have questions or concerns, please contact your child's school.

Sincerely,

Response to Intervention Team

Robin Altschul
 Todd Hall School

Jennifer Tunelius
 Rutledge Hall School

Emily Porto
 Lincoln Hall School