

RTI² Procedures 2024-2025



Response to Instruction and Intervention Framework

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Superintendent of Bartlett City Schools

Reading and Mathematics

Elementary K-5

Middle 6-8

High 9-12

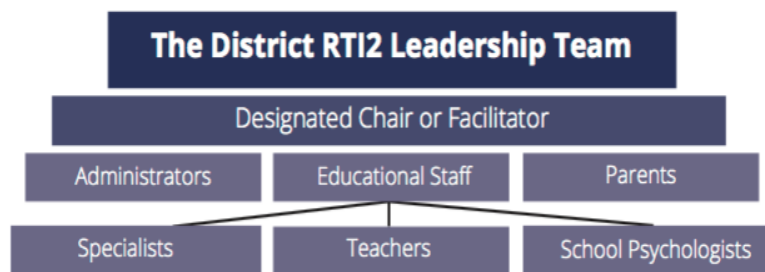
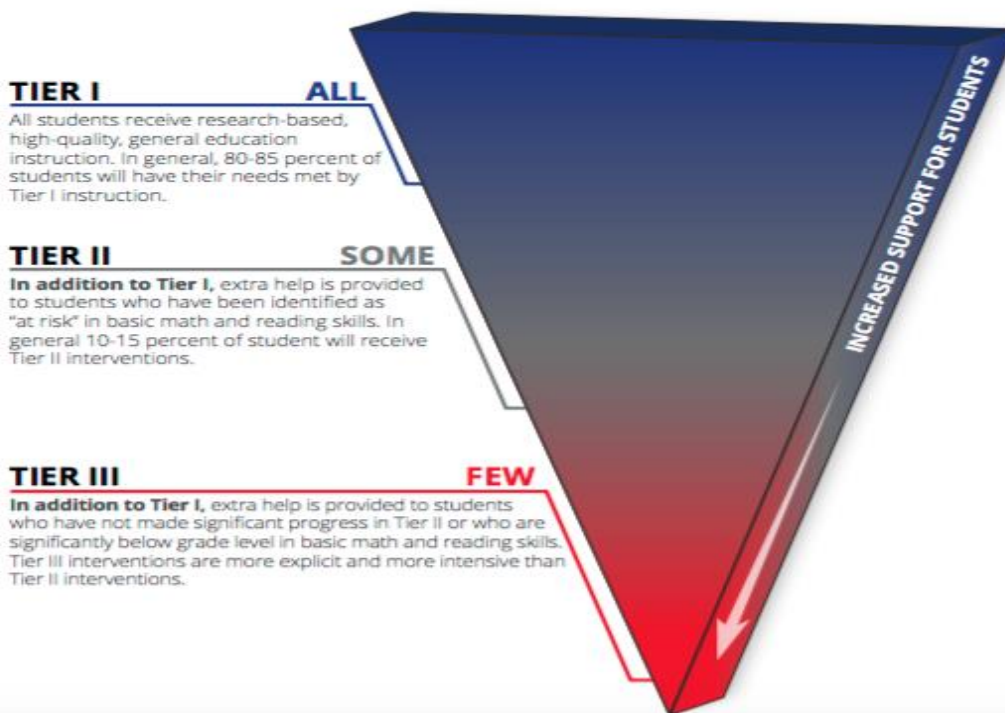
Revised August 2024

Tennessee RTI² Model

Response to Intervention and Instruction

GUIDING PRINCIPLES

► Leadership ► Culture of Collaboration ► Prevention & Early Intervention



Based on guidance from the Tennessee Department of Education, the following refinements have been made:

- use of multiple sources of data for the universal screening process,
- a more detailed description of Tier I instructional practices,
- an expanded definition of ongoing assessment and data-based decision making,
- stronger explanation of professional learning expectations, and

The revised TDOE RTI Manual (Update: August 2023) can be found at

https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI2_Manual.pdf

Intervention Programs Synopsis

Grade Level	Program	Description	Student
Elementary Reading			
K-5 Reading	i-Ready Aimsweb	Universal Screener Progress Monitoring	Tier I, Tier II, and Tier III – Screener & Monitoring
K-5 Reading Intervention Menu	Road to the Code Road to Reading Florida Center for Research/Live Binders Great Leaps Fountas & Pinnell i-Ready Wonders Intervention K-2, 3-6	K-1 Phonics and Decoding K-2 Blending, Sight Words K-5 The Five Pillars	TA According to skill deficit
Sped K-5 Reading	Aimsweb Spire (Grade 2-5) Sound Sensible (K-1) IMSE/OG	Universal Screener, Progress Monitoring, & Intervention	Tier IV - Sped
Elementary Math			
K-5 Math	i-Ready Aimsweb	Universal Screener Progress Monitoring	Tier I, Tier II, and Tier III – Screener & Monitoring
K-5 Math Intervention Menu	Intervention Central: www.interventioncentral.com HSP Math Intervention http://www.gosbr.net Math specific skills: http://www.thatquiz.org IXL i-Ready Envision Math	Math Computation and Math Reasoning	According to skill deficit
Sped K-5 Math	Aimsweb Do the Math (K-5) Number Worlds (K-8) Reflex Math (K-12)	Universal Screener, Progress Monitoring, Intervention	Tier IV – Sped
Middle School Reading			
6-8 Reading	i-Ready Aimsweb	Universal Screener Progress Monitor	Tier I, Tier II, and Tier III Screener & Monitor
6-8 Reading Intervention Menu	Great Leaps Intervention Central: www.interventioncentral.com Florida Center for Reading Research: http://www.fcrr.org/interventions/Interventions.shtm The IRIS Center: https://iris.peabody.vanderbilt.edu/ebp_summaries/ Scientifically Based Research: http://www.gosbr.net Read, Write, Think: http://www.readwritethink.org Ready	Sight & Text Fluency Phonics & Decoding The Five Pillars	According to skill deficit

Sped 6-8 Reading	Aimsweb Spire (Grade 6-8) Making Connections	Universal Screener, Progress Monitoring, Intervention	Tier IV – Sped
Middle School Math			
6-8 Math	i-Ready Aimsweb	Universal Screener Progress Monitoring	Tier I, Tier II, and Tier III – Screener & Monitoring
6-8 Math Menu	Intervention Central : www.interventioncentral.com HSP Math Intervention http://www.gosbr.net Math specific skills: http://www.thatquiz.org IXL i-Ready Envision Math	Math Computation and Math Reasoning	According to skill deficit
Sped 6-8 Math	Aimsweb	Universal Screener, Progress Monitoring, Intervention	Tier IV – Sped
High School Reading and Math			
9-12 Reading	Early Warning System (attendance, behavior, and academic competencies) followed by: Aimsweb Plus i-Ready	Universal Screener Progress Monitoring	Tier I, Tier II, and Tier III – Screener & Monitoring
9 -12 Math	Early Warning System (attendance, behavior, and academic competencies) followed by: Aimsweb Plus i-Ready	Universal Screener Progress Monitoring	Tier I, Tier II, and Tier III – Screener & Monitoring
Sped 9-12 Reading	Aimsweb Plus Making Connections	Universal Screener, Progress Monitoring, Intervention	Tier IV – Sped
Sped 9-12 Math	Aimsweb Plus	Universal Screener, Progress Monitoring, Intervention	Tier IV – Sped

Response to Instruction and Intervention Local Operational Process

1. RTI ² implementation manual on file at each local school
2. RTI ² district team members on file at each local school
3. RTI ² local team on file at each local school
4. RTI ² fidelity monitoring documentation on file at each local school
5. After benchmarking, <u>Tier II and Tier III Students</u> must have RTI² Folder Worksheet completed and on file and in an individual RTI ² Folder. Home literacy reports sent home.
6. If students are scoring at or below the 25% and 10%, the teacher needs to complete the Student Referral to RTI² Team form and general classroom accommodations form .
7. The Permission for Vision/Hearing Screening form should be completed if applicable.
8. When the initial RTI ² team meeting is held with the local school RTI ² team, all bold printed items above must be brought to the team meeting.
9. At the beginning of the team meeting, the school support team agenda(s) or minutes are reviewed inside the school team binder.
10. Each student scoring at or below the 25% or 10% should be listed on the List of Students At Risk Form . Each student should be discussed, and the form completed.
11. The Intervention Assignments Form is then completed on each student name that is listed on the List of Students At Risk Form . Individual Student Intervention Plans are completed and then added to the folder.
12. The teacher is then given the Intervention Documentation Form (or folder) to take back for use in the classroom.
13. At the end of the meeting, each Tier II and Tier III placement student will receive a folder. The RTI² Folder Worksheet, Student Referral to RTI² Team form, Student Intervention Plan and the Intervention Documentation Form will all be placed in this folder.
14. For students scoring at or below the 25% and 10%, data points need to be tracked weekly.
15. The RTI ² team will meet 4.5 to 5 weeks to discuss on-going student data .
16. The RTI ² team process will be repeated after each universal screener.
17. Throughout student data discussions, the RTI ² team will make appropriate Special Education referral recommendations. The psychologists will review each recommendation before a referral process is completed.

K-12 MINIMUM RECOMMENDED INSTRUCTIONAL TIMES

K-2 Reading and Mathematics Minimum Recommended Instructional Times

ELA	Kindergarten	First	Second
Tier I	150 minutes* daily	150 minutes* daily	150 minutes* daily
Tier II**	20 minutes	30 minutes	30 minutes
Tier III***	40-45 minutes	45-60 minutes	45-60 minutes
Mathematics	Kindergarten	First	Second
Tier I	60 minutes daily	60 minutes daily	75 minutes daily
Tier II**	20 minutes	20 minutes	30 minutes
Tier III***	40-45 minutes	40-45 minutes	45-60 minutes

3-5 Reading and Mathematics Minimum Recommended Instructional Times

ELA	Third	Fourth	Fifth
Tier I* Daily	Minimum of 90 minutes (120 minutes recommended)	Minimum of 90 minutes (120 minutes recommended)	Minimum of 90 minutes (120 minutes recommended)
Tier II**	30 minutes	30 minutes	30 minutes
Tier III***	45-60 minutes	45-60 minutes	45-60 minutes
Mathematics	Third	Fourth	Fifth
Tier I*	90 minutes daily	90 minutes daily	90 minutes daily
Tier II**	30 minutes	30 minutes	30 minutes
Tier III***	45-60 minutes	45-60 minutes	45-60 minutes

*It is strongly recommended that Tier I ELA and mathematics be 90 minutes of uninterrupted instruction.

6-12 Minimum ELA Recommended Instructional Times:

ELA	6-8 (traditional)	6-8 (block)	9-12 (traditional)	9-12 (block)
Tier I*	55 (daily)	90	55 (daily)	90
Tier II**	30 additional	30 additional	30 additional	30 additional
Tier III***	45-55 additional	45-60 additional	45-55 additional	45-60 additional

*It is strongly recommended that Tier I be a minimum of 45 minutes of uninterrupted instruction.

**BCS Response to Instruction & Intervention (RTI²)
Teacher Implementation
Elementary (Grades K-5)**

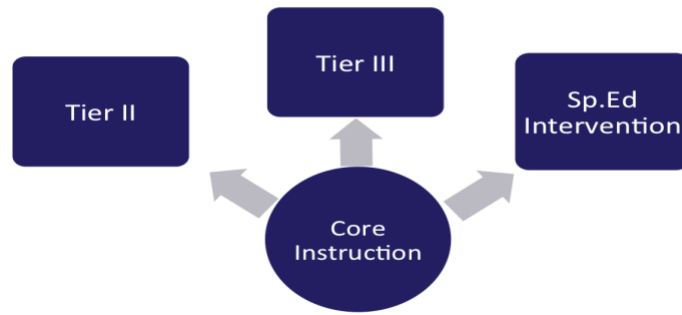
Grade Levels	RTI ² Reading	RTI ² Math
<u>Core Instruction Requirements</u> All Kindergarten – Fifth Grade All students for Tier I Core-90 uninterrupted minutes in Reading block All students for Tier I Core-60 to 90 minutes in Math block See <u>State RTI Manual</u> p. 30	Benchmark Testing i-Ready-3 times per school year • Aug. 26-Sept. 13 • Dec. 2-12 • April 28- May 8	Benchmark Testing i-Ready-3 times per school year • Aug. 26-Sept. 13 • Dec. 2-12 • April 28- May 8
<u>Intervention Requirements</u> Tier II – III Kindergarten- Fifth Grades See <u>State RTI² Manual</u> p. 35	It is recommended that students who are assessed as Tier II receive an additional 30 minutes per day of intervention or Tier III receive an additional 45-60 minutes of intervention per day. 3 days a week for greater skill deficit with face-to-face instruction on needed skills (may use menu of researched based lessons) Math and reading deficits must be addressed. RTI Team decisions for expanding face to face for greater skill deficit or 3 days Reading and 2 days Math as an example may vary. Continuous Progress Monitoring weekly for Tier II, III and SPED students	Students who are assessed as a Tier II receive an additional 30 minutes per day of intervention or Tier III receives an additional 45-60 minutes of intervention time per day. 3 days a week for greater skill deficit with face-to-face instruction on needed skills (may use Envision Intervention or menu of researched based lessons) Math and reading deficits must be addressed. RTI Team decisions for expanding face to face for greater skill deficit or 3 days Reading and 2 days Math as an example may vary. Continuous Progress Monitoring weekly for Tier II, III and SPED students
SPED K-5	Designated by IEP	Designated by IEP

BCS Response to Instruction & Intervention (RTI²)
Teacher Implementation
Middle & High (Grades 6-12)

Grade Levels	RTI ² ELA	RTI ² Math
<u>Core Instructional Requirements</u> Sixth – Eighth Grade All students for Tier I Core- 55 minutes in ELA block See <u>State RTI2 Manual</u> p. 31	Benchmark Testing i-Ready-3 times per school year - Aug. 26-Sept. 13 - Dec. 2-12 - April 28- May 8	Benchmark Testing i-Ready-3 times per school year - Aug. 26-Sept. 13 - Dec. 2-12 - April 28- May 8
Ninth – Twelfth Grade All students for Tier I Core- 55 minutes in ELA block	Benchmark Testing TCAP or EOC i-Ready-3 times per school year (Aug 28-Sept 15, Dec. 4-15, & April 29-May 10)	Benchmark Testing TCAP or EOC i-Ready-3 times per school year (Aug 28-Sept 15, Dec. 4-15, & April 29-May 10)
<u>Intervention Requirements</u> Sixth – Twelfth Grades See <u>State RTI² Manual</u> p. 35	Students who are assessed as Tier II receive an additional 30 minutes per day of intervention or Tier III receive an additional 45-60 minutes of intervention per day Math and reading deficits must be addressed. RTI Team decisions for expanding face to face for greater skill deficit or 3 days Reading and 2 days Math as an example may vary. Continuous Progress Monitoring weekly for Tier II, III and SPED students.	Students who are assessed as a Tier II receive an additional 30 minutes per day of intervention or Tier III receive an additional 45-60 minutes of intervention time per day Math and reading deficits must be addressed. RTI Team decisions for expanding face to face for greater skill deficit or 3 days Reading and 2 days Math as an example may vary. Continuous Progress Monitoring weekly for Tier II, III and SPED students.
SPED 6-12	Designated by IEP	Designated by IEP

RTI²
BCS Implementation for School Level Teams
Grades K-12

Procedures	Location of Forms	Accountability
Step 1: Form RTI Team at School Level. Meet & Monitor every 4.5 weeks. pg. 7 & 8	1.2 School Team Assignments 1.2 School Team Meeting Agenda	Send electronic copy of School Team Assignments to Central Office. mmorgan@bartlettschools.org
Step 2: Create folders for all students. pg. 9 & 10	1.2 RTI Folder	Keep at school Yellow for Tier II students Red for Tier III students
Step 3: Place scores from Aimsweb & Compass in folder. Complete RTI Referral pg. 11 & 12	1.2 Referral to RTI Team	Classroom teacher keeps this form in folder for every student identified.
Step 4: Hearing & Vision Forms	Pg. 16 & 17	
Step 5: Initial School Team Data Form tracks students with initial universal screener. pg 15	1.2 Initial School Team Data Management	Classroom teacher keeps this form to document universal screener, and identify Tier II and Tier III students.
Step 6: Intervention Assignments Form goes to School Site Based Team pg. 16	1.2 Intervention Assignments	Recommendations are made from the RTI team for students below the 25th or 10 th percentile.
Step 7: The Student Intervention Documentation Form will document Tier II and Tier III Interventions pg. 17 & 18	1.2 Student Intervention Plan 1.2 Intervention Documentation Form	The psychologist must have this form documenting all the RTI steps.
Step 8: On-going/School Team Data Management pg. 19	1.2 On-going School Team Data Management	
Step 9: The school psychologist begins gap analysis. pg. 29	3.4 Gap Analysis Worksheet	The school psychologist completes these forms.
Step 10: Referral Decision Tree	4.4 Referral Decision Tree pg. 33	The RTI Team Completes



The goal for Special Education is to assist students with skill deficits not to teach or deliver Tier I Core Instruction. There are worksheets available (SEE RTI Coach or Teacher) to assist the General Education and Special Education Teacher to identify the skill that a child needs most. The General Education teacher delivers core instruction on grade level standards with differentiation.

STEP 1: 1.2 SCHOOL TEAM ASSIGNMENTS

At a Glance: School Level RTI ² Support Team Assignment of Roles and Responsibilities		
Name(s)	Roles	Responsibilities
	Principal/Designee	Establish and maintain school-level procedures and timelines for instruction and intervention; assessment protocols; fidelity monitoring; and guidelines for assessing, planning, and delivering appropriate professional development. He/she appoints or selects a school-level RTI ² chair/facilitator and a team of representatives from the school level.
	Chair/Facilitator	Establish procedures for instruction and intervention practices; assessment protocols; monitoring and reporting assessment data; fidelity monitoring; and guidelines for assessing, planning, and delivering appropriate professional development.
	Instructional Coach	Critiques established procedures for successful delivery of instruction and intervention for reading, English/language arts, writing, and mathematics; provides ongoing professional development and coaching for the successful achievement of all students.
	Classroom Teachers ☐ Elementary ☐ English/language arts ☐ Mathematics ☐ Other	Interpret established school-level procedures to deliver high quality instruction and intervention; follow implementation guidelines for administering and analyzing appropriate assessments; delivering instruction and intervention with high levels of fidelity; and participating in assessing, planning, and attending/facilitating in appropriate professional development sessions for the purpose of ensuring success for all students.
	Specialists ☐ School Psychologist ☐ Special Education ☐ Speech/Language ☐ Others	The specialist serves the school to help critique established procedures for delivering high quality instruction and intervention and make appropriate recommendations for successful implementation.
	School Counselor	Instructional planning according to academic ability using analysis of appropriate assessments; consults with teacher/students to ensure delivery of high quality instruction/intervention; participates in appropriate professional development to ensure instructional consistency; facilitates administration of assessments for accurate decision making to ensure success for all students.
	Teacher of English Learners (ELL)	Serves students whose native language is not English; delivers an appropriate program to teach English; delivers high quality instruction and intervention; participates in appropriate professional development to ensure instructional consistency; facilitates administration of assessments for accurate decision making to ensure success for all students.
	Parents	Represent parental concerns and provide informative feedback for communication and support. To help parents understand purpose and strengthen parental involvement in the RTI ² process. To establish effective reporting of progress to parents.

STEP 1: 1.2 SCHOOL TEAM MEETING AGENDA

School Level RTI² Support Team Meeting Agenda

Purpose: School Level RTI² Support Teams meet to identify students scoring below 25th percentile on universal screening assessments. 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.	Initial meeting to identify students at risk. Use Initial School Level RTI ² Support Team – List of Students “At Risk” (Example 4) form.	
2.	On-going data team to identify student progress. Use On-Going School Level RTI ² Support Team– List of Students “At Risk” (Example 5) form.	
3.	Students at risk are assigned to appropriate interventions and assessments. Use Next Steps – Assignment of Interventions for Students “At Risk” (Example 6) form.	
4.	Student intervention and progress monitoring documentation is initiated or continues. Use Student Intervention Documentation Form (Example 7).	
5.	Parent progress reports indicate type of progress. Have parents expressed appreciation or concerns about progress? Interventionist uses a parent progress monitoring letter (See Component 1.6) to send home results every 4.5 weeks.	
6.	Additional Actions:	
7.	Additional Actions:	

Signatures of team members attending:

Student Name: _____

Teacher: _____

Each student will have a copy of this form in his/her folder to ensure the RTI process is followed.

Bartlett City Schools RTI² Folder

Step 2: Relevant documentation (listed below) is to be maintained in this folder

Tier II or Tier III Documentation

Student benchmark assessment data (**Percentile**)

Student referral to RTI² team (Form)

Intervention Documentation (Form)

Parent Notification letter(s)

Date

% ELA

% M

Y or N

Y or N

Y or N

Tier II or Tier III Review documentation

Plan successful, continue until benchmark is reached

Date of RTI²
Meeting

Progress monitoring data

Y or N

Intervention plan evaluation

Y or N

Modify plan and then review

Progress monitoring data

Y or N

Intervention plan evaluation

Y or N

Modified Student Intervention Plan

Y or N

Tier II or Tier III Review documentation

Plan successful, continue until benchmark is reached

Date of RTI² Meeting

Progress monitoring data

Y or N

Intervention plan evaluation

Y or N

Modify plan and then review

Progress monitoring data

Y or N

Intervention plan evaluation

Y or N

Modified Student Intervention Plan

Y or N

Tier II or Tier III Review documentation

Plan successful, continue until benchmark is reached

Date of RTI² Meeting

Progress monitoring data

Y or N

Intervention plan evaluation

Y or N

Modify plan and then review

Progress monitoring data

Y or N

Intervention plan evaluation

Y or N

Modified Student Intervention Plan

Y or N

STEP 3: 1.2 REFERRAL TO RTI TEAM

See individualized forms specific to grade level K-12.

Student Referral to RTI² Team

Student Name: _____ Birthdate: _____ Age: _____ Date: _____

School: _____ Teacher: _____ Grade: _____

Parents/Guardian: _____ Contact info: _____

Student's Current Performance

Target area	Benchmark score	√ if below 25 th percentile
Reading		
Phonological Awareness		
Phonics		
Reading Fluency		
Reading Comprehension		
Vocabulary		
Math		
Math Computation		
Math Problem Solving		
Written Expression		
Writing		

****For the earliest skill area checked, please attach the corresponding page of differentiation strategies**

Informal/Additional Assessments	Score
Student's Instructional reading level (i.e. DRA, lexile)	
Student's Independent reading level (i.e. DRA, lexile)	
Other (please specify)	
Other (please specify)	

Special Education/Program Interventions:

- ☐ ESL
 ☐ Counseling
 ☐ Other: _____
- ☐ Speech/Language
 ☐ Tutoring/ Reading Club
 ☐ Medical: _____
- ☐ SPE

STEP 3: 1.2 REFERRAL TO RTI TEAM

There are additional Differentiated Strategies that accompany this form. **Please download the complete set.**

Classroom Accommodations (If appropriate)

<i>Check those that apply (max 3 at a time)</i>	General classroom Accommodations	<i>Date started</i>	<i>Date(s) reviewed</i>	Notes/Observations (optional)
	Small group reading instruction at ability level			
	Small group math instruction at ability level			
	Preferential seating			
	Directions given in short, clear, steps			
	Directions repeated frequently			
	Verbal/non-verbal prompts, cues			
	Directions repeated by student			
	Pair up with another student for assistance			
	Allow ample response time			
	Frequent review			
	Visual aids			
	Use of manipulatives			
	Assignments and/or tests read aloud			
	Oral assessments			
	Modified/shortened assignments			
	Daily/weekly behavior plan			
	Other:			

Step 4: Permission for Vision/Hearing Screening

Date _____

Name of Child _____

Dear _____,

With your permission, vision/hearing screenings will be completed by school personnel. These screenings must be conducted to rule out any difficulties your child may have as a result of vision or hearing issues.

_____ I give permission for vision/hearing screening.

_____ I do not give permission for the vision/hearing screening.

Signature of Parent/Guardian

Date

If you have questions, you may contact _____ at (901)_____.

STEP 5: 1.2 INITIAL SCHOOL TEAM DATA MANAGEMENT

Use this form when students are first identified as Tier 2 or 3 by Aimsweb.

Initial School Level RTI² Support Team – List of Students “At Risk”

Initial universal screening is administered, and data is collected by the teacher as soon as possible to identify students “at risk.” All students who fall below the 25th percentile will receive appropriate interventions and will be monitored using progress monitoring. Teams work to determine and schedule appropriate interventions for each student.

School: _____

Date: _____

Grade/Subject: _____

Universal Screening: _____

Year: _____

Cut Score: _____

Select One (X): Fall _____ Winter _____

Spring _____

Percent below: 25th percentile _____

10th percentile: _____

Student	Teacher	Previous Intervention	Universal Screening Score	Other Data	Retained Yes/No	Tier II Tier III

Signatures of team members attending:

STEP 6: 1.2 INTERVENTION ASSIGNMENTS

Next Steps– Assignment of Interventions for Students “At Risk”

Use this form when students are first identified as Tier 2 or 3 by Aimsweb.

Students “at risk” are assigned to a specific intervention to address the area of deficient. Corresponding progress monitoring (PM) are administered a minimum of every two weeks and data are collected by the interventionist to monitor student progress in the intervention.

Student	Tier II Tier III	Intervention Program Target	Delivered by Name of Interventionist	Name of Progress Monitoring Assessment	Notes

Signatures of team members attending:

Step 7: 1.2 Student Intervention Plan and Documentation Log

This form is necessary for referrals

RTI² Team Notes

Student Intervention Plan

Student: _____

Teacher: _____

Grade: _____

School: _____

Meeting Date: _____

☐ Initial Meeting/Intervention Plan

☐ Follow-Up Meeting/Revised Intervention Plan

Specific Area of Concern

☐ Phonological Awareness

☐ Phonics

☐ Math Calculation

☐ Math Reasoning

☐ High Achievement

☐ Reading Fluency

☐ Reading Comprehension

☐ Vocabulary

☐ Attention/Behavior

☐ Speech/Language

☐ Written Expression

Data-Based Decision

☐ Tier 1 with ongoing assessment in _____

☐ Tier 2 with required Progress Monitoring in _____

☐ Tier 3 with required Progress Monitoring in _____

☐ Referral to next level of support with parent/guardian present

☐ Continue SPED intervention with Progress Monitoring in _____

Research Based Intervention to be Used	Skill Area*	Who Does it	How Often	Time/Days
A				
B				
C				

*Intervention must be linked to skill deficit area

Notes: _____

Team members involved in approving this plan with name and relationship to the student

The 1.2 Student Intervention Plan template is available at the following link:

[1.2 Student Intervention Plan](#)

Use this form to document student's progress that have already been identified as Tier 2 or 3.

SAMPLE STUDENT INTERVENTION DOCUMENTATION FORM						School Year	
---	--	--	--	--	--	--------------------	--

Student					School			Grade		
Vision Test Date		Results Pass (P) Fail (F)		Hearing Test Date		Results Pass (P) Fail (F)		EOY Test Scale Score		

Week	Date	Attendance Codes P=Student Present SA=Student Absent TA=Teacher Absent SC=School Closed ED=Early Dismissal					PM Score – Name PM	Current Rate of Improvement (ROI)	Data Team Decision C=Continue I=Intensify D=Dismiss	Parent Report of Progress G=Good S=Some L=Limited I=Insufficient
		Monday	Tuesday	Wednesday	Thursday	Friday				
1										
2										
3										
4										
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Step 8: Sample On-Going School Level RTI² Support Team– List of Students “At Risk”

There is an electronic form in the resources folder

On-going progress monitoring (PM) are administered a minimum of every two weeks and data are collected by the interventionist to monitor student progress in the intervention. Grade level and/or subject specific teams meet every 4.5-5 weeks to make appropriate adjustments in the delivery of interventions for each student.

School: _____

Date: _____

Grade/Subject: _____

PM Goal		PM Assessment		PM Assessment	
Percent below		25 th percentile		10 th percentile	
Year		Select one: X	Fall	Winter	Spring

Student	Teacher	Intervention	Progress Monitoring Assessment	Progress Monitoring Assessment	Intervention Change Yes/No	Tier II Tier III	Request Parent Meeting

Signatures of team members attending:

Department of Exceptional Children

Progress Monitoring for Students in Special Education

*All students benchmark on grade level. Results of the benchmark determine whether the student will be monitored on or off grade level.

*If the student scores **Tier I or II**, the student will be monitored **on grade level in their area(s) of identified exceptionality**.

*Gathering data for students scoring in Tier I can be used to determine if the student continues to be eligible for special education.

*If the student scores **Tier III**, the student will be monitored **on their instructional level in their area of identified exceptionality. This will be completed through survey level assessments and noted in Aimsweb Plus**. When a student is up for reevaluation, the teacher will complete one probe on grade level in their area of exceptionality. **This can also be completed through survey level assessments**. The school psychologist will use the student's benchmark and grade level probe to complete the gap analysis.

Bartlett City Schools will follow the RTI² manual as a process for monitoring fidelity. This process includes a description of who is responsible for **fidelity monitoring** and how often **fidelity** in Tier II and III interventions will be monitored. Student attendance and documented reasons for absence should be taken during interventions in both tiers.

The **fidelity** of implementation per intervention will be assessed throughout the process; however, the minimum requirement is a combined total of 8 checks:

Guidance for Fidelity Checks	
Direct Fidelity Check	Indirect Fidelity Check
Tier II and Tier III	
1 Direct (Semester)	2 Indirect (Quarterly)
Options for Direct Checks: • Walk through observation • Short observations (partial intervention session) • Full observation Direct observations may vary in length depending on the intensity of the observation needed.	Options for Indirect Checks: • Review of intervention lesson plans • Review of progress monitoring data • Review of schedule • Review of attendance (including reasons for absence)
Documentation: Fidelity checks can be done for an entire group at the same time; however, the information they provide should be looked at from the student level because the team will be making decisions about each student's needs.	Documentation: The data team should conduct reviews of student data. When analyzing one student's progress, the team should consider the group and/or student rate of improvement.
Example personnel to include: • Principals, administrators, or other appointed designees • Instructional coaches: literacy/numeracy coaches • School psychologists • Special education teachers	Example personnel to include: • Data team (as a regular component of data team meetings)

Figure 5. Guidance for fidelity checks

Direct should be ongoing **fidelity** documentation of intervention and include interventions used, evidence of implementation at 80% or greater, and student attendance, and **progress monitoring** results and any other anecdotal information that might account for the student's progress or a lack thereof. The direct observations should be unannounced. Tier III **fidelity monitoring** must be focused on individual students to ensure that each student is receiving interventions as prescribed. Interventions must be implemented with **integrity**. If the intervention is not implemented with **integrity** of at least 80% or greater, the **interventionist** should be supported with training until **integrity** reaches 80%.

Examples of personnel who can do **fidelity monitoring**:

- Principals, administrators or other appointed designees;
- Instructional coaches, literacy/numeracy coaches;
- RTI Coordinators, fidelity monitors, or fidelity teams; and
- School psychologists, special education teachers or guidance counselors.

If students are not making progress in an intervention, it may be necessary to conduct additional fidelity checks to support instructional adjustments to ensure progress for all students.

Response to Intervention Support Plan and Fidelity

Support Roles:

- Lead teacher or designated administrator
- Response to Intervention Coach
- Response to Intervention Teacher

Response to Intervention Coach:

- Report to the base school principal
- Support the full implementation of the Response to Instruction and Intervention process
- Coach and support teachers to meet students' needs regarding instruction and intervention
- Follow professional duties and attend professional development as assigned by the school

The RTI Coach will:

1. Support classroom teachers' use of appropriate research-based intervention strategies and materials for working with students identified as needing a response to intervention
2. Monitor and provide feedback for a caseload of students who are identified as needing intervention as directed by the Response to Intervention team
3. Complete intervention screening and progress monitoring of students as needed
4. Complete all required records and reports
5. Assist with ongoing professional development
6. Observe and evaluates teachers as needed
7. Use oral and written communication skills effectively
8. Perform such other duties as assigned by the principal or the Director of Teaching and Learning or designee

Response to Intervention Teacher:

- Report to the base school principal
- Ensure that students identified with a need for intervention receive proper instruction and progress monitoring leading to academic achievement
- Follow professional duties and attend professional development as assigned by the school

The RTI Teacher will:

1. Assist classroom teachers with appropriate research-based intervention strategies and materials for working with students identified as needing a response to intervention
2. Assume caseload of students who are identified as needing intervention as directed by the Response to Intervention team.
3. Complete intervention screening and progress monitoring of students as needed
4. Complete all required records and reports
5. Assist with in-service presentations as needed
6. Use oral and written communication skills effectively
7. Perform such other duties as assigned by the principal or the Director of Teaching and Learning or designee

FIDELITY MONITORING

Fidelity is the accuracy or extent to which Tier III materials and other curricula are used as intended by the author/publisher. **Fidelity monitoring** is the **systematic** monitoring by a responsible instructional leader (e.g. principal, instructional coach) to determine the extent to which the delivery of an intervention adheres to the protocols or program models as originally developed. In Tier III, **fidelity monitoring** will focus on the intervention specific to each student and will use reliable and valid measures.

Bartlett RTI² Support Team Tier I and II Fidelity Checklist

School: _____ Year: _____

Principal: _____

Person(s) Responsible for Tier I & II Fidelity Monitoring: _____

First Nine Weeks	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of Other Fidelity Checks (Attach documentation)
1 st Check				
Second Nine Weeks	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of other Fidelity Checks (Attach documentation)
1 st Check				
Third Nine Weeks	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of Other Fidelity Checks (Attach documentation)
1 st Check				
Fourth Nine Weeks	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of Other Fidelity Checks (Attach documentation)
1 st Check				

*Attach School Team meeting agendas

Alternate Forms for Intervention Checks are below that can be used to support School Based Decisions:

TIER II: Form [3.6 Tier II Direct Observation Rubric](#)

TIER III: Form 4.6 [Tier III Fidelity Checklist](#)

Fidelity Checklist

3 checks in Tier II where 2 must be a direct observation and one indirect per nine weeks

5 Checks in Tier III where 3 must be a direct observation

Date _____

Observer: _____ Interventionist: _____

School: _____ Grade: _____

Start Time: _____ End Time: _____

Program: _____ Skill(s): _____

The Intervention is:

Description	Yes	No
Provided by or supervised by a highly qualified teacher with training in area of intervention		
Targeting one specific area of need/deficit/skill		
Targeting as a skill that was identified as an area of need by an assessment		
Occurring in addition to Tier I instruction		
Delivered in a small-group format		
Delivered with fidelity		
Delivered with evidence-based materials		
Provided the appropriate amount of time daily		
Provided the appropriate amount of time weekly		
Progress monitored at least every other week		

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80% of the time.

Signature

Fidelity Monitoring Five-Minute Direct Observation
Tier II or Tier III

STUDENT NAME _____ Unannounced
 Instructor: _____ Date/Time _____
 Observed by: _____ Area of Intervention: _____
 Program/Skill: _____ Number of students in group: _____

WHAT TO LOOK FOR	NOTES
Active engagement of all students	
Modeling of instructional tasks	
Multiple chance to practice tasks	
Explicit instruction	
Corrective feedback	
Materials organized and readily available	
Engagement of students in independent activities	
Encouragement/direct praise	
Needed intervention provided	
Intervention began and ended on time	

Positive #1	
Positive #2	
Suggested Changes	
Next Steps	

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80% of the time.

 Signature

Fidelity Checklist

5 Checks in Tier III where 3 must be direct observations and 2 must be a review of implementation per nine weeks.

Instructor: _____ Date/Time: _____

Observed by: _____ Area of Intervention: _____

Lesson Number: _____ Number of students in group: _____

Start and Stop Time: _____ Total Time of Observation: _____

High level of implementation=2 Inconsistent level of implementation=1

Low level of implementation=0

AREA	Level of Implementation			Comments
Materials and Time				
Teacher and student materials ready	2	1	0	
Teacher organized and familiar with lesson	2	1	0	
Instruction/Presentation				
Follows steps and wording in lessons	2	1	0	
Uses clear signals	2	1	0	
Provides students many opportunities to respond	2	1	0	
Models skills/strategies appropriately and with ease	2	1	0	
Corrects all errors using correct technique	2	1	0	
Provides students with adequate think time	2	1	0	
Presents individual turns	2	1	0	
Moves quickly from one exercise to the next	2	1	0	
Maintains good pacing	2	1	0	
Ensures students are firm on content prior to moving forward	2	1	0	

School RTI² Support Team Tier III Fidelity Checklist for indirect observations

School: _____ Year: _____ Principal: _____

Person(s) Responsible for Tier I Fidelity Monitoring: _____

First Nine Weeks	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of Other Fidelity Checks (Attach documentation)
1 st Check				
2 nd Check				
Second Nine Weeks	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of other Fidelity Checks (Attach documentation)
1 st Check				
2 nd Check				
Third Nine Weeks	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of Other Fidelity Checks (Attach documentation)
1 st Check				
2 nd Check				
Fourth Nine Weeks	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of Other Fidelity Checks (Attach documentation)
1 st Check				
2 nd Check				

Parent Contact Log

Parents should be contacted for any student that regresses or advances in Tiers. A Parent Brochure is posted on the Bartlett City Schools website [here](#)

Type	Date/Time	Parent/Student	Phone/Email
Notes:			

Type	Date/Time	Parent/Student	Phone/Email
Notes:			

Type	Date/Time	Parent/Student	Phone/Email
Notes:			

STEP 9: Assigned School Psychologist completes:

Student Name: _____

Date: _____

Grade: _____

Current Tier: _____

Gap Analysis Worksheet

Assessment Used:	
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

_____ / _____ = _____ Current benchmark Current performance Current Gap Expectation			Is Gap Significant? ☐ Yes ☐ No
---	--	--	---

If Gap is significant complete Step 2



Step 2: Gap Analysis

_____ - _____ = _____ End of year benchmark Current performance Difference

_____ / _____ = _____ Difference Weeks left in the year Rate of Improvement Needed	Is this reasonable*? ☐ Yes ☐ No
OR	
_____ / _____ = _____ Difference Student's Current ROI Number of weeks to meet goal	

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

Step 3: Conclusion _____

School Psychologist Signature _____

STEP 10:

Referral Decision Tree

(To be completed at follow-up RTI² Team meeting prior to making a Special Education Referral)

Student Name: _____ Grade: _____

Teacher: _____ Date of Review: _____

Tier III Intervention(s) have occurred daily for 45 minutes in addition to core instruction ☐ Intervention logs attached ☐ (5) Fidelity checks completed and attached	☐ Yes ☐ No
Implementation integrity has occurred with at least 80% fidelity	☐ Yes ☐ No
Student has been present for majority of intervention sessions	☐ Yes ☐ No
Tier III intervention(s) adequately addressed the student's area of need	☐ Yes ☐ No
Tier III intervention was appropriate and research-based Research based interventions are: ☐ Explicit ☐ Systematic ☐ Standardized ☐ Peer reviewed ☐ Reliable/valid ☐ Able to be replicated	☐ Yes ☐ No
Progress monitoring has occurred with at least 10-15 weekly data points –OR- 8-10 bi-monthly data points at Tier III ☐ Progress monitoring graphs attached ☐ Parent notification letters attached	☐ Yes ☐ No
Gap analysis indicates that student's progress is not sufficient for making adequate growth with current interventions	☐ Yes ☐ No
The following have <i>preliminarily</i> been ruled out as the <i>primary</i> cause of the student's lack of response to intervention ☐ Visual, motor, or hearing disability ☐ Emotional disturbance ☐ Cultural factors ☐ Environmental or economic factors ☐ Limited English proficiency ☐ Excessive absenteeism	☐ Yes ☐ No

** If the Intervention team answered, "Yes" to all of the above questions, the team should consider referring for a psycho-educational evaluation. If the Intervention team answered "No" to any of the questions, that area should be addressed prior to referral.

Team members involved in approving this plan with name and relationship to the student:

Student Support and Interventions Team Referral For Comprehensive Evaluation

This referral form is completed by the school-based team when the decision is made to refer a student for a comprehensive evaluation for Special Education consideration. Data and documentation gathered through the tiered intervention process should be reviewed prior to referral.

☐ **Parent Referral**
☐ **School/Teacher Referral**
Date _____

Name: _____ **Birth Date** ____/____/____ **Age** ____

Race/Ethnicity _____ **Gender** _____ **Grade** _____

School _____ **School System** _____

Teacher _____ **Parent(s)** _____

Address _____

Phone (home) _____ **Work** _____ **Cell** _____

Email address _____ **Primary Language spoken** _____

Problem Identification (check all that apply)*:

- ☐ Phonological Awareness
 ☐ Phonics
 ☐ Reading Fluency
 ☐ Reading Comprehension
☐ Vocabulary
 ☐ Math Calculation
 ☐ Math Problem Solving
 ☐ Written Expression
☐ Attention/Behavior
☐ Speech/Language
☐ High Achievement
☐ Other _____

*For Reading, Math, and Writing Concerns, the following RTI² documentation MUST be included:

- _____ Student benchmark data
 _____ Student Progress monitoring data
 _____ Student Intervention Plan(s)
 _____ Fidelity Monitoring form(s)
 _____ Intervention Log(s)
 _____ Parent notification letter(s)
 _____ Gap Analysis

Cumulative Record Review:

Attendance: Current Year _____ Days present _____ Days absent _____ Days tardy _____
 Last year _____ Days present _____ Days absent _____ Days tardy _____
 Retentions _____ List previous schools attended _____

Discipline Record: Number of discipline reports _____ List Violations _____

Number of Out of School Suspensions _____ In-School suspensions _____ Detentions _____

Testing Information: TCAP or other _____

	Year:	Year:	Year:
Area	Results/Percentiles	Results/Percentiles	Results/Percentiles
Reading/ ELA			
Math			
Science			
Social Studies			

Academic Grades:

Subject Area	Year/Semester	Year/Semester	Year/Semester	Year/Semester
Reading				
Math				
Science				
Social Studies				
Language Arts				
Spelling				
English				
Other:				

Exclusionary Factors

Please include relevant information as it applies to the following:

Limited English Proficiency:

Is there another language other than English spoken by the student? _____

Is there another language other than English spoken in the student's home? _____

Have English Learner services been provided? _____

Visual Impairment:

Does the student have a history of significant vision problems? _____

Hearing Impairment:

Does the student have a history of significant hearing problems? _____

Orthopedic Impairment:

Does the student have any physical or motor impairments: _____

Behavior Problems:

Does the student exhibit behavior(s) or emotional difficulties that interfere with learning?

Does the student have a current behavior plan or Functional Behavior Assessment (FBA)? _____

Environmental/Cultural/Economic Factors:

Are you aware of any environmental factors that may be impacting this student's ability to learn?

Motivational Factors:

- Does the student want to succeed in school? ☐ Yes ☐ No
- Does the student seek assistance from teachers, peers, or others? ☐ Yes ☐ No
- Does the parent report efforts made at home to complete homework or study assignments? ☐ Yes ☐ No
- Is the student making an effort to learn? ☐ Yes ☐ No
- Are the student's achievement scores consistent with the student's grades? ☐ Yes ☐ No

Situational Trauma:

Has the student experienced recent trauma? (i.e. parent divorce, death or illness of family member, etc.)

Are there other situations that could create stress or emotional upsets? _____

Has there been a significant change in the student's classroom performance within a short period of time: (6-12 months)? _____

Medical:

Does the student have any known medical issues that interfere with learning? _____

Describe classroom interaction with peers and teacher: _____

Additional Comments: _____

Person completing form:

Name/Job Title

Signature

Date

For Office Use only

Date Received: _____ Received From: _____

Date Parents notified _____ Scheduled Meeting date: _____

Parent Input

Child's Name: _____ Birthdate: _____ Today's Date: _____

Mother's name: _____ Father's name: _____

Child resides primarily with (check one): _____ Mother _____ Father _____ Both parents _____ Joint Custody

Please list names of others living in the home.

<u>Name</u>	<u>Age</u>	<u>Relationship to Child</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Developmental/Medical History

1. Were any problems reported during pregnancy? (health, illnesses, injuries, medication)

Was pregnancy full-term? Yes/No _____ How many weeks? _____ Child's Birth weight _____

Any other problems with labor or delivery? _____

2. Were developmental milestones met (check one): early _____ late _____ on time _____

Please list ages at which your child first: sat unaided _____; walked independently _____; spoke single words _____; spoke using 2-3 words _____; was toilet trained _____(days) _____(nights)

3. List important medical information including serious illnesses, injuries, and hospitalizations such as frequent ear infections, tubes in ears (hearing problems), seizures, allergies, etc. _____

4. Please list current medications your child is taking. _____

5. Has your child ever had visual problems or worn glasses? _____

6. Has your child ever received services for developmental and/or communication delays? _____

7. Has your child ever received a psychological or psycho-educational evaluation? If so, when and where? _____

8. Have special education services been provided in the past? _____

9. Describe any behavior problems noticed at home or reported by teachers: _____

Home/Community

1. What are your child's successes? _____

2. What things are hard for your child? _____

3. Please list any sports, hobbies, etc. _____

4. How does your child get along with adults? _____ Peers? _____

5. Have there been any recent changes at home that may be impacting your child's performance at school? _____

Please report any other concerns or relevant information on the back of this page.



General Education Teacher's Input

(Indirect Observation)

School System: _____ School: _____ Grade: _____

Name of Student: _____ Date of Birth: ____/____/____ Age _____

Carefully consider the following questions and provide as much information as possible regarding this student's typical daily performance in your classroom. His or her behavior should be evaluated in comparison to a typically functioning student of the same age and in terms of appropriate developmental stages and expectations.

Describe this student's reading skills (e.g., decoding, comprehension, and fluency).

Describe this student's math skills (e.g., calculation, numerical concepts, and word problems).

Describe other academic concerns/performance levels (e.g., science, social studies, and problem-solving skills).

Describe this student's behavior in the classroom (e.g., following rules, attention to task, organizational skills, relationships to peers, and problems or concerns).

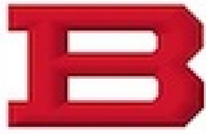
☐ Yes ☐ No This student does *not* perform academically in the classroom in a manner that is commensurate with current academic standards.

Printed Name of Person Completing Form

Job Title

Signature of Person Completing Form

Date



Bartlett City Schools

School: _____

Permission to Conduct a Functional Behavior Assessment

Date _____

Dear _____,

As discussed in our conference/phone contact on _____, we would like to implement
(date)
behavior interventions in the classroom to help _____
(name of child)
experience success.

With your permission, school personnel will conduct a functional behavior assessment and develop a behavior intervention plan for your child.

_____ I **give** permission for the school to conduct a functional behavior assessment and develop behavior intervention plan.

_____ I **do not give** permission for the school to conduct a functional behavior assessment and develop a behavior intervention plan.

Signature of Parent/Guardian

Date

If you have questions, you may contact _____ at
(901)_____.

Direct Observation

Completed by: (circle one) Teacher

Speech Pathologist

DEC Representative

Student's Name: _____

Grade: _____

Observer: _____

Date: _____

Subject Observed: _____

Time of Day: _____

1. Where was the student seated during this lesson? _____

- ☐ Small group
- ☐ Whole group
- ☐ Individual
- ☐ Working with peer

2. Describe the lesson/activities of the class during this observation. _____

3. Describe the student's performance during the observation session. Include strengths and area of need.

4. Describe this student's behavior during this lesson. _____

5. Was the student attentive during this lesson? ____yes____no

Describe: _____

6. Comments/Concerns: _____

Signature of Person completing form

Title

Printed name of person completing form

Indirect Observation:

Completed by: (circle one) Teacher

Speech Pathologist

DEC Representative

Student's Name: _____

Grade: _____

Observer: _____

Date: _____

Please check the items that are problematic for the student and give explanation.

1. Behavior/Socio- Emotional

	Activity Level: ____ Overactive ____ Lethargic		Ability to stay on task
	Response to correction from teachers/others		Attendance
	Attention span		Peer Relationships
	Disruptive (Physical-motor/Verbal)		Motivation

2. Work Habits

	Turns in assignments		Organizational skills
	Follows directions		Neatness
	Completes assignments independently		

3. Communication

	Vocabulary Development		Listening comprehension
	Oral Expression		Speech/Articulation
	Verbal fluency (stuttering)		Grammar Usage

4. Reading

	Phonemic Awareness		Ability to recall sequence of a passage
	Phonics/Word attack/Decoding		Adequacy of sight words; high frequency words
	Fluency		Confuses letters with similar appearance (ex. "b" for "d", "n" for "h")
	Vocabulary		Ability to read and follow directions
	Comprehension		

5. Math

	Understanding of basic number concepts and facts		Differentiates between essential and nonessential information in problem solving
	Computation		Confuses operational signs
	Uses fingers for computation		Difficulty with word problems

6. Written Language

	Handwriting		Spelling
	Ability to express thoughts in writing		Capitalization/Punctuation/subject-verb agreement
	Copies written text correctly		Reverses letters/transposes words

Explain any additional problem areas: _____

Behavior Observation

Completed by: (circle one) Classroom Teacher

Speech Pathologist

DEC Representative

Student's Name: _____

Grade: _____

Observer: _____

Date: _____

The following are patterns of behavior typically observed with students when there is something interfering with learning. Please check the behaviors observed.

Academic Performance

- _____ Decline in grades
- _____ Lack of motivation
- _____ Work below abilities
- _____ Currently failing
- _____ Adequate performance

Attendance

- _____ Absenteeism
- _____ Tardiness
- _____ Pattern of absences (Fridays, Mondays)
- _____ Adequate Attendance

Behavior Observed

- _____ Active or restless
- _____ Makes inappropriate noises
- _____ Unpredictable behavior
- _____ Overly sensitive to criticism
- _____ Easily distracted
- _____ Disturbs other students
- _____ Excessive daydreaming
- _____ Pouts and sulks
- _____ Impulsive and excitable
- _____ Excessive demands on teacher
- _____ Satisfactory Conduct

Social Skills

- _____ Appears unaccepted by peers
- _____ No sense of fair play
- _____ Immature
- _____ Denies mistakes or blames others
- _____ Appropriate social skills

Observations

- _____ Uncooperative with teachers/staff
- _____ Uncooperative with other students
- _____ Aggressive
- _____ Depressed affect
- _____ Crying spells
- _____ Easily frightened
- _____ Resistant to authority
- _____ Openly defiant
- _____ No or few friends
- _____ Isolated from others
- _____ Negative self talk
- _____ Upset with less than perfect performance
- _____ "wets or soils" clothes
- _____ Physical complaints

Comments: _____

Strengths: _____

Signature of person completing form

Title

TIER I Worksheets: Collaboration between Gen Ed and Sped Teacher

How to Use the Tier 1 Worksheets

The Tier I worksheets are based on the TN Academic Standards and are meant to facilitate the collaboration between the special education and general education teacher to increase access to the general education curriculum. These worksheets may be used as a tool to differentiate instruction and assist in the identification of necessary scaffolds and supports. **Please see RTI Coach or Teacher for worksheets.**

For more detailed information on the process of creating Instructionally Appropriate IEPs, please refer to Instructionally Appropriate Individualized Education Plan guidance document.

Directions

Step 1

Print the Skills Worksheet that matches the projected or current (if mid-year) grade level for the student. Complete relevant identifying information; “position” indicates the title of the person completing the skills worksheet.

GRADE and SUBJECT
Tier 1 TN Academic Standards Skills Worksheet

Student: _____
Completed by: _____
School: _____

Date: _____
Position: _____
County: _____

Step 2

Gather and analyze data on the student’s prior performance in each strand of the curriculum.

Review TN Academic Standards strand for:

Analyze data on student performance and note all data reviewed to assess performance in this strand:

- | | |
|---|---|
| <ul style="list-style-type: none">○ TNReady student performance data○ Benchmark assessments○ Student work samples○ Attendance and discipline data○ Curriculum Based Measure (CBM) | <ul style="list-style-type: none">○ Parent/teacher observations○ Classroom assessments○ Diagnostic reports○ Running Records○ Progress Monitoring Data |
|---|---|

Step 3

Taking into account the student's previous performance, predict the level of instruction that the student will need to successfully master the curriculum in each strand. Use a check mark to indicate which areas are critical to meeting the standard *and* will require specialized instruction and/or supports.

Check the areas that will require specially designed instruction *that are critical to meeting the standard*.

Step 4

After completing Step 3, consider the data and the student's present level of performance to decide if goals are needed to address specific skills.

Does the student have a specific skill deficit which will impact their access to the content?

YES: Address areas of need in PLEP

NO: Check one or more justifications

- ☐ Accommodations available (specify):
- ☐ Area of strength in PLOP
- ☐ New content
- ☐ Other (specify):

Step 5

Use the space provided for any additional relevant notes.

Additional comments regarding the need for specialized/scaffold instruction

Web Resources

Intervention Central offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning.

<http://www.interventioncentral.org>: Good Source for BEHAVIOR MANAGEMENT, BEHAVIOR CHARTS AND GRAPHING

The IRIS Center offers interactive modules, case study units, and a variety of activities, the purpose of which is to provide research-validated information about working with students with disabilities in inclusive settings.

<http://iris.peabody.vanderbilt.edu>

The role of the public education system is to prepare *all* students for success after high school. Response to Instruction and Intervention is designed to empower educators to give every student the opportunity to meet high expectations and the support to reach them.

<https://www.tn.gov/education/districts/instruction/tdoe-rti2/rti2-redirect/rti-educators/tdoe3-rti-educators-implementation-guide.html>

Behavior Interventions in a Response to Instruction and Intervention (RTI²) Model

<https://etbsp.utk.edu/response-to-instruction-and-intervention-behavior/>

RTI² Resources

K-5 Resources

[Road to the Code](#)

[Road to Reading](#)

[Saxon Phonics](#)

Fountas and Pinnell

i-Ready

enVision Math

Great Leaps

6-12 Resources

Fountas and Pinnell

i-Ready

enVision Math

Great Leaps

K-8 SPED Programs

Sound Sensible

Spire

Making Connections

Dyslexia Resource Guide Addendum

The 2016 Say Dyslexia Law ([Tenn. Code Ann. §49-1-229](#)), outlines guidance for LEAs regarding the identification and service of students with characteristics of dyslexia. Screening for characteristics of dyslexia takes place as a part of the universal screening process through existing RTI² procedures or other means available. Dyslexia screening procedures include phonological and phonemic awareness, alphabet knowledge, sound symbol recognition, decoding skills, rapid automatized naming, and encoding skills.

Bartlett City Schools Characteristics of Dyslexia Identification Process

Step 1:

In grades K-8, districts should administer a nationally normed, skills-based universal screener as part of the universal screening process. According to Hughes et. al., a nationally normed skills- based universal screener is necessary because relying only on local performance could give a false impression of student proficiency. Universal screeners are not assessments in the traditional sense. They are brief, informative tools used to measure academic skills in six general areas (i.e., basic reading skills, reading fluency, reading comprehension, math calculation, math problem solving, and written expression). For additional information related to K-3 universal reading screener guidelines, please reference the [TN Universal Reading Screener Administration Guidelines](#).

In grades 9-12, schools should collect multiple sources of data that can be incorporated into an early warning system (EWS). The EWS may include data from universal screeners, achievement tests (from both high school and grades K-8), End-of-Course (EOC) exams, student records (e.g., grades, behavioral patterns, attendance, retention, and past RTI² interventions), Tennessee Value-Added Assessment System (TVAAS) student score projections, and the ACT/SAT exam or other nationally normed assessments. EWS should include an attendance indicator, a behavior indicator (discipline history, et cetera), and an academic achievement indicator. Other factors included in EWS are for the district to decide. (Note: A template can be found on the department's [RTI² webpage under the Educator tab](#).) Districts will establish criteria for identifying students who are at-risk using this EWS by determining appropriate thresholds for each indicator (e.g., missing ten percent of instructional days may be a flag for attendance) and weighting each indicator to appropriately differentiate students based on local context (e.g., student population and school improvement plan goals). Students who flag for risk on the EWS should be considered for additional screeners, survey-level assessments, necessary classroom supports, and interventions as determined appropriate by the school-based decision-making team.

Step 2:

Students who are identified as at-risk through the universal screening process will be administered additional drill-down assessments (including but not limited to AIMSweb measures, CORE Phonic Survey, PASS, and encoding measures). Regardless of their diagnostic score and current placement or service (IEP, ISP, ILP, 504), students may be referred by parents, teachers, school psychologists, etc. for these additional assessments and potential identification of characteristics of dyslexia. Any student who is screened should be coded in PowerSchool with the DYS02 classification.

Step 3:

The school-based team will review multiple data sources gathered (as mentioned above) to determine if a student meets the eligibility of characteristics of dyslexia under the 2016 Say Dyslexia Law. The school psychologist and RTI administration must be a part of the data discussion. A parent letter will be signed by the

principal notifying the parent of the student’s areas of deficit. A copy of the parent letter must be placed in the RTI folder, and the student will be coded in PowerSchool with the DYS03 classification. A student who was screened but did not meet the qualification for characteristics of dyslexia will keep the DYS02 classification in PowerSchool for the remainder of the school year.

Note: DYS02 and DYS03 classifications last for one school year. Any student classified as DYS03 for receiving dyslexia specific intervention will have the DYS03 classification removed once they are no longer receiving the interventions. The DYS02 classification will remain.

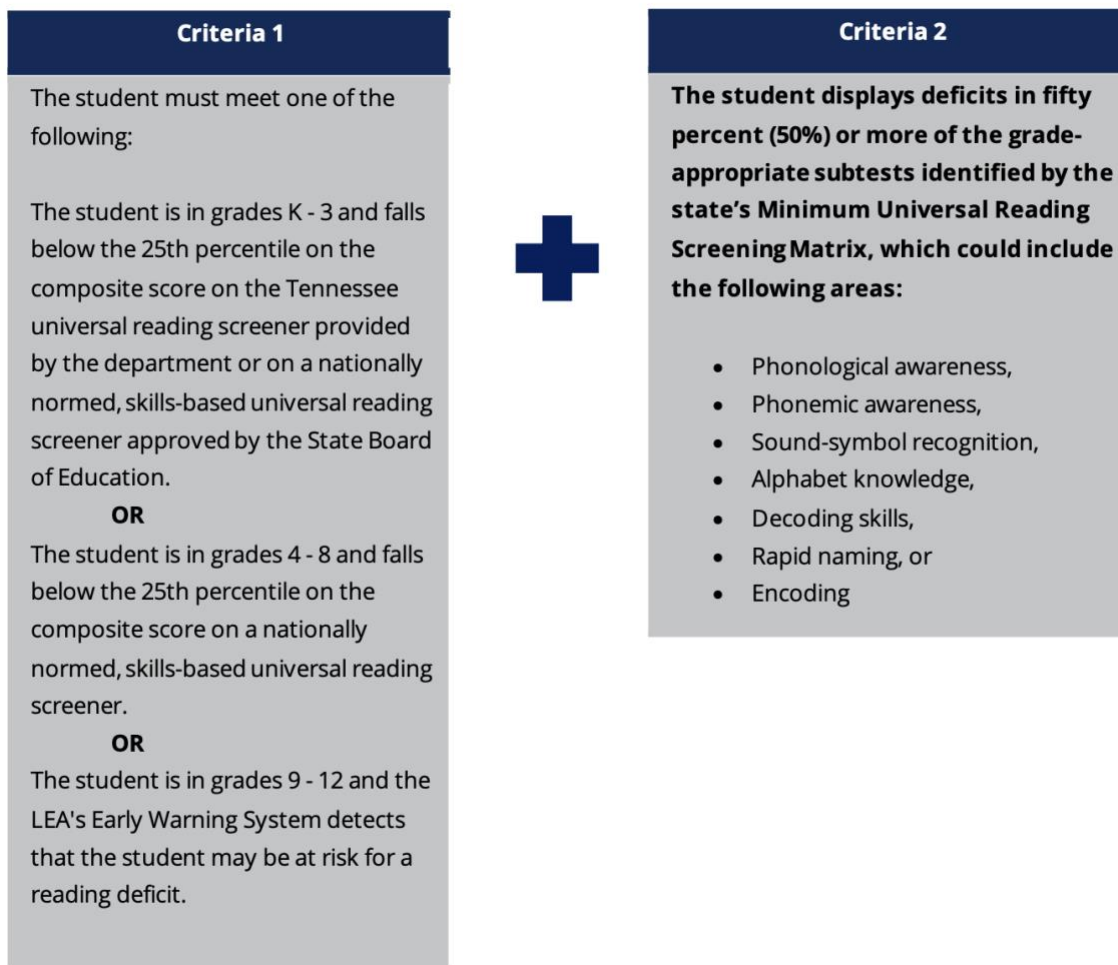
Step 4:

Students designated with the DYS03 classification for characteristics of dyslexia will receive dyslexia-specific interventions as outlined by the 2016 Say Dyslexia Law. These services may come through RTI, ILP-Ds, IEPs, ILPs, etc.

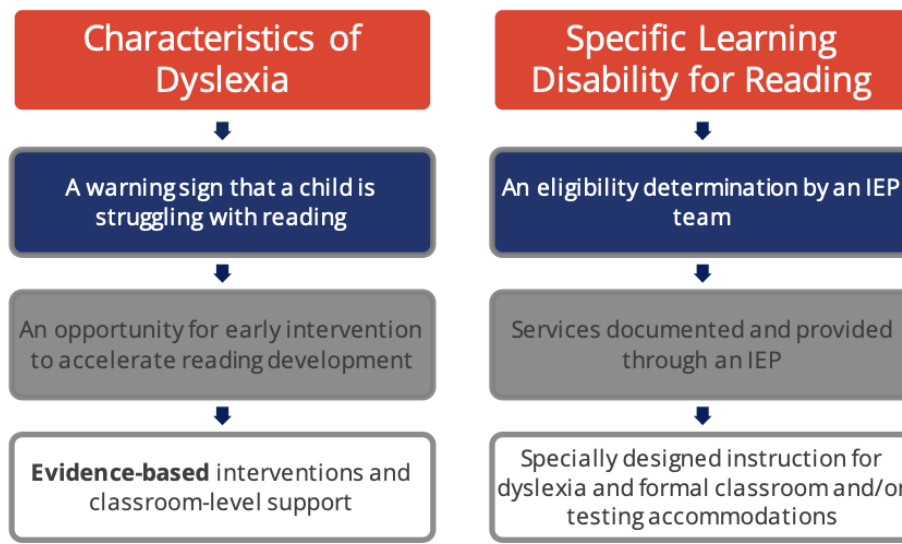
Criteria for Qualification of an ILP-D

Some students who meet the criteria for characteristics of dyslexia through the 2016 Say Dyslexia Law may also be eligible to receive additional funding through the Tennessee Investment in Student Achievement Act (TISA). The TISA funding formula provides additional funding weights for students with unique learning needs which includes students with characteristics of dyslexia. This next section will detail the process for identifying students who meet the TISA criteria as a student with characteristics of dyslexia. See [Tennessee State Board Rule Chapter 0520-12-05](#).

Students who meet the criteria outlined below to be identified as a student with characteristics of dyslexia will receive a finalized individualized learning plan for characteristics of dyslexia (ILP-D).



Characteristics of Dyslexia under TISA vs. Specific Learning Disability under IDEA



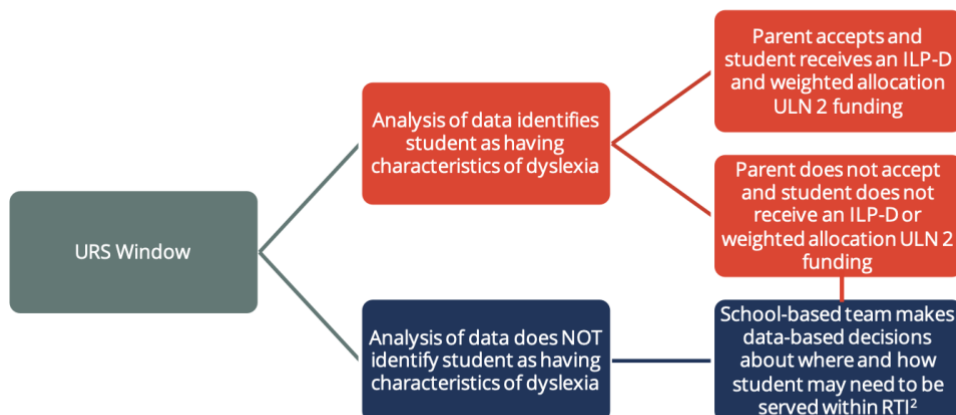
Steps for Identification of Characteristics of Dyslexia and Eligibility of ILP-D

Step 1:

Students will complete the universal screening process outlined in the previous section.

Step 2:

In grades K–8, school teams should use and analyze the results of the skills-based universal screener. For students in those grades who score below the 25th percentile, school teams should use the grade appropriate URS Decision-making Crosswalk to determine eligibility for an ILP-D. For students in grades 9-12 who may be at risk for a reading deficit according to the Early Warning System (EWS), school teams should use the 9-12 URS Decision-making Crosswalk to determine eligibility for an ILP-D. When using the URS Decision-making Crosswalk to determine eligibility for an ILP-D, students must display deficits in fifty percent (50%) or more of the grade appropriate subtests identified by the state’s Minimum Universal Reading Screening Matrix, which could include the areas of phonological and phonemic awareness, alphabet knowledge, sound symbol recognition, decoding skills, rapid automatized naming, and encoding skills. Any student who is screened should be coded in PowerSchool. The administrative team designee must alert the Power School Attendance Operator to designate the Dyslexia Code (DSY02).



Step 3:

If a student meets the criteria as defined by the TISA guidance, parents must receive notification through TNPULSE and agree to the provision of an ILP-D. Once parent consent has been given, the school team will develop, implement, and monitor the student's ILP-D through the TNPULSE platform. If a parent does not agree to the provision of an ILP-D, the student will not receive TISA ULN 2 weighed allocation funding but will continue receiving intervention support as determined by school-based teams within the RTI process.

If a student does not meet the criteria as defined by the TISA guidance, the student will continue receiving intervention support as determined by school-based teams within the RTI process.

Please note: Students who do not qualify as having characteristics of dyslexia under TISA may still have deficits that warrant service through RTI tiered intervention for math, reading, or written expression.

Students who do not meet criteria for TISA or whose parents decline an ILP-D are still protected by the 2016 Dyslexia Law and the Tennessee Literacy Success Act. If a student flags for risk on dyslexia screeners or drill-down assessments and/or meets criteria for a significant reading deficiency or risk for a significant reading deficiency, LEAs must still comply with Tenn. Code Ann. § 49-1-229 and TLSA to place and serve students within the RTI² framework. Districts should still make data-based decisions using multiple sources of data to place students appropriately and to meet individual student literacy needs. Any requirements regarding parent notification, progress monitoring, and interventions remain.

Step 4:

Students who have an ILP-D should be coded in PowerSchool. The administrative team designee must alert the Power School Attendance Operator to designate the Dyslexia Code (DSY03).