Washington County Schools

Washington County School System Response to Instruction (RTI) Guidelines and Procedures

Washington County Mission Statement

The mission of the Washington County Board of Education is "Excellence in Education" for all students. The district seeks to provide programs and learning venues to promote academic achievement, career technical opportunities and holistic growth for each student.

Washington County Vision Statement

Student success through excellence in education.

Washington County Board of Education
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What is Response to Instruction? Response to Instruction (RTI) integrates core instruction, assessment, and intervention into a tiered model of support to maximize student achievement and reduce behavior problems.

RTI involves:
- Doing what is needed to teach students
- Teaching students using scientifically validated methods
- Checking regularly to see how well students are learning
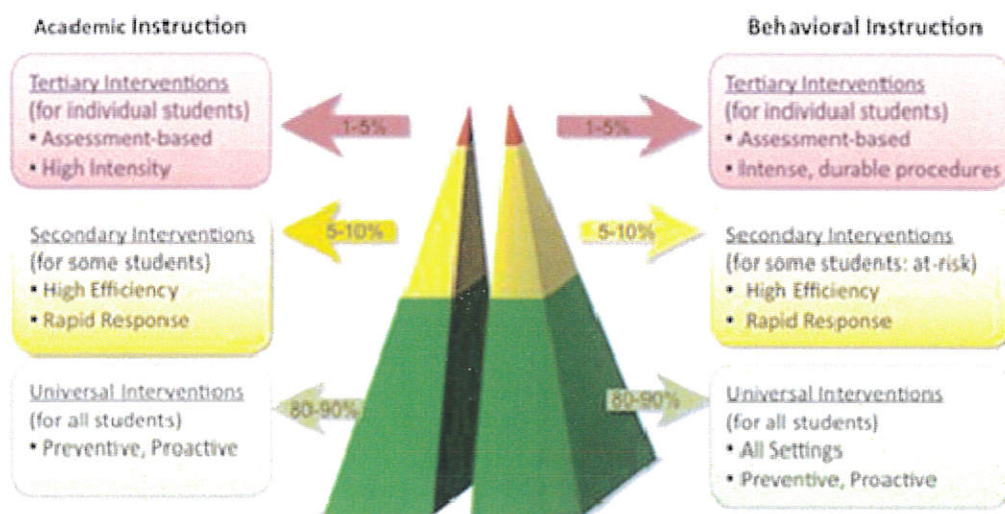- Adjusting instruction as needed to improve student outcomes

Purpose of RTI: RTI shows promise in supporting all students, especially those at risk of failing to achieve state performance standards. The purpose of RTI is to enhance the success of students with a variety of academic and/or behavior needs, rather than solely determine whether a student qualifies for Special Education Services. All suspected exceptionalities (SLD, MR, Behavioral Disorders, etc.) must go through the RTI process for evaluation.

The Core Principles of RTI

Within the RTI model:
- Students receive high-quality, researched-based instruction by qualified staff in their general education setting.
- Use of a multi-tiered model of service delivery facilitates differentiated instruction and early intervening services for struggling learners
- Movement between tiers should be guided by a data-driven decision-making process
- Universal screening and progress monitoring are the basis for instructional decisions.

Designing Schoolwide Systems for Student Success

Academic Instruction

Tertiary Interventions
(for individual students)
- Assessment-based
- High Intensity

1-5%

Secondary Interventions
(for some students)
- High Efficiency
- Rapid Response

5-10%

Universal Interventions
(for all students)
- Preventive, Proactive

80-90%

Behavioral Instruction

Tertiary Interventions
(for individual students)
- Assessment-based
- Intense, durable procedures

1-5%

Secondary Interventions
(for some students: at-risk)
- High Efficiency
- Rapid Response

5-10%

Universal Interventions
(for all students)
- All Settings
- Preventive, Proactive

80-90%

Goal: The goal of the RTI Team is to enhance the capacity of schools to educate all students, especially those with challenging social behaviors.

Effective, efficient, and relevant schoolwide discipline is based on a balance of four key **elements**:
- Clearly specified outcomes that are related to academic achievement and social competence.
- Data-based decision making that guides selection and modification of curricula and practices, evaluation of progress, and enhancement of systems.
- Evidence-based practices that have a high probability of outcome achievement for students.
- Systems that support high fidelity implementation and sustained use of effective practices.

Each school is responsible for having a Response to Instruction (RTI) Team. Each team member will have a duty during RTI meetings (team leaders, data manager, secretary, time keeper). School team members should include at least:
- School Principal or Assistant Principal
- Guidance Counselor
- RTI Coordinator/Facilitator
- Special Education Teachers
- Classroom Teacher

Responsibilities of the RTI Team:
- Monitor all students who are receiving Tier II and Tier III interventions
- Oversee RTI fidelity
- Make Referrals to Special Education
- Meet monthly
- Ensure grade level teachers in K-12 are participating in monthly data meetings to evaluate and monitor student progress data and/or recommend curriculum and instructional improvements across all content areas
- Develop goals and plans of intervention

Responsibilities of School Principals:
- Plan for RTI meetings with RTI Coordinator
- Facilitate RTI meetings
- Conduct quarterly Tier 2/3 walk-throughs
- Ensure that STAR Benchmarks are completed within the testing windows
- Ensure all teachers are documenting Tier 2/3 using appropriate forms

Central Office Team:
- Superintendent
- Curriculum Coordinator
- Special Education Coordinator
- Reading Specialists

Responsibilities of the Central Office Team:
- Provide an implementation framework and guidelines
- Support schools in implementation of RTI
- Monitor RTI fidelity
- Provide resources, tools, and professional development

Responsibilities of District Reading Specialists:
- Attend RTI meetings as "Strategists"
- Coach teachers on the implementation of Tier 2/3 intervention programs
- Provide daily targeted intervention to one of group of Tier 2 (based on grade level data)

RTI Responsibilities of Teachers:
- Participate in the decision-making process
- Complete RTI documentation forms
- Deliver high quality research-based instruction
- Consistently progress monitor the deficit skill of the intervention student
- Submit progress monitoring and documentation consistently and timely to the RTI Coordinator
- Communicate progress with parents

Documentation

Parent Notification Form (See Appendix 4)

    This parent letter must be sent home and a copy kept for documentation. In addition, teachers must document parent contact via progress reports, letters, emails, phone calls, conferences, etc. regularly to inform parents about student progress, include them in the decision making process, and possibly in the intervention process.

Response to Instruction Team (RTI) Student Intervention Plan (See Appendix 11)

    The Response to Instruction (RTI) Team will complete this form each time they meet. A separate form must be filled out for each area of intervention (reading, math, or behavior). A new form will be filled out each time the plan is changed.

    Documentation of instruction in the targeted deficit area will include:
- student work samples in the deficit area
- progress monitoring data in the deficit area
- Student Intervention Documentation Form (SID)
- targeted lesson plans

Student Intervention Documentation Form (SID) (See Appendix 3)

Tiered Instruction

Tier I or Core Instruction is to be provided by the regular classroom teacher using the Alabama Course of Study Standards as well as research based best practice strategies and a research based curriculum.

Tier II Instruction in grades Kindergarten through third is to be **provided by a regular classroom** teacher or qualified personnel and is explicit and targeted in the deficit area. Tier II instruction is at least **thirty-minute period of time in addition to Tier I instruction**. Tier II intervention in grades four through twelve can be imbedded in the core with the teacher providing additional support to Tier II students in small groups or individually.

Tier III Instruction is to be provided by a person deemed trained and qualified by the local principal and central office administration. Tier III intervention is basic skills instruction provided in a **pull-out program**.

Special Education Referrals

Parent Referrals: Students with a parent referral for special education will be referred to the appropriate Special Education teacher. Documentation of RTI interventions is still required with a parent referral.

Out of State Without an IEP: When teachers suspect or have been told by parents that a child has received special education services in another state but do not have an IEP, the RTI Team will meet and the RTI process will begin.

In State with Documentation of the RTI Process: The RTI Team will meet and determine the appropriate course of action (continue the existing plan, develop a new plan, or refer for special education services).

Students who end the school year and have completed the RTI Process but have not been referred: The RTI Team will meet at the beginning of the new school year and determine the appropriate course of action (continue the existing plan, develop a new plan, or refer for special education services).

Progress Monitoring

Progress monitoring is checking regularly to see how well students are learning. TEACHERS only are to progress monitor students.

Universal Screening for All Students: DIBELS, STAR Reading, and STAR Math

Tier I Students (All Students): Progress monitored at least three times per year for STAR Reading and STAR Math and DIBELS is once a month.

Tier II Students: Tier II students are to be progress monitored after 10 days of intervention for STAR and DIBELS is every 2 weeks. Kindergarten-third grade progress monitoring tools include DIBELS, STAR Reading, and STAR Math. Grades four-twelve progress monitoring tools include: STAR Reading and STAR Math.

Tier III Students: Tier III students are to be progress monitored after 10 days of intervention. Tier III students should be taught in smaller groups with greater intensity (no more than 8 in a group), and using a research based intervention curriculum (STAR Math and DIBELS). Tier III intervention is for students who are deficit in basic skills and should be progress monitored in the deficient skill. Skills to be progress monitored in Tier III:

Basic Reading Skills
Phonemic Awareness (DIBELS: Initial Sound Fluency, Phoneme Segmentation and SAXON Phonics)
Phonics (DIBELS: Nonsense Word Fluency, or Oral Reading Fluency Passage: Accuracy Percentage)
Oral Reading Fluency (ORF Passage)
Dolch Sight Words
Vocabulary
Comprehension (DIBELS MAZES)

Basic Math Skills
Basic Math Facts
Math Computation
Math Reasoning and Problem Solving

Documenting Student Progress

1. Identify the deficient skill.
2. Determine what tool you will use to monitor student learning:
   a. DIBELS progress monitoring
   b. STAR Reading
   c. STAR Math
   d. Comprehension (DIBELS MAZES)
   e. Saxon Phonics (K-3) and Intervention Program (4-12)
3. Determine the student's baseline performance.
4. Determine the student's goal.
5. Determine how many weeks the intervention will be provided.
6. Determine the student's Rate of Improvement (ROI).
   a. Goal minus Baseline equals Student Gap
   b. Gap divided by Number of Weeks of Intervention equals Weekly Rate of Improvement
7. Chart student's progress on the Progress Monitoring Log bi-weekly for Tier II and Tier III students.

Rule of Three:
When three consecutive data progress monitoring data points reflect either a positive or negative response to intervention on the aimline, the data can be considered stable and reflects either a positive or negative response to intervention.
- Kindergarten – 3rd grades baselines will be determined by the DIBELS benchmark, and the students progress monitoring scores must be higher than DIBELS benchmark score in order to receive one data point.
- 4th – 12th grades baselines will be determined by STAR benchmark, and the students progress monitoring scores must be higher than STAR benchmark scores in order to receive on data point.
- The intervention program will be utilized to support students in their areas of focus or deficiency.

APPENDICES

Washington County Schools

RESPONSE TO INSTRUCTION FOLDER CHECKLIST

Data Meeting Forms

___ Agenda (RTI Coordinator)

___ Minutes (Principal Appointed)

Tier 2 Checklist

___ Tier 2 Student Intervention Documentation Form

___ Progress Monitoring Documentation Tracking Log
(K-3: DIBELS for Reading and STAR for Math –and- Grades 4-12: STAR Reading and Math)
___ Tier 2 Student Data Meeting Notes

Upon referral to Tier 3, the following forms should be filled out:

___ Referral for Tier 3 (Attach ALL requested reports)

___ Copies of Tier 2 Documentation

___ Tier 2 Intervention Walkthrough Checklist (Principal provided)

Tier 3 Checklist

___ Tier 3 Parent Notification Letter

___ Tier 3 Plan

___Tier 3 Student Data Meeting Notes

___ Tier 3 Student Intervention Documentation Form

___ Progress Monitoring Tracking Log

___ Intervention Walkthrough Checklist

SPED Referral Checklist

___ Copies of Tier 3 Documentation

Washington County Schools

_____ School
Response to Instruction (RTI)
Grade _____ Data Meeting

Date:_____

AGENDA
- Discuss recent STAR scores for reading and math
- Discuss recent DIBELS data (K-3 only)
- Modify RTI rolls (if needed)
- Discuss fidelity worksheets (if needed)
- Address SPED referral questions
- Discuss time allotments for RTI
- Questions/Concerns

Sign-in

_____Principal

_____ RTI Facilitator

_____ RTI Teacher

_____ _____Grade Teacher

_____ _____Grade Teacher

_____ Reading Specialist

Attendance
P = Student Present
A = Student Absent
TA = Teacher Absent
NS = No School

Washington County Schools

Student Intervention Documentation (SID) RTI – Tier 2 or Tier 3 (Circle one)

Student: _____ Grade: _____ School: _____ Teacher: _____

Parent Notification of Intervention Initiated Sent: Yes / No   Sent by: _____   Date Sent: _____

Name of Intervention: _____ Goal: _____ ROI: _____

Intervention Start Date: _____ Intervention Provided By: _____ Tier: _____

Intervention Dates	M	T	W	Th	F	Targeted Skills/Goals	Strategies Utilized	Mastery/ Progress	Reteach or Continue	PM completed

Response to Instruction
Tier 2 Parent Notification Letter

Today's Date: _____

Dear Parent/Guardian of _____,

At _____ School, our mission is to ensure that every child becomes college or career ready. Each school in our school district implements the Response to Instruction (RtI) Initiative which provides appropriate interventions for struggling students beyond the core curriculum. By now you have likely been informed by school personnel of your child's difficulties in the area of _____. We recently held a Response to Instruction team meeting to discuss your child's data and better ways to meet their needs. After analyzing their data, we determined that your child was a candidate for Tier 2 intervention.

We would like the opportunity to discuss this data and information with you in order to keep you up-to-date on your child's progress. We have scheduled time for a meeting or phone conference with you for _____ at _____. We hope you will agree to join us for this important meeting. You play an important role in the success of your child and the school welcomes any input you may have. If you have any questions or concerns, please call the school at 251-XXX-XXXX and speak with your child's teacher or the RtI Coordinator.

Thank You,

_____
RtI Coordinator

_____
Parent/Guardian, please check one below and have your child return the form to school.

_____I will attend the meeting on the scheduled date and time.

_____I will be available for a phone conference at the scheduled time.

_____I will not be able to attend the scheduled meeting or phone conference

but I will be available for a meeting or phone conference on:

_____ at _____.
Date   Time

_____   _____   _____
Parent/Guardian Signature   Phone Number   Date

Washington County Schools:_____**School**
Tier 2 & 3 Direct Fidelity Check-Intervention Walkthrough Observation

Instructor: _____Tier: _____Grade: _____Date: _____

Intervention Name: _____Observer: _____

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

Classroom Setting
_____ Space is appropriate for intervention implementation.

Materials
_____ Evidence exists of program materials being used as designed.

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

Teacher Instruction
_____ Teacher follows the selected program's instructional routines as designed.

_____ Evidence exists that activities are student goal directed.

_____ Teacher fosters active student engagement and motivation to learn.

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

_____ Transitions are smooth and quick.

Student Actions

_____ Evidence of active versus passive learning

_____ Evidence of student engagement

Classroom Environment
_____ Teacher and student interactions are mutually respectful and positive in tone.

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

_____ Evidence indicates that the teacher implements activities that support student diversity.

_____**Total Points/39 =** _____**% Fidelity**

Outcome:
_____Direct Fidelity Check suggests that interventions are completed with **at least** 80% fidelity.

_____Direct Fidelity Check suggests that interventions are completed with **less than** 80% fidelity.

_____   _____
Observer's signature   Date   Teacher's signature   Date

Washington County Schools:_____**School**
Tier 2 and 3 Computer-based Intervention Fidelity Checklist

Intervention: _____Instructor: _____ Date: _____

Type of intervention group (circle one):   Tier 2   Tier 3

Observer: _____Start and Stop Time:_____

High level of implementation: 2; Inconsistent level of implementation: 1; Low level of implementation: 0

AREA	Level of Implementation			Comments
Program Access/Preparation				
Teacher has computers turned on and headphones available	2	1	0	
Teacher provides student with at least 30 minutes of individual time to complete intervention	2	1	0	
Monitoring Students While They Are Working				
Teacher ensures that students are working in their own account and not another student's account	2	1	0	
Teacher walks behind students while they are working to be available for questions and to ensure students are on appropriate intervention program (not another computer activity)	2	1	0	
Teacher checks that students have successfully completed the entire activity	2	1	0	
Instruction				
Teacher provides individual or small group instruction as needed in the specific skill-deficit area when computer intervention time is less than 30 minutes (Tier 2) or less than 45 minutes (Tier 3)	2	1	0	
Teacher uses data, skill suggestions, and resources within program to provide additional intervention	2	1	0	
Follow up/Intervention Monitoring				
Teacher generates class reports to review student progression through intervention program	2	1	0	
Teacher generates individual student reports as needed to provide additional instruction or share with parents	2	1	0	
Teacher reviews reports for notifications that the students had excessive idle time, rushed through intervention, or excessive log offs	2	1	0	
Total	/20=	% Fidelity		

Outcome:
_____Fidelity Check suggests that interventions are completed with **at least** 80% fidelity.

_____Fidelity Check suggests that interventions are completed with **less than** 80% fidelity.

_____   _____
Observer's signature   Date   Teacher's signature   Date

Washington County Schools: _____ **School**
Tier 2 and 3 Small-Group Direct Fidelity Check

Instructor: _____ Date: _____

Observed by: _____ Tier/Area of Intervention: _____
Intervention Program: _____ 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	
Maintains good pacing	2	1	0	
Ensures students are firm on content prior to moving forward	2	1	0	
General Observation of the Group				
Student engagement in lesson	2	1	0	
Student success at completing activities	2	1	0	
Student efforts to use strategies to respond	2	1	0	
Total	/34 =	%		

Outcome:
_____ Fidelity check suggests that interventions are completed with **at least** 80% fidelity.

_____ Fidelity check suggests that interventions are completed with **less than** 80% fidelity.

_____   _____
Observer's signature   Date   Teacher's signature   Date

Student Name:	Date:	
DOB:	School:	Grade:
Address:	Phone:	
Referring Teacher:	Retained: Yes or No List Grade(s):	

Attended Pre-K Yes☐ No☐　　Name of School:

Attended Multiple Schools: Yes or No (Specify if Known)

Is student on prescribed medication? (Specify Type and Documented Reason)

Student Support Check programs or services. Past or Present		Early Intervention (3/4/5 yr. program)
		Tier 2
		EL
		Speech and/or Language Therapy
		Learning Enrichment (Gifted)
		504
		Other _____

Prior Collaboration With Parent – Directly Related to the Area(s) of Concern

Document all attempts. Communication between Teacher and Parent is Essential Prior to Tier 3 Plan

Dates	Mode of Communication	Area of Concern Discussed and Response

Summary of Student's Present Performance Level

Areas of Weakness: (Reading)	Areas of Weakness: (Math)

Attach the following:
___ *Tier 2 Meeting Notes*　　____ *Tier 2 Intervention Documentation*　　____ *STAR Reports*
___ *Tier 2 Progress Monitoring Form*　　____ *DIBELS Reports*　　____ *Student Work Samples*
___ *School Attendance Report*　　____ *Copy of Progress Report/Report Cart*

Teacher Signature _____ Administrator's Signature_____
　　Next Steps - Tier 3 Meeting will be scheduled and an invitation will be sent to the parent/guardian.

Washington County Schools

Date:_____

Dear Parent/Guardian:

According to recent data, your child, _____, has
been identified as being at-risk in the area of _____
and has been referred to the school's Response to Instruction (RTI) Team as a candidate for Tier 3 instruction.

This team will consider one or more of the following in determining a plan of intervention for your child:

1. Use of various classroom interventions
2. Classroom observations
3. Review of school records to include attendance, discipline records, cumulative records
4. Progress monitoring measures
5. Informal reading, math, and/or behavior inventories
6. Test data
7. Office Discipline Referrals

We believe you are a vital part of your child's success and encourage your attendance at this meeting to assist in developing your child's plan.

The meeting is scheduled for _____ at _____.

Please respond and return this letter to school by _____.

_____I will attend the meeting on the scheduled date and time.

_____I will be available for a phone conference at the scheduled time.

_____I will not be able to attend the scheduled meeting or phone conference, but I will be available for a meeting or phone conference on:

Date:_____at (time)_____.

Sincerely,

Teacher keeps a copy of this as documentation.

Washington County Schools

Response to Instruction (RTI) Status Update

Date_____

Dear Parent/Guardian of _____,

All students in Washington County Public Schools are provided with standards-based, high-quality academic instruction. The Response to Instruction (RTI) framework, a tiered system of academic and/or behavioral intervention, is also provided to support students who experience difficulty maintaining grade level performance. Interventions typically include specialized, research-based teaching strategies implemented within the general education classroom or in small-group settings for the purpose of increasing student achievement. As required by the Alabama State Department of Education, a Response to Instruction (RTI) Team consisting of teachers, school counselors, administrators, and other support personnel meets monthly to review data regarding student needs. The team recommends the type of assistance to be provided, reviews current data reflecting student progress, informs parents of this progress, and makes recommendations regarding changes to the intervention plan that may lead to even greater success in school.

This letter is to inform you that the RTI Team has reviewed the most recent data for your child to determine student progress toward grade level achievement and to provide you with the current actions. The following indicates the areas of additional support, the updated status of student progress, and the intervention plan.

Reading: _____

Progress: _____   No Progress: _____
Intervention Plan: Revised: _____   No Revision: _____

Math: _____

Progress: _____   No Progress: _____
Intervention Plan: Revised: _____   No Revision: _____

Behavior: _____

Progress: _____   No Progress: _____
Intervention Plan: Revised: _____   No Revision: _____

Your child's success is very important to us, and we are pleased that we have the opportunity to provide this additional assistance. If you have any questions or would like more specific information regarding your child's intervention plan and progress, please contact your child's school.

Thank you,

School Response to Instruction Team

Student Intervention Plan

Intervention #1: _____

Components of Intervention: _____

_____

Proposed Schedule (i.e. number of sessions per/week, length of each session, where intervention will take

place): _____

_____

Intervention #2: _____

Components of Intervention: _____

_____

Proposed Schedule (i.e. number of sessions per/week, length of each session, where intervention will take

place): _____

_____

Student's parent(s) notified of Tier 3 intervention (circle):   Yes   No

Method of Parent Notification: _____

A committee will review intervention data at week 3 on _____ **(date).**

Committee Members:

_____	_____
Teacher Signature	Date
_____	_____
Team Member Signature	Date
_____	_____
Team Member Signature	Date
_____	_____
Team Member Signature	Date
_____	_____
Team Member Signature	Date
_____	_____
Team Member Signature	Date
_____	_____
Team Member Signature	Date

Washington County Schools

Progress Monitoring				
Progress Monitoring Tool: _____				
	Date	Score	Is student responding? (Week 3 & 6)	Recommendations: Continue, Revise, Move to Different Tier, Refer to Testing
Week 1				
Week 2				
Week 3			Yes or No	C R M T
Week 4				
Week 5				
Week 6			Yes or No	C R M T

A committee will review intervention data at week 6 on _____ (date).

Committee Members:

_____   _____
Teacher Signature   Date

_____   _____
Team Member Signature   Date

_____   _____
Team Member Signature   Date

_____   _____
Team Member Signature   Date

_____   _____
Team Member Signature   Date

_____   _____
Team Member Signature   Date

_____   _____
Team Member Signature   Date

RtI EFFECTIVENESS SCHOOLWIDE COMPILATION
Statistical Breakdown Current School Year:_____

School_____ Date_____

Total number of students enrolled in the school	

Students Receiving Interventions During the Current School Year

Total number of students in any Tier II or Tier III intervention	
Percentage of total students in Tier II or Tier III intervention	
Total number of students in any Tier II intervention	
Percentage of total students in any Tier II intervention	
Total number of students in Tier II reading intervention	
Percentage of total students in Tier II reading intervention	
Total number of students in Tier II math intervention	
Percentage of total students in Tier II math intervention	
Total number of students in Tier II behavior intervention	
Percentage of total students in Tier II behavior intervention	
Total number of students in any Tier III reading intervention	
Percentage of total students in any Tier III reading intervention	
Total number of students in Tier III reading intervention	
Percentage of total students in Tier III reading intervention	
Total number of students in Tier III math intervention	
Percentage of total students in Tier III math intervention	
Total number of students in Tier III behavior intervention	
Percentage of total students in Tier III behavior intervention	

Most Intensive Intervention Needed by Students:

Students Moving From Tier II to Tier III During the Current School Year

Total number of students in all Tier II interventions	
Total number of students in all Tier II interventions moving to Tier III	
Percentage of Tier II students moving to Tier III interventions	
Percentage of reading Tier II students moving to Tier III intervention	
Percentage of math Tier II students moving to Tier III intervention	
Percentage of behavior Tier students moving to Tier III intervention	

Students Moving From Tier III to SPED During the Current School Year

Total number of students in all Tier III interventions	
Total number of students in all Tier III interventions moving to SPED	
Percentage of Tier III students moving to SPED	
Percentage of reading Tier III students moving to SPED	
Percentage of math Tier III students moving to SPED	
Percentage of behavior Tier III students moving to SPED	

Less Intervention Needed by Students:

Students Moving From Tier III to Tier II During the Current School Year

Total number of students in all Tier III interventions	
Total number of students in all Tier III interventions moving to Tier II	
Percentage of Tier III students moving to Tier II intervention	
Percentage of reading Tier III students moving to Tier II intervention	
Percentage of math Tier III students moving to Tier II intervention	
Percentage of behavior Tier III students moving to Tier II intervention	

Students Moving From Tier II to Tier I During the Current School Year

Total number of students in all Tier II interventions	
Total number of students in all Tier II interventions moving to Tier I	
Percentage of Tier II students moving to Tier I intervention	
Percentage of reading Tier II students moving to Tier I intervention	
Percentage of math Tier II students moving to Tier I intervention	
Percentage of behavior Tier II students moving to Tier I intervention	

Data Regarding Race/Ethnicity of Students Receiving Intervention

Indicate number of students in Tier II and Tier III interventions according to race/ethnicity:	
Hispanic/Latino of any race	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or other Pacific Islander	
White	
Two or more races	

Student Name: _____   **Tier 2/Tier 3 Teacher:** _____   **Grade:** _____

Meeting Dates for the Year	Meeting Notes
August	
September	
October	
November	
December	

Washington County Schools   *Tier 2/Tier 3 Data Meeting Log*   *Year:* _____

Student Name: _____   **Tier 2/Tier 3 Teacher:** _____   **Grade:** _____

Meeting Dates for the Year   Meeting Notes

January	
February	
March	
April	
May	

Policies and Procedures
Receipt and Acknowledgement

By signing this statement, I acknowledge that I have received a copy of the Washington County School System Response to Instruction (RTI) Guidelines and Procedures manual issued by Washington County School district. I acknowledge that it is my responsibility to read and comprehend the information contained in this manual and to consult with the county RTI Coordinator if I have any questions concerning its contents.

I understand and agree:

- that this manual is intended as a general guide to Response to Instruction policies in the Washington County School System;
- that this manual states Washington County School System's policies and practices in effect on the date of publication,
- that Washington County Board of Education may modify any or all of these policies, in whole or in part, at any time, with or without prior notice; and
- that in the event Washington County Board of Education modifies any of the policies contained in this manual, the changes will become effective immediately upon issuance of the new policy by Washington County Board of Education.

I understand that as an employee of Washington County Board of Education, I am required to review and follow the policies set forth in the Washington County School System Response to Instruction (RTI) Guidelines and Procedures, and I agree to do so.

_____   _____

Employee Name (Printed)   Date

_____

Employee Signature

RTI Tier II/III Progress Monitoring

Teacher _____

Provide a copy to classroom teacher. Teacher should use form to record weekly progress monitoring data for all Tier II/III students. List all students currently receiving intensive interventions in Reading, Math, or Behavior. Include the date they started the intervention, their baseline data, and weekly progress data. This information should then be provided to the PST committee monthly so they may review student progress and make any necessary revisions to the intervention plan.

Instructions - *Insert weekly assessment grade or behavior data.*

Student Name	Name of Intervention	Date Started	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12

Student Name	Name of Intervention	Date Started	WEEK 13	WEEK 14	WEEK 15	WEEK 16	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24