

SCHOOL DISTRICT OF JEFFERSON



# Response to Intervention

---

## *Guiding Practices*

*The contents that follow are an attempt to define system-wide delivery*

**Authored by: District RtI Implementation Team**

**07.07.2014**

**Revised 02.01.2017**



## Table of Contents

Table of Contents	1
<b>The School District of Jefferson Mission</b>	<b>2</b>
Response to Intervention Definition	2
<b>School District of Jefferson’s RtI Practice</b>	<b>3</b>
Culturally Responsive Practice/Pedagogy	3
Element One: High Quality Instruction	3
Element Two: Balanced Assessment	3
Element Three: Collaboration	4
Specific Learning Disability (SLD) Rule and Response to Intervention	5
<b>School District of Jefferson RtI Process Flowchart</b>	<b>7</b>
Decision Making Guidelines for RtI Process	8
<b>Glossary of Terms</b>	<b>10</b>
<b>Elementary School RtI Procedure</b>	<b>14</b>
<b>Appendix</b>	<b>18</b>

## The School District of Jefferson Mission

The SDOJ, in partnership with our community, provides an environment of excellence and opportunity for all students to achieve their dreams.

### Response to Intervention Definition



“In Wisconsin, culturally responsive practices are central to the state’s RtI vision and infused throughout the three essential elements. You can see this central role of culturally responsive practices graphically depicted in the Wisconsin state visual above. Additionally, the circular model is an RtI systems-level view of the process, while the triangle depicts a student-level view.” (from <http://www.wisconsinrticenter.org/parents-and-family/understanding-rti.html>) The model includes three essential elements in its vision for RtI: 1) high quality instruction, 2) balanced assessment, and 3) collaboration, all of which interact within the tiered system of support to increase success for all students.

The following generalizes what the RtI process is – and what it is not.

RTI <i>Is</i> ...	RTI <i>Is Not</i> ...
RTI is a multi-level system of supports to increase outcomes for <b>all</b> students.	RTI <u>is not</u> a different way to provide special education.
RTI is grounded in culturally responsive practices.	RTI <u>is not</u> a tracking system.
RTI is intended to proactively provide support and opportunity within the general educational setting in effort to prevent lack of progress or disengagement.	RTI <u>is not</u> a means for just getting more students into special education.
RTI promotes collaboration among all educators to problem solve around the needs of <b>all</b> students.	RTI <u>does not</u> operate in isolation.
RTI is an evidence-based framework for meeting the needs of <b>all</b> learners.	RTI <u>is not</u> a checklist or a program.

## **School District of Jefferson's RtI Practice**

### **Culturally Responsive Practice/Pedagogy**

Engrained throughout all of the elements, culturally responsive practice takes into account student backgrounds, as well as knowledge of how your own background as an educator, the curriculum and school culture impacts each learner. Further, culturally responsive educators “(a) are socio-culturally conscious, (b) have affirming views of students from diverse backgrounds, (c) see themselves as responsible for and capable of bringing about change to make schools more equitable, (d) understand how learners construct knowledge and are capable of promoting knowledge construction, (e) know about the lives of their students, and (f) design instruction that builds on what their students already know while stretching them beyond the familiar.” (Villegas and Lucas, 2002).

### **Element One: High Quality Instruction**

The School District of Jefferson is committed to our state's vision for “high quality instruction” to include curriculum, instruction, and assessment that is grounded in culturally responsive practices.

We value curricula and instruction that are:

- standards-based (aligned to the Common Core State Standards [CCSS] for English/Language Arts and Mathematics and other state standards)
- grounded in solid research
- flexible and differentiated in order to respond to various student needs
- based on effective instructional practices
- scaffolded in a way that responds to student performance data to ensure success
- engaging for students to become active participants in the learning process

### **High Quality instruction:**

All students receive high quality instructional and behavioral support in the general education classroom; this assumes that teachers use flexible grouping, minimize whole-group instruction, and differentiate instruction to meet individual student needs. The classroom teacher is key to the academic progress of all students. S/He provides general interventions for students who are not achieving success with grade-level curriculum and texts and additional challenges for students who score at the higher level of Tier I. Typically, it is expected that about 80 to 90 percent of all students will be successful in the general education curriculum.

When student performance in the general education curriculum (Tier I) does not meet or when it exceeds benchmarks in a particular curricular area, interventions (Tier II) are provided to respond to individual student needs. Educators use data in a collaborative process to determine which interventions/additional challenges are appropriate; the intensity (i.e., frequency and length) of the intervention/challenge is also determined within this process.

### **Element Two: Balanced Assessment**

The School District of Jefferson is committed to using multiple data sources including both formal and informal assessments to inform decision making.

Balanced Assessment refers to the use of using formative, benchmark and summative assessments to provide a complete and clear picture of student progress, student achievement, and instructional effectiveness.

## **Summative**

Summative assessments are measures of learning that demonstrates the development of learners at a particular time. In our district we use summative assessments and universal screening tools to provide a school wide overview of who may need additional support beyond core instruction (Tier I).

Summative assessments and Universal Screeners used in our district include:

High School: ACT Aspire (grades 9-10) and ACT (grade 11)

Middle School: State Forward Exam for English Language Arts and Mathematics; Measures of Academic Progress (MAP) for reading, language usage and mathematics

Elementary: State Forward Exam for English Language Arts and Mathematics in grades 3-5; Measures of Academic Progress (MAP) for reading and mathematics in grades 1-5; and Phonological Awareness Literacy Screening (PALS) for 4K-Kindergarten.

## **Formative/Benchmark Assessment:**

**Formative/Benchmark assessments** are a range of formal and informal assessment procedures utilized at the grade level to gather data to make informed decisions for differentiation and act as first indicators of students who may require additional levels of support or challenge.

**Examples** of formative/benchmark assessments used in the School District of Jefferson include: instructional reading level, running records, common assessments in content areas (reading theme tests, science, mathematics); office discipline referrals, attendance, etc.

## **Progress Monitoring Tools:**

**Progress monitoring tools** are valid and reliable assessments used to quantify a student's rate of improvement in response to an intervention; these tools are designed to be easy, quick, repeatable and highly sensitive to changes in student performance.

In the School District of Jefferson curriculum based measurements (CBMs)/probes can be accessed through AIMSweb, [www.easycbm.com](http://www.easycbm.com) and [www.interventioncentral.org](http://www.interventioncentral.org). Progress monitoring is selected to measure the effect an intervention on the student's learning of a targeted skill. Progress is measured weekly using a CBM that aligns to the intervention being delivered.

Note: As a student moves toward a process of being evaluated for possible specific learning disability (SLD), the criteria for progress monitoring tools become more stringent to ensure consistency, fidelity, and reliability across the state. For additional information, see: <http://dpi.wi.gov/sped/ld.html>

## **Element Three: Collaboration**

The Wisconsin Department of Public Instruction defines **collaboration** as a systematic process of collective problem-solving about and planning for teaching and learning. Collaboration includes educators, families, and communities working together, and relies on protocols such as problem solving teams (e.g., Jefferson's BCTs (building collaboration team)) and professional learning communities such as grade level teams, academic departments, and school improvement teams. The frequency and intensity of such collaborative team conversations should increase with the intensity of the student need/challenge and include critical personnel (e.g., school psychologist, specialists (reading, behavior, language), principals, classroom teacher, parent) that represents all aspects of the

student's needs.

## **Problem Solving Process**

The problem-solving process will differ slightly from building to building; however the steps in the process are the same. The steps the problem solving team will follow are:

1. Defining the “problem”  
What is the difference between current performance and expectation for minimum proficiency?
2. Analyzing why it is occurring  
Is it a “can’t do” skill, or a “won’t do” skill? The problem solving team analyzes the instruction, curriculum, and the student using multiple sources of data including student records, observations, assessment data, and interviews.
3. Developing and implementing an intervention action plan  
The problem solving team collaborates to link the data to an intervention, targeting the skill(s) in need of intervention. Team members set appropriate and ambitious learning goals for the student. The planning discussion may include, for example, the duration and intensity of the intervention, the interventionist, the progress monitoring tool and schedule, and the plan to keep parent/guardian(s) informed.
4. Monitoring student progress  
The problem solving team and/or the interventionist coordinate(s) and follow(s) up on systematic student progress monitoring. They may review the data and report to teams/departments.
5. Evaluating intervention plan effectiveness  
The problem solving team examines what the accumulated progress monitoring data indicate about learning rate and grade-level expectations.
6. Data-based decisions about interventions  
The problem solving team makes the decision about whether to: (a) continue the intervention (if sufficient progress is being made toward making the set goal); (b) adjust the intervention (if little or no progress is being made [e.g., adjustments could include increasing the time, changing the intervention, etc.]); or (c) exit the student if the goal has been met and the student is maintaining the learning rate at or above minimum grade-level proficiency.

Schools can and do organize and reorganize teams during the implementation of the RTI because this is a dynamic process in which procedural changes are made to meet the ongoing changes in the needs and resources of a school. The key to successful teaming in the RTI process is leadership, collaboration across educators, and the use of the problem-solving process to drive decisions. How teams are configured, when they meet, responsibilities of team members, and so on are all school-based decisions that are made through collaborative discussions.

## **Specific Learning Disability (SLD) Rule and Response to Intervention**

### **What is SLD?**

“Specific learning disability (SLD) means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or perform mathematical calculations,

including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, motor disabilities, cognitive disabilities, emotional disturbance, cultural factors, environmental, or economic disadvantage. When someone suspects a student has a SLD, a referral for a special education evaluation is made. A team, which includes the student's parents, conducts the evaluation and decides if the student meets state and federal eligibility criteria for special education.” (Source: [http://sped.dpi.wi.gov/sped\\_ld](http://sped.dpi.wi.gov/sped_ld))

“Even with adequate instruction and intensive intervention, a student with SLD has low classroom achievement when compared to students without disabilities in the same grade. Specific information about how the student has responded to instruction and intensive intervention is used to decide if a student is SLD or if the student is not achieving for other reasons.”

(Source: <http://sped.dpi.wi.gov/files/sped/pdf/sld-plain-language.pdf>)

### **What Data are Required for an SLD Evaluation?**

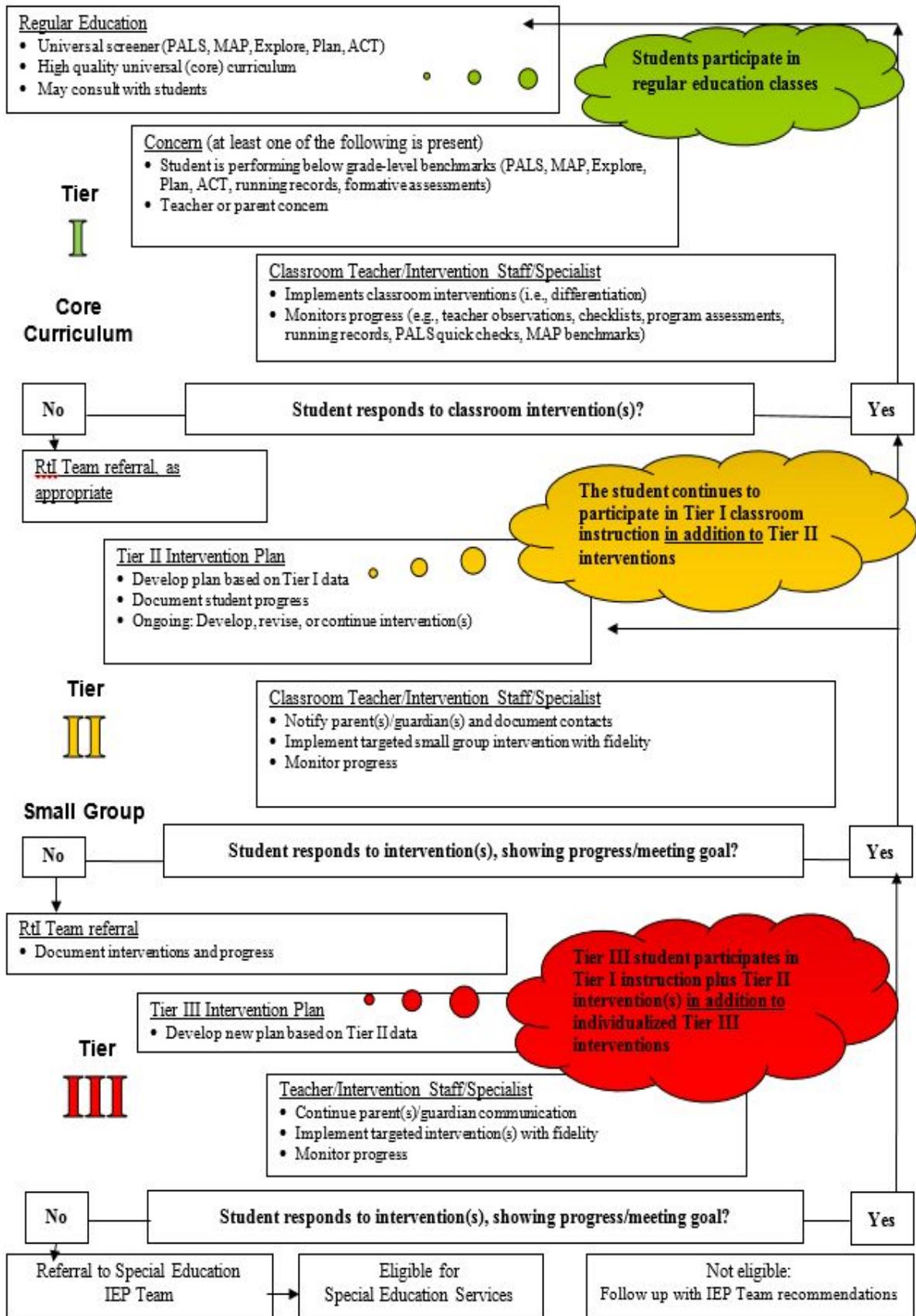
- 1) Classroom Achievement (after intensive intervention)
  - a. Data related to the student’s progress in the core curriculum
  - b. Data from a formal achievement test (administered after consent for evaluation has been received by a Special Educator or School Psychologist)
  - c. Observation data (during core classroom instruction and intensive intervention)
- 2) Intervention Progress Data
  - a. Data from nationally normed curriculum based measures. Data should be collected weekly throughout a minimum of two intensive interventions, with 6-10 data points documented for each intervention.
- 3) Documentation that the suspected SLD is not result of one or more of the following: cultural, environmental, or economic factors; limited English proficiency; lack of appropriate instruction; or presence of another disability.

### **Implications for Teachers**

The philosophy shift embedded in RtI reflects ongoing collaboration between *all* educators. Students are no longer “yours” or “mine,” but rather “ours.” The continuous goal for students is to remain in the least restrictive environment, and participate in core instruction. Therefore, inherent in the shift is a transition from a student deficit model of thought toward a focus on differentiation.

In application, a teacher with a student struggling in a particular academic area may consult with a special educator on varying strategies they might attempt. A special educator might also co-teach with a general educator for the purpose of students who need specialized instruction (on an IEP) and in the process, provide incidental benefit to other learners in the class/group.

Please refer to the DPI Guidelines for additional information on incidental benefit here: <http://sped.dpi.wi.gov/files/sped/pdf/sped-incidental-benefit.pdf>



## Decision Making Guidelines for RtI Process

These are guidelines: professional judgement is ALWAYS used when making appropriate decisions for the student to make progress

When	Criteria for decision making
Students are not responding adequately to instruction and need supplemental intervention	Assessment is used to define the specific intervention target area. Tier 2 intervention is provided a minimum of 6 weeks, with AIMSweb progress monitoring weekly. The progress monitoring goal is set for on-grade level or off-grade level. Off-level should include consultation with the school psychologist.
Students are responding adequately to instruction and no longer need supplemental intervention	Student no longer receives targeted intervention in addition to core instruction. Progress is monitored bi-weekly using an AIMSweb probe for a period of 6 weeks. Universal screening is after to monitor progress.
An intervention may need to be changed	When four or more data points of progress monitoring data are below the aim line producing a flat or decreasing trend line, school staff should change or intensify the intervention.
A student may need a referral for special education services to determine if a student's learning difficulty is the result of a disability.	Individual instruction begins when a student fails to progress after two Tier 2 interventions. Consultation with the school psychologist, general education and interventionist must occur to design Tier 3 intervention, progress monitoring goals, and establish criteria to determine if a student is making sufficient progress over an appropriate period of time before a referral for a special education evaluation is made.

***The following decision rules are used for determining which students are “at risk” and use of data to determine if the student is responding to instruction.***

- ❑ **80 percent decision rule:** If less than 80 percent of all students are meeting benchmarks, a research or evidence based strategy is implemented within the core curriculum. The selected strategy must align to a specific area identified by universal screening. Assessment is used to define the specific intervention target area. Post-assessment is used after a specified term to identify students who may not respond to Tier 1 instruction.
- ❑ **25 Percent Decision Rule:** Students below the 25th percentile in academic skills based on a triangulation of data are placed in small group instruction. (Tier 2) Assessment is used to define the specific intervention target area. Tier 2 intervention is provided a minimum of 6 weeks, with AIMSweb progress monitoring weekly. The progress monitoring goal is set for on-grade level or off-grade level. Off-level should include consultation with the school psychologist.
  - Low Risk: At or above the 25th percentile: Core instruction alone is sufficient for the student.
  - Some Risk: 10th to 24th percentile: Student will benefit from additional intervention, which may be provided by the classroom teacher or other provider (e.g., reading teacher).
  - At Risk: Below 10th percentile : Student requires intensive intervention, which may be provided by the classroom teacher or other provider (e.g., reading teacher)
- ❑ **Change Small Group or Individual Instruction Rule:** When four or more data points of progress monitoring data are below the aim line producing a flat or decreasing trend line, school staff should change or intensify the intervention.
- ❑ **Individualized Instruction Rule:** (Tier 3) Individual instruction begins when a student fails to progress after two Tier 2 interventions. Consultation with the school psychologist, general education and interventionist must occur to design Tier 3 intervention, progress monitoring goals, and establish criteria

to determine if a student is making sufficient progress over an appropriate period of time before a referral for a special education evaluation is made.

*Adapted and reprinted with permission from Johnson, E., Mellard, D.F., Fuchs, D., & McKnight, M.A. (2006, August). Responsiveness to Intervention (RtI): How to do it (NRCLD).*

#### Definitions related to Decision Making Rules

<b>RTI consists of the components outlined in the table below.</b>	
Universal screening	All students are given a brief screening measure. This assessment is given one to three times per year (i.e., fall, winter, and spring). Students at risk for academic failure are identified.
Tier 1	Students receive high-quality instruction (i.e., through validated practices) in the general education setting. Teachers frequently (e.g., every one to two weeks) monitor the progress of struggling students who have been identified through the universal screening process. (Note: In some approaches, universal screening is considered to be part of Tier 1.)
Tier 2	Students who are not making adequate progress receive different or additional support from either the classroom teacher or another educational professional. Teachers continue to frequently monitor student progress.
Tier 3	Students whose progress is still insufficient in response to Tier 2 instruction receive even more intensive and individualized instruction. Depending on state or district policies, this instruction may be provided through general or special education teacher.

**Round of Intervention:** A set period of time, determined by the school or district, during which an intervention is implemented. Some students may receive more than one round of intervention.

**Aim line:** the path to move a student from her current, baseline level of performance, to the performance criterion, within a designated time period.

## Glossary of Terms

- **Accommodations** are practices and procedures intended to provide students with equitable access to grade-level content and assessments.
- **Appropriate Instruction** refers to access and delivery of the universal (core) instruction. Specifically, the universal curricula should be delivered in accordance with its design and methodology, be provided by qualified personnel, and aligned /differentiated to student need(s).
- **Benchmarks** –are pre-determined milestones of achievement leading towards the mastery of the grade level/content standards
- **Benchmark Assessments** –In RtI systems benchmark assessments are used to make informed decisions for differentiation and act as first indicators of students who may require additional levels of support or challenge. Benchmark assessments are administered universally at a grade level.
- **Building Level RtI Teams** – Building level RtI Teams are problem solving teams. These teams are established collaborative groups designed to develop timely and effective strategies and resources for individual students in need of support. Building level RtI Teams follow a data-based process to guide decisions about the nature and level of intensity of interventions/challenges for the student and seek creative ways to maximize the use of available resources in the schools.
- **DesCartes**-- Also known as the “Learning Continuum” is published by Northwest Evaluation Association (NWEA) as a companion to the Measures of Academic Progress (MAP) assessment. DesCartes orders specific reading, language usage, mathematics, and science skills and concepts by achievement level. This resource enables teachers to gauge gaps between what students are ready to learn and what the curriculum is presenting.  
(<http://www.nwea.org/support/article/512/descartes-continuum-learning> )
- **Enrichment** – Refers to the curriculum and instruction intended to meet the needs of students exceeding benchmarks
- **Evidence or Research-Based Curriculum and Instruction** - A specific set of materials and strategies which have undergone evaluation and have been shown to be have positive outcomes for many students.
- **Exclusionary Factors** The four exclusionary factors are:
  1. Environmental, cultural, or economic factors
  2. Limited English proficiency
  3. Lack of appropriate instruction in oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving
  4. Other disability which must be specifiedNote: If one or more exclusionary factors apply, the student is not a student with a disability and is not eligible for special education.

- **Fidelity** –Fidelity means that the intervention has been applied in a manner highly consistent with its design and provided to the student at least 80% of the recommended number of weeks, sessions, and minutes per session. If fidelity is not achieved, the intervention is not valid or reliable. Fidelity applies to both universal instruction and interventions. For a universal instruction it means that the curriculum has been taught by qualified staff members and was designed utilizing the instructional materials and methods as directed by the publisher and author.
- **Formative Assessment**—a range of formal and informal assessment procedures utilized during the learning process to gather qualitative data in effort to guide teaching and learning activities to improve student outcomes.
- **High Quality Instruction** – is engaging, addresses students’ needs for differentiation, utilizes formative and summative assessment practices, uses instructional ideas based on research and data, is culturally responsive and student-centered.
- **Highly Qualified Teacher**-meets high standards for knowledge, skill, and performance. Meeting this goal is critical to ensuring that all children in Wisconsin will learn what they need to know and be able to do to become productive and engaged citizens of the state and of the nation. Wisconsin’s focus on providing high quality education for all students and its high teacher standards and benchmarks are key contributing factors to our strong progress in meeting this goal. (from: WI DPI Highly Qualified Teacher Plan)
- **Incidental Benefit** -The incidental benefit provision of the Individuals with Disabilities Education Act (IDEA) (CFR §300.208) permits one or more nondisabled students to benefit from the special education and related services, and supplementary aids and services provided to a student with a disability in accordance with the student’s IEP. Determinations of what constitutes an incidental benefit must be made on a case-by-case basis. A situation in which a special education teacher is responsible for targeted instruction of one or more students without IEPs is considered beyond “incidental benefit.” Likewise, instruction in special education environments should occur only when specified in IEPs. (Source: <http://sped.dpi.wi.gov/>)
- **Intervention** – An academic intervention is a strategy used to teach a skill, build fluency in a skill, or encourage a child to apply an existing skill in various situations or settings. Interventions are evidence or research-based<sup>1</sup> instructional practices and programs used systematically to

---

<sup>1</sup> **Scientific research-based intervention**, as defined in 20 U.S.C. 7801 (37), means:

- (i) Employs systematic, empirical methods that draw on observation or experiment;
- (ii) Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- (iii) Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (iv) Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (v) Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication, or at a minimum, offer the opportunity to build systematically on their findings; and
- (vi) Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

**Evidence-based interventions**, as defined in the Wisconsin rule, means scientific research-based interventions with substantial

increase the skills of students not meeting academic or behavioral benchmarks. The intensity of the intervention, that is the frequency, duration, and group size, should match the intensity of students' needs. Interventions do not replace universal instruction, but are in addition to this instruction. Universal instruction does not include interventions as differentiation is not an intervention.

- **Modification**- refers to changes made to learning expectations in order to meet the needs of the student.
- **Progress Monitoring** –is a process used to assess student academic and/or behavioral performance, to measure a student's responsiveness to interventions/challenges, and to evaluate the effectiveness of interventions/challenges. The frequency of progress monitoring corresponds to the intensity of the intervention or additional challenges.
- **Progress Monitoring Tools**<sup>2</sup> – Progress monitoring tools are valid and reliable assessments used to quantify a student's rate of improvement in response to an intervention; these tools are designed to be easy, quick, repeatable and highly sensitive to changes in student performance. Progress monitoring tools should be used consistently and provide teams with data over time that is easy to use and interpret. Progress monitoring data are typically shown as graphs so that teams can easily determine whether students are making adequate progress in response to intervention.
- **Summative Assessment**—infrequent test used to evaluate cumulative learning. Large scale standardized assessments include state assessments (including SBA, ACT, and AP exams) and end of semester exams

- **Tiers of Instruction** –

**Tier I** – Universal instruction that meets the needs of 80% or more of the students.

**Tier II** – If students do not make adequate progress in Tier I, more intensive services and targeted interventions often in small group settings (i.e. 1:10), are provided in addition to the instruction in the general curriculum. Progress is monitored weekly with a minimum of eight data points collected to attain statistical significance (unless a flat line or decrease in progress is seen within four weeks).

**Tier III** – If students do not make adequate progress in Tier II intervention, a Tier III intervention may be implemented in addition to instruction at universal and Tier II levels. Tier III interventions often occur in smaller group settings (i.e. 1:3 ratio). Progress continues to be monitored on a weekly basis. Please note all three tiers of intervention occur within the general education setting and are provided by a general education staff member.

- **Universal Instruction** – Universal instruction is the delivery of the district's Board approved

---

evidence of their effectiveness through multiple outcome evaluations. PI 11.02 (1) (4e)  
From: <http://sped.dpi.wi.gov/files/sped/pdf/sld-guide.pdf>

<sup>2</sup> (10). Progress monitoring requires the use of scientifically based tools, such as probes, to measure progress. Probes [Curriculum Based Measures, aka CBM] are “brief, direct measures of specific academic skills, with multiple equal or nearly equal forms, that are sensitive to small changes in student performance and that provide reliable and valid measures of pupil performance during intervention.” PI 11.02 (9) From: <http://sped.dpi.wi.gov/files/sped/pdf/sld-guide.pdf>

academic and behavioral curriculum based on the Wisconsin Adopted Common Core State Standards delivered for all students. Universal instruction is expected to meet the needs of all students in the school and be culturally responsive to their needs. Differentiation occurs within universal instruction. Differentiation is the adjustment of universal instructional practices based on the learning needs of individual students and/or groups of students.

The following four elements of the classroom can be differentiated to provide students with different avenues to acquire expected academic and behavioral standards.

1. **Content** – what the student needs to learn at a particular point in time based on the established standards, or how the student will access the information. For example, levels of thinking, readability of materials, starting point based on pretests.

2. **Process** – how students learn the content. For example, level of teacher support, pacing, types of learning activities.

3. **Products** – how students demonstrate understanding of content. For example, the type/mode of assessment provided to the student.

4. **Learning Environment** – how the classroom works and feels. For example, room arrangement, degree of collaboration, movement, student choices.

## Elementary School RtI Procedure

### **Team Members:**

RtI Teams may consist of any combination of the following school personnel:

- School Principal
- School Psychologist
- School Counselor/s (*when applicable*)
- ELL Teacher/s (*when applicable*)
- Interventionists (*if different than general education teachers*)
- General Education Teachers
- Parent/s (*if request was made*)

### **Meetings:**

- RtI team meets for Data Review Meetings on a 6 week cycle for each grade level throughout the school year. Data Review Meeting includes the general education teachers and parents when a request has been made.
- Optional meetings: Specific members of the RtI team can meet in between Data Review meetings to discuss interventions, scheduling logistics, systematic changes, or any other suggestions or concerns regarding this process.

### **Timeline:**

#### **May-June: Wrap-Up Data Meeting-**

- Final Data Review Meeting scheduled in the last two-three weeks of school
- Examine data using triangulation of the following sources:
  - MAP test scores
  - Teacher input
  - Other benchmarking data—Running Records, PALS, LBD, etc.
- Using these sources, determine need of grade level:
  - Identifying students at the 10<sup>th</sup>-15<sup>th</sup> national percentile or below for each grade level using MAP testing (this cut-off can be adjusted depending on student numbers and resources at each building)
  - Identify specific skill deficit areas (Basic Reading Skills, Reading Fluency, Reading Comprehension, Math Calculation, Math Problem Solving, Written Expression)
  - Identify how many skill deficit areas in each grade
  - Identify how many students in each deficit area
  - Discuss logistics of dividing interventionists/interventions
- Create potential fall intervention groups:
  - Discuss intervention options given the subgroups identified.

- (Refer to menu of options provided by the district at this link [Reading Intervention Menu](#) . Other interventions can be submitted for review by the Director of Pupil Services and/or Director of Curriculum/Instruction and added to the menu. If specified sessions/minutes are not listed, team agrees on recommendation).
  - Finalize potential intervention plans, including students involved, intervention provided, progress monitoring tool, and recommended number of weeks/sessions/minutes.
  - Interventionists house this information to be readily available in September.

#### **August-September:**

- Principal ensures **Parent RTI/WIN Time Notification Letter** is sent home to all families in first week of each new school year.
- Principal ensures the 6 week cycle of Data Review Meetings are in the schedule for the school year,
  - Principal emails dates/times and location to staff.
- Principal works with interventionist to ensure the team has necessary data available for review at first Data Review Meeting.

#### **September: First Data Review Meeting-**

- Scheduled in the first two weeks of school, begins 6 week cycle of Data Review Meetings.
- A brief meeting held to reexamine the decisions at the end of the previous school year.
  - Discuss any changes in the plan for the first rotation of interventions.
  - Interventionists follow **Intervention Procedure** (see below)
- Also discuss class-wide strategies to use for the first few weeks of WIN time.
  - Principal assists to determine guidelines for structure of WIN time
  - Teacher provides strategies within the classroom paying particular attention to skill areas identified for the class as a whole. Note any other students that are showing concerns that may need to be included in next round of intervention groups.

#### **September-May: Data Review Meetings-**

- Held every 6 weeks according to predetermined 6 week cycle calendar.
- Team review grade levels x intervention group x student
  - The team uses the progress monitoring graphs to analyze data for each student
  - Interventionist, with the help of the School Psychologists, completes **Intervention Progress Form Part III**
- If guardian did not attend, interventionist sends home the **Parent Intervention Decision Letter** and progress monitoring graph (by preferred method of communication as mentioned above). A copy is also placed in the intervention file.

- If in-depth conversation is needed about a student in particular, a follow up problem solving team meeting is scheduled.
- The team discusses current groups:
  - Including dismissal numbers and current size of groups, students needing ‘Change of Intervention’, potential new students and start dates, change of interventions if needed, and new logistical setup of the next 6 weeks.
- Interventionists follow **Intervention Procedure** (see below)

**Intervention Procedure:**

- Interventionist follow this procedure at the start of every new intervention:
  - Interventionist completes **Parent Intervention Notification Letter** and designated interventionist sends letter home (either with student, by email, or by mail-depending on most appropriate means of communication)
- Follow up after meeting:
  - If no opt out request is obtained within 3 days of the Parent Intervention Notification Letter being sent, the intervention can begin.
  - If a parent has requested involvement, a phone call and/or meeting is held informing the parent of what was discussed at that grade level and more specifics of the designated intervention are provided. The intervention plan can be revisited/changed if parents are not in agreement.
  - If parents have opted out, interventionist will document this in the student’s intervention file with word document stating the date and information regarding opt out. (Opt out is only valid for that current round of intervention being proposed. All future proposals should follow original procedure and an additional opt out is required).
- Before Next Data Review Meeting:
  - Interventionists complete the **Intervention Documentation Form including collection of baseline data** and intervention begins on proposed start date and continues as recommended.
  - Each week the interventionist progress monitors the effect of the instructional intervention in AIMSweb.
  - Within the 6 week rotation, the School Psychologist is asked to complete a fidelity observation and the school psychologist provides the interventionist a copy of the

- Intervention Fidelity Checklist.** The interventionist includes this in the student's intervention file.
- o Prior to Data Review Meeting, the interventionist compiles and brings each student's most updated Intervention File (only one hard copy brought, data will be electronically displayed).

**Intervention File includes:**

- Copy of the Parent Intervention Notification Letter with Intervention details
- Progress monitoring graphs
- Copy of the Intervention Fidelity Checklist
- Any prior intervention data or Parent Intervention Decision Letter
- Documentation of any extraneous information such as documentation of early dismissal from intervention or any outside variables impacting progress.

## Appendix

The appendix contains the forms outlined for use within this RtI procedure.

- Parent Response to Intervention Notification Letter
- Parent Intervention Notification Letter including intervention details
- Baseline and Progress Monitoring
- Parent Intervention Decision Letter
- Intervention Fidelity Checklist

Note: All parent forms will be front back with English/Spanish Translation.



## Response to Intervention Notification Letter

Dear Parent or Guardian,

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

Response to Intervention (RtI) is an educational framework that involves high quality instructional practice, continuous review of student progress, and collaboration among educational professionals. At the elementary and middle school levels, an allocated intervention/enrichment time has been included in class schedules and is referred to as “What I Need” or “WIN” time. During “WIN” time, students will be receiving supplemental instruction time, enrichment activities, and/or interventions based on needs shown. All instruction will take place within the general education environment as part of the district’s Response to Intervention process. “WIN” time is designed to be fluid and frequently molded to fit the needs of the particular grade level or population of students at that time.

Interventions within the RtI process involve selected groups of students who receive evidence or research based instruction/intervention in their respective area(s) of need. If your child is selected for an intervention a copy of the intervention plan will be sent home and a more thorough procedure will be in place to monitor their response to the intervention. Continuous review of student progress will utilize weekly data to guide instructional decisions and, during projected review dates, will help determine how the intervention is working and if changes need to be made. You will be notified of all data-based decisions regarding interventions provided. You also have the option to attend any meetings related to your student’s progress, if you choose to do so, by contacting your child’s teacher or current interventionist. Additionally, as a parent or guardian, you have the right to opt your child out of an intervention at any time.

Please feel free to contact the school with any additional questions or concerns you may have or if you would like additional information about Response to Intervention.

Sincerely,

---

Building Administrator



**Parent Intervention Notification Letter**

Dear Parent or Guardian,

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

As mentioned in a letter sent home in September, all students have been receiving “WIN” time in their daily schedules. Your child has been selected to receive an evidence or research based intervention during this time. The following table provides more specific information regarding the intervention, the start date, and the projected review date. Weekly progress monitoring data will be collected and used during the review meeting to determine how the intervention is working and if changes need to be made. You will be provided progress notes and notified of all data-based decisions following this discussion; however, if you would like to be a part of this meeting, or have other questions/concerns, please contact your child’s teacher or interventionist.

Sincerely,

**Part I: Intervention Details:**

<b>Student Name:</b>  	<b>Skill Focus Area: (circle all that apply)</b>  <div style="display: flex; justify-content: space-between;"> <div>Basic Reading Skills</div> <div>Math Calculation</div> </div> <div style="display: flex; justify-content: space-between;"> <div>Reading Fluency</div> <div>Math Problem Solving</div> </div> <div style="display: flex; justify-content: space-between;"> <div>Reading Comprehension</div> <div>Written Expression</div> </div>
<b>Grade:</b>  	<b>Research or Evidence Based Intervention:</b>  
<b>Teacher:</b>  	
<b>Interventionist:</b>  	<b>Progress Monitoring Tool:</b>  
<b>Start Date:</b> _____  <b>Estimated Review Date:</b> _____	<b>Sessions/Week:</b> _____ <b>Minutes/Session:</b> _____
<b>Other Notes:</b>  	

*Place a copy of this letter in Student Intervention folder.*



**PART II: Intervention Documentation and Progress Monitoring Data**

**DOCUMENTATION**

**Progress Monitoring Instructions:**

- Document weekly progress monitoring data in AIMSweb or EasyCBM (AIMSweb is preferred). Baseline data collections should be collected prior to the start of the intervention using a *median* of three probes on most literacy and early numeracy measures (as indicated). *The baseline point included on the graph should be in addition to six data points of intervention, for a total of seven points at the end of an intervention cycle.* When progress monitoring, ensure administration of all probes is performed to standardization directions and protocols.

**Attendance**

- Record student attendance, documenting any absences or changes to session implementation as a sidenote. Record percentage of attended sessions on the Intervention Decision Parent Letter.

Use the following abbreviations:

<b>Literacy Skill Probe</b>	<b>Abbreviation</b>
Letter Naming Fluency (LNF)	Errors=E, and Correct Letters Read=CLR
Letter Sound Fluency (LSF)	Errors=E, and Correct Sounds Read=CSR
Phoneme Segmentation Fluency (PSF)	Errors=E, Correct Phonemes Read=CPR
Nonsense Word Fluency (NWF)	Errors=E, and Correct Words Read=CWR
Oral Reading Fluency (R-CBM)	Errors=E, and Correct Words Read=CWR
Comprehension (MAZE)	Errors=E, and Total Words Correct=TWC
<b>Mathematics Skill Probe</b>	<b>Abbreviation</b>
Oral Counting Measure (OCM)	Errors=E, and Correct Oral Counts=COC
Number Identification Measure (NIM)	Errors=E, and Correct Number Identifications=CNI
Quantity Discrimination Measure (QDM)	Errors=E, Correct Quantity Discriminations=CQD
Missing Number Measure (MNM)	Errors=E, and Correct Missing Numbers=CMN
Mathematical Calculation (M-COMP)	Points = Pts.
Mathematical Concepts and Applications (M-CAP)	Points = Pts.

**BASELINE DATA and SURVEY LEVEL ASSESSMENT**

*Start at grade level in the appropriate target skill and give all 3 benchmark probes (except for tests of early literacy and numeracy). Circle median score/percentile (appropriate for current Fall, Winter, or Spring term) at grade level.*

*If student is not at or above 25%ile for their current grade (or very close) reverse probes in order listed and give one benchmark probe per grade until performance is at or above 25%ile. Complete two additional probes at this level (for TEL, TEN, and R-CBM probes) and circle the median grade/score/percentile considered instructional. If significant reversals are needed, all assessment does not need to take place on the same day. Continue to progress monitor in both grade level and instructional level skill throughout intervention. Instructional level goal should be set at 50%ile.*

<b>PM Tool Grade-level baseline data)</b>	<b>Baseline data - Instructional level (at or above 25%ile)</b>	<b>Date</b>
<b>LNF</b> _____ / _____ correct/total Percentile: _____ Date : _____	Grade: _____ / _____ %ile	_____
<b>LSF</b> _____ / _____ correct/total Percentile: _____ Date : _____	Grade: _____ / _____ %ile	_____
<b>PSF</b> _____ / _____ correct/total Percentile: _____ Date : _____	Grade: _____ / _____ %ile	_____
<b>NWF</b> _____ / _____ correct/total Percentile: _____ Date : _____	Grade: _____ / _____ %ile	_____
<b>R-CBM</b> _____ / _____ _____ / _____ _____ / _____ _____ / _____ Percentile: _____ Date : _____	Grade: _____ / _____ %ile Grade: _____ / _____ %ile Grade: _____ / _____ %ile _____ / _____ %ile _____ / _____ %ile	_____ _____ _____ _____
<b>MAZE</b> _____ / _____ Percentile: _____ Date : _____	Grade: _____ / _____ %ile Grade: _____ / _____ %ile Grade: _____ / _____ %ile	_____ _____ _____

<b>OCM</b> _____/_____ Percentile: _____ Date : _____	Grade: _____ / _____ %ile	_____
<b>NIM</b> _____/_____ _____/_____ _____/_____ Percentile: _____ Date : _____	Grade: _____ / _____ %ile	_____
<b>QDM</b> _____/_____ _____/_____ _____/_____ Percentile: _____ Date : _____	Grade: _____ / _____ %ile	_____
<b>MNM</b> _____/_____ _____/_____ _____/_____ Percentile: _____ Date : _____	Grade: _____ / _____ %ile	_____
<b>M-COMP</b> _____/_____ Percentile: _____ Date : _____	Grade: _____ %ile Grade: _____ %ile Grade: _____ %ile	_____ _____ _____
<b>M-CAP</b> _____/_____ Percentile: _____ Date : _____	Grade: _____ %ile Grade: _____ %ile Grade: _____ %ile	_____ _____ _____



### Intervention Decision Letter

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

Dear Parent or Guardian,

As you are aware, your student has been receiving \_\_\_\_\_ intervention in the area of \_\_\_\_\_. Currently, your student is receiving services \_\_\_\_\_ times per week for \_\_\_\_\_ minutes. Results show the following performance in comparison to same-grade peers:

	Your child's	Grade-expected/Average
Rate of Improvement (ROI)		
Percentile Rank*		25 <sup>th</sup> ile =

*\*Meaning your student performed better than or the same as \_\_\_\_\_% of other students in his or her same grade nationwide.*

Based on the results of progress monitoring and benchmark assessments, school staff has deemed it appropriate to make the following change to your student's intervention services.

Check all that apply:

**Continue intervention**

**Change in type of intervention to:** \_\_\_\_\_

**Change in frequency/amount of intervention:**

Time increased to a total of \_\_\_\_\_ times per week for \_\_\_\_\_ minutes.

Time decreased to a total of \_\_\_\_\_ times per week for \_\_\_\_\_ minutes.

**Intervention dismissed:** Your student's progress at this time shows adequate progression toward grade level benchmark. Therefore, he/she is no longer in need of intervention at this time. Progress will continue to be monitored to determine whether gains are maintained.

**Other:** \_\_\_\_\_

We are committed to working to ensure that your student achieves to his/her greatest potential. We will continue to monitor progress regularly using research based assessments and make decisions according to the results. Thank you for your support and assistance in meeting your student's needs. If you have any questions or concerns regarding your student's intervention please do not hesitate to contact

\_\_\_\_\_ at \_\_\_\_\_.

Sincerely,

\_\_\_\_\_

**\*\*Please see progress monitoring graph supporting this data-based decision attached\*\***



### Intervention Fidelity Checklist

<b>Student Name:</b>	<b>Grade:</b>
<b>Classroom Teacher:</b>	<b>School Year:</b>
<b>Interventionist:</b>	<b>Intervention</b>
<b>Implemented consistent with its design?</b>	Yes / No If no, why not?
<b>Closely aligned with student needs?</b>	Yes / No If no, why not?
<b>Culturally appropriate?</b>	Yes / No If no, why not?
<b>Other notes:</b>	
<b>Observation of intervention/fidelity (design/implementation)</b>	<b>Person:</b>
	<b>Date:</b> ____ / ____ / ____