

Shelby County Schools



2017-18

RTI² District Implementation Guide

Revised January 2018



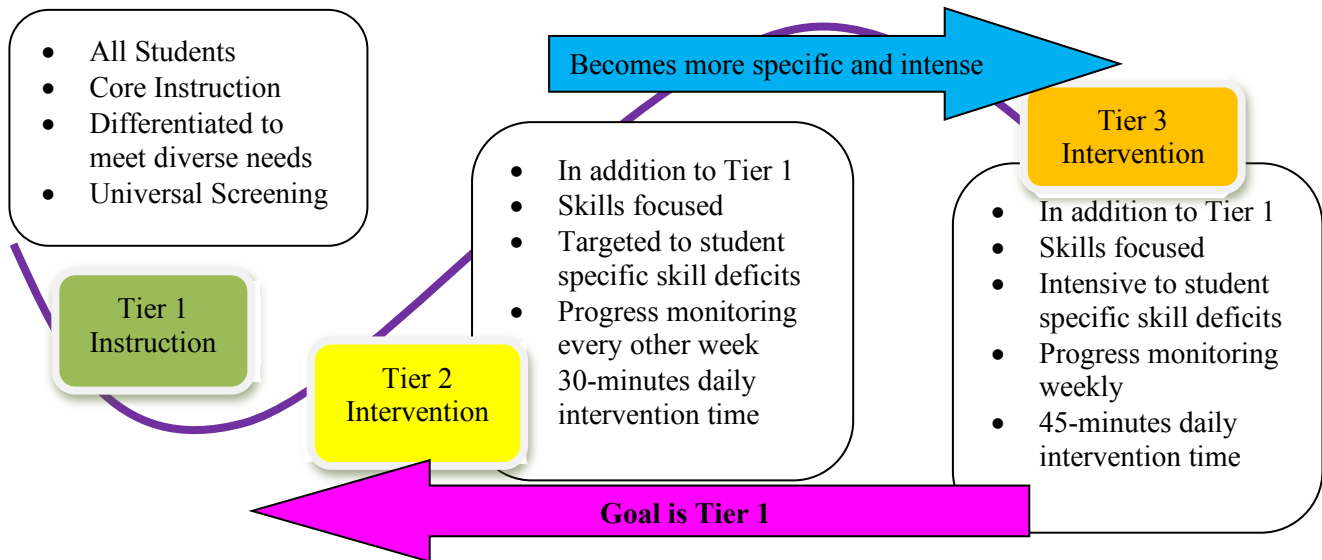
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RESPONSE TO INSTRUCTION and INTERVENTION (RTI²)

Response to instruction and intervention (RTI²) begins with an emphasis on quality Tier 1 (core) instruction and continues across the continuum of differentiated support (Tier 2 and Tier 3).

Continuum of Instructional Support

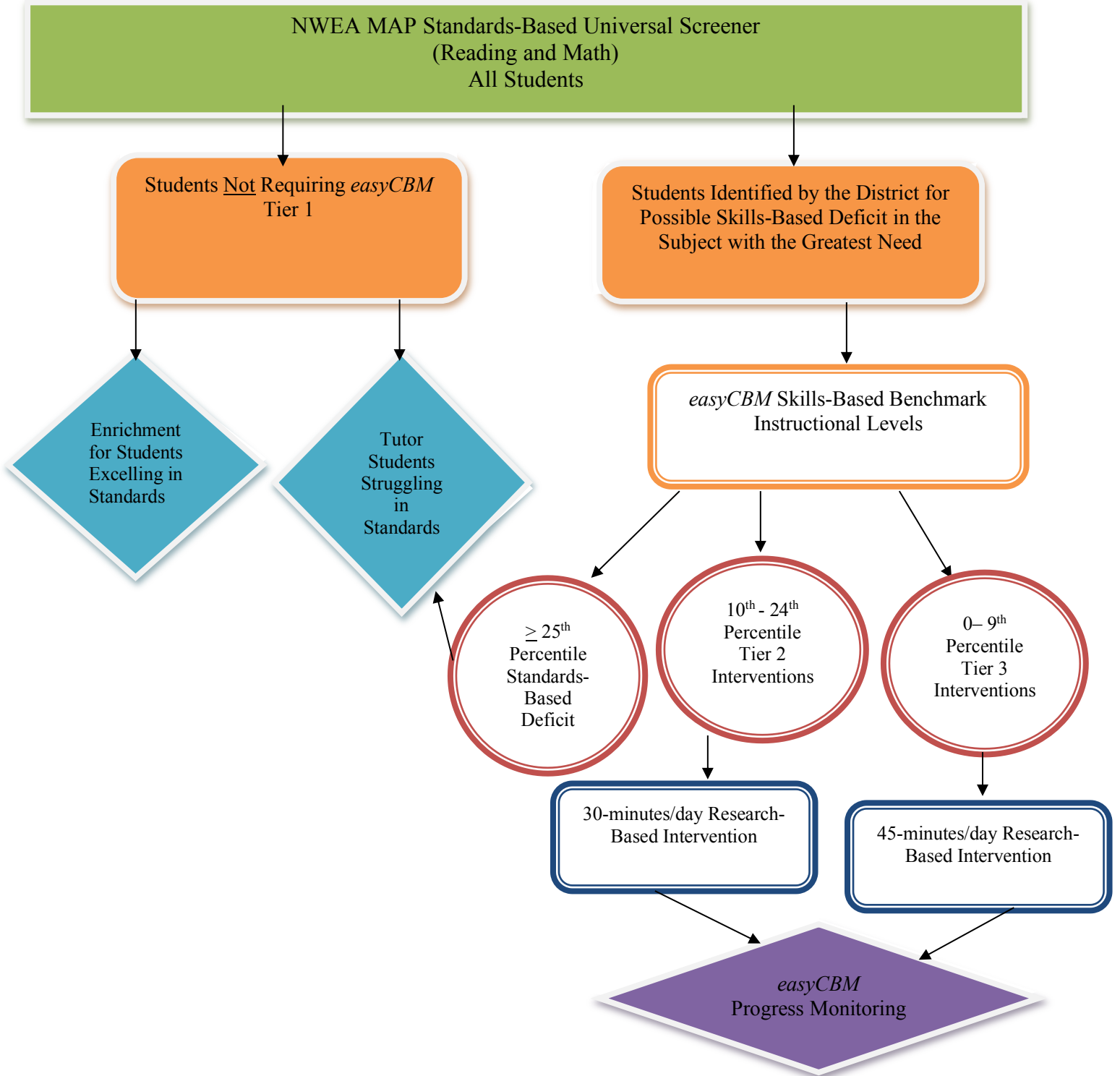


Required Elements of RTI² in Tennessee

- **School RTI² Teams:** School RTI² Teams meet every 20-23 instructional days, at a minimum, to make data-based decisions that inform instruction/intervention.
- **Universal Screening:** The Universal Screening tool will be skills-based and provide national norms.
- **Tier 1:** Quality core instruction will be provided to ALL students using grade-level standards in ELA and Mathematics.
- **Tier 2 and Tier 3:** Tiered interventions will be provided in addition to the core instruction provided at Tier 1. Interventions will be research-based and will address a student's area of deficit.
- **Highly-Trained Personnel:** Highly-trained personnel will provide interventions. Highly-trained personnel are those who are adequately trained to deliver the selected intervention as intended with fidelity.
- **Progress Monitoring:** Progress monitoring, including careful review of student performance data, will occur in the specific area of deficit either weekly or every other week.
- **Fidelity of Implementation:** Fidelity checking will occur at Tiers 1, 2, and 3.
- **Parent Contact/Communication:** Parents will be notified when their child is placed in tiered intervention, as well of their progress.



RESPONSE TO INSTRUCTION AND INTERVENTION GUIDE





RTI² Data Team Composition

Each school is required to have a school RTI² Data Team. Principals should designate a school-based professional to serve as the RTI² Chairperson. It is recommended that the RTI² Chairperson divide responsibilities with other team members (e.g., administrators, PLC Coach, school psychologist) to efficiently implement RTI². The RTI² Data Team should include the following professionals:

| Title | Responsibilities |
|---|--|
| Principal, Vice Principal, or Assistant Principal | <ul style="list-style-type: none"> • Arranges for Universal Screenings/Benchmarks to be administered • Creates school-wide schedule for RTI² intervention times • Ensures that instruction and tiered interventions occur with fidelity • Attends School RTI² Data Team meetings |
| RTI ² Chairperson (Principal-Designee) | <ul style="list-style-type: none"> • Oversees the RTI² calendar and schedules RTI² Data Team meetings • Adheres to the Universal Screening and Benchmark dates • Coordinates collection of data and Fidelity Checks • Maintains RTI² student-specific folders • Attends School RTI² Data Team meetings • Serves as a liaison between the principal and teachers • Collaborates regularly with the school psychologist |
| PLC Coach/ Instructional Facilitator | <ul style="list-style-type: none"> • Oversees research-based interventions for all students • Assists RTI² Data Team to complete/review Student Intervention Plans • Provides training to school staff on appropriate teaching and intervention methodologies |
| School Psychologist | <ul style="list-style-type: none"> • Guides schools and provides training on implementing the RTI² Framework • Regularly attends school RTI² Data Team Meetings • Reviews progress monitoring data and conducts GAP Analyses (as needed) • Guides the RTI² Data Team through the special education referral procedures |
| Classroom Teacher | <ul style="list-style-type: none"> • Delivers good first teaching to all students in class • Provides research-based interventions and progress monitoring for Tier 2/3 students • Attends RTI² Data Team meetings • Completes required paperwork for students in Tier 2/3 |
| ESL Teacher | <ul style="list-style-type: none"> • Delivers Tier 1 instruction to ELL students scoring 3.6 and below on WIDA ACCESS • Provides researched-based interventions for Tier 2 supplemental instruction • Provides observations and input for ELL students • Assists in providing communication between home and school |
| Special Education Teacher | <ul style="list-style-type: none"> • Consults with RTI² Data Team • Provides guidance regarding best practices in interventions • Provides skill-based interventions to students with an IEP • Involved in referrals for special education services |
| Support Teacher | <ul style="list-style-type: none"> • Supports school in RTI² implementation • May provide Tier 2/3 interventions and/or academic enrichment, with proper training |
| Professional School Counselor | <ul style="list-style-type: none"> • Collaborates with RTI² Data Team to provide assistance • May be a regular member of RTI² Data Team |
| District Personnel | <ul style="list-style-type: none"> • Provides oversight and support to the schools in RTI² implementation |



School RTI² Data Team Meetings

Listed below are the specific components required in the RTI² Data Team Meetings as well as what happens in between RTI² Data Team Meetings. A more detailed explanation of items can be found in subsequent sections.

| RTI² Data Team Members: | Before First RTI² Data Team Meeting* | During RTI² First Data Team Meeting | After First RTI² Data Team Meeting | During Each RTI² Data Team Meeting | After Each RTI² Data Team Meeting |
|---|--|---|--|--|---|
| Review existing RTI ² folder (if any) | ✓ | | | | |
| Follow current Student Intervention Plan (if any) until next RTI ² Data Team Meeting | ✓ | | | | |
| Administer current <i>easyCBM</i> Benchmark | ✓ | | | | |
| Review <i>easyCBM</i> Benchmark scores | ✓ | | | | |
| Determine Instructional Levels | ✓ | | | | |
| Complete the Referral to RTI ² to Data Team Form & Submit to School Psychologist | | ✓ | | | |
| Create Student Intervention Plan | | ✓ | | | |
| Send Parent Letter | | | ✓ | | ✓ |
| Implement interventions on the Student Intervention Plan | | | ✓ | | ✓ |
| Complete Intervention Logs | | | ✓ | | ✓ |
| Complete 1-2 Fidelity Checks | | | ✓ | | ✓ |
| Progress Monitor | | | ✓ | | ✓ |
| Review progress monitoring | | | ✓ | ✓ | ✓ |
| Calculate & Review ROI (within 24 hours before each meeting) | | | | ✓ | |
| Evaluate effectiveness of Student Intervention Plan | | | | ✓ | |
| Suggest new strategies to improve student performance | | | | ✓ | |
| Create new Student Intervention Plan, if change is recommended | | | | ✓ | |
| Ask for help/clarification when needed | ✓ | ✓ | ✓ | ✓ | ✓ |

*For students who are new to the school or newly identified for *easyCBM* Benchmark, then follow the procedures Prior to First RTI² Data Team meeting.



Contact with Parents/Guardians

Parent communication is a mandatory component of the RTI² Framework. Parent contact (provided in the parent’s native language) is required at the following times:

- Universal screening (Dates and Duration of screening)
• After reviewing benchmark data and beginning tiered intervention
• After every RTI² Data Team Meeting, including a printed copy of the progress monitoring graph
• Before decreasing Tier 3 intervention time
• Before stopping Tier 2 intervention time
• Before making a referral to special education

Parent letters will be generated with EdPlan™ RTI Tracker starting mid to late Fall 2017.

Universal Screener

The NWEA Measures of Academic Progress (MAP) is the universal screener for 2017-18.

Grade K-1st Benchmarking with easyCBM: Establishing RTI2 Tier Groups

The purpose of benchmarking is to identify students with skill specific deficits by comparing to grade level expectations; therefore, they are always administered on grade level for students in grades K-1.

Once NWEA MAP has been administered, each school will receive a list of students who will complete the easyCBM benchmark assessment. See the guides below for administration dates and subtests administered:

easyCBM
Fall: September 25 to October 6, 2017
Winter: January 8 to 19, 2018
Spring: May 7 to May 18, 2018

K-1 Benchmark areas assessed with easyCBM are as follows:

Table with 7 columns: Grade, Letter Names, Letter Sounds, Phoneme Segmenting, Word Reading Fluency, Passage Reading Fluency, CCSS Math. Rows include Kindergarten-Fall, Kindergarten-Winter & Spring, 1st -Fall, and 1st -Winter & Spring.



Grades 2-12 Benchmarking with *easyCBM*: Establishing RTI² Tier Groups

The purpose of benchmarking is to identify students with skill specific deficits by comparing to grade level expectations; therefore, they are always administered on grade level for students in grades 3-8. For students in **grades 9-12**, benchmarking is completed at the 8th grade level using *easyCBM* paper-and-pencil tests, with scores maintained in student’s RTI² file.

Once NWEA MAP has been administered, each school will receive a list of students who will complete the *easyCBM* benchmark assessment. See the guides below for administration dates and subtests administered:

easyCBM

Fall: September 25 to October 6, 2017
Winter: January 8 to 19, 2018
Spring: May 7 to May 18, 2018

Grades 2-12 Benchmark areas assessed with *easyCBM* are as follows:

| Grade | Passage Reading Fluency | Vocabulary | Multiple Choice Reading Comprehension (MCRC) | CCSS Math |
|---|-------------------------|------------|--|-----------|
| 2 nd -12 th –Fall, Winter, & Spring | ✓ | ✓ | ✓ | ✓ |

Determining Tier Level

A student’s RTI² tier level is based on his/her performance on *easyCBM*. Tier levels and corresponding percentile ranks are listed below:

| | | | | | |
|--------|----------------------------|--------|------------------------------------|--------|-------------------|
| Tier 1 | 25 th and above | Tier 2 | 10 th -24 th | Tier 3 | 0-9 th |
|--------|----------------------------|--------|------------------------------------|--------|-------------------|



Guidance for Determining a Student’s Lowest Skill-Deficit Area

RTI² Interventions are required to be in the student’s lowest skill-deficit area (i.e., weakest prerequisite skill). The RTI² data team reviews *easyCBM* benchmark data to determine the weakest prerequisite skill that has not been mastered. Note: The weakest prerequisite skill may not have the lowest percentile, but it must be mastered before acquiring more complex skills.

Example:

easyCBM Reading Benchmark

| PRF | | VOCAB | | MCRC | |
|-----------------|-------|------------------|-------|-----------------|-------|
| Percentile | Score | Percentile | Score | Percentile | Score |
| 8 th | 67 | 21 st | 13 | 3 rd | 4 |

In this example, Tier 3 interventions would be recommended based on the PRF (Passage Reading Fluency) score. Even though, the MCRC (Multiple Choice Reading Comprehension) score is lower, the student is not proficient in the prerequisite skill of PRF. The RTI² Data Team still needs to find the student’s instructional level for PRF.

If both reading and math are identified as being areas of need, then the team should review the data to determine which subject is most deficit. The subject that requires the most intensive intervention should be targeted via the RTI² Framework. If students need interventions in more than one subject (i.e., reading and mathematics), then the RTI² Data Team should carefully review the student’s data and develop an intervention plan to best prioritize and effectively address the student’s skill deficits. Some students may need to spend more time in tiered interventions if more than one subject area is being simultaneously addressed.

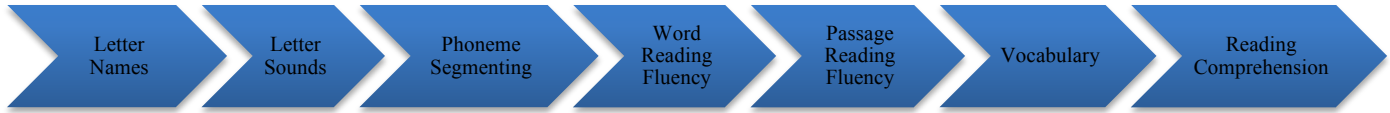
Determining Instructional Levels-Delivery Method

Instructional levels need to be obtained, prior to the first RTI² Data Team meeting, to determine the student’s weakest prerequisite skill. For students needing Tier 2 or Tier 3 interventions, instructional level is defined as performance between the 25th and 50th percentile on a specific skill below grade level. RTI² interventions and corresponding progress monitoring are provided on the student’s instructional level. For instance, if a 3rd grader is performing at the 1st grade level in phoneme segmenting, then interventions and progress monitoring occur at the 1st grade level in that area. **Note: *easyCBM* Benchmark probes/tests administered below grade level cannot be entered or administered online. They are administered via paper and pencil.** Once obtained, the student’s instructional level and skill are recorded on the Referral to RTI² Data Team form.



READING

easyCBM Skill Progression



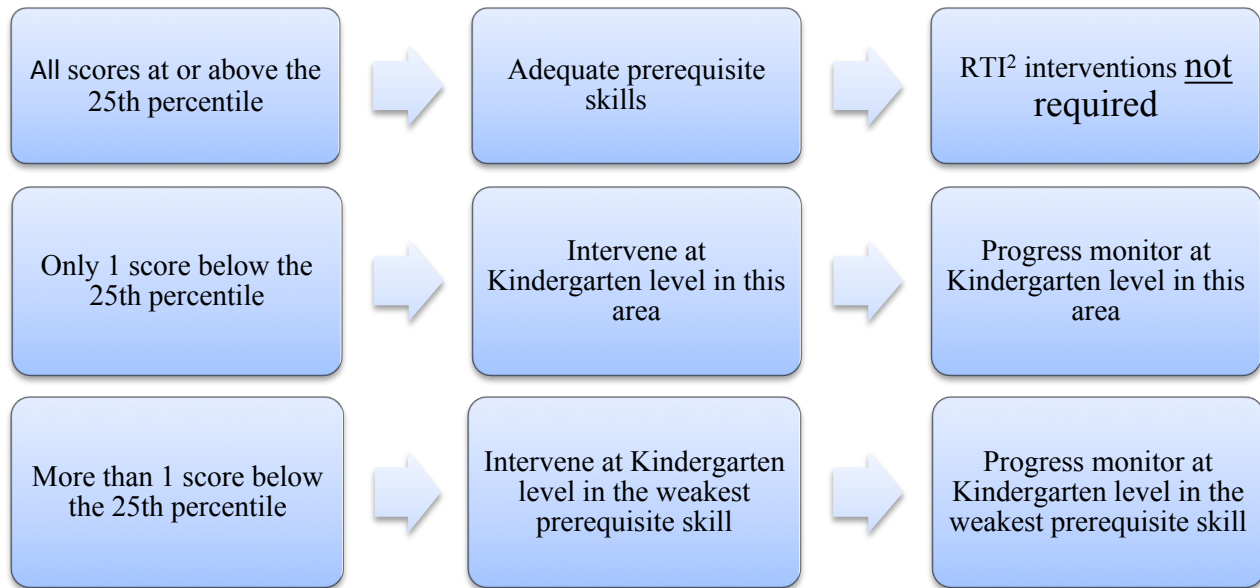
Kindergarten Reading

In Kindergarten, the following *easyCBM* skill reading areas are assessed in increasing order of skill development:

| Grade | Letter Names (LN) | Letter Sounds (LS) | Phoneme Segmenting (PS) | Word Reading Fluency (WRF) |
|--------------------------------|-------------------|--------------------|-------------------------|----------------------------|
| Kindergarten-Fall | ✓ | ✓ | ✓ | |
| Kindergarten-Winter* & Spring* | | ✓ | ✓ | ✓ |

*If a kindergartener is tested with *easyCBM* for the first time in Winter or Spring and scores between the 0 and 9th percentiles on Letter Sounds, then Letter Names should be administered.

Because it is the lowest grade level tested with *easyCBM*, kindergarten students will always receive interventions and progress monitoring on grade level. Review the percentile scores in each area tested for the current *easyCBM* benchmark.





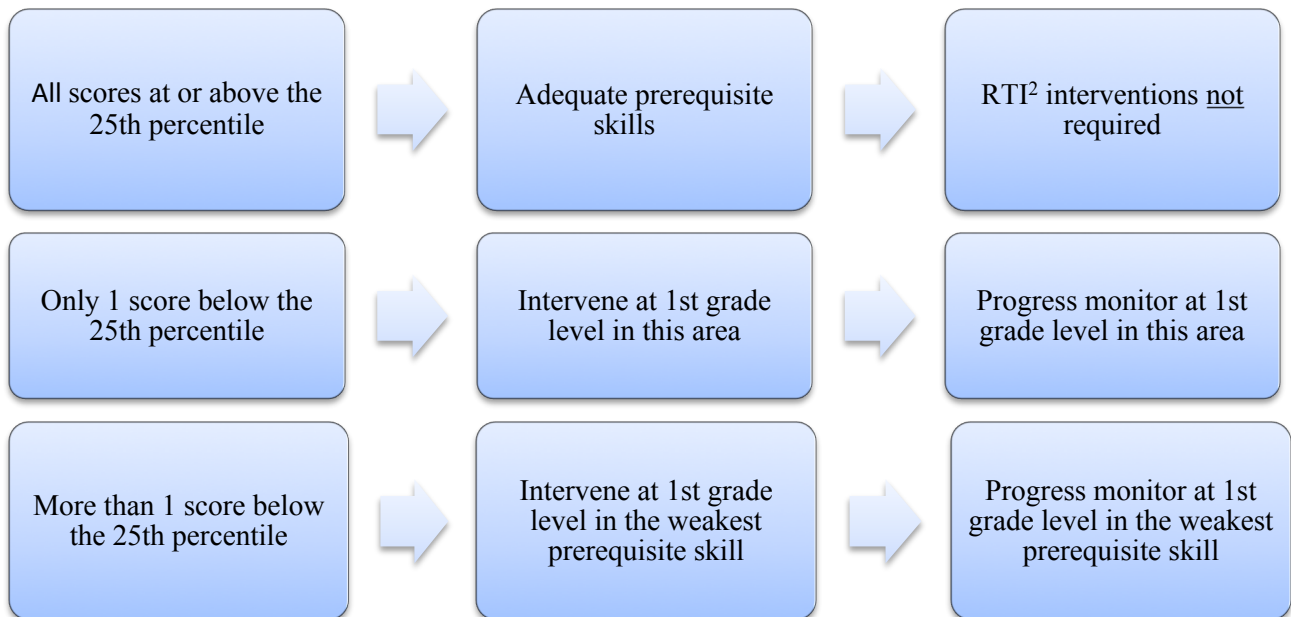
1st Grade Reading

In 1st grade, the following *easyCBM* skill areas are assessed in increasing order of reading skill development:

| Grade | Letter Sounds (LS) | Phoneme Segmenting (PS) | Word Reading Fluency (WRF) | Passage Reading Fluency (PRF) |
|----------------------------------|--------------------|-------------------------|----------------------------|-------------------------------|
| 1 st -Fall | ✓ | ✓ | ✓ | |
| 1 st -Winter & Spring | ✓ | | ✓ | ✓ |

*If a student scores between the 0 and 9th percentiles on Letter Sounds, then Letter Names at the kindergarten level should be administered.

Review the percentile scores in each area tested for the current *easyCBM* benchmark and see the chart below for determining the lowest skill deficit (i.e., weakest prerequisite area) and instructional level.



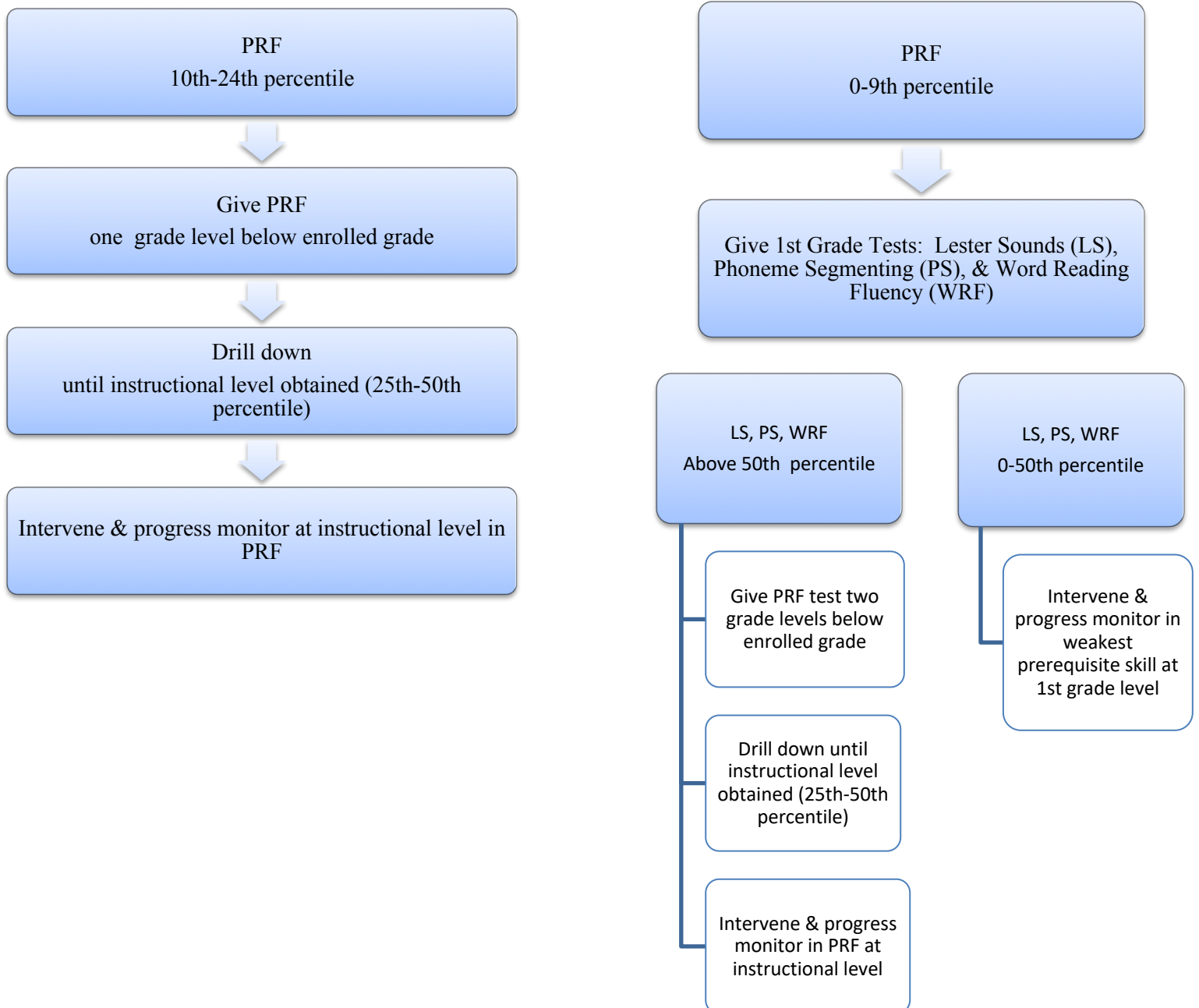


2nd through 5th Grades Reading

In grades 2-5, the following *easyCBM* reading areas are assessed in increasing order of skill development:

| Grade | Passage Reading Fluency (PRF) | Vocabulary (V) | Multiple Choice Reading Comprehension (MCRC) |
|---|-------------------------------|----------------|--|
| 2 nd through 5 th Fall, Winter, & Spring | ✓ | ✓ | ✓ |

Start with Passage Reading Fluency (PRF) and review the percentile scores in each area tested.



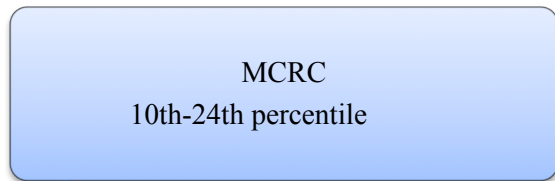
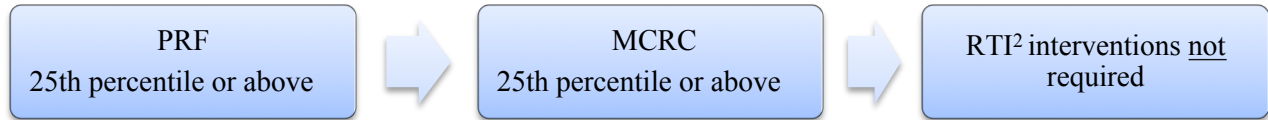


2nd through 5th Grades Reading (continued)

If PRF is at or above the 25th percentile (indicating mastery), then review the scores for Multiple Choice Reading Comprehension (MCRC). Reading fluency must be mastered at grade level before intervening and progress monitoring in comprehension.

Special Considerations for Vocabulary and Comprehension

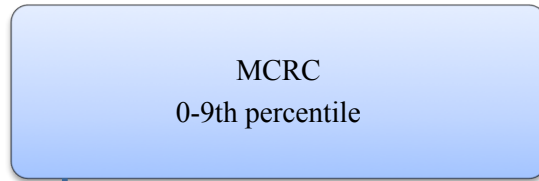
- If a student obtains a **Tier 1 score in MCRC, but is below Tier 1 in Vocabulary**, then the student will likely benefit from activities in the general education setting to improve vocabulary; however, Tier 2 or 3 interventions, progress monitoring, etc. is not required.
- If **both Vocabulary and MCRC are below Tier 1**, the data team determines if vocabulary intervention should be part of the plan to improve reading comprehension. If so, the student intervention plan would reflect intervention in comprehension and progress monitoring in MCRC. Vocabulary should be embedded in comprehension interventions.



Give MCRC test 1 grade level below enrolled grade

Drill down until 25th-50th percentile obtained (instructional level)

Intervene & progress monitor in MCRC at instructional level



Give MCRC test 2 grade levels below enrolled grade

Drill down until 25th-50th percentile obtained (instructional level)

Intervene & progress monitor in MCRC at instructional level

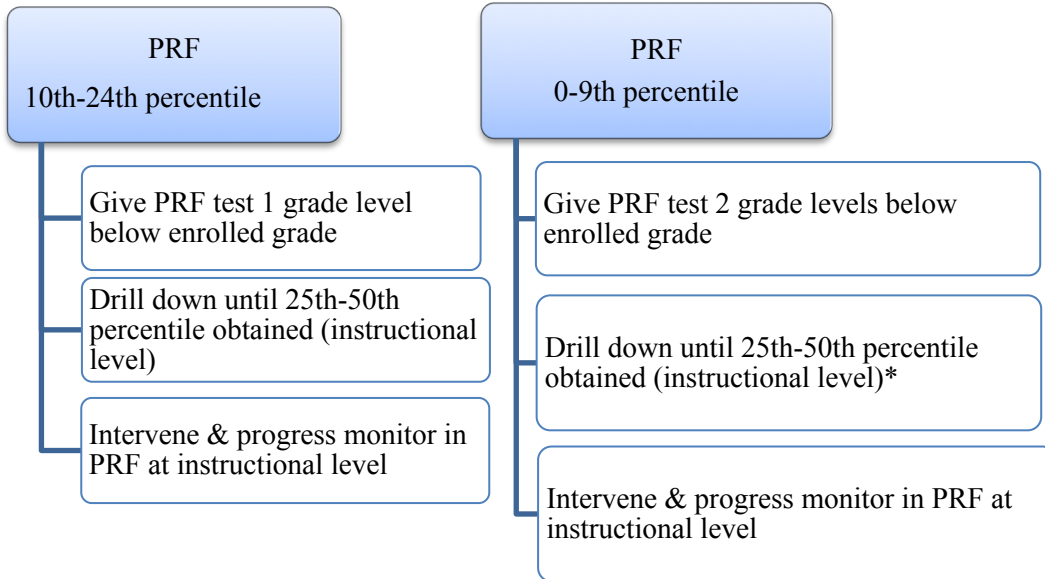


6th through 12th Grades Reading

In grades 6-12, the following *easyCBM* reading areas are assessed in increasing order of skill development:

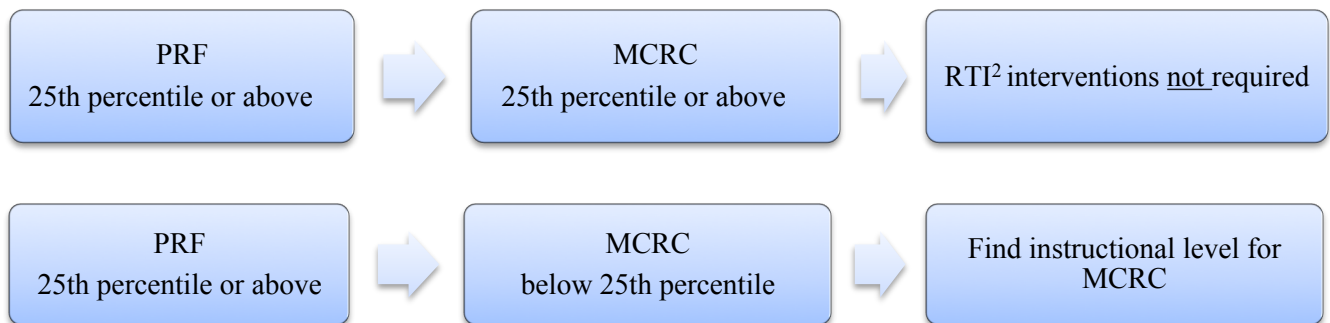
| Grade | Passage Reading Fluency (PRF) | Vocabulary (V) | Multiple Choice Reading Comprehension (MCRC) |
|--|-------------------------------|----------------|--|
| 6 th through 12 th Fall, Winter, & Spring | ✓ | ✓ | ✓ |

Start with Passage Reading Fluency (PRF) and review the percentile scores in each area tested.



*If a score between the 25th and 50th instructional level has not been obtained following the administration of the 1st grade PRF test, then see above instructions for Grades 2-5 PRF for administering 1st grade tests.

If PRF is at or above the 25th percentile (indicating mastery), then review the scores for Multiple Choice Reading Comprehension (MCRC). Reading fluency must be mastered at grade level before intervening and progress monitoring in comprehension.





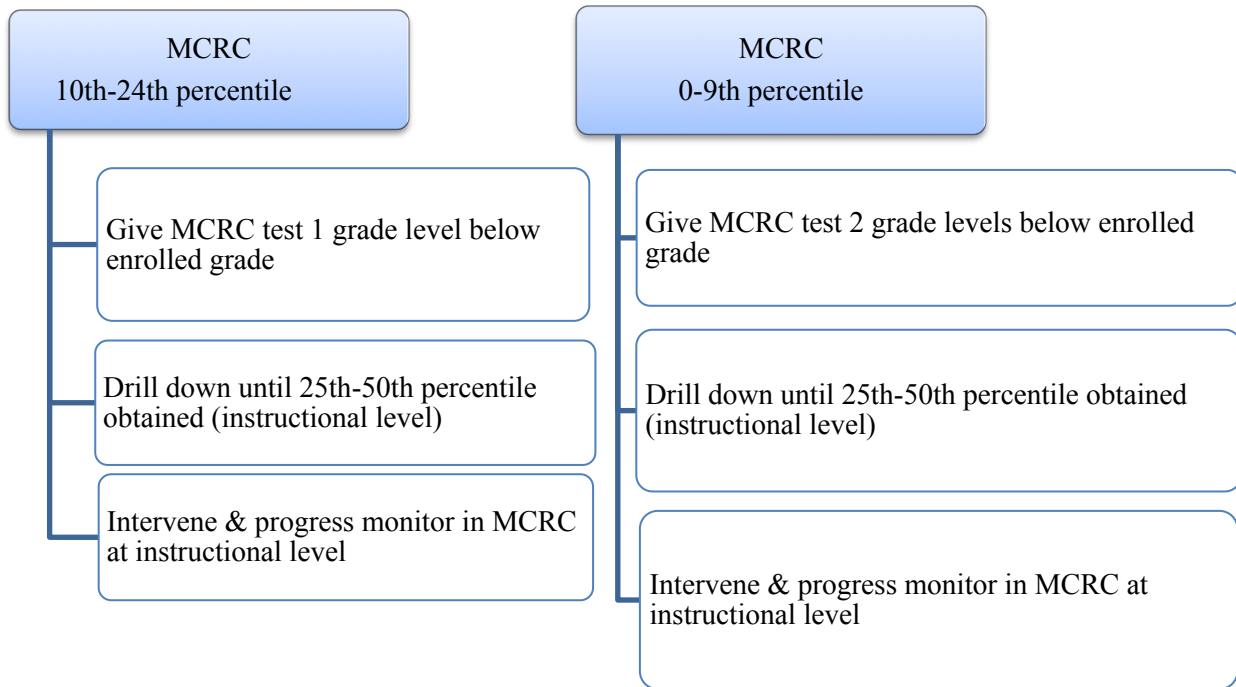
6th through 12th Grades Reading (continued)

Special Considerations for Vocabulary and Comprehension

- If a student obtains a **Tier 1 score in MCRC, but is below Tier 1 in Vocabulary**, then the student will likely benefit from activities in the general education setting to improve vocabulary; however, Tier 2 or 3 interventions, progress monitoring, etc. is not required.
- If **both Vocabulary and MCRC are below Tier 1**, the data team determines if vocabulary intervention should be part of the plan to improve reading comprehension. If so, the student intervention plan would reflect intervention in comprehension and progress monitoring in MCRC. Vocabulary should be embedded in comprehension interventions.

There are two options for determining instructional level for MCRC. The Drill Down Option or the NWEA MAP option.

Drill Down Option



OR



6th through 12th Grades Reading (continued)

NWEA MAP Option

- Locate the student’s RIT (Rasch Unit) score in Reading
- Scores in the chart below represent the grade level mean for each benchmark period
- Compare the student’s RIT score to the listed scores

2015 NWEA MAP RIT/Grade Status Reading Norms

| Grade | Fall Mean | Winter Mean | Spring Mean | Grade |
|-----------|-----------|-------------|-------------|-----------|
| K | 141.0 | 151.3 | 158.1 | K |
| 1 | 160.7 | 171.5 | 177.5 | 1 |
| 2 | 174.7 | 184.2 | 188.7 | 2 |
| 3 | 188.3 | 195.6 | 198.6 | 3 |
| 4 | 198.2 | 203.6 | 205.9 | 4 |
| 5 | 205.7 | 209.8 | 211.8 | 5 |
| 6 | 211.0 | 214.2 | 215.8 | 6 |
| 7 | 214.4 | 216.9 | 218.2 | 7 |
| 8 | 217.2 | 219.1 | 220.1 | 8 |
| 9 | 220.2 | 221.3 | 221.9 | 9 |
| 10 | 220.4 | 221.0 | 221.2 | 10 |
| 11 | 222.6 | 222.7 | 222.3 | 11 |

Example

| | |
|---|-------------------------------------|
| Student: Janet <i>easyCBM</i> MCRC Fall Benchmark Percentile: 7 th (Tier 3) | Grade: 8 Fall MAP RIT score: 200 |
| Based on the 2015 NWEA MAP RIT/Grade Status Reading Norms table, Janet’s RIT score of 200 is below the Fall Mean for Grade 5 (205.7) and above the Fall Mean for Grade 4 (198.2). This would suggest a 5 th grade instructional level. | |



MATHEMATICS

easyCBM Skill Progression



*easyCBM Skill order varies by grade level

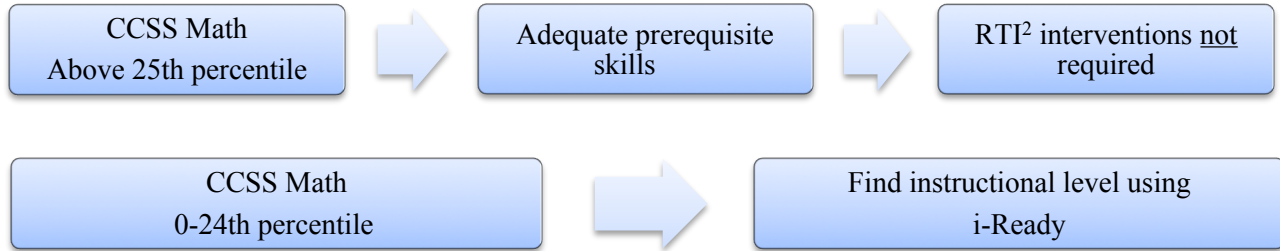
Kindergarten to 12th Grade

easyCBM CCSS Math is the benchmark assessment used for math.

| Grade | CCSS Math |
|--|-----------|
| Kindergarten-12 th Grade (Fall, Winter, & Spring) | ✓ |

* Grades 9-12 will administer paper-pencil benchmarks using 8th grade probes (tests).

Review the CCSS Math percentile score obtained during administration of the easyCBM baseline.



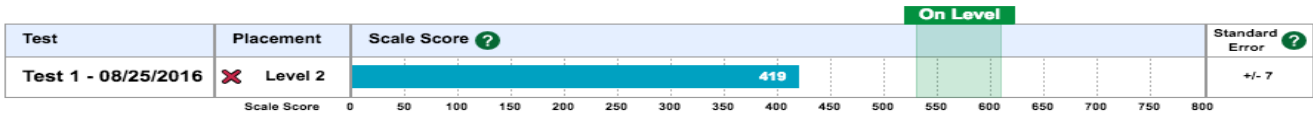
Log-in to i-Ready → Click tab for “Reports” → “Class Reports” → “Instructional Grouping Profile”

| Access Type | Directions |
|---------------|--|
| Teacher | Select the student’s name, current testing window (1, 2, or 3), “Create Report,” and review “Detail for Test” |
| Administrator | Select the class, the student’s name, current testing window (1, 2, or 3), “Create Report,” and review “Detail for Test” |
| District | Select the school, class, testing window (1, 2, 3), and “Create Report.” Next, select the student’s name, and review “Detail for Test” |



Overall Performance

✔ On or Above Level
 ◆ < 1 Level Below
 ✘ > 1 Level Below



Detail for Test 1 - 08/25/16

| Domain | Placement | Scale Score ? |
|--------------------------------|-----------|---------------|
| Number and Operations | ✘ Level 2 | 408 |
| Algebra and Algebraic Thinking | ✘ Level 3 | 445 |
| Measurement and Data | ✘ Level 2 | 425 |
| Geometry | ✘ Level 1 | 397 |

- Determine which Domain is a Skill Deficit
 - if more than one area of deficit is present, then chose the weakest prerequisite skill. i-Ready Domains are listed in the order of increasing skill development. For example, if Numbers and Operations is a Level 2, but Geometry is a Level 1, then Numbers and Operations would be targeted.
 - Intervene at instructional level and progress monitor in the *easyCBM* corresponding area
 - e.g., if Numbers and Operations on the 2nd grade level is the i-Ready domain chosen, then progress monitor using *easyCBM* 2nd grade probes (tests) for Numbers Operations



Referral to RTI² Data Team & Student Intervention Plan

Once *easyCBM* Benchmark scores and instructional levels have been obtained, they are recorded on the Referral to RTI² Data Team form. The RTI² Data Team must meet to review the benchmark scores and instructional levels to develop a Student Intervention Plan, which guides the intervention. It will be evaluated at each monthly data team meeting. RTI² Data team meetings should be held approximately every 23 instructional days to review the data and maintain integrity of interventions.

The following information is identified on the Student Intervention Plan:

- Lowest Skill Deficit (weakest prerequisite skill)
- Instructional Level
- Intervention Start Date
- Research-based intervention used and length of each session
- Interventionist and number of days each intervention is provided

Independently altering the intervention or targeted skill area prior to the RTI² Data Team Meeting will invalidate the data for that intervention period and data collection may have to start over.

Student intervention plans will be completed using EdPlan™ RTI Tracker starting mid to late Fall 2017.

Intervention Requirements

Tier 2 and Tier 3 interventions should be research-based and aligned to specific skill-deficit(s). Tier 3 interventions must be more intensive than Tier 2 interventions. In SCS, the researched-based interventions are as follows:

Reading

Achieve 3000 (computer-based)*

Math

i-Ready (computer-based)*

*Scripted small-group skills-based lessons are available in the Resources sections of each program.

The essential part of RTI² is small group face-to-face intervention. Teacher-led sessions must have appropriate small group ratios based on the intensity of interventions. The following table lists **suggested** ratios of highly trained personnel to students during tiered interventions:

| Grade Band | Tier 2 Teacher to Student Ratio | Tier 3 Teacher to Student Ratio |
|------------|------------------------------------|------------------------------------|
| K-5 | 1:5 | 1:3 |
| 6-8 | 1:6 | 1:6 |
| 9-12 | 1:12 | 1:12 |

RTI² interventions, including district-approved computer-based interventions, should occur during scheduled intervention times. RTI² interventions should **not** occur during Tier 1 (core) instruction. See the following tables for guidelines on required instruction and intervention times in the state of Tennessee:



Tier 1 Core Instructional Time Requirements

| | K-1 | 2 | 3-5 | 6-12 |
|------------------------------------|--|--|--|------------------|
| Reading (Integrated Language Arts) | 150 minutes daily (90 min. must be uninterrupted) | 150 minutes daily (90 min. must be uninterrupted) | 120-150 minutes daily (90 min. must be uninterrupted) | 55 minutes daily |
| Math | 60 minutes daily | 75 minutes daily | 90 minutes daily | 55 minutes daily |

Tier 2 and 3 Intervention Frequency and Duration

| | Frequency/Duration | Computer Intervention Time | Small Group Intervention Time |
|---|---|---|--|
| Tier 2 10 th -24 th percentile | 30 minutes daily or 150 min/week-High School only | 90 minutes/week Three 30-minute sessions | 60 minutes/week Two 30-minute sessions |
| Tier 3 0-9 th percentile | 45 minutes daily or 225 min/week-High School only | 90 minutes/week Two 45-minute sessions | 135 minutes/week Three 45-minute sessions |

No student should receive RTI² interventions during Tier 1 Core instruction.

Supplemental programs and resources may be used during Tier 1 instruction (grade level), including a technology station during the literacy block; however, interventions, including computer-based programs are NOT allowed during Tier 1 instruction.

Considerations for English Learners (EL)

The ESL teacher will be a part of the data team/decision-making process. The ESL teacher will bring the most recent WIDA ACCESS, W-APT, or WIDA Screener scores for review. (If an ESL teacher is not present at the school, WIDA assessment scores may be obtained from the ESL Office.)

The RTI² Data Team should review the EL students' **WIDA scores** and **enrollment in a U.S. school**. If the student's Literacy score is 3.5 or below *and* the student has been enrolled in a U.S. school for *less than 3 years*, the student may benefit from additional English Language Development (ELD) time, rather than participate in RTI². Tennessee State Board of Education Policy 3.207 allows for 1 to 2 hours per day of direct ESL service. English Learners placed in ELD (rather than RTI² and *in addition to ESL*) should be progress monitored using the outlined method(s) within the English as a Second Language (ESL) Standard Operating Procedures.



EL students with a WIDA Literacy score of 3.6 or greater may benefit from skills-based instruction within the RTI² Framework if they have reading and/or math scores within the Tier 2 or Tier 3 range on *easyCBM*.

Should the data team, after review of available data (including teacher observation), recommend that RTI² is a need within the first 2 years of enrollment in a U.S. school, this recommendation should stand due to the recognition of a possible need not related to language acquisition.

Early identification and intervention are essential. Waiting until a student has gained full English Proficiency to identify reading difficulties makes remediation more challenging (Foorman, Francis, Shaywitz, Shaywitz, & Fletcher, 1997; Juel, 1988). Using scientifically based interventions in an RTI² model with ELLs for prevention instruction can improve the early literacy skills and overall reading outcomes for these students (Linan- Thompson, Cirino, & Vaughn, 2007).

A synopsis of **Section 5 of Tennessee State Board of Education Policy 3.207** (updated 7/28/17) is provided below for additional clarity:

Elementary students at the **pre-functional, beginning, or intermediate level** shall receive one to two hours per day of direct ESL service from a teacher who holds an ESL endorsement. The second hour can be designated as ELD rather than RTI² for students with WIDA scores between 1-3.5.

Elementary students at the **high intermediate to advanced level** (WIDA scores 3.6-exit) shall have services tailored to their needs including, fewer hours of ESL direct instruction based on their individualized learning plan (ILP), skills based interventions, and other services that are differentiated for each EL. ELs at the high intermediate to advanced level shall continue to receive up to one hour of direct ESL service each day from a teacher who holds an ESL endorsement until the student achieves English proficiency that allows transition to regular academic programs.

High school students at the **pre-functional and beginning level** shall have a **minimum** of one hour of ESL service per day from a teacher who holds an ESL endorsement. In content area classes, teachers must modify instruction and assessments to make content area standards and curriculum accessible to EL students. Students may not be retained due to language ability.

RTI² shall not be used in place of ESL direct services.

For specific questions regarding ESL & RTI², contact ESL Program Advisors at 416-5411.



Progress Monitoring

easyCBM is the only progress monitoring tool utilized by SCS for the 2017-18 school year. Progress monitoring is always on instructional level; therefore, it can be completed (for non-fluency measures) and scored (including fluency measures) online, even though it is below a student’s enrolled grade. **Intervention and progress monitoring are only completed in one prerequisite skill area at a time in a subject.**

easyCBM Progress Monitoring measures used in SCS*:

| | Kindergarten | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | 8 th |
|--|--------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| READING | | | | | | | | | |
| Letter Names | ✓ | ✓ | | | | | | | |
| Letter Sounds | ✓ | ✓ | | | | | | | |
| Phoneme Segmenting | ✓ | ✓ | | | | | | | |
| Word Reading Fluency | ✓ | ✓ | ✓ | ✓ | | | | | |
| Passage Reading Fluency | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Multiple Choice Reading Comprehension | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| MATH | | | | | | | | | |
| Numbers & Operations | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| Numbers Operations & Algebra | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| Measurement | ✓ | | ✓ | | ✓ | | | | |
| Geometry | ✓ | ✓ | | ✓ | | | | | |
| Measurement Geometry & Algebra | | | | | | ✓ | | ✓ | |
| Algebra | | | | | | | ✓ | | ✓ |
| Numbers Operations & Ratios | | | | | | | ✓ | | |
| Geometry & Measurement | | | | | | | | | ✓ |
| Numbers Operations Algebra & Geometry | | | | | | | | ✓ | |
| Data Analysis Numbers Operations & Algebra | | | | | | | | | ✓ |

* CCSS Reading, Vocabulary, and CCSS Math are available for progress monitoring in *easyCBM*; however, those tools are not used for RTI² purposes.



| Frequency of Progress Monitoring | |
|--|----------------------------|
| Tier 2 (10 th -24 th percentile) | Every other week or weekly |
| Tier 3 (0-9 th percentile) | Weekly |

For best practices when progress monitoring, teachers should:

- **Set a schedule for progress monitoring.**
 - Mid-week progress monitoring is recommended
 - Collect data after 5 days of intervention if collecting weekly (10 days of intervention if collecting every other week)
- **Adhere to the specific directions for administering progress monitoring.**

Progress monitoring data is considered **invalid and unusable** if:

- more than one progress monitoring point is collected in the same week/day
- no intervention has occurred between the progress monitoring points (e.g. 1 data point Friday, next data point Monday)
- too much time has elapsed between data points (e.g., 1st data point first week of October and 2nd data point in late November)
- no more than 3 weeks may elapse between data points within the school year
- administration directions are not followed
- allowing the student to have multiple attempts at a probe (test)
- giving extra practice time
- providing accommodations (e.g., read aloud, calculator, dictionary, highlighter)

Fidelity Checks

Principals must have a process for completing fidelity checks. If the intervention is not implemented with fidelity at least 80 percent or greater, the teacher/interventionist should be supported with training until fidelity reaches 80 percent. Students receiving Tier 2 and 3 interventions require a combination of direct and indirect fidelity checks. The number of fidelity checks needed is dependent upon the frequency that progress monitoring is being collected. Guidelines for completing each fidelity check within each Tier are as follows:



Tier 2 and 3 Fidelity Checks

| | |
|---|---|
| <p>Required Amount (minimum) During Timeframe to Collect 10 Progress Monitoring Data Points:</p> <p style="text-align: center;">Tier 2: 3 Tier 3: 5</p> | |
| <p>Who Can Observe: Administrator, RTI² Chairperson, or Member of RTI² Committee</p> | |
| <p>Direct Fidelity Check</p> <p style="text-align: center;">Tier 2: 2 minimum Tier 3: 3 minimum</p> | <p>Indirect Fidelity Check</p> <p style="text-align: center;">Tier 2: 1 minimum Tier 3: 2 minimum</p> |
| <p>Options for Direct* Fidelity Checks:</p> <ul style="list-style-type: none"> • Walk through observation • Short Observation (partial intervention session) • Full observation <p>*Direct observations may vary in length depending on the intensity of the observation needed. *Direct observations must be unannounced.</p> | <p>Options for Indirect Fidelity Checks:</p> <ul style="list-style-type: none"> • Review of intervention lesson plans • Review of progress monitoring data • Review schedules • Review of attendance (including reason for absence) |
| <p>Documentation</p> <ul style="list-style-type: none"> • Can be done for an entire group simultaneously for a specific targeted skill set (e.g., Letter Sounds). • When observing the whole group, then the following should be noted: students present and intervention skill being targeted for each group. • Interventions must focus on the individual student's targeted skill-deficit outlined by the Student Intervention Plan. <p><i>Upon completion of the fidelity check, then place a copy of the document in the RTI² folder of each student included in the observation.</i></p> <p><i>Will be completed with EdPlan™ RTI Tracker (available Fall 2017)</i></p> | <p>Documentation</p> <ul style="list-style-type: none"> • The RTI² Data Team should conduct reviews of student data. • Interventions must focus on the individual student's targeted skill-deficit outlined by the Student Intervention Plan. <p><i>Upon completion of the fidelity check, then place a copy of the document in the RTI² folder of each student included in the observation.</i></p> <p><i>Will be completed with EdPlan™ RTI Tracker (available Fall 2017)</i></p> |



Rate of Improvement (ROI) and Evaluation of Student Intervention Plan

The ROI is one of the factors considered in determining whether a student has responded to the intervention. In SCS, *easyCBM* is the District-approved progress monitoring tool; therefore, ROI can only be calculated with *easyCBM* data. ROI is calculated before each RTI² Data Team Meeting provided that at least two progress monitoring points have been collected since the last meeting. ROI calculations are provided by EdPlan™ RTI Tracker (available Fall 2017) or may be calculated manually using the Rate of Improvement worksheet. Although the EdPlan™ RTI Tracker generates the ROI, the team should review the data to ensure there are not any outliers that would skew the data. If there are significant outliers, then the ROI should be manually calculated.

When evaluating the Student Intervention Plan, the data team should review the progress monitoring scores, intervention logs, and fidelity checks to help determine what changes, if any, should be made. Percentiles for progress monitoring can be found in the Progress Monitoring Scoring Guidelines on the Reports tab on *easyCBM* or by clicking this [link](#). An insufficient ROI means that the student has regressed or is not progressing at the expected rate with intervention. A sufficient ROI means that the student is achieving the expected growth when provided with intervention. If it is determined that a skill, instructional level, or tier change is necessary, then the current plan is discontinued and a new one is created. Changes are **only** made during RTI² Data meetings. Data teams should review the following flowcharts to help guide decision-making:

Insufficient ROI

Conditions Met:

- **Progress Monitoring is on Instructional Level and Collected Routinely**
- **Intervention Logs are Complete and Consistent**
- **Fidelity Checks have been Completed with at least 80% Integrity**

Possible Factors

Excessive Absences
Tardies/Early Dismissal
Low Motivation
Negative Behavior

- Consider changing the time of day for intervention
- Considering adding a behavioral incentive
- Consider changing the interventionist
- Note the change on Student Intervention Plan

Progress Monitoring: little to no growth or regression

- Consider lowering instructional level*
- Consider targeting a more foundational skill*
- Consider changing the intervention*
- Consider changing the intervention time
- Consider changing the interventionist*
- Consider increasing frequency of intervention*

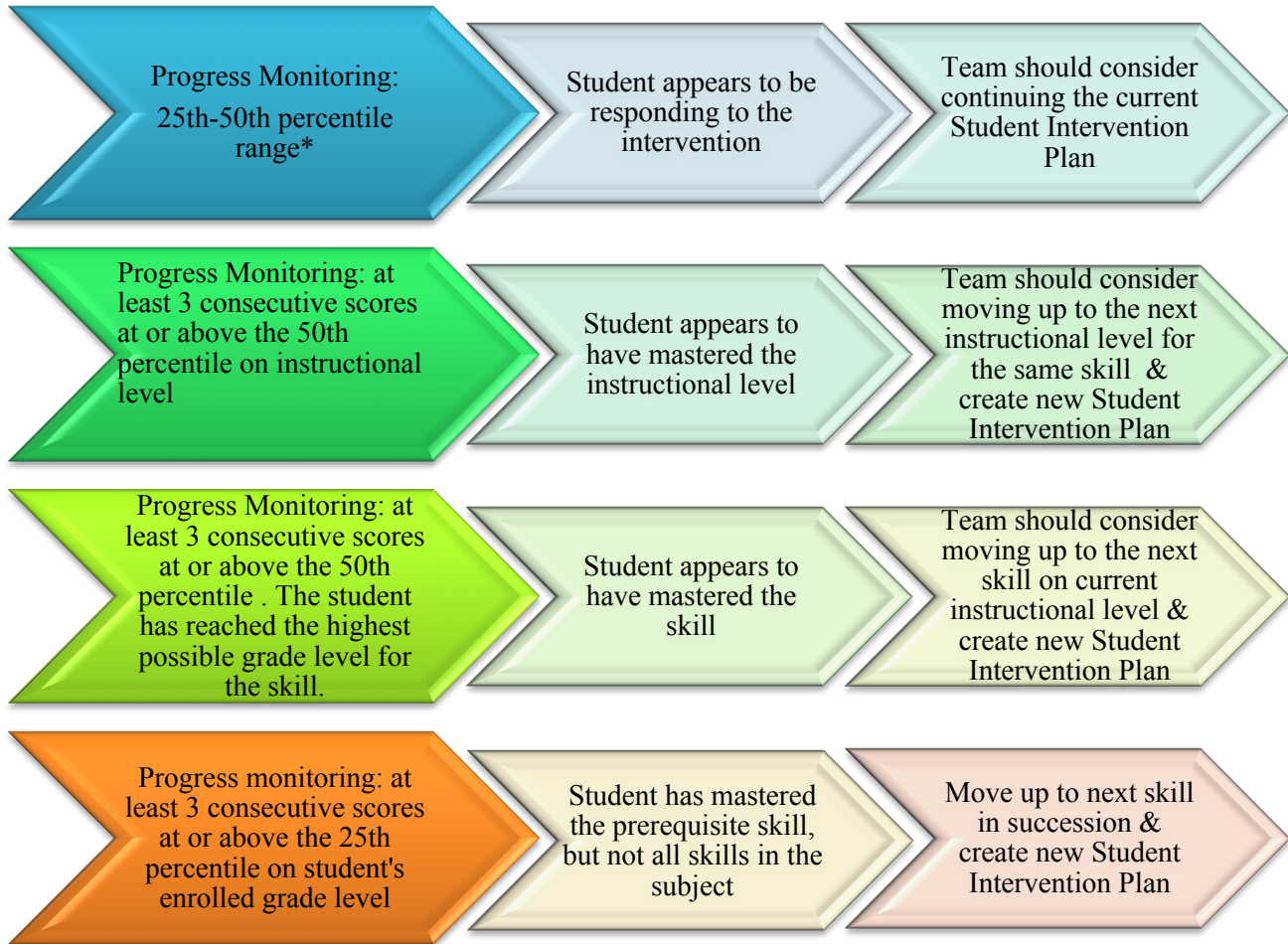
*Create a new Student Intervention Plan.



Sufficient ROI

Conditions Met:

- **Progress Monitoring is on Instructional Level and Collected Routinely**
- **Intervention Logs are Complete and Consistent**
- **Fidelity Checks have been Completed with at least 80% Integrity**



*0-25th percentile range if the student's instructional level is on enrolled grade level.



Changing Tier Levels

When a student has shown significant response to intervention or lack of progress/minimal progress to tiered intervention, over a period of time, the RTI² Data Team should consider increasing or decreasing the level of intervention. While *easyCBM* Benchmark and NWEA MAP data may show progress or decline, it's the student's RTI² data that shows when he/she is ready to change tiers (i.e., intensity level of intervention).

Before changing tiers, the following components should be met:

| | |
|---|---|
| <p>Tier 2 and Tier 3 (minimum requirements)</p> <ul style="list-style-type: none"> ✓ Daily Tier 1 (core) Instruction ✓ 8-10 Weeks of Research-based Intervention on Instructional Level ✓ Intervention Logs-Completed & Student Specific ✓ Consistent Progress Monitoring ✓ Weakest Prerequisite Skill Targeted for Intervention ✓ Fidelity Checks Completed with 80% Integrity ✓ Monthly RTI² Data Team Meetings with ROI calculated ✓ Documentation of Parent Communication of Student Progress ✓ One Change in Intervention | |
| Specific Areas | Minimum Requirements (in addition to areas listed above): |
| Tier 3 to Tier 2 | <ul style="list-style-type: none"> ✓ 5 Fidelity Checks (3 Direct, 2 Indirect) ✓ 45-minutes Daily of Tier 3 Intervention High School Only: 225-minutes Weekly ✓ 10 Weekly Progress Monitoring Data Points ✓ 3 Consecutive Data Points at or above the 10th Percentile on Grade-Level Skill |
| Tier 2 to Tier 1 | <ul style="list-style-type: none"> ✓ 3 Fidelity Checks (2 Direct, 1 Indirect) ✓ 30-minutes Daily of Tier 2 Intervention High School Only: 150-minutes Weekly ✓ 10 Weekly Progress Monitoring Data Points OR 8 Progress Monitoring Data Points if Collected Every Other Week ✓ 3 Consecutive Data Points at or above the 25th Percentile on Grade-Level Skill |
| Tier 2 to Tier 3 | <ul style="list-style-type: none"> ✓ 3 Fidelity Checks (2 Direct, 1 Indirect) ✓ 30-minutes Daily of Tier 2 Intervention High School Only: 150-minutes Weekly ✓ 10 Weekly Progress Monitoring Data Points OR 8 Progress Monitoring Data Points if Collected Every Other Week ✓ 4 Consecutive Data Points between the 0-9th percentile and with an Insufficient ROI following at least one change in intervention |



Special Education Referral

A referral for special education for a **Specific Learning Disability (SLD)** in basic reading skills, reading fluency, reading comprehension, mathematics calculation, or mathematics problem solving will be determined **when the data (i.e. Progress Monitoring, Fidelity Checks, Intervention Logs, Parent Letters, ROI, Gap Analysis) indicate that Tier 3 is ineffective**. Any information obtained during the RTI² data collection and intervention period may be used as part of the eligibility determination following informed written parental consent. Consent for an evaluation may be requested or received during Tier 3 interventions, but evidence from Tier 3 must be a part of the determination, and a lack of response to Tier 3 interventions may not be pre-determined. An evaluation for SLD may be in conjunction with the second half of Tier 3 but may not be concluded before Tier 3 interventions are proven ineffective.

If, within the RTI² process, the team suspects that a student may be evidencing a disability other than a Specific Learning Disability, then the referral process for that disability must be followed. It is important to note that the RTI² process is not required or appropriate for all areas of suspected disability.

Prior to referral for a special education evaluation due to a suspected SLD, the following components of RTI² should be met:

Minimum Requirements for Consideration of Eligibility for Specific Learning Disability*

- ✓ Daily Tier 1 (core) Instruction
- ✓ Weakest Prerequisite Skill Targeted on Instructional Level for Intervention
- ✓ 16-20 Weeks of Tier 3 Research-Based Intervention (if directly placed in Tier 3) OR 8-10 Weeks of Research-based Tier 3 Intervention (if student received 8-10 weeks of Tier 2 intervention prior to being moved to Tier 3)
- ✓ Intervention Logs-Completed & Student Specific
- ✓ Progress Monitoring (16-20 weekly consistent points)
- ✓ Fidelity Checks Completed with 80% Integrity (6 Direct, 4 Indirect)
- ✓ Monthly RTI² Data Team Meetings with ROI calculated
- ✓ Documentation of Parent Communication of Student Progress
- ✓ Two Changes in Intervention (if directly placed in Tier 3 Intervention) or One Change During Tier 3 Intervention if Moved from Tier 2 to Tier 3
- ✓ GAP Analysis (conducted by the school psychologist) Indicates that a Student's Progress is not Sufficient for Adequate Growth
- ✓ Exclusionary Factors (i.e., Vision/Hearing/Motor Disability, Intellectual Disability, Emotional Disability, Cultural/Environmental/Economic Factors, and Excessive Absenteeism) Have been Ruled-Out

*The criteria must be met for initial eligibility as a student with a SLD, which includes students who may already be receiving special education support for another disability (e.g., Developmental Delay, Language Impairment, Other Health Impairment).

Team members involved in making a decision to refer for special education may include:

- Principal or other designee
- School psychologist
- Classroom teacher
- Intervention/Support team members



Parents **must be invited** to a Student Support Team (S-team) meeting to discuss a referral for special education evaluation. Prior to the meeting, the student must have passed vision and hearing screenings. Additional guidance for special education referrals for a Specific Learning Disability can be found in the SCS RTI² Guidelines for Special Education Handbook.

Screening for Characteristics of Dyslexia

Effective July 1, 2016, per “Say Dyslexia” Bill (Tennessee House Bill 2616), school systems must:

- Screen K-12th grade students for characteristics of dyslexia
- Convene a school-based problem-solving team to analyze screening and progress monitoring data
- Notify students’ parents and provide them with information and resources regarding dyslexia
- Provide appropriate tiered dyslexia-specific intervention through the RTI² framework

Defining Dyslexia

The TDOE recognizes dyslexia as defined by the International Dyslexia Association:

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Students with dyslexia often experience difficulties with reading, writing, and spelling resulting from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

Dyslexia-specific screening equips schools to identify students who may benefit from dyslexia-specific interventions and services. Students with dyslexia have diverse needs and demonstrate characteristics on a broad spectrum. Some students are successful with minimal supports and accommodations in the classroom; some need additional intervention provided through general education.

Screening, Intervention, and Parent Notification

Like all students, students with dyslexia have diverse needs and demonstrate characteristics on a broad spectrum. It is possible for a student with dyslexia to experience difficulties in the classroom that are problematic but not disabling. The RTI² Framework provides an avenue for all struggling students to receive increasingly intensive interventions through general education.

Screening occurs in the following areas: phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming, and encoding skills. If screening indicates characteristics of dyslexia exist, then the student shall be provided dyslexia intervention services. The RTI² team meets to analyze screening data to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students, including those students who exhibit the characteristics of dyslexia.



Dyslexia intervention occurs at Tier 2 or Tier 3. Dyslexia intervention is a general education component of RTI². In Tier 2 and Tier 3, teachers continue to track student learning, establish goals, plan instruction, and make appropriate adjustments to instruction based on student progress toward achievement of state standards.

If the dyslexia screening indicates that a student has characteristics of dyslexia, the RTI² data team sends the parent a copy of the SCS Dyslexia Screening Parent Information Letter that serves to:

- Notify parent or legal guardian regarding positive findings through screening and
- Provide the student's parent or legal guardian with information and resource material regarding dyslexia

Note: Identification of characteristics of dyslexia should be offered only as a tentative conclusion based on the data available. A poor reader may appear to “fit the profile” of dyslexia; however, if the learner responds quickly to appropriate intervention, the source of the reading problem is more likely related to earlier educational opportunity or other factors than to problems in the child’s physical makeup that limit the ability to learn from the instruction provided. The ability of the learner to benefit from instruction focused on the basic skills supporting reading and spelling provides valuable information to support or reject the initial diagnosis.

Reporting

The bill indicates that the advisory council will provide information to the state regarding dyslexia screening. SCS will maintain data regarding the following:

- The number of students screened and the number of students provided with dyslexia intervention services;
- Information about specific accommodations needed for students who are provided dyslexia intervention services taking the annual state mandated assessment or other state or LEA mandated assessments;
- Descriptions, from the LEAs that provided dyslexia intervention services, of the intervention services provided to students; and
- The TVAAS growth data, when available, for the students receiving dyslexia intervention services.

RTI² Screening for Characteristics of Dyslexia Protocol

The NWEA Measures of Academic Progress (MAP) is the District’s universal screener for 2017-18. MAP is administered to all students in Grades K-10. After MAP assessment, each school will receive a list of students at the school scoring in the bottom 15% on MAP reading. Students in this bottom 15% are administered additional skills-based measures as part of *easyCBM* benchmarking Administration of survey level assessments, to screen for Characteristics of Dyslexia, is dependent up student performance on the grade level *easyCBM* benchmark. Dyslexia screening may be requested for any student (K-12) by the student’s parent/guardian or school staff.



K-1st Grades *easyCBM* Benchmark and Survey Level Assessments

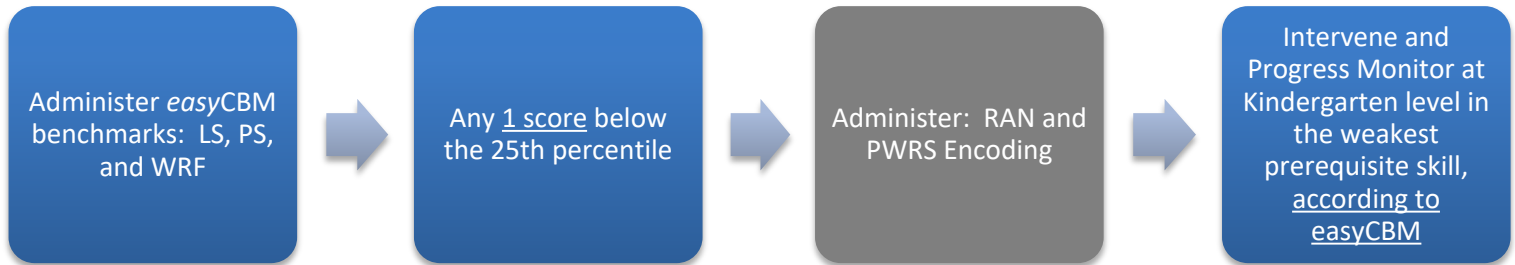
The following measures are used for *easyCBM* benchmarking and dyslexia screening:

| Grade | Letter Sounds | Phoneme Segmenting | Word Reading Fluency | Passage Reading Fluency | **Rapid Automatized Naming (RAN) | **Phonics and Word Reading Survey (PWRS): <u>Encoding ONLY</u> | **Phonological Awareness Skills Screener (PASS): <u>Phoneme Segmentation ONLY</u> |
|------------------------------------|---------------|--------------------|----------------------|-------------------------|----------------------------------|--|---|
| Kindergarten Winter & Spring | ✓ | ✓ | ✓ | | ✓ | ✓ | |
| 1 st Winter & Spring | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |

**Survey level assessments used to screen for characteristics of dyslexia.

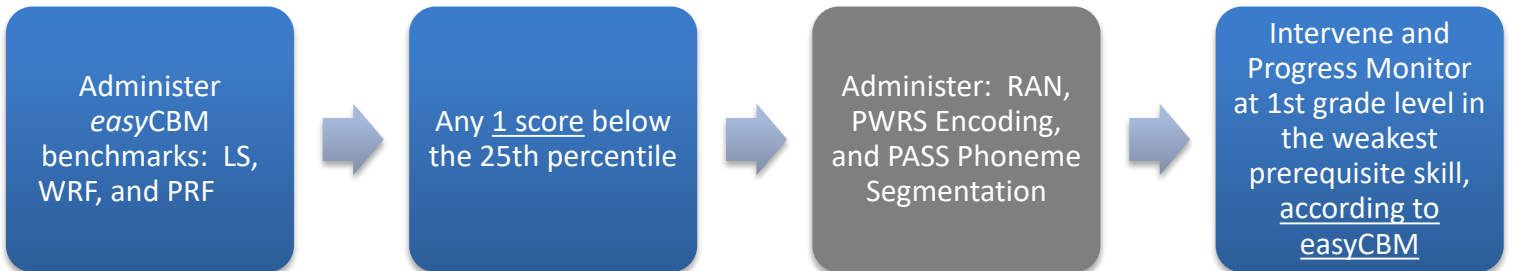
Kindergarten Benchmarking and Screening

A kindergarten student with any one score below the 25%, on the *easyCBM* benchmark, will be administered the RAN and PWRS Encoding.



1st Grade Benchmarking and Screening

A 1st grade student with any one score below the 25%, on the *easyCBM* benchmark, will be administered the RAN and PASS Phoneme Segmentation.





2nd-12th Grades *easyCBM* Benchmark and Survey Level Assessments

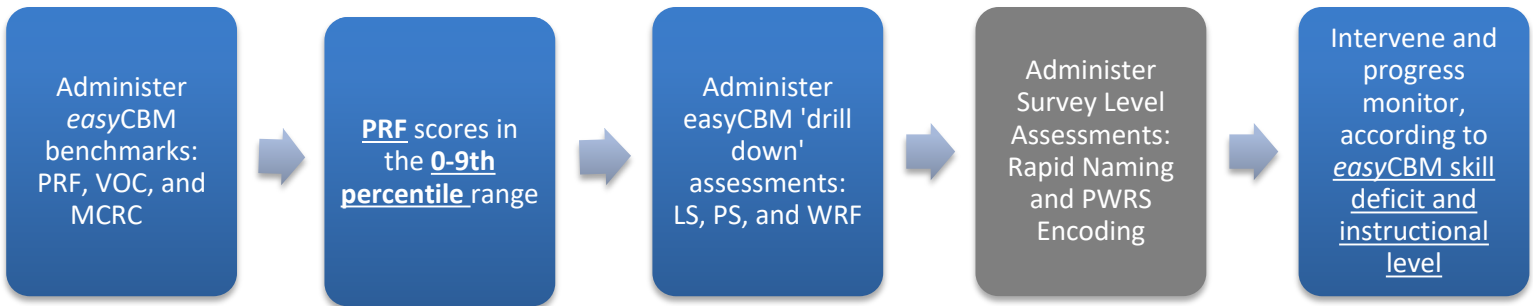
The following measures are used for *easyCBM* benchmarking and dyslexia screening:

| Grade | Passage Reading Fluency | Vocabulary | Multiple Choice Reading Comprehension | Survey Level Assessments: Administered to students performing <u>below 10th percentile in PRF</u> | **RAN | **PWRs <u>Encoding ONLY</u> |
|--|-------------------------|------------|---------------------------------------|--|-------|-----------------------------|
| 2 nd – 12 th Grade Winter & Spring | ✓ | ✓ | ✓ | | ✓ | ✓ |

**Survey level assessments used to screen for characteristics of dyslexia.

2nd – 12th Grade Benchmarking and Screening

A 2nd-12th grade student with a Passage Reading Fluency (PRF) score between the 0-9th percentile will be administered the RAN and PWRs Encoding assessments.



Analysis of Benchmark and Screening Data

School based data teams will meet to analyze benchmark and screening data, according to

Benchmark and Screening Record Form (pp. 39-40):

- 1.) Determine Tier 2 or Tier 3 placement
- 2.) Identify lowest pre-requisite skill and instructional level, according to *easyCBM* data
- 3.) Identify areas of concern, for characteristics of dyslexia, according to Survey Level Assessments

****If the answer to **any one Screening Area** is ‘Yes’, indicating an ‘Area of Concern’, proceed to the following:

Parent Notification

Using the parent letter, provided by the district (pp. 41-42):

- 1.) Notify student’s parent/guardian of possible characteristics of dyslexia
- 2.) Offer dyslexia information and resource materials

Building Level Reporting

As required by TDOE:

- 1.) RTI² Lead reports names of students to attendance personnel
- 2.) Attendance personnel selects appropriate code in PowerSchool (Dyslexia - Specific Interventions/DYS01)
- 3.) Code remains throughout the school year



Instructional Approaches for Students with Dyslexia

Dyslexia-specific intervention employs direct instruction of systematic and cumulative content, with the sequence beginning with the easiest and most basic elements and progressing methodically to more difficult material.

Through RTI² all Tier 2 and Tier 3 students, with or without characteristics of dyslexia, receive intervention that is:

- Multi-sensory – links listening, speaking, reading, and writing together; involves movement and “hands-on” learning
- Explicit – skills are explained, directly taught, and modeled by the teacher
- Aligned – intervention is aligned to the skill deficit and instructional level, identified through targeted assessment
- Language-based – addresses all levels of language, including sounds (phonemes), symbols (graphemes), meaningful word parts (morphemes), word and phrase meanings (semantics), sentences (syntax), longer passages (discourse), and the social uses of language (pragmatics)
- Systematic and cumulative – introduces concepts in a definite, logical sequence; concepts are ordered from simple to more complex

Special Education and Dyslexia

If a student with dyslexia is not successful with interventions provided through general education, he/she may be diagnosed with an educational disability (i.e. a specific learning disability). The criteria for identifying a student with a specific learning disability are established by state and federal law. In Tennessee, this includes a student’s response to research-based intervention. Although eligibility for special education includes students with dyslexia, students diagnosed with dyslexia still need to meet state criteria for a specific learning disability to receive special education services.

Shelby County Schools offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.



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2017-18 Core School-Based RTI² Data Team

School: _____

*Please list members on the spaces below. **

| | Name | Email Address |
|-------------------------------|------|---------------|
| Principal: | | |
| RTI ² Chairperson: | | |
| School Psychologist: | | |
| Other Permanent Members: | | |
| | | |
| | | |
| | | |

****General and Special Education Teachers, School Counselors, ESL Teachers, Speech/Language Pathologists, or other individuals providing interventions will participate in School RTI² Data Team Meetings as necessary.***



School Name
2017-18 RTI² Data Team Meeting Minutes

Date: _____ **Start Time:** _____ **Grade level(s) Discussed:** _____

RTI² Data Team Meeting Participants Signature(s)/Title:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Summary of Items Discussed



2017-18 Referral to RTI² Data Team

| | | |
|--------------|-----------------|-------|
| Student Name | Teacher | Grade |
| School | Date of Meeting | |

| <i>easyCBM</i> Benchmark Assessment (Circle One): | Fall | Winter | Spring |
|--|---|--|--|
| <i>easyCBM Benchmark Probe</i> (Only enter percentile ranks for probes administered. If area not assessed write N/A.) | <i>easyCBM</i> Benchmark Percentile Rank | <u>Tier 2</u> Check if between 10 th and 24 th percentile | <u>Tier 3</u> Check if between 0 and 9 th percentile |
| Letter Names (<i>Basic Reading</i>) | | | |
| Letter Sounds (<i>Basic Reading</i>) | | | |
| Phoneme Segmenting (<i>Basic Reading</i>) | | | |
| Word Reading Fluency (<i>Basic Reading/Fluency</i>) | | | |
| Passage Reading Fluency (<i>Basic Reading/Fluency</i>) | | | |
| Vocabulary (<i>Comprehension</i>) | | | |
| Reading Comprehension (<i>Comprehension</i>) | | | |
| Math CCSS | | | |

Instructional Level Documentation (Directions found on pages 9-18 of RTI² Implementation Guide)

Complete the chart below if additional *easyCBM* measures were administered to determine instructional level

| Skill Area | Grade Level Administered | Score/Percentile |
|------------|--------------------------|------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

Complete the chart below if MAP assessment data was used to determine instructional level

| Skill Area | RIT Score | Instructional Level |
|------------|-----------|---------------------|
| | | |

Complete the chart below if i-Ready data was used to determine instructional level for Math

| i-Ready Domain/Skill Deficit | Placement/ Instructional Level | i-Ready Domain/Skill Deficit | Placement/ Instructional Level |
|------------------------------|-----------------------------------|---------------------------------|-----------------------------------|
| Numbers & Operations | | Measurement & Data | |
| Algebra & Algebraic Thinking | | Geometry | |

Record the student's final lowest skill deficit area and instructional level results in the chart below

| Identified Skill Deficit Area | Instructional Level | Tier |
|-------------------------------|---------------------|------|
| | | |

Does the student receive any of the following services? (check all that apply)

Instructional Resource Speech/Language English as Second Language (ESL) 504

School Psychologist Review Signature/Date: _____



2017-18 Student Intervention Plan
(Completed and Reviewed During RTI² Data Team Meetings)

A Start Date: _____ Student: _____ Teacher: _____ Grade: _____ School: _____

Lowest Skill-Deficit Area: _____ Tier: _____ Interventionist: _____

Research-Based Intervention Program*: _____ Instructional Level (circle one): K 1st 2nd 3rd 4th 5th 6th 7th 8th
Intervention and progress monitoring must be linked to lowest skill-deficit area and provided on student's instructional level

*Intervention must occur on a daily basis. Tier 2: minimum 30 minutes daily and Tier 3: minimum 45 minutes daily.

Small Group Intervention (circle days that apply): **M T W Th F** Session Length: _____

Computer-based Intervention (circle days that apply): **M T W Th F N/A** Session Length: _____ Computer Program: _____

easyCBM Progress Monitoring Measure selected: _____ and will occur (circle one) weekly every other week

*Complete **Part B** during next RTI² Data Team Meeting after ROI has been calculated.*

RTI² Evaluation of Student Intervention Plan

B Date of Review: _____ Current ROI: _____ Reasonable ROI (Needed): _____ # of Fidelity Checks Completed: _____

| | | |
|---|--|--|
| Current progress (based on ROI) is (check one): <input type="checkbox"/> Exceptional: Sufficient ROI/Solid Tier 1 <input type="checkbox"/> Acceptable: Sufficient ROI/Ready to move up to next instructional level or skill <input type="checkbox"/> Satisfactory: Sufficient ROI/Maintaining current instructional level and skill <input type="checkbox"/> Minimal: Insufficient ROI/Student shows some progress <input type="checkbox"/> Insufficient: Insufficient ROI/Limited growth or regression | Is intervention documentation sufficient to make data-based decision? (check one) <input type="checkbox"/> Yes <input type="checkbox"/> No | Is plan being implemented with fidelity? (check one) <input type="checkbox"/> Fully <input type="checkbox"/> Partially** <input type="checkbox"/> Not Implemented** |
| Evaluation of Student Intervention Plan Decision* (check one) <input type="checkbox"/> *Continue current plan in Tier 2 or Tier 3 (circle one) with Progress Monitoring in _____ <input type="checkbox"/> *Modify by changing intervention to _____ <input type="checkbox"/> *Discontinue current plan. Move to new skill _____ and/or instructional level _____ <input type="checkbox"/> Discontinue RTI ² interventions and move to Tier 1 | | *Complete Part A of a new Student Intervention Plan. |

School Psychologist Review Signature/Date: _____



Characteristics of Dyslexia Screening Record Form Kindergarten and First Grade

Student: _____ Teacher _____

Date: _____ Grade: _____ School: _____

Measures administered to: Kindergarten and First Grade Winter & Spring 2018 (MAP scores on lowest 15% list)

| Screener | Percentile/Score | Area of Concern | | Scoring Guidelines (indicate “Yes”) |
|---|---|-----------------|----|--|
| | | Yes* | No | |
| Letter Sounds | | Yes* | No | *Below 25 th percentile |
| Phoneme Segmenting | | Yes* | No | *Below 25 th percentile |
| Word Reading Fluency | | Yes* | No | *Below 25 th percentile |
| Passage Reading Fluency** | | Yes* | No | *Below 10 th percentile |
| Rapid Automatized Naming (RAN) | Total Time: _____ Grade Level of Performance: _____ — Unable to complete <i>Practice Page</i> : _____ | Yes* | No | *Performance two grade levels below enrolled grade (see RAN Norms Table) *Unable to complete <i>Practice Page</i> |
| PWRS: Extension Encoding | Errors: _____ | Yes* | No | *Kindergarten: 25 or more errors 1 st Grade: 20 or more errors |
| PASS: Phoneme Segmentation (1 st Grade Only) | Total Correct Responses: _____ | Yes* | No | *1 st Grade: 18 or fewer correct responses |

****PRF is administered to 1st grade, as Winter and Spring Benchmarks**

If the answer to **any one screening area** is ‘Yes’, indicating an ‘Area of Concern’, proceed to the following:

| Characteristics of Dyslexia Identification: | Date Completed: |
|--|-----------------|
| Notify student’s parent/guardian, via district provided parent letter: Indicate areas of reading difficulties (Areas of Concern) | |
| Flag student in PowerSchool: ‘Dyslexia – Specific Intervention’ (DYS01) | |



Characteristics of Dyslexia Screening Record Form 2nd-12th Grade

Student: _____ Teacher: _____

Date: _____ Grade: _____ School: _____

Measures administered to: 2nd-12th Grade Winter & Spring 2018 (MAP scores on lowest 15% list)

| Screener | Percentile/Score | Area of Concern | | Scoring Guidelines (indicate "Yes") |
|------------------------------|---|-----------------|----|--|
| Passage Reading Fluency | | Yes* | No | *Below 10 th percentile |
| Letter Sounds | | Yes* | No | *Below 25 th percentile |
| Phoneme Segmenting | | Yes* | No | *Below 25 th percentile |
| Word Reading Fluency | | Yes* | No | *Below 25 th percentile |
| Rapid Automated Naming (RAN) | Total Time: _____ Grade Level of Performance: _____ _ Unable to complete <i>Practice Page</i> : | Yes* | No | *Performance two grade levels below enrolled grade (see RAN Norms Table) *Unable to complete <i>Practice Page</i> |
| PWRS: Encoding | Errors: _____ | Yes* | No | *2 nd -12 th grade: 15 or more errors |

If the answer to **any one Screening Area** is 'Yes', indicating an 'Area of Concern', proceed to the following:

| Characteristics of Dyslexia Identification: | Date Completed: |
|--|-----------------|
| Notify student's parent/guardian, via district provided parent letter: Indicate areas of reading difficulties (Areas of Concern) | |
| Flag student in PowerSchool: 'Dyslexia – Specific Intervention' (DYS01) | |



{Insert School Name and Logo}

Date:

Dear Parent/Guardian of _____,

Our team at [school name] is committed to identifying and addressing the needs of each individual student to understand and maximize their potential. All students are given reading and math screenings throughout the school year. These screenings are part of RTI² (Response to Instruction and Intervention), which is a tiered instruction program used for all students. This multi-tier approach allows us to address the educational needs of students who may require additional support and/or other types of instruction.

All students receive core reading, math, and writing instruction in the general education classroom (RTI² Tier I), which provides rich learning opportunities aligned with the Tennessee academic standards. In addition to Tier I instruction, students whose screenings show the need for more assistance will receive the intervention in RTI² Tier II or Tier III. Generally, this means small group instruction focused on the skill for which the student is struggling.

Sometimes difficulties in reading can be attributed to characteristics associated with dyslexia. It is important to remember that not all students who have difficulties with these skills have dyslexia. A poor reader may appear to “fit the profile” of dyslexia, but with appropriate intervention, increase their ability in reading areas which were previously below expectation. Based on performance within Shelby County Schools universal screening process, your child has been identified with difficulties in the following reading areas:

- Phonological awareness: a broad category including the sounds of words and word parts
- Phonemic awareness: the ability to notice, think about, and work with the individual sounds in spoken words
- Alphabet knowledge: understanding that letters represent sounds which form words
- Sound/Symbol recognition: understanding that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (the letters that represent those sounds)
- Decoding skills: using knowledge of letters and sounds to recognize and analyze a printed word to connect it to the spoken word it represents (also referred to as “word attack skills”)
- Encoding skills: translating speech into writing (spelling)
- Rapid naming: ability to connect visual and verbal information by giving the appropriate names to common objects, colors, letters, and digits (quickly naming what is seen)

Reports on your child’s progress will be sent to you at least every four and a half weeks.



For more information about characteristics of dyslexia, testing, classroom accommodations, and resources, please visit the Tennessee Department of Education Dyslexia Resource Guide at [https://www.tn.gov/assets/entities/education/attachments/dyslexia_resource_guide.pdf] or request a printed copy.

Some dyslexia-specific resources for parents are as follows:

IDA Dyslexia Basics:

<https://dyslexiaida.org/dyslexia-basics/>

<https://app.box.com/s/zflmi0e4a6xjt7tey3i9pw8nrmezftaw> (in Spanish)

Kids Health Factsheet:

<http://kidshealth.org/en/parents/dyslexia-factsheet.html>

Understanding Dyslexia: (NCLD)

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/understanding-dyslexia#item0>

We are committed to your child’s academic success and are glad to have the opportunity to provide your child with the necessary instruction and supports. Please contact your child’s school for more information or if you have additional questions or concerns.



2017-18 Intervention Log

Name of Student: _____ Teacher: _____ Month of: _____

| Week | Date | Start Time | End Time | Intervention (method of delivery and program used e.g., computer/Achieve 3000) | *Skill area addressed | Instructional Level | Observations/Notes (e.g., student was ill, left early, earned a reward, etc.) |
|---------------|------|------------|----------|---|-----------------------|---------------------|--|
| Week 1 | | | | | | | |
| Monday | | | | | | | |
| Tuesday | | | | | | | |
| Wednesday | | | | | | | |
| Thursday | | | | | | | |
| Friday | | | | | | | |
| Week 2 | | | | | | | |
| Monday | | | | | | | |
| Tuesday | | | | | | | |
| Wednesday | | | | | | | |
| Thursday | | | | | | | |
| Friday | | | | | | | |
| Week 3 | | | | | | | |
| Monday | | | | | | | |
| Tuesday | | | | | | | |
| Wednesday | | | | | | | |
| Thursday | | | | | | | |
| Friday | | | | | | | |
| Week 4 | | | | | | | |
| Monday | | | | | | | |
| Tuesday | | | | | | | |
| Wednesday | | | | | | | |
| Thursday | | | | | | | |
| Friday | | | | | | | |

** Insert name of intervention program & targeted skill deficit identified on Student Intervention Plan*

Monthly RTI² Data Team Meeting Date: _____

Parent Letter and *easyCBM* Parent Report Sent Date: _____

Intervention Fidelity Statement: I certify that the above noted strategies/interventions were conducted as described.

Teacher Signature



Date: _____

Student Name: _____ Grade: ___ Teacher: _____ Current Tier: _____

Rate of Improvement (ROI) Worksheet

| | |
|--|----------------|
| Assessment Used: | <i>easyCBM</i> |
| Targeted Skill Area: | |
| Progress Monitoring Probe Used (e.g., PRF): | |
| Student's score on first probe administered: | |
| Student's score on last probe administered: | |
| Fall Benchmark expectation: | |
| Spring Benchmark expectation: | |

Step 1: Determine Typical ROI

| | | | | | | |
|---------------------------------|---|-------------------------------|---|-----------------|---|-----------------------------|
| <u> </u> | - | <u> </u> | / | <u> 36 </u> | = | <u> </u> |
| Spring Benchmark expectation | | Fall Benchmark expectation | | Number of weeks | | Typical ROI (slope) |

Step 2: Determine Student ROI

| | | | | | | |
|-------------------------------------|---|--------------------------------------|---|---|---|-----------------------------|
| <u> </u> | - | <u> </u> | / | <u> </u> | = | <u> </u> |
| Score on last probe administered | | Score on first probe administered | | Number of weeks of intervention between first and last probe | | Student ROI (slope) |



| Step 3: Compare Student ROI to Typical ROI | Is Student's ROI Greater than Reasonable ROI? | | | | | | | | | | |
|---|---|-----------------|----------------|-----------------------------|-----------------------------|-------------|--|-----------------|--|--|--|
| <table style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;"><u> </u></td> <td style="width: 5%;">X</td> <td style="width: 25%;"><u> 1.5 </u></td> <td style="width: 5%;">=</td> <td style="width: 25%;"><u> </u></td> </tr> <tr> <td>Typical ROI</td> <td></td> <td>Reasonable ROI</td> <td></td> <td></td> </tr> </table> | <u> </u> | X | <u> 1.5 </u> | = | <u> </u> | Typical ROI | | Reasonable ROI | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <u> </u> | X | <u> 1.5 </u> | = | <u> </u> | | | | | | | |
| Typical ROI | | Reasonable ROI | | | | | | | | | |
| OR | | | | | | | | | | | |
| <table style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;"><u> </u></td> <td style="width: 5%;">X</td> <td style="width: 25%;"><u> 2.0 </u></td> <td style="width: 5%;">=</td> <td style="width: 25%;"><u> </u></td> </tr> <tr> <td>Typical ROI</td> <td></td> <td>Aggressive ROI*</td> <td></td> <td></td> </tr> </table> | <u> </u> | X | <u> 2.0 </u> | = | <u> </u> | Typical ROI | | Aggressive ROI* | | | *Aggressive ROI should only be calculated if aggressive intervention strategies are determined necessary by the RTF data team. |
| <u> </u> | X | <u> 2.0 </u> | = | <u> </u> | | | | | | | |
| Typical ROI | | Aggressive ROI* | | | | | | | | | |

If the team answers "No", consider a change in intervention:

- Increasing frequency of intervention sessions
- Changing intervention
- Changing interventionist
- Changing time of day intervention is delivered
- Increasing intensity (Tier) of intervention



Student Name: _____
 Grade/Teacher: _____

Date: _____
 Current Tier: _____
 Percentile: _____

Gap Analysis Worksheet

| | |
|--|----------------|
| Assessment Used: | <i>easyCBM</i> |
| Target Skill Area: | |
| 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

| | |
|---|---|
| $\frac{\text{_____}}{\text{Current Benchmark Expectation}} - \frac{\text{_____}}{\text{Current performance}} = \frac{\text{_____}}{\text{Current Gap}}$ | Is Gap Significant? <input type="checkbox"/> Yes <input type="checkbox"/> No |
|---|---|

If Gap is significant, complete Step 2



Step 2: Gap Analysis

| |
|--|
| $\text{_____} - \text{_____} = \text{_____}$ |
| End of year Benchmark Current performance Difference |



| | |
|--|---|
| $\frac{\text{_____}}{\text{Difference}} \div \frac{\text{_____}}{\text{Weeks left in the year}} = \frac{\text{_____}}{\text{Rate of Improvement Needed}}$ | Is this reasonable*? <input type="checkbox"/> Yes <input type="checkbox"/> No |
| OR | |
| $\frac{\text{_____}}{\text{Difference}} \div \frac{\text{_____}}{\text{Student's Current ROI}} = \frac{\text{_____}}{\text{Number of weeks to meet goal}}$ | <input type="checkbox"/> Yes <input type="checkbox"/> No |

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

Step 3: Conclusion

School Psychologist Signature and Date



****Copy and place on school letterhead****

Response to Instruction and Intervention (RTI2) Parent Letter-Increasing Intervention

Date: _____

Student: _____

Dear Parent,

Based on your child’s performance on the District’s universal screening (NWEA MAP) and benchmark assessment (*easyCBM*), his/her scores show that he/she is experiencing some challenges in reading or math. In addition to Tier 1 core instruction, your student will now receive additional interventions each day. Intervention will be done in small groups with trained personnel using research-based materials and/or computer-based programming. Your child’s progress will be monitored every one to two weeks. Additional assessments may be completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

Your child’s area(s) of need and corresponding RTI² intervention focus have been identified as:

| Subject | Tier 2 Additional 30 minutes/day | Tier 3 Grades 1-8: additional 45 minutes/day Kindergarten: additional 40-45 minutes/day |
|----------------------|-------------------------------------|---|
| Reading and Literacy | | |
| Math | | |

We encourage you to provide daily opportunities for your child to read aloud, write, and share his or her math work with you. Improvement in any skill area requires ongoing practice. If you have questions, or would like more information, please contact your child’s teacher.

Respectfully,

Insert Signatures



****Copy and place on school letterhead****

Response to Instruction and Intervention (RTI²) Progress--Parent Letter

Date: _____

Student: _____

Dear Parent,

This letter is to inform you of your child’s progress in the Response to Instruction and Intervention (RTI²) Framework. Your child has been receiving extra help in his or her area(s) of need for the last 4 weeks of instruction. We have assessed your child using our District’s progress monitoring tools. Attached is a copy of your child’s progress monitoring.

Your child’s area(s) of need have been identified as:

- Mathematics Intervention
- Reading and Literacy Intervention

Based on our progress measurements, we believe your child is:

| | |
|--|--|
| | Making exceptional progress and we plan to discontinue the additional intervention. |
| | Making acceptable progress and we plan to decrease the amount of additional intervention time being provided. |
| | Making satisfactory progress and we plan to continue the intervention at this time. |
| | Making minimal progress and we plan to consider changes in the intervention that we are providing. |
| | Making insufficient progress and we plan to change the intervention plan at this time. Further assessment and/or a parent meeting may be necessary. |

As the school staff, we are pleased to have this opportunity to provide your child with this needed assistance. If you have additional questions or concerns, please contact your child’s teacher.

Respectfully,

Insert Signature



****Copy and place on school letterhead****

Response to Instruction and Intervention (RTI²) Parent Letter-Decreasing Intervention

Date: _____

Student: _____

Dear Parent,

Based on your child’s performance on the District’s universal screening (NWEA MAP), benchmark assessment and progress monitoring (*easyCBM*), his/her scores show that he/she has made significant improvement in reading or math. Your child has been receiving direct instruction daily in Tier 1 and an additional intervention each day in small group and/or computer-based programming. The RTI² Framework, along with your child’s effort, has helped to show improved academic progress.

At this time, we will be decreasing the intervention time your child has been receiving, as noted below. Your child’s progress will continue to be monitored. Additional assessments may be completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

| Subject | Tier 2 30 minutes per day | Tier 1 Core Curriculum only, No Tier intervention needed |
|----------------------|------------------------------|--|
| Reading and Literacy | | |
| Math | | |

We encourage you to provide daily opportunities for your child to read aloud, write, and share his or her math work with you. Improvement in any skill area requires ongoing practice. We are extremely proud of the progress your child has made and hope you are too. If you have questions, or would like more information, please contact your child’s teacher.

Respectfully,

Insert Signature



****Copy and place on school letterhead****

Response to Instruction and Intervention (RTI²) High School Increasing Intervention

Date: _____

Student: _____

Dear Parent,

In Shelby County Schools, ongoing effort to improve College and Career Readiness, high schools are now offering additional literacy and math interventions to students beginning this year. These interventions will take place during the school day and count as an elective course. Based on your child’s data from the 2015-16 school year, his/her data show that he/she is experiencing some challenges in reading or math. In addition to core instruction, your student will now receive additional interventions each week. Intervention will be done in small groups with trained personnel using research-based materials and/or computer-based programming. Your child’s progress will be monitored every one to two weeks. Additional assessments may be completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

Your child’s area(s) of need and corresponding RTI² intervention focus have been identified as:

| Subject | Tier 2 Additional 30 min/day or 150 min/week | Tier 3 Additional 45 min/day or 225 min/week |
|----------------------|---|---|
| Reading and Literacy | | |
| Math | | |

We encourage you to provide daily opportunities for your child to read aloud, write, and share his or her math work with you. Improvement in any skill area requires ongoing practice. If you have questions, or would like more information, please contact your child’s teacher.

Respectfully,

Insert Signature



Parent Contact Log

Student: _____ **School:** _____

Parent contact is required after first *easyCBM* benchmark. For students identified as needing Tier 2 or Tier 3, parent contact is required every 20-23 instructional days following RTI² data meeting. Progress monitoring graph is provided to the parent at time of contact.

Please attach supporting data (e.g., email, letter, conference notes) when applicable.

| Date | Person Making Contact | Method of Contact (Indicate One) L = Letter E = Email P = Phone C = Conference | Person Contacted | Progress Monitoring Graph Provided to Parent (Circle One) | Reason for Contact (e.g., fall benchmark, progress review, parent request) | Notes |
|------|-----------------------|---|------------------|--|---|-------|
| | | | | Yes or No | | |
| | | | | Yes or No | | |
| | | | | Yes or No | | |
| | | | | Yes or No | | |
| | | | | Yes or No | | |
| | | | | Yes or No | | |
| | | | | Yes or No | | |
| | | | | Yes or No | | |
| | | | | Yes or No | | |



Tier 2 and 3 Computer-based Intervention Fidelity Checklist

School: _____ Instructor: _____ Date: _____

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

Observer: _____ Area of Intervention & Program: _____

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 |
|---|-------------------------|---|---|----------|
| 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 _____



Tier 2 and 3 Small-Group Direct Fidelity Check

School: _____ 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 | |
| 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 | |
| Completes all parts of teacher-directed lesson | 2 | 1 | 0 | |
| General Observation of the Group | | | | |
| Student engagement in lesson | 2 | 1 | 0 | |
| Student success at completing activities | 2 | 1 | 0 | |
| Teacher familiarity with lesson formats and progression through activities | 2 | 1 | 0 | |
| Teacher encouragement of student effort | 2 | 1 | 0 | |
| Transitions between activities were smooth | 2 | 1 | 0 | |
| Tier 2 Group (Teacher to Student ratio): Grades K-5: 2 = 1:5 or less; 1 = 1:6-1:9 = 1; 0 = 1:10 or more Grades 6-12: 2 = 1:6 or less; 1 = 1:7-1:9; 0 = 1:10 or more | 2 | 1 | 0 | N/A-Tier 3 |
| Tier 3 Group (Teacher to Student ratio): Grades K-5: 2 = 1:3 or less; 1 = 1:4-1:7 = 1; 0 = 1:8 or more Grades 6-12: 2 = 1:12 or less; 1 = 1:13-1:15; 0 = 1:16 or more | 2 | 1 | 0 | N/A-Tier 2 |
| Total | /38 = % | | | |

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



Tier 2 & 3 Direct Fidelity Check-Intervention Walkthrough Observation

School: _____ Instructor _____ Grade _____ Date _____ Tier: _____
Intervention provided _____ Observation completed by _____

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



Initial RTI² Data Team Meeting Agenda

School Name

Date

Purpose: School Level RTI² Support Teams meet to identify students scoring at or below the 24th percentile on *easyCBM*. 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. | Team reviews RTI ² Referral to Data Team to determine review student's lowest skill-deficit area | |
| 2. | RTI ² Student Intervention Plan completed for each student | |
| 3. | Individualized Parent Letters generated | |
| 4. | Intervention Logs distributed to teacher | |
| 5. | Other: | |
| 6. | Other: | |



Ongoing RTI² Data Team Meeting Agenda

School Name
Date

| | Action | Notes |
|----|--|--------------|
| 1. | Student progress is reviewed using intervention logs, progress monitoring, and ROI | |
| 2. | RTI ² Evaluation of Student Intervention Plan is completed for each student | |
| 3. | RTI ² Student Intervention plan is revised, if needed | |
| 4. | Individualized Parent Letters generated | |
| 5. | Intervention Logs distributed to teacher | |
| 6. | Other: | |
| 7. | Other: | |



**Parent Brochure
Shelby County Schools**

**A Family Guide to Response to Instruction and Intervention (RTI²)
2017-18**



**Dorsey E. Hopson II
Superintendent
160 S. Hollywood Street
Memphis, TN 38112
Phone: 901.416.5300**

Visit us on the web at www.scsk12.org

Shelby County Board of Education (Offices Held at Time of Publication)

**District 1: Chris Caldwell-Chairperson
District 2: Teresa Jones
District 3: Stephanie P. Love
District 4: Kevin D. Woods
District 5: Scott McCormick
District 6: Shante K. Avant
District 7: Miska Clay Bibbs-Vice-Chairperson
District 8: William “Billy” Orgel
District 9: Mike Kernell**



Shelby County Schools is committed to helping all children succeed. We have many ways to help children who are struggling to learn and who need additional supports to be successful. Response to Instruction and Intervention (RTI²) is one form of support.

What is RTI²?

A multi-tiered delivery system that uses a data-driven problem-solving model to identify specific student need and match appropriate instructional strategies.

In Tennessee, the Response to Instruction and Intervention (RTI²) Framework is a component of TNCORE. The TNCORE implementation plan has three legs with student achievement at the center:

- Assessment alignment and transparency
- Instructional materials and curriculum
- Quality training and meaningful support

What does the RTI² Framework look like?

The RTI² Framework has three tiers. Each tier provides differing levels of support.

- In Tier 1, all students receive research-based, high quality, general education instruction that incorporates ongoing universal screening/benchmark assessment to inform instruction.
- In Tier 2, intervention is implemented when assessment indicates that a student is not making adequate gains from Tier 1 instruction alone. In addition to Tier 1 instruction, students are provided small group interventions designed to meet their specific needs. These students are progress monitored weekly or every other week using a tool that is sensitive to measuring changes in the student's individual skills.
- In Tier 3, more intensive interventions are provided to students who have not made significant progress in Tier 2, who are more than 1.5 grade-levels behind, or who are below the 10th percentile. These students are progress monitored weekly or every other week using a tool that is sensitive to measuring changes in the student's individual skills.

What are the key components of the RTI² Framework?

A key component of RTI² is that all children receive high quality curriculum and instruction in the general education classroom (Tier 1).

Another component of RTI² is that the school conducts universal screenings/benchmark assessments. Universal screenings/benchmark assessments review the performance and progress of all students through brief assessments. Universal screenings/benchmark assessments help schools identify students who may need more support or other types of instruction.

As a result of universal screenings and benchmark assessments, students may be identified as needing targeted intervention (Tier 2) in addition to the high quality instruction they are receiving in Tier 1. Research-based interventions are used to support students in the area(s) in which they are struggling. Research-based interventions are teaching strategies or methods that have been



proven effective in helping children learn.

Another key component of RTI² is progress monitoring. Progress monitoring is a way for teachers to take a snapshot of how children are doing on a specific skill. It shows how well the intervention is working. It includes formal and informal assessments. Progress monitoring helps determine whether an intervention is successful or needs to be changed. This information is shared with parents on a regular basis.

When progress monitoring indicates that the intervention is no longer needed, the child continues to receive support from the general education curriculum (Tier 1). If progress monitoring shows that a child is not responding to the intervention, then another approach or intervention may be tried. If a higher level of support is needed, then students may be given more intense intervention that further focuses on the supporting skills they need to be successful learners (Tier 3). Students who do not respond to Tier 3 interventions may be referred for special education.

What if I think my child needs special education?

If at any time parents become concerned that their child needs special education, they should contact their child's teacher or administrator. Other forms of evaluation, in addition to information gathered through the RTI² framework, are needed to determine if a student is eligible for special education services. In order for these evaluations to be conducted, a parent's written consent is required.

Here are a few ways parents can support what their child is doing in school:

- Make reading an everyday habit a home
- Communicate with your child's teacher
- Monitor and assist with homework assignments
- Review progress monitoring data
- Share your child's successes
- Learn more about the curricula and interventions being used in your child's school
- Attend parent/teacher conferences and other school meeting about your child

Talk to your child's teacher or principal for more information about how RTI² is being implemented in your child's school.

Adapted from: A Parent Advocacy Brief written by the National Center for Learning Disabilities (NCLD)