

**Galesburg Community Unit School District #205**



*“Helping Students Achieve Their Dreams”*

**Response to Intervention (RtI)  
District Plan**

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**District Communication and Improvement Council Members:**

\*\*This team replaces the former District Rtl Leadership Team.

Bart Arthur	Jason Spring	Jodi Johnson
Diane VanHootegem	Tammie Bolden	Ben Bredemeier
Kim Lakis	Jonathan Bradburn	Alissa Tucker
Matt Jacobson	Joan Hoschek	Jenny Bredemeier
Roy Van Meter	Matt LeClere	Dawn Brown
Nick Sutton	Angela Stockman	Angie Noonan
Tom Hawkins	Matt Lingafelter	Carole Allert
Jeff Houston	Jason Spring	Dan Powell
Cary Elliot	Dee Robb	

**Mission Statement:**

“Helping Students Achieve Their Dreams”

**Definition of Response to Intervention (Rtl)**

Response to Intervention (Rtl) is a research/evidence-based instructional and intervention model that identifies students who are having difficulty achieving in the core curriculum.

Rtl is a way to:

- Work with students who are having trouble learning.
- Accurately monitor individual progress.
- Use data to make informed decisions regarding student instruction.
- Make sure that all students can reach their potential.

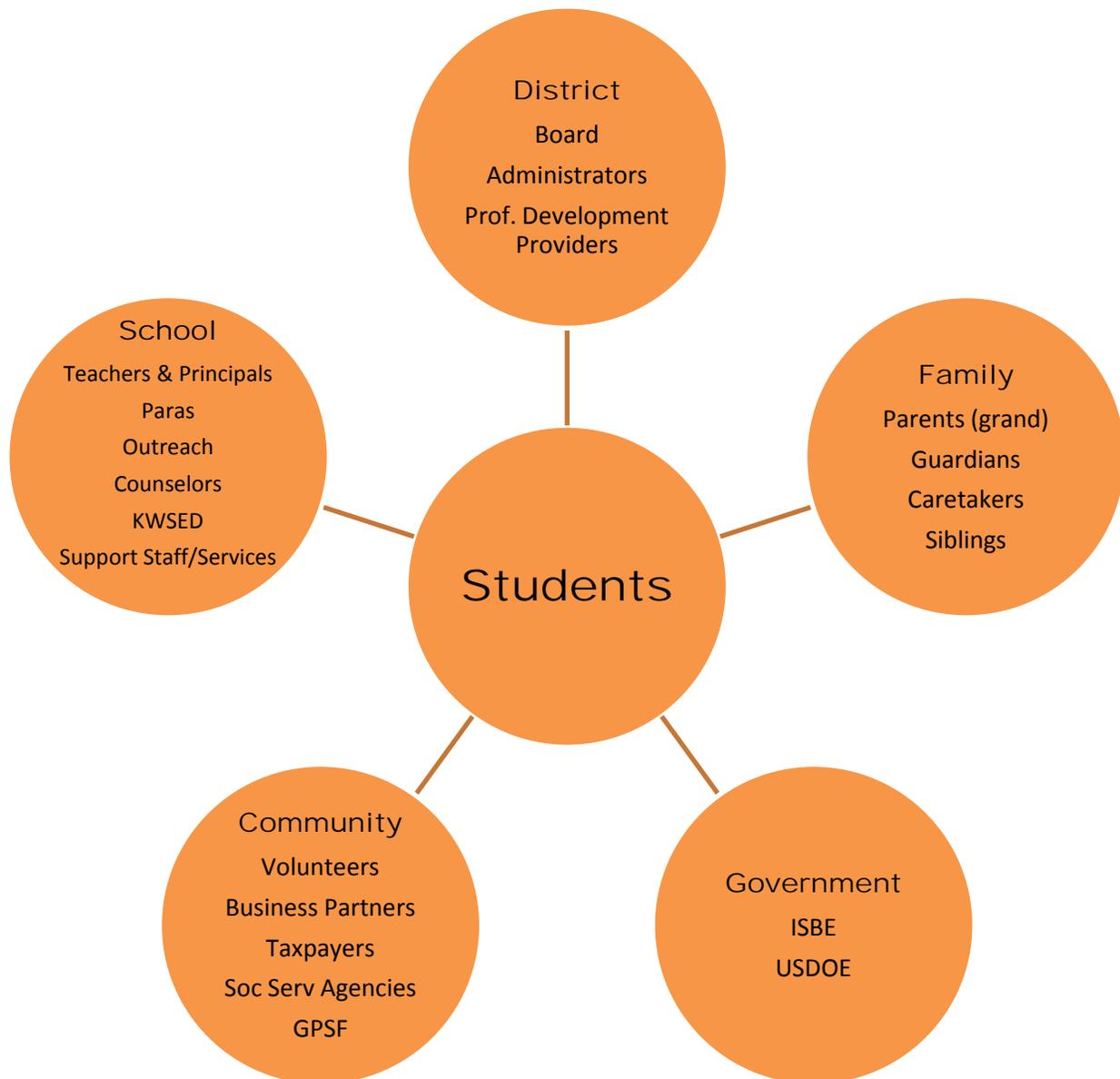
**Rationale for Implementation**

Rtl is a result of the:

- Changes in federal and state regulations.
- Need for earlier identification of the diverse educational needs of all students.
- Need to replace the archaic “wait to fail” model of intervention.
- Need to implement effective interventions that are based on research and evidence.

# Galesburg CUSD #205

## Key Players to the Implementation of RtI



## Roles and Responsibilities of Key Players

### **Central Office**

- Provide tangible professional development, resources, and materials
- Communicate understandable common message to participants and the public
- Oversee Leadership Team
- Fidelity checks
- Support stakeholders
- Handle the information
- Coordinate and assist in data analysis
- Communicate the Universal Screener (benchmarking) dates and data entry deadlines to the district
- Coordinate consistent, District-wide research and evidence-based instruction/curriculum/intervention

### **Building Principals**

- Schedule and delegate responsibilities
- Communicate to teachers, families, participants
- Support implementation
- Provide and facilitate professional development/ resource
- Insure fidelity of instruction
- Coordinate and assist in data analysis
- Organize the building team

### **Classroom Teachers (General Education)**

- Provide research and evidence based instruction/curriculum/interventions
- Differentiate levels of instruction
- Initiate & maintain fidelity of instruction, assessment, and intervention
- Evaluate students for placement in tiers for instruction and develop flexible Tier 2 and Tier 3 assignments to meet student needs
- Establish performance goals for the student in the targeted area(s)
- Develop a plan that details specific interventions to address the goals and determine how the student's progress will be monitored
- Monitor/assess/document data and student progress
- Communicate and collaborate with all appropriate stakeholders
- Monitor progress according to the ISBE established timelines
- Problem-solve with principal regarding case-by-case questions as they arise

### **School Social Workers and Psychologists**

- Communicate and collaborate with teachers and administrators to disaggregate student data
- Function as a resource for student interventions at all levels
- Participate in Tier 3 problem solving, determining & providing interventions for students, and progress monitoring as appropriate
- Assist with staff development to support the Rtl process as needed
- Communicate & collaborate with all appropriate stakeholders

### **Other Certified & Support Staff**

- Communicate and collaborate with all appropriate stakeholders
- Act as a resource to support the Rtl process
- Provide interventions for students and progress monitoring as appropriate

### **District Leadership Team**

- A representative from each building will serve on the District Leadership Team and communicate with building leadership teams
- Work together to support and answer questions from the building level teams

### **Building Leadership Teams**

- Responsibilities merged with those of the School Improvement Teams
- Establish a structure of implementation of the tiers at each site
- Support respective school staff with implementation
- Analyze fall, winter, and spring universal screener implementation and school-wide data
- Ensure the fidelity of the implementation
- Relay strengths and needs of process to the district leadership team

### **Parents**

- Be an active participant in the meetings
- Be involved in the data sharing and decision-making
- Support their child(ren) at home with any interventions that have a home component
- Ask questions; express concerns and offer suggestions

## Promoting Understanding of Components Needed for Implementation

The District will be responsible for disseminating information in an attempt to build consensus and deliver a consistent message among all key players in the approach to Response to Intervention.

### **The Illinois State Response to Intervention (RtI) Plan**

*“The Illinois State Board of Education (ISBE) believes that increased student learning requires the consistent practice of providing high quality instruction matched to student needs. Response to Intervention is a general education initiative which requires collaborative efforts from all district staff, general educators, special educators, and bilingual/ELL staff. In a quality educational environment student academic and behavioral needs must be identified and monitored continuously with documented student performance data used to make instructional decisions...” (ISBE, January 1, 2008)*

In response to the 2008 ISBE mandate the District Leadership Team was created to explore and create a District Response to Intervention Plan and timeline to help guide all elementary, middle and high school buildings within the District in developing their own RtI process and infrastructure to meet the needs of all students.

The “Galesburg Initiative” has been the springboard for ensuring that all district staff grades PreK-12 receive the same information about Response to Intervention as it relates to core curriculum, differentiated instruction and use of data. This professional development opportunity will focus on building a common instructional base at the universal “Core” level (Tier 1) for all educators in the District. This will result in a clear and consistent message to lead all district staff as the Response to Intervention process becomes integrated into the curriculum and instruction within our schools.

The goal of the “Galesburg Initiative” is to create a culture of continuous improvement by engaging in district-wide best practices that support a PreK-12 curriculum. Common assessments for data analysis align to classroom achievement targets, which are tiered and aligned to student interventions. These activities support the learning of all students in the district to ensure successful completion of high school.

The “Intensive Summer Initiative Training” (Summer 2010) continues the work of the school year professional development activities and improves curriculum and instruction by strengthening the implementation of best practices and interventions for students. This will be achieved in 4 key areas:

- Delivering related information about Response to Intervention mandates and new Special Education Eligibility Criteria to strengthen teacher and administrator knowledge of RtI requirements.

- Build capacity within each school to gather, analyze, and use a variety of data consistently for screening, student placement, interventions and progress monitoring.
- Build capacity within each school through the development of a framework for the services and intervention based on a differentiated instruction and intervention model.
- Further develop an inventory of evidence-based and research-based best practices and interventions for implementation within each school.

### **Website, Brochures, Newsletters and Podcasts...**

Any and all information regarding Response to Intervention will be available to all district staff, students and parents via the district website, brochures, newsletters and podcasts. Rtl updates, examples and demonstrations will be presented in the form of visual and auditory podcasts and newsletters with links to resources for all stakeholders.

District Web Site: [www.galesburg205.org](http://www.galesburg205.org)

District Rtl Web Site: <http://rti205.schools.officelive.com/>

## Action Plan for Implementation

### **Timelines:**

- January 1, 2008: ISBE issued the state Response to Intervention initiative supporting the development of a system of scientifically, research-based interventions to support the varying needs of all students. ISBE required all school districts to develop their district plan by January 2009
- Spring 2008: Galesburg CUSD #205 completed a District Self-Assessment to determine “Next Steps” in the development and implementation of their RtI plans for all learners
- March 19, 2008: An RtI Planning Committee met to discuss the ISBE mandates, District Implementation and Guidance, Timelines, Self-Assessment Template and the Universal Screener.
- August, 2008: The District RtI Leadership Team was assembled to begin working on the implementation of the Response to Intervention initiative
- Fall 2008: All K-5 elementary teachers were trained on the district identified AIMSweb (assessment) Universal Screener
- November 1, 2008: Central Office presented the RtI Plan to the CUSD #205 Board of Education
- January 1, 2009: The District submitted the mandated RtI Plan to ISBE
- Fall 2009: All K-5 Elementary teachers and paraprofessionals received new and/or “refresher” training on administering, scoring and data entry of the AIMSweb (assessment) Universal Screener
- Fall 2009: All 6-8 Language Arts, Reading and English teachers received training on administering and scoring the AIMSweb Maze (assessment) Universal Screener
- Fall 2009: All elementary and middle school secretaries were trained on the AIMSweb system to manage all student data at the building level. Middle school secretaries were also trained to enter individual student testing data
- 2009-2010 school year: The District RtI Leadership Team met monthly to develop and complete the District RtI Plan
- 2009-2010 school year: All K-12 teachers, administrators and KWSED Support Staff met monthly in Professional Learning Teams (by grade level and/or content areas) to receive Standards Aligned Classroom (SAC) professional development to develop and align strong “Core Curriculum” and instruction for all students.
- January 14, 2010: ISBE provided initial feedback to the district plan submitted in January 2009.
- January 2010: ISBE issues the Illinois Special Education Eligibility and Entitlement Procedures and Criteria within a Response to Intervention (RtI) Framework: A Guidance Document

- Spring 2010: All buildings assembled an Rtl Building Leadership Team to develop their own individualized Rtl Building Plan while adhering to the district's Rtl guidelines and framework
- Summer 2010: All PreK-12 teachers, administrators and KWSED Support Staff were invited to participate in a week-long intensive training on best practices including data analysis, differentiated instruction, interventions and problem solving.
- Fall 2010: AIMSweb Math will be implemented as the Math universal screener in all elementary and middle schools.
- Fall 2010: All buildings will implement their building Rtl Process for meeting every student's academic and behavioral needs.
- 2010-2011: Galesburg High School Rtl Leadership Team to meet and develop an individualized Rtl Building Plan and model to meet the needs of high school students while adhering to the district's Rtl guidelines and framework.
- Fall 2011: Galesburg High School will implement the Rtl Process for meeting every student's academic and behavioral needs.
- Fall 2011: Galesburg High School will be implementing the AIMSweb Reading and Math Universal Screener for all 9<sup>th</sup> grade students.
- All 9<sup>th</sup> grade Advisory teachers received AIMSweb Reading (Maze) and Math training on administering and scoring the Universal Screener assessment.
- 2012-2013: Teachers will be provided with monthly 55-minute Early Dismissal days for the purpose of Rtl related activities, i.e; entering student intervention plans and documenting data into the RTI Skyward module, planning/developing interventions for students, meeting with and across grade levels to design instructional activities/interventions to meet the individual needs of students, recording and updating data walls/spreadsheets, contacting and setting up meetings with parents, etc.
- Fall 2012: Galesburg High School will replace the AIMSweb Universal Screener with assessment data points that have followed the student into the high school. This assessment data will be used to identify 9<sup>th</sup> grade students who will be placed into Rtl Reading and Math Classes.
- Ninth grade Rtl class teachers will receive training on using Study Island as the designated intervention and progress monitoring tool.
- Fall 2012: All elementary and middle school teachers will begin using the Skyward/Rtl Module-Data Management System to record all Tier 2 and/or 3 intervention data, plans and Tier 3 Problem Solving Referrals.
- Fall 2012: Skyward/Rtl Module training will be given to teachers at all K-8 buildings. These trainings will be scheduled by the building principal and will also be available for small-group and on a 1-1 basis as needed or requested.

- Fall 2012: Galesburg High School Rtl Class teachers will be trained to use the Skyward/Rtl Module to record intervention and progress monitoring data on the students that they work with each quarter. These trainings will be scheduled by the building principal and also available as needed.
- Fall 2013: All District K-12 teachers will use the Skyward/Rtl Module-Data Management System to record and communicate Tier 2 and/or Tier 3 intervention data, plans and Tier 3 Problem Solving Referrals.

**Professional Development Strategies/Activities:**

- In-house Rtl trainings
- Attend ASPIRE Module Trainings
- Rtl 2-Day Conference featuring George Batsche
- AIMSweb Training: Overview presentation of using AIMSweb and data collection; K-8
- AIMSweb “Refresher” Trainings; K-8
- AIMSweb Maze (Comprehension) Training; 4-5
- AIMSweb Data/School Manager Training; Secretaries at Elementary/Middle Schools
- PBIS Training (Silas and Lombard)
- ASPIRE Rtl Demo Schools Site Visits; Elementary /Middle Schools
- Intervention Showcase Workshop (iWireless Center)
- Rtl Workshops featuring Pat Quinn the “Rtl Guy”
- Institute Day- *“Data Analysis Retreat”*, K-12 (2009)
- Central Office Visits to Moline and Freeport, IL
- Rtl Overview for all high school teachers at staff meeting
- Standards Aligned Classroom Professional Development; K-12 (2009-2010)
- *“The Galesburg Initiative”* ongoing district-wide professional development; PreK-12 (2009-2011) Vertically and horizontally articulated
- Summer Trainings; K-12 (Summer 2010)
- “Classroom Assessment for Student Learning” Book Study (2009-2010)
- Principal “Walkthroughs” Training with Dr. Don Kachur (Spring 2010)

## RtI Benchmarking and Data Entry Schedule

The Central Office Administration will be responsible each school calendar year for setting up the AIMSweb Universal Screener/Benchmarking dates, data entry deadlines, and communicating the schedule to the district.

The individual Building Administration and office staff (designated by the principal) will be responsible each school calendar year for enrolling and/or transferring students in/out of the AIMSweb School Management System. They will also be responsible for copying and distributing individual student testing materials to the respective teachers.

### **Universal Screening**

The primary purpose of universal screening is to determine which students need help. The term universal screening applies to a process that is short, quick and easy-to-administer probes that are aligned to the curriculum and measures specific skills a student has achieved. The process of universal screening must occur three times a year: fall, winter, and spring. The fall data should be collected within the first two weeks of the school year, the winter data in January and the spring data in May of the school year. The data should be used for making curriculum decisions and informing instruction for students.

<b>AIMSweb Universal Screener K-8 Testing Dates Targets</b>		
Fall Assessments	First 3 weeks of school	K-8
Winter Assessments	December prior to winter break	K-8
Spring Assessments	Last month of school	K-8

<b>AIMSweb Universal Screener K-8 Data Entry Deadlines</b>		
Fall Assessments	By mid-term 1 <sup>st</sup> Quarter	K-8
Winter Assessments	By end of 2 <sup>nd</sup> Quarter	K-8
Spring Assessments	By the end of 4 <sup>th</sup> Quarter	K-8

## Universal Screeners (Methods of Assessment)

### **Screening and Progress Monitoring Plan for Reading, Writing and Math**

*Elementary and Middle School Reading Assessments:*

**AIMSweb** Formative Assessment (PreK-8):

### Benchmarking Schedule for Reading and Math

Benchmarking Period	3- year old	4- year old	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth
<b>FALL</b>	Teacher Checklist	Teacher Checklist, Get It, Got It, Go	LNF  OCM,NIM, QDM, MNM	LNF, LSF, PSF, NWF, OCM NIM, QDM, MNM	ORF (CBM)  MCAP MComp	ORF (CBM), Maze  MCAP MComp	Maze  MCAP MComp				
<b>WINTER</b>	Teacher Checklist	Teacher Checklist, Get It, Got It, Go	LNF, LSF, PSF, NWF  NIM, QDM, MNM	PSF, NWF, ORF (CBM) NIM, QDM, MNM	ORF (CBM)  MCAP MComp	Maze  MCAP MComp	Maze  MCAP MComp	Maze  MCAP MComp	Maze  MCAP MComp	Maze  MCAP MComp	Maze  MCAP MComp
<b>SPRING</b>	Teacher Checklist	Teacher Checklist, Get It, Got It, Go	LNF, LSF, PSF, NWF  NIM, QDM, MNM	NWF, ORF (CBM) NIM, QDM, MNM	ORF (CBM), Maze  MCAP MComp	Maze  MCAP MComp	Maze  MCAP MComp	Maze  MCAP MComp	Maze  MCAP MComp	Maze  MCAP MComp	Maze  MCAP MComp

#### AIMSweb Reading Skill Assessments:

LNF- Letter Naming Fluency

LSF- Letter Sound Fluency

PSF- Phonemic Segmentation Fluency

NWF- Nonsense Word Fluency

ORF- Oral Reading Fluency (Curriculum Based Measurements)

Maze- Reading Comprehension Assessment

### AIMSweb Math Skill Assessments:

OCM- Oral Counting

NIM- Number Identification

QDM- Quantity Discrimination

MNM- Missing Number

MCAP- Mathematics Concepts and Applications

MCOMP- Math Computation

### *Additional District-wide Assessments (K-8):*

- MobyMax
- Rigby Reading Levels
- Running Records
- Sight Word Assessment
- Writing-Dictation Assessment
- STAR Reading Test (Grade 8)
- Textbook Comprehension Tests
- Common grade level assessments
- PARCC: (3-8)

### **Other Assessments:**

AIMSweb Language Arts (Spelling and/or Writing) Assessments

AIMSweb Behavior Assessment

There may be times that additional assessments are needed in order to plan interventions for students. This need might occur when students are performing below the 25<sup>th</sup> percentile on AIMSweb, performing in the bottom 25<sup>th</sup> percentile if the class and/or grade or when parents or teachers have concerns about progress. The purpose of the assessment is only for data gathering in order to help inform instruction. Personnel available to do this type of assessment could include a school social worker, school psychologist or any other school employee with training on a particular assessment tool.

If a parent has a concern about whether or not his/her child has a disability, KWSED Support Staff (psychologist, social worker, director, and/or designee) needs to be notified so special education protocol and requirements are followed.

### **Progress Monitoring:**

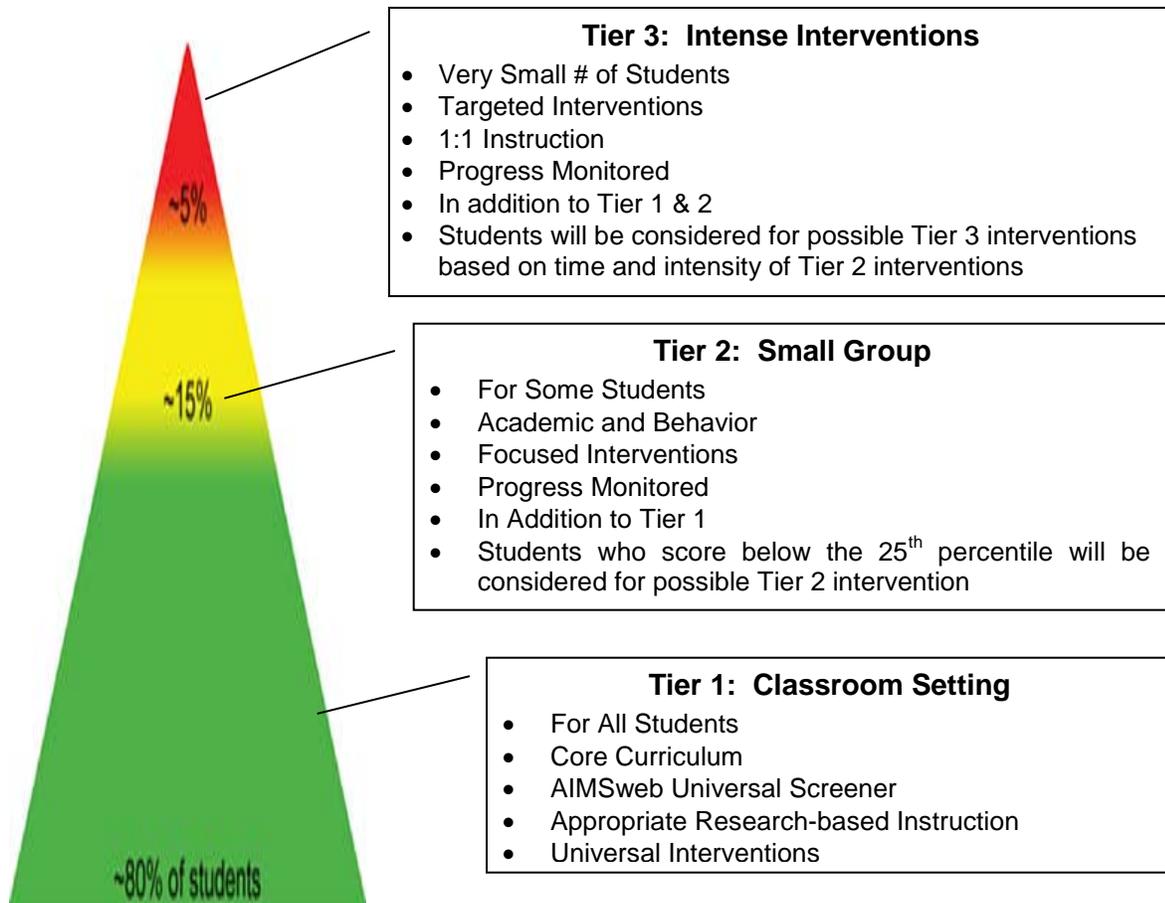
- Students receiving Tier II interventions will be monitored bi-weekly using the progress monitoring tool for data collection.
- Students receiving Tier III interventions will be monitored 3-4 times per month using the progress monitoring tool for data collection.

## **Screening and Progress Monitoring Plan**

### *High School Assessments*

- Assessment data and academic history from previous schools/grade levels will be examined for trends
  - ISAT
  - MobyMax
  - STAR (Spring- Grade 8)
  - Previous AIMSweb Data
  - Midterm Grades of Current Term
  - Final Grades from Previous Term
  - Recommendations from current Core, Rtl teacher(s) and/or Counselors
  - Attendance
  - Existing individual student intervention plans
- EXPLORE Test- Grade 9
- PLAN Test- Grade 10
- PSAE- Grade 11
- Progress monitoring tool is MobyMax

# Multi-Tier Model



## Position Statement for Referral to Tier 2

- AIMSweb data will be reviewed by the team (i.e. grade level team) after each of the 3 benchmarking windows (Fall, Winter, Spring).
- Any student who scores below the 25<sup>th</sup> percentile based on the national AIMSweb norms will be flagged as requiring further review.
- All convergent data will be reviewed to determine the level of **support/intervention** needed and the frequency of progress monitoring. Students will be activated for **strategic monitoring** (which occurs bi-weekly) on AIMSweb when their benchmarking scores are between the 10<sup>th</sup> and 25<sup>th</sup> percentile. When below the 10<sup>th</sup> percentile on AIMSweb benchmarking measures and **weekly** progress monitoring should be used. Convergent data will be used to determine Tier 3 interventions.
- If AIMSweb scores are not below 25<sup>th</sup> percentile but other data available shows significant delay, then other progress monitoring tools may be more appropriate.
- Decisions on students to receive Tier 2 interventions will be made based only on data.
- Data of students receiving Tier 2 interventions will be reviewed quarterly, or as needed, by the grade level/department team to determine level of intervention needed.

## Definition of Interventions to be used at Tier 2

- Small group instruction with focus on specific skill area/need.
- Direct Instruction by trained professional in area of need and in specific intervention.
- Interventions that are researched-based and evidence-based for specific area of need, as found on specific websites such as Intervention Central.org, or FCRR or in books and or other resources
- Title I services
- After-school tutoring
- Summer School
- *The district will determine specific research-based instructional strategies to be used at each grade level across the district.*

## Position Statement for Referral to Tier 3

There are two ways a child could be referred for Tier 3 interventions. When classroom data, including AIMSweb, indicates a need for intense intervention for those students not currently receiving interventions outside of the classroom OR when progress monitoring data indicates little progress with a current intervention, a child could need more intense, consistent intervention like those delivered in Tier 3. Both scenarios are explained below.

1) For students not currently receiving interventions outside of Core Curriculum:

AIMSweb data will be reviewed by the team (i.e. grade level team) after each of the 3 benchmarking windows (Fall, Winter, Spring)

- Any student who scores below the 10<sup>th</sup> percentile based on national norms will be flagged for further review.
- All convergent data will be reviewed to determine accuracy of AIMSweb data. If all data indicates significant delays, **weekly** progress monitoring will be initiated, with a minimum of monthly reviews.
- Intense interventions will be initiated either in small group or in 1:1 setting focusing on area of skill deficit.

2) For students receiving interventions in addition to Core Curriculum:

Progress monitoring data will be reviewed periodically. (AIMSweb or other appropriate, identified measure)

- If data shows no change or minimal change in progress, a change in intervention is necessary.
- If the student is in need of intervention at a level of intensity and frequency that is greater than most of the other students, Tier 3 intervention is indicated. If student needs moderate intervention, similar to what was previously in place, child may remain in Tier 2.
- For Tier 3, **weekly** progress monitoring should be initiated with frequent review, monthly at a minimum.
- Interventions at Tier 3 will be initiated either in small group or 1:1 setting.

### Definitions of Interventions to be used at Tier 3

- Small group or 1:1 instruction with focus on specific skill area/need.
- Direct Instruction by trained professional in area of need and in specific intervention.
- Interventions, that are researched-based and evidence-based for specific area of need, as found on specific websites such as Intervention Central.org, or FCRR or in books and or other resources.
- Reading Recovery
  - When a student has not met the goals of Reading Recovery after 20 weeks, that student will be “recommended for further services”. The teacher will choose from the following recommended actions and answer a question describing in narrative form of his/her recommendations and any special circumstances regarding the conclusion of the student’s intervention and :
    - Continued monitoring in the classroom with no further literacy intervention
    - Small group literacy instruction or intervention other than special education
    - Retention in grade for literacy-related reasons, or
    - None of these actions describe the recommendation

### Reading, Writing and Math Interventions

The district and individual buildings will determine specific research and evidence-based instructional strategies to be used at each grade level across the district.  
*TBD within the individual Building Plans...*

Special Education Eligibility Criteria  
CRITERIA FOR ENTITLEMENT FOR SPECIAL EDUCATION  
Learning Disability

**Learning Disability Definition:**

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken, or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. (The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.)

**Indicators:**

- Records indicate a history of academic difficulties
- Academic deficits are not primarily the result of other factors such as a visual, hearing, or motor disability; cognitive impairment; emotional disturbance; lack of appropriate instruction in reading or math; limited English proficiency; cultural factors; or environmental or economic disadvantage
- Student's skill level and performance in at least one academic area is significantly below that of peers or state-approved grade-level standards despite several scientific research-based interventions and modifications in instruction, curriculum, and environment
- Student demonstrates limited growth in achievement over time compared to prior levels of performance, peer growth rates, and expected performance despite data based interventions

**Decision Making Process:**

- Information and data must be gathered and documented from a variety of sources including classroom observations
- Information and data must be consistent and convergent
- Documented outcomes resulting from systematic progress monitoring indicates sustained resistance to an intervention plan designed to meet individual student needs
- To maintain and sustain interventions requires resources beyond those available in general education

## Clarification of Eligibility Criteria

### DISCREPANCY

*A significant discrepancy in level and rate of performance compared to expectations*

A significant discrepancy in level of achievement has been documented for this student using reliable technically adequate measure or measures of academic achievement/progress. This data could take the form of curriculum based measurement (e.g. AIMSWEB or DIBELS progress monitoring data) or in more rare instances when such information is not available, convergent sources of data such as class- wide data, district-wide data, STAR data etc. could be used in conjunction with commercially available, technically adequate, measures of academic achievement.

A significant discrepancy in rate of performance compared to expectations has been documented for this student using a progress monitoring tool such as curriculum based measurement or other validated progress monitoring tools. A graphic representation indicates that the rate of performance is significantly below that of peers and that the trend line of the plotted data gathered weekly will not intersect with the grade level expectation for the student.

*The student is achieving significantly below his/her assigned grade placement (i.e. 10th percentile or below)*

Assigned grade placement is the grade level that the student is assigned to (e.g. the student is in third grade). Significantly below refers to the student being below the 10th percentile on the most recent evaluation/progress monitoring data. When available, district level normative data should be used to determine percentile rank performance. When not available, other representative normative data should be used (e.g. Illinois AIMSweb normative data). **As grade equivalents obtained from commercially available test of achievement are statistically unreliable, they are not to be used in determining if a student is achieving significantly below his/her assigned grade placement.** The emphasis of this criterion is that if students are achieving at or near their assigned grade level despite showing signs of a learning disability, the adverse effect on educational performance is not significant and should not require special education services.

### INTEGRITY

*Evidence of the integrity of instruction and intervention provided and the problem-solving process record is attached.*

The evaluation team needs to document the areas being targeted for intervention and how instructional variables (e.g. instructional strategies, materials, arrangements, time, and/or motivation techniques) have been modified to address the area or areas of discrepancy. This can be facilitated by an Intervention Plan. Progress monitoring

graphs showing the student's trend line, aim line, intervention treatments, etc. should also be attached. Evidence/documentation should include a graphic representation of the student's progress over time and the student's Intervention Plan. Interventions should be a minimum of 9 weeks in Tier 2 and Tier 3. Evidence that an intervention has been identified that results in a positive rate of improvement and/or evidence that changes were made to an intervention when data suggested the student was not making adequate progress (ISBE pg.16 B (e)) needs to be present before consideration is given to referring a student for special education eligibility under Specific Learning Disability.

## **INSTRUCTIONAL NEEDS**

The IEP team must determine that instructional needs have been identified that are beyond what can be met with general education resources alone. This is evident when curriculum, instruction, and/or environmental conditions need to be very different for the student as compared to the needs of other students in the general education environment. The team needs to consider the following evidence:

- a. Based on Rtl outcome data, the factors of the intervention program at Tier 3 that are responsible for the student making progress **and**
- b. Characteristics of the educational program needed in order for the student to make educational progress, including the following:
  - i. Intensity of instruction(e.g., amount and rate of practice and feedback, how explicit the instruction is),
  - ii. Time delivered(e.g., amount of time weekly the intervention is delivered), **and**
  - iii. Size of group (e.g., individualized or small group). (ISBE pg. 16 (C))

## **RESEARCH/EVIDENCE-BASED INTERVENTIONS**

*An evidence-based intervention is an intervention that proves to be effective for the majority of the students for which it is used.*

An example of an evidence-based intervention: Seven students received six weeks of small group (7:1), 30 minutes per day using X materials/X curriculum/X techniques. At the end of six weeks, five of the students were making good progress with the gap between their performance and peer performance decreasing. Two of the students continued to have significant differences between theirs and peer performance and were not making faster progress than before the intervention. Since the intervention was effective for the majority of the students for which it was used, we have evidence of its effectiveness and therefore, it is an evidence-based intervention.

An example of an intervention that is not evidence-based: Seven students received six weeks of small group (7:1) 30 minutes per day using X materials/X curriculum/X techniques. At the end of six weeks, two of the students were making good progress with the gap between their performance and peer performance decreasing. Five of the students continued to have significant differences between theirs and peer performance and were not making faster progress than before the intervention. For this intervention, we do not have evidence that it was an effective intervention for the type of problem identified, so we do not have an evidence-based intervention in place and therefore, need to revise the intervention plan for these students to find one more effective.

## **EXCLUSIONARY FACTORS**

### ***Vision Disability***

The student has passed a vision screening. If not, the team must document why it believes that vision problems are not the primary cause of learning problems.

### ***Hearing Disability***

The student has passed a hearing screening. If not, the team must document why it believes that hearing problems are not the primary cause of learning problems.

### ***Motor Disability***

Gross or fine motor difficulties are not the primary cause of learning problems.

### ***Environmental Factors***

In the team's judgment, the discrepancy documented is not primarily caused by numerous school transfers (at least three moves) or absences (absent at least 25% of the time in the grading period for reasons other than verified personal illness). The discrepancy is not primarily caused by a significant traumatic event in the child's life affecting learning. Extreme disruption or disorganization in the family unit is not the primary cause of the learning problems.

The discrepancy noted is not primarily caused by limited experiential background (e.g. lack of opportunity to acquire basic learning skills, lack of exposure to school environments, classrooms, lack of opportunities to interact with peers and adults). Other environmental factors to be considered include negative neighborhood influences or exposure to violence or other inappropriate behaviors.

Factors related to the classroom environment must also be considered. The discrepancy noted is not primarily caused by inadequate matching of teaching styles with individual learning styles.

### ***Cultural Factors***

The discrepancy noted is not primarily caused by differing school expectations as defined by the student's culture. The discrepancy noted is not primarily caused by limited experiences of social interaction with mainstream culture or to limited

experiences which stimulate cognitive/academic growth and fund of knowledge. Cultural factors to be considered may include behavioral expectations, family involvement/support in schools, etc.

***Economic Factors***

The discrepancy noted is not primarily caused by economic factors such as low income family, unemployed parents, limited facilities, and limited school supplies. Economic factors include lack of resources such as money, medical care, phone, and transportation.

***Cognitive Disability***

A student cannot be eligible for both Cognitive Disability and Specific Learning Disabilities. If a student meets the criteria for Cognitive Disability, the student is not eligible for under Specific Learning Disability.

***Emotional Disturbance***

The noted discrepancy is not primarily caused by depression, immaturity, recent life changes, unwillingness to complete work, or emotional trauma.

***Limited English Proficiency***

The discrepancy noted is primarily not caused by lack of proficiency in the English language.

See Appendix A for Eligibility Worksheet.

The “Illinois Special Education Eligibility and Entitlement Procedures and Criteria within a Response to Intervention Framework: A Guidance Document”

[http://www.isbe.net/spec-ed/pdfs/sped\\_rti\\_framework.pdf](http://www.isbe.net/spec-ed/pdfs/sped_rti_framework.pdf)

## Knox-Warren Special Education **Problem Solving/Referral Process**

### **Purpose**

There are many reasons for learning problems in the classroom. It is essential to have a plan for studying children systematically before referring them for intensive evaluations. The Problem Solving Process emphasizes a preventative approach with research/evidence-based interventions to help students who are experiencing difficulty. Prior to referring a child for a Case Study Evaluation, this process allows for the use of collaborative problem solving in developing alternative research/evidence-based intervention strategies for use in the school setting in order to increase student performance. The process takes advantage of existing professional skills and helps to address problems that may be related to factors other than disability conditions. This model is consistent with Federal and State mandates.

This process should not be used or misinterpreted as an approach for delaying the provision of services for students with disabilities. In fact, the purpose of this problem solving process is to expand available assistance to students in the regular classroom in a timely manner, not to deny needed services.

Before initiation of a case study evaluation and determination of eligibility for special education **services, it is required that there be dated and signed documented evidence of intensive interventions that are research/evidenced-based and data driven indicating a discrepancy from the peer group performance** The results of these interventions should be used as the basis for making decisions regarding further educational interventions and/or establishing the need for initiating a referral for consideration of a Case Study Evaluation.

### **Process**

#### **A. Request for Problem Solving-Tier 3**

1. Tier 2 data indicates continued significant discrepancy. The teacher will complete Tier 3 Problem Solving Request. This will include Tier 1 and Tier 2 data with documented parent involvement.
2. The teacher signs and forwards to the building principal.
3. The principal signs and forwards the request to all team members including the KWSED building support team
4. Problem Solving Request is routed to the KWSED office.
5. After a request is received Rtl Team Members will review the current information and gather new data in order to be prepared to problem solve. A meeting will be scheduled to review data and/or develop an intervention plan.

6. Additional intense research/evidence-based interventions may be implemented and progress monitored with data documented in graph form over a minimum of 9 weeks in Tier 2 and Tier 3.

7. At a scheduled follow-up meeting, the data is reviewed.

- If the interventions are effective, the decision may be made to:
  - Continue with the plan
  - Gradually phase out the plan
  - Extend the intervention to other settings
  - Design additional strategies for other problem areas of learning (to recycle the problem solving steps)
  - Refer for Case Study Evaluation (interventions too intense to continue without special education)
- If the interventions are not effective, the decision may be made to:
  - Reconsider working hypothesis
  - Increase amount of instruction/intervention
  - Gather more data
  - Refer For Case Study Evaluation

The following components are required for a referral for consideration of a Case Study Evaluation for students in the Tier 3 Intervention Process:

### **Discrepancy Data/Integrity**

Progress monitoring graphs showing the student's trend line, Student's skill level and performance in at least one academic area is significantly below that of peers or state-approved grade-level standards despite several research/evidence-based interventions and modifications in instruction, curriculum, and environment.

- Student demonstrates limited growth in achievement over time (trend line), compared to prior levels of performance (baseline), peer growth rates (local comparisons), and expected performance (aim line) despite data based interventions OR has shown growth, but only because of the intensity of the intervention.
- When compared to same grade peers, the student is performing below the 10th percentile on local norms and below the 10th percentile on either state or national norms OR would be without the level of intensive interventions that are in place.
- 80% of the peer group is meeting expectations in the area of concern.
- The student has received intense (greater than that provided for 90% of grade level peers) research/evidence-based interventions for a minimum of 9 weeks.
- Progress monitoring graphs showing the student's trend line, aim line and response to intervention are present.

**The Rtl Process will not be used as a reason for refusing a parent's request for a CSE**

### **Case Study Evaluation**

If problems are severe and resistant to interventions a request by the problem solving team for a Case Study Evaluation may be initiated.

1. Referral for Case Study Evaluation Form is completed, signed by referring teacher and principal.
2. The problem solving team including the parent completes ISBE 34-57 B/C.
3. Parent/Guardian provides written permission for case study evaluation or declines consent in writing on ISBE 34-57B.
4. Parents are given copies of ISBE 34-57A, 34-57B and 34-57B/C along with a copy of Explanation of Procedural Safeguards (ISBE 34-57J).

**B. The referral form and parent consent are forwarded to the KWSED office.**

**Form 1: Rtl Summary**

Purpose: Tool to document Rtl data, decisions made at meeting, who was in attendance, tasks to complete, and date of next meeting

Use: At all Rtl meetings- complete only sections that need to be completed based on purpose of meeting (for problem solving meeting w/out data review, middle section does not need to be filled out)

**Form 2: Rtl Problem Solving**

Purpose: Tool used to analyze presenting problem/document baseline data

Use: Before developing goals and interventions-interventions will tie directly to analysis-can be completed by any team member at any tier

**Form 3: Rtl Goal Page**

Purpose: Tool to document current historic goals

Use: After problem solving once behavior has been analyzed and baseline data has been gathered-can be completed by any team member

**Form 4: Rtl Intervention Plan – Skyward/Rtl Module: Interventions**

Purpose: Tool to document current historic interventions and accommodations

Use: After problem solving and goals have been set-can be completed by any team member at any tier

**Form 5: Rtl Intervention Documentation Worksheet – Available Electronically**

Purpose: Tool for interventionist to keep record of intervention implementation- for fidelity and integrity

Use: Daily once intervention is implemented-completed by person implementing intervention at Tier 2 and 3, but could be used at Tier 1

**Form 6: Tier 3 Problem Solving Request – Skyward/Rtl Module: Referral**

Purpose: Request assistance for Rtl Building Team, including KW Support Staff

Use: After Tier 1 and 2 implementation and documentation-completed by referring teacher and submitted to building principal

The **Skyward Rtl Module**- Data Management System will be utilized to document and communicate a child's status as receiving Tier 1, Tier 2 and/or Tier 3 instructional strategies/services/interventions. A teacher can log on to the **Skyward Student Management** tab to access the individual **Student Profile** page for only those students listed on their class list/roster and/or grade book. The teacher will then click on the **Rtl Information** tab located in the scroll down menu on the left. This will allow the teacher to choose the **Intervention** or **Referral** page to both view and/or input Rtl information for that individual student on their class list.

The **Rtl Intervention** page will display both drop down and text boxes where teachers will select from various criteria groups, intervention codes, goals, results, scores, etc. to input general information/data about the instructional strategies, services and/or interventions that have been delivered to the student in the appropriate academic and/or behavioral areas.

The **Rtl Referral** page will also display both drop down and text boxes for teachers to utilize when making a request to their building principal and Know-Warren Special Education Support Staff for a Tier 3 Referral for problem solving. All Tier 3 Referral Questions will require detailed answers specific to the individual academic or behavioral areas of concern for the student. All universal screener data, Tier 1 core curriculum, % of grade-level peers meeting expectation and any additional instructional support(s) must be documented. Any/all Tier 2 intervention plans, progress monitoring and other previous Tier 3 intervention(s) as well as, additional factors or information necessary must be recorded. The Tier 3 Referral may be saved as a "Work in Progress" or "WIP" so that the teacher may input and save information prior to submitting the referral.

All information entered into the Rtl Module will be saved as a historical record and will be available for teachers to use for further instructional planning and/or problem solving as students move through the tiers, move to other buildings within the district, and as students transition to the next grade level.

**I** A small "Purple "Box" with an *I* will be displayed on the student's individual profile page to signify that there is "Instructional Information", intervention/data entered into the Skyward Rtl Module. This Purple Box will only appear in the school (entity) that it was created. Instructions for Tier 1, 2, and 3 Instructional Strategy, Intervention Data Input Procedures and Tier 3 Referral Questions for Problem Solving Meetings are available in the Appendices.

Trainings are also available to all buildings and individual teachers on an as needed basis.

### Parent Involvement, Communication and Activities:

Individual buildings will delineate parent involvement as part of their Rtl Building Plan.

A Response to Intervention (Rtl) brochure has been developed and available to parents at individual buildings on an as needed basis.

- Elementary teachers use the brochure during Parent/Teacher Conferences and at other times when meeting with parents to discuss concerns for individual students.
- The brochure is distributed to parents at the middle school Open Houses and also available by request and/or on an as needed basis when discussing individual student needs.
- The brochure is available to parents at the high school by request and/or on an as needed basis when discussing individual student needs.

An Rtl webpage has been linked to the district website offering valuable information and resources for parents to answer Rtl related questions and suggestions for assisting their child at home.

### Evaluation and Monitoring the Process

*The fidelity/integrity of intervention implementation is the heart of Rtl. Interventions are of no value if they are not used as intended nor properly matched to student needs. Improved student outcomes require that all interventions are used as frequently as planned and correctly each time. Methods for assessing the fidelity of interventions may vary, however, each building is expected to develop a plan that both monitors and provides feedback to those responsible for the delivery of targeted and intensive interventions within the Rtl process. These fidelity checks will be conducted using administrator and peer walk-throughs and external evaluations.*

*Individual buildings will also be responsible for developing an on-going plan to evaluate and monitor their Rtl process. A structured system should be set up offering assistance for each component in the Rtl process (universal screening, choosing appropriate interventions, intervention implementation, progress monitoring and moving students between the tiers). By continually observing the process, all stakeholders will identify and apply best practices therefore, “depersonalizing” any question with fidelity and choosing interventions.*

*Buildings will also develop a parent survey to gather information regarding what they liked, disliked and/or their satisfaction throughout the Rtl process.*

ISBE “Frequently Asked Questions” (FAQ) document:

(see *What’s New?*) <http://www.isbe.net/spec-ed/Default.htm>

(see *Specific Learning Disabilities*) <http://www.isbe.net/spec-ed/html/categories.htm>

## Resources

### **Teacher Resources:**

- Illinois State Board of Education [www.isbe.net](http://www.isbe.net)
- CORE: Teaching Reading Sourcebook [www.corelearn.com](http://www.corelearn.com)
- Council of Exceptional Children [www.cec.net](http://www.cec.net)
- The Florida Center for Reading Research [www.fcrr.org](http://www.fcrr.org)
- U.S. Dept of Education Institute of Education Sciences:  
*What Works Clearinghouse* <http://ies.ed.gov/ncee/wwc>
- Intervention Central- Response to Intervention Resources  
[www.interventioncentral.org](http://www.interventioncentral.org)
- Total RtI <http://thertisite.learningtodayonline.com>
- National Center on Response to Intervention [www.Rtl4success.org](http://www.Rtl4success.org)
- The National Center for Learning Disabilities [www.NCLD.org](http://www.NCLD.org)
- Council of Administrators of Special Education: [www.casecec.org/rti.htm](http://www.casecec.org/rti.htm)
- The IRIS Center: [www.iris.peabody.vanderbilt.edu](http://www.iris.peabody.vanderbilt.edu)
- National Association of State Directors of Special Education, Inc.:  
[www.nasdse.org](http://www.nasdse.org)
- The National Center on Student Progress Monitoring: [www.studentprogress.org](http://www.studentprogress.org)
- National Reading Panel (NRP) [www.nationalreadingpanel.org/](http://www.nationalreadingpanel.org/)
- RTI Action Network: [www.rtinetwork.org](http://www.rtinetwork.org)
- Reading Rockets: [www.readingrockets.org](http://www.readingrockets.org)
- Texas Center for Reading and Language Arts <http://www.texasreading.org/>
- University of Kansas Center for Research on Learning [www.ku-crl.org/](http://www.ku-crl.org/)
- University of Oregon: <http://reading.uoregon.edu/curricula/index.php>

### **Parent Resources:**

- Illinois State Board of Education [www.isbe.net](http://www.isbe.net)
- Council of Exceptional Children [www.cec.net](http://www.cec.net)
- National Center on Response to Intervention [www.Rtl4success.org](http://www.Rtl4success.org)
- The National Center for Learning Disabilities [www.NCLD.org](http://www.NCLD.org)
- Parenting [www.parenting.org](http://www.parenting.org)
- Family Education [www.familyeducation.com](http://www.familyeducation.com)
- The Starfall Store [www.starfall.com](http://www.starfall.com)
- Reading Rockets [www.readingrockets.org/families/buildskills](http://www.readingrockets.org/families/buildskills)
- Math Online [www.math.com](http://www.math.com)
- AplusMath [www.aplusmath.com](http://www.aplusmath.com)

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ DATE: \_\_\_\_\_

<p>YES    NO —    —  OR —    —</p>	<p>The student demonstrates a significant discrepancy in level of performance and rate of progress compared to grade Level peers in the areas of: (Check those that apply):</p> <table border="0"> <tr> <td>_____ Basic Reading</td> <td>_____ Math Problem Solving</td> </tr> <tr> <td>_____ Reading Fluency</td> <td>_____ Math Calculations</td> </tr> <tr> <td>_____ Reading Comprehension</td> <td>_____ Written Expression</td> </tr> <tr> <td>_____ Oral Expression</td> <td>_____ Listening Comprehension</td> </tr> </table> <p>The student's rate of progress over a minimum of 9 weeks in Tier2 and Tier 3 is on a trajectory which <u>will not</u> allow student to catch up to same grade peers in reasonable amount of time.</p> <p>The student's rate of progress over a minimum of 9 weeks in Tier 2 and Tier 3 is on a trajectory which <u>will allow</u> student to catch up to same grade peers but only due to intensity of the interventions.</p>	_____ Basic Reading	_____ Math Problem Solving	_____ Reading Fluency	_____ Math Calculations	_____ Reading Comprehension	_____ Written Expression	_____ Oral Expression	_____ Listening Comprehension		
_____ Basic Reading	_____ Math Problem Solving										
_____ Reading Fluency	_____ Math Calculations										
_____ Reading Comprehension	_____ Written Expression										
_____ Oral Expression	_____ Listening Comprehension										
<p>YES    NO —    —  OR —    —</p>	<p>The student is functioning below the 10th percentile of same grade peers.</p> <p>The student is functioning above the 10th percentile of same grade peers but only due to the intensity of the interventions provided.</p>										
<p>YES    NO —    — —    —</p>	<p>80% of the peer group is meeting expectations in area of concern. The student is not meeting state or district standards in the area of concern.</p>										
<p>YES    NO —    — —    — —    —</p>	<p>Documentation of Tier 1 and Tier 2 intervention plans is provided. Documentation includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listing of research/evidence-based interventions is provided.</li> <li><input type="checkbox"/> Copies of progress monitoring graphs document progress through Tier 1 and Tier 2.</li> <li><input type="checkbox"/> Documentation of intervention integrity including the frequency and duration of intervention as it actually occurred is provided.</li> </ul>										
<p>YES    NO —    — —    — —    —</p>	<p>Documentation of Tier 3 interventions is provided.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Research/evidence-based interventions were provided at an intensity level greater than provided to 90 percent of same grade peers.</li> <li><input type="checkbox"/> Interventions at this intensity were provided for a minimum of 9 weeks in Tier 2 and Tier 3.</li> <li><input type="checkbox"/> Copies of progress-monitoring graphs document weekly progress through Tier 3.</li> </ul>										
	<p>The student's difficulties are not primarily the result of: (Check those that apply):</p> <table border="0"> <tr> <td>_____ Vision Impairment</td> <td>_____ Environmental Factors</td> </tr> <tr> <td>_____ Hearing Impairment</td> <td>_____ Cultural Factors</td> </tr> <tr> <td>_____ Motor Impairment</td> <td>_____ Economic Factors</td> </tr> <tr> <td>_____ Cognitive Disability</td> <td>_____ Emotional Disturbance</td> </tr> <tr> <td>_____ Limited English Proficiency</td> <td></td> </tr> </table> <p>(These factors may influence the disability, but they do not represent the <b>Primary</b> cause of the student's Disability.)</p>	_____ Vision Impairment	_____ Environmental Factors	_____ Hearing Impairment	_____ Cultural Factors	_____ Motor Impairment	_____ Economic Factors	_____ Cognitive Disability	_____ Emotional Disturbance	_____ Limited English Proficiency	
_____ Vision Impairment	_____ Environmental Factors										
_____ Hearing Impairment	_____ Cultural Factors										
_____ Motor Impairment	_____ Economic Factors										
_____ Cognitive Disability	_____ Emotional Disturbance										
_____ Limited English Proficiency											

# Form 1 Meeting Summary

(Fill out every time RtI meeting held)

Date \_\_\_\_\_

Participants: LEA, Gen Ed, MSW, Schl Psych, Parents, Support Staff  
(Cross off when not in attendance.)

Purpose: Problem Solving / Data Review      Integrity Check (Intervention log turned in?): \_\_\_\_\_

List Demographic Changes: \_\_\_\_\_

Response to Interventions(# of goals-____) — <i>Add data to graph**-(fill out only for data review)</i> <i>(NI=No Improvement SI= Some Improvement OT=On Track, M=Met, E=Exceeded)</i>	
<b>Goal 1</b>	Data:
Response: _____	Decision: Keep goal same; End goal; Change goal
<b>Goal 2</b>	Data:
Response: _____	Decision: Keep goal same; End goal; Change goal
<b>Goal 3</b>	Data:
Response: _____	Decision: Keep goal same; End goal; Change goal
<b>Goal 4</b>	Data:
Response: _____	Decision: Keep goal same; End goal; Change goal
Pertinent New Info: _____ _____ _____	
Meeting Outcome(s): _____ Intervention developed/changed (See intervention page) _____ Goal developed/Changed (See goal page) _____ Case Closed _____ Case referred for entitlement _____ <b>Case continued/Meet again</b> _____	Tasks to Do:

Form 2  
**Problem Solving**

(to be used initially and at any appropriate follow up)

Student \_\_\_\_\_ DOB: \_\_\_\_\_ Date of meeting \_\_\_\_\_

Strengths/Likes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Definition of Problem: \_\_\_\_\_

**Problem Identification**

Area of Concern	Baseline Data	Expected Level	Average Peer	%class/ exp level

If more than one problem identified, which one is highest priority? \_\_\_\_\_

Analyze Problem—why is it occurring? Where is breakdown? (Instruction, Curriculum, Environment, and Learner)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Is this problem a **skill deficit** or **performance deficit**? (circle one)

Brainstorm solutions (jot list)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Make Decisions

- Ready to set goals/intervention plan -- complete appropriate documents. (pages 3 and 4)
- Need more data--fill out Tasks to do list and set follow up date on Meeting Summary Form/page 1
- Identify **Case Manager**: \_\_\_\_\_ (oversees plan/makes sure tasks get done)

Form 3  
Goal Page

Student \_\_\_\_\_ DOB: \_\_\_\_\_

Goals should be SMART goals (S = Specific M = Measurable A = Attainable R = Realistic T = Timely)

Sample Goal: Sally will read 72 wpm by January 20, 2010, which is an increase of 3 words per week. Monitored 2/month by Mrs. Smith using AIMSweb grade level CBMs.

Goal # ____	Monitored by	Frequency	Tool	Start Date	Stop Date
Goal # ____	Monitored by	Frequency	Tool	Start Date	Stop Date
Goal # ____	Monitored by	Frequency	Tool	Start Date	Stop Date
Goal # ____	Monitored by	Frequency	Tool	Start Date	Stop Date
Goal # ____	Monitored by	Frequency	Tool	Start Date	Stop Date
Goal # ____	Monitored by	Frequency	Tool	Start Date	Stop Date
Goal # ____	Monitored by	Frequency	Tool	Start Date	Stop Date

Form 4

**INTERVENTION PLAN** and also available in the SKYWARD/RTI MODULE

Student: \_\_\_\_\_

DOB: \_\_\_\_\_

Targeted Area: \_\_\_\_\_ Core Curriculum used: \_\_\_\_\_ # of minutes/day instruction: \_\_\_\_\_

Targeted Area: \_\_\_\_\_ Core Curriculum used: \_\_\_\_\_ # of minutes/day instruction: \_\_\_\_\_

Targeted Area: \_\_\_\_\_ Core Curriculum used: \_\_\_\_\_ # of minutes/day instruction: \_\_\_\_\_

Goal #	Instructional Methods	Materials	Arrangement (group size)	Interventionist	Time/Frequency	Start Date m/d/y	Stop Date m/d/y

Necessary Accommodations: \_\_\_\_\_

\_\_\_\_\_



Form 6

Teacher \_\_\_\_\_  
School \_\_\_\_\_  
Date \_\_\_\_\_

Knox Warren Special Education District  
Phone: (309) 343-2143 Fax: (309) 343-2150

**TIER 3 PROBLEM SOLVING REQUEST also available in the SKYWARD/RTI MODULE**

Name: Last \_\_\_\_\_ First: \_\_\_\_\_ Middle: \_\_\_\_\_ DOB: \_\_\_/\_\_\_/\_\_\_

Gender: \_\_\_ Grade: \_\_\_ Parent(s) Name: \_\_\_\_\_

Address: \_\_\_\_\_ City, State & Zip: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Ethnic (please circle one) Asian Black Hispanic American Indian Alaskan Native White SIS# \_\_\_\_\_

Primary Language (other than English) Parent/Student: \_\_\_\_\_/\_\_\_\_\_ Medicaid # \_\_\_\_\_

**Indicate area of concern and document Baseline Data for area of concern: (before you did anything differently)**

**Reading:** \_\_\_ Basic \_\_\_ Fluency \_\_\_ Comprehension

Screener used and findings \_\_\_\_\_

**Math:** \_\_\_ Calculation \_\_\_ Facts \_\_\_ Problem Solving

Screener used and findings \_\_\_\_\_

**Writing:** \_\_\_ Motor \_\_\_ Fluency \_\_\_ Mechanics

Screener used and findings \_\_\_\_\_

**Behavior:** Detailed description of behavior \_\_\_\_\_

Frequency and Duration data \_\_\_\_\_

**Communication:** \_\_\_ Speech \_\_\_ Processing \_\_\_ Language--Description of concern \_\_\_\_\_

Screener used and findings \_\_\_\_\_

**Vision:** Description of concern \_\_\_\_\_

**Hearing:** Description of concern \_\_\_\_\_

**Gross Motor:** Description of concern \_\_\_\_\_

**Tier 1 Data Summary**

Targeted Area \_\_\_\_\_ Core Curriculum used in targeted area \_\_\_\_\_

80% of grade level peers are meeting expectations in Core Curriculum/targeted area \_\_\_yes \_\_\_no

Date started \_\_\_\_\_ Plan attached \_\_\_yes \_\_\_no (if not, summarize on next page)

Data attached \_\_\_yes \_\_\_no (if not, summarize findings on next page)

Tier 1 Written Summary (only if plan or data not attached) \_\_\_\_\_

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**Tier 2 Data Summary**

Date started \_\_\_\_\_

% of students in this grade receiving Tier 2 interventions for same targeted area \_\_\_\_\_

Plan attached \_\_\_\_\_yes \_\_\_\_\_no (if not, summarize below)

Data attached \_\_\_\_\_yes \_\_\_\_\_no (if not, summarize response below)

Tier 2 Written Summary (only if plan or data not attached) \_\_\_\_\_

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Submitted to principal by: \_\_\_\_\_

Signature & Title

Date

Received & Approved by: \_\_\_\_\_

Principal's Signature

Date

**Note: Incomplete forms will be returned**

## Tier 1 - Instructional Strategy Data Input Procedures

*(Intervention Detail - Plan)*

To access the Rtl Module- teachers will login into Skyward and enter through Grade Book and Student Profile

- Click the tab on the left marked **RTI Information**.
- Click the box on the right marked **Add Intervention**

### Directions for entering student instructional information (data):

- Check the box marked **Instructional Strategy**
  - Select a **Criteria Type** that is associated with the general area of your student's area of concern. **(Skyward Default- Cannot be edited)**  
Criteria Types include: Attendance, Student Categories, Discipline Actions, Discipline Offenses, Earned Credits, English Language Learners, Entry Record, Grading, Health, Homeless, Limited English Proficient, Migrant, Student Retained, Test Scores, Withdrawal Record
- 
- Select a **Criteria Group** that relates to the general area of your referred student's area of concern.  
Criteria Groups include: Behavior/Emotional, English/Language Arts, Math, Speech and Language, Foreign Language, Writing, Science, Social Studies, Adaptive/Functional, Motor, Medical
  - Select an **Area** within the Criteria Group that identifies the specific skill area/need that you are working on with the student. Ex; comprehension, number operations, geometry, motivation, etc.
  - Indicate **Provider**. Meaning this is the person who is providing the instruction. (*\*At Tier 1 this would most likely be the classroom teacher.*)
  - Document any **Notes, Student Strengths, and Student Weaknesses** that may be important information to communicate to other teachers to assist in making instructional decisions for the student.
  - Click **Save** and/or **Save and Add New Intervention** if needed.

## Tier 2 and Tier 3 Data Input Procedures for Monthly Problem-Solving Meetings

*(Intervention Detail - Plan)*

- Select a **Criteria Type** that is associated with the general area of your referred student's area of concern. **(Skyward Default- Cannot be edited)**  
Criteria Types include: Attendance, Student Categories, Discipline Actions, Discipline Offenses, Earned Credits, English Language Learners, Entry Record, Grading, Health, Homeless, Limited English Proficient, Migrant, Student Retained, Test Scores, Withdrawal Record

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- Select a **Criteria Group** that relates to the general area of your referred student's area of concern.  
Criteria Groups include: Behavior/Emotional, English/Language Arts, Math, Speech and Language, Writing, Science, Social Studies, Adaptive/Functional, Motor, Medical
- Select an **Intervention Code** within the Criteria Group to indicate Tier 3 intervention(s) currently being provided for the student.
- Indicate **Intervention Goal Descriptions** relating to the student's Intervention Plan. What is the student working toward? *This goal must be measurable.*
- Indicate **Intervention Results** for the student's intervention goal(s) for the prior month (Exceeding, Met, No Improvement, On Track, Some Improvement, Initial, Not Enough Data).
- Indicate **Intervention Scores** derived from the progress monitoring data. What score and/or percentile is the student performing and specify measure?
- Indicate the **Frequency** which the intervention occurs and when progress is monitored (daily, 3 days per week, 5 days per week, bi-weekly, etc.).
- Indicate the **Duration** of the intervention (30 minutes, etc.).
- Indicate **Watch List Identifiers** (office referrals, ISAT/PSAE/ITT test scores, universal screeners, etc...). **This list is incomplete and the identifiers will be further developed at the individual buildings.**

## Tier 3 Referral Questions

Question 1: ***What is the area(s) of concern (Reading, Math, Writing, Behavior, Communication, etc...)?***

- In what area(s) has the student been receiving Tier II Interventions?
  - o **Reading:** Basic, Fluency, and/or Comprehension
  - o **Math:** Calculation, Facts, and/or Concepts and Applications
  - o **Writing:** Motor, Fluency, and/ or Mechanics
  - o **Behavior:** Frequency, Duration and Detailed description of targeted behavior(s)
  - o **Communication:** Speech, Processing, Language, and/or Social Language
  - o **Vision:** Description of concern
  - o **Hearing:** Description of concern
  - o **Gross/Fine Motor:** Description of concern

Question 2: ***Please document baseline/screener data for area(s) of concern (Fluency, Comprehension, Math Calculation, Concepts and Applications, Behavior Concerns, Speech Concerns, etc...).***

- Baseline data refers to the student's initial assessment scores from universal screeners or other validated measures *prior to the beginning of Tier II support.*
- Indicate when these scores were obtained, the assessment tool used for academic screening, and where the student's scores are in comparison to their class (if available).

Question 3: ***Please document your Tier I (Core Curriculum) used in the targeted area(s) of concern.***

- Indicate your targeted area(s) from Question 1
- What is the Core Curriculum used in the targeted area(s) from Question 1?
- What is the frequency and duration (during the school day) the student is receiving the Core Curriculum in the targeted area(s)?

Question 4: ***Are 80% of grade-level peers meeting expectations in Core Curriculum (for area(s) of concern)?***

- If using AIMSweb universal screening data, obtain this information from your grade-level "pyramid" of your class scores for the area(s) indicated in Question 1.
- If 80% of the grade-level are *not* meeting expectations, Tier III interventions *cannot be provided until further review of Core Curriculum used in the targeted area(s) of concern are reviewed.*
- *targeted area(s) of concern are reviewed.*

**Question 5: Briefly summarize additional Tier 1 instructional support(s) provided for the referred student (if applicable).**

- For example; if the referred student is observed to have difficulties with basic math calculations please indicate you have provided additional support (use of a calculator and/or number line, extended time to complete assignments, additional support of a classroom aide during assignments etc...).
- Please *only* list additional support in the specified areas indicated in Question 1.
- Please indicate the frequency, duration, and length of time additional support was provided; i.e., “*Since the 2<sup>nd</sup> week of school, Johnny was allowed the use of a calculator for basic math calculations during weekly quizzes lasting approximately 20 minutes and for homework given twice a week*”. If the current date is October 15<sup>th</sup>, then Johnny would have received additional support three times per week for approximately 7 weeks *before beginning Tier II interventions*.
- Please describe how the student responded to the additional support(s) provided.

**Question 6: Document Tier II Intervention Plan(s) (Researched-Based Instructional Methods, Materials, Group Size, Frequency, Length, etc...).**

- What date did Tier II intervention(s) begin?
- What percent of students in the grade-level are receiving Tier II intervention(s) for the same targeted area(s) indicated in Question 1?
- Who is provided the interventions?
- What materials/curriculum is being used for the interventions?
- To maintain integrity, interventions provided *must be research-based*. Please indicate evidence validating that the intervention(s) being used is researched-based.
- How many days per week are Tier II intervention(s) being provided for the referred student?
- How many minutes is the Tier II intervention(s)?
- Please describe how the student is responding to Tier II interventions?

**Question 7: Please include Tier II Bi-Weekly Progress Monitoring Data (Minimum of 3 data points [6 weeks] per intervention is required).**

- If a student is receiving Tier II interventions, their progress *must be monitored every two weeks using a consistent monitoring probe(s) directly related to their intervention(s)*.
- For example; if the student is receiving Tier II interventions for basic reading skills/fluency and you have been using AIMSweb R-CBMs, then you have been entering their data points bi-weekly into AIMSweb. Please indicate the Bi-Weekly Progress Monitoring Data here.
- If AIMSweb progress monitoring probes are not being used, then please provide the progress monitoring data used and indicate the scoring system, etc...

- *Referral to Tier III cannot occur unless a Tier II intervention has been provided for a minimum of 6 weeks.*
- *Referral to Tier III cannot occur unless consistent progress monitoring data has been collected.*

**Question 8: Please document any previous Tier III interventions and Data, if applicable.**

- Document any prior and/or simultaneously occurring Tier III intervention plans for the indicated area(s) of concern for the referred student.
- If a student is receiving a Tier III intervention, and there has been little or no progress made (supported by data collection) then a second Tier III intervention *must be provided* (and data collected) *prior to referral for special education services*, per Illinois state law.

**Question 9: Please include any additional factors or information you feel is necessary (Medical, Environmental, Family, etc...).**

- Please describe any information you feel may be relevant or a contributing factor to your student's skill/performance deficit. This may include information pertaining to a medical diagnosis, daily medication, high-risk factors, (truancy, extreme stressors in home environment, marked anxiety, retention, mobility, etc...) or any additional information you wish to add regarding your referred student.

