



## **RTI<sup>2</sup> DISTRICT HANDBOOK**

Revised August 2018



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### INTRODUCTION

The RTI<sup>2</sup> framework represents a tiered approach to instruction based on a collaborative, problem-solving model for addressing individual student needs; it is a process, not a program. RTI<sup>2</sup> is built on the premise that high-quality instruction and interventions are guided by student performance data. In the approach, needs of individual students are addressed through:

- scientifically research-based curriculum (across instructional tiers)
- appropriate instruction
- documented assessment
- skills-based interventions (where teacher-led and technology-based interventions respond to students' specific learning needs)
- progress monitoring
- additional services as indicated

Systematic implementation of RTI<sup>2</sup> results in:

- more effective instruction
- more reliable and detailed student progress data
- more strategic use of limited resources (e.g., intervention programs, instructional time and staff)
- increased professional collaboration
- more appropriate identification of Specific Learning Disabilities (SLD)
- increased student achievement
- overall school improvement

In this tiered approach, all students have access to rigorous, on grade-level, standards-aligned instruction during Tier 1, core instruction. Tiers 2 and 3 are characterized by even greater levels of differentiation in supplemental, intervention support.

# Response to Instruction and Intervention

# RTI<sup>2</sup>

GUIDING PRINCIPLES: □ Leadership □ Culture of Collaboration □ Prevention & Early Intervention

## **TIER I** All

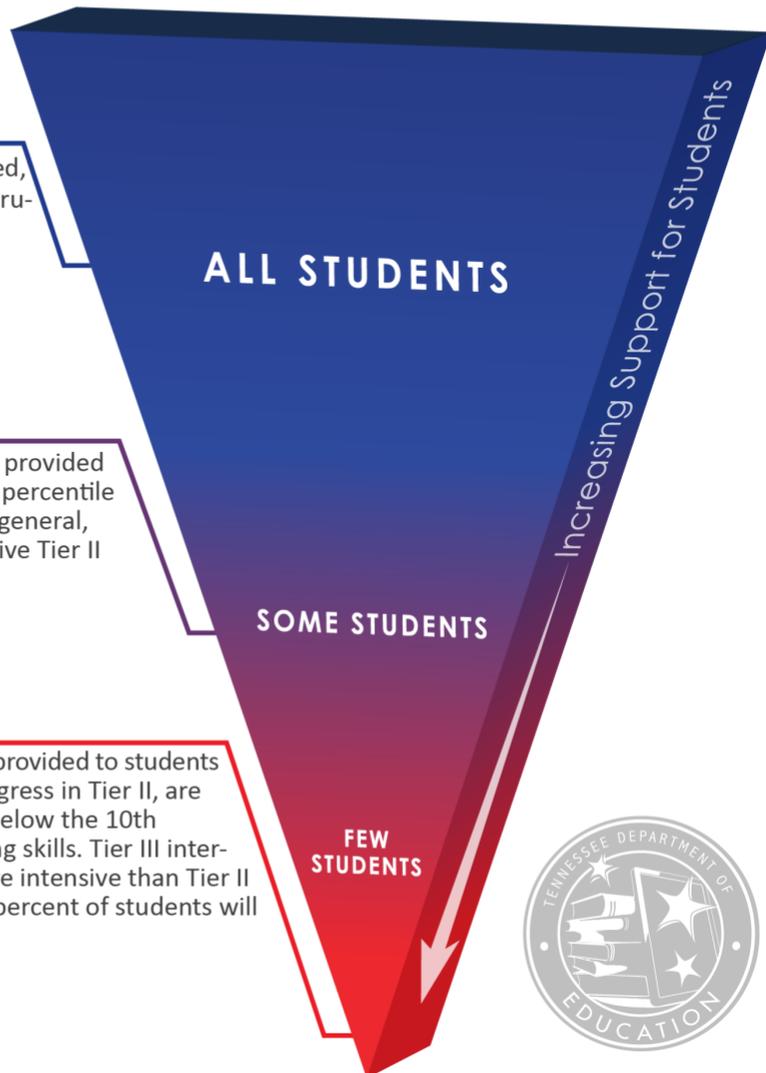
**ALL students** receive research-based, high quality, general education instruction. In general, 80-85 percent of students will receive only Tier I instruction.

## **TIER II** Some

In **ADDITION to Tier I**, extra help is provided to students who fall below the 25<sup>th</sup> percentile in basic math and reading skills. In general, 10-15 percent of students will receive Tier II interventions.

## **TIER III** Few

In **ADDITION to Tier I**, extra help is provided to students who have not made significant progress in Tier II, are 1½ –2 grade levels behind, or are below the 10<sup>th</sup> percentile in basic math and reading skills. Tier III interventions are more explicit and more intensive than Tier II interventions. In general, only 3-5 percent of students will receive Tier III interventions.



### Tier I Description

In Tier I, all students receive high-quality daily instruction in Reading/Language Arts, Mathematics, and Writing. Also referred to as core instruction, Tier I should be aligned to rigorous, grade-level state standards.

Research finds that when delivered effectively, quality core instruction should generally meet the needs of 80-85% of the students. If at least 80% of the students are not meeting grade-level standards, the core curriculum, as well as the delivery of instruction, should be evaluated and appropriate adjustments should be made.

### ► Tier I Instructional Times

CCS has adopted the below as minimum suggested times for Tier I instruction. No student should receive RTI<sup>2</sup> interventions during Tier 1 instruction.

	<i>K-2</i>	<i>3-5</i>	<i>6-8</i>	<i>9-12</i>
<i>Literacy</i>	150 minutes	90 minutes	55 minutes	90 minutes
<i>Math</i>	60 minutes	90 minutes	55 minutes	90 minutes

### Tier II Description

Tier II addresses the needs of struggling and advanced students and is in addition to Tier I. Those students who require additional assistance beyond the usual time allotted for core instruction (Tier I) receive additional intensive small group attention daily in the specific area of need. Tier II requires a high-quality intervention that is matched to the student’s identified skill deficit area and provided by highly-trained personnel. Advanced students should receive targeted reinforcement and enrichment. Enrichment activities expand on students’ learning in ways that may differ from the strategies used during Tier I instruction.

### ► Tier II Intervention Times

The following table contains the recommended minimum times and group sizes for Tier II intervention in CCS. Interventions should be taught outside of the Tier I instruction time.

	<i>K-5</i>	<i>6-8</i>	<i>9-12</i>
<i>Time</i>	30 minutes	30 minutes	30 minutes
<i>Group size</i>	1:5	1:6	1:6

### Tier III Description

Tier III addresses students who have received Tier I instruction and Tier II interventions and continue to show marked difficulty in acquiring necessary reading, mathematics, or writing skills. It could also include students who are 1.5 to 2 years behind or below the 10<sup>th</sup> percentile and require the most intensive interventions immediately. Students at this level receive daily, intensive, small group intervention targeting specific area(s) of deficit, which are more intense than interventions received in Tier II.

### ► Tier III Intervention Times

The below table lists the recommended minimum times and group sizes for Tier III intervention in CCS.

	K-5	6-8	9-12
<i>Time</i>	45-60 minutes	45-60 minutes	45-60 minutes
<i>Group size</i>	1:3	1:6	1:12

### Summary of Tier I, II, III

Tier I	Tier II	Tier III
<ul style="list-style-type: none"> <li>•All Students</li> <li>•Core Instruction</li> </ul>	<ul style="list-style-type: none"> <li>•All students</li> <li>•In addition to Tier I</li> <li>•Interventions are skills focused</li> <li>•Interventions are targeted to student specific skill deficit(s)</li> <li>•Re-inforcement and enrichment activities for advanced students</li> <li>•30-minutes</li> </ul>	<ul style="list-style-type: none"> <li>•Only students requiring the most intensive intervention(s)</li> <li>•In addition to Tier I</li> <li>•Skills focused</li> <li>•Targeted to student specific skill deficit(s)</li> <li>•45-60 minutes</li> </ul>

## RTI<sup>2</sup> PROCESS

### Identification

#### STEP 1: Universal Screening

A universal screener is a brief screening assessment of academic skills administered to all students to determine whether students demonstrate the skills necessary to achieve grade-level standards. Universal screening reveals which students are performing at or above the level considered necessary for achieving long-term success. It also is used to identify students in need of further intervention due to identified skill deficits.

A nationally normed, skills-based universal screener is administered to all K-8 students three times a year: at the beginning, middle, and end of the school year. For students in grades 9-12, a data decision making system (Early Warning System) is used for screening students at the end of the school year. The Early Warning System includes additional data (academic, attendance, behavior, and course data) in the screening of students.

Students entering mid-term who attended a school located outside the district will be screened using the appropriate measures based on the time of enrollment for their grade-level.

Grade Level	Fall Benchmark	Winter Benchmark	Spring Benchmark
<b>Kindergarten</b>	Letter Names Letter Sounds Phoneme Segmenting CCSS Math	Letter Sounds Phoneme Segmenting Word Reading Fluency CCSS Math	Letter Sounds Phoneme Segmenting Word Reading Fluency CCSS Math
<b>1<sup>st</sup> grade</b>	Letter Sounds Phoneme Segmenting Word Reading Fluency CCSS Math	Letter Sounds Word Reading Fluency Passage Reading Fluency CCSS Math	Letter Sounds Word Reading Fluency Passage Reading Fluency CCSS Math
<b>2<sup>nd</sup> – 6<sup>th</sup> grades</b>	Passage Reading Fluency Vocabulary MCRC CCSS Math Written Expression	Passage Reading Fluency Vocabulary MCRC CCSS Math Written Expression	Passage Reading Fluency Vocabulary MCRC CCSS Math Written Expression
<b>7<sup>th</sup> – 8<sup>th</sup> grades</b>			Passage Reading Fluency Vocabulary MCRC CCSS Math Written Expression

**STEP 2: Analyze the Universal Screener data**

Identify students who score between the 1<sup>st</sup>-25<sup>th</sup> percentiles on the universal screener.

**STEP 3: Administer Survey Level Assessments (where applicable)**

A survey level assessment is a process for determining the most basic skill deficit and skill/instructional level a student has mastered. It is effective in determining appropriate, realistic goals for a student and helps identify the specific deficit in order to determine accurate rate of improvement and growth.

Examples of survey level assessments include: PASS (Phonological Awareness Skills Screener), CORE Phonics Survey, CORE Vocabulary Survey, Running Record, Tennessee Mathematics survey level assessments.

Students identified as at-risk on the universal screener or other sources of data that are in need of further information to determine the specific deficit will be administered a survey level assessment. Any assessment given should be placed in the student's intervention file.

**STEP 4: Generate student list to be discussed at the building RTI<sup>2</sup> Data Team Meeting**

Most students who will be discussed at the RTI meeting will be determined from the administration of the universal screener and additional assessments. However, teachers and other RTI<sup>2</sup> team members can bring supporting data for students identified/unidentified on the universal screener for further consideration.

**STEP 5: RTI<sup>2</sup> Data Team Meeting #1**

The school RTI<sup>2</sup> Data Team should be comprised of the following individuals: principal and/or assistant principal, RTI facilitator, school psychologist. The following individuals participate as necessary: school counselor, classroom teachers, ESL teacher, special education teacher.

The RTI<sup>2</sup> Data Team meets with each grade level individually. Student data (Universal Screener results, other assessment data, teacher observation, attendance, etc.) is discussed to recommend appropriate Tier II or III placement. Hearing and vision screening should be scheduled for any students without prior screening results. The date of the RTI<sup>2</sup> Data Team Meeting should be recorded on the Student Intervention Record (SIR).

### **STEP 6: Parent Notification of screening results and intervention placement**

The RTI facilitator requests a student enrollment spreadsheet from the Supervisor of Data Management & Assessment. Students identified for Tier II or III interventions are noted on the spreadsheet and returned to the Supervisor for uploading into PowerSchool. The RTI facilitator will be notified when the upload is complete and will print parent notification letters by homeroom. Parent notification letters are sent home with all students. The date is noted on the Student Intervention Record (SIR) for students qualifying for Tier II or III intervention groups.

## **Intervention Implementation**

### **STEP 1: Scheduling of identified students for intervention**

Students identified for Tier II or III services are placed in appropriate intervention groups based upon their identified skill deficit area. Intervention groups should meet recommended ratios and be taught by highly trained personnel. For ELL students, ESL services can replace Tier II or III if the student is a beginning or intermediate language learner.

### **STEP 2: Intervention Records**

Each Tier II/III intervention student should have an intervention file folder and an electronic Student Intervention Record (SIR) form. The SIR is created/contained within a district shared Excel file and should be updated monthly to reflect any changes in the student's intervention.

Intervention teachers should maintain an attendance record for each student in the intervention group (Tier II/III Round I/II Summary Form). This attendance record should be placed in the student's intervention file upon group completion. For Tier III students at CMS and CHS, the student PowerSchool attendance record should be printed at the end of the semester/year and used in lieu of the Tier II/III Round I/II Summary Form.

## Progress Monitoring

### Identify measure and instructional level for progress monitoring

Students placed in a Tier II/III intervention group will have their progress monitored bi-weekly (weekly if decided by the RTI team). The measure(s) used to monitor student progress should align with the identified skill deficit area and be at the student's instructional level.

For students using easyCBM, the progression of skill development is as follows:

Letter Names → Phoneme Segmenting → Letter Sounds
Word Reading Fluency → Passage Reading Fluency
Vocabulary → CCSS Reading → MCRC
Math → CCSS Math

### Kindergarten: Reading

In Kindergarten, three skill areas are assessed in increasing order of skill development: Letter Name (LN), Letter Sounds (LS), and Phoneme Segmentation (PS).

Review the percentile scores/performance in each skill area (LN, LS, PS), considering order of skill development.

IF	THEN
If a score is at or above the 25th percentile	<ul style="list-style-type: none"> <li>the student is considered adequate (Tier 1) in this skill</li> </ul>
If only one score is below the 10th percentile	<ul style="list-style-type: none"> <li>provide intervention in this skill deficit area AND at this grade level</li> <li>progress monitor in this area AND at this grade level</li> </ul>
If more than one score is below the 25th percentile	<ul style="list-style-type: none"> <li>provide intervention in the lowest skill deficit area AND at this grade level</li> <li>progress monitor in this area AND at this grade level</li> <li>once the 50th percentile is obtained on three consecutive probes, consider change of intervention to the next skill in order of development</li> </ul>

Appropriate Survey Level Assessments include: PASS, Alphabet Recognition and Production.

**Grade 1: Reading**

In 1st grade, three skill areas are assessed in increasing order of skill development: Letter Sounds (LS), Phoneme Segmentation (PS), and Word Reading Fluency (WRF).

Review the percentile scores/performance in each skill area (LS, PS, WRF), considering order of skill development.

IF	THEN
If a score is at or above the 25th percentile	<ul style="list-style-type: none"> <li>the student is considered adequate (Tier 1) in this skill</li> </ul>
If only one score is below the 25th percentile	<ul style="list-style-type: none"> <li>provide intervention in this skill deficit area AND at this grade level</li> <li>progress monitor in this area AND at this grade level</li> <li>once the 50th percentile is obtained on three consecutive probes, consider change of intervention to the next skill in order of development</li> </ul>
If more than one score is below the 25th percentile	<ul style="list-style-type: none"> <li>provide intervention in the lowest skill deficit area AND at this grade level</li> <li>progress monitor in this area AND at this grade level</li> <li>once the 50th percentile is obtained on three consecutive probes, consider change of intervention to the next skill in order of development</li> </ul>

Appropriate Survey Level Assessments include: PASS, Alphabet Recognition and Production, Sight Word List, Running Record.

**Grades 2 to 10: Reading**

In grades 2-10, three skill areas are assessed in increasing order of skill development: Passage Reading Fluency (PRF), Vocabulary (V), and Reading Comprehension (MCRC).

Review the PRF percentile score obtained during administration of the easyCBM screener for grades 2-9. For 10th grade, give probe 1 for PRF, V, MCRC.

IF	THEN	
<p>If the score is at or above the 25th percentile</p>	<ul style="list-style-type: none"> <li>the student is considered adequate (Tier 1) in this skill</li> <li>if scores are at or below the 24th percentile in Vocabulary and/or MCRC, then follow the process below</li> </ul>	
<p>If the score is between the 11th -24th percentiles</p>	<p><b><u>PRF (to be addressed before Vocabulary &amp; MCRC)</u></b></p> <ul style="list-style-type: none"> <li>administer CORE Phonics Survey if accuracy rates are below 95%</li> <li>address phonics skill deficit <u>if identified</u> AND progress monitor in appropriate area (LS, PS, WRF, PRF) and instructional level</li> <li><u>if no phonics skill deficit is identified</u>, address fluency skill deficit at instructional level AND progress monitor in this area (PRF)</li> <li>once the student obtains the 50th percentile on three consecutive probes, then consider change of intervention to the next skill in order of development</li> </ul>	<p><b><u>Vocabulary/MCRC</u></b></p> <ul style="list-style-type: none"> <li>progress monitor at grade level in the lowest identified skill in the skill progression (Vocabulary → MCRC)</li> <li>once the 50th percentile is obtained on three consecutive probes, consider change of intervention to the next skill in order of development</li> </ul>

IF	THEN	
<p>If the score is between the 1st and 10th percentiles</p>	<p><b><u>PRF (to be addressed before Vocabulary &amp; MCRC)</u></b></p> <ul style="list-style-type: none"> <li>• administer CORE Phonics Survey</li> <li>• administer earlier grade level probes (PRF, WRF, PS, LS) until student scores between the 11<sup>th</sup> and 25<sup>th</sup> percentiles to determine progress monitoring instructional level</li> <li>• provide intervention in this skill deficit area at the identified instructional level</li> <li>• progress monitor in this skill deficit area at the identified instructional level</li> <li>• once the student obtains the 50th percentile on three consecutive probes, then consider change of intervention to the next skill in order of development and/or next grade level of progress monitoring within PRF</li> </ul>	<p><b><u>Vocabulary/MCRC</u></b></p> <ul style="list-style-type: none"> <li>• administer earlier grade level probes until student scores between the 11<sup>th</sup> and 25<sup>th</sup> percentiles to determine instructional level</li> <li>• provide intervention in this skill deficit area at the identified instructional level</li> <li>• progress monitor in this skill deficit at the identified instructional level</li> <li>• once the student obtains the 50th percentile on three consecutive probes, then consider change of intervention to the next skill in order of development</li> </ul>

Appropriate Survey Level Assessments include: PASS, Alphabet Recognition and Production, Sight Word List, Running Record, CORE Phonics Survey, CORE Vocabulary Survey.

**Grades K-10: Mathematics**

Review the CCSS Math percentile score obtained during administration of the easyCBM screener for grades 2-9. For 10<sup>th</sup> grade, give probe 1 for CCSS Math.

IF	THEN
If the score is at or above the 25th percentile	<ul style="list-style-type: none"> <li>the student is considered adequate (Tier 1) in math</li> </ul>
If the score is between the 11 <sup>th</sup> and 24th percentiles	<ul style="list-style-type: none"> <li>interpret the skill as being an area of deficit</li> <li>provide intervention in this skill deficit area at the obtained instructional level</li> <li>progress monitor in this area AND at the obtained instructional level</li> <li>once the 50th percentile is obtained on three consecutive probes, consider change of intervention to the next grade level (if appropriate)</li> </ul>
If the score is between the 1 <sup>st</sup> and 10 <sup>th</sup> percentiles	<ul style="list-style-type: none"> <li>interpret the skill as being an area of deficit AND is below instructional level</li> <li>administer probe one grade level below student's enrolled grade</li> <li>continue reviewing percentile score and administering earlier grade probes one grade level at a time until a score between the 10<sup>th</sup> and 25th percentiles (instructional level) is obtained</li> <li>provide intervention in this skill deficit area at the obtained instructional level</li> <li>progress monitor in this area AND at the obtained instructional level</li> <li>once the 50th percentile is obtained on three consecutive probes, consider change of intervention to the next grade level</li> </ul>

Appropriate Survey Level Assessments include: State Mathematics Survey Assessments, K-1 Number Sense Screener, Program Placement Assessments.

## Goal Setting

Using the Rate of Improvement (ROI) Worksheet or spreadsheet, a goal should be set for each Tier II/III student in order to help determine the effectiveness of the intervention. The goal should be recorded on the SIR and within the easyCBM system.

## Calculating Rate of Improvement (ROI)

A student's Rate of Improvement (ROI) on progress monitoring is the number of units of measure (e.g., words read correctly [wrc], correct responses, correct digits) a child has made per week since the beginning of the intervention. To discover this rate, divide the total number of units gained by the number of weeks that have elapsed. The ROI is one of the factors considered in determining whether a student has responded well to the intervention and made sufficient progress.

The rate of improvement is calculated before each RTI<sup>2</sup> Data Team Meeting for focus students provided that at least 2 new progress monitoring points have been collected since the last data team meeting. Only the data from easyCBM can be used to calculate rate of improvement. After calculating the student's ROI, it is then compared to a typical peer's ROI (i.e., Typical ROI). Typical ROI is calculated by subtracting the Fall easyCBM baseline expectation from the Spring easyCBM baseline expectation and dividing it by the number of weeks in the school year (i.e., 36).

The ROI of the student receiving Tier 2 or 3 interventions should be greater than the Reasonable ROI (Typical ROI X 1.5). If a student's ROI is greater than the Reasonable ROI of a typical peer, when calculated on instructional level, then it is considered sufficient and the team should follow the procedures for moving tier levels.

## Fidelity Monitoring

The purpose of monitoring fidelity is to provide ongoing information about the effectiveness of the instruction/intervention being provided.

### Tier I

In Tier I, fidelity is monitored using the TEAM evaluation process. There is no additional fidelity monitoring or recordkeeping required for the RTI<sup>2</sup> process.

### Tier II

Three fidelity checks should occur within the period of time that 8-10 data points are collected. Two of the three checks must be a direct observation and one can be an indirect observation. Direct observations can be done for an entire group at the same time; however, the information they provide should be looked at from the student level because the team will be making decisions about each student's needs. They can vary in length depending on the intensity of the observation needed. The Fidelity Monitoring Checklist should be used for each direct observation and kept on file.

Direct Fidelity Check Options	Indirect Fidelity Check Options
<ul style="list-style-type: none"> <li>• Walk through observation</li> <li>• Short observation (partial intervention session)</li> <li>• Full observation</li> </ul>	<ul style="list-style-type: none"> <li>• Review of intervention lesson plans</li> <li>• Review of progress monitoring data</li> <li>• Review of schedules</li> <li>• Review of attendance (including reasons for absence)</li> </ul>

If the intervention is effective and the students are making progress, the fidelity checks do not need to be as intensive. If the students are not making progress, then the fidelity checks need to be more thorough. For example, a thorough fidelity check might be a 30-minute observation.

### Tier III

Five fidelity checks should occur within the period of time that 8-10 data points are collected. Three of the five checks must be a direct observation and two can be indirect observations. The Fidelity Monitoring Checklist should be used for each direct observation and kept on file.

### School Level RTI<sup>2</sup> Data Team Meetings

The RTI<sup>2</sup> Data Team meets regularly (every 4-4.5 weeks) to ensure the fidelity of the instruction and interventions, as well as make data-based decisions regarding appropriate student placement in interventions. Placing students in interventions requires reviewing and discussing student data and attendance. Interventions must be matched to specific area(s) of deficit for each student. School teams will ensure that interventions are implemented with integrity.

Changes to student intervention plans can be made to address: grouping, interventionist, teacher-pupil ratio, length of time, frequency, type of intervention, time of day of intervention, etc. Decisions can also be made about movement between tiers at this time; however, there should be at least 3-4 data points to support modifications to the student intervention plan.

The Student Intervention Record (SIR) should be updated following the RTI<sup>2</sup> Data Team Meetings to reflect any changes occurring to the student's intervention plan. The Parent Progress Monitoring Letter should be completed, sent home with the student, and the date documented on the SIR.

#### **RTI<sup>2</sup> Data Team Meeting #1**

1. Team reviews student list for Tier II/III consideration
2. Each student's lowest skill deficit area is identified based on screening and survey level assessments results
3. A Student Intervention Record (SIR) is completed for each student
4. Hearing and vision screening for students without prior screening results
5. Parent Letters for Screening Results are completed
6. Documentation is made on SIR for date of Parent Letter

#### **PRIOR to RTI<sup>2</sup> Data Team Meeting #2-10**

1. 1-2 Fidelity Checks completed
2. Progress monitoring completed (2 data points in lowest skill deficit area)
3. Rate of Improvement calculated for focus students

#### **RTI<sup>2</sup> Data Team Meeting #2-10**

1. Student progress is reviewed (progress monitoring, ROI, fidelity checks, attendance)
2. Changes are made to student's Intervention if necessary
3. Appropriate Parent Progress Monitoring Letter is completed and sent home with student
4. SIR is updated to reflect changes and dates of parent communication

## Contact with Parents/Guardians

Parent communication is a mandatory component of the RTI<sup>2</sup> framework. Parent contact is required at the following times:

- Universal screening (dates and duration of screening) – may be communicated through automated phone system
- Screening results
- Before placement in an intervention
- After every RTI<sup>2</sup> Data Team Meeting (monthly Parent Progress Monitoring Letter)
- Before decreasing time in an intervention or stopping an intervention (use either the Parent Progress Monitoring Letter or appropriate Parent Movement between Tiers Letters)
- Before making a referral to special education
- Student displays characteristics of dyslexia

## Parent Request for Opting Out of Intervention

Revised-RTI<sup>2</sup> Implementation Guide July 2014

**Q: Do parents have the option to request their child not be placed in any intervention services? What is the accountability for the system if the child is not provided services? Is there state form that a parent can sign to deny services? If not will one be provided for districts?**

*A: The Response to Instruction and Intervention (RTI<sup>2</sup>) initiative will be the mandated methodology for delivery of instruction in the general education curriculum in all local education agencies in the state, effective July 1, 2014. Therefore, since RTI<sup>2</sup> is an instructional methodology mandated by policy of the state board of education via the criteria for determination of learning disabilities, it is therefore applicable to all students enrolled in a local education agency, and a parent has no legal standing to refuse the provision of instruction via a RTI<sup>2</sup> method to an individual student, just as a parent cannot refuse to allow an individual student to be instructed in mathematics, language arts, science, or any other component of the general education curriculum mandated by the state board of education.*

*The criteria for determination of learning disabilities clearly prescribes that initial tiers of an RTI method are not specialized instruction as contemplated by the Individuals with Disabilities Education Act (IDEA). Therefore, prior to a request to a parent from a local education agency for consent to evaluate an individual student for determination of IDEA eligibility, commonly known as a referral, or a local education agency's receipt of a parental request accompanied by written informed consent to evaluate an individual student for determination of IDEA eligibility, a student is neither suspected of having a disability, nor is a student eligible pursuant to IDEA, and prior to the exercise of either event, all students must be instructed via the methods determined appropriate by local educators in the general education curriculum, pursuant to the RTI methodology prescribed by the state board of education.*

*The question presented is the most prevalent question that has historically arisen on the issue RTI<sup>2</sup>. Effective July 1, 2014 in our state, RTI<sup>2</sup> is a general education instructional methodology, to be applied in the general curriculum, and applicable to all students enrolled in a local education agency. IDEA*

*procedural rights, and potential entitlements, do not arise until the parent or local education agency exercises the contingencies identified in the previous paragraph.*

*If an individual parent disagrees with a local education agency's adherence to the state mandated method of instructional delivery, he/she may exercise the multiplicity of school choice options available to parents in our state, including private or home school instruction.*

### Special Education Referral

A referral for special education for a specific learning disability (SLD) in basic reading skills, reading fluency, reading comprehension, written expression, mathematics calculation, or mathematics problem solving will be determined when the data (i.e., progress monitoring, fidelity checks, intervention records, parent communication, ROI, gap analysis) indicates that Tier III is ineffective.

RTI<sup>2</sup> INTERVENTION PROGRAMS

Skill Deficit Area	Intervention Programs		
	Grades K-5	Grades 6-8	Grades 9-10
Phonological Awareness	<ul style="list-style-type: none"> <li>• Stepping Stones to Literacy</li> <li>• Sounds Sensible*</li> <li>• Road to the Code</li> <li>• The Intensive Phonological Program</li> <li>• Voyager</li> <li>• Reading A-Z Lessons</li> </ul>		
Phonics	<ul style="list-style-type: none"> <li>• West Virginia Phonics</li> <li>• Sound Sensible*</li> <li>• Sound Partners</li> <li>• Voyager</li> <li>• Readwell</li> <li>• SPIRE*</li> <li>• Foundations*</li> <li>• Rewards*</li> <li>• Reading A-Z Lessons</li> <li>• Wilson Just Words*</li> <li>• SpellRead*</li> <li>• LIPS Program*</li> <li>• Barton Reading Program*</li> </ul>	<ul style="list-style-type: none"> <li>• West Virginia Phonics</li> <li>• Reading A-Z Lessons</li> <li>• Read Naturally Live</li> <li>• Corrective Reading Decoding</li> </ul>	<ul style="list-style-type: none"> <li>• Edgenuity MyPath</li> <li>• Corrective Reading Decoding</li> </ul>
Fluency	<ul style="list-style-type: none"> <li>• Quick Reads</li> <li>• Phrase-Cued Reading Strategy</li> <li>• Elements of Reading Fluency*</li> <li>• Reading A-Z Lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Read Naturally Live</li> <li>• Corrective Reading Fluency Supplement</li> </ul>	<ul style="list-style-type: none"> <li>• Edgenuity MyPath</li> <li>• Corrective Reading Fluency Supplement</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>• Early Vocabulary Connections</li> <li>• Academic Vocabulary for English Learners</li> <li>• Elements of Reading Vocabulary*</li> <li>• Vocabulary Improvement Program*</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary Through Morphemes</li> </ul>	<ul style="list-style-type: none"> <li>• Edgenuity MyPath</li> </ul>

Skill Deficit Area	Intervention Programs		
	Grades K-5	Grades 6-8	Grades 9-10
Comprehension	<ul style="list-style-type: none"> <li>• Comprehension Toolkit</li> <li>• Quick Reads</li> </ul>	<ul style="list-style-type: none"> <li>• Read Naturally Live</li> <li>• Corrective Reading Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Edgenuity MyPath</li> <li>• Corrective Reading Comprehension</li> </ul>
Written Expression	<ul style="list-style-type: none"> <li>• Powerful Writing Strategies</li> <li>• Step Up to Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Step Up to Writing</li> </ul>	
Mathematics Calculation	<ul style="list-style-type: none"> <li>• Whole Number Foundations</li> <li>• Do the Math</li> <li>• Math Navigator</li> </ul>	<ul style="list-style-type: none"> <li>• Do the Math</li> <li>• Math Navigator</li> <li>• Moving with Math</li> </ul>	<ul style="list-style-type: none"> <li>• TransMath</li> <li>• Edgenuity MyPath</li> <li>• onramp to Algebra</li> <li>• Inside Algebra</li> </ul>
Mathematics Reasoning	<ul style="list-style-type: none"> <li>• Whole Number Foundations</li> <li>• Do the Math</li> <li>• Math Navigator</li> </ul>	<ul style="list-style-type: none"> <li>• Do the Math</li> <li>• Math Navigator</li> <li>• Moving with Math</li> </ul>	<ul style="list-style-type: none"> <li>• TransMath</li> <li>• Edgenuity MyPath</li> <li>• onramp to Algebra</li> <li>• Inside Algebra</li> </ul>

\*Approved but not available in all buildings



# RTI<sup>2</sup> FORMS



**Cleveland City Schools  
Consent for Hearing / Vision Screening**

RE: \_\_\_\_\_  
Child's Name

Dear Parent:

We would like to request your permission to schedule your child for one or both of the following:

Hearing Screening: \_\_\_\_\_

Vision Screening: \_\_\_\_\_

The reason we are requesting that he/she be screened is due to  
\_\_\_\_\_  
\_\_\_\_\_

Please sign below and return this form to your child's teacher as soon as possible. You will be notified if there is a problem with either hearing or vision.

Thank you for your immediate response.

Sincerely,

\_\_\_\_\_

- I **agree** to the hearing / vision screening.
- I **do not agree** to the hearing / vision screening.

\_\_\_\_\_  
Parent / Guardian Signature

\_\_\_\_\_  
Date

Reviewed 04.01.11



SAMPLE STUDENT INTERVENTION RECORD (BACK)

STUDENT INFORMATION	Last Name:	Blackner	First Name:	kathy
	School Year:	2016-2017	Grade:	K
	School:	bb	Homeroom:	davis
	Vision Test Results:	Pass		
	Hearing Test Results:	Fail		
	Retained:	No		

2ND SEMESTER	Skill Deficit Area:	Reading Comprehension	Tier Level:	III	Tier II/III Parent Notification Date:	12/12/1999
	Spring BM Percentile:	23	Group Ratio:	1:3	PM Measure:	CCSS RDG
	Intervention Program:	Corrective Reading Comprehension	Duration/Frequency:	5 x 30	PM Grade Level:	1
	Intervention Program Level:	LEVEL A	Interventionist:	DEAL	PM Goal:	23
	Skill Deficit Area:	Reading Comprehension	Tier Level:	III		
	Start Date:	12/12/1999				

2ND SEMESTER RTI TEAM MEETINGS	<b>RTI TEAM MEETING 1</b>					
	Meeting Date:	1/13/1995				
	Meeting Notes:	NNNNNNNNNNNNNNNNNNNNNNNNNNNNNN				
	<b>RTI TEAM MEETING 2</b>					
	Meeting Date:	4/5/1996				
	PM Parent Report Date:	4/5/1996				
	Intervention Considerations:	insufficient data				
	Intervention Changes:	no changes				
	Meeting Notes:	lolahslkdjf dsjfl fjlfsdjf lsfj lsdj skdfj sljd sldfj sdif lsd j				
	<b>RTI TEAM MEETING 3</b>					
	Meeting Date:	7/8/1954				
	PM Parent Report Date:	9/8/1985				
	Intervention Considerations:	making some progress				
	Intervention Changes:	no changes				
	Meeting Notes:	jhdsifjds flsflsd f lsfjlsklfjsdfjsdjlfsfjsldfjsfjsldj				
	<b>RTI TEAM MEETING 4</b>					
Meeting Date:	7/8/2023					
PM Parent Report Date:	7/45/89					
Intervention Considerations:	none					
Intervention Changes:	no					
Meeting Notes:	hlsjdfjlsdfljsflsd fjslfsjdsfjsd fjslfsd fjslfsjlsd fjslfsj					

## SAMPLE PARENT REPORT GENERATED IN POWERSCHOOL (FRONT)

### RTI Universal Screening Student Results



**Student Name:**

**Homeroom:**

**Date:**

Cleveland City School District 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 (RTI<sup>2</sup>) is one form of support.

#### **What is RTI<sup>2</sup>?**

A multi-tiered system that identifies specific student needs and match appropriate instructional strategies.

#### **What does the RTI<sup>2</sup> Framework look like?**

The RTI<sup>2</sup> Framework has three tiers. Each tier provides differing levels of support.

In Tier I, all students receive research-based, high quality, general education instruction that incorporates ongoing universal screening and ongoing assessment to inform instruction.

In Tier II, intervention is implemented when assessment indicates that a student is not making adequate gains from Tier I instruction alone. In addition to Tier I instruction, students are provided small group interventions designed to meet their specific needs including those students displaying characteristics of dyslexia. These students are progress monitored every other week using a tool that is sensitive to measuring changes in the student's individual skills.

In Tier III, more intensive interventions are provided to students who have not made significant progress in Tier II including those students displaying characteristics of dyslexia, who are more than 1.5 grade levels behind, or who are below the 10th percentile. These students are progress monitored 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 RTI<sup>2</sup> Framework?**

A key component of RTI<sup>2</sup> is that all children receive high quality curriculum and instruction in the general education classroom (Tier I).

Another component of RTI<sup>2</sup> is that the school conducts universal screenings. Universal screenings occur in the fall, winter and spring. They review the performance and progress of all students through brief assessments. Universal screenings help schools identify students who may need more support or other types of instruction.

As a result of universal screenings, students may be identified as needing targeted intervention in addition to the high quality instruction they are receiving in Tier I. 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.

## SAMPLE PARENT REPORT GENERATED IN POWERSCHOOL (BACK)

Another key component of RTI<sup>2</sup> 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 I). When progress monitoring shows that a child is not responding to the intervention, another approach or intervention may be tried. If a higher level of support is needed, students may be given more intense intervention that further focuses on the supporting skills they need to be successful learners (Tier III). Students who do not respond to Tier III interventions may be referred for special education.

### \_\_\_\_\_ 's Individual RTI<sup>2</sup> Universal Screener Results:

Each building has recently completed the \_\_\_\_\_ round of Universal Screenings for the \_\_\_\_\_ school year. Based upon the screening results, your child will receive the following intervention(s) for the \_\_\_\_\_ semester:

- No interventions are necessary at this time
- Tier II intervention in Math
- Tier III intervention in Math
  
- Tier II intervention in Reading
- Tier III intervention in Reading
  
- Tier II intervention in Written Expression
- Tier III intervention in Written Expression

Please feel free to contact your child's teacher with any questions you may have regarding the RTI<sup>2</sup> process.



Tier \_\_\_\_ Fall Summary Form for Year \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Instructor: \_\_\_\_\_ Time: \_\_\_\_\_

Intervention: \_\_\_\_\_

Beginning Lesson: \_\_\_\_\_ Ending Lesson: \_\_\_\_\_

Progress Monitoring Goal: \_\_\_\_\_

August	September	October	November	December
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
10	10	10	10	10
11	11	11	11	11
12	12	12	12	12
13	13	13	13	13
14	14	14	14	14
15	15	15	15	15
16	16	16	16	16
17	17	17	17	17
18	18	18	18	18
19	19	19	19	19
20	20	20	20	20
21	21	21	21	21
22	22	22	22	22
23	23	23	23	23
24	24	24	24	24
25	25	25	25	25
26	26	26	26	26
27	27	27	27	27
28	28	28	28	28
29	29	29	29	29
30	30	30	30	30
31		31		31

**Attendance Key**

P = Student Present  
 A = Student Absent  
 IA = Instructor Absent  
 SE = School Event  
 W = Weather related

**Attendance Totals**

Total days present  
 \_\_\_\_\_

Total days absent  
 \_\_\_\_\_



Tier \_\_\_\_\_ Spring Summary Form for Year \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Instructor: \_\_\_\_\_ Time: \_\_\_\_\_

Intervention: \_\_\_\_\_

Beginning Lesson: \_\_\_\_\_ Ending Lesson: \_\_\_\_\_

Progress Monitoring Goal: \_\_\_\_\_

January	February	March	April	May
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
10	10	10	10	10
11	11	11	11	11
12	12	12	12	12
13	13	13	13	13
14	14	14	14	14
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23	23	23	23	23
24	24	24	24	24
25	25	25	25	25
26	26	26	26	26
27	27	27	27	27
28	28	28	28	28
29		29	29	29
30		30	30	30
31		31		31

**Attendance Key**

**P** = Student Present  
**A** = Student Absent  
**IA** = Instructor Absent  
**SE** = School Event  
**W** = Weather related

**Attendance Totals**

Total days present  
 \_\_\_\_\_

Total days absent  
 \_\_\_\_\_

**RATE OF IMPROVEMENT (ROI) WORKSHEET**

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

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Assessment Used:	easyCBM
Skill Deficit Area:	
Student's score on first probe administered:	
Student's score on last probe administered:	
Fall Benchmark expectation:	
Spring Benchmark expectation:	

<b>STEP 1: DETERMINE TYPICAL ROI</b>						
_____	-	_____	/	_____ 36 _____	=	_____
Spring Benchmark expectation		Fall Benchmark expectation		Number of weeks		Typical ROI (slope)

<b>STEP 2: DETERMINE STUDENT ROI</b>						
_____	-	_____	/	_____	=	_____
Score on last probe administered		Score on first probe administered		Number of weeks		Student ROI (slope)

<b>STEP 3: COMPARE STUDENT ROI TO TYPICAL ROI</b>				<b>Is Student's ROI less than Aggressive/Reasonable ROI?</b>	
_____	-	_____ 1.5 _____	=	_____ Reasonable ROI _____	<input type="checkbox"/> YES
Typical ROI					<input type="checkbox"/> NO
<b>OR</b>					
_____	-	_____ 2.0 _____	=	_____ Aggressive ROI* _____	
Typical ROI					

If the team answers "yes", consider a change in intervention:

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



**Tier II/III Fidelity Checklist**

Instructor: \_\_\_\_\_ Date: \_\_\_\_\_ Tier: \_\_\_\_\_  
 Observed by: \_\_\_\_\_ Area of Intervention: \_\_\_\_\_  
 Lesson Number: \_\_\_\_\_ Number of students in group: \_\_\_\_\_  
 Start and Stop Time: \_\_\_\_\_ Total Time of Observation: \_\_\_\_\_

AREA	YES	NO	Comments
<b>Materials and Time</b>			
Teacher and student materials ready			
Teacher organized and familiar with lesson			
<b>Instruction/Presentation</b>			
Follows steps and wording in lessons			
Uses clear signals			
Provides students many opportunities to respond			
Models skills/strategies appropriately and with ease			
Corrects all errors using correct technique			
Provides students with adequate think time			
Presents individual turns			
Maintains appropriate pacing			
Ensures students are firm on content prior to moving forward			
Completes all parts of teacher-directed lesson			
<b>General Observation of the Group</b>			
Student engagement in lesson			
Student success at completing activities			
Teacher familiarity with lesson formats and progression through activities			
Teacher encouragement of student effort			
Transitions between activities were smooth			

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

\_\_\_\_\_ signature

Students present:


**SAMPLE PARENT PROGRESS MONITORING LETTER**



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

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

Dear Parent,

A letter previously notified you that your student is receiving additional \_\_\_\_\_ interventions. During this intervention period, your child has been receiving small group, systematic intervention in \_\_\_\_\_. Your child has had his/her progress monitored every other week using assessments that are specific to the intervention being used.

At this time, there has been limited data collected to accurately state his/her progress. This may occur if the intervention period has been less than four weeks or the weather has caused interruptions to the school schedule.

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

	Making <b>good progress</b> and we plan to discontinue the additional intervention.
	Making <b>good progress</b> and we plan to continue the intervention at this time.
	Making <b>some progress</b> and we plan to continue the intervention at this time.
	Making <b>limited progress</b> and we plan to consider an adjustment in the intervention that we are providing.
	Making <b>insufficient progress</b> and we plan to make an adjustment in 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,

RTI Facilitator

**Insert School Contact Information**

## DYSLEXIA PARENT LETTER

### RTI Universal Screening Student Results



**Student Name:**

**Homeroom:**

**Date:**

Cleveland City School District 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 (RTI<sup>2</sup>) is one form of support.

#### **What is RTI<sup>2</sup>?**

A multi-tiered system that identifies specific student needs and match appropriate instructional strategies.

#### **What does the RTI<sup>2</sup> Framework look like?**

The RTI<sup>2</sup> Framework has three tiers. Each tier provides differing levels of support.

In Tier I, all students receive research-based, high quality, general education instruction that incorporates ongoing universal screening and ongoing assessment to inform instruction.

In Tier II, intervention is implemented when assessment indicates that a student is not making adequate gains from Tier I instruction alone. In addition to Tier I instruction, students are provided small group interventions designed to meet their specific needs including those students displaying characteristics of dyslexia. These students are progress monitored every other week using a tool that is sensitive to measuring changes in the student's individual skills.

In Tier III, more intensive interventions are provided to students who have not made significant progress in Tier II including those students displaying characteristics of dyslexia, who are more than 1.5 grade levels behind, or who are below the 10th percentile. These students are progress monitored 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 RTI<sup>2</sup> Framework?**

A key component of RTI<sup>2</sup> is that all children receive high quality curriculum and instruction in the general education classroom (Tier I).

Another component of RTI<sup>2</sup> is that the school conducts universal screenings. Universal screenings occur in the fall, winter and spring. They review the performance and progress of all students through brief assessments. Universal screenings help schools identify students who may need more support or other types of instruction.

As a result of universal screenings, students may be identified as needing targeted intervention in addition to the high quality instruction they are receiving in Tier I. 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 RTI<sup>2</sup> 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 I). When progress monitoring shows that a child is not responding to the intervention, another approach or intervention may be tried. If a higher level of support is needed, students may be

given more intense intervention that further focuses on the supporting skills they need to be successful learners (Tier III). Students who do not respond to Tier III interventions may be referred for special education.

\_\_\_\_\_ 's Individual RTI<sup>2</sup> Universal Screener Results:

Each building has recently completed the \_\_\_\_\_ round of Universal Screenings for the \_\_\_\_\_ school year. Based upon the screening results, your child will receive the following intervention(s) for the \_\_\_\_\_ semester:

MATH		READING				WRITTEN EXPRESSION	
Tier II	Tier III	Tier II		Tier III		Tier II	Tier III
		Phonemic Awareness* Phonics*	Fluency Comprehension	Phonemic Awareness* Phonics*	Fluency Comprehension		

*\*When students struggle with reading in these areas, dyslexia-specific interventions may be effective to address the skill deficit. Students requiring intervention in these areas do not necessarily have dyslexia but could benefit from this type of instruction.*

Please feel free to contact your child's teacher with any questions you may have regarding the RTI<sup>2</sup> process.

**PARENT RESOURCES**

**READING**

<http://www.readingrockets.org/helping/target>

<https://www2.ed.gov/parents/read/resources/edpicks.jhtml>

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

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

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

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

**MATH**

[https://reports05.nwea.org/nwea/help/DRS\\_Inst\\_Strat.pdf](https://reports05.nwea.org/nwea/help/DRS_Inst_Strat.pdf)

<http://www.educationandbehavior.com/math-strategies-for-elementary-school-students/>

<http://www.pbs.org/parents/education/math/math-tips-for-parents/middle-school-math/?scribybrkr>

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## MOVEMENT FROM TIER III TO TIER II INTERVENTION



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

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

Dear Parent,

Three times a year, each student in Cleveland City Schools is given a universal screening assessment to determine his or her development in \_\_\_\_\_. Your child's scores show that he/she has made some improvement in \_\_\_\_\_. Along with the universal screening, your child's progress has been monitored every two weeks or more. Your child has been receiving direct \_\_\_\_\_ instruction daily within the classroom, and an additional (insert number of minutes) minutes of small group interventions in Tier III with trained personnel. The RTI<sup>2</sup> program, along with your child's effort, has helped to show improved \_\_\_\_\_ progress. At this time, your child will no longer need the additional Tier III intervention. In order to maintain your child's progress, they will continue to receive an additional (insert number of minutes) minutes of Tier II small group interventions along with direct \_\_\_\_\_ instruction through his/her regular classroom. Your child's progress will continue to be monitored. Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

We encourage you to ask your child to share his/her \_\_\_\_\_ work with you regularly. Please continue to encourage your child to give his/her best at school and let him/her know you believe in their ability to be successful. If you have questions or would like more information, please contact your child's teacher.

Respectfully,

RTI Facilitator

Insert School Contact Information

## MOVEMENT FROM TIER II TO TIER III INTERVENTION



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

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

Dear Parent,

Three times a year, each student in Cleveland City Schools is given a universal screening assessment to determine his or her development in \_\_\_\_\_. Your child's scores show that he/she continues to struggle with \_\_\_\_\_. Along with the universal screening, your child's progress has been monitored every two weeks or more. Although your child is receiving direct \_\_\_\_\_ instruction daily within the classroom, and an additional (insert number of minutes) minutes of small group interventions in Tier II, he/she has not shown enough improvement. Your child will now be receiving an additional (insert number of minutes) minutes of Tier III \_\_\_\_\_ interventions each day. This will be a total of (insert number of minutes) additional minutes of \_\_\_\_\_ interventions each day. This Tier III instruction will be done in very small groups with trained personnel using research based materials. Your child's progress will continue to be monitored. Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed. If you would like more information please contact your child's teacher.

We encourage you to ask your child to share his/her \_\_\_\_\_ work with you regularly. Please continue to encourage your child to give his/her best at school and let him/her know you believe in their ability to be successful. If you have questions or would like more information, please contact your child's teacher.

Respectfully,

RTI Facilitator

Insert School Contact Information



**S-TEAM REFERRAL FOR RTI<sup>2</sup>: Specific Learning Disability  
Teacher Checklist**

**Please include this checklist with your referral packet.** Check off all items to indicate completion. Once the completed packet has been turned into the RTI Facilitator, you will be notified of the S-Team meeting date.

NOTE: If a parent initiates the referral, the parent should complete the Parent Referral Form and return it to the teacher. The necessary components listed below will then be added.

<b>TEACHER CHECKLIST</b>	<input type="checkbox"/> Have parent sign and return the consent form for hearing & vision screenings. <ul style="list-style-type: none"> <li>• Make 2 copies of the <u>signed</u> consent form: <ul style="list-style-type: none"> <li>○ Put one in Nurse's box</li> <li>○ Put one in Speech/Language Pathologist's box</li> </ul> </li> <li>• Keep the <b>original</b> consent form with your paperwork. (Turn it in with everything else once you've collected all required referral information).</li> <li>• When the hearing and vision <u>results</u> are returned to you, <u>keep them both</u> - turn in with the rest of referral information.</li> </ul> <input type="checkbox"/> Have parent complete the Social History form <input type="checkbox"/> Complete the General Education Teacher's Input form/ELL (if applicable) <input type="checkbox"/> Complete the Specific Academic Behavior Checklists for the areas of concern
<b>TEACHER COPIES TO INCLUDE</b>	<input type="checkbox"/> Standardized test record (including WIDA scores, Small Group Reading data) <input type="checkbox"/> Current report card <input type="checkbox"/> Work samples <input type="checkbox"/> Hearing screen results <input type="checkbox"/> Vision screen results <input type="checkbox"/> Discipline records (current year) <input type="checkbox"/> Attendance record (current year)
	<input type="checkbox"/> <b>Teacher returns above items to the RTI Facilitator</b> <input type="checkbox"/>
<b>RTI FACILITATOR COPY CHECKLIST</b>	<input type="checkbox"/> Student Benchmark data <input type="checkbox"/> Survey Level Assessments <input type="checkbox"/> Student Progress monitoring data <input type="checkbox"/> Student Intervention Record(s) <input type="checkbox"/> Fidelity Monitoring form(s) <input type="checkbox"/> Tier II/III Summary Form(s) <input type="checkbox"/> Gap Analysis- provided by School Psychologist <input type="checkbox"/> ROI worksheet- provided by School Psychologist <input type="checkbox"/> Student historical attendance from PowerSchool <input type="checkbox"/> Student historical grades from PowerSchool <input type="checkbox"/> Student school transfer history from PowerSchool <input type="checkbox"/> Blank copy of Student Support and Interventions Team Referral for Comprehensive Evaluation form for school psychologist



### Referral Decision Tree

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date of Review: \_\_\_\_\_

<p><b>Tier III Intervention(s) have occurred daily for 45-60 minutes in addition to core instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Intervention logs attached</li> <li><input type="checkbox"/> (5) Fidelity checks completed and attached</li> </ul>	<p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p>
<p><b>Implementation integrity has occurred with at least 80% fidelity</b></p>	<p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p>
<p><b>Student has been present for majority of intervention sessions</b></p>	<p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p>
<p><b>Tier III intervention(s) adequately addressed the student’s area of need</b></p>	<p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p>
<p><b>Tier III intervention was appropriate and research-based</b>  <b>Research based interventions are:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explicit</li> <li><input type="checkbox"/> Systematic</li> <li><input type="checkbox"/> Standardized</li> <li><input type="checkbox"/> Peer reviewed</li> <li><input type="checkbox"/> Reliable/valid</li> <li><input type="checkbox"/> Able to be replicated</li> </ul>	<p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p>
<p><b>Progress monitoring has occurred with at least 10-15 weekly data points –OR- 8-10 bi-monthly data points at Tier III</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Progress monitoring graphs attached</li> <li><input type="checkbox"/> Parent notification letters attached</li> </ul>	<p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p>
<p><b>Gap analysis indicates that student’s progress is not sufficient for making adequate growth with current interventions</b></p>	<p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p>
<p><b>The following have <i>preliminarily</i> been ruled out as the <i>primary</i> cause of the student’s lack of response to intervention</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Visual, motor, or hearing disability</li> <li><input type="checkbox"/> Emotional disturbance</li> <li><input type="checkbox"/> Cultural factors</li> <li><input type="checkbox"/> Environmental or economic factors</li> <li><input type="checkbox"/> Limited English proficiency</li> <li><input type="checkbox"/> Excessive absenteeism</li> </ul>	<p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p>

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

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

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### General Education Teacher's Input

Name of Student: \_\_\_\_\_

Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

Age: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_

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

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

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

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

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

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Printed Name of Person Completing Form

Job Title

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Signature of Person Completing Form \_\_\_\_\_

Date \_\_\_\_\_

**SOCIAL HISTORY/PARENT INPUT**

Student's Name \_\_\_\_\_ Date \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ SS # \_\_\_\_\_  
 TENNCARE (optional) \_\_\_ Yes \_\_\_ No

**HEALTH AND DEVELOPMENTAL HISTORY**

**I. DEMOGRAPHIC INFORMATION**

Mother's Name (or female guardian if different)	Father's Name (or male guardian if different)
_____	_____
Age _____	Age _____
Occupation _____	Occupation _____
Employer _____	Employer _____
Marital Status _____	Marital Status _____

**LIST BROTHERS AND SISTERS: (Use additional sheet if necessary.)**

<u>Name</u>	<u>Age</u>	<u>Sex</u>	<u>Living at Home</u>
_____	_____	_____	YES ___ NO ___
_____	_____	_____	YES ___ NO ___
_____	_____	_____	YES ___ NO ___

**LIST OTHER PERSONS WHO ARE CURRENTLY LIVING IN THE HOME:**

<u>Name</u>	<u>Age</u>	<u>Sex</u>	<u>Relationship</u>
_____	_____	_____	_____
_____	_____	_____	_____

With whom does the child reside? \_\_\_\_\_

What is the student's home language? \_\_\_\_\_

**FAMILY HISTORY**

Is there a family history that you know of in either biological parent, sisters, sisters, brothers, grandparents, aunts, uncles, etc:

- Learning Difficulties (reading, math, writing, spelling)
- Speech/Language Problems (articulation, stuttering, recalling words, etc.)
- Emotional Problems (depression, excessive anxiety, mood swings, etc.)
- Mental Retardation
- Seizure Disorder (epilepsy)
- School Failure
- Drug/Alcohol Addiction

If any answered yes, please describe further.

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**II. MEDICAL INFORMATION**

Did the mother have any of these diseases during pregnancy? Check all that apply.

- |                                              |                                         |                                        |
|----------------------------------------------|-----------------------------------------|----------------------------------------|
| <input type="checkbox"/> High Blood Pressure | <input type="checkbox"/> Mumps          | <input type="checkbox"/> Heart Disease |
| <input type="checkbox"/> Anemia              | <input type="checkbox"/> German Measles | <input type="checkbox"/> Other _____   |
| <input type="checkbox"/> Kidney Disease      | <input type="checkbox"/> Diabetes       |                                        |

Were there any unusual problems during pregnancy or birth?  YES  NO

Was the baby premature?  YES  NO Birth Weight \_\_\_\_\_

If yes, please explain.

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Has the student ever had any serious illnesses, surgeries, accidents, or head injuries that required hospitalization?

YES  NO

If yes, please list, describe and tell at what age it occurred.

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Does the student have frequent illnesses (e.g., allergies, ear infections, PE tubes, seizures)?

YES  NO If yes, please explain

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Does the child have any other medical problems?  YES  NO

If yes, please describe.

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Does the student regularly take medication?  YES  NO

If yes, what medication(s), dosage and frequency? \_\_\_\_\_

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Why? \_\_\_\_\_

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Does the student wear glasses or have vision problems?  YES  NO

If yes, please explain.

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Does the student appear to hear well?  YES  NO

Does the student wear hearing aids?  YES  NO

Does the student have any speech/language problems?  YES  NO

If yes, please describe. \_\_\_\_\_

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**III. DEVELOPMENTAL MILESTONES**

Please give approximate ages at which the following occurred:

Motor Development

Speech/Language Development

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Crawled _____  Walked Alone _____  Toilet Trained _____	Spoke First Words _____  Put Words Together _____
---------------------------------------------------------------------	---------------------------------------------------------

If the student differs noticeably in his/her ability to play, work, follow directions or communicate with others, please explain.

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If the student has been evaluated or received services from early interventions (e.g., TEIS, TIPS) agencies, please list.

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**IV. EDUCATIONAL BACKGROUND**

Name of Schools Attended (Please include Headstart, preschool, community programs, etc.)	<u>Dates</u>

Describe the student's ability to learn?  
 Average    Above Average    Slower than children of same age

How would you describe the student's effort to learn?  
 Average    Great deal of effort    Very Little Effort

Prior to this time, has anybody ever been concerned about the student's ability to learn (e.g., physician, teacher, relative, etc.)?    YES    NO

If yes, please explain \_\_\_\_\_  
 \_\_\_\_\_

Has there been any testing to evaluate your child (e.g., medical, developmental, educational, psychological, etc.)?  
 YES    NO   If yes, please explain.

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Has there been a change in the student's level of success, effort or ability?

YES  NO

If yes, when and why (if known)? \_\_\_\_\_

What is the student's general attitude toward school?

Very Good  Good  Fair  Poor  Very Poor

Has the student or family had contact with any other agencies (e.g., Mental Health Center, Department of Social Services, Department of Youth Services, etc.)?  YES  NO

If yes, please explain. \_\_\_\_\_

Has the student been involved in the juvenile court system?  YES  NO

If yes, please explain. \_\_\_\_\_

What are the student's strengths? \_\_\_\_\_

\_\_\_\_\_

What are the student's weaknesses? \_\_\_\_\_

\_\_\_\_\_

What are your concerns for your child at home or school? \_\_\_\_\_

\_\_\_\_\_

What are your child's leisure activities? \_\_\_\_\_

\_\_\_\_\_

Completed by: \_\_\_\_\_

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

Signature(s) \_\_\_\_\_



Number of Out of School Suspensions \_\_\_\_\_ In-School suspensions \_\_\_\_\_ Detentions \_\_\_\_\_  
 Testing Information: TCAP or other \_\_\_\_\_

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

**Academic Grades:**

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

**EXCLUSIONARY FACTORS**

Please include relevant information as it applies to the following:

**Limited English Proficiency:**

Is there another language other than English spoken by the student? \_\_\_\_\_  
 Is there another language other than English spoken in the student's home? \_\_\_\_\_  
 Have English Learner services been provided? \_\_\_\_\_

**Visual Impairment:**

Does the student have a history of significant vision problems? \_\_\_\_\_

**Hearing Impairment:**

Does the student have a history of significant hearing problems? \_\_\_\_\_

**Orthopedic Impairment:**

Does the student have any physical or motor impairments: \_\_\_\_\_

**Behavior Problems:**

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

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

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**Environmental/Cultural/Economic Factors.**

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

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**Motivational Factors:**

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

**Situational Trauma:**

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

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

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

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**Medical:**

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

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**Describe classroom interaction with peers and teacher:** \_\_\_\_\_

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**Additional Comments:** \_\_\_\_\_

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Teacher Checklists for:

- Basic Reading
- Reading Fluency
- Reading Comprehension
- Written Expression
- Math Calculation
- Math Reasoning

The checklists can be found in the online RTI<sup>2</sup> binder <http://www.clevelandschools.org/Page/620>

## Parent Brochure

Cleveland City Schools

A Family Guide to Response to Instruction and Intervention (RTI<sup>2</sup>)



Dr. Russell Dyer  
Director of Schools

4300 Mouse Creek Road NW  
Cleveland, TN 37312  
(423) 472-9571  
clevelandschools.org

Cleveland City 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 (RTI<sup>2</sup>) is one form of support.

### **What is RTI<sup>2</sup>?**

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

### **What does the RTI<sup>2</sup> Framework look like?**

The RTI<sup>2</sup> Framework has three tiers. Each tier provides differing levels of support.

- In Tier I, all students receive research-based, high quality, general education instruction that incorporates ongoing universal screening and ongoing assessment to inform instruction.
- In Tier II, intervention is implemented when assessment indicates that a student is not making adequate gains from Tier I instruction alone. In addition to Tier I 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 III, more intensive interventions are provided to students who have not made significant progress in Tier II, 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 RTI<sup>2</sup> Framework?**

A key component of RTI<sup>2</sup> is that all children receive high quality curriculum and instruction in the general education classroom (Tier I).

Another component of RTI<sup>2</sup> is that the school conducts universal screenings. Universal screenings review the performance and progress of all students through brief assessments. Universal screenings help schools identify students who may need more support or other types of instruction.

As a result of universal screenings, students may be identified as needing targeted intervention (Tier II) in addition to the high quality instruction they are receiving in Tier I. 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 RTI<sup>2</sup> 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 I).

When progress monitoring shows that a child is not responding to the intervention, another approach or intervention may be tried. If a higher level of support is needed, students may be given more intense intervention that further focuses on the supporting skills they need to be successful learners (Tier III). Students who do not respond to Tier III 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 RTI<sup>2</sup> 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 at 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 meetings about your child

Talk to your child's teacher or principal for more information about how RTI<sup>2</sup> is being implemented in your child's school. For more information, please contact: **Insert contact information here**

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