

RTI² Handbook

**Claiborne County Schools
Grades K-12**



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NONDISCRIMINATION POLICY STATEMENT

The Claiborne County School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its educational programs, activities or employment policies and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding compliance on the non-discrimination policies should be directed to 504/Title IX Coordinator at (423)626-7979

Tennessee Response to Instruction & Intervention Framework (RTI²)

The role of Claiborne County School System is to prepare ALL students for success after high school. The Tennessee Department of Education (TDOE) believes that the framework surrounding positive outcomes for ALL students in Tennessee is the Response to Instruction and Intervention (RTI²) Model. This framework integrates state standards, assessment, early intervention, and accountability for at risk students in the belief that ALL students can learn.

What is RTI²?

The RTI² framework is a multi-tiered delivery system aligned with the department's beliefs and allows for an integrated, seamless problem-solving model that addresses individual student needs. This framework relies on the premise of high-quality instruction and interventions tailored to student need where core instructional and intervention decisions are guided by student outcome data. In Tennessee, the education system will be built around a tiered intervention model that spans from general education to special education. Tiered interventions in the areas of reading, math, and/or writing occur in general education depending on the needs of the student. If a student fails to respond to intensive interventions and is suspected of having a Specific Learning Disability, then the student may require special education interventions (i.e. the most intensive interventions and services).

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

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

What does the RTI² Framework look like?

The RTI² Framework has three tiers. Each tier provides differing levels of support. In Tier 1, all students receive research-based, high quality, general education instruction on grade level standards that incorporates ongoing universal screening and ongoing assessment to inform instruction.

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

Response to Instruction and Intervention

RTI²

GUIDING PRINCIPLES: Leadership Culture of Collaboration Prevention & Early Intervention

TIER I All

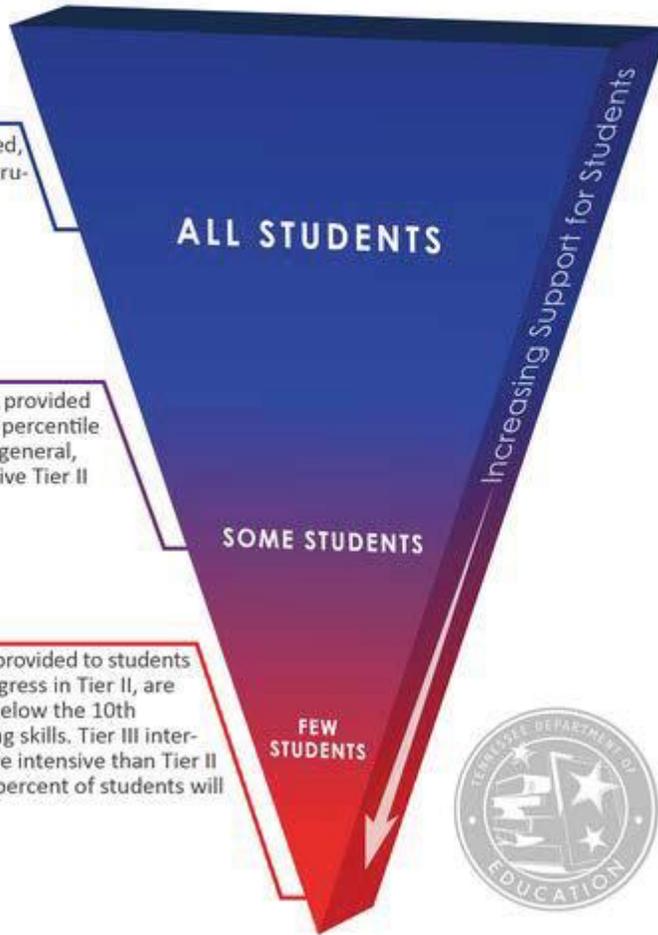
ALL students receive research-based, high quality, general education instruction. In general, 80-85 percent of students will receive only Tier I instruction.

TIER II Some

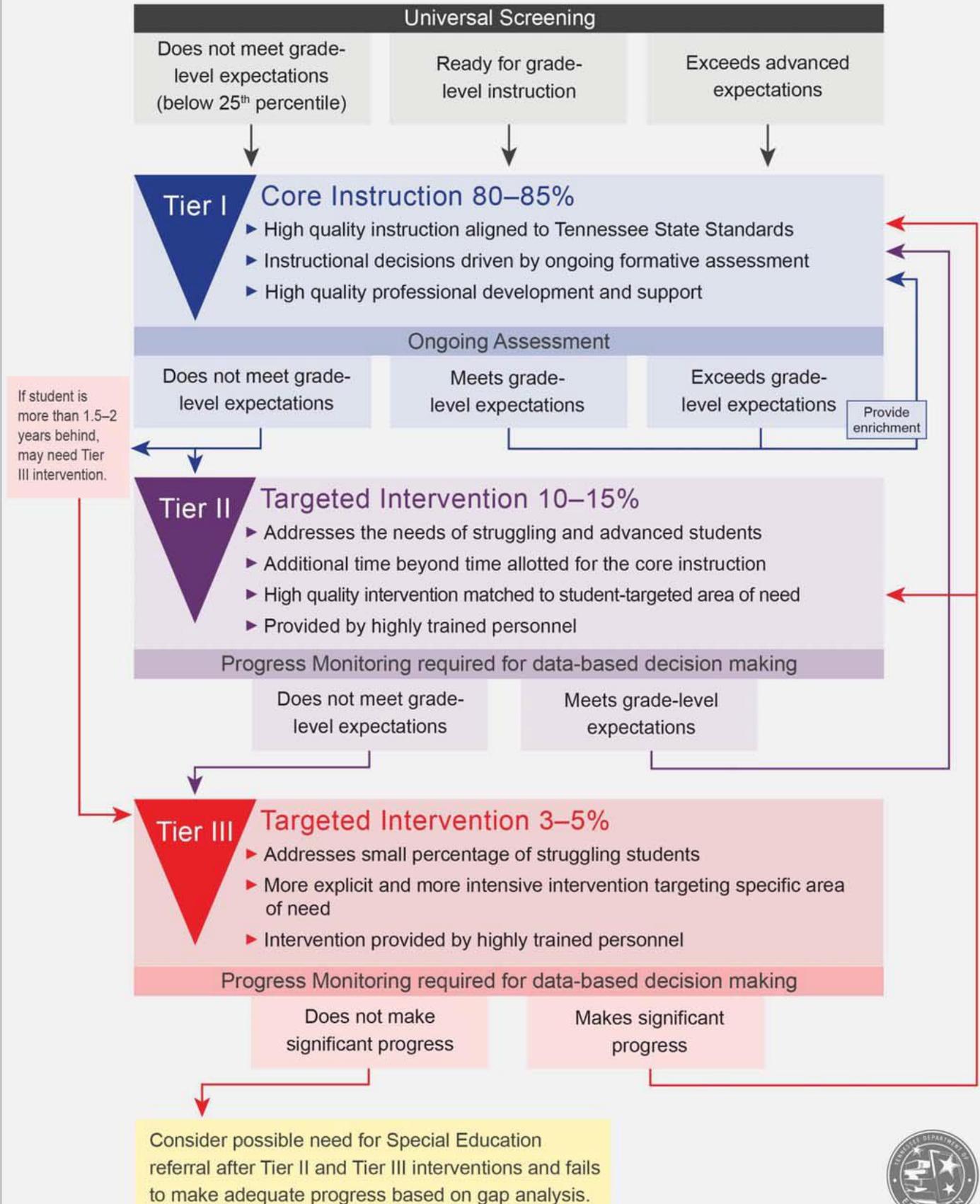
In **ADDITION to Tier I**, extra help is provided to students who fall below the 25th percentile in basic math and reading skills. In general, 10-15 percent of students will receive Tier II interventions.

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 10th 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.



RTI² Decision-Making Process



RTI² Process Overview

Identification Process

Administer the Universal Screener

- AimsWeb will be given to all K-8 students three times per year as a Universal Screener. (Fall, Winter, and Spring). High School students may use AimsWeb as a Universal Screener or the Early Warning System (EWS) to screen students.
- All students except those who take the NCSC (previously the TCAP-Alternative Portfolio) will participate in the universal screening process. For younger grades, universal screening takes place to the maximum extent appropriate.
- Building RTI² team generates universal screener reports. The building RTI² team should include: 1) a chairperson, 2) school psychologist, 3) grade level special education teacher(s), 4) reading/math interventionist(s), 5) general education representative(s), 6) ESL teacher, (when necessary) 7) counselor, 8) speech pathologist, and 9) administrator.
- Identify students who are in the lowest 25th percentile in each category. Administer additional diagnostic assessments and review other relevant data to obtain a more complete picture of the student's needs.
- If the number of students in the lowest 25th percentile is greater than 15-20% of the total school population, the percentile can be lowered. It is important to keep in mind that some capacity for student movement in and out of intervention every 4 ½ weeks has to be maintained. If percentiles need to be lowered to accommodate student participation in the RTI² process, principals must provide school documentation to address the decrease below the 25th percentile and provide a plan of action to increase percentiles. Principals complete [Percentile Documentation Form](#).
- Another option available for the schools with high numbers of students in the lowest 25th percentile would be to use relative norms within the school instead of national norms.
- Administer AimsWeb to students that fall below the 25th percentile or established school percentile to designate area of deficit in basic reading (phonological awareness, phonics/decoding), reading fluency, reading comprehension, vocabulary, math computation, and/or math problem solving.

Administer vision and hearing screening if it has not yet been performed

- Vision and hearing screening is typically completed in grades K, 2, 4, 6, and 8. If a student potentially in need of intervention has not had a recent scheduled screening, the RTI² team or school psychologist can request screenings as needed.

Student Referral to Intervention Process

- Teachers complete [referral forms](#).
- RTI² team meets with each grade level individually every 4 1/2 weeks during the school year. Data-based decision making will be used to inform and drive each instructional decision made by RTI² team.
- [Tier 2](#) and [3 decision trees](#) are used during the meeting in order to recommend appropriate tiers.
- [Student Intervention plans](#) are created and placed in RTI² folders. (Tier 2 Manilla Folders, Tier 3 Green Folders).
- [Parent letters](#) are generated and copies are placed in student files.
- If a student is ELL, the direct service for ESL can replace Tier 2 or 3 if the student is a beginning or intermediate language learner. If the student is not making appropriate progress, then tier 2 or 3 additional services may be needed (see [ELL Decision-Making Flow Chart](#)). If the student is a fluent language learner, then tier 2 or 3 interventions are received. Note that a fluent language learner is defined as a student who has achieved an exit score on the ELP test and who is no longer receiving services. This includes T1s, T2s and former students who have completed the two years of transition.

Implementation

Tier 1

- All students must receive Tier 1 services. In K-12 ELA and MATH, this includes all the instructional components of a balanced literacy instructional framework, including whole group, small group (guided reading), and use of differentiated instruction.
- Tier 1 requires high quality instruction in all courses. Re-teaching is a function of Tier 1 instruction.
- Tier 1 requires common formative and summative assessments in order to monitor students' progress towards meeting grade level expectations.

- Minimum TIER 1 time requirement need to be met:

Grade	English Language Arts	Math
K - 1	150 minutes	60 minutes
2	150 minutes	75 minutes
3 - 5	90 minutes	90 minutes
6 - 8	55 minutes	55 minutes
9 - 12	90 minutes	90 minutes

Tier 2 and 3 Interventions

- Tier 2 and Tier 3 are targeted to Math and ELA only.

Math

- Tier 2 and 3 math has to include monitoring of math content and mathematical practices.
- Tier 2 and 3 math isn't designed to be re-teaching of what is happening in the Tier 1 classroom.
- Tier 2 and 3 math has to be skills-based. Students must be grouped by deficit area (math calculation or problem solving.)
- Math Interventionist or other certified trained staff can deliver Tier 2, but Tier 3 must be delivered by a trained certified teacher.

ELA

- Tier 2 and 3 ELA uses leveled texts in targeted interventions based on the results of AimsWeb and other assessments.
- Tier 2 and 3 ELA isn't designed to be re-teaching of what is happening in the Tier 1 classroom.
- Tier 2 and 3 ELA has to be skills-based. Students must be grouped by deficit area (basic reading, reading fluency, reading comprehension, or written expression).
- Reading interventionist or other trained certified staff delivers Tier 2, but Tier 3 must be delivered by a trained certified teacher.
- Complete [Intervention Log](#).
- Minimum TIER 2 and 3 time requirements need to be met:

Grade	English Language Arts		Math	
	TIER 2	TIER 3	TIER 2	TIER 3
K	20 minutes	40-45 minutes	20 minutes	40-45 minutes
1	30 minutes	45-60 minutes	20 minutes	40-45 minutes
2 - 8	30 minutes	45-60 minutes	30 minutes	45-60 minutes
9-12	30 minutes	45-60 minutes	30 minutes	45-60 minutes

- If a student needs both ELA and Math intervention, an educator can provide both interventions, but this needs to be done very carefully. Daily intervention with both is ideal. If an educator has to split the intervention days per week and adequate progress isn't made, an increase to daily intervention is required before moving to the next tier or referring for special education evaluation. The RTI² team must make this decision to use split interventions only on extreme cases.

Tier 2 Intervention group ratio of highly trained personnel to students.

- K-5 1:5
- 6-12 1:6

Tier 3 Intervention group ratio of highly trained personnel to students.

- K-5 1:3
- 6-8 1:6
- 9-12 1:12

Progress Monitor

- Progress monitoring will be assessed using AimsWeb on the student's skill and instructional level.
- Progress monitoring is to be conducted every two weeks in Tier 2. The exception is if Tier 2 placement changes are being considered. With this exception, the weekly Tier 2 progress monitoring will have to be done weekly for four weeks before placement can be changed.
- Progress monitoring is to be conducted weekly if in Tier 3.
- Progress monitoring letters with attached graphs will be sent home every 4 1/2 weeks for students in tiered interventions.

Fidelity Monitoring

Tier 1

- Quality instruction. In Tier I, fidelity will be monitored using the TEAM evaluation process. [Tier 1 Fidelity Checklist](#) or [Principal Fidelity Checklist](#) or can be TEAM observation.
- Implementation of high quality instruction in all courses.
- Common formative and summative assessments.

Tier 2

- Two direct observations of Tier 2 must be conducted within the period of time 8–10 data points are collected. (use [observation checklist](#)).
- One indirect observation is required within the period that 8–10 data points are collected (e.g. lesson plan, meeting, data review).

Tier 3

- Three direct observations of Tier 3 must be conducted within the period of time every 8 to 10 data points are collected (use [observation checklist](#) are required).
- Two indirect observations are required within the period of time every 8 to 10 data points are collected (e.g. lesson plans, meetings, data review).
- Before a student can be referred to Special Education a minimum of 8 fidelity checks must be conducted in the RTI² process.

RTI² Team

- This meeting occurs every 4 ½ weeks.
- Reports of student identification results are reported to district RTI² team with [List of Students at Risk](#).
- [Intervention plan evaluations](#) are monitored every 4 ½ weeks.
- Changes to plans are made based on data based decision making of RTI² team. Changes can include: grouping, interventionist, teacher-pupil ratio, length of time, frequency, type of intervention, etc.

- Decisions about movement are made at this time. Before a student can be moved from Tier 2 to Tier 3, the plan must be modified. Before the plan can be modified, there has to be 4 weekly data points of progress monitoring.
- If a student moves from Tier 2 to Tier 3, a minimum of 8-10 data points (if progress monitored every other week) or 10-15 data points (if progress monitored weekly) are required in order to make a data-based decision to change to Tier 3. The [Tier 3 decision tree](#) is completed. It is optional to complete the [gap analysis form](#) at this time. If a student is moved, (s)he will receive a new or modified [intervention plan](#).

Special Education

Referral to Special Education (following forms to be completed in RTI² Meeting)

- [Exclusionary factors worksheet](#)
- [Gap analysis form](#) is required (completed by school psychologist)
- [Referral decision tree](#)
- [General education teacher input](#)
- [Direct observation forms](#) (completed by school psychologist and special ed. teacher)
- [Student support and interventions team referral](#)
- [Parent Input form](#)

Already identified student receiving Special Education Services

- Students receive Tier 1 instruction in addition to special education services. As outlined by the IEP, progress monitoring will take place during special education intervention and will be reviewed as part of the IEP process. Revaluations can be used to move them out of special education, modify services, or continue current plans.
- If the student is health-impaired or has any other disability, the student will receive RTI² services as appropriate.
- If the student has an identified area of learning disability in one area, but qualifies for RTI² in another area, the student should have the least restrictive environment. This means they may have Special Education services in one area and tiered intervention in another area.

Student Records

- RTI² folders in cumulative file.
- [Student checklist](#) goes on top of the folder.
- [Intervention records](#) will be provided to a receiving school as part of the release of information process.

RTI² Team Forms

Student Referral to RTI² Team

Student Name: _____ Birthdate: _____ Age: _____

School: _____ Teacher: _____ Grade: _____

Parents/Guardian: _____ Contact info: _____

Student's Current Performance

Target area	Benchmark score	√ if below 25 th percentile
Reading		
Phonological Awareness		
Phonics		
Reading Fluency		
Reading Comprehension		
Vocabulary		
Math		
Math Computation		
Math Problem Solving		
Written Expression		
Writing		
Behavior	Disciplinary Measures	
Attendance	Number of absences and tardies	
Retentions	Year	

**For the every skill area checked, please attach the corresponding page of easyCBM report.

Informal/Additional Assessments	Score
Student's Instructional reading level	
Student's Independent reading level	
Other (please specify)	

Special Education/Program Interventions:

- ESL
 Counseling
 Other: _____
- Speech/Language
 Tutoring/ Reading Club

Tier 2 Decision Tree

(To be completed by student's teacher or RTI² Team prior to movement into Tier II)

Student Name: _____ Grade: _____

Teacher: _____ Date of Review: _____

Core literacy instruction has been implemented with fidelity <input type="checkbox"/> 80% of student needs are met by core instruction	<input type="checkbox"/> Yes <input type="checkbox"/> No
Differentiated instruction has been provided in a small group within core literacy instruction <input type="checkbox"/> Documentation is attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
Student has been present for the majority of instructional days	<input type="checkbox"/> Yes <input type="checkbox"/> No
Student has passed vision and hearing screening	<input type="checkbox"/> Yes <input type="checkbox"/> No
Data indicates performance below the 25th% on universal screening of student achievement compared to national norms <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Comprehension <input type="checkbox"/> Math Calculation <input type="checkbox"/> Math Reasoning <input type="checkbox"/> Written Expression	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Assessment data supports universal screening data Informal Phonics Inventory _____ Advanced Decoding Skills Survey _____ Phonological Awareness Test 2(PAT) _____ Developmental Reading Assessment (DRA) _____ Developmental Spelling Assessment (DSA) _____ Intervention Placement information _____ Other _____	<input type="checkbox"/> Yes <input type="checkbox"/> No

** If the Intervention team answered "Yes" to all of the above questions, the student should be placed in Tier II intervention. If the Intervention team answered "No" to any of the questions, that area should be addressed prior to the movement into Tier II.

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

Tier 3 Decision Tree

(To be completed at follow-up RTI² Team meeting prior to movement into Tier III)

Student Name: _____ Grade: _____

Teacher: _____ Date of Review: _____

Tier II intervention(s) have occurred daily for 30 minutes in addition to core instruction <input type="checkbox"/> Intervention logs attached <input type="checkbox"/> (3) Fidelity checks completed and attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
Implementation integrity has occurred with at least 80% fidelity	<input type="checkbox"/> Yes <input type="checkbox"/> No
Student has been present for the majority of intervention sessions	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tier II intervention(s) adequately addressed the student’s area of need	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tier II intervention was appropriate and research-based Research based interventions are: <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Standardized <input type="checkbox"/> Peer reviewed <input type="checkbox"/> Reliable/valid <input type="checkbox"/> Able to be replicated	<input type="checkbox"/> Yes <input type="checkbox"/> No
Progress monitoring has occurred with at least 10-15 weekly data points – OR- 8-10 bi-monthly data points <input type="checkbox"/> Progress monitoring graphs attached <input type="checkbox"/> Parent notification letters are attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
Gap analysis indicates that student’s progress is not sufficient for making adequate growth with current interventions	<input type="checkbox"/> Yes <input type="checkbox"/> No

** If the Intervention team answered “Yes” to all of the above questions, the student should be moved to Tier III. If the Intervention team answered “No” to any of the questions, that area should be addressed prior to the movement into Tier III.

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

Student Intervention Plan

Student: _____ **Teacher:** _____

Grade: _____ **School:** _____ **Meeting Date:** _____

- Initial Meeting/Intervention Plan
 Follow-Up Meeting/Revised Intervention Plan

Specific Area of Concern

- Phonological Awareness
 Phonics
 Math Calculation
 Math Reasoning
 Vocabulary
 Reading Fluency
 Reading Comprehension
 Speech/Language
 Written Expression

Data-Based Decision

- Tier 1 with ongoing assessment in _____
 Tier 2 with required Progress Monitoring in _____
 Tier 3 with required Progress Monitoring in _____
 Referral to next level of support with parent/guardian present
 Continue SPED intervention with Progress Monitoring in _____

Research Based Intervention to be Used	Skill Area*	Who Does it	How Often	Time/Days
A				
B				
C				

*Intervention must be linked to skill deficit area

Notes: _____

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

Intervention Decisions:

Tier 2 or 3		Intervention		Interventionist	
		Beginning Date		Ending Date	
Tier 2 or 3		Intervention		Interventionist	
		Beginning Date		Ending Date	
Tier 2 or 3		Intervention		Interventionist	
		Beginning Date		Ending Date	

PM Test	Level	Goal	ROI	PM Test	Goal	ROI	Goal of PM Accuracy

Additional Intervention Team Notes:

Date	Comments

Change PM Grade Level		Change PM Measure		Change Intervention Program		Change PM Goal	
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Date	Comments

Change PM Grade Level		Change PM Measure		Change Intervention Program		Change PM Goal	
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Date	Comments

Change PM Grade Level		Change PM Measure		Change Intervention Program		Change PM Goal	
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Date	Comments

Change PM Grade Level		Change PM Measure		Change Intervention Program		Change PM Goal	
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Intervention Plan Evaluation (Every 4.5 weeks)

Student Name: _____ Teacher: _____

Review Date: _____ Current Tier (circle one) 2 or 3

Intervention used: _____ Skill Area Addressed: _____

Is progress: <ul style="list-style-type: none"> • Good • Questionable • Poor 	G Q P
Is plan being implemented with fidelity?* <ul style="list-style-type: none"> • Fully • Partially • Not Implemented 	F P N
Is documentation sufficient to make data based decision? <ul style="list-style-type: none"> • Yes • No 	Y N
Evaluation Decision <ul style="list-style-type: none"> • Continue • Modify** • Discontinue 	C M D

* Refer to Intervention Log/fidelity checklists

** If decision is made to modify intervention, a new Student Intervention Plan must be completed

Please describe basis for Evaluation Decision:

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

Intervention Log

(To be completed by Interventionist)

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

Week	Date/Time	*Intervention Used	Skill area addressed	Observations/Notes (optional)
Week 1				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Week 2				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Week 3				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Week 4				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Week 5				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

** Insert name of intervention program or code from action plan*

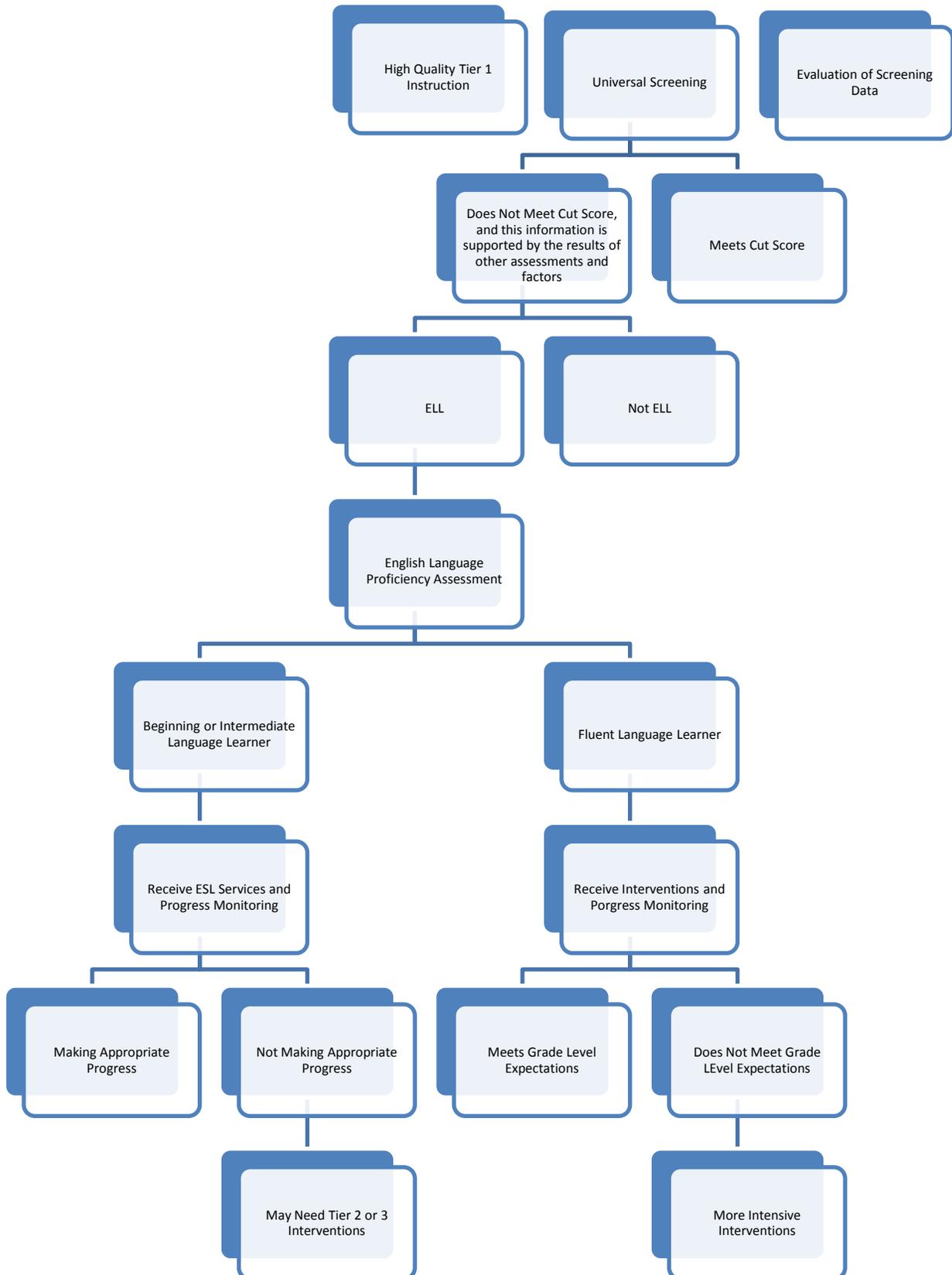
Progress Monitoring scores **Please attach progress monitoring graphs before RTI² meetings*

Week 1 _____ Week 2 _____ Week 3 _____ Week 4 _____ Week 5 _____

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

Teacher Signature

Decision Making Process for ELL Students



Fidelity Monitoring Forms

**School RTI² Support Team
Tier 1 Fidelity Checklist**

School: _____ Year: _____

Principal: _____

Person(s) Responsible for Tier 1 Fidelity Monitoring: _____

First Nine Weeks	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of Other Fidelity Checks (Attach documentation)
1 st Check				

Second Nine Weeks	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of Other Fidelity Checks (Attach documentation)
1 st Check				

Third Nine Weeks	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of other Fidelity Checks (Attach documentation)
1 st Check				

Fourth Nine Weeks	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of Other Fidelity Checks (Attach documentation)
1 st Check				

*Attach School Team meeting agendas

Tier 2 and Tier 3 Fidelity Checklist

Observer: _____ Interventionist: _____
 School: _____ Grade: _____
 Start Time: _____ End Time: _____
 Program: _____ Skill(s): _____

Student Name: _____

The Intervention is:

Description	Yes	No
Provided by or supervised by a highly qualified teacher with training in area of intervention		
Targeted one specific area of need/deficit/skill per child		
Targeted as a skill that was identified as an area of need by an assessment		
Occurred in addition to Tier I instruction		
Delivered in a small-group format		
Delivered with fidelity		
Delivered with evidence based materials		
Provided the appropriate amount of time daily		
Provided the appropriate amount of time weekly		
Progress monitored at least every other week		

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.

 Interventionist Signature

 Date

 Observer Signature

 Date

Referral to Special Education Forms

Exclusionary Factors Worksheet

This worksheet is provided as a tool to determine whether each factor can be ruled out as the primary cause of a student's lack of progress within general education instruction and/or tiered intervention.

1. Lack of Instruction in Reading, Writing, and Math		
	Student has attended school regularly (absent less than 23% of the time)	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Student has received tiered instruction and intervention in specific area of deficit	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Limited English Proficiency		
	Is there a language other than English spoken by this student?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Is there a language other than English spoken in the student's home?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Are there specific dialectical or cultural influences that would affect the student's ability to speak or understand English?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Intellectual Disability		
	Student's performance is equally depressed in all academic areas	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Student's adaptive/self-help skills appear age appropriate	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Emotional Disturbance		
	Does the student exhibit behavioral/emotional difficulties that interfere with learning?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Does the student have a medical history and/or school history of emotional difficulties?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	If the answer to either question above is "yes", has an ecologically valid Functional Behavior Assessment (FBA) been conducted? Results of FBA: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Visual Impairment, Hearing Impairment/Deafness or Orthopedic Impairment		
	Vision has been screened and found to be within normal limits Results: Right eye (near) _____ Right eye (far) _____ Left eye (near) _____ Left eye (far) _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Hearing has been screened and found to be within normal limits Results: Right ear ___pass ___fail Left ear ___pass ___fail	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Does the student have a history of significantly delayed motor development?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Is there a medical diagnosis for a motor impairment that would affect the student's ability to learn or access general classroom instruction/intervention?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Have any physical or motor impairments been observed or assessed?	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Environmental or Cultural Factors		
	Limited experiential background in majority based culture	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Transiency in elementary school years (at least two moves in a single school year)	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Home responsibilities interfering with learning activities	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Residence in a depressed economic area	<input type="checkbox"/> Yes <input type="checkbox"/> No

Gap Analysis Worksheet

Student Name: _____

Date: _____

Grade: _____

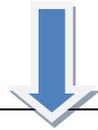
Current Tier: _____

Assessment Used:	
Student's current performance:	
Student's current rate of improvement (ROI):	
Current benchmark expectation:	
End of year benchmark expectation:	
Number of weeks left in the school year:	

Step 1: Determine Gap

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

If Gap is significant complete Step 2



Step 2: Gap Analysis

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



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

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

Step 3: Conclusion:

School Psychologist Signature

Referral Decision Tree

(To be completed at follow-up RTI² Team meeting prior to making a Special Education Referral)

Student Name: _____ Grade: _____

Teacher: _____ Date of Review: _____

Tier 3 intervention(s) have occurred daily for 60 minutes in addition to core instruction <input type="checkbox"/> Intervention logs attached <input type="checkbox"/> (5) Fidelity checks completed and attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
Implementation integrity has occurred with at least 80% fidelity	<input type="checkbox"/> Yes <input type="checkbox"/> No
Student has been present for the majority of intervention sessions	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tier 3 intervention(s) adequately addressed the student’s area of need	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tier 3 intervention was appropriate and research-based Research based interventions are: <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Standardized <input type="checkbox"/> Peer reviewed <input type="checkbox"/> Reliable/valid <input type="checkbox"/> Able to be replicated	<input type="checkbox"/> Yes <input type="checkbox"/> No
Progress monitoring has occurred with at least 10-15 weekly data points –OR- 8-10 bi-monthly data points <input type="checkbox"/> Progress monitoring graphs attached <input type="checkbox"/> Parent notification letters are attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
Gap analysis indicates that student’s progress is not sufficient for making adequate growth with current interventions	<input type="checkbox"/> Yes <input type="checkbox"/> No
The following have preliminarily been ruled out as the <i>primary</i> cause of the student’s lack of response to intervention <input type="checkbox"/> Visual, motor, or hearing disability <input type="checkbox"/> Limited English Proficiency <input type="checkbox"/> Emotional Disturbance <input type="checkbox"/> Excessive absenteeism <input type="checkbox"/> Cultural Factors <input type="checkbox"/> Environmental or economic factors	<input type="checkbox"/> Yes <input type="checkbox"/> No

** 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:

General Education Teacher's Input

(Indirect Observation)

School System: _____ School: _____ Grade: _____

Name of Student: _____ Date of Birth: ____/____/____ Age _____

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.

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

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

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

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

Yes No This student does *not* perform academically in the classroom in a manner that is commensurate with current academic standards.

Printed Name of Person Completing Form

Job Title

Signature of Person Completing Form

Date

Direct Observation Form
(completed by school psychologist and sp ed. teacher)

Student: _____ Observer: _____

Date: _____ Start time: _____ End time: _____

Setting: Classroom instruction Tier III Intervention : _____

Teacher/interventionist: _____ Group size: _____

<p>Skill/Subskill</p>	<p>(Skill/Subskill)</p>
<p>(Skill/Subskill)</p>	<p>OTHER COMMENTS & OBSERVATIONS:</p>
<p>Observer Notes (what will you be looking for?) Key:</p>	

Student Support and Interventions Team Referral

For Comprehensive Evaluation

This referral form is completed by the school based team when the decision is made to refer a student for a comprehensive evaluation for Special Education consideration. Data and documentation gathered through the tiered intervention process should be reviewed prior to referral.

Parent Referral

School/Teacher Referral

Name: _____ Birth Date ____/____/____ Age ____
 Race/Ethnicity _____ Gender _____ Grade _____
 School _____ School System _____
 Teacher _____ Parent(s) _____
 Address _____
 Phone (home) _____ Work _____ Cell _____
 Email address _____ Primary Language spoken _____

Problem Identification (check all that apply)*:

- Phonological Awareness Phonics Reading Fluency Reading Comprehension
- Vocabulary Math Calculation Math Problem Solving Written Expression
- Speech/Language Other _____

***For Reading, Math, and Writing Concerns, the following RTI² documentation MUST be included:**

- _____ Student benchmark data
- _____ Student Progress monitoring data
- _____ Student Intervention Plan(s)
- _____ Fidelity Monitoring form(s)
- _____ Intervention Log(s)
- _____ Parent notification letter(s)
- _____ Gap Analysis

Cumulative Record Review:

Attendance: Current Year _____ Days present _____ Days absent _____ Days tardy _____
 Last year _____ Days present _____ Days absent _____ Days tardy _____
 Retentions _____ List previous schools attended _____

Discipline Record: Number of discipline reports _____ List Violations _____

Number of Out of School Suspensions _____ In-School suspensions _____ Detentions _____

Testing Information: TCAP or other _____

	Year:	Year:	Year:
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)? _____

Environmental/Cultural/Economic Factors:

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

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

PARENT INPUT

Child's Name: _____ Birthdate: _____ Today's Date: _____

Mother's name: _____ Father's name _____

Child resides primarily with (check one): _____ Mother _____ Father

Both parents _____ Joint Custody _

Please list names of others living in the home.

<u>Name</u>	<u>Age</u>	<u>Relationship to Child</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Developmental/Medical History

1. Were any problems reported during pregnancy? (health, illnesses, injuries, medication)

Was pregnancy full-term? Yes/No How many weeks? _____ Child's Birth weight _____

Any other problems with labor or delivery? _____

2. Were developmental milestones met (check one): early _____ late _____ on time _____

Please list ages at which your child first: sat unaided _____; walked independently _____; spoke single words _____; spoke using 2-3 words _____; was toilet trained _____ (days) _____ (nights)

3. List important medical information including serious illnesses, injuries, and hospitalizations such as frequent ear infections, tubes in ears (hearing problems), seizures, allergies, etc. _____

4. Please list current medications your child is taking. _____

5. Has your child ever had visual problems or worn glasses? _____

6. Has your child ever received services for developmental and/or communication delays?

7. Has your child ever received a psychological or psycho-educational evaluation? If so, when and where?

8. Have special education services been provided in the past? _____

9. Describe any behavior problems noticed at home or reported by teachers: _____

Home/Community

1. What are your child's successes? _____

2. What things are hard for your child? _____

3. Please list any sports, hobbies, etc _____

4. How does your child get along with adults? _____ Peers? _____

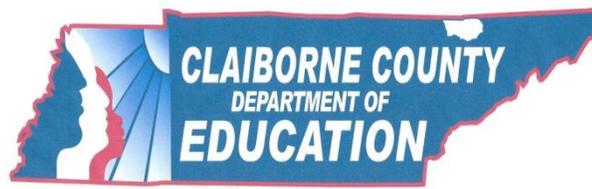
5. Have there been any recent changes at home that may be impacting your child's performance at school?

Please report any other concerns or relevant information below or on the back of this page.

Parent Communication Documents

A Family Guide to Response to Instruction and Intervention (RTI²)

2015-2016



**Connie B. Holdway
Director of Schools**

**1403 Tazewell Rd.
Tazewell, TN 37879
(423)626-3543**

Claiborne County Employees are committed to helping all children succeed. We use various teaching models to help children who are struggling to learn and who need additional supports to be successful. Response to Instruction and Intervention (RTI²) is one form of support.

What is RTI²?

It is a multi-tiered delivery system that uses a data-driven problem-solving model to identify specific student needs to match appropriate instructional strategies.

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

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

What does the RTI² Framework look like?

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

- In Tier 1, all students receive research-based, high quality, general education instruction that incorporates ongoing universal screening and assessment to inform instruction.
- In Tier 2, 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. Students are progress monitored weekly or every other week using a tool that is sensitive to measuring changes in the student's individual skills.
- In Tier 3, more intensive interventions are provided to students who have not made significant progress in Tier 2, are more than 1.5 grade levels behind, or are below the 10th percentile. Additionally, students are progress monitored weekly or every other week using a tool that is sensitive to measuring changes in the student's individual skills.

What are the key components of the RTI² Framework?

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

Another component of RTI² is that the school conducts universal screenings. 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 2) in addition to the high quality instruction they are receiving in Tier 1. Research based interventions are used to support students in the area(s) in which they are struggling. Research based interventions are teaching strategies or methods that have been proven effective in helping children learn.

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

When progress monitoring indicates that the intervention is no longer needed, the child continues to receive support from the general education curriculum (Tier 1). 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 3). Students who do not respond to Tier III interventions may be referred for special education services.

What if I think my child needs special education?

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

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

- Make reading an everyday habit 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 RTI² is being implemented in your child's school.

Best wishes,

Connie B. Holdway
Director

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

Response to Intervention (RTI²) Parent Letter
Tier 1 to Tier 2
K-8 Reading

Student: _____

Date: _____

Dear Parent,

Three times a year, each student is given a universal screening assessment *AimsWeb* to determine his or her reading abilities. Your child's scores show that he/she is experiencing some challenges in reading. Along with the universal screening, your child's progress has been monitored every two weeks or more. Although he/she is receiving direct reading instruction daily in Tier 1, he/she has still not shown the needed growth to maintain grade level progress.

Your child will now be receiving an additional 20-30 minutes of reading interventions each day in Tier 2. This Tier 2 intervention will be done in small groups with trained personnel using research based materials. Your child's progress will continue to be monitored every two weeks or more. 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.

Providing daily opportunities for your child to read aloud and discuss what has been read at home, in any subject area, is strongly recommended. Reading is a skill and not a subject. Improvement in any skill area requires regular ongoing practice. If you have questions, or would like more information please contact your child's teacher.

Respectfully,

Insert Signatures

Insert School Contact Information

Lori Duncan
Claiborne County RTI² Supervisor
423-626-3543
LDuncan@k12tn.net

Please note:

Tier 1 means daily classroom instruction.

Tier 2 means additional support in a particular area of difficulty relating to Math or English Language Arts. It is usually 30 minutes a day.



Response to Intervention (RTI²) Parent Letter
Tier 1 to Tier 2
K-8 Math

Student: _____

Date: _____

Dear Parent,

Three times a year, each student is given a universal screening assessment *AimsWeb* to determine his or her math abilities. Your child's scores show that he/she is experiencing some challenges in math. Along with the universal screening, your child's progress has been monitored every two weeks or more. Although he/she is receiving direct math instruction daily in Tier 1, he/she has still not shown the needed growth to maintain grade level progress.

Your child will now be receiving an additional 20-30 minutes of math interventions each day in Tier 2. This Tier 2 intervention will be done in small groups with trained personnel using research based materials. Your child's progress will continue to be monitored every two weeks or more. 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 look at your child's math work regularly. Be sure to encourage your child to do his/her best and let them know you believe in his or her ability to improve. If you have questions, or would like more information please contact your child's teacher.

Respectfully,

Insert Signatures

Insert School Contact Information

Lori Duncan
Claiborne County RTI² Supervisor
423-626-3543
LDuncan@k12tn.net

Please note:

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Response to Intervention (RTI²) Parent Letter
Tier 2 to Tier 3
K-8 Reading

Student: _____

Date: _____

Dear Parent,

Three times a year, each student is given a universal screening assessment *AimsWeb* to determine his or her reading abilities. Your child's scores show that he/she continues to struggle with reading. Along with the universal screening, your child's progress has been monitored every two weeks or more. Although your child is receiving direct reading instruction daily in Tier 1, and an additional 20-30 minutes of small group interventions in Tier 2, he/she has still not shown enough improvement. Your child will now be receiving an additional 40-60 minutes of Tier 3 reading 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.

Providing daily opportunities for your child to read aloud and discuss what has been read at home, in any subject area, is strongly recommended. Reading is a skill and not subject. Improvement in any skill area requires regular ongoing practice.

Respectfully,

Insert Signature

Insert District/School Contact Information

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Tier 3 means more intensive support in a particular area of difficulty relating to Math or English Language Arts. It is usually 60 minutes a day.

Response to Intervention (RTI²) Parent Letter
Tier 2 to Tier 3
K-8 Math

Student: _____

Date: _____

Dear Parent,

Three times a year, each student is given a universal screening assessment *AimsWeb* to determine his or her math abilities. Your child's scores show that he/she continues to struggle with math. Along with the universal screening, your child's progress has been monitored every two weeks or more. Although your child is receiving direct math instruction daily in Tier 1, and an additional 20-30 minutes of small group interventions in Tier 2, he/she has still not shown enough improvement.

Your child will now be receiving an additional 40-60 minutes of Tier 3 math interventions each day. This Tier 3 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 look at your child's math work regularly. Be sure to encourage your child to do his/her best and let them know you believe in his or her ability to improve. If you have questions, or would like more information please contact your child's teacher.

Respectfully,

Insert Signature

Insert District/School Contact Information

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Response to Intervention (RTI²) Parent Letter
Returning to Tier 1
K-8 Reading

Student: _____

Date: _____

Dear Parent,

Three times a year, each student is given a universal screening assessment *AimsWeb* to determine his/her reading abilities. Your child's scores show that he/she has made some improvement in reading. Along with the universal screening, your child's progress has been monitored every two weeks or more. Your child has been receiving direct reading instruction daily in Tier I, and an additional 20-30 minutes of small group interventions in Tier 2. The RTI² program, along with your child's effort, has helped to show improved reading progress. At this time, your child will no longer need the additional Tier II interventions and will receive all reading 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.

Reading aloud at home and discussing what is read will be of great importance to your child's continued growth. 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,

Insert Signatures

Insert School Contact Information

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LDuncan@k12tn.net

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Response to Intervention (RTI²) Parent Letter
Returning to Tier 1
K-8 Math

Student: _____

Date: _____

Dear Parent,

Three times a year, each student is given a universal screening assessment *AimsWeb* to determine his/her math abilities. Your child's scores show that he/she has made some improvement in math. Along with the universal screening, your child's progress has been monitored every two weeks or more. Your child has been receiving direct math instruction daily in Tier 1, and an additional 20-30 minutes of small group interventions in Tier 2. The RTI² program, along with your child's effort, has helped to show improved math progress. At this time, your child will no longer need the additional Tier II interventions and will receive all math instruction through his/her regular classroom. Your child's progress will continue to be monitored. Additional assessments may be completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

We encourage you to look at your child's math work regularly. Be sure to encourage your child to do his/her best and let them know you believe in his or her ability to improve. If you have questions, or would like more information please contact your child's teacher.

Respectfully,

Insert Signatures

Insert School Contact Information

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Claiborne County RTI² Supervisor
423-626-3543
LDuncan@k12tn.net

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Response to Intervention (RTI²) Parent Letter
Returning to Tier 2
K-8 Reading

Student: _____

Date: _____

Dear Parent,

Three times a year, each student is given a universal screening assessment *AimsWeb* to determine his or her reading abilities. Your child's scores show that he/she has made some improvement in reading. Along with the universal screening, your child's progress has been monitored every two weeks or more. Your child has been receiving direct reading instruction daily in Tier 1, and an additional 40-60 minutes of small group interventions in Tier 3 with trained personnel. The RTI² program, along with your child's effort, has helped to show improved reading progress. At this time, your child will no longer need the additional Tier 3 intervention. In order to maintain your child's progress, he/she will continue to receive an additional 20-30 minutes of Tier 2 small group interventions along with direct reading 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.

Reading aloud at home and discussing what is read will be of great importance to your child's continued growth. 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,

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Response to Intervention (RTI²) Parent Letter
Returning to Tier 2
K-8 Math

Student: _____

Date: _____

Dear Parent,

Three times a year, each student is given a universal screening assessment *AimsWeb* to determine his or her math abilities. Your child's scores show that he/she has made some improvement in math. Along with the universal screening, your child's progress has been monitored every two weeks or more. Your child has been receiving direct math instruction daily in Tier 1, and an additional 40-60 minutes of small group interventions in Tier 3 with trained personnel. The RTI² program, along with your child's effort, has helped to show improved math progress. At this time, your child will no longer need the additional Tier 3 intervention. In order to maintain your child's progress, he/she will continue to receive an additional 20-30 minutes of Tier 2 small group interventions along with direct math 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 look at your child's math work regularly. Be sure to encourage your child to do his/her best and let them know you believe in his or her ability to improve. If you have questions, or would like more information please contact your child's teacher.

Respectfully,

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Tier 3 means more intensive support in a particular area of difficulty relating to Math or English Language Arts. It is usually 60 minutes a day.

Response to Intervention (RTI²)
 Progress Monitoring Letter
 K-8 Reading

Student: _____

Date: _____

Dear Parent,

A letter previously notified you that your student is receiving additional reading interventions. During this intervention period, your child has been receiving small group, systematic intervention in reading. Your child has had his/her progress monitored every other week or more using assessments that are specific to the intervention being used. Attached you will find a copy of your child’s progress monitoring. All progress monitoring is reported using a graph so that you can see the progress your child is making.

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

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

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

Respectfully,

Insert Signature

Insert School Contact Information

Lori Duncan
 Claiborne County RTI² Supervisor
 423-626-3543
LDuncan@k12tn.net



Response to Intervention (RTI²)
Progress Monitoring Letter
K-8 Math

Student: _____

Date: _____

Dear Parent,

A letter previously notified you that your student is receiving additional math interventions. During this intervention period, your child has been receiving small group, systematic intervention in math. Your child has had his/her progress monitored every other week or more using assessments that are specific to the intervention being used. Attached you will find a copy of your child’s progress monitoring. All progress monitoring is reported using a graph so that you can see the progress your child is making.

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

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

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

Respectfully,

Insert Signature

Insert School Contact Information

Lori Duncan
Claiborne County RTI² Supervisor
423-626-3543
LDuncan@k12tn.net

Student Records

Name: _____

School Year: _____

RTI² Folder

Relevant documentation (listed below) is to be maintained in this folder

Tier I Documentation

- Universal Screener assessment data _____
- Student referral to RTI² team _____
- Vision and hearing form _____

Tier 2 Documentation

- Tier 2 decision tree _____
 - Student Intervention Plan _____
 - Intervention log(s) _____
 - Fidelity checklist(s) _____
 - Parent notification letter(s) _____
 - Intervention Documentation Form _____
- _____ Date of initial RTI² Meeting

Tier 2 Review documentation

- _____ Plan successful, continue until benchmark is reached _____
- Progress monitoring data _____
- Intervention plan evaluation _____
- _____ Modify plan and then review _____
- Progress monitoring data _____
- Intervention plan evaluation _____
- Modified Student Intervention Plan _____

Tier 2 Review documentation

- _____ Plan successful, continue until benchmark is reached _____
- Progress monitoring data _____
- Intervention plan evaluation _____
- _____ Modify plan and then review _____
- Progress monitoring data _____
- Intervention plan evaluation _____
- Modified Student Intervention Plan _____

Tier 2 Review documentation

<hr/>	<hr/>
Plan successful, continue until benchmark is reached	Date of RTI ² Meeting
Progress monitoring data	<hr/>
Intervention plan evaluation	<hr/>
<hr/>	
Modify plan and then review	
Progress monitoring data	<hr/>
Intervention plan evaluation	<hr/>
Modified Student Intervention Plan	<hr/>

Tier 2 Review documentation

<hr/>	<hr/>
Plan successful, continue until benchmark is reached	Date of RTI ² Meeting
Progress monitoring data	<hr/>
Intervention plan evaluation	<hr/>
<hr/>	
Modify plan and then review	
Progress monitoring data	<hr/>
Intervention plan evaluation	<hr/>
Modified Student Intervention Plan	<hr/>

Tier 2 Review documentation

<hr/>	<hr/>
Plan successful, continue until benchmark is reached	Date of RTI ² Meeting
Progress monitoring data	<hr/>
Intervention plan evaluation	<hr/>
<hr/>	
Modify plan and then review	
Progress monitoring data	<hr/>
Intervention plan evaluation	<hr/>
Modified Student Intervention Plan	<hr/>

Tier 2 Review documentation

<hr/>	<hr/>
Plan successful, continue until benchmark is reached	Date of RTI ² Meeting
Progress monitoring data	<hr/>
Intervention plan evaluation	<hr/>
<hr/>	
Modify plan and then review	
Progress monitoring data	<hr/>
Intervention plan evaluation	<hr/>
Modified Student Intervention Plan	<hr/>

Name: _____

School Year: _____

RTI² Folder

Relevant documentation (listed below) is to be maintained in this folder

Tier 3 Documentation

Tier 3 decision tree	_____	Date of RTI ² Meeting
Tier 2 gap analysis	_____	
Student Intervention Plan	_____	
Intervention log(s)	_____	
Fidelity checklist(s)	_____	
Parent notification letter(s)	_____	
Progress monitoring data	_____	

Tier 3 Review documentation

Plan successful, continue until benchmark is reached		Date of RTI ² Meeting
Progress monitoring data	_____	
Intervention plan evaluation	_____	
Evaluation Requested	_____	
Referral Decision Tree	_____	
Tier 3 gap analysis	_____	
Student Referral for evaluation form	_____	
Parent Input	_____	
Teacher input	_____	

Tier 3 Review documentation

Plan successful, continue until benchmark is reached		Date of RTI ² Meeting
Progress monitoring data	_____	
Intervention plan evaluation	_____	
Evaluation Requested	_____	
Referral Decision Tree	_____	
Tier 3 gap analysis	_____	
Student Referral for evaluation form	_____	
Parent Input	_____	
Teacher input	_____	

Tier 3 Review Documentation

Progress monitoring data	_____
Intervention plan evaluation	_____
Modify plan and then review	_____
Progress monitoring data	_____
Intervention plan evaluation	_____
Modified Student Intervention Plan	_____

Tier 3 Review documentation

Plan successful, continue until benchmark is reached	_____	Date of RTI ² Meeting
Progress monitoring data	_____	
Intervention plan evaluation	_____	
Evaluation Requested		
Referral Decision Tree	_____	
Tier 3 gap analysis	_____	
Student Referral for evaluation form	_____	
Parent Input	_____	
Teacher input	_____	

Tier 3 Review documentation

Plan successful, continue until benchmark is reached	_____	Date of RTI ² Meeting
Progress monitoring data	_____	
Intervention plan evaluation	_____	
Evaluation Requested		
Referral Decision Tree	_____	
Tier 3 gap analysis	_____	
Student Referral for evaluation form	_____	
Parent Input	_____	
Teacher input	_____	

Tier 3 Review documentation

Plan successful, continue until benchmark is reached	_____	Date of RTI ² Meeting
Progress monitoring data	_____	
Intervention plan evaluation	_____	
Evaluation Requested		
Referral Decision Tree	_____	
Tier 3 gap analysis	_____	
Student Referral for evaluation form	_____	
Parent Input	_____	
Teacher input	_____	

RTI² Intervention Record for School Records

School Name: _____ School Address/Phone: _____

Student Name: _____ Student Address/Phone: _____

Current Grade: _____ Gender: _____

Date Entered School: _____ Date Exited School: _____

Did student receive academic interventions? YES NO

Universal Screening Data

Type (Name) of Universal Screening	Percentile Score	Date Given

The following interventions were provided to this student: (attach additional documentation as needed)

Intervention Type	Area of Deficit	Duration	Progress Monitoring Data	Fidelity of Implementation

Signature: _____

Title: _____



Percentile Documentation Form

(Principal must complete and turn in to RTI² Supervisor for approval)

School: _____

Date: _____

Principal: _____

If the number of students in the lowest 25th percentile is greater than 15-20% of the total school population, the percentile can be lowered. It is important to keep in mind that some capacity for student movement in and out of intervention every 4 ½ weeks has to be maintained. If percentiles need to be lowered to accommodate student participation in RTI² process, principals must provide school documentation to address the decrease below the 25th percentile and provide a plan of action to increase percentiles.

Is the number of students in the lowest 25th percentile greater than 15 – 20% of your school population? _____ YES What percentage? _____

What is your recommended lowered percentile to be used at your school? _____

Reason for this lowered percentile?

Plan of Action to increase percentiles:

Principal Signature

Date



Central Office Only

Date Received: _____ Approved by: _____

RTI² Referral to Special Education Checklist

Student Name: _____

RTI² Meeting Date: _____

School: _____

Grade: _____

Did student work through Tier 2 Intervention? _____ Yes _____ No

How many weeks in Tier 2 intervention? _____

How many weeks has student been receiving intervention in Tier 3? _____

What grade level is student working on in Tier 3? _____

What interventions have been implemented?

1. _____
2. _____
3. _____

Has the intervention time been changed? _____ Yes _____ No

Has the intervention teacher been changed? _____ Yes _____ No

Has the student been retained at any level? _____ Yes _____ No
If yes, what grade level was student retained? _____

Did the student attend Preschool? _____ Yes _____ No
If yes, number of years attended? _____

How many weeks does the Gap Analysis show to reach grade level? _____

Has 8 fidelity checks been completed and documented? _____ Yes _____ No
If marked no, can't turn folder over until fidelity has been determined.

Does the RTI² Team recommend referring this student to Tier 4 (Special Education)?
_____ Yes _____ No

Name of individual who will take over folder for Tier 4? _____

Definitions

Basic Reading (Skills) - Basic reading skills include the ability to identify and manipulate individual sounds in language; to identify printed letters and their associated sounds; to decode written language.

Benchmark- Short term or long-term assessment goal used to indicate grade level expectations during a specific grade level and at a specific time period (e.g., fall, winter, spring).

Certifying Specialist- An assessment professional that is involved in the evaluation of a student for the purpose of determining eligibility for special education services. Certifying specialists may include school psychologists, speech/language pathologists, occupational therapists, physical therapists, etc.

Curriculum Based Measurement (CBM) - A system for on-going monitoring of student progress through a specific curriculum. Through the use of CBM assessments, teachers assess students' academic performance on a regular basis with very brief tests. Results are used to determine whether students are progressing appropriately from the core (Tier I) instructional program, and to build more effective programs for the students who do not benefit adequately from core (Tier I) instruction.

Common Core State Standards (CCSS) - Curricular standards developed to strengthen the knowledge and skills in English Language Arts and Mathematics to prepare students to become college and career ready. These standards define the knowledge and skills students are required to possess in entry-level, credit-bearing, academic college courses, technical institutes, and in workforce training programs. They are based on the most current national and international standards, with the intention of providing students a competitive advantage in the global economy. This state-led effort is coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). In Tennessee, the decision to adopt Common Core State Standards was made by the governor and the State Board of Education. On July 30, 2010, the State Board of Education passed Common Core State Standards adoption unanimously. The Tennessee legislature, all 136 local education agencies and local boards of education committed to the implementation of College and Career Ready Standards through the Race to the Top Application and Grant Award For more information see the Common Core State Standards History and Fact Sheet at: http://www.tncore.org/sites/www/Uploads/Common_Core_Facts_History.pdf

Comprehension (Reading) - The ability to understand and make meaning of text.

Comprehensive Evaluation- Assessments that are completed for the purpose of determining eligibility for special education services. Components of the evaluation are chosen based on the referral and are specific to the Tennessee State eligibility standards for the suspected disability or disabilities.

Core Curriculum/Instruction (Tier I Instruction) - Grade level instruction provided to all students in the regular education classroom. Core instruction often includes various instructional orientations to include whole class, small-differentiated groups, collaborative, and individual opportunities for learning. Core instruction is targeted to meet the diverse needs of all learners. Materials and lesson protocols used from the core program are based on current data and are designed to meet the needs of all students. The Common Core State Standards (CCSS) for English Language Arts (ELA) and Mathematics will be used for Tier I instruction.

Data-Based Decision Making- Data-based decision making is the process of using appropriate data collected to inform and drive each instructional decision.

Diagnostic Evaluation/Assessment- Standardized assessments designed to assess the extent to which students are on track to master grade level standards and to determine individual strengths and concerns of skills. Diagnostic assessments may also provide evidence of curricular strengths and needs in particular skill areas.

Differentiated Instruction (Differentiation) - Targeted instruction provided to meet the needs of students. Instruction includes diverse avenues to learn the skills and content to process, construct, extend, generalize, or make sense of ideas. Furthermore, differentiation will develop learning opportunities so all students within a classroom will learn effectively, regardless of differences in student progress, interests, and needs.

Direct Instruction- Direct instruction is an instructional approach that utilizes explicit and structured teaching routines. A teacher using direct instruction models, explains, and guides the students through extended practice of a skill or concept until mastery is achieved. The lessons are fast paced, students are academically engaged, and teachers are enthusiastically delivering instruction. Direct instruction is appropriate instruction for all learners, all five components of reading, and in all settings (whole group, small group, and one-on-one).

Duration- The length of time intervention is provided a student as indicated by benchmark and progress monitoring assessment results.

Early Intervention- Specialized instruction specifically designed to target skill deficits and provide appropriate instruction to meet the needs of students. Intervention is provided early in order to prevent future learning disabilities or present academic performance deficits with the goal of maintaining grade-level or above grade-level performance.

English Language Arts (ELA) - Common Core State Standards in English Language Arts that includes teaching, learning, and mastery of skills to appropriately build and possess the strong foundational skills of reading; read various types of texts to include literature, fictional, informational and technical texts and media technology; write and speak for different purposes and to various audiences; and to have full command and use of appropriate language.

English Language Learner (ELL) - A student who through testing and other means is found to have some difficulty speaking, reading, and/or writing in English.

Enrichment- Enrichment activities expand on students' learning in ways that may differ from the strategies used during Tier I instruction. They often are interactive and project focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways to deepen students' understanding. These activities are designed to be interesting, challenging, and impart knowledge. They should allow students to apply knowledge and skills learned in Tier I to real-life experiences.

Evidence Based Intervention- Interventions that have been tested and have demonstrated success with a particular group of students. This means that the research results are reliable and valid. As a result, the research shows there is reasonable evidence to indicate the program or strategies will result in academic gains when used appropriately.

Explicit Instruction- Instruction that involves direct, face-to-face teaching that is highly structured, focused on specific learning outcomes, and based on a high level of student and teacher interaction. It involves explanation, demonstration, and practice with topics being taught in a logical order. Another characteristic of explicit teaching is modeling skills, thinking, and behaviors. This also involves the teacher thinking out loud when working through problems and demonstrating processes for students.

Fidelity- The extent to which the prescribed instruction or intervention plan is executed. Fidelity includes addressing the deficit area, using the type of intervention prescribed, maintaining an appropriate group size, length of session, etc.

Fidelity Monitoring- The systematic monitoring by a responsible instructional leader (i.e. principal, instructional coach) to determine the extent to which the delivery of instruction or an intervention adheres to the protocols or program models originally developed. Fidelity monitoring has increasing significance for evaluation and treatment effectiveness. The fidelity of implementation per intervention and instruction should be assessed throughout the process as per the guidelines in the manual.

Flexible grouping/small groups- A basic strategy for grouping students for the purpose of providing targeted instruction to meet the needs of student groups. Grouping provides the opportunity for students to work together in a variety of ways, and in a number of arrangements. Groupings may be whole class, small groups, individual, and partners, teacher-led or student-led and are commensurate to instructional activities, learning goals, and student needs. Flexible grouping provides the opportunity for student groups to change based on the changing needs of students, as indicated in benchmark and progressing monitoring assessments.

Reading (fluency) - Reading fluency refers to the ability to read words accurately, quickly, and effortlessly. Moreover, fluency skills include the ability to read with appropriate expression and intonation (prosody).

Reading fluency is the ability to read with sufficient accuracy and rate to support comprehension. Reading fluency applies to accurately reading on-level fiction, prose, and poetry with expression through repeated reading. Non-fiction and technical reading passages generally requires a slower more thoughtful level of reading rate to support comprehension. Reading fluency can also be the rate at which young students demonstrate and name their conceptual understanding of letter-sound correspondence, alphabetic knowledge, and reading nonsense words, sight words, sentences, and texts.

Math (fluency) - Mathematical fluency is the ability to make sense of problems and/or patterns and structure and to proficiently calculate and accurately find appropriate solution paths to identify, solve, and find reasonable explanations. Mathematical fluency can also be the rate at which young students demonstrate and name their conceptual understanding of numerals, counting, naming numerals, and addition, subtraction, multiplication, and division facts.

Focused Assessment- A focused assessment is a prescribed measure used to evaluate a particular skill area to determine levels of performance.

Formative Assessment- Quality instruction includes assessments during instruction to provide the information needed to effectively direct and target teaching and learning as it occurs. Formative assessments enable the teacher to push instruction toward the targeted goals to ensure mastery of intended outcomes.

Frequency- The number, proportion, or percentage of items in a particular set of data.

General Education- The program of education that students receive based on state standards that are evaluated by the annual state educational standards tests.

Grade Level Content Expectations- the Grade Level Content Expectations build from the Common Core State Standards. Reflecting best practices and current research, they provide a set of clear and rigorous expectations for all students and provide teachers with clearly defined statements of what students should know and be able to do as they progress through school.

Highly-trained personnel- Teachers adequately trained to deliver the selected instruction as intended, that is, with fidelity to design.

Hybrid intervention- A hybrid approach within an RTI model combines methods of a problem-solving and a standard protocol approach.

Implementation Integrity- The extent to which core instruction and intervention materials are used as intended by the author/publisher. Implementation integrity also includes the prescribed amount of time and the frequency required for the treatment to yield its best results.

Individuals with Disabilities Education Act (IDEA) - As reauthorized in 2004 ensure services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities. Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3-21) receive special education and related services under IDEA Part B.

(Reference: Ed.gov, United States Department of Education)

Intense (intensity) - The measure of strength by which instruction or intervention is delivered. Intensive academic and/or behavioral interventions are characterized by their increased focus for students who fail to respond to less intensive forms of instruction. Intensity can be increased through many dimensions including length, frequency, and duration of implementation.

Intervention- Support at the school level for students performing below grade-level expectations. Educational professionals determine academic intervention needs of students (determined by ongoing data), determine methods for dealing with academic issues, and – most important – monitor on an ongoing basis whether these methods are resulting in increased student learning and achievement.

Interventionist- An educator trained to deliver a prescribed intervention with fidelity. This may include a general education teacher, special education teacher, trained teaching assistant, or intervention specialist.
Intervention kit/materials- A research-based curriculum designed to target specific instructional needs with varying intensity.

LEA – Local Education Agency- A public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools.

Manipulatives- Any object that allows students to explore an idea in an active, hands-on approach. Manipulatives include anything that can be manipulated to include counters, blocks, shapes, toys, letter tiles, etc.

Math (Mathematics/Mathematical) Calculation- The knowledge and retrieval of facts and the application of procedural knowledge in calculation.

Math (Mathematics/Mathematical) Problem Solving- Involves using mathematical computation skills, language, reasoning, reading, and visual-spatial skills in solving problems; applying mathematical knowledge at the conceptual level.

Multi-Sensory- Multi-sensory teaching and learning is simultaneously visual, auditory, and kinesthetic-tactile to enhance memory and learning. Links are consistently made between the visual (what we see) auditory (what we hear), and kinesthetic-tactile (what we feel) pathways in learning to read, spell, reason, count, and compute.

Nonsense Word Fluency (NWF)- A standardized assessment of consonant-vowel consonant and vowel-consonant nonsense words that are individually administered to assess letter/sound relationships and blending (and/or segmenting) of phonetic sounds (e.g., fim, nen, sig).

Other Health Impairment (OHI)- Other Health Impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, Attention Deficit Hyperactivity Disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia; and Tourette's Syndrome that adversely affects a child's educational performance. A child is "Other Health Impaired" who has chronic or acute health problems that require specially designed instruction due to: 1) impaired organizational or work skills; 2) inability to manage or complete tasks; 3) excessive health related absenteeism; or 4) medications that affect cognitive functioning.

Oral Reading Fluency (ORF) - A standardized reading measure of accuracy and fluency with connected text or passages, usually measured beginning mid-first grade through sixth grade.

Phoneme Segmentation Fluency (PSF) - A standardized measure of a student's ability to segment three and four phoneme words into individual phonemes fluently, for example the examiner says "bat" and the student says /b/ /a/ /t/. PSF is usually measured midkindergarten through the spring of first grade.

Phonemic Awareness- The ability to hear, think about, identify and manipulate the individual sounds (phonemes) in spoken words.

Phonics- Phonics refers to a systematic approach of teaching letters (and combinations of letters) and their corresponding speech sounds. Phonics begins with the alphabetic principle: language is comprised of words made up of letters that represent sounds.

Phonological Awareness- Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. Children who have phonological awareness are able to identify and make oral rhymes, can clap out the number of syllables in a word, and can recognize words with the same initial sounds like "money" and "mother." (Reference: Reading Rockets)

Probe- When using Curriculum-Based Measurement (CBM), the instructor administers a brief, timed assessment or "probes" made up of academic material taken from grade level curriculum.

Progress Monitoring- Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Prescriptive Intervention- An intervention specifically targeted to meet the instructional needs of the student.

Prevention- The practice of providing additional assistance in any academic area to prevent students from falling behind.

Problem-Solving Approach within RTI- Within RTI, a problem-solving approach is used to tailor an intervention to an individual student. It typically has four stages: problem identification, analysis of problem, intervention planning, and response to intervention evaluated (PAIR).

Professional Development (PD) - Continuous targeted research-based instruction for school professionals and staff to improve learning outcomes for students and meet goals of the adult learner, class, school and/or district. The purpose of PD should be to provide educators with current research concerning best practices for teaching and learning.

Rate of Improvement (ROI) - The expected rate of improvement on progress monitoring assessments 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, teachers should divide the total number of units gained by the number of weeks that have elapsed. The ROI is compared to the improvement of a typical peer to determine adequate progress.

Reliable- Reliability refers to the consistency with which a tool classifies students from one administration to the next. A tool is considered reliable if it produces the same results when administering the test under different conditions, at different times, or using different forms of the test.

Research-Based Instruction/Intervention- A research-based instructional practice or intervention is one found to be reliable, trustworthy, and valid based on evidence to suggest that when the program is used with a particular group of students, the student can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice.

Scaffold- Scaffolding is an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without assistance.

School Psychologist- School psychologists help children and youth succeed academically, socially, behaviorally, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students. School psychologists are highly-trained in both psychology and education, completing a minimum of a specialist-level degree program. This training emphasizes preparation in mental health and educational interventions, child development, learning, behavior, motivation, curriculum and instruction, assessment, consultation, collaboration, school law, and systems. School psychologists must be certified and/or licensed by the state in which they work. For more information, go to nasponline.org.

Scientifically-Based Research- Scientifically-based research involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that:

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

Screening- A quick checklist, survey or probe used to provide an initial general indicator of levels of performance. Screenings may also include diagnostic assessments to gain more information about a student's academic strengths and/or areas of concern.

Special Education- The most intensive interventions and specially designed instruction to meet the unique needs of students identified with an educational disability. This term may include related services such as speech/language or occupational therapy depending on student needs.

Specific Learning Disability- The term Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, and that adversely affects a child's educational performance. Such term includes conditions such as perceptual disabilities (e.g., visual processing), brain injury that is not caused by an external physical force,

minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include a learning problem that is primarily the result of Visual Impairment; Hearing Impairment; Orthopedic Impairment; Intellectual Disability; Emotional Disturbance; Limited English Proficiency; or, Environmental or Cultural Disadvantage.

Specific Learning Disabilities may be identified in the following areas: Basic Reading, Reading Fluency, Reading Comprehension, Math Calculation, Math Problem Solving, Written Expression, Oral Expression, and/or Listening Comprehension.

Specific Measurable Outcome- The statement of a single, specific desired result from an intervention. To be measureable, the outcome should be expressed in observable and quantifiable terms (i.e., Johnny will demonstrate mastery of grade-level basic math calculation skills as measured by a score of 85% or better on the end-of-the unit test on numerical operations).

Standard protocol intervention- Standard protocol intervention relies on the same, empirically validated intervention for all students with similar academic or behavioral needs. Standard protocol interventions facilitate quality control.

Standardized Assessment- An assessment test that is developed using standard procedures and is then administered and scored in a consistent manner for all test takers.

Summative Assessment- Summative assessment is a form of evaluation used to describe the effectiveness of an instructional program or intervention, that is, whether the intervention had the desired effect. With summative assessment, student learning is typically assessed at the end of a course of study or annually (at the end of a grade).

Survey-Level Assessment- A process of determining the most basic skill area deficit and which 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.

Systematic- Systematic instruction refers to a carefully planned sequence for instruction, similar to a builder's blueprint for a house. A blueprint is carefully thought out and designed before building materials are gathered and construction begins. The plan for systematic instruction is carefully thought out, strategic, and designed before activities and lessons are developed.

Systematic instruction is clearly linked within, as well as across the five major areas of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex, with clear, concise student objectives that are driven by ongoing assessment. Students are provided appropriate practice opportunities, which directly reflect instruction.

Trend line or trajectory- A straight line that connects a series of results from assessments on a graph used to help determine progress toward intended target.

Universal Screening/Screeners- An LEA must administer a nationally normed, skills-based universal screener. A universal screener is a brief screening assessment of academic skills (i.e. basic reading skills, reading fluency, reading comprehension, math calculation, math problem solving, written expression) 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 (general outcome measures). This data can also serve as a benchmark for measuring the improvement of a group, class, grade, school or district. Furthermore, universal screening can be used to identify students in need of further intervention due to identified skill deficits. A more precise assessment may be needed to determine a student's specific area(s) of deficit before beginning an intervention.

Valid- Validity refers to the extent to which a tool accurately measures the underlying construct that it is intended to measure.

Written Expression- Involves basic writing skills (transcription) and generational skills (composition).
Transcription: difficulty producing letters, words, spelling; Composition: difficulty with word and text fluency, sentence construction, genre specific discourse structures, planning processes, and reviewing and revising processes.

Resources

Florida Center for Reading Research-The Florida Center for Reading Research is jointly administered at Florida State University by the Learning Systems Institute and the College of Arts and Sciences. This website contains a wealth of information about research-based reading instruction and intervention.

<http://www.fcrr.org/>

Focus on Effectiveness: Research-Based Strategies-Provides reviewed, research-based instructional strategies covering topics such as graphic organizers, cooperative learning, student goal-setting, simulations and games, and higher-order thinking skills. Multi-media presentations, technology-infused lessons, instruction, and classroom examples are included. Northwest Regional Education Laboratory.

<http://www.netc.org/focus/strategies/>

National Center on Intensive Intervention-The mission of the National Center on Intensive Intervention is to build district and school capacity to support implementation of data-based individualization in reading, mathematics, and behavior for student who require intensive interventions. A chart summarizing studies of various intervention programs and methods can be found at

<http://www.intensiveintervention.org/chart/instructional-intervention-tools>

National Council of Teacher of Mathematics, Intervention Resources-This web page provides guidelines for creating or selecting mathematics interventions as well as other resources for teachers of mathematics.

<http://www.nctm.org/resources/content.aspx?id=13198>

National Dissemination Center for Children with Disabilities-This website is dedicated to providing information about disabilities, but it also provides research reports on a variety of Reading, Writing, and Mathematics interventions at the following address: <http://nichcy.org/research/summaries> - reading.

Brief descriptions of key RTI components intended for school administrators are at this address:

<http://nichcy.org/schools-administrators/rti>

Read Tennessee-This website provides both reading and mathematics toolkits designed to provide information on research based teaching strategies, activities for families, and ideas for community members to help all stakeholders work together for the benefit of young children in preK-3rd grade throughout the state. <http://www.readtennessee.org/>

RTI Action Network-A program of the National Center for Learning Disabilities, the RTI Action Network is a clearinghouse dedicated to the effective implementation of Response to Intervention in school districts nationwide. <http://www.rtinetwork.org/>

TNCore-The official website of the Tennessee Common Core initiative, this site is updated consistently to provide all Tennesseans with the most current information about the Implementation of the Common Core State Standards. <http://www.tncore.org/>