EDMOND PUBLIC SCHOOL DISTRICT
Response to Intervention and
Child Find Procedures and Special Education Services

Technical Assistance Manual

2019-2020 Revisions

Edmond Public Schools
Curriculum Department & Special Education Department

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Section 1:
Key Competencies and Conceptual Framework

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Chapter 1

Introduction: Response to Intervention (RtI) and the Edmond Tiered Intervention System

The primary purpose of **Response to Intervention (RtI)** is to identify the conditions necessary to improve student academic and social competencies in order to remove barriers to a successful education. RtI is not a test, a "pre-referral" to test process, a specific intervention, or a single program. RtI is a framework for providing support to students and solving educationally relevant problems.

There are some guiding principles within an RtI framework and Professional Learning Communities. These principles include the following:

- All students can learn
- Evidence based practices should guide instruction, intervention, and assessment
- Educational decisions are data-based
- Because all students are part of the general education system, there is a shared responsibility for student achievement across the entire school community
- The best intervention is one that targets the identified need and improves the skill
- Differentiated instruction is an essential part of an instructional program
- We can't change the past; we can impact the child's present and future

The Professional Learning Communities (PLC) literature proposes the following questions:

1. What do we want students to learn?
2. How will we know when they learn it?
3. What do we do when students struggle or don't learn?
4. What will we do when they already know the skill?

Framing concerns around these questions can be particularly effective for solving educationally relevant problems, and for holding proposed "solutions" accountable. Under a problem solving RtI framework, these questions, when aligned to standards of quality, can be applied to district, school, grade, program, class, and individual issues.

While there are certain components of RtI that are fundamental, each RtI model may look different. These differences should fall within the limits of evidence, but flexibility within those limits will allow tailoring the system to the unique needs of districts and school sites. In order to differentiate our model from other RtI models, the designation **Edmond Tiered Intervention System of Support (ETISS)** has been created.

Within the ETISS, we problem solve to address specific needs and improving skills we want students to learn. In our problem solving model, there are 4 basic steps that can be applied to all levels of school functioning:

1. Identify: "What the skill deficit?" (i.e. Universal Screener)
2. Analyze: "Why is the deficit occurring?" (i.e. Data Analysis)
3. Intervene: "What are we going to do about the deficit?" (i.e. Intervention)
4. Evaluate: "Did the intervention work?" (i.e. Progress Monitoring)

Chapter 2

Universal Screening: *What is the baseline?*

Universal screening is the assessment of all students in basic skills, and will take place in the Fall, Winter, and Spring. A universal screening provides data that can be used to identify students who are at-risk/on-level/advanced, indicate the success of the core curriculum, indicate the success of supplemental programs, and provide local normative information**.** The data acquired during the screening can be evaluated at the school, grade, classroom, target group, or individual level. Additionally, because the data is collected three times a year, it can be used to identify typical growth rates of the skills measured.

Curriculum Based Measurement (CBM) is one of the measures utilized during universal screening. CBM is a standardized procedure that indicates overall performance in fundamental skills in reading, math, and writing. Although CBMs may not measure every academic skill, they provide indicators of general outcomes.

Standards Based Assessments (SBA) are also utilized through our selected district universal screening tool. SBA give further depth into the understanding of what students know and what they need to learn. These measures are designed to flow from the mastery of one grade level to feed into the standards of another. SBA tools are based upon recommended standards for each level.

Both CBM and SBA data are used together to develop composite scores. The purpose of these composite scores are to evaluate the overall risk within an academic area both at the universal or individual levels.

The first step, the universal screening will be conducted to identify those students who are at-risk, on-level, and advanced in the areas of reading, math, and written language. Schools can accomplish universal screening by many different avenues. For example, schools can come up with individual site plans for how to implement district specified CBMs & SBAs during the Universal Screening Window.

Chapter 3

Problem Analysis: *Why is this occurring?*

In order to avoid cultural, linguistic and or economic bias and the resulting disproportionate labeling of students as disabled, each school site will compare performance on the universal screening with typical performance on a national scale. If significant differences in data exist, the school site will use local normative data to make RtI decisions.

As Edmond Public Schools has matured in the implementation the district has moved to national norms to determine cut scores. If a particular building is overloaded with the amount of students at risk it would be appropriate to investigate local norms to be able to think about what they system (school) can support.

Problem Analysis helps to initially answer the question "Why is this occurring"? After the universal screening, data will be examined to determine which students are at-risk. However, screening data alone does not necessarily tell us the specific problem or why the problem is occurring. In order to plan effective interventions for a student, it is first necessary to behaviorally define the problem and conduct a problem analysis. Having more specific details about a student's deficits will inform the team's decisions and guide the intervention planning process, thus increasing the chances that the chosen intervention will be successful in remediating a student's specific deficits.

The first step in the problem analysis process is to formulate a specific description of the student's deficits. This description is referred to as the **Behavioral Definition** or **Target Behavior.** Developing a behavioral definition of a problem involves selecting explicit behaviors, describing them specifically, and using them to formulate hypotheses and problem solve.

Behavioral definitions should be:

- Stated in concrete, observable terms (actions that can be seen or heard).
- Stated in a way that different observers can recognize whether or not the behavior has been demonstrated and described to the degree that two observers will agree on the occurrence of the behavior when it is seen.
- Measurable (can be counted in some way).
- Specific. The behavior must be so precise that it cannot be broken down further.
- Described with sufficient detail as to identify what specifically the student is expected to do and under what conditions.

Examples of Behavioral Definitions/ Target Behaviors:

This is an example:

- A **good** behavioral definition or target behavior statement is one which meets all of the criteria above. For example, *"Given a 2nd grade level passage, Student will read 120 words correct per minute by May 15. 2020"* is a definition that is specific, observable, measurable, and gives sufficient detail.

- **Bad:** If your target behavior is stated as *"will read fluently and accurately"* this definition would not be sufficient based on the criteria above. This target behavior is not specific and does not define precisely what skills within the realm of written expression are to be improved. Additionally, the use of "improve" could be interpreted differently between two observers. This statement does not indicate how written expression is to be measured.

Universal screening data in itself may not yield enough information to formulate a good behavioral definition/ target behavior. It may be necessary to conduct a survey-level assessment or error analysis in order to define an appropriate target behavior. **Error Analysis** is the study of type of error and quantity of errors. It may be necessary to review an individual student's universal screening probes or conduct further, more detailed skill assessments in order to determine the kinds of errors a student is making. For example: If a student reads 50 WCPM and makes 15 errors. Analyzing the types of errors (i.e., multisyllabic words, words with long vowels, "ie" pattern).

Similarly, if a student was unable to perform a given task at grade level, their scores and an error analysis may not yield enough information to identify the specific problem. In this case, a survey-level assessment may be appropriate. A **Survey-Level Assessment (SLA)** is an assessment process that is used to determine the instructional level. Specifically, students are tested in successive levels of the progress monitoring instrument beginning at their current grade placement and moving down by grade level, until they score between the 11th and 25th percentile "sweet spot". Conducting an SLA will indicate any deficits in foundational skills that are contributing to a student's difficulty. Additional diagnostic assessments may also be beneficial when pinpointing intervention targets. Instructions for carrying out SLA are included in the appendix. Often school sites are gathering several pieces of data about the students functioning (including but not limited to: Running Records, Literacy First Assessments, Fountas & Pinell assessments, STAR, etc.). These pieces of data can help define where the skill deficits may be for your students. It is important to decide if the deficit is linked to skill deficits or performance.

- **Skill Deficit:** The student lacks the necessary skills to perform the academic task. Skill deficits can be further broken down into Acquisition deficits and Accuracy deficits.
- **Performance Deficit:** The student has the necessary skills but lacks the motivation to complete the academic task. (see Can't Do, Won't Do Assessment and structural observation in the appendix)

Beginning the 2019-2020 school year, Edmond began implementing AimswebPlus as our Universal Screening tool. Once Universal Screening is collected, if a student scores within the well below average range on Oral Reading Fluency, Number Sense Fluency, Early Literacy Skills, or Early Numeracy skills a Survey Level Assessment needs to be collected in order to identify the appropriate instructional level.

AimswebPlus indicates the flow of measures for Early Literacy and Early Numeracy as follows:

SLA: Measures/Skills Sequences for Prioritized Progress Monitoring K/1

Table 1 Sequence of Early Literacy and Early Numeracy CBMs, by Grade and Season

Grade	Battery	Season	CBM
K	Early Literacy	Fall	IS, LNF, LWSF
K	Early Literacy	Winter	IS, LNF, LWSF, PS
K	Early Literacy	Spring	LNF, LWSF, PS, WRF
1	Early Literacy	Fall	LWSF, PS, WRF, ORF
1	Early Literacy	Winter	WRF, ORF
1	Early Literacy	Spring	WRF, ORF
K	Early Numeracy	Fall	NNF, QTF
K	Early Numeracy	Winter	NNF, QTF, QDF
K	Early Numeracy	Spring	NNF, QTF, QDF
1	Early Numeracy	Fall	NCF–P, MFF–1D
1	Early Numeracy	Winter	NCF–P, MFF–1D, MFF–T
1	Early Numeracy	Spring	NCF–P, MFF–1D, MFF–T

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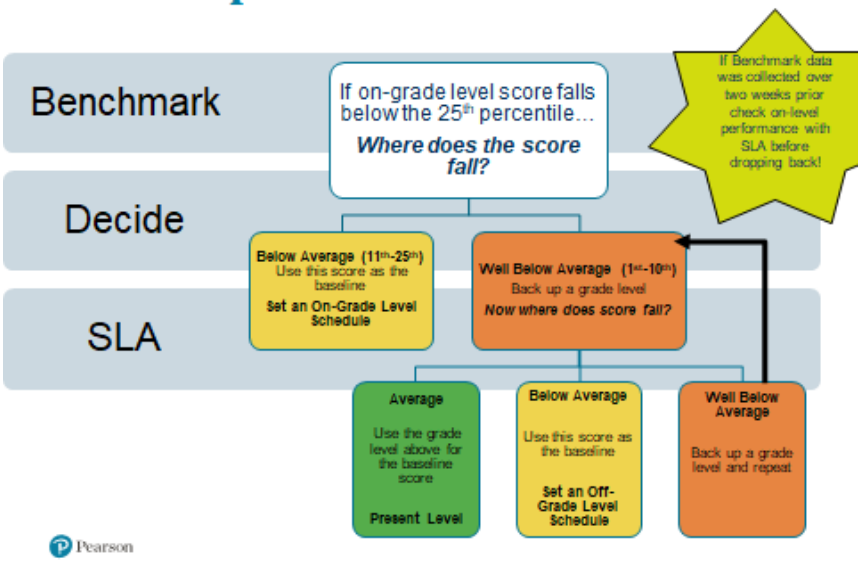
General guidance for Survey Level Assessment for Grades 2-12.

SLA: Drop-Back Method Grades 2-12



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Additional things to consider when identifying the specific problem:

- In what situations is the problem most likely to occur? Least likely?
- What areas in curriculum, instruction, and environment could be contributing to the problem?
    - The *curriculum* may include content of materials, difficulty of materials, sequencing, organization, and generalizability
    - The *instruction* may include educational philosophy, instructional approach or methods, expectations/ objectives, clarity and organization, pace, duration of instruction, opportunities

for practice, nature and frequency of feedback, academic engaged time, and classroom management
    - The *environment* may include arrangement of room, furniture/ equipment, rules, management plans, routines, expectations, peer context, peer and family influence, scheduling, and task pressure
- What aspects of the learner may be contributing to the problem?
    - Appropriateness of curriculum and instruction
    - Perception of learning environment (motivation)
    - Academic skills
    - Social/ behavioral skills
    - Adaptive behavior skills

Answering the above questions will be instrumental in developing interventions that are relevant to a student's specific deficits and appropriate for remediation of those deficits.

(NOTE: Discussions of learner characteristics should be focused on things that can *change*. It is not productive to focus on variables that will not lead directly to intervention; e.g. avoid dwelling on diagnostic labels, past failures, developmental milestones, unobservable mental "processing").

Chapter 4

High Quality Interventions: *What are we going to do about it?*

Providing students with specific, empirically based interventions helps to answer the question, "What are we going to do about it?" High quality interventions target a clearly specified skill or behavior and are linked to data. Describing the target skill/ behavioral definition and conducting a problem analysis are the first steps to developing a high quality intervention plan (refer to Chapter 3). After the target concern has been identified, the following steps will help in implementing an appropriate intervention:

1. Collect baseline data
2. Determine an appropriate goal
3. Design a specific intervention

Baseline data must also be established prior to beginning an intervention. The universal screening will most often be chosen for baseline. In some cases, it is possible that the baseline score will be determined through a survey level assessment. The student's intervention team must know the present level of performance in order to assess the severity of the concern and to make decisions regarding goal attainment.

Goal setting is the process of defining the desired behavior or outcome and conditions under which the behavior needs to occur. Using individual data and norms based on the universal screening data will help the team develop appropriate goals for a student. An appropriate goal may be written as follows:

> *Given a 2nd grade level passage, Mike Student will read 120 words correct per minute by May 15, 2020.*

When the behavior or skill is sufficiently defined and an appropriate goal has been set, the team is ready to develop the intervention. High quality interventions are research based (as defined in Chapter 6). When drawing from the research, the team should describe the intervention with sufficient detail that it could be carried out by another educator new to the case. Intervention protocols can be helpful for meeting this standard. Intervention protocols lay out the specifics of an intervention and may target a specific skill (e.g. repeated reading for fluency) or provide instructional components applicable to teaching many different skills (e.g. discrete trial teaching).

The intervention plan should also include any necessary materials that are needed, any training that should be conducted, and a description of responsibilities. A sample completed intervention plan is included on page 48.

Additionally, the intervention plan should include the frequency and duration of intervention sessions. While certain components of the intervention plan may be carried out more or less frequently than others, it is expected that an intervention take place a minimum of 4 days per week, 30 minutes per session.

An intervention fidelity strategy should be included on the plan to ensure that the intervention is being carried out as it is prescribed. After universal screening an intervention list is derived. If a student scores within the "well below average" (0-10th%ile) range they will be considered Tier 3. If a student scores within the "below average" (11-25th %ile) range they will be considered Tier 2. The Tiers of intervention are meant to specify the level of intensity. IF a student is not progressing within Tier 2 interventions as indicated by progress monitoring data (4 points below the aimline) then intervention intensity will increase to Tier 3.

A required component of a special education evaluation will include documentation of fidelity checks as well as progress monitoring data. **Intervention fidelity** (aka: Intervention integrity) refers to the extent that the plan was carried out as intended. Intervention fidelity documentation should include

permanent products and data produced as part of the intervention, an observation using an intervention plan checklist, an interview with the person carrying out the intervention and/ or records completed by the student's teacher indicating the time, dates and activities that were completed (refer to Tier 2: Intervention Log in the Appendix). Although there are many aspects of intervention fidelity, three will be included in our data collection process.

These include intervention accuracy, intervention exposure, and participant behavior. Intervention accuracy refers to the accuracy of each intervention step by the interventionist. Exposure refers to the student receiving the intervention for the duration and frequency indicated in the intervention plan. Participant behaviors are also included and describe the student's behavior and its effect on the intervention procedures. Accuracy and Exposure must be at 90% (relative to the intervention plan) before a progress decision can be made. **Fidelity** is measured when a member of the collaborative support team comes in to observe the intervention. This observation helps to confirm that the intervention is being implemented as intended and allows for assistance and collaboration to ensure treatment fidelity (the RtI Intervention Fidelity Tool is included in the appendix). Intervention fidelity observations will be conducted within the first week of Tier 2 intervention implementation to ensure the interventionist has adequate support in terms of intervention instructions, training, and modeling, and to ensure that student participation is appropriate. Intervention fidelity observations will then be carried out weekly until 90% accuracy is obtained. Additionally, an intervention fidelity observation must be carried out at least once if the student performance data indicates the need for an intervention change. The intervention should not be changed unless 90% accuracy and exposure is obtained. Intervention exposure should be reviewed, minimally, every 4 weeks and before an intervention change.

*** Refer to the appendix for specific forms and procedures to aid in developing an intervention plan.

Chapter 5

Monitoring Student Progress: *Did it Work?*

Progress monitoring serves to answer the question, "Did it work?" **Progress monitoring includes student performance and intervention fidelity** and is the process of frequently collecting data in a systematic fashion in order to determine a student's response to interventions over time. There are two type of progress monitoring data to be collected, **student performance data and intervention fidelity data**. After screening data has been collected, students are identified as at-risk, and a plan has been developed, the effectiveness of the plan must be evaluated frequently. The data collected during progress monitoring will indicate, within a short amount of time, the effectiveness of a given intervention. Because the students being monitored are already behind in the academic skills being addressed, we need to have data that will allow us to make timely instructional decisions.

Progress monitoring is one of the most important aspects of RtI. In the Edmond Tiered Intervention System of Support (ETISS) we will be using Curriculum Based Measurement (CBM) for progress monitoring. CBM is effective for obtaining consistent data that can be used for screening, baseline data, and as indicators towards intervention goals. CBM data is also useful because it can be easily graphed into a visual picture of student progress . CBM meets all of the required characteristics for progress monitoring in an RtI model. The required characteristics include the following:

- Sensitivity to Student Improvement
- Standards for Rates of Improvement
- Evidence of Improved Learning
- Alternate Forms for Weekly Monitoring
- General Outcome Measures
- Single Skill Measures
- Basic Standards of Reliability and Validity

Students who have been selected for intervention are behind their peers in an academic skill. Because they are behind, it is crucial that we make decisions about the intervention in a timely manner. To this end, the assessments must be sensitive to student improvement and provide us with standards for determining when sufficient improvement has or has not been made. Because we are making educational decisions based on the progress monitoring data, we want to use measures that have evidence of improved decision-making and achievement.

A very practical consideration that follows from these expectations is access to multiple, alternate forms of equal difficulty so that weekly probes can be conducted. Without multiple forms of each progress monitoring assessment, we cannot determine if the student has learned the skill or learned the test.

General outcome measures assess progress on multiple skills. For example, Oral Reading Fluency requires decoding, fluency, and vocabulary. These measures are important as they represent growth towards the ultimate expectations of a year long curriculum. On some occasions students will also need to be monitored using single skill measures. For example, students who are unable to recognize letter sounds will not be able to read connected text; therefore, a measure that assesses letter naming would be more appropriate for than Oral Reading Fluency measures in those instances.

Intervention session data should also be collected. Intervention session data provides immediate feedback to the teacher and student. Intervention session data will generally be the number of correct responses during all or part of the session. Examples include: hot read, cold read scores, correct sounds during Say it, Move it, letter sounds mastered, or correct problems during a timed math intervention. Such data may be collected over the entire session or through brief probing during the intervention.

The measures must be reliable and valid. **Reliability** refers to the assessments consistency in yielding similar scores when assessing similar skill development. If two students of similar skill development were given an assessment, we would expect them to receive similar scores.

Validity refers to the degree that a test is measuring what it was intended to measure. If we are concerned with math fact skill development we would want to ensure that math facts were sufficiently measured with the assessment, rather than some other math skill.

Section 2:
Essential Elements for Successful Tiered Supports and Implementation

Chapter 6 Scientific, Research Based Intervention Guidelines

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Chapter 6

Scientific, Research Based Intervention Guidelines

In the field of education, as well as other professions, the phrase "research-based" is frequently used to provide some weight for a claim about a particular method, intervention, or assessment. Unfortunately, in the absence of guidelines, the term can be applied to practices that may vary considerably in terms of evidence and effectiveness.

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), legislation to rewrite the Elementary and Secondary Education Act and replace the No Child Left Behind Act (NCLB).

The Elementary and Secondary Education Act (ESEA) has consistently directed educators to implement interventions grounded in research. Under No Child Left Behind (NCLB), districts and schools were called to use "scientifically-based research" as the foundation for education programs and interventions. This has been replaced by "evidence-based interventions" under the Every Student Succeeds Act (ESSA). This shift was designed to help increase the impact of educational investments by ensuring that interventions being implemented have proven to be effective in leading to desired outcomes, namely improving student achievement. Many ESSA programs encourage state educational agencies (SEAs), local educational agencies (LEAs), and schools to prioritize and include evidence-based interventions, strategies, or approaches.

Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

- **Level[1] 1 – Strong Evidence**: supported by one or more well-designed and well-implemented randomized control experimental studies.
- **Level 2 – Moderate Evidence**: supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Level 3 – Promising Evidence**: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Level 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

Interventions applied under Title I, Section 1003 (School Improvement) are required to have strong, moderate, or promising evidence (Levels 1–3) to support them. All other programs under Titles I–IV can rely on Levels 1–4.

[1] *ESSA refers to the levels of evidence as Tiers, in an effort to eliminate confusion within this Manual "Tier" was replaced with "Level".

Chapter 7

Data-Based Decision Making

Frequent data collection through universal screening and progress monitoring is an essential component of RtI and the ETISS model. However, data collection is not sufficient unless the data is used to make educational decisions and drive instruction. Data must be used to make decisions regarding the problem to be targeted, intervention selection, and intervention effectiveness. Research on the subject is clear. Collecting and using data results in increased learning for students. While there is not currently strong evidence to indicate specific cut-points that work for every child, there is evidence that decision rules result in greater student improvement than personal judgment (Hixon, Christ, and Bradley-Johnson 2008).

Data will be used to make the following decisions:

- Which students are at-risk?
- When should a student change tiers?
- What is a sufficient response to intervention?
- What is not a sufficient response to intervention?
- What constitutes an educational need for special education services?

National and local norm referenced data will be used to determine discrepancies between student performance and expected performance. Upon completion of the fall universal screening, normative data from the screening will be compared to national data. Significant deficits in local data as compared to national data may reflect cultural and/or economic differences among the student population. Such deficits may also indicate problems with the core curriculum. Both issues are considered Tier 1 issues as they address the entire student population. In order to avoid disproportionality within the tiers and "blaming the learner", local norm data may be used and school RtI teams should address the accompanying Tier 1 issues. The decision to use local norms will be made by the RtI Instructional Specialist and team following a recommendation by the school psychologist.

Data from the universal screening will be used to make the determination of at-risk status. If the universal screening data approximates or is higher than national normative data, then national norms will be used. If universal screening data is significantly lower than national norms then local norms will be used. The "cut point" for at-risk status will be the 25th percentile. Students falling below this cut-point can be identified as at-risk. After students have been selected as "at-risk" the site based team will set a goal for reaching the 30th percentile within .5 to 1 school year. The target goals will be indicated on a graph using an aimline that extends from the baseline data to the goal, representing performance at a particular date. Further explanation of setting goals and creating graphs will be obtained through the AimswebPlus Goal Setting and Progress Monitoring training and video (https://drive.google.com/file/d/19L78tePc-TdZFG8nGKAk_LDwfgvp1rqa/view).

When the RtI Team has made the decision that the student's present level of performance is discrepant from other students (<25th percentile), and a goal has been set (30th%ile by –date-), then the team is prepared to monitor progress. The aimline goal will be used as the reference point to determine the effectiveness of the intervention.

4 x 4 Decision Rules

In order to keep consistency while investigating progress monitoring data a 4 x 4 decision rule is utilized to be able to ensure enough intervention exposure occurs and progress monitoring data is obtained.

- **4 to Score**- Four intervention sessions per six school day span before progress monitoring.
- **4 to Explore**- Four progress monitoring data points before the team makes a decision to intensify or decrease level of intensity.
- **4 to do More**- if a student's progress monitoring data indicates that they have four data points below the aimline this is the signal to intensify.
    - What does intensify mean?
        - As Fuchs, Fuchs, and Malone referenced in their, The Taxonomy of Intervention Intensity article, within the Fall 2017 Teaching Exceptional Children, intensity could relate to the strength, dosage, alignment, and individualization. Within practice this translates to increasing session exposure, and/or providing reinforcement, limiting group size or opportunities for feedback.
- **4 to Watch Them Soar**- if a student progresses in such a way that they have four above the aimline the team may consider decreasing intervention intensity.

By utilizing the 4x4 decision rules the team will be able to have consistent intervention exposure and progress monitoring data to inform their decisions and divide up the necessary resources accordingly.

For cases that you are considering Specific Learning Disability:

When a student falls below the 10%ile on the CBM universal screening, administer a SLA. Then progress monitor weekly. When monitoring a grade or more below

- Set goal to be achieved in a semester (18 weeks)
- Set goal bar to be reached at the top of ambitious (e.g., AIMSwebPlus description of ambitious)

When a student falls below the 25%ile up to the 11%ile on the CBM universal screening, progress monitor on grade level weekly.

Steps:

1. Benchmark/Universal screening
2. If needed- SLA
3. Progress Monitor
4. Examine the data points to make decisions

For other students that we are not evaluating at this time we will launch this adjustment at the Winter universal screening.

Questions Evaluating the Progress Monitoring Data:

1. What is the previous fidelity with Tier 1 curriculum? (previous attendance?)
2. How long has this gap existed?
3. Were they receiving intervention support previously? If so what?
4. Have we identified the right initial skill?
5. Does the targeted intervention match the skill deficit? Are we correctly monitoring the appropriate skill?
6. What is our fidelity regarding the implementation of the intervention?
    a. How often is it being implemented?
7. What does the progress monitoring data look like?
    a. 4 below
        i. Is there an outlier? If so, do we want more information or more progress monitoring.
        ii. How are they performing on the intervention?
        iii. Accuracy or Fluency issue? Errors?
    b. 4 above
        i. Do they have 4 above the aimline but they are still progressing toward the goal?
        ii. Has the trendline surpassed the goal? If so, at what percentile?
        iii. Is at least one data point above the targeted goal.

            NOTE: *AimswebPlus does put a star once it is above goal - but we need to make sure we meet the 4 x 4.

8. MIDDLE SCHOOL- Worry about letting it go to soon? Could you progress monitor once a month to see if they are maintaining?
9. If ORF is scoring at or above 25%ile -- Review the SRF score. Is it low? Is it worth looking at SLA? Is comprehension a concern from Benchmarks/Universal screening?
10. Math- if met NSF goal and yellow or orange in C&A then use MCAP(Aimsweb 1.0); if below 10th%ile then in SLA.

Chapter 8

Data-Based Teaming

Data-based teaming is necessary for evaluating student data, designing interventions, and evaluating progress. RSA Cadre teams have a shared vision of academic and social competence and utilize research in the selection of interventions and progress monitoring procedures. A shared vision must begin with administrative support. Administrative support is crucial in developing a school-wide commitment to the process.

The members of the RSA Cadre are varied and often represent different disciplines. The RSA Cadre should, however, *always* include an administrator, the student's classroom teacher, and the school psychologist. Other members of the team might include the student's parent, a special education teacher, a reading specialist, speech language pathologist, school counselor, additional teachers, instructional consultants, or anyone who has a stake in the student's life and can contribute to developing effective interventions. Consideration should also be given to the number of participants. When the team has more than eight members it often becomes less efficient.

While one RSA Cadre may be sufficient for many school sites, schools are not prohibited from creating more than one team. A second team might be created to alleviate time constraints or to address separate issues (e.g. K-2 and 3-5 or academic and behavioral).

RSA Cadres will meet to:

1. Review universal screening data and review Tier 1 data
2. Design Tier 2 interventions
3. Review Tier 2 intervention data
4. Design Tier 3 (non-special education) intervention
5. Review Tier 3 (non-special education) data
6. Make data-based tier placement decisions

RSA Cadres should plan on meeting periodically at regularly scheduled intervals to review the progress monitoring data. This could easily be incorporated into a Professional Learning Community (PLC) model. A minimal frequency of meetings should be dictated by the data necessary to make a decision. Under the ETISS model, a minimum of four data points are needed before a decision resulting in a tier change can be made. Because RSA Cadres need to respond rapidly to the data, and because a student's response to an intervention may improve or decrease at varying points in time, teams should meet every two weeks at a minimum and preferably once per week to review the data. Weekly meetings may only consist of a *core* team which includes an administrator and a school psychologist, and might also consist of a smaller number of other educators. Additionally, after reviewing the first four weeks of Tier 2 data, the team will likely identify several students in need of Tier 3 interventions. In order to quickly design multiple Tier 3 intervention plans, the RSA Cadre may schedule a day of Tier 2 intervention planning meetings, meeting with each student's teacher in succession.

RSA Cadre members have several logistic responsibilities that should be assigned. These include scheduling meetings, organizing data, recording minutes of meetings, preparing and distributing forms, and coordinating the entire process. These responsibilities should be clearly assigned, although collaboration and learning will be necessary..

Collaborative teaming should include well defined agenda and goals. These items should include:

1. Description of the concern with supporting data
2. Opportunity for discussion among team members to clarify concern
3. Intervention brainstorming
4. Classroom teacher input as to the feasibility of suggestions
5. Intervention selection
6. Progress monitoring procedures (CBM or behavioral observation data)
7. Clearly stated goal (CBM or behavioral observation data)
8. Treatment integrity procedures
9. Date for review

Team meetings begin with a clear description of the skill or behavior to be addressed. Skill selection is based on data, and the team maintains a clear, consistent focus on the target skill. Teams should avoid **"admiring the problem"**. This generally refers to the discussion of variables that will not lead directly to intervention (e.g. diagnostic labels, past failures, unobservable mental "processing").

Collaborative intervention design should center on a specific, data-based problem, and use validated procedures for improving the student's skills. In order for team members to participate meaningfully, they must be knowledgeable of research validated procedures. This will require consistent training as well as methods for determining if training, in fact, represents evidence based practices.

Finally, RSA Cadres should have a shared responsibility to provide services to teachers that will result in improved outcomes for students. Practices that do not impact student outcomes should be avoided or reduced, and practices that impact student outcomes should be maximized. Analysis of progress monitoring data both before teaming and after teaming should be used as the gauge for team effectiveness.

***The Appendix features a suggested RtI Procedural Checklist, Tier 2 and Tier 3 Intervention Plans, an Intervention Planning Agenda, Intervention Plan Meeting Minutes, Intervention Follow-Up Meeting Notes, and Tier 3 Considerations for Special Education Entitlement that may aide organizing and maintaining information during the data-based team process.

Section 3

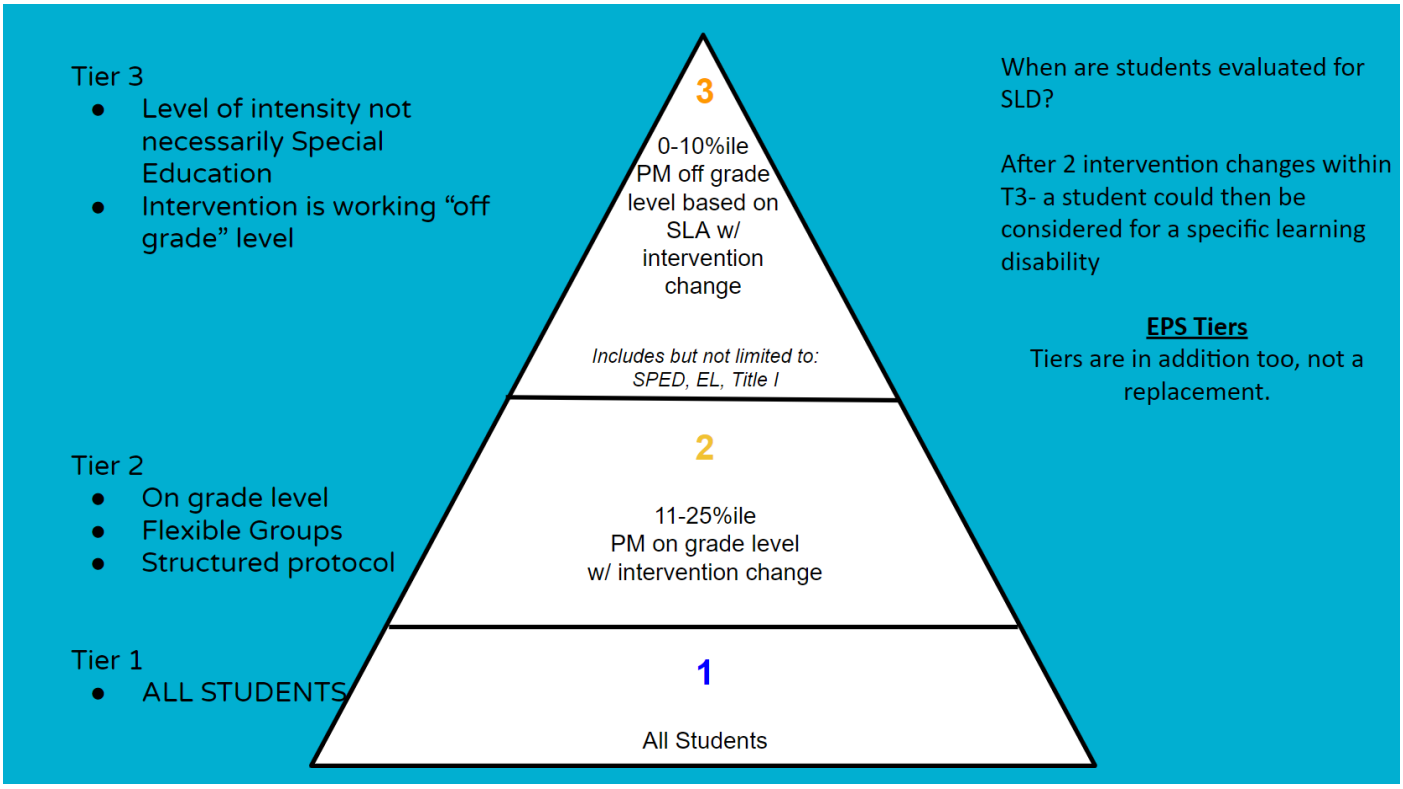
ETISS and the Three-Tiered Approach: Procedures and Guidelines

Chapter 9 Tier 1: Universal Screening

Chapter 10 Tier 2: Team Developed Interventions and Progress Monitoring

Chapter 11 Tier 3:Intensive, Individualized Intervention

Chapter 12 Child Find Procedures and Special Education Services


Tier 3
Level of intensity not necessarily Special Education
Intervention is working "off grade" level
3
0-10%ile
PM off grade level based on SLA w/ intervention change
Includes but not limited to: SPED, EL, Title I
When are students evaluated for SLD?
After 2 intervention changes within T3- a student could then be considered for a specific learning disability
EPS Tiers
Tiers are in addition too, not a replacement.
Tier 2
On grade level
Flexible Groups
Structured protocol
2
11-25%ile
PM on grade level
w/ intervention change
Tier 1
ALL STUDENTS
1
All Students

\

Chapter 9

Tier 1: Universal Screening and Targeting At-Risk Students

Tier 1 is the first tier in the ETISS model. All students begin in Tier 1, as it represents students who perform satisfactorily in the general education setting without the need for additional interventions. Tier 1 also involves the implementation of universal screening to determine which students are at greatest risk, indicate the success of the core curriculum, indicate the success of supplemental programs, and provide local normative information and growth rates.

The following are the ETISS Procedures and Guidelines for Tier 1:

1. Fall Screening is implemented in the following areas before the 5th week of school
   A. Buildings will utilize national normative data given the requirements as specified by the Reading Sufficiency Act (RSA). However, if a building is overloaded with the amount of students who are considered to be at-risk it may be discussed to prioritize utilizing local normative data.
   B. Schools whose performance on universal screening is significantly below national norms will use local norms to validate a discrepancy in performance relevant peers. The use of local norms will be made by the school's intervention team with recommendations of the school psychologist and RTI Instructional Specialist.

2. For the "below average" students (below the 25th%ile) a Tier 2 level of support and intervention will be implemented.
5. For each Tier 2 student, the team will define the problem according to the problem-analysis method described in Chapter 3. Progress Monitoring target goals will be set at the 30 th percentile within .50 school to 1 school year.
5. For Tier 2 Students, the child's classroom teacher implements intervention(s) for a minimum of 4 weeks/ 4 data points. Interventions at Tier 2 can be developed with the support of the team suggestion is to investigate the Tier 2 intervention bank. See the Tier 2 Intervention Plan and Tier 2 Intervention Plan Sample within the Appendix. Intervention protocols and consultation will be available upon teacher request.
6. The classroom teacher documents intervention implementation information on the Tier 2 Intervention Log (appendix).
7. Parent Notification of Tier 2 & Tier 3 (Non-Special Education) Support Form are produced and distributed for signatures and the classroom teacher sends the form home to the parent.
8. Weekly progress monitoring is conducted using Curriculum Based Measurement (CBM) procedures. Progress monitoring will be conducted by the student's classroom teacher.
9. Progress monitoring data is graphed to facilitate decision making utilizing the district adopted software.
10. The team will meet after 4 weeks to review the data and make a decision about Tier 2 intervention effectiveness.
    - Intervention may be considered successful if a *minimum of 1 data point is above the goal line every 3 weeks*. Under these circumstances, the team will continue the intervention for the student
    - Intervention may be considered unsuccessful if *4 consecutive data points are below the goal line.* Under these circumstances, the team should refer the student to Tier 3.

If the trend of the 3 most recent data-points indicate that the goal will be met, the team should not change the intervention even if the above guidelines are met. The school psychologist will evaluate the trend and present it to the team as needed.

Chapter 10

Tier 2: Targeted Interventions

Tier 2 is the second tier in the ETISS model. Tier 2 students who have not shown sufficient growth within the Tier 1 (core) instruction will likely need more intensive interventions in order to perform at a satisfactory level. Tier 2 interventions may include structured, small-group interventions that target specific skills or an individual intervention tailored for an individual student. Tier 2 interventions should always be structured and should be chosen based upon the students' specific deficits and the ability of the teacher/ interventionist to successfully implement the intervention on a consistent basis.

The following are the ETISS Procedures and Guidelines for Tier 2:

1. If data suggests that the student is functioning between the 11-25th%ile this student may be considered for Tier 2 intervention.
2. The Parent Notification of Tier 2 Support is produced and signed by the teacher, School Psychologist, and Principal. The classroom teacher sends the *Parent Notification of Tier 2 Supports* home.
3. The RtI Meeting Planner schedules an Intervention Planning Meeting with the appropriate intervention team and notifies the RtI Coordinator. *This may be a PLC meeting or an additional time to allow for non-stakeholders to be excused.
4. At the Intervention Planning Meeting, the team will review the specific problem and behavioral definition, review Tier 1 data, **Universal Screening data,** and develop a Tier 2 Intervention Plan. (See Intervention Planning Agenda, Intervention Plan Meeting Minutes, and Intervention Plan Meeting Minutes Sample in the Appendix).
5. The RSA cadre, including the student's teacher and an administrator, will meet to develop an intervention plan, determine who will conduct progress monitoring, schedule an intervention fidelity observation (indicate fidelity observation dates on the *Tier 2 Intervention Log*), and schedule a data review meeting. (Intervention Plan, Intervention Plan Sample, Intervention Log)
6. Goal for the intervention will be written on the intervention plan and indicated on the progress monitoring graph as an aimline.
   - Goals will be set for reaching the student's individual growth percentile.
   - Utilizing the Student Growth Percentile goal slider bar within Aimsweb the <u>baseline</u> will be the Universal Screening score. This will set the appropriate aimline to be able judge the progress monitoring data.
   - The date and goal are dependent upon each other.
     a. Determine an end date, end of semester OR the end of the school year.
     b. Set the goal to meet the 30th %ile while watching the aggressiveness of the goal.
        i. Aggressiveness of the goal is determined by watching the color coding within the top right of the system which corresponds to the Rate of Improvement.
        ii. The strength of the Rate of Improvement are based on the following Student Growth Percentile (SGP) levels.
            1. Insufficient (SGP of ≥ 50)
            2. Close the Gap (SGP of 51-84)
            3. Ambitious (SGP 85-97)
            4. Extremely Ambitious (SGP ≤ 98

7. A copy of the intervention plan is provided to the School Psychologist, teacher, and parent.
8. An intervention fidelity observation should be conducted within 2 weeks of intervention implementation. (See RtI Intervention Fidelity Check/ Observation, pg. 53).
9. Tier 2 interventions are conducted a minimum of 4 sessions within a six day period. As specified by the 4x4 decision rules; four exposures to the intervention prior to progress monitoring is required. *The district has decided that in order to account for attendance, if four exposures can be delivered within a 6 instructional day period. Tier 2 intervention(s) are utilized for a minimum of 4 weeks and may continue without time limit as long as the student's progress monitoring data indicates sufficient rate of growth.
10. The team will meet periodically to review the data and make decisions about Tier 2 intervention effectiveness. (See Intervention Follow Up Meeting Notes, pg. 54).
    - Intervention may be considered successful if a *minimum of 1 data point is above the goal line every 4 weeks.* Under these circumstances, the team will continue to provide Tier 2 support.
    - Intervention may be considered unsuccessful if *4 consecutive data points are below the aim line.*
    - If Tier 2 Intervention remains unsuccessful using previously stated decision rules, and interventions have been attempted for 4 weeks then consider intensifying intervention to Tier 3..
    - Consideration of Tier 3 Services should include consultation with the School Psychologist and discussion with team (Title I, Special Education, Teacher, School Psychologist, and any other pertinent individuals).

If the trend of the 3 most recent data-points indicate that the goal will be met, the team should not change the intervention even if the above guidelines are met. The school psychologist will evaluate the trend and present it to the team as needed.

Chapter 11

Tier 3: Intensive Intervention

Tier 3 Non-Special Education is the most intensive intervention support in a school prior to Special Education. Tier 3 represents an intensity level rather than any one specific program. Tier 3 should include an additional 30 minutes of intervention in addition to instruction and intervention at Tiers 1 and 2. Students who may require Tier 3 instruction need very small group 1:3 or individual instruction for a prolonged period. Some Tier 2 students may benefit from individual support, but a key feature in Tier 3 is the length of time that support will be provided. Tier 3 students, based on projections of current data, may need up to a year or longer to close the gap with their peers.

A combination of services and scheduling may be necessary to provide the intensity required at Tier 3. As defined as performing off grade level, determined by the universal screening instrument (below 10th%ile), these students require a **Survey Level Assessment** to determine the instructional level and baseline.

Specific Definition Tier 3: NON-SPECIAL EDUCATION:

At the Tier 3 level, students who scored within the "well below" benchmark on the universal screening measure and are not currently on an IEP are identified as Tier 3 based upon universal screening. (**NOTE**: the criterion for At-Risk status is directly affected by the site's capacity to provide intervention and progress monitoring. Given a typical population, 10% will be below the 10th%ile. This equates to 50 students in a school of 500; in this case, classroom teachers would be required to do the progress monitoring and highly efficient systems of intervention would need to be in place; depending on your student population and intervention experience, you may be limited to only providing intervention for a predetermined number of students.)

At the Tier 3 level a specific researched based interventions will be provided and as well as progress monitoring data. If data suggests that the student be considered for Tier 3 intervention services a Survey Level Assessment will be necessary to help guide the decision regarding the student's skill deficit. Once the instructional level is discovered through Survey Level Assessment (SLA), a goal will be set to make progress towards the 30th %ile of the determined instructional level.

The goal will be set by utilizing the slider bar to set the duration as well as the target score (30th %ile Nationally). Due to the goal setting procedure being individualized for each student it is important that the duration and rate of improvement be adjusted for the student to reach the 30th%ile.

If after 4 data points the student is unable to demonstrate progress an **intervention change/intensification** will be necessary. At this point, the team will need to insert a **phase line** within the graph to denote a change.

If progress monitoring data indicates that the student is not making sufficient progress prior to week 10 of Tier 3 intervention(s) the teacher or the RtI coordinator can:

I. Reconvene a team meeting to modify the intervention plan; or
II. Consult with team members informally to modify the intervention plan
III. Consider initiating an evaluation to determine Special Education qualification

Qualification for Special Education services:

Special education services may be used to intensify beyond the Tier 3 Non-Special Ed intervention to provide services if that student is also determined to have a qualifying disability following a comprehensive evaluation.

a. At this stage, a student should have received a minimum of 10 weeks of intervention within Tier 3 and at least one intervention change (phase line).
b. Staffing with all members of the team to complete work to contribute to complete the Review of Existing Data form.
c. The school psychologist will then work to set a parent consent meeting to gather Specific Learning Disability criteria as defined by the Oklahoma Department of Special Education.
    i. Review of current history (vision/hearing screening)
    ii. Cognitive/Intellectual Assessment to rule out a cognitive delay
    iii. Academic Achievement
        1. RTI data could provide a piece of this evaluation.
    iv. Adaptive Behavior
    v. Social/Cultural background
    vi. Behavioral Observations
    vii. Documentation of scientifically researched based intervention and fidelity checks.

Special Education Entitlement:

Any student that is identified as a student with a disability will consistently be progress monitored through their IEP services to inform intensification or dismissal from Special Education services. Only the Primary Disability of Specific Learning Disability may utilize the RtI data process as part of the eligibility determination.

Chapter 12
Child Find Procedure and Special Education Services

CHILD FIND:
Edmond Public Schools will ensure that all children with disabilities within the boundaries of the district including children with disabilities who are homeless or wards of the State, and children with disabilities attending private schools or who are home schooled, and who are in need of special education and related services are identified, located and evaluated.

PROCEDURES
§300.111 CHILD FIND

1) **Edmond Public Schools** will identify, locate, and evaluate all children with disabilities **within their geographic boundaries** who are in need of special education and related services**.**
This must include:

a) Children who are homeless;
b) Children who are highly mobile, including migrant children;
c) Children who are wards of the state; and,
d) Children attending private schools or who are home schooled.

Edmond Public Schools will identify, locate and evaluate all children with disabilities within their population served who are in need of special education and related services.

2) Child find must also include children who are suspected of being a child with a disability and in need of special education, even though:

a) They are advancing from grade to grade
b) Highly mobile children, including migrant children.

3) **Edmond Public Schools** will maintain a record of children who are receiving special education and related services within EdPlan a software program provided by the Oklahoma State Department of Education.

Public Awareness Responsibilities

1) **Edmond Public Schools** shall inform the general public and parents within its boundaries of responsibility of special education services for students aged 3 through 21 years and how to access those services, including information regarding early intervention services for children aged birth through 2 years.

2) **Edmond Public School District** is responsible for public awareness and child find for private schools within their geographic boundaries. Posters for ages 3-21 and Preschool Brochures that includes children aged birth through 2 years shall be placed in all school buildings, local libraries, and doctor's offices.

Identification, Located, and Evaluation:

1) **Edmond Public Schools** shall establish, implement and disseminate written procedures for the identification and referral of all children with disabilities (See Appendix-Special Education Process)

2) **Edmond Public Schools** will require all school based staff to review the written procedures related to child identification and referral on an annual basis, and maintain documentation of the staff review.
3) Identification (initial evaluation for possible disabilities) shall be completed within 45 school days after:
4) Screening/evaluation procedures shall include vision and hearing status and consideration of the following areas for all children aged 3 and 4 years old:

a) Cognitive or academic;
b) Communication;
c) Motor;
d) Social or behavioral; and
e) Adaptive development.

5) For a student moving into the **Edmond Public Schools** staff shall review enrollment data and educational performance from the prior school**.** If there is a history of special education for this new student, the name of the student shall be submitted to the school psychologist for consideration of the need for a referral for a reevaluation.
6) If a concern about a student is identified through RtI screening procedures or review of records, the parents of the student shall be notified of the concern within 10 school days and informed of the progress monitoring process developed by the **Edmond Public Schools RtI** procedures to follow-up on the student's targeted skill deficits and needed research-based intervention.
7) If the screening indicates a possible disability, the name of the student shall be submitted to the school psychologist for consideration of the need for a referral for a full and individualized initial evaluation or other possibly Tier 3 services. A teacher, parent, or a student may request an initial evaluation at any time.
9) If, after consultation with the parent, **Edmond Public Schools** determines that a full and individual evaluation is not warranted, **Edmond Public Schools** shall provide prior written notice and procedural safeguards notice (aka Parent Rights) to the parent in a timely manner.

Special Education Services

Special Education services are intended to be intensive and individualized; therefore, special education will most often be considered a Tier 3 service. It is important to note that Tier 3 intervention can be delivered using a variety of resources that may or may not include special education. The determining factor in utilizing special education services is the identification of a qualifying disability based on a comprehensive evaluation. See Special Education Process in the Appendix.

Progress Monitoring for Students on IEPs:

Progress monitoring is a continual part of Tier 3 including special education services. The special education teacher will conduct progress monitoring assessment a minimum of 1 time per week to provide a cumulative record of the student's response to the interventions provided in the special education setting. The assessment conducted by the special education teacher will be based on SLA procedures outlined in the appendix of this manual and described previously. Additionally, the student's classroom teacher will assess on grade level within the Universal Screening (Benchmark) windows.

Progress monitoring will be used as IEP objectives (other goals and objectives may also be used). The objective should be based on the child's current performance and the end of year RtI goals for the grade that the child will be attending at the next annual IEP meeting. The specific data goal will be based on where the child needs to be at the time of the annual IEP if they are to meet the end of year RtI goal. The school psychologist will provide initial assistance in calculating this goal.

Exiting Special Education:

Data collected will assist the IEP team in making future instructional placements, including exiting a student from special education services. As a general guideline, the IEP team should consider exiting the student from special education services when the student has maintained 4 consecutive data points at or above the "**Targeted Goal**" for that particular skill or content deficit for that particular grade level or subject matter (i.e., 25th percentile). IEP teams should look at various options such as exiting the student completely off of an IEP utilizing the universal screenings to provide continual monitoring of the student's progress compared to peers for each skill area. Another option the IEP team might consider would be for a student who has met the targeted goal of Tier 3, be to move back into Tier 2 with a monitored IEP to see how well the student thrived compare to other students within Tier 1, prior to completely removing from an IEP. If a student who met the Tier 3 targeted goal and was placed in Tier 2, but failed to thrive with that level of intervention support based on the progress monitoring data, then the IEP team may determine that this student re-enter Tier 3 if needed. Data will drive the instructional and placement decisions the IEP team will make regarding the student's unique needs.

APPENDIX

Appendix

Procedural Checklist for RtI
Survey Level Assessment
Can't Do, Won't Do Assessment
Tier 2 Intervention Planning Agenda
Tier 2 Intervention Plan
Tier 2 Intervention Plan Sample
Intervention Log
Intervention Log Sample
Response to Intervention Fidelity Check/ Observation
Intervention Follow Up Meeting Notes
Tier 2 Parent Notification of Tier 2 Supports - English and Spanish
Tier 3 Intervention Plan
Tier 3 Intervention Plan Sample
Tier 3 Parent Notification of Tier 2 Supports - English and Spanish
Consideration of Specific Learning Disability
Questions for the RtI team for data driven decisions
Special Education Process

Procedural Checklist for Response to Intervention

Student:_____ School:_____ Date:_____

_____ 1. Universal screening data was reviewed. Targeted skills are defined and analyzed.

_____ 2. Tier 2 Intervention Plan is completed and logs are given to child's teacher. *Parent Notification of Tier 2, Support Form* is sent to parents.

_____3. Child receives Tier 2 interventions and progress is monitored for at least 4 weeks. Intervention logs are completed by the classroom teacher.

_____ 4. Intervention team met to consider Tier 2 data and intervention logs to determine whether child should begin Tier 3 intensive interventions.

_____5. The Tier 3 Student Information Form is completed by the student's teacher. *Parent Notification of Tier 3 Supports* is sent home.

_____6. A Tier 3 Intervention Plan is completed. An appropriate goal is set for the student.

A copy is given to the teacher, School Psychologist/RtI Coordinator and parent. (Optional): RtI Coordinator prepares a Student Intervention Folder for the team.

_____7. Treatment fidelity observations are conducted.

_____8. Intervention team meets when at least 5 data points have been collected to consider Tier 2 data and intervention logs and to determine if the intervention is successful or if the intervention needs to be revised.

_____9. New Tier 2 Intervention plans are created as needed

_____10. Intervention team met to discuss the student's lack of response after at least 10 weeks of intervention. Team decides if Tier 3: Special Education interventions are appropriate. See Special Education Process

_____ 11. Review of Existing Data is completed by the team. Staffing is completed by school staff to ensure agreement of referral for special education.

_____11. School psychologist completes consent paperwork and sets up meeting with parents.

_____ 12. Intervention team met with parents to discuss progress in Tiers 1 and 2, go over Review of Existing Data, and obtain parent's consent for further assessment

_____ 13. Meeting held to determine eligibility, MEEGS completed, and IEP is written. Goals are based upon current levels of performance on CBM/Aimsweb measures.

Survey Level Assessment (SLA):

Once Benchmark/Universal Screening is conducted analyze data. If data reveals a skill to be at the "well below benchmark level" a survey level assessment is needed to be able to identify the instructional level ("sweet spot"). Continue assessing by dropping down one skill level at a time until a point of mastery is reached. Provide intervention/ instruction at that level. SLA is relevant for all students and score decisions are not indicative of Tier placement.

Level of skills for Early Literacy & Early Numeracy Scores:

SLA: Measures/Skills Sequences for Prioritized Progress Monitoring K/1

Table 1 Sequence of Early Literacy and Early Numeracy CBMs, by Grade and Season

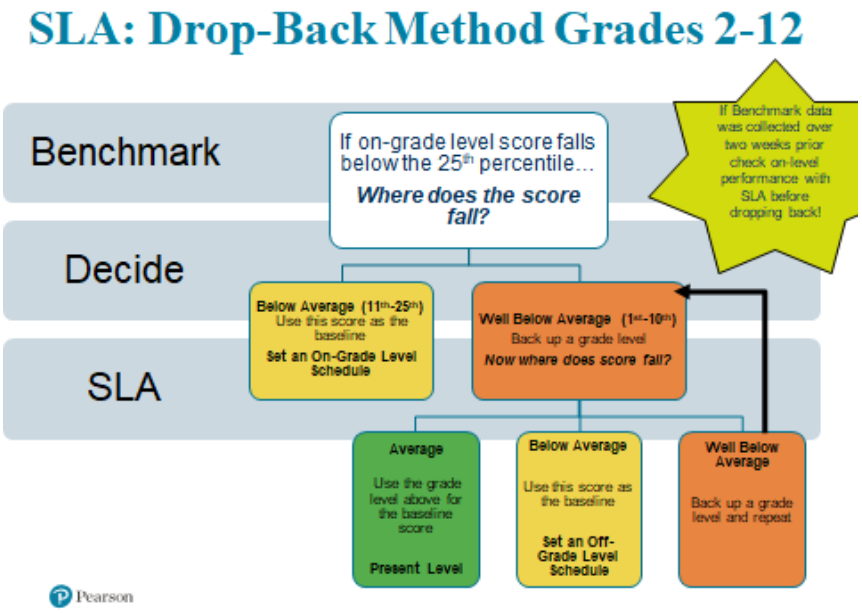
Grade	Battery	Season	CBM
K	Early Literacy	Fall	IS, LNF, LWSF
K	Early Literacy	Winter	IS, LNF, LWSF, PS
K	Early Literacy	Spring	LNF, LWSF, PS, WRF
1	Early Literacy	Fall	LWSF, PS, WRF, ORF
1	Early Literacy	Winter	WRF, ORF
1	Early Literacy	Spring	WRF, ORF
K	Early Numeracy	Fall	NNF, QTF
K	Early Numeracy	Winter	NNF, QTF, QDF
K	Early Numeracy	Spring	NNF, QTF, QDF
1	Early Numeracy	Fall	NCF–P, MFF–1D
1	Early Numeracy	Winter	NCF–P, MFF–1D, MFF–T
1	Early Numeracy	Spring	NCF–P, MFF–1D, MFF–T

Pearson

Examples:

If a student scores within the "well below average", the team should administer prerequisite skills to identify the appropriate instructional range to be able to detect growth upon the progress monitoring.

For Grades 2-12, these are the appropriate steps to identify the instructional range.



Survey Level Assessment is conducted with the Fluency measures. For AimswebPlus this includes the following skills:

Early Literacy to Reading

- Initial Sound Fluency
- Letter Naming Fluency
- Letter Word Sound Fluency
- Phoneme Segmentation
- Non-Sense Word Fluency
- Word Reading Fluency
- Oral Reading Fluency skills
- Silent Reading Fluency

Early Numeracy to Math

Number Naming Fluency
Quantity Total Fluency
Quantity Difference Fluency
Number Comparison Fluency- Pairs

- Math Fact Fluency 1 digit
- Math Fact Fluency 10s
- Number Sense Fluency

Can't Do, Won't Do Assessment

This assessment is used to determine the degree to which motivation is a factor in the student's performance. It is based on the idea that if a student does not have the skills (can't do) they will not be able to perform the expectation under highly motivating conditions.

The following example is for math, but the same general procedures can be used for any skill or behavior.

Materials needed:
Assessment materials
A variety of tangible reward items

Math Example:
1. Greet the student: ''We're going to do some math today.''

2. ''The last time you did this math worksheet, you scored ___ digits correct.''

3. ''Today, I'm going to give you an opportunity to do this worksheet again. If you can beat your score, then you can pick anything you like from the treasure chest.''

4. Show the student the treasure chest. Allow the student to briefly sample items in the treasure chest.

5. Ask the student: ''Do you see anything in there that you would like to earn?'' If the student does not seem excited about any of the items in the treasure chest, you may offer free time, outside time, visit with a favorite teacher, or get the student to nominate something reasonable.

6. ''This is a math worksheet. All of the problems are_____ [addition, subtraction, multiplication, division, etc.]. When I say 'start,' you may begin answering the problems. Start on the first problem on the left on the top row [point to the first question]. Work across and then go to the next row. Do you have any questions?''

7. ''Start.'' Wait 2 minutes.

8. Monitor student performance to ensure that the student works the problems in rows and does not skip around or answer only the easy problems.

9. ''Stop.''

10. Count the number of digits correct. If the student increased his or her score by one digit, then allow the student to select something from the treasure chest. If the student did not increase his or her score by one digit, then do not allow the student to make a selection from the treasure chest.

RtI Tier 2 Intervention Planning Example Agenda

1. **Data-based Concern; Review of Screening Data (1 minute)**

2. **Teacher/ Team Discussion (4 minutes)**

3. **Intervention Suggestions (5 minutes)**

4. **Intervention Selection and Procedures (7 minutes)**

5. **Follow-up Planning (3minutes)**

Tier 2 Intervention Plan:

Student Name: _____ School/ Grade:_____

Target Behavior: _____

Student Baseline:_____

Student Goal:_____

Tier 2:
Describe the intervention and any resources necessary for its implementation: _____
_____
_____

Describe Intervention Session Data:

_____
_____

When will the intervention start, and what is the frequency and duration for each session?: _____

Where will the intervention take place?:

Who will be responsible for carrying out the intervention plan?:

What (if any) special instructional or behavioral program materials/ resources or training is needed for this intervention?:

How will the implementation of this intervention be monitored:

Direct Observation____ Rating Scale_____ Self-Report_____
Manualized Intervention____ Interview_____ Permanent Products____
Other_____

Who will be responsible for gathering progress monitoring data?

How often will progress monitoring data be collected?

How often will fidelity data be collected:

Who will be responsible for conducting fidelity observations?

Notes:

Tier 2 Intervention Plan: EXAMPLE

Student Name: Example Student **School/ Grade**: Washington Irving/ 4th Grade

Target Behavior: Completing multi-digit multiplication problems

Student Baseline: Universal Screening Math CBM: 23 correct; Multidigit Mulitplication Probe: 8 digits/ min

Student Goal: Example will write 35 correct digits when given a Grade 4 Math CBM Probe by 12/1/19. Example will write 20 correct digits when given a multi-digit multiplication probe by 12/1/19.

Tier 2:

Describe the intervention and any resources necessary for its implementation: Cover-Copy-Compare 10 problems per session (procedure attached). Graph paper is needed to complete CCC problems. Graph paper removed following 9 correct problems in two consecutive sessions. 10 minutes of computer time following improvement on or 20 correct digits on multi-digit multiplication probes.

Describe Intervention Session Data:

Correct problems per session

When will the intervention start, and what is the frequency and duration for each session?:

October 3, 2019. Teacher will conduct probes Mon-Thur for 20 minutes per session.

Where will the intervention take place?: In Ms. Jones' room and/ or the computer lab.

Who will be responsible for carrying out the intervention plan?: Ms. Jones will complete the intervention on Monday and Wednesday. On Tues. and Thurs., the instructional facilitator (Smith) will complete the intervention.

What (if any) special instructional or behavioral program materials/ resources or training is needed for this intervention?: School psychologist will train student in CCC activity and create materials. Ms. Jones will train the instructional facilitator in how to complete the CCC intervention.

How will the implementation of this intervention be monitored?:

Direct Observation_X___	Rating Scale_____	Self-Report_____
Manualized Intervention____	Interview_____	Permanent Products_X___

Other: Fidelity Observation Checklist

Who will be responsible for gathering progress monitoring data? Ms. Jones

How often will progress monitoring data be collected? 1 time per week, on Fridays

How often will fidelity data be collected?: 1 time every other week

Who will be responsible for conducting fidelity observations? School principal and/ or counselor

Notes: The intervention will be reviewed every 4 weeks at the RtI team meetings.

Tier 2 intervention is provided for a minimum of 4 weeks and must include district/school policy programs as appropriate based on the student's grade level and intervention focus.

Intervention Log

Please indicate date of intervention and duration of intervention session in minutes. Note any student or teacher absence. Please indicate days where progress monitoring data was collected with "PM". Please indicate days where a fidelity observation was conducted "FO".

Monday	Tuesday	Wednesday	Thursday	Friday

Intervention Log SAMPLE

Please indicate date of intervention and duration of intervention session in minutes. Note any student or teacher absence. Please indicate days where progress monitoring data was collected with "PM". Please indicate days where a fidelity observation was conducted "FO".

Monday	Tuesday	Wednesday	Thursday	Friday
Oct. 3 CCC 30 min. Jones	Oct. 4 CCC 30 min. Smith	Oct. 5 CCC 30 min. Jones	Oct. 6 ABSENT	Oct. 7 **PM**
Oct. 10 CCC 30 min. Jones	Oct. 11 CCC 30 min. Smith	Oct. 12 CCC 30 min. Jones **FO**	Oct. 13 CCC 30 min. Smith	Oct. 14 **PM**
Oct. 17 SCHOOL ASSEMBLY	Oct. 18 CCC 30 min. Smith	Oct. 19 CCC 30 min. Jones	Oct. 20 **FO**	Oct. 21 **PM**

Intervention Fidelity Tool

Intervention: **Interventionist:**

Observer:

Intervention Accuracy										
Date	Step						Steps Completed	Steps Possible	Accuracy	90% or Above
	0	1	2	3	4	5				
									%	Y N
									%	Y N
									%	Y N
									%	Y N
									%	Y N
									%	Y N
									%	Y N
									%	Y N
									%	Y N
									%	Y N
									%	Y N
									%	Y N
									%	Y N
									%	Y N

Intervention Exposure		
Permanent products (student and/or teacher) and session data are the primary indicators of exposure		
Review Date	EE xpo sur e	90% or Above
		Y N
		Y N
		Y N
		Y N

Participant Behaviors			
Obs Date	Qualitative Appraisal	Additional Data Needed?	Data Collection Description (if needed):
	☐ –	Y N	
	☐ –	Y N	
	☐ –	Y N	
	☐ –	Y N	
	☐ –	Y N	

Notes:

Intervention Follow Up Meeting Notes:

Meeting Date _____

Review of Intervention Fidelity

Review of Progress Monitoring Data

Next Step/ Conclusions:

Meeting Date _____

Review of Intervention Fidelity

Review of Progress Monitoring Data

Next Step/ Conclusions:

Meeting Date _____

Review of Intervention Fidelity

Review of Progress Monitoring Data

Next Step/ Conclusions:

Parent Notification of Tier 2 Supports

Date:

Dear Parent/ Guardian,

Re:

(SCHOOL) Elementary is currently using a model of educational support called Response to Intervention (RtI). Under the RtI model, 3 tiers of educational support and intervention are available to students. The (SCHOOL) RtI Team uses progress monitoring data collected from brief assessments to determine the appropriate tier for the student. Tier 1 refers to the core instruction and supports available to all students. Tier 2 refers to an additional level of support which involves frequent progress monitoring and a formal intervention plan written in conjunction with the child's teacher and the RtI team. Tier 3 refers to the most intensive supports available in the school such as special education services.

A Tier 2 intervention plan will be developed to assist your child in the following area(s):

__ Reading
__Math
__Written Expression
__ Behavior

The effectiveness of the RtI Team's plan will be monitored and communicated to you. Your child will not be identified for Tier 3 support without your notification and consent. Should you have any questions feel free to contact your child's teacher or the RtI Team Coordinator.

Sincerely,

_____
Classroom Teacher

_____
RtI Team Coordinator

_____
Administrator

TIER 2 Parent Letter Spanish)

Notificación de los Padres Nivel 2 Apoya

Fecha: (DATE)

Estimado / a padre / madre / tutor,

Re: (STUDENT)

(SCHOOL) Elementary está usando actualmente un modelo de apoyo educativo llamado Respuesta a la intervención (RtI). En el marco del modelo RtI , 3 niveles de apoyo educativo y de intervención están disponibles para los estudiantes. El Will Rogers RtI Equipo de progreso utiliza los datos de vigilancia recogidos de breves evaluaciones para determinar el nivel apropiado para el estudiante. Nivel 1 se refiere a la instrucción básica y apoya a disposición de todos los estudiantes. Nivel 2 se refiere a un nivel adicional de apoyo que implica el progreso de vigilancia frecuentes y un plan de intervención formal por escrito en relación con el hijo del profesor y el equipo de RtI . Nivel 3 se refiere a las más intensas apoya disponibles en la escuela, tales como servicios de educación especial.

A nivel 2 plan de intervención será desarrollado para ayudar a su hijo en el área siguiente (s):

__Leyendo
__Matematicas
__Escribir
__Comportamiento

La eficacia de la RtI del Equipo de plan será objeto de seguimiento y se comunicará con usted. Su hijo no ser identificado para el Nivel 3 sin el apoyo de su notificación y consentimiento. Si usted tiene alguna pregunta no dude en ponerse en contacto con el maestro de su hijo o el coordinador del equipo de RtI .

Atentamente,

_____
Maestro

_____
Coordinador del equipo de RtI

_____
Administrador

Note: Tier 3 Intervention Plan
Students that receive T3 will be survey leveled to identify instructional level. Progress Monitoring will be conducted at the instructional level.

Tier 3 Intervention Plan:

Student Name: _____ School/ Grade:_____

Target Behavior: _____

Student Baseline:_____

Student Goal:_____

Tier 3:
Describe the intervention and any resources necessary for its implementation: _____
_____
_____

Describe Intervention Session Data:

_____
_____

When will the intervention start, and what is the frequency and duration for each session?: _____

Where will the intervention take place?:

Who will be responsible for carrying out the intervention plan?:

What (if any) special instructional or behavioral program materials/ resources or training is needed for this intervention?:

How will the implementation of this intervention be monitored:

Direct Observation____	Rating Scale_____	Self-Report_____
Manualized Intervention____	Interview_____	Permanent Products____
Other_____		

Who will be responsible for gathering progress monitoring data?

How often will progress monitoring data be collected?

How often will fidelity data be collected:

Who will be responsible for conducting fidelity observations?

Tier 3 Intervention Plan: EXAMPLE

Student Name: Example Student **School/ Grade**: Frontier / 3rd

Target Behavior: Reading connect text on Oral Reading Fluency Grade 1

Student Baseline: Student is reading first grade text at 22 WRCPM

Student Goal: Example student will read 1st Grade Oral Reading Fluency at 51 WRCPM by 12/1/19.

Tier 3:

Describe the intervention and any resources necessary for its implementation: Repeated Reading procedure specifically targeting first grade level passages with an error correction procedure. Student will read the passage for one minute and then the teacher will record fluency and errors. Should the student have errors the teacher will provide corrective feedback.

Describe Intervention Session Data:

Correct words read per session; increase session exposure to 6 times per week vs. 4 providing more opportunities.

When will the intervention start, and what is the frequency and duration for each session?:

October 3, 2019. Teacher will conduct intervention Mon-Thur for 20 minutes per session.

Where will the intervention take place?: In Ms. Jones' room and/ or the computer lab.

Who will be responsible for carrying out the intervention plan?: Ms. Jones will complete the intervention on Monday and Wednesday. On Tues. and Thurs., the instructional facilitator (Smith) will complete the intervention.

What (if any) special instructional or behavioral program materials/ resources or training is needed for this intervention?: School psychologist will train student in Repeated Reading with Error Correction activity and create materials. Ms. Jones will train the instructional facilitator in how to complete the intervention.

How will the implementation of this intervention be monitored?:

Direct Observation_X___	Rating Scale_____	Self-Report_____
Manualized Intervention____	Interview_____	Permanent Products_X___

Other: Fidelity Observation Checklist

Who will be responsible for gathering progress monitoring data? Ms. Jones

How often will progress monitoring data be collected? 1 time per week, on Fridays

How often will fidelity data be collected?: 1 time every other week

Who will be responsible for conducting fidelity observations? School principal and/ or counselor

Notes: The intervention will be reviewed every 4 weeks at the RtI team meetings.

Tier 3 intervention is provided for a minimum of 4 weeks and must include district/school policy programs as appropriate based on the student's grade level and intervention focus.

Parent Notification of Tier 3 Supports

Date:

Dear Parent/ Guardian,

Re:

(SCHOOL) Elementary is currently using a model of educational support called Response to Intervention (RtI). Under the RtI model, 3 tiers of educational support and intervention are available to students. The (SCHOOL) RtI Team uses progress monitoring data collected from brief assessments to determine the appropriate tier for the student. Tier 1 refers to the core instruction and supports available to all students. Tier 2 refers to an additional level of support which involves frequent progress monitoring and a formal intervention plan written in conjunction with the child's teacher and the RtI team. Tier 3 refers to the most intensive supports available in the school. Data will be collected to inform the you and the school team should your child necessitate more services such as special education services.

A Tier 3 intervention plan will be developed to assist your child in the following area(s):

__ Reading
__Math
__Written Expression
__ Behavior

The effectiveness of the RtI Team's plan will be monitored and communicated to you. Your child will not be identified for Tier 3 support without your notification and consent. Should you have any questions feel free to contact your child's teacher or the RtI Team Coordinator.

Sincerely,

_____
Classroom Teacher

_____
RtI Team Coordinator

_____
Administrator

TIER 3 Parent Letter Spanish)

Notificación de los Padres Nivel 2 Apoya

Fecha: (DATE)

Estimado / a padre / madre / tutor,

Re: (STUDENT)

(SCHOOL) Elementary está usando actualmente un modelo de apoyo educativo llamado Respuesta a la intervención (RtI). En el marco del modelo RtI , 3 niveles de apoyo educativo y de intervención están disponibles para los estudiantes. El escuela _____ RtI Equipo de progreso utiliza los datos de vigilancia recogidos de breves evaluaciones para determinar el nivel apropiado para el estudiante. Nivel 1 se refiere a la instrucción básica y apoya a disposición de todos los estudiantes. Nivel 2 se refiere a un nivel adicional de apoyo que implica el progreso de vigilancia frecuentes y un plan de intervención formal por escrito en relación con el hijo del profesor y el equipo de RtI . Nivel 3 se refiere a las más intensas apoya disponibles en la escuela, tales como servicios de educación especial.

A nivel 3 plan de intervención será desarrollado para ayudar a su hijo en el área siguiente (s):

__Leyendo
__Matematicas
__Escribir
__Comportamiento

Atentamente,

_____
Maestro

_____
Coordinador del equipo de RtI

_____
Administrador

For cases that you are considering Specific Learning Disability:

When a student falls below the 10%ile on the CBM universal screening, administer a SLA. Then progress monitor weekly. When monitoring a grade or more below

- Set goal to be achieved in a semester (18 weeks)
- Set goal bar to be reached at the top of ambitious (e.g., AIMSwebPlus description of ambitious)

When a student falls below the 25%ile up to the 11%ile on the CBM universal screening, progress monitor on grade level weekly.

Steps:

1. Benchmark/Universal screening
2. If needed- SLA
3. Progress Monitor
4. Examine the data points to make decisions

For other students that we are not evaluating at this time we will launch this adjustment at the Winter universal screening.

Questions Evaluating the Progress Monitoring Data:

1. What is the previous fidelity with Tier 1 curriculum? (previous attendance?)
2. How long has this gap existed?
3. Were they receiving intervention support previously? If so what?
4. Have we identified the right initial skill?
5. Does the targeted intervention match the skill deficit? Are we correctly monitoring the appropriate skill?
6. What is our fidelity regarding the implementation of the intervention?
    a. How often is it being implemented?
7. What does the progress monitoring data look like?
    a. 4 below
        i. Is there an outlier? If so, do we want more information or more progress monitoring.
        ii. How are they performing on the intervention?
        iii. Accuracy or Fluency issue? Errors?
    b. 4 above
        i. Do they have 4 above the aimline but they are still progressing toward the goal?
        ii. Has the trendline surpassed the goal? If so, at what percentile?
        iii. Is at least one data point above the targeted goal.

            NOTE: *AimswebPlus places a star once the data is above goal - but we need to make sure we meet the 4 x 4 rule.

8. MIDDLE SCHOOL- Worry about letting it go to soon? Could you progress monitor once a month to see if they are maintaining?

9. If ORF is scoring at or above 25%ile -- Review the SRF score. Is it low? Is it worth looking at SLA? Is comprehension a concern from Benchmarks/Universal screening?
10. Math- if met NSF goal and yellow or orange in C&A then use MCAP(Aimsweb 1.0); if below 10th%ile then in SLA.

Special Education Process

Parent/Teacher Notification Regarding

Individuals with Disabilities Education Act (IDEA)

My student is still having difficulty, what next?

Unless a disability is clearly suspected, special education evaluations will be triggered when students exhibit little to no progress in an area of concern even after receiving interventions.

Step 1: Referral & Consent for Special Education Evaluation

Referrals may be initiated by:

- School personnel (including teachers, counselors, administrators, etc.)
- Child's parent(s) or legal guardian(s).

The child's parent(s) or legal guardian(s) must provide informed written consent for the evaluation to proceed. The school psychologist and other related service providers will schedule a meeting with the parent to review existing data and go over the components of a comprehensive evaluation. The team will request the parent's consent regarding the new assessment data necessary to complete the comprehensive evaluation.

A Written Notice to Parents will be provided to the parent after this meeting regarding the proposal to initiate an evaluation. The Written Notice to Parents contains the following: explanation and rationale of the proposal; description of any options considered and reasons refused; description of each evaluation procedure, test, record, or report used as a basis for the proposed or refused action; and a description of any other factors relevant to the proposal or refusal.

Step 2: Special Education Evaluation

An evaluation (*) is to be conducted by a multidisciplinary team that will consist of individuals who can bring different perspectives and expertise to the evaluation. Some examples of team members include:

- School psychologists, who are qualified to conduct all types of educational assessments, including intelligence (IQ), achievement, and behavior
- Special and general educators may complete rating scales for adaptive, as well as provide CBM data
- Related service providers (e.g., speech language pathologist, physical therapist, occupational therapist, audiologist, etc.)

* The evaluation materials and procedures must be administered in the language and form most likely to provide accurate information on what the child knows and can do. We must rule out that English as a second language is not the primary issue.

How long will an initial evaluation take for my student? No longer than 45 school days from the date the parent signs consent until the date the team meets together to review the results and determine whether or not the student is or is not eligible.

Step 3: Eligibility

IDEA states that each child is entitled to a Free Appropriate Public Education (FAPE). Within 45 school days of receiving consent for the evaluation, the individuals that took part in the process thus far will meet to determine eligibility. In simple terms, a student is considered eligible for special education services if:

- The child has a disability as defined by IDEA, which adversely impacts his/her educational performance; and
- The child needs special education services in order to benefit from education
- If the student is not eligible, then the team will determine if the student should be referred for an evaluation under Section 504 of the Rehabilitation Act.

Children may qualify for special education and related services in 13 categories of disabilities:

- Autism
- Deaf-blindness
- Developmental delay (age 3 through 9)
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment

Step 4: IEP Consent and Implementation

Before the special education services can begin, the parent must provide informed written consent to allow the district to proceed with special education and related services. The parent has 30 calendar days between signing consent for initial eligibility and signing the initial Individualized Education Program to begin the special education and related services. If the parent declines to sign the IEP then the child will not receive any special education and related services.

Even if the parent declines special education and related services, the parent can still request an initial evaluation at any time they suspect their child has a disability. The school personnel may also request the parent sign consent in the future if they continue to see the student struggle and are suspecting a disability.

Individualized Education Programs (IEPs)

An Individualized Education Program (IEP) is developed for each public school child who needs specialized services under IDEA eligibility. The IEP is created after a child has been evaluated by a team of qualified professionals and found eligible to receive special education and related services. The child's progress is measured, and the IEP is reviewed periodically and revised as necessary.

All students on IEPs will also be progress monitored by their special education teacher to determine if the student is making progress towards their goals and objectives.

Reevaluation (Three-Year Review)

All reevaluations are conducted within three calendar years of the last assessment or more frequently if requested by the student's parent or teacher. The reevaluation determines if the student continues to have a disability and if he/she continues to require special education services. It also determines how he/she is involved in and progressing in the general education curriculum. The district uses EdPlan to determine when student's reevaluations are due. School personnel will schedule IEPs and reevaluation meetings with the parent at the beginning of the school year in order to get them on a master calendar to make certain to meet the timelines. A list is then compiled of students whose three-year reevaluations are due in that school year. The list is sent to the appropriate personnel, which may include the school psychologist, the classroom teacher, and the special education teacher for monthly monitoring and follow-up. A completed three-year reevaluation is recorded in EdPlan to assure continued monitoring. The term "evaluation" is used synonymously with "assessment" to designate the process for identifying children with disabilities and conducting the triennial evaluations. Assessment data may include Curriculum Based Measurements (e.g., AIMSweb Plus), standardized assessments, observations, adaptive behavior ratings, etc. The team may review existing data and determine no additional data is necessary or obtain parent consent to collect new information. The Edmond School District has a procedure of reviewing existing data on all new move-in students to the district to make certain the previous district conducted a comprehensive evaluation. If the existing data is sufficient, then no additional assessments will be necessary. However, after reviewing existing data and the data is insufficient then the school team will request the parent's consent to conduct additional assessments

Independent Educational Evaluation

If a parent disagrees with an evaluation conducted by the school district, the parent must inform the district in writing of the disagreement and request an independent educational evaluation. Upon receipt of a parent request for an independent educational evaluation (IEE), the district may initiate a due process hearing to show that its evaluation is appropriate, or provide the parents with information about how an IEE may be obtained at public expense and the applicable criteria for the evaluation. An evaluator for the IEE must not be a regular employee of the district responsible for the education of the child, must conduct evaluations in accordance with all requirements of federal and state law, and be appropriately credentialed and/or licensed to conduct the evaluation.