

MARION COUNTY SCHOOLS

Response to Instruction Implementation Guide 2011-2012

Revised 8/9/11

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Introduction

The purpose of Response to Instruction (Rtl) is to improve educational outcomes for all students. Rtl provides a continuum of evidence-based, tiered interventions with increasing levels of intensity and duration. This document defines the central components of Rtl and provides explanations of procedures that will assist Problem Solving Teams (PSTs) in their team meetings, data collection, and monitoring of a student's response to instruction.

Alabama's Tiered Instruction and Intervention Model

Response to Instruction is defined as an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. Rtl combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems (ALSDE, 2009).

Tier I instructional content is a research-based instructional practice based on the Alabama Course of Study for each specific content area. Instruction should include modeling, multiple examples, corrective feedback, and multiple opportunities for student practice. Maximize instruction by offering each student more of the following:

- Repeated opportunities for practice and review
- Additional opportunities for correction and feedback
- Increased time on task, engaged in instruction and practice
- Drill repetition and/or practice review

This core instruction is delivered by the general education teacher and should meet the needs of at least 80% of the students. Strategies should include flexible grouping, differentiated instruction, re-teaching, and multiple opportunities for practice. Teachers may also adjust their method of instruction and provide additional support and/or accommodations. Universal screenings are administered to all students to determine their level of mastery of grade level standards.

Tier II interventions are designed for students who are not adequately progressing in Tier I instruction. These interventions provide additional attention, focus, and support and usually take place in the general education classroom. Tier II interventions should begin as soon as possible after students have been identified through screening or benchmark assessments and should be monitored regularly. Material and strategies should also be aligned with Tier I instruction, and should include more opportunities for modeling, providing examples, corrective feedback, and student practice.

Teacher can maximize instruction by offering each student more of the following:

- Opportunities for practice and review
- Opportunities for correction and feedback
- Time on task, engaged in instruction and practice
- Drill repetition and/or practice review
- Opportunities for completing tasks in smaller steps

The purpose of Tier II instruction is to remediate skill or concept deficits of students who are not making adequate academic gains. Tier II intervention is not a place but a service provided to students needing additional support in the core instruction. It is explicit, systematic, and aligned with Tier I instruction. Once an intervention is in place response to the interventions should be monitored regularly (weekly or bi-weekly). Students receiving Tier II intervention support are placed in small groups according to the skill deficit.

Tier III interventions are designed for students who are not responding to Tier I or II instruction and interventions. Materials and strategies should be research or evidence-based interventions based on the needs of the students who will receive the intervention. Tier III interventions should be provided by a specialized teacher/counselor or special education teacher who is highly skilled in the particular area of weakness. Tier III interventions usually take place outside the general education classroom (could be before or after school). Tier III interventions are intended for students with significant deficits or underachievement and require the most intensive services available. The frequency of assessment should increase in Tier III. Grouping practices involve placing students in groups of two to three according to the skill deficit or one-on-one if needs are severe. Grouping should be flexible, based on student needs. Intensity of instruction is increased by increasing the amount of time provided to the student per day and decreasing the group size.

Putting RtI Into Practice

Each school is expected to establish Problem Solving Teams (PSTs) that utilize a problem solving process to meet the academic and behavioral needs of students who are not making sufficient progress (at-risk or underachieving). By providing a strong problem solving process with ongoing progress monitoring for assessing the success of targeted and intensive research-based instruction, more students will have the opportunity to be academically and behaviorally successful.

Problem Solving Teams

Diverse representation and teamwork are essential elements of successful Problem Solving Teams. Teams should be composed of a variety of school staff, including classroom teachers, counselors, special education teachers, reading/curriculum coaches, and administrators.

Team members should serve in the following roles to facilitate the work of the team:

Chairperson

- Determine which students will be reviewed during each month.
- Share student list with team members prior to the meeting.
- Invite teachers of students to be reviewed to attend the meeting if they are not part of the team.

Secretary

- Record decisions made regarding each student reviewed.
- Generate parent progress reports.

Timekeeper

- Allocate time available to discuss each student.
- Help to ensure the team budgets time efficiently and concludes on time.

Data Manager

- Present and explain progress monitoring graphs for each student discussed by the team.
- Gather student intervention documentation forms from intervention teachers for PST review.

PROBLEM SOLVING TEAM'S WORK AND RESPONSIBILITIES

The work of the PST will ensure the consistency and effectiveness of the school's implementation of the Rtl framework. Much of the work of the PST is documented by the materials included in the Student Intervention Folder which should include the PST Student Intervention Documentation Form; PST Student Intervention Plan, and copies of progress reports sent to parents.

The following responsibilities detail the work to be accomplished by the PST in assisting with the implementation of the Rtl framework at the school level:

1. The PST ensures that academic and behavior screening data are gathered and utilized, as well as other important information to determine student needs for interventions and to verify the effectiveness of the school's Tier I instruction.

Students in Grades K-3

Generally, all students in grades K-3 should be screened in the academic areas of math and reading as well as behavior at the beginning of each school year. Additionally, their progress should be monitored through benchmark assessments conducted at midyear and at year's end. This data should be reviewed by the PST to make sure that each student who needs intervention is provided that intervention in a timely manner.

Students in Grades 4-12

Schools may elect to begin the screening process through a records review by examining performance on high stakes tests such as the *Alabama Reading and Math Test (ARMT)*. If this initial records review screening process reveals that the student is at risk for academic or behavioral difficulties, the screening process should conclude with administration of a scientific, research-based screening procedure in the areas of suspected difficulty.

2. The PST ensures that tiers of scientific, research-based instruction and intervention are provided with consistency.

The consistent provision of scientific, research-based instruction and tiers of intervention is a key element of the Rtl framework. The PST's review of data from screening, benchmark assessments, and progress monitoring will provide initial information about the effectiveness of instruction and interventions. Administrators should also be collecting and maintaining information through walkthroughs and observations that may be used to evaluate the environment in the classroom and to document consistency of the school's implementation of scientific, research-based instruction and interventions.

3. The PST ensures that decisions to move students through the tiers are made with consistency and are based on student data.

Generally, decisions are based on data derived from screening procedures, benchmark testing, and progress monitoring.

Examples of criteria or decision rules used to determine the student's need for initial intervention could include (but are not limited to) the following:

- All students who score below Level 3 in reading or math on the ARMT or AHSGE will be considered for intervention in the identified area of need.
- All students who score below the 25th percentile on any component of the screening measure will be considered for intervention in the identified area of need.

Examples of criteria or decision rules used to determine the student's need for movement to a more intensive level of intervention could include (but are not limited to) the following:

- If the student progress monitoring data reflect 4 or more consecutive data points indicating no improvement, the PST should begin to discuss the need to intensify or alter the intervention.
- If the student progress monitoring data reflect less than 50% of the goal-based rate of improvement (ROI) after at least 8 weeks of intervention, the PST should consider the need to intensify or alter the intervention.

4. The PST ensures that screening data and additional assessment data as needed are used in selecting specific interventions to meet individual student intervention needs.

When screening results suggest a need for reading or math intervention, vision and hearing screening should be completed and those results should be considered by the

PST. When screening results suggest a need for reading intervention, the PST will need to analyze screening results to determine the type of reading intervention which will best meet the student's needs (i.e. word-level intervention or comprehension intervention).

When screening results suggest a need for math intervention, the PST will need to analyze results to determine the type of math intervention which will best meet the student's needs (i.e. basic operations interventions and math fluency or reasoning and concept application interventions).

5. The PST ensures that an intervention plan which includes appropriate and measurable intervention goals is established for each student who receives intervention.

The PST will develop an intervention plan for each student receiving intervention. Intervention goals are set by determining the student's baseline level of performance on the task which will be used for progress monitoring and then by deciding the level of performance on the progress monitoring task which should be achieved by the student by the end of the year. Goals should be established to result in meaningful and measurable academic or behavioral gains.

6. The PST will ensure that appropriate progress monitoring tools are selected to measure the student's response to the intervention.

With data-based decision making, it is vitally important that the data appropriately reflect the intervention outcomes. If inappropriate progress monitoring tools are utilized, effective interventions could be abandoned because the data do not reflect the actual gains made by the student as a result of the intervention. For example, if reading comprehension is the intervention focus, it would not be appropriate to monitor comprehension gains with a measure of reading rate. As we encourage the student to read, summarize, and reflect, it may be that a progress monitoring tool that primarily measures reading rate would not provide information about the degree to which the student's comprehension skills are changing.

7. The PST ensures that student progress monitoring is conducted on schedule.

When progress is monitored frequently, the PST will have substantial data upon which to make recommendations regarding the student's response to intervention within a reasonable time period.

8. The PST reviews each student's accumulated progress monitoring data on a specified schedule (generally, each student should be reviewed monthly).

PST meetings should consist of systematic review of the progress monitoring data accumulated for each student receiving intervention as well as discussion of factors related to the student's response to the intervention. Progress monitoring data should be graphed and the goal ROI and cumulative achieved ROI should be available for discussion.

9. The PST ensures that parents of students receiving intervention are provided with regular data-based intervention progress reports.

The AAC and federal laws and regulations specify that parents of students receiving interventions must be notified periodically of specific progress made by the student. The progress monitoring data discussed at the monthly PST meeting along with progress graphs and PST recommendations should be shared with parents. A Parent Notification of Intervention Letter should be sent to parents by the PST within one week of initiation of intervention. It is suggested that an Intervention Progress Report is sent to the parent at regular intervals. A convenient schedule could be to send the intervention progress report with the report card and with the mid-grading period progress report.

10. The PST ensures that, as students transition out of interventions as a result of academic or behavior gains, their progress continues to be monitored for a reasonable period (generally 12 weeks) to ensure a smooth transition into tiers of reduced instructional or behavioral support.

When a student achieves intervention goals and grade-level standards are met, the PST may determine that the student should transition to Tier I Instruction without intervention support. When students transition to Tier I without intervention support, progress monitoring should be continued for a reasonable period of time to ensure a successful transition and to monitor maintenance of gains achieved.

Special Education Completion Considerations

When the IEP team finds that a student is no longer in need of special education services, the IEP team may determine that the student should transition to either Tier II or Tier III interventions. In coordination with the IEP team, the PST will ensure that appropriate intervention support and progress monitoring are provided to the student who is no longer in need of special education services.

The Problem Solving Process

1. What is the problem?

The concerns about a student should be stated in objective, measurable terms, using direct measures of academics and/or behavior. The definition of the concern must focus on teachable skills that can be measured and can be changed through the process of instruction.

Gaps can be defined as the difference between what is observed/ measured and an expectation for a student. Expectations can be developed based on normative standards, criterion-based measures, instructional standards, developmental standards and/or state assessments.

2. Why is the problem happening?

Gather relevant information about the student and develop potential hypotheses about the probable causes of the gap. Gathering information may involve further examination of classroom products, information supplied by parents, observations in the instructional settings, or examination of data from state assessments.

3. How are we going to solve the problem?

Develop an instructional and or behavior intervention plan that matches the identified student need and has the most likelihood of success.

A good intervention plan:

- explicitly defines the skills/concepts to be taught;
- focuses on measurable objectives such as number of behavior incidents or reading fluency measures;
- defines who will complete various tasks, when and how;
- describes a plan for measuring and monitoring effectiveness of instruction (including a quantifiable baseline and target goal for the skill to be developed).

Implement the plan

- Monitor the intervention for fidelity of implementation.
- Progress monitor regularly.
- Use graphs or other display to make student performance visible.
- Determine, based on data, whether the intervention or goal needs to be modified.

4. Did the intervention work?

- Evaluate student to determine his/her response to the intervention.
- Decide based on data if the intervention needs to be changed.
- Consider whether the intensity of the intervention needs to be increased by:
 - reducing the size of the group;
 - increasing the amount of time/ frequency; or
 - narrowing the focus of the instruction.
- Repeat the problem-solving process if necessary.

Progress Monitoring Tools

Collecting data on how the student is progressing is an essential component of RtI. The goal of progress monitoring is to determine if the intervention is appropriate and if the intervention is working. The frequency of progress monitoring will depend on the intensity of the intervention and the nature of the skill deficits being addressed.

STAR Enterprise assessments build a complete picture of student mastery. Computer adaptive testing tailors each test to each individual student. Each successive response gives STAR more data to quickly zoom in on the test-takers actual achievement level.

STAR Enterprise assessments can be used to:

- Group students efficiently for differentiated instruction
- Predict state proficiency using Performance reports
- Gauge a student's mastery using State Standards Reports
- Distill assessment data using the Learning to Read Dashboard
- Measure long-term progress using Longitudinal Reporting

One of the most effective assessments for monitoring student progress on a specific skill is Curriculum-Based Measurement (CBM). CBM is comprised of standard directions, materials, scoring rules, and can be a timed assessment. CBM is characterized by several attributes:

- Technically adequate- established reliability and validity
- Criterion-referenced- used to determine if students can reach specified performance levels on specific tasks
- Standard procedures for administration
- Performance sampling- employs direct measures through which correct and incorrect behaviors on clearly defined tasks are counted within a set time interval
- Repeated measurement- can be used over time to identify insufficient progress as well as level of performance
- Efficient- measures can be given quickly

CBM Options (Academics):

EasyCBM: <http://easycbm.com/teachers/auth/> Grades K-8 Reading & Math

EasyCBM was designed by researchers at the University of Oregon as an integral part of an RTI (Response to Intervention) model. The assessments on the system are standardized measures that sample from a year's worth of curriculum to assess the degree to which students have mastered the skills and knowledge deemed critical at each grade level. The CBMs on the *easyCBM* system are often referred to as 'next-generation CBMs' because developers used an advanced form of statistics, Item Response Theory (IRT) during measurement development to increase the sensitivity of the measures to monitoring growth while at the same time increasing the consistency of the alternate forms of each measure type.

The following progress monitoring tools are available on the *easyCBM* website:

Letter Names- the letter names measure tests students' ability to name the letters of the English alphabet, both in their lower case and capitalized forms.

Letter Sounds- the letter sounds measure tests students' ability to produce the most common sounds associated with the letters of the English alphabet and common digraphs, both in their lower case and capitalized forms.

Phoneme Segmenting- the assessor says a word aloud, and the student articulates the individual phonemes of which the word is comprised.

Word Reading- students are shown one side of a single piece of paper on which a series of words are written in a chart format.

Passage Reading- the passage reading measure is a standard oral reading fluency (ORF) measure. It consists of a narrative passage presented typed on one side of a single sheet of paper.

Reading Comprehension- the multiple choice reading comprehension measures are designed to assess students' literal, inferential, and evaluative comprehension.

Mathematics- The mathematics measures on easyCBM were developed to assess students' mastery of the knowledge and skills outlined in the National Council of Teachers of Mathematics' Focal Point Standards. They were designed to focus more on students' conceptual understanding than basic computational skills.

Note: Secondary students who are significantly below grade level in reading and/or math may need intervention to teach skills that are typically learned in grades 1-8. Therefore, these assessments may be appropriate for progress monitoring some students in grades 9-12.

How to Identify the Level of Material for Monitoring Progress

Begin by administering the on-grade-level measure to the student. Once the scores are in the system, look at the student's graph- if the score falls above the 50th percentile line, then this particular skill area is probably not an issue. If the score falls between the 10th and 50th percentile, this particular skill is an area of weakness and the on-grade-level measure is appropriate for progress monitoring. If the score falls below the 10th percentile, drop a grade level and administer the measure. If the score falls between the 10th and 50th percentile, this grade-level measure is appropriate for progress monitoring. If the score falls below the 10th percentile, drop to a lower grade-level probe and repeat the procedure until a grade-level is identified where the student's score falls between the 10th and 50th percentile.

Data Management Tools

Progress monitoring data management templates are available on the MCBE website. Go to Employee Central ► Document Library
The Excel files are setup to allow one sheet per student. There are templates for reading comprehension (mazes), reading fluency (words read correctly), math computation, math concepts & applications, and behavior monitoring.

Process

1. Select the appropriate template. Right click on the template tab to make a copy.
2. Rename the template with the student's name by right clicking on the tab and selecting rename.
3. The first time you work with a student's file, you will need to put the starting date in **CELL B2**. The rest of the cells in column B will automatically be calculated.
4. The first time you work with a student's file, you will need to enter the student's goal in **CELL G50**, the student's baseline score in **CELL G51**; and

the number of weeks available for intervention in **CELL G52**. The spreadsheet will calculate the goal rate of improvement (ROI) in cell **G53**. The goal ROI is automatically placed in **CELL C2** from the calculation **CELL G53**. The student's baseline score is automatically placed in **CELL E2** from the information entered in **CELL G51**.

5. Every week after the initial data entry, you need only to enter the score from the progress monitoring probe in Column E. **Column E is the only column in which you will be entering data.** When you enter the score in Column E the Achieved ROI (Column F) is automatically calculated. The progress monitoring graph also automatically updates with each data entry in Column E.

Adding Lines to Separate the Use of Different Interventions

1. Once the graph is made, check to make sure the drawing toolbar is visible at the bottom of the page. If the toolbar does not appear at the bottom of the page click on "View" in the top menu, click on "toolbars", then click on "drawing" and it should appear.
2. Click on the "line" icon that appears on the toolbar.
3. A plus mark (+) should appear. Place the plus mark on the point in the graph where you want the line to start.
4. Left click and hold the mouse at the starting point.
5. Drag the mouse to the point where you want the line to end and release the mouse.

Printing

To print the progress monitoring graph single click on the graph and click print. Just the graph is printed by default.

Primary Prevention: Screening

All students who score below Level 3 in reading or math on the ARMT or AHSGE should be considered for possible intervention in the identified area of need. It is recommended that any student who performed poorly on the state accountability test be administered an on-grade-level CBM or a STAR Enterprise comprehensive student-based assessment. (STAR Early Literacy, STAR Reading, STAR Math)

Criteria for Identifying Students At-Risk

EasyCBM: Any student who scores below the 25th percentile on any component of *EasyCBM* should be progress monitored for 6-10 weeks to see if they are truly at risk for academic failure.

DIBELS: Any student that does not benchmark should be progress monitored for 6-10 weeks to see if they are truly at risk for academic failure.

STAR Enterprise: Any student scoring below grade level should be progress monitored for 6-10 weeks to see if they are truly at risk for academic failure.

Intervention Goal Setting

In setting the student's intervention goal, the PST will determine the desired year-end level of performance on the progress monitoring task.

EasyCBM Assessments

EasyCBM allows users to set goals based on percentiles. When an assessment is administered and the student's score is entered, *easyCBM* automatically creates a graph showing where the student is performing in regards to percentiles. Based on the student's baseline score, the PST will set a goal to move the student to a higher percentile. For example if the student scored below the 10th percentile on his baseline assessment, the PST might set a goal to move the student to the 20th percentile after a set number of weeks of intervention.

EasyCBM Percentiles

As additional data is gathered and analyzed, the percentile scores are updated annually. Spring percentiles in math are due to be posted at the end of June 2010. You may access updated percentiles by following the link below.

<http://www.easycbm.com/static/files/pdfs/info/ProgMonScoreInterpretation.pdf>

Rtl/PST Documentation

Each student who is being monitored by an Rtl/PST should have a folder containing the following documents:

- Problem Solving Team (PST) Student Intervention Plan
- Student Intervention Documentation Forms
- Parent Notification of Intervention Letter
- Intervention Progress Reports
- Progress Monitoring Data Graphs

The PST should maintain the following documentation of its meetings:

- Rtl/PST Meeting Sign-In Sheet
- Rtl/PST Meeting Minutes

These forms are available on the MCBE website.

PROBLEM SOLVING TEAM (PST) STUDENT INTERVENTION PLAN

SECTION I. FACTORS CONSIDERED IN DETERMINING NEED FOR INTERVENTION

Student's Name: _____ Sex: _____ Race: _____ Date: _____

School: Code: _____ Grade: _____ Age: _____ DOB: _____

Specific Concern(s): _____

Concerns about a student should be stated in objective, measurable terms, using direct measures of academics and/or behavior.

Specific screening/benchmark data: _____

Data may include, but is not limited to, state assessment results, information from common assessments and CBM data.

Hearing Screening Date: _____ Pass _____ Fail _____

Vision Screening (near) Date: _____ Pass _____ Fail _____

Vision Screening (far) Date _____ Pass _____ Fail _____

Intervention History:

Date(s)	Intervention	Results
---------	--------------	---------

_____	_____	_____
_____	_____	_____
_____	_____	_____

SECTION II. INTERVENTION PLAN

Person(s) Responsible for Intervention Implementation: _____

Identified Concern(s) to be Addressed (Choose one or more from the following):

01 Reading

02 Math

03 Behavior

Types of Interventions:

Date initiated _____

reading: word-level intervention

reading: comprehension intervention

math: computation intervention

math: reasoning/problem solving intervention

behavior intervention

other intervention

Intervention Materials: _____

Intervention goal: In _____ weeks, the student will: _____

The goal should be stated in specific, measurable terms.

ROI goal (weekly improvement needed to achieve intervention goal): _____

Progress Monitoring Tool: _____

Frequency of Progress Monitoring: _____

Monitoring should be frequent enough to allow for timely adjustments to instruction/intervention.

Person(s) Responsible for Progress Monitoring: _____

(Attach additional goal sheets if multiple intervention goals are established by the PST)

Signatures:

PST Chair

Initiation Date

Completion Date

PST Secretary

Initiation Date

Completion Date

SECTION III. INTERVENTION PLAN REVIEW (plan to be reviewed at least monthly)

Date of Review: _____

Recommendation: _____ Continue _____ Intensify _____ Dismiss

Changes/Comments: _____

Date of Review: _____

Recommendation: _____ Continue _____ Intensify _____ Dismiss

Changes/Comments: _____

Date of Review: _____

Recommendation: _____ Continue _____ Intensify _____ Dismiss

Changes/Comments: _____

SECTION IV. IF REFERRING THE STUDENT FOR SPECIAL EDUCATION TESTING:

GENERAL EDUCATION SHALL COMPLETE A FUNCTIONAL ASSESSMENT OF THE CLASSROOM ENVIRONMENT (FACE)

GENERAL EDUCATION TEACHER (OF THE STUDENT) AND THE SPECIAL EDUCATION TEACHER (SERVING IN ADVISORY CAPACITY ON THE TEAM) SHALL COMPLETE THE REFERRAL PAPERS FOR THE SPECIAL EDUCATION TESTING PROCEDURE TO BEGIN.

**Sample
PROBLEM SOLVING TEAM (PST) STUDENT INTERVENTION PLAN**

SECTION I. FACTORS CONSIDERED IN DETERMINING NEED FOR INTERVENTION

Student's Name: Mary Jones Sex: F Race: W Date: 09/01/2009

School: Anyplace Elementary Code: 023 Grade: 4 Age: 9 DOB: 08/07/2000

Specific Concern(s): Mary is not achieving grade-level reading standards. Mary reads fluently but she performs poorly on tasks that require her to demonstrate comprehension of grade-level material. Mary has scored below 60% on 2 out of 3 reading tasks assigned this grading period.

Specific screening/benchmark data: ARMT Reading- Level I, SAT Total Reading - 9th Percentile, R-CBM -110wrc , CBM Mazes- 4 mazes 4th grade passages, ARMT Math- Level IV

Hearing Screening Date: 8/31/09 Pass Fail

Vision Screening (near) Date: 8/31/09 Pass Fail Vision Screening (far) Date 8/31/09 Pass Fail

Intervention History:

Date(s)	Intervention	Results
<u>3rd Grade 2/5-5/3/09</u>	<u>My Sidewalks</u>	<u>Did not reach grade level comp. skills</u>

SECTION II. INTERVENTION PLAN

Persons(s) Responsible for Intervention Implementation: T. Brady

Identified Concern(s) to be Addressed (Choose one or more from the following):

- 01 Reading
- 02 Math
- 03 Behavior

Types of Interventions:

- Date initiated 09/01/09
- reading: word-level intervention
- reading: comprehension intervention
- math: computation intervention
- math: reasoning/problem solving intervention
- behavior intervention
- other intervention

Intervention Materials: My Sidewalks

Intervention goal: In 30 weeks, the student will: correctly select 22 mazes from standard 4th grade monitoring maze passages.

ROI goal (weekly improvement needed to achieve intervention goal): 0.6 mazes per week

Progress Monitoring Tool: CBM Maze Reading Passages

Frequency of Progress Monitoring: weekly

Person(s) Responsible for Progress Monitoring: T. Brady

(Attach additional goal sheets if multiple intervention goals are established by the PST)

Signatures:

Rex Ryan 09/01/09 _____
PST Chair Initiation Date Completion Date

Bill Belichick 09/01/09 _____
PST Secretary Initiation Date Completion Date

SECTION III. INTERVENTION PLAN REVIEW (plan to be reviewed at least monthly)

Date of Review: 09/29/10

Recommendation: _____ Continue Intensify _____ Dismiss

Changes/Comments: Mary is not progressing at a rate that will allow her to reach her intervention goal. Her intervention teacher feels that she lacks prerequisite skills required to be successful in Level C. Mary will be moved to a Level B intervention group.

Date of Review: 10/27/10

Recommendation: _____ Continue Intensify _____ Dismiss

Changes/Comments: Mary continues to struggle and is not on track to reach her intervention goal. Mary will be moved from Mr. Brady's intervention group of 7 students to Mrs. Johnson's smaller intervention group of 3 students.

Date of Review: 11/24/10

Recommendation: Continue _____ Intensify _____ Dismiss

Changes/Comments: Mary's ROI has improved from .03 to .06. She is on track to reach her intervention goal.

Date of Review: _____

Recommendation: _____ Continue _____ Intensify _____ Dismiss

Changes/Comments: _____

GENERAL EDUCATION SHALL COMPLETE A FUNCTIONAL ASSESSMENT OF THE CLASSROOM ENVIRONMENT (FACE)

GENERAL EDUCATION TEACHER (OF THE STUDENT) AND THE SPECIAL EDUCATION TEACHER (SERVING IN ADVISORY CAPACITY ON THE TEAM) SHALL COMPLETE THE REFERRAL PAPERS FOR THE SPECIAL EDUCATION TESTING PROCEDURE TO BEGIN.

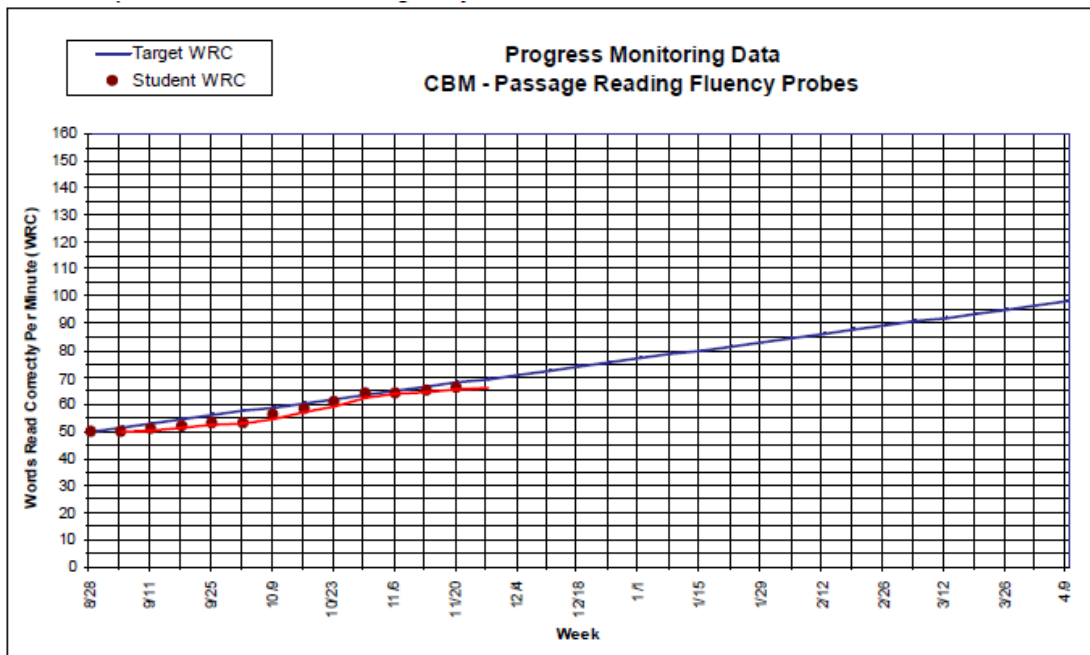
Marion County Schools

Date:

Dear Parent/Guardian,

The Marion County School System is using various research based programs and assessments to check student performance in reading and math so we can provide help to students as needed. Based on the first assessment, we have decided that your child would benefit from assistance or intervention. We will be providing this assistance daily and will be checking your child's progress bi-weekly or weekly. We will be sharing this information with you by sending you a progress chart with the report card and with the mid-grading period progress report

The chart below is similar to the one which you will receive. The straight line represents the goal for the student and the dotted line represents how the student is performing. In this example the student is doing very well.



As a school staff, we look forward to working with your child and are pleased to be able to provide this additional help. If you have any questions, please feel free to contact your child's classroom teacher.

If, at anytime, you wish to request an evaluation for special education or Section 504 services, you may do so by contacting _____ (appropriate person in your school).

Marion County Schools

Dear _____,

We are providing _____ extra assistance daily in _____ being made bi-weekly or weekly and the results of these are graphed in the chart which is attached. Based on our progress measurements, we believe that your child is:

Attach the graph of the most recent progress monitoring data reviewed by the PST

SS

____ making good progress and we plan to continue the intervention at this time.

____ making some progress and we plan to continue the intervention at this time.

____ making limited progress and we plan to consider changes in the intervention we are providing.

____ making insufficient progress and we are changing the intervention in an effort to assist your child in achieving academic success.

As a school staff, we are pleased to have this opportunity to provide your child with this needed help. If you have any questions, please feel free to contact your child's classroom teacher.

Marion County Schools

Dear [Mrs. Jones](#),

We are providing [Mary](#) extra assistance daily in [reading](#). We measure the progress being made bi-weekly or weekly and the results of these progress measurements are graphed in the chart which is attached. Based on our progress measurements, we believe that your child is:

making good progress and we plan to continue the intervention at this time.

making some progress and we plan to continue the intervention at this time.

making limited progress and we plan to consider changes in the intervention we are providing.

making insufficient progress and we are changing the intervention in an effort to assist your child in achieving academic success.

As a school staff, we are pleased to have this opportunity to provide your child with this needed help. If you have any questions, please feel free to contact your child's classroom teacher.

RtI/PST Meeting Minutes

Date: _____

Student: _____ Grade: _____

Recommendation:

_____ Continue with current instruction/intervention

_____ Intensify intervention (note changes in Section III of student's plan)

_____ Dismiss

_____ Refer for special education evaluation

Intensifying intervention may include increasing time, reducing size of intervention group, or adding another tier.

Comments:

Student: _____ Grade: _____

Recommendation:

_____ Continue with current instruction/intervention

_____ Intensify intervention (note changes in Section III of student's plan)

_____ Dismiss

_____ Refer for special education evaluation

Comments:

RtI/PST Meeting
Minutes

Date: 9/25/10

Student: Joe Smith Grade: 4

Recommendation:

Continue with current instruction/intervention

Intensify intervention (note changes in Section III of student's plan)

Dismiss

Refer for special education evaluation

Comments:

Joe is not progressing at a rate that will allow him to reach his intervention goal. The team recommends Joe receive additional math intervention before school 3 days a week.

Student: Mary Jones Grade: 4

Recommendation:

Continue with current instruction/intervention

Intensify intervention (note changes in Section III of student's plan)

Dismiss

Refer for special education evaluation

Comments:

Mary is on track to reach her intervention goal.

Questions and Answers about Rtl/PSTs

What is the criterion for successful targeted instruction/intervention?

Targeted instruction/intervention is successful if the student is on target to reach the intervention goal set by the student's PST. The PST must collect evidence to determine whether the student's goal will be met using progress monitoring instruments such as CBMs.

How long should interventions be implemented in the Rtl process?

Unlike the BBSST process, Rtl does not have time deadlines. A student may remain in the Rtl process indefinitely. The amount of time a student participates in the process depends on the significance of the learning deficit. Students with significant skill deficits may require several years of intervention to close learning gaps. Interventions should be continued as long as the student exhibits a positive response. Students in Tier III must score at the 25th percentile or above to be moved to Tier II. Students in Tier II must score at the 50th percentile or above or at the discretion of the PST before moving back to Tier I instruction only.

When does the PST make the decision to refer a student for special education evaluation?

The PST may refer a student for special education when they have substantial documentation that the student has received targeted instruction and research-based intervention to address the student's specific skill deficits and the student is not responding positively to instruction/intervention. Documentation should include:

- Problem Solving Team (PST) Student Intervention Plan
- Student Intervention Documentation Forms
- Parent Notification of Intervention Letter
- Intervention Progress Reports
- Progress Monitoring Data Graphs

Progress monitoring data graphs should provide evidence that Tier II and Tier III interventions were provided and given sufficient time to work.

Do special education students participate in the Rtl process?

The intent of Rtl is to provide a seamless system of support that is available to all students at the first sign of need. All students who are making insufficient progress should be provided intervention based on their individual needs. Students who are receiving special education services have an IEP therefore they do not require an Rtl intervention plan. The PST may choose to discuss the progress of special education students at PST meetings but decisions regarding special education students are made by the students' IEP teams.

If a parent requests an immediate special education evaluation, is the school obligated to comply?

If a parent requests an evaluation, schools should explain the RtI process and the services the student will receive during the documentation period. Schools may not talk parents out of requesting an evaluation; however it is expected that parents will be informed of what the current evaluation practices are. If after explaining the process the parent would still like an evaluation, contact Special Education to initiate the referral and follow through with RtI simultaneously.

References

ALSDE, (2010). *A Problem Solving Team Process*

ALSDE, (2009). *Response to Instruction: Alabama's Core Support for All Students*

University of Oregon, (2009). *A Beginners' Guide to EasyCBM*